Education Quality of Private Universities in Bangladesh:

faculty resources and infrastructure perspective

Md. Abu Naser
Student ID: 083286085

Dedicated to

My Grand-Father and Grand-Mother

Late Moulvi Dana Mia
Late Asmoter Nessa

For their love, encouragement, and
sacrifices for the education of their successors….

ABSTRACT

After deregulation program, the participation of the private sectors is increasing significantly in service sector in Bangladesh. Higher education sub-sector is one of them. As a reform initiative of public sector management government shifted its policy in early 1990s in higher education sector. Earlier public sector had monopoly in the tertiary level of education. North South University is the first private university established in Bangladesh in 1992. Within a short span of time more than fifty private universities have started their function. Though a lot of questions about the quality, mission and vision of these institutions, some are providing world standard education. These quality institutions have prepared a ground to compete each other about the quality of services they are providing. The private universities (PUs) for first time have introduced American system in country's higher education. Despite mismanagement and profit motive, PUs has a role to reshape higher education to develop competent and market oriented human resources.

The Emergence and the growth of the private universities in Bangladesh have taken a phenomenal shape in recent years. However, the private universities are playing an important role in spreading the opportunities of higher education in our country. But in recent years a widespread allegations were raised against PUs that some are selling certificates, easy-to-get degrees, very poor teaching qualities, poor infrastructure, high tuition fees, etc. In this context this study is an initiative to explore the education quality (EQ) of PUs that is offered by them.

On this ground reality, this study has taken an initiative to know the issues related to education quality of the private universities. This study also has general and specific objectives. The general objective of the study is, to explore the education quality of the private universities in Bangladesh. The specific objectives are; to assess the quality of teachers of Private Universities; to know the selection method of private universities; and to explore the infrastructure facilities those are provided by the private universities.

In line with the research questions and objectives, both the qualitative and quantitative methods of data collection have been used for this study. To find out the answers of the research questions, survey has been conducted with three questionnaires for students, teachers and guardians of six universities. Beside this, ten individuals representing various stakeholders have taken. They are

policy maker, education expert, UGC official, university founder, university executive and political authority.

After collecting data and information and analyzing it has found that EQ of all universities are not equally same. Universities are different in shape, size, location, enrolment, course offered, funding authority, financial and managerial capacity. Only a few universities are providing quality education and some are not quality concerned. Most of them are depending on part-time faculties. Some universities do not have required number of experienced teachers but are being run by junior and inexperienced faculties. Faculty recruitment system is not well structured and motivation level is very low. Even authorities do not pay their salary in time.

On the other side students' satisfaction level is low on campus facility, lab, and library facilities. A few universities are ensuring standard classroom facility and library facility. Most of the students are indifferent about the degree and its sale-ability. In this context, a strong and realistic Act is badly needed with an accreditation council to monitor the quality of education. UGC is not legally strong enough to monitor and supervise the Universities. At present, founders and policy planners or implementers are at the face to face position. The government can extend incentive for a good and quality university as well as can take initiative for the improvement of the weaker ones.

On the basis of findings and analysis some recommendations has given to take into consideration in policy level.

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ACRONYMS

AIUB	American International University Bangladesh
ASA	Association for Social Advancement
ASAUB	ASA University Bangladesh
AUB	Asian University of Bangladesh
AUST	Ahsanullah University of Science & Technology
BANBEIS	Bangladesh Bureau of Education Information and Statistics
BBA	Bachelor of Business Administration
BCS	Bangladesh Civil Service
BRAC	Bangladesh Rural Advancement Committee
BU	Brac University
CCC	Chittagong City Corporations
CPD	Centre for Policy Dialogue
CSE	Computer Science & Engineering
DIU	Darul Ihsan University
DU	University of Dhaka
EEE	Electric & Electronics Engineering
GATE	Global Alliance for Transnational Education
GoB	Government of Bangladesh
GUB	Green University Bangladesh
HE	Higher Education
HEQEP	Higher Education Quality Enhancement Project
HSC	Higher Secondary Certificate
IBA	Institute of Business Administration
IER	Institute of Education and Research
IIUC	International Islamic University, Chittagong
INQAAHE	International Network of Quality Assurance Agencies in Higher Education
IUBAT	International University of Business Agriculture & Technology
LUMS	Lahore University of Management Science
MBA	Master of Business Administration
MoE	Ministry of Education
MPPG	Master in Public Policy and Governance
NSU	North South University
PU	Private University
PUA	Private University Act
PUB	Peoples University Bangladesh
QHE	Quality Higher Education
SPHE	Strategic Planning for Higher Education
UODA	University Of Development Alternative
UGC	University Grants Commission

Acknowledgement

Chapter-One

Introductory Discussion

Chapter Summary

This chapter depicts the background of the research. Why this issue has been taken as a research topic, what have the significance of the problem is, illustration and statement on the problem also been discussed here. Research objective and research question has been given in this chapter. With all of these, limitations of the study have also been focused in the last part of the chapter.

1. Introduction

1.1 Background

At present there are 82 public and private universities in Bangladesh. The numbers of public universities are 31 while private universities are 51. The first public university is The University of Dhaka, established in 1921. The establishment of private university is relatively a new phenomenon in this country. In early 1990s, private sector came forward to establish universities. Since then country experienced a spectacular growth in private universities– they were mostly in and around Dhaka.

After deregulation program, private sector participation is increasing significantly in Bangladesh, especially in some area of service sector. As a reform initiative of public sector management, government shifted its policy in early 1990s in higher education sector. This program makes a pressure to public university and creates a competitive environment in country higher education. Though 81 universities are (including National University and Open University) providing higher education but it is widely saying that the quality of higher education has declined steadily. Public university is the best options of the students for higher education and then comes private university. With a few exceptions, public universities are failing to meet the market demand and suffering from low governance. Private university emerged as an alternative to cope up with the expanded demand of higher education. Only a few of them are maintaining standard but a huge allegation are being raised against the rests.

It was hoped that Higher Education Quality (HEQ) will be ensured with the competition of both the sectors. But it is commonly saying that the quality of higher education is declining rapidly, in some areas quite alarmingly. According to academicians, researchers, various committee (UGC-led High Powered Committee, 2003) or commissions report (UGC, PSC), newspapers report and public perception, are the quality of education of the private university is deteriorating sharply.

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Bundle of allegations are there against them; universities are being blamed for making higher education toy and degrees are easy-to-get. Job providers are also raising the same question. It is commonly saying that Private universities are commercializing higher education rather than providing service. Even these institutions don't bother to maintain or abide respective Law and guidelines also. On the other side, some other research (IIEP, UNESCO, 2007) showed, of some private higher educational institutions are providing quality education and their degrees at international standard. In this context, this study has been initiated to explore the quality of education of private universities that are provided by them.

In this study, teacher's quality and infrastructure facilities will be analyzed to explore the quality of education in Private Universities. To conduct the study six private universities have taken by using specific criteria. Primary data have been collected from questionnaire survey and interview. There are also secondary source was used. In this context, an attempt has taken to explore the quality of education of private universities in broad perspective. Within this broader area, study will explore the teaching quality, faculty selection method, faculty motivation level, research activities, and library, classroom and campus facilities. With these issues, we tried to search the employability and recognition of the degree.

1.2 Illustration

With the expansion of education facilities in secondary and higher secondary level the demand for higher education have increased dramatically in recent years. Public higher educational institutions were not successfully meeting this pressure. To meet this demand and reduce the increasing cost in higher level, the government opened the opportunity for private sector participation in higher education. As a result, the number of students in the private universities is increasing day by day. According to UGC report 2008, the number of students in tertiary level is 12 lac (more than 1.2 million). There were 1 lac 65 thousand students studying in 28 public universities (excluding National University and Open University) in 2008. In the same year 1 lac 83 thousand students were studying in 51 private universities.

We know, Education and development are intertwined. Through education, a country develops its productive human resources that serve as the engine of social and economic transformation. According to Harbison (1973), 'human beings are the active agents who accumulate capital, exploit natural resources, build social, economic, and political organizations, and carry forward national development.' Only when human resources — their skills, talents, energies, and

knowledge — are effectively developed and harnessed, a nation can attain the capability and credibility to bring about positive social changes and much needed economic growth. To achieve the Millennium Development Goals as well as the development of the country we need skilled, knowledgeable manpower. Only quality education can ensure expected level of human resource.

Private Universities first introduces American system in country's higher education. Four years first degree, grading system and some other innovation have come here through private universities. With some mismanagement and profit motive, they are helping to reshape the higher education to create competent and market oriented human resources. Not all universities are equivalent in standard, this also true for Public University. Some are doing excellent, some are average and some others' standard is questionable. But it is tough to draw a common line about the standard and performance of the institutions.

UGC, the apex body for higher education in its report observed and expressed its concern about the quality of HE institutions. UGC identified that most of the universities have no quality teacher, fulltime faculty, updated curriculum, infrastructure facilities, libraries, teaching aids, etc. Poor governance, financial mismanagement, profit motive of the owners seriously affect the governance and quality of the private higher educational institutions. Private universities are self-financed and only to get approval of new curriculum, awarding degree and some other administrative matters, they need to go UGC. UGC cannot take action against any allegation due to liberal Private University Act.

It is very difficult to comment definitely on the quality of education in the private universities. There is no evaluation system for this. Of course, the public universities also do not have any system of quality monitoring. One advantage of the public universities is that they draw good quality students and also good quality teachers. They start with a better base; this may not be true for all the private universities of Bangladesh (Ahmed, 1997).

Quality of education depends on a lot of issues. The broad areas are management, teaching quality, faculty resources, quality intake, method of teaching, technology support, update curriculum, direct and indirect infrastructure, etc. With all these, university should have specific mission and vision to its goal. We have some success stories in private universities in Bangladesh. Some are providing quality education and producing high quality graduates. It is commonly saying that private universities are responsible for deteriorating the higher education quality. Recently, International Institute for Education Planning (IIEP) conducted a research titled Private

Higher Education (PHE) in Bangladesh. Research shows that, business-graduates of private universities are getting preference in job market. Their average income levels were significantly above the income level of their counterparts from the public universities, the sole exception was the graduates from IBA of Dhaka University (IIEP, 2007). On the other side, some are selling certificates. Quality teacher, teaching method, physical facilities are not at all in support for higher level. According to UGC report (2008), only a few universities have their own campus, but rest of them running in rented house in residential or industrial areas of the city. Even after 10 years of getting approval they failed to establish permanent campus that was supposed to do within five years of approval. So, faculty quality and facilities are the major concerns for PUs in Bangladesh to ensure quality production.

1.3 Statement of the Problem

Private Universities are providing Higher Education. After 1990, there is a dramatic growth in the country's higher education. Instead of rapid expansion, the quality of education is declining. Private universities are profit-oriented and some allegations are there against them. According to Newspapers report, they are selling certificates and thus responsible for declining education quality. But all universities are not equal in terms of providing inputs to produce output as productive and employable graduates. It is commonly saying that faculty selection is not based on merit and universities are depending on part-time teacher. On the other side, most of the universities are fail to provide infrastructure facilities like laboratory, classroom, and library. Universities are running in industrial or residential area. In the same building, some floors are rented for university and others are restaurant, beauty parlour, and furniture shop. Computer Science and communications related subjects are common but there is no sufficient lab facility, networking, ICT infrastructure and library facility. To ensure the quality of a program these issues are related. So, education quality cannot be ensured without quality teacher and other facilities.

1.4 Literature Review

In Bangladesh, only a few studies have been done to explore the education quality of private universities. UNESCO and IIEP have conducted a research in 2006. This study analyzes growth and expansion of the private sector and discusses the financing, management and administrative control, and regulation of quality control measures. In that study, the researchers took into account the indicators among others, those are selected for this study.

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Syed Saad Andaleeb (2003) conducted another study in 2003 used 9 factor model to explain the satisfaction of alumni with their education. These factors include teacher quality, method and content, peer quality, facilities and resources, the effectiveness of the administration, campus politics, gender and year of graduation.

A study by Jamal (2002) explored the role of private universities in human resource development. The aim of the study is to analyze the effectiveness of private universities in promoting quality higher education in Bangladesh and their contribution to human resource development (HRD) in the country. He argued that despite many shortcomings, private universities provide a global flavor to their students. Some of their facilities are of a very high standard. In fact, taking advantages of shortcomings of the Private University Act (PAU) 1992, many universities have been established that lack essential academic infrastructures. These universities are likely to bring bad name to others who are providing high quality education in the country. Finally he argued that though at a high cost, private universities in Bangladesh definitely have contribution in human resource development.

Lewis and Smith (1998) in their book *Total Quality in Higher Education* focused four fillars of Quality. According to them 4 pillars are serving the customer, continuous improvement, managing with facts, and respect for people. All are distinct, but equal in potential strength. All four must be addressed; minimizing one weakens the others. By not addressing one, the entire house of quality will fail.

Andrea Bonaccorsi et. al (2007) in their book *University: Strategic Knowledge Creation* identified variables in six broad areas to analyze the quality of higher education. Those areas are; general information on HEIs, revenues, expenditures, personnel, education production and research and technology production.

International workshop on the development of measurements for higher education quality assurance in Bangladesh (2007) proposed indicators/measures of higher education quality in Bangladesh. In working paper-2, the workshop proposed some areas with specific parameter. Some of the areas are; purpose and objective, faculty, instruction, student service, library, laboratories, infrastructure, research culture, etc.

Another conference on higher education in the Asia-Pacific Region was organized by UNESCO in Macao held in 25-26 September, 2008. In conference report highlighted some key issues, such

as; statements of intent, institutions and policy, curricula, equity and participation, research, teaching and service, etc.

Shun-Hsing et. al. establish performance evaluation indicators for higher education. The study concluded with 18 important evaluation items and 84 indicators through the Delphi Method. They divided the areas in input, process and output aspect. Every area has some factors or items those are explained by various indicators. According to Shun-Hsing Study the factors are 1. Input aspect: Student quality, faculty resources, financial resources, teaching resources, student structure, and development target. 2. Process Aspect: Teaching quality, research results, curriculum planning, tutorship result, retention rate, and 3. Output Aspect: School reputation, financial donation,

Strategic Planning for Higher Education in Bangladesh: 2006-2026 (2006) talked about the infrastructure and faculty quality of private universities with other relevant issues. This report pointed out, a large number of private universities are operating in makeshift arrangements in hired accommodation. They have failed to meet the minimum requirements of physical infrastructures, full time qualified faculty, teaching aids and other facilities that are essential for imparting proper education.

UGC recently published its Annual Report 2008. In this report UGC recommended that student intake should be merit-based, more transparent and legitimized. Moreover, report focused on the infrastructure, quality faculty. It says, more education facilities should be provided. UGC prescribed rules must be followed at the faculty selection.

Mohammed Ehsan (2008) in his book Higher Education Governance in Bangladesh focused that qualified full time faculty members must be recruited in the private universities, at least 80 percent faculty members should be full time. Ehsan expressed his concern, unless campus facilities are upgraded largely, we cannot expect vibrant academic atmosphere in the private universities. In his book he tried to explore the status of governance in Public and Private Universities in Bangladesh.

1.5 Scopes and Objectives of the Study

For sampling we selected two universities out of 51. Only six universities are taken for study. Education quality depends on various issues. In this study we have taken only two variables i.e faculty resources and infrastructure as independent variable to explain the dependent variable on Quality of Education. Again infrastructure and faculty resources also are related to a lot of issues. I have taken selection of faculty, existing faculties in various levels and categories, benefits they

are enjoying, and research activities for analyzing faculty resources. In infrastructure I have taken campus, classroom, library and laboratory facilities. For analyzing these issues I would use some indicators.

Objectives of this study have been divided into general and specific objective. The general objective of the study is to explore the education quality of Private Universities in Bangladesh. The specific objectives are;

1. To assess the quality of teachers of Private Universities.
2. To know the faculty selection method of Private Universities.
3. To explore the infrastructure facilities those are provided by the Private Universities.

1.6 Research Question

A research question is usually more exploratory than a research hypothesis or a null hypothesis (Vogt 1999). The general objective of this research is exploring HEQ of private Universities in Bangladesh. In line with objective, two questions have taken for this research, one is related to faculty resources and another is infrastructure facilities. Questions are;

1. Is the existing faculty members' quality enough to ensure education quality of private universities?
2. Are the infrastructure facilities satisfactory for higher level of education in private universities?

1.7 Significance of the Problem

Despite the rapid increase in the enrolment in higher education during the last decade the quality of education remains a serious cause of concern. UGC reports and assessments observed that both public and private universities suffer from quality problems (Salauddin, 2007). Education especially higher education has an important role for the development of a country. The basic objectives of the universities are providing education, conducting research and creating new knowledge. Andaleeb (2003) says that, higher education is of strategic importance not only as an engine for human resource development and as a facilitator of growth through forward and backward linkages, it also serves as an incubator and repository of knowledge with untold potential. Today, it is under intense scrutiny in many countries of the world. Governmental and societal groups are taking a hard look, among other factors, at the performance of higher education institutions (HEIs) and the quality and value they deliver (Kember, 1994; Nordvall, 1996; Pounder, 1997).

With the exception of a few, Private Universities are blaming for deteriorating the quality of education. But, as of today, there is no accreditation body or any other mechanism to assess or ensure the quality of higher education. The role of UGC is not so sharp due to legal and resource constraints. Ministry of Education is playing ultimate role to institutionalize quality control. Actually, the UGC and the GoB, of course, exercise little control over the quality of education in public universities (Alam et. al, 2007). So, we need formal mechanism to identify the reasons or factors behind the deterioration of quality education.

In this context, the study attempts to explore the quality of education of Private Sector Institutions. The study will explore its goal or assess the quality with some common indicators. This research will help to know the strengths and weaknesses of PUs and what are the causes behind the declining education quality. Every year huge students were going abroad for higher education. The country was losing brilliant youths and foreign currency as well. With the emergence of PUs this trend is negative now. If the PUs maintains quality the country will be able to protect brilliant students from going abroad.

As no significant study has done earlier in this field, this study will help to give at least some thoughts to formulate proper guidelines and policies relating to faculty resources and infrastructure facilities.

1.8 Limitations of the Study

This study was conducted to assess the education quality of Private University of Bangladesh, to know the quality; six universities have been taken. But the question is whether only six universities can represent the whole sub-sector. This is the major limitations of the study.

Among the Private Universities there are differences in terms of size, enrolment, courses offered, teaching quality, budget, some are new and some are old comparatively. So, it is tough to draw a line whether one's quality of education represents others.

Out of 51, there are 9 universities located outside the capital city, six in Chittagong and three in Sylhet. I have taken six universities. Among them the campus of 5 universities are located in Dhaka and one in Chittagong. It would be better to choose any one from Sylhet. But due to resource constraints I have to limit it. This may be another limitation of this study.

<center>**Chapter-Two**</center>

<center>Theoretical Perspective and Analytical Framework</center>

Chapter Summary
In this chapter attempts has been taken to develop a conceptual framework for analyzing the research problem said in the earlier (Chapter one). There are some variables related to research topic, this chapter also discusses the relevant concepts, dependent and independent variables. The objective of the study is to know the education quality of private universities of Bangladesh. For this purpose we will analyze the faculty resources and infrastructure facilities. So, we have to know some pertinent issues related to quality higher education including quality, higher education quality, teaching quality, infrastructure, dependent and independent variable etc. I will try to give an idea and clarify these issues and develop a linkage among them.

2.1 Private University

Private Universities are those higher education institutions established privately by a group of people or an organization with the Government permission with an aim to spreading the opportunities of higher education among larger number of students under Private University Act, 1992 (Amended 1998) that was passed on 9th August in 1992. According to the Act **'Private University' means;** *any private university established under **this Act;** and following the provisions of this act and in fulfillment of the conditions provided by the government, any institution managed under the affiliation of any foreign university which is operating courses of Honours or Masters Degree, Diploma or Certificate Courses or any institution which is offering Degree, Diploma or Certificates*(Section-2, Sub-section-(g), Private University Act, 1992, Amended 1998).

2.2 Quality in Higher Education

Quality is a multidimensional construct. It is also a relative issue. Quality may differ to different people. It depends on various stakeholders. Harvey and green (1993) say that, Quality is a relative to the user of the term and the circumstances in which it is involved. It means different things to different people…indeed the same person may adopt different conceptualizations at different moments.

Defining quality in higher education is proved to be a challenging task. Cheng and Tam (1997) suggest that 'education quality is a rather vague and controversial concept and Pounder (1999) argued that quality is a 'notoriously ambiguous term'. At the broadest level, education quality can be viewed as a set of 11 elements that constitute the input, process and output of the education system, and provide services that completely satisfy both internal and external strategic constituencies by meeting their explicit and implicit expectations (Cheng and Tam,1997: 23). Harvey and Green (1993) identify five different approaches in viewing quality that are used in higher education. These are;

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1. Quality as exception (high Standards),

2. Quality as perfection or consistency (Zero defects),

3. Quality as fitness for purpose,

4. Quality as value for money, and

5. Quality as transformation of the participant.

It also refers to the four pillars of education: *learning to know, learning to do, learning to live together and with others, and learning to be* (Delors, 1996). One of the prime goals of quality education is to build knowledge, life skills, perspectives, attitudes and values of the students to transform the society into a more productive, sustainable one. Quality education attempts to uphold and convey the ideals of a sustainable world. It takes into consideration the social, economic, and environmental contexts of the country and helps shape the curriculum or program to reflect their respective unique conditions. Quality education therefore must be locally relevant and culturally appropriate (Salauddin, 2007).

According to World Bank (2007) a broad range of factors affect quality in tertiary institutions including their vision and goals, the talent and expertise of the teaching staff, admission and assessment standards, the teaching and learning environment, the employability of its graduates (relevance to the labor market), the quality of the library and laboratories, management effectiveness, governance and leadership.

We can say the term 'quality' in higher education has a number of connotations, mostly along the academic excellence or performance criterion. Quality means to maintain certain standard and norm to give institutions of higher learning more vitality, continuity, stability and legitimacy. Ehsan (2007) gave a direction in his study; quality of higher education overall is referred to as persistence, stability and continuity of academic affairs such as holding of regular classes, regular passing out of graduates, violence free campus, politics free academic culture etc. in this regard, quality of education may said to be the institutionalization of academic affairs in institutions of higher learning.

2.3 Objectives of Higher Education

The aims and objectives of higher education may differ from country to country. Developed and developing countries have different challenges in development and objectives in higher education. One's priority to achieve development and another's priority is to maintain or sustain the achieved development. Though there are some common objectives of education such as building knowledge, life skills, perspectives, attitudes and values of the students to transform the society

into a more productive, sustainable one (Salauddin, 2007). But every country, region has some different issues of concern based on their development target, spiritual thinking, resources, priorities etc. To achieve general and specific goal quality education is needed for every country.

Quality higher education develops leadership qualities in people of different professions and develops awareness in the learners to protect independence, sovereignty and integrity of the country. A high quality assurance in education in Bangladesh is not only imperative for her internal human resource management but also to survive, compete and succeed in the globally competitive educational environment (*ibid*).

2.4 Measuring Quality

Measuring quality is another tough issue. Quality control and quality assurance issues are also related with this concept. Again the measuring indicator also differs in line with countries' objectives and existing reality. On the other side, in the changing global context and challenges, quality measuring parameters are also changing. Again, there are variations in academic programs like business faculty, technology based programs, medicine, engineering, social sciences. Quality of these programs is not so easy to judge with the same parameters.

Ellis (1993) defines quality assurance as a process, whereby a consumer or other interested party is made confident that standard will be maintained. Carley and Waldron (1984) stated that quality assurance may be defined as planned, deliberate action or activities instigated and carried out with the intent and purpose of maintaining and improving the quality of learning for participants. The definition of quality assurance as it is expressed in the literature of higher education implies that quality assurance is a continuing, active and integrative process for maintaining and improving quality rather than simply a system of evaluation and checking for errors.

Presently there are two players in the quality standards field. One is ISO 9000 series of auditable quality standards and the other is the evolving global alliance for transnational education (GATE). ISO 9000 serious is a system developed by organization for standardization. This series is working from 1947. GATE was founded in the USA in 1995 and has affiliates in South Africa, Canada, Chile, Mexico, Ireland, China, New Zealand, Australia, And the UK. The United Nations Educations Scientific and Cultural Organization (UNESCO), the Organization for Economic Corporation and Development (OECD) and International Network of Quality Assurance Agencies in Higher Education (INQAAHE) are also founding affiliates. Affiliates, INQAAHE and GATE have proposed a set of principles for transnational education courses (Degree Programs). The principles provide a basis for reviewing courses. They are broad ranging and address of the following eight elements.

1. Goal and objectives   2. Standards   3. Legal matters   4. Student enrollment and admission   5. Human resources   6. Physical and financial resources   7. Teaching and learning   8. Evaluation

On the other side quality audit operates at the institutional, rather than course/program level. This system deals with processes, procedures and program operation. Any assessment or evaluations of the objectives or with the appropriateness with the outcomes are not concerned of quality audit (Hamidullah 2005).

2.5 Factors (variables) related to quality higher education

Andrea Bonaccorsi et al. (2007) identified variables in six broad areas to analyze the quality of higher education. Those areas are; general information on HEIs, revenues, expenditures, personnel, education production and research and technology production. Lewis and Smith (1998) in their book about the total Quality in Higher Education focused four fillers of Quality. According to them 4 pillars are serving the customer, continuous improvement, managing with facts, and respect for people.

In a study titled private higher education in Bangladesh, Alam et. al. (2007) emphasized on two main issues related to quality of higher education. Issues are; quality of Inputs: selection of students and quality of processing of inputs to final products. Accordingly, Syed Saad Andaleeb (2007), in his study focused nine critical factors to revitalize quality of higher education. Factors are; teacher quality, method and content, peer quality, direct facilities, indirect facilities, administrative efficacy, political climate, gender effects and expected satisfaction with higher education. In his research, he revealed these areas seem to need greatest attention. In every area he pointed out some indicators or issues to explore the reality.

International workshop on the development of measurements for higher education quality assurance in Bangladesh (2007) developed indicators/measures of higher education quality in Bangladesh. In working paper-2, the workshop proposed some areas with specific parameter. Some of the areas are; purpose and objective, faculty, instruction, student service, library, laboratories, infrastructure, research culture etc. Another conference on higher education in the Asia-Pacific Region was organized by UNESCO in Macao held in 25-26 September, 2008. In the conference report there were highlighted some key issues, such as; statements of intent, institutions and policy, curricula, equity and participation, research, teaching and service etc.

Shun-Hsing et. al. establish performance evaluation indicators for higher education. The study concluded with 18 important evaluations items and 84 indicators through the Delphi method. They divided the areas in Input, process and output aspect. Every area has some factors or items

those are explained by various indicators. According to Shun-Hsing Study the factors are 1. Input aspect: Student quality, faculty resources, financial resources, teaching resources, student structure, and development target. 2. Process Aspect: Teaching quality, research results, curriculum planning, tutorship result, retention rate, and 3. Output Aspect: School reputation, financial donation, continuous education service, graduates career, responsibility.

In the quality assurance workshop is held in Dhaka (2007), the then UGC chairman Prof. Asaduzzaman, in his paper focused 8 issues related to quality assurance in higher education in Bangladesh. Concerning issues(Parameters) are; Meritorious students, Highly qualified and committed teachers, Nationally relevant and internationally acceptable curriculum, Modern method of teaching and use of new educational technology, Sufficient provision for co-curricular and extra- curricular activities, High level of research, A sound academic environment.

Higher education in Bangladesh is in a state of siege today — by its teachers whose quality ratings are deeply troubling because they do not reflect the excellence they must inculcate and exhibit to gain the confidence of students, the academic community, as well as society itself (Andaleeb, 2006). As within a short span of time more than 5o universities are emerged. The demand of teacher suddenly increased but supply was limited. Public University teachers are mainly the leading supply side. As a result, a shortage of quality teacher exists in this sub-sector. To run the academic activities authorities appointed low quality faculty that causes the declining of education quality. Education commission's report 2003 expresses its concern about the low quality of teacher and their teaching method. UNESCO, IIEP research also pointed out the lack of highly qualified teachers is posing a threat to the quality and expansion of private universities, as they are currently dependent on part-time teachers.

So, we can summarize the discussions with a table focusing indicators for judging quality of higher education.

Table: 2.1 Indicators for Quality Education

Writer/ Institutions/ Conference	Indicators for quality higher education
Andrea Bonaccorsi et. al (2007)	general information on HEIs, revenues, expenditures, personnel, education production and research and technology production.
International workshop on the development of measurements for higher education quality assurance	purpose and objective, faculty, instruction, student service, library, laboratories, infrastructure, research culture

in Bangladesh (2007)	
UNESCO in Macao held in 25-26 September, 2008	statements of intent, and policy, curricula, equity and participation, research, teaching and service
Shun-Hsing et. al.	**Input aspect:** Student quality, faculty resources, financial resources, teaching resources, student structure, and development target. **Process Aspect:** Teaching quality, research results, curriculum planning, tutorship result, retention rate. **Output Aspect:** School reputation, financial donation, continuous education service, graduates career, responsibility.
Professor Asaduzzaman (2007)	Meritorious students, Highly qualified and committed teachers, Nationally relevant and internationally acceptable curriculum, Modern method of teaching and use of new educational technology, Sufficient provision for co-curricular and extra- curricular activities, High level of research, A sound academic environment.
High-Powered Committee on Private Universities, 2003	Infrastructure, student quality, library facility, laboratory facility, faculty recruitment method, full time faculty, management, reserve fund, tution fees, financial management, distance learning
Jamal, 2002	admission policies, curriculum and program design, physical infrastructure including library, laboratories and internet facilities, faculty appointment procedure and standards, teaching and learning innovations, interaction with accrediting bodies and professional organizations, securing students' view on academic matters, organization and management, student support program, overall environment .
CPD, 2001	Access (gender parity), Equity (Tuition fee), UGCs role, Managerial efficiency, linkage with business sector
Bangladesh Development Initiative, 2009	Quality faculty
Strategic Planning for Higher Education in Bangladesh, UGC, 2006	Methods of teaching and learning, assessment methods, renewing the curriculum continually, updating and upgrading professional knowledge and skills, and improving the broader educational, administrative, and resource.
Andaleeb, 2003	teacher quality, method and content, peer quality, direct facilities, indirect facilities, administrative Efficacy, political climate, gender effects and expected satisfaction with higher education. In his research, he revealed these areas seem to need greatest attention

UNESCO,IIEP research, 2007	Policy changes, enrolment and financing.

From the above discussion, some issues are common related to education quality. I have selected two variables or factors to know the quality of higher education. Here quality of higher education is dependent variable and faculty resources and infrastructure facilities are selected as independent variables to analyze the education quality.

Some indicators also used to analyze these issues. The oxford dictionary defines an indicator as that, which points out or directs attention to something (Hornby,2003). Webster's dictionary defines the exactness. As these definitions are similar and both reflect the nature of what, in the social sciences, should be properly termed an indicator (Albert, 1998). Every society has certain explicit or implicit measures or status indicators of educational quality. In general, these indicators can be divided into three classes; educational inputs, educational outputs and educational processes. We will use some indicators to measure independent variables to assess or assume dependent variable.

2.6 Independent variable

How can we judge the quality of teacher or teaching quality? Andaleeb (2007) in his research search this question and answered through the derived measures. Teacher's quality as reflected in their academic qualifications, teaching experience, communication skills, research abilities, attention to students, and ability to impart knowledge to the students. Another pertinent question is that how teaching quality will be assessed. Bloom's (1956) Taxonomy is a helpful starting point in this regard. It establishes a hierarchy on which teaching quality may be assessed. The six hierarchical categories include knowledge, comprehension, application, analysis, synthesis, and evaluation (Nordvall, 1996).

- Knowledge is about remembering course content either through recognition or recall.
- Comprehension represents students' ability to (1) translate material/knowledge from one form to another, (2) explain course material, and (3) predict effects of course materials.
- Application refers to the ability to apply course content to real situations.
- Analysis represents students' ability to look at disparate aspects of the course and see the interrelations among the parts.
- Synthesis is the ability to recombine course contents to create new structures or patterns.
- Evaluation represents the ability to use internal or external standards to assess the value of course content.

An alternative framework for assessing teachers proposed by Kember (1994) involves 'learning facilitation' and 'knowledge transmission.' Learning facilitation entails whether students are able to analyze a situation and display logical and rational thinking, whether teachers successfully

integrate interactive (participatory) teaching, and whether teachers are caring and able to enthuse students. Knowledge transmission involves training for specific jobs (e.g., engineering), use of different media (audiovisuals), imparting information, and demonstrating sound knowledge of their discipline. Andaleeb (2007) wanted to draw a line in this regard that there is no single set of criteria to evaluate teaching quality that is deemed 'best.' What is important is that departments and administrators should develop a context and content-relevant set of criteria to evaluate teaching. To the extent this set is measurable; the better should be the quality of assessment.

Andaleeb (2006) also focused that teachers do represent the hub or heart of the HEIs; finding ways to enhance their qualities should, thus, have a lasting impression not only on their students but also create positive effects far beyond the academic scene. Teacher quality also reigns supreme in the academic environment because of its ability to either inspire students to new heights of attainment through effective guidance. With these issues teacher selection process and requirements of prospective teachers are also important. With the selection of teacher, job security, motivation, rewards, research space and other facilities are related. So, all of these issues are involved with quality enhancement. To know the selection criteria we will follow the guidelines set by UGC for teachers' recruitment.

Physical Infrastructure is another important issue of concern for Private Universities. All Universities start academic activities in rented house. Class room facilities, library facilities with enough space, book, journals, audio-visual materials, and laboratory facilities for engineering and lab-based subjects with materials, instruments, budget, and canteen, room allocation for extra-curricular and co-curricular activities are badly involved with quality education. Presently communication technology is another vital infrastructure for higher education. Mohammed Ehsan (2008) expressed that, unless campus facilities are upgraded at a large extent, we cannot expect vibrant academic atmosphere in the private universities. To know the infrastructure facility we will take the conditions of getting approval of a university as standard, as there are no set indicators in Bangladesh from any authorized body.

There is no accreditation body or any other external mechanisms to assess the quality of the programs or courses offering by the Private higher institutions in Bangladesh. Even there is no known internal quality assurance cell within universities in the country. Some Universities have faculty evaluation by students with no significant impact on teaching quality.

Finally, faculty resources and infrastructure facilities are also two vast issues. In this study I want to limit my focus related to both variables. Focusing issues are given below;

Table: 2.2 Independent Variables and Sub-variables

Faculty resources	Infrastructure Facilities
1. selection method of faculty member; 2. existing faculties in various level and categories with academic background; 3. teaching quality; 4. promotion prospects and benefits they are enjoying, and 5. Research activities.	1. campus facility; 2. classroom facilities, 3. library facilities and 4. laboratory facilities.

With these variables, as an input variable; students' enrollment has taken as an important issue for this study. Without quality intake, it is not easy to achieve quality output. So, existing enrollment pattern and method also is focused as an additional relevant issue.

2.7 Dependent Variable

The objective of a higher educational institution is not only to create and disseminate knowledge, but also to develop human resources that will accelerate the socio-economic development of the nation (Hafiz, 2002). Judging the quality of education of a university is a complex process, as it involves national, regional and global considerations. However, a good quality university should meet the following conditions (Hafiz, 2002):

a. The people, the government and academicians at home and abroad believe that its degrees carry high academic value.

b. Other well-known universities accept the graduates for higher studies or employ them as teachers.

c. Credits/time completed at that university can be transferred to other good universities.

d. International scholars recognize and cite its research publications.

e. Graduates are in demand in the national and international job market.

Other criteria, such as the following, may also be employed in judging the standards of a university: admission policies, curriculum and program design, physical infrastructure including library, laboratories and internet facilities, faculty appointment procedure and standards, teaching and learning innovations, interaction with accrediting bodies and professional organizations, securing students' view on academic matters, organization and management, student support program, overall environment and so on (Jamal, 2002).

2.8 Analytical framework

From the above discussion, it has been tried to clear the quality, education quality, objectives of higher education, factors related to QE etc. under the conceptual framework to explore the Quality of Education where an analytical framework has been established. To follow the framework, I will try to collect data and information and analyze those to reach the target point.

Framework for Analysis
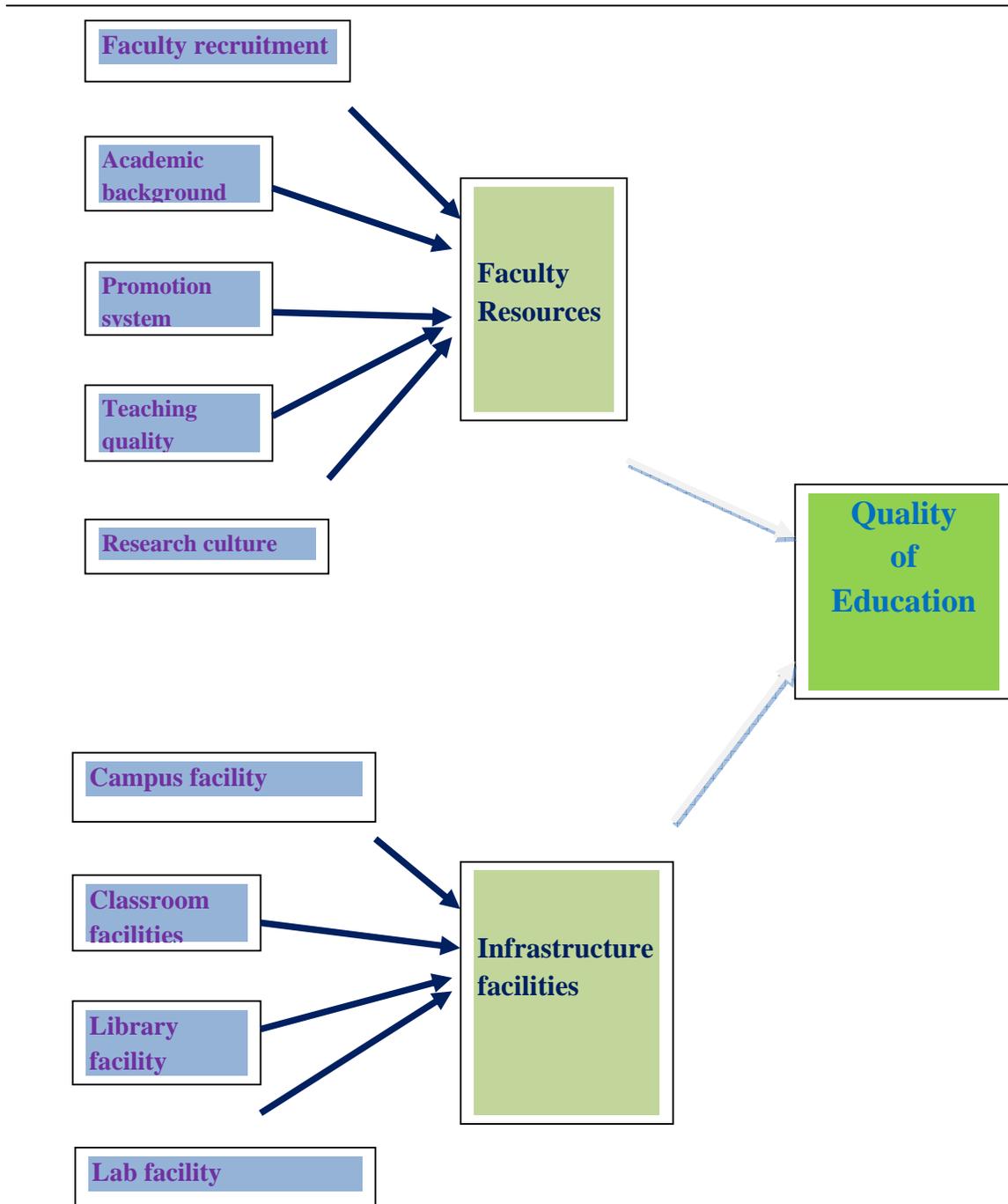
Chapter-three

General Discussion: Private Higher Education in Bangladesh

Chapter Summary
This chapter describes the structure of the country's education, emergence of private higher education, some basic characteristics and general trends, funding authority of Private Universities. After introducing PUs in Bangladesh, what were the comment on private higher education according to some committee and commissions report and as an apex body UGCs strengths and weaknesses has also been portrayed in this chapter.

3.1 Introduction

At present, there are 82 universities in Bangladesh of which 51 are private and 31 are public. With the expansion of education facilities in secondary and higher secondary level the demand for higher education has increased dramatically in recent years. The public higher institutions were not successfully meeting this pressure. To meet this demand and reduce the increasing cost at the higher level, government opened the opportunity for private sector participation in higher education. As a result, the number of students in the private universities is increasing day by day. The private universities in Bangladesh recorded a phenomenal growth after the enactment of the Private University Act in 1992. Both public and private sector institutions are providing higher education. Though some questions are here about the quality of education, it makes a competitive environment in higher education. This interaction and competition opens a space to enhance the quality of higher education.

3.2 Public and Private Sector

Public Sector: The term public sector covers the whole range of public organizations from national government ministries and departments to government business enterprises and local departments. A key role of Public sector is to provide basic infrastructure, essential services, destination management and marketing, innovation, training and education. (Elliott 1997)

Public sector deals with the delivery of goods and services by and for the government, whether national, regional or local/municipal. Public sector includes such services as the police, military, public roads, public transit, education and healthcare for the poor. The purpose of the public sector and the public organizations is to initiate such projects that will be used by all the citizens of the country and will aid in the economic development. Public sector is not profit oriented but that will facilitate the private sector in its activities.

Private Sector: The Private sector is lifeblood of the economy. Since the landmark publication of Adam Smith's book "Wealth of Nation" in 1776, human society has understood that the private market can generate tremendous efficiencies in terms of resource allocation and production.

Private organizations are profit driven and they like to invest in projects that will give them the most benefits. The source of funds for private investors is their own money or loans. The private sector tries to limit the access to just those that will provide them the maximum benefits.

3.3 Strengths of Private Sector

Basic strength of sector is quality of services. Private providers try to expand their businesses to attracting new customers. Customers' opinion and voice are the prime concern for private providers. In recent years, many business sectors have been revolutionized by a new customer-focus. Management standards are generally higher in the private sector, with staff usually better paid and motivated. So, business can act as a partner transferring important skills for a great lot of sectors including the ones of health and education.

The private sector is well suited to carry out research and to develop new techniques. Before introducing new product usually they conduct feasibility study or analyze the customers behavior in that regards. Also private sector invests to develop Skills and professional development.

3.4 Structure and Different Streams of the Education System

Education in Bangladesh has three major stages-primary, secondary and higher education. Primary education is a 5-year cycle while secondary education is a 7- year one with three sub-stages: 3 years of junior secondary, 2 years of secondary and 2 years of higher secondary. The entry age for primary is 6 years. The junior, secondary and higher stages are designed for age groups 11-13, 14-15 and 16-17 years. Higher secondary is followed by graduate level education in general, technical, engineering, agriculture, business studies, and medical streams requiring 5-6 years to obtain a Masters degree (Annexure-1). In the general education stream, higher secondary is followed by college/university level education through the Pass/Honors Graduate Courses (4 years). The Master's Degree is of one year's duration for the holders of Bachelor Degree (Honors) and two years duration for the holders of (Pass) Bachelor Degree. Higher education in the technical area also starts after higher secondary level. Engineering, agriculture, business, medical and information & communication technology are the major technical and technological education areas. In each of the courses of study, except for medical education, a 5- year course of study is required for the first degree (MoE, 2010).

Primary level education is provided under two major institutional arrangements (stream)-general and madrasha, while secondary education has three major streams: general, technical-vocational and madrasha. Higher education, likewise, has 3 streams: general (inclusive of pure and applied science, arts, business and social science), madrasha and technology education. Technology education in its turn includes agriculture, engineering, medical, textile, leather technology and ICT. Madrashas (Arabic for educational institution), functional parallel to the three major stages, have similar core courses as in the general stream (primary, secondary and post-secondary) but have additional emphasis on religious studies (MoE, 2010).

3.5 Higher Education in Public Sector

The University of Dhaka opened its doors at July 1921 according to the recommendations of *Nathan Commission and Sadlar Commission.* Before that Indian parliament passed an Act (Act no. xxxI) in 1920. At the very beginning Dhaka University (DU) was a residential university. In the first academic year, the total number of students was 877. After 87 years of establishment, in 2008 thirty two thousand students were studying in DU and more than 1600 teachers were teaching. During the Pakistan period of 1947-1971--this university contributed enormously to the formation of a highly educated middle class community in East Pakistan. The university was the main center of advanced education as well as political activism-- this activism was gaining momentum over time through different stages of development. It was not possible for the faculty and students of the University of Dhaka to keep them entirely detached from the political developments in the province in these formative decades of the Pakistani state (Wadood, 2006).

Till 1971, there were 6 public universities in Bangladesh and until 1985 no new university was established though demand was increasing. In 1980 government approved Islamic University but it started its academic activities in 1985. After that Shahjalal University of Science and Technology, Sylhet was established in 1987 and Khulna University started in 1991. At present, there are 31 public universities in Bangladesh. There are two international universities in Bangladesh. One is OIC funded Islamic University of Technology, campus located in Gazipur. Another is Asian University for Women, located in Chittagong established by a Boston based university support foundation.

3.6 Higher Education in Private Sector

The idea of private university in Bangladesh is a new phenomenon dating back only to 1992 with the enactment of the PU Act 1992. Within a short span of time PUs becomes a pervasive part of the country's academic landscape, satisfying the soaring demand for higher education and presenting new challenges for a troubled public system. The background was an ever-growing

demand for HE that was not met by a limited number of public universities. Moreover, the government had to allocate a huge subsidy for this sector.

In the context of private sector participation in various service areas and increasing trend of public-private cooperation in many sectors of the economy, the government welcomed private initiatives in this sector. The argument was to inject competition in the sector--underlying the assumption that private universities would be self-financed creating no pressure on public expenditure. A large number of university-going students were opting for foreign universities at that time which was creating a pressure on foreign exchange reserve-- government expected to arrest paetially the outflow of foreign currency by this cooperation with the private sector (Wadood, 2006). Till 1992 there were 8 public universities in Bangladesh that could accommodate a limited number of eligible aspirants, disappointing about 75 per cent of the nearly 80,000 who applied for admission. Now country has a vibrant HE sector with 51 private and 31 public universities. Other than National University and Open University, about 4 lac students are studying at the tertiary level at present.

North South University (NSU), the first private university in Bangladesh was established by the NSU foundation with the initiative of a group of philanthropists, industrialists, bureaucrats and academics. The government of Bangladesh approved the establishment of NSU in 1992 under PUA, 1992. It was formally inaugurated on 10th February 1993 with 143 students by Begum Khaleda Zia, the then Honorable Prime Minister of Bangladesh. The president of the People's Republic of Bangladesh is the Chancellor of NSU (Siddiki, 2000).

In 1988-89 first initiative was taken in Dhaka to establish a Private University. The North South University project was first initiated by a former Ambassador and Secretary Mr. Moslehuddin Ahmed. He discussed the idea with a group of businessmen, intellectual, bureaucrats, and some of his family members working in USA. In May 1990 they formed a 30 members Foundation for Promotion of Education and Research (FPER) to expedite the project.

NSU founders claim that they are the first government approved private university in Bangladesh because NSU got the approval first. Historically it would be interesting to know that the first private university was established by Moulana Bhashani at Shantosh in 1960s, and it was named Islamic University that was not recognized by the government. The second private university that was established in the '70s was Darul Ihsan University (DIU). Then in 1992, IUBAT was established. But NSU got the approval later before these two" (Hafiz 2006 cited in Emtiaz 2009).

In October 2006 government approved two private universities; those are East Delta University Chittagong and ASA University Dhaka. After 2006 approval of new university is stopped by a government order issued by Ministry of Education. According to UGC report 2008, at present there are 51 Private Universities in Bangladesh (Annexure-2).

3.7 Quality Assurance Mechanism

At present, quality is the main concern at the country's tertiary level education. There is no regular review or critical review of the courses that is essential for quality maintenance and enhancement. There is no accreditation body or quality monitoring authority in Bangladesh. So, generally there is no evaluation criterion to evaluate course curriculum, mission, vision, faculty quality, student quality, transparency in management, student evaluation, etc related to quality assurance. Most quality control is exercised through administrative review by the departmental head/chairman or deans of the faculties in the universities. Both public and private universities in Bangladesh have no external system or method to review the academic programs of the institution with respect to above mentioned objectives except an approval from the UGC – which is mandatory for private universities only.

UGC has a very little scope to do. Only UGC can provide facts to the government. As Private Universities are self financed, that is why they need not come to UGC. Ministry of Education (MoE) is the ultimate authority to institutionalize quality control measures. But, for a long time MoE is trying to enact a new law for PUs, still ministry cannot do it successfully for the opposing position of PU Founders Association. This association is a powerful domination and has a strong political link with every ruling party.

Most of the private universities have failed to introduce corporate system in university governance. One common complaint about the governance of private universities is that it is too much person-based. Usually the person who takes the initiative in establishing the private university dominates the administration. In some cases, it is the initiator who virtually runs university. Moreover, some of the initiators try to monopolize almost all authority by putting their own people, such as; wife, daughter, son, daughter-in-law, and even old mother-in-law in different positions. This has been possible because of the absence of detailed guidelines about the composition of the different authorities (Mannan, 1999).

3.8 Types of Founding Authority of Private University

Private higher education in Bangladesh is provided by different type of agencies. There are certain patterns in the ownership of private universities. First, most agencies are non-profit entities. In most cases, a group of like-minded philanthropic and relatively resourceful people are organized and establish a university. Their intention is to satisfy the existing excess demand for some types of university courses/degrees in the country. Leadership in founding this breed of universities has originated mainly from the visionary elites, e.g. highly placed (former) civil servants, industrialists, businessmen and professionals. Some universities highlighted religious-oriented course. These types of institutions teach Islamic ideology-based courses in addition to market-oriented courses. Some universities are established by country's leading NGO. Renowned NGO, Association of Social Advancement (ASA) established ASA University, another leading NGO Bangladesh Rural Advancement Committee (BRAC) established BRAC University and Gonoshastho established Gono Bishyabidyaloy. Out of these types of founders, Chittagong City Corporation (CCC) established a University in Chittagong named Premier University.

3.9 Enrolment in Private Universities

In 2008, there were 1.64,624 students studying in public universities (excluding National University and Open University) and 1,82,641 students were studying in Private Universities (UGC Report 2008). In recent years private university enrolment trend is sharper than public university.

Graph: 3.1 Private University enrolment trend
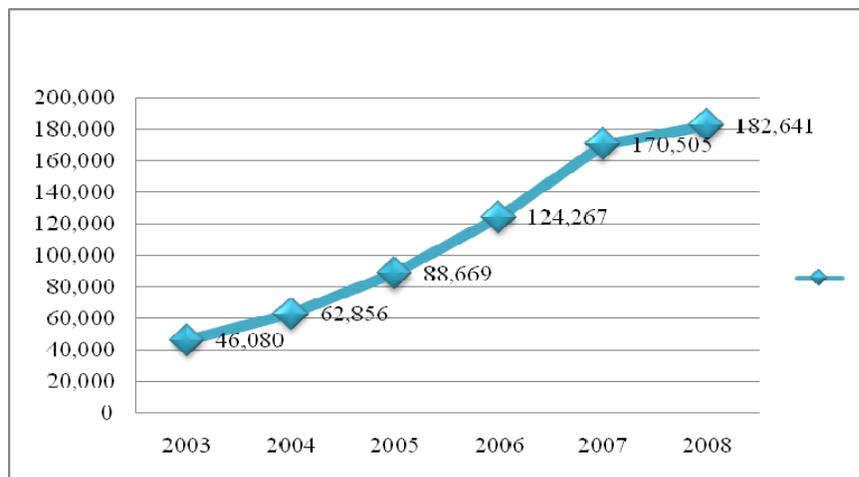
Source: UGC report 2008

At present, about 2 lac students are studying in PUs. Though in recent years opportunity expanded in public sector but according to demand these are not enough. Students are to compete to get admitted in Public Universities. With the expansion in secondary and higher secondary level, huge pressure creates at the tertiary level. Not having enough scope, students have no choice to

persue their education other than private university. All PUs are not equally grown up based on quality and facilities. Some universities are trying positively to enhance quality education. Most of the institutions don't have strong mission in quality achievement. As they are getting students easily, so they don't care about quality. Only a few universities take admission test and maintain quality in selection process. Generally PUs except two or three universities cannot attract top-quality students.

Still public universities are the first option for the admission seekers. Sometimes high fees and other expenditure of PUs become major concern for middle class as well as bright students who are not financially solvent. On the other side, PUs those who are maintaining high standard, do not get brilliant students but presently this trend is changing. Students from English medium school have difference in curriculam. Normally they cannot do good in admission test in public universities. So, private universities are the better option for them.

There is no session-jam, campus violence, motivated and faculties, more ICT access, English speaking environment and job market oriented courses are offered in PU. A portion of students put their choice for getting admission in PU. Recently to get admitted in North South, Independent, East West, South East, AIUB, Brac University students are to face exam. It is becoming tough day by day. So, coaching centres are opened now in Dhaka for not only public university bul also for private university. Students can complete their couse in time and enter into job market before their counter parts studying in public institutions.

3.10 Teacher in Private Universities

Table: 3.1 teachers in Private universities

Year	Total Teacher	Fulltime Teacher	Part-time Teacher	Teacher-Student Ratio
2008	8,364	4,821	3,543	1:22
2007	8092	4468	3630	1:21
2006	6,690	3,668	3,022	1:19

Source: UGC report 2006, 2007, 2008

For opening a new course it is mandatory to appoint 3 full time senior faculties with a professor and required number of part-time teachers. But most of the PUs are far from this obligation. A few universities are attracting full-time teachers with good academic background and higher degree offering high salary and allowances. Alam et. al. (2006) expressed their concern that the lack of highly qualified teachers is posing a threat to the quality and expansion of PUs, as they are currently dependent on part-time teachers. Ehsan (2008) said, being part-time, these teachers often fail to be punctual and are unable to concentrate on their classes. Much of their time is taken up in commuting from one university to another. About the quality of teachers he added, since the

demand for teachers in certain subjects has risen, with the increase of number of universities, compromise has been made by some in respect of qualification and experience. Overall, the quality of teaching in private universities has been erratic and uneven.

On the other side, many Bangladeshi academics are working abroad. They are enjoying more salary than public university in Bangladesh. As a few Private Universities are providing more facilities than Public University, they are interested to come to Bangladesh. This opportunity creates a professional space for many Bangladeshi academics to come back to the country. This *Brain Gain* contributes to develop skilled manpower for the betterment of the nation.

3.11 Foreign student enrolment in Private University

Table: 3.2 Foreign students in Public and Private university

Year	Public University	Private University	Total Foreign Student
2008	221	1049	1270
2007	207	598	805
2006	171	498	669
2005	244	695	939

Source: UGC report 2005 to 2008

Private Universities are better options for foreign students. More than one thousand foreign students were studying in PUs when only 221 were in public universities. Enrolment pattern shows that PUs can attract the prospective foreign students. In 2008, out of 1049, more than 8 hundred students were enrolled in medical faculty of USTC. Other than USTC, in the same year 31 students were studying in NSU, 49 in International Islamic University Chittagong, 25 in International University of Business Agriculture and Technology, 37 in Gono Bishyabidyaloy, 19 state University of Bangladesh, 16 in Northern University of Bangladesh, etc. As there is no session-jam, students complete their courses in time. Besides, because of no campus violence, quality of some universities, smart and speedy disposal of business in PUs these factors are attracting the foreign students.

3.12 Dhaka Based Private University:

It was hoped that private sector participation will expand the opportunity of higher education to meet the increasing demand. In the expansion of secondary and higher secondary level education, the demand of higher education is equally increasing in the whole country, not in any specific area. But Private universities are centralized in Dhaka. Other than some outer campuses, in Rajshahi, Khulna, Barisal and Rangpur division there is no PU. Out of 51 private universities, only nine universities are established in Chittagong and Sylhet city. The rest 42 are in Dhaka. In

Chittagong, private universities are; 1.International Islamic University, Chittagong; 2. University of Science and Technology, Chittagong;   3. Premier University; 4. BGC Trust University; 5. Southern University and 6. East Delta University. Universities established in Sylhet, are; 1.Metropolitan University; 2. Leading University and 3. Sylhet International University

3.13 Dominated by two subjects

Private universities are offering market oriented or job oriented subjects. According to Act a PU at least need to open two faculties. So, BBA and Computer science are the common courses offered in private universities under two faculties. As they have profit motive, to attract students, these offer market based subjects. On the other side, public universities are the place of creating new knowledge, making balance in human resources in the society, creating manpower in all branches of knowledge. There is no course on Bengali literature, Philosophy, Arabic, Sanskrit, Pali etc in private universities.

Table: 3.3 Faculty wise students in Private University

Year	Arts and Social Science	Law	Science, Medical, Engineering and Agriculture	Business Administration, Economics and others	Total student
2008	32,901	11,483	48,888	83,369	1,82,641
2007	40,249	9,357	40,758	78,847	1,70,505
2006	30,307	7,572	28,791	57,597	1,24,267

Source; UGC Report 2006, 2007, 2008

Table shows that every year Business faculty attracts more students and secondly computer science related courses. With BBA and computer science presently law is another subject getting preference to students. After the separation of Judiciary from executive branch, more employment opportunities have been opened for judiciary. On the other side, mass-media is another booming sector. With older ones new newspapers, private television channel open up more employment for this sector. To meet this demand students are going to study media in related courses.

Private universities have introduced four-year degree courses. And despite intensive regulation, they continue to bring in new subjects and more frequent innovations in existing subjects or fields. Some PUs are awarding degrees on Development Studies, Public Health, Environmental studies, Environmental Science and Management, Telecommunication Engineering, Public policy and Governance, Human rights, etc.   These courses are very relevant and newer in present context.

3.14 Private University: according to various commissions report

3.14.1 High Powered Committee on Private University

After opening the flood gate, huge number of PUs started academic activities by taking government approval. But it was widely criticized by the academics, educationists that private universities are deteriorating higher education quality and authorities take it as business sector. Universities are also criticized that they are selling certificates without considering quality and putting the county's higher education sub-sector questionable. They have no required faculty, library, laboratory and other conditions that were supposed to fulfill before starting academic program. In that context government formed a high powered committee consists of 9 member headed by the then UGC chairperson Professor Dr. M Asaduzzaman. The Committee was assigned to submit a report about the status of private universities. This committee physically visited all universities and analyzed the relevant issues. Finally the committee categorized all universities in six categories on the basis of 18 issues that are related to academic standard, infrastructure, faculty quality, enrolment, library resources, lab facility, tuition fee, financial statement, managerial capacity, etc. In line with the observation and findings, committee also submitted recommendations and proposed to close 8 universities those failed to create environment for higher education after getting approval as per terms and conditions (Annexure-3).

3.14.2 Education Commissions and Committees

The Government of Bangladesh established several Education Commissions and Committees since the independence of the country in 1971 for searching an Education policy. Qudrat-e-Khuda Education Commission was formed in 1972, headed by the leading educationist and scientist Dr. Qudrat-e-Khuda. The perspectives and this scenario of the education system of the contemporary world were also taken into consideration. In the field of Higher education a combined degree course of four years and a one year Master's course were proposed. In 1979 the Government felt the necessity of reviewing the report. Advisory Council for National Education styled Interim Education Policy Recommendations was published and the reports of the Mofizuddin Commission were brought to light in February, 1988.

3.14.3 Shamsul Haque Education Committee (1997)

In 1997 government formed a commission headed by Professor M Samsul Hoque. There were 16 private universities were established till then. This commission recommended that Private universities should maintain prescribed guidelines properly and also proposed to develop a common statute for both public and private university to maintain quality of education, course curriculum, and teacher recruitment etc under the leadership of UGC. This commission also

proposed formation of an independent accreditation or certification body to monitor education quality of these institutions.

3.14.4 Dr. M. A. Bari Commission (2002)

An Expert Committee headed by Dr. M.A. Bari was formed in 2002 to identify immediate implementable reforms of education sector. This committee recommended that private institutions must follow the terms and conditions described in act and guidelines. Those who failed to abide by the rules their affiliation or approval should be cancelled or postponed. Committee expressed its concerns that lack of proficiency in English causes for deteriorating education quality. To ensure quality the committee proposed more investment in education and research. This committee also made some remarks for private universities, such as;

1. A unified statutes need to oversee or monitor private universities;
2. Every university should have own campus;
3. Universities should have minimum faculties and have to appoint required quality teacher;
4. Universities have to follow the guideline about tuition fees prescribed by UGC.

3.14.5 Mohammad Moniruzzaman Mia Commission (2003)

To improve the quality of Education and initiate a set of reforms to develop the higher education sub sector government formed a Education Commission in January 2003 headed by Professor Moniruzzaman Mia. The Commission submitted its report to the Government in March 2004. The report consists of three parts and suggests 880 recommendations on all the education sub-sectors.

Committee discouraged government fund for higher level because these are contradictory to the concept of university in one hand and expensive as well on the other. Rather, since higher education is relatively expensive the policies are now encouraging privatizing higher education; provided that institutional mechanisms should be established to maintain the quality of private sector education. About private higher education, commission said, since higher education is relatively expensive, higher education in private sector could be encouraged. But institutional mechanisms should be established to maintain the quality of private sector education.

The Education Commission-2003 recommended for the amendment of PU Act, so that Act should be realistic. For ensuring education quality need strengthening capacity of UGC and strongly recommended forming a accreditation council. Commission proposed to follow unified grading system, evaluation system and increasing lab facilities for lab-based courses. This commission gave some specific recommendation in the area of library, ICT education, medical, engineering,

agriculture etc. to create human resources for new century. It also proposed to introduce new and market oriented courses in university level.

3.14.6 Prof. Kobir Chowdhury commission (2009)

In February 2009 government formed a committee headed by National Professor Kobir Chowdhury. Cabinet approved it in 31st May 2010. In this report, there are some specific recommendations on private higher education and its quality in global context.

3.15 Strategic Planning for higher Education

For the first time in Bangladesh, UGC prepared a 20 year long strategic planning for higher education with the help of World Bank. This long term plan was submitted in 10th April 2006 to the then Prime Minister. Report proposed a integrated plan for higher education where categorized the recommendation in short term, midterm and long term. Report expressed its concern, if higher education sector fails to bring out enlightened, highly skilled, trained, motivated and ethically committed individuals; the country cannot meet any of its development objectives.

This report proposed an accreditation council and in the context of rapidly growing institutions, a strategy should be devised to ensure that these universities enforce quality in both teaching and governance. This report proposed to amend the PU Act and made it realistic. In the context of allegations against PU, this report said that a large number of PUs were operating in makeshift arrangements in hired accommodation. They have failed to meet the minimum requirements of physical infrastructures, full time qualified faculty, teaching aids and other facilities that are essential for imparting proper education.

3.16 Closed down Six University

On the ground of widespread allegations against PUs, government formed a high powered committee in July 15, 2003. Committee submitted its report in October 2004. One of the major recommendations was to cancel the approval certificate of 8 universities. These universities were failed to maintain quality of education and didn't fulfill related guidelines.

The committee found several gross irregularities including low educational standard, temporary and overcrowded campuses, false statements of students and teachers and almost total lack of administration in these universities (Ehsan, 2008). According to Article 16 (1) of PU Act 1992 (amended 1998), one-member judicial committee was formed to review the recommendation. In this phase, BGC Trust University, Southern University, Chittagong and Green University were excluded from this list on condition that they will upgrade their academic, infrastructure and other related issues within a stipulated time frame. Finally, ministry arranged a final hearing session and eventually has taken decision to cancel authorization certificate of five universities, namely;

America Bangladesh University; Central Women's University; Comilla University; Pundra University; and Queen's University. In the mean time three universities sued to court against the cancellation order and learned court postponed the order. So, three universities out of five are now functioning and continuing academic activities.

3.17 UGC: as an apex body

The University Grants Commission (UGC) of Bangladesh is the statutory apex body in the field of higher education in Bangladesh. The primary objectives of the UGC are to supervise, maintain, promote and coordinate university education. It is also responsible for maintaining standard and quality in all the public and private universities in Bangladesh. The UGC assesses the needs of the public universities in terms of funding and advice Government in various issues related to higher education in Bangladesh. UGC of Bangladesh was established under the President's Order (P.O.) No. 10 of 1973 which was deemed to have come into force with effect from 16 December 1972. Though UGC is the only formal regulatory body of country's HE, in fact its legal authority is very weak to take any action against allegation. At the time of independence there were 6 public universities in the country. After enacting PU Act in 1992, 51 private higher institutions got approval. With this number 31 Public universities are established over the time. But the organizational structure and capacity of UGC has not evolved in line with the huge demand. When PUs starts operation, the work load increased drastically. Work pattern and volume of PUs are different from Public University. UGC Chairman and members are appointed from public university. Still in commission there is no participation from PU. Government can consider some representatives from PUs, so that both sectors participation can be ensured. Presently a division opened to oversee PU related work under a full-time member which is not sufficient to speedy disposal of work load.

Figure: 3.1 Structure of Private University division in UGC
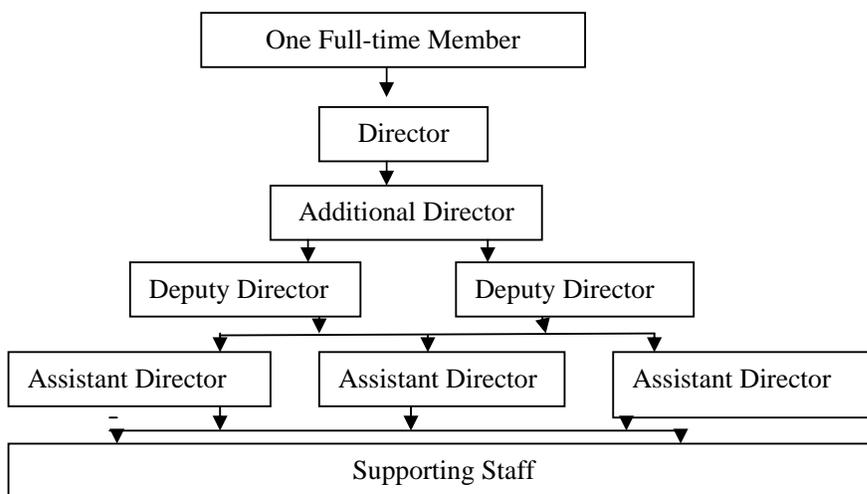
There is no better option to strengthen UGC except amending related law. UGC should have authority to monitor and oversee the institutions as well as education quality.

3.18 Private Universities in South Asia

In South Asia, Pakistan was the first country to encourage PU, and Lahore University of Management Science (LUMS) was set up in 1985 as a joint project of Government and business houses. Sri Lanka followed Pakistan. Earlier India had recognized the need for supplying specialized skills and allowed the establishment of institutes to offer degree-level education in the private sector (IIEP, 2006). Before LUMS, in 1983 Aga Khan University was established in private investment. Some other private universities were operating at that time but LUMS is a renowned institution achieved reputation for its quality and management capacity. At present LUMS is one of the best institutions in South Asia.

India has given permission to establish some private universities but at the same time it has closed down many because of poor standard. There is a huge demand since public universities cannot accommodate all the students. But the government of India gave certain conditions to the interested entrepreneurs. Among the conditions were – one, they must create an endowment of Rs. 10 crore; two, must have huge land area to establish the campus; and three, 30 percent of the poor but meritorious students will have to be allowed free tuition. But the entrepreneurs did not agree to all Conditions and as a result the Act could not be passed. They come with business motive therefore they could not agree to providing free tuition to 30 percent of the student. Then in 1994-95 the government gave the deemed status to some universities. Finally, the government gave approval to the Private University Act Chatrishgar and Private University Act Jharkhand. As a result, some private universities were established in these two states. In Chatrishgar more than 100 private universities come up in one year. Consequently, there were even two-room universities. About 80 percent of them were closed down within one year. Same thing happened in Jharkhand. Now in many other states private universities are being set up. But the entrepreneurs are finding it difficult to meet the strict criteria of the Indian UGC (Emtiaz 2009 cited in Hommadi, 1987).

Methodology and Research Findings

Chapter Summary
This chapter divided into two parts. One is followed methodology and the second is findings of the research. Qualitative and quantitative data are presented here. Findings of the study as well as analysis of the survey data and evidences are given here according to the independent and dependent variable. This chapter illustrated through the qualitative data presentation of the views of education experts, teachers, and students; descriptive statistics of the questionnaire survey.

4.1 Research Methodology

In this study a combination of quantitative and qualitative methods were used. The question might arise why I used a combination of these methods. Because as Creswell (1994:177) suggests, that it is advantageous to a researcher to combine methods to better understand a concept being tested or explored. Each approach has its strengths and its weaknesses, and I think over reliance on anyone method is not appropriate. I think if I combined both quantitative and qualitative research, it would provide a general picture of my study areas.

4.1.1 Study area and selection criteria of Six Universities

I have selected six universities for my study. Universities are; North South University (NSU); University of Development Alternative (UODA); Premier University Chittagong (PUC); Peoples University Bangladesh (PUB); Green University Bangladesh (GUB); and ASA University Bangladesh (ASAUB). Out of six, one university campus is located in Chittagong.

I have selected universities on the basis of the report of high powered committee formed in 2003 to examine the status of private universities of Bangladesh. Out of 54 Universities in 2004, committee assessed only a few universities were maintaining standard. They found eight universities are performing satisfactorily. Committee grouped 54 universities (the then) in six. Ten universities were also performing well, Standard were near to satisfactory. Ten other newly established universities were in third category which was trying positively to fulfill UGCs criteria. Ten other Universities were partially failed to fulfill prescribed guidelines. Committee proposed to give them one year time to uplift their standard by fulfilling criteria. Six universities were failed to maintain most of the criteria and instructions of authorities related to standard of education. Proposal made by committee that if these institutions failed to meet criteria within six month their charter should be cancelled. Eight universities were accused not to abide law and other guidelines proposed to take action against them according to law. In 2006, government has cancelled approval certificate of five universities.

I have selected three from first two categories. NSU and UODA are representing first category and Premier University Chittagong (PUC) are representing second category. PUC has taken because university campus located in outside of Dhaka that was established by Chittagong City Corporation. PUB and Green University were chosen from fifth and sixth category. Government has given approval two universities in 2006, ASA University is one of them. This university has been taken as sample from those are newer. Another thing is that this university is running by a leading NGO named ASA. These methodological stand points help me to select the universities.

4.1.2 Reason behind the selection of Six Universities

Whether in Bangladesh there are 51 private universities at present, but I have taken only six of them for my study. The reasons behind this are as following;.

- ‣ As the study completed within six months, so the number of cases is small for managing easily. It also helped me to study the problem areas in-depth.

- ‣ Five universities situated in Dhaka city and one in Chittagong that was less time consuming for collecting data and conducting interviews.

- ‣ I have a good access to NSU faculty and management level. It helped me to collect data and at the time of questionnaire survey.

- ‣ Universities are representing different categories of high powered committee, campus located in Dhaka, campus located in Chittagong, City Corporation based, NGO based, older one and newer one.

4.1.3 Data Collection Method

The study conducted based on both primary and secondary data. Primary data collected through interviews and Questionnaire survey. Structured questionnaire containing both open and closed ended was used. A survey through a standardized questionnaire was conducted to collect both quantitative and qualitative information from six private universities. Three questionnaires used for collecting primary data. I interviewed students, faculty members and guardians. Through this survey, I have collected data related to independent variables and issues for linking with the dependent variables.

The semi-structured interviews are conducted with the policy makers, administrators, education experts and university founders. These provided inputs to see the impact of the policies related to private universities and the quality of education.

Secondary data and information collected besides the primary sources. Secondary data gathered from journal articles, published books, government documents, education commissions' report, policies, reports of various committees related to higher education etc. To collect data and information used BANBEIS data, UGC data, IER of Dhaka University, BBS data etc. I got help

from DU and NSU library, PATC library, CPD, BIDS, NAEM, Ministry of Education, World Bank and different national dailies as well.

4.1.4 Reconnaissance Survey

The first visits at NSU and PUB have conducted a reconnaissance survey to observe the situation at the universities and finalize the sampling by obtaining a list of the students. The reconnaissance survey facilitated to revise the interviews, questionnaire and checklist to be used to gather information during the following visits.

4.1.5 Sample size

A manageable sample size of respondent targeted to NSU and PUB both for questionnaire survey and interview method. The sample size was 50. Twenty respondents were the students studying in six universities; twenty were faculty members involve in teaching in six universities as full-time and part-time faculty and ten were guardians. Among the students fifty percent are from non lab-based courses and rest fifty percent from non lab-based courses to know about the lab facilities provided by the university.

Ten interviews were conducted from the key personnel related to higher education institution and policy level by using semi-structured questionnaire. I have interviewed one ex-Minister to ministry of Education, one official from the Ministry, two officials from Private University section of UGC, Assistant Director (research) UGC, one education expert from Institute of Education and Research, University of Dhaka, three top executives of university, and one member from the Private University Founders Association.

Questionnaire survey and interview schedule are given below;

A. Questionnaire Survey

	Student	Teacher	Guardian	Total
Respondent	20	20	10	50

B. Interview: I have conducted 10 interviews. Interview has been taken from Ex- Education Minister, 3 UGC officials, 3 senior executives of the universities, one ministry official, one education expert, and one member from Private University Founders Association.

4.1.6 Validation of Data

Validity is the degree to which the allotted instruments convincingly measure, explore or describe the phenomenon in hand (Judd, Smith and Kidder, 1991). In this study data was collected by

questionnaire survey. Interview method was also followed. The combination of both the methods helped to collect reliable and valid data. As in this study I used qualitative and quantitative method for collecting data, I can also argue in favor of this combination of both methods that (mentioned as logic of triangulation by Punch, 1998:247) the findings of my study from one type of method can be checked against the findings deriving from the other type. Here the main aim is to enhance the validity of findings.

4.1.7 Analysis Plan

According to Yin (1989:21), the case study like the experiment does not represent a "sample", and the investigator's goal is to expand and generalize theories (analytical generalization) and not to enumerate frequencies (statistical generalization). Data collected from the field, presented through descriptions and analysis. The responses of each item of close-ended type were analyzed in terms of number (frequency) of responses. The frequencies further were converted into percentages to describe the result of the item to arrive at the findings. The data collected by the respondents to each of the open-ended items was categorized based on their contents into different clusters along with their frequencies and percentages.

4.2 Research Findings

4.2.1 Teachers Perceptions

Basic information of respondents: Twenty faculty members from six universities were taken in questionnaire survey. According to the category and university respondents, information has been given below;

University	Total respondents (Teacher)	Part-time Faculty					Full-time Faculty				
		Prof.	Assoc. Prof	Astt. Prof	Lecturer	Total	Prof.	Assoc. Prof	Astt. Prof	Lecturer	Total
NSU	4	1				1	1	1		1	3
UODA	4			1	1	2		1		1	2
Premier	3	1				1			1	1	2
PUB	2			1	1	1			1		1
Green	3	1				1			1	1	2
ASA	3				1	1	1			1	2
Total	20	3		1	4	8	2	2	3	5	12

Among the total respondents, 8 were part-time faculty and 12 were full-time. 20 respondents have been taken from six universities. Highest 4 and lowest 2 faculties have been taken from a certain university. Professors were 5; associate professors 2, assistant professors 4 and lecturer were 9. Among them 5 faculties have PhD degree, one has MPhil, 4 MS and others have no higher degree. Among the respondents 50% worked in public university before joining the Private

University. 40% has no previous experience in the public university but 10% has experience to teach in the foreign university and 15% taught in other private universities earlier.

Faculty Resources

Faculty Recruitment

Table: 4.1 Permanent Recruitment Policy and Selection Process

Statement	Yes	No	Comment
University has permanent Faculty Recruitment Policy	14	-	6
	70%	-	30%
He had to face any selection process	16	4	
	80%	20%	

Source: Survey 2010

It was asked to the respondent whether the university has any permanent recruitment policy. In reply, 70% respondents replied positively and 30% respondents gave different comment. This portion said they did not know whether they have any policy.

In case of second statement, 80% teachers said they had to face a selection process. Most of them told, that was not so tough. Half of them told they knew it that they would get appointment; selection process was just to maintain the criterion. Among the respondents, 20% said they did not face any test. They join there as per contact, personal link and communication, previous linkage in public university helped to join them etc. those who attended written or oral test most of them were junior faculties in lecturer position. From there the open ended question about selection process, some comments have been given below;

▸ From newspapers advertisement applied for the post. Attended an interview session and authority offered me to join. In the mean time negotiation about salary packages is completed;

▸ Met the head of the department and he selected;

▸ Dropped CV and faced VIVA;

▸ Attended written and oral test;

▸ Presentation on given topic and faced interview. Presentation was done through a seminar and interview by a panel consisting senior faculty members;

▸ Procedures are just a formality;

▸ Written, demo presentation, viva-voce, etc.

Manipulation in Faculty Recruitment

Table:4.2 Authority manipulates faculty recruitment

Yes	No	Sometime	No Answer
10	4	4	2
50%	20%	20%	10%

Source: Survey 2010

50% respondents admit that authority manipulates faculty recruitment, 20% opined this happens sometimes, 20% replies negatively that authority did not interfere at the time of faculty recruitment and 10% respondents did not give answer about it.

When asked them in which way or how authority manipulates selection process, respondents gave different directions of manipulation. Most of them told, selection method is not free and fare. In most cases, merit and quality don't get priority. A small portion said, where they are working, selection process is based on higher academic degree and previous results. A little number of respondents said their institution prefers foreign degree especially North American degree in one of faculty recruitment. But a large portion is not happy about the position of the authority. Respondents gave some examples how authority maneuvered selection process;

- No advertisement, personal connection
- First ad-hoc appointment and later regularization.
- Own product as a teacher without considering quality and competition,
- After completing selection process adjusts it by advertisement;
- Heard some, but not sure;
- Head of the department, founder, VC-manipulate sometimes
- As the will of authority, city corporation and mayor;
- On the basis of social, academic and other connections,

Satisfaction level in present faculty recruitment system: 30% respondents are equally satisfied and dissatisfied at their level of satisfaction. The large portion, 40% are neutral at their satisfaction level and no respondent has been found strongly satisfied or strongly dissatisfied.

Academic Background

Reports and information are collected from interview of the higher authority executives of the universities. On the basis of collected materials a table was developed about the existing faculty members including full-time and part-time faculties, working in the universities.

Table: 4.3 Teacher and their Academic Degree (2008)

	Teacher			
	Part time teacher	**Fulltime teacher**	**Total**	**Teacher-student ratio**
NSU	143	150	293	1:22
UODA	101	174	275	1:15
Premier	95	93	188	1:24
PUB	83	55	138	1:11
Green	5	38	44	1:30
ASA	34	60	94	1:29

Source: Survey 2010 and UGC

Table shows that the universities are maintaining good faculty-students ratio. This ratio is expressing better position than the public university. According to UGC report, in 2008 faculty-student ratio in Public universities was 1:70. But in reality, in Private Universities near about fifty percent teachers are part-timer. Most of them come from the public universities. Basically public sector is the provider of quality teachers for private institutions.

Another table given below shows the academic degree of the faculties. Information collected from survey, respective university, UGC, interview with university executives and collected papers from universities.

Table: 4.4 Teacher and their Academic Degree (2008)

	Total Student	**Total teacher**	**Academic Degree**								
			PhD			**M. Phil /MS/Equal Degree**			**Other than higher degree**		
			Part-time	**Full-time**	**Total**	**Part-time**	**Full-time**	**Total**	**Part-time**	**Full-time**	**Total**
NSU	6,635	293	111	51	162	-	1	1	32	95	130
UODA	3,739	275			24			214			37
Premier	4,559	188	35	3	38	43	1	44	17	89	106
PUB	1,573	138	21	6	27	13	4	17	49	45	94
Green	1,323	44	2	5	7	-	4	4	3	30	33
ASA	2,738	94			6			-			54

Source: Survey 2010 and UGC

Table expresses that faculties with PhD degree are mostly coming from outside. They involve in teaching as a part-time faculty. One university has 111 part-time and 51 full-time faculty having PhD. Two universities have 7 and 6 PhD holders respectively. In case of qualified and experienced faculties they look for higher degrees (PhD, MPhil, MS), number of part-time faculties is more than full-time faculties. Other than higher degrees, the quantity numbers of faculties are dominated by the full-timers.

Senior faculties with higher degrees are mostly coming from out-side, they are not full-time faculty. On the other side, ratio of experienced full-time faculty is lower than part-timer. At the junior level, the ratio is in favor of full-time faculty.

Teaching Quality

Table: 4.5 Existing faculty quality is enough for ensuring QE

Yes	No	Moderate
6	12	2
30%	60%	10%

Surprisingly 60% faculty members who are the respondents said, existing teacher's quality is not enough to ensure education quality. 30% admit QE can be ensuring with existing teacher quality. Most of the teachers said, as experienced and senior teachers are mainly part-time faculties, they are not serious enough or they have no responsibility to enhance institution's quality. On the other side those who are full-time faculty, are mostly junior and inexperienced. Universities have no program to develop teacher's quality, no facility to conduct research. Even, a small portion said, they have some teachers who are not fit for a university. They have very week academic result, having no experience to use modern education materials in the classroom. Even have they do not any communication skill and ability to impart knowledge.

Salary and Promotion System

Table: 4.6 Permanent salary structure for faculty member

Yes	No	Moderate
18	2	-
90%	10%	-

Ninety percent (90%) respondents said, university has a permanent salary structure for faculty members. Among the respondents more than fifty percent told, problem is in implementation of the structure. At the time of senior and experienced faculty the recruiting authorities are relaxed about the structure. Some universities do not show one's pay package to another. They maintain a very confidential pay schedule. Some respondents' said, with same quality and degree and same position, lecturers are getting different amount. In case of foreign faculty, the authority described their facilities including salary, yearly increment and other allowances in contract paper.

It was asked to the respondents, financial conditions and salary packages were mentioned in their appointment letter? In response eighty percent (80%) respondents were informed salary packages were mentioned in their offer letter or appointment letter. But some respondent said authority does not follow it later. They are not getting that are supposed to get. Sometime faculties receive payment in installments, in some cases salary are not given regularly. Respondents said, those have bargaining capacity and scope, authority behaves very nicely with them.

Satisfaction level of full-time faculties on salary-package: Among the full-time faculty, 25% respondents are equally satisfied and dissatisfied about their salary package but large portion of the respondents (33%) are in neutral position. 17% respondents are strongly satisfied and no respondent were strongly dissatisfied.

Table: 4.7 Written Promotion rule in your university

Yes	No	Other Comments
10	2	8
50%	10%	40%

Source: Survey 2010

Forty percent (40%) respondents do not know whether university has any prescribed promotion policy or not. Among those who have no idea about the written promotion rule, 75% are permanent faculty. 50% said they have permanent promotion policy and 10% said they did not have.

Promotion policy is related to permanent faculty. Major portion of faculty comes from the public universities in lien. After lien period they return to the mother institutions. Most of the assistant professor and lecturer category faculties work there as a spring-board. They search better facility inside and outside the country. They are looking for scholarship. So, they are not very much concern about promotion.

Those who are dedicated to the institutions their experience is not so impressive. Some lecturer and assistant professors said, there is no smooth way for getting promotion. Persons have reference from directors, founders, political authority, senior faculties and influential part of the society gets preference for promotion.

Satisfaction level on the promotion system: Large portion of the respondents (30%) are dissatisfied about the promotion policy that are followed. Same percentage (30%) were neutral in their opinion about satisfaction. 20% respondents are satisfied and 10% shows strong satisfaction when 10% shows strong dissatisfaction in this regard.

Research Culture

Table: **4.8** Publication of journal

Statement	Yes	No	Others Comment
Journal Published from	12	6	2
the University	60%	30%	10%
Conducted any research	6	10	4
after joining	30%	50%	20%

Source: Survey 2010

Sixty percent (60%) respondents said their university published research journal. Among them only 10% said yearly two journals were published by the university and the rest published one in a year. Thirty percent (30%) respondents replied there is no research culture in their university and no journal is published by them. 10% respondents do not know whether the university publishes any journal or not. In response to second statement about conducting research after joining university 50% respondents replied negatively and 30% said they have conducted research project. These researches they have not done in their university but did it jointly or individually for pursuing higher education. Still research is not an agenda in the private universities. When it was asked to tell about the research culture of the university by open ended question, they replied with different opinion, such as;

‣ There is no research facility for students;

‣ There is no effective incentives in doing research, faculty members have to do everything on their own initiative;

‣ Moderate; actually the facilities are more or less available in terms of infrastructure, lab, library and internet usage, but, faculty members are mostly overloaded with courses and thus they do not get much time to devote to research. So, this situation must be changed.

‣ There is no culture of research;

‣ Masters program should be research based;

‣ Most of the senior teachers come from the public universities for a certain period, they don't show any interest for research; Lack of initiatives

‣ A few quality students are here but they don't try to *misuse* time for research, their priority is getting degree not research;

‣ No research environment,

Satisfaction level on research facilities: On satisfaction level, 40% respondents are dissatisfied on research culture and facilities that are provided in PUs. 20% respondents were strongly are dissatisfied, 10% were satisfied and 30% were neutral in their level of satisfaction.

International Recognition of the Degree of Private Universities

In response of the question, whether the degree of the university is internationally recognized or not, 30% respondents replied positively and 40% said their degree is not as international standard as it has no international recognition. 30% respondents did not give any specific comment, 20% of them made comment that they have doubt about the recognition of degree and rests said it is difficult to say.

4.2.2 Student perception

Basic Information of the respondents:

University	Total student	Graduate level	Under Graduate Level	Lab-based course	Non lab-based courses
NSU	4	1	3	2	2
UODA	3	1	2	1	2
Premier	4	1	3	2	2
PUB	3		3	2	1
Green	4		4	3	1
ASA	2		2		2
Total	20	3	17	10	10

To know students' perceptions about various issues related to independent variables 20 students from six universities responded in questionnaire survey. Among them 10 students are studying lab-based courses in different semesters and 10 are studying various non lab-based courses in different semesters.

Faculty Resources

Teaching Quality

Table: 4.9 Existing teacher's quality is enough to ensure QE;

Yes	No	No comment
10	9	1
50%	45%	5%

Source: Survey 2010

Half of total respondents (50%) replied positively when asked them whether the quality of their faculties are fit to ensure EQ and 45% replied negatively. 5% made no comment on it. Some respondents said senior and experienced faculty is in immensely needed to enrich the quality. They express their observation that the university authority appointed more junior faculty because they have to pay less on them. If the authority appoints senior faculty then may need more pay. Also they observe part-time senior faculties (who are working in Public and renowned PU) are better in quality. Sometime the authority appoints junior faculty even if not needed.

Satisfaction level about Teacher Quality: Forty five percent respondents (45%) are Satisfied, 35% are Neutral and 20% are dissatisfied about the quality of teachers.

It was asked to students whether they have any faculty evaluation system in their university. In response, 70% respondents replied that they have faculty evaluation system. After completion of a course authority provide an evaluation form to the students who have attended that course. Among the respondents 30% said they have no faculty evaluation system. Those answered positively, it was asked to them whether this evaluation has any practicability or does authority take necessary action on the basis of it.

Those who are familiar in faculty evaluation, 36% of them told that the authority take necessary action on the basis of their evaluation, 28% replied their authority don't show any honor or attention. Most of them said this just was a formality nothing more. 36% of total respondents said sometime they observe positive results of their evaluation. Some of them commented that it depends on the strengths and position of the faculty.

Infrastructure facilities

Campus facility

Table: 4.10 Campus facilities

Statement	Yes		No	
Play-ground	-	-	20	100%
Indoor games facility	9	45%	11	55%
Separate room for club activities	9	45%	10	55%
Prayer room in campus	18	70%	2	10%
Medical facility in campus	12	60%	7	35%

Source: Survey 2010

Hundred percent respondents said they have no any play ground. They were aggrieved at the time of reply. Among them 60% opined that outdoor games facility is badly needed for harmonious development of body, mind and soul to achieve the goal of education. Fifty five percent (55%) respondents said they did not have enough indoor games facility and 45% said they have it but it was not enough. They feel that this facility should be increased.

Seventy percent (70%) respondents said they have no mosque but have dedicated room for prayer. 20% don't know whether they have this facility or not. Survey found that these 29% respondent are Muslim. And 10% replied they have no prayer room. 5% said earlier they have one room but it was used for other purpose. Forty five percent replied that they have dedicated room for club activities and fifty five (55%) said they didn't have. 60% respondent said they have medical

facilities in their campus and 35% replied they have didn't. Respondents said that this facility is very limited with one doctor and one bed. As most of the campus are scattered they don't know even the doctors' room.

Satisfaction level on the location and arrangement of campus: Thirty five percent (35%) respondents said, they are dissatisfied with the arrangement and location of the campus. Ten percent showed Strong dissatisfaction and 25% are Neutral. Thirty percent (30%) are satisfied. Major portion expressed frustration about the location of campus. Even they have no specific place of meeting, canteen and gossiping place. Some said that they have *ten legs* (ten hired buildings in different locations). They raised question, *how can you walk with ten legs in disciplined way?*

Classroom facility

Major portion of the respondents (60%) are satisfied on classroom facilities provided by the university. They said that classrooms are well-decorated. In classroom teaching-learning purpose faculties have option to use white-board, OHP, Power-Point, Map, Diagram, Flow-chart, etc. five percent (5%) said they have air conditioned classroom, spacious and majestic looking. 30% are Neutral and 5% are dissatisfied with classroom facilities. They said they have not enough education materials. To attend the class most of the time they have to wait in front of the door of the classroom. They dod not have classroom according to demand.

Library facility

Table: 4.11 About library facility

Statement	Yes		No	
Library has enough books, journals, reports	12	60%	8	40%
Virtual access facility	9	45%	11	55%
Library using software to search the book	8	40%	12	60%
Audio-Visual facilities	4	20%	16	80%
Reading environment is congenial	15	75%	5	25%

Source: Survey 2010

Satisfaction level on library facility: From survey findings, we can see that only 5% respondent showed their strong satisfaction about the library facilities they are enjoying. The large portion of respondents (40%) were Neutral in their opinion. 30% were satisfied but 25% expressed Dissatisfaction about library facility.

Among the respondents 60% agreed that university library have enough books, report and journal to meet their demand but rest 40% disagreed about these facilities. Whereas 5% said that updated books and journals should be collected to acquire recent development on respective fields. 55%

students said that there is no online tracking of journals or virtual access facility in their library and 60% replied that they have no electronic catalog system and library have no dedicated software for searching the right book. More interestingly that 80% said there is no Audio-Visual aids in library and 5% do not know whether this facility is there or not. Some replied that they have these facilities but these are not working properly. But 75% respondents showed their interest to read in library and reading environment is congenial. Among them 45% are dissatisfied about the space and area of the library. 20% said that they have only two rooms allocated for library. Some library users expressed dissatisfaction that there is no standby generator to supply power.

The question was asked, what are the major problems they are facing? From their reply some major issues are; Limited copy of Books; Lack of Updated report of National and Multinational Organizations; Up-dated journals are rarely collected; Lack of online and photocopy facilities; Net and online facilities should be more speedy and uninterrupted; Very limited space; There is no environment for reading and no space for group discussion; Poor collection of books; No scope for drawing books; Central library is in another location; No generator facility; Need software facility;

Lab facility

Table: 4.12 Lab facilities are standard for user

Statement	Yes	No
Existing lab facilities are standard to meet the demand	7	13
	35%	65%

Source: Survey 2010

Lab facilities are important for lab-based courses. Other than lab-based courses, business faculty and some other faculty students have to use computer lab as their course requirements. Sixty five percent respondents said that lab facilities are not standard for user and 35% said facilities are standard. In survey, most of the respondents who are studying in lab-based courses are unhappy about the instruments, instruments quality and sufficient chemical stock in laboratory. Most of the labs have back dated instruments. Students get opportunity only for minimum time to use lab.

Satisfaction level on lab facility: Twenty percent (20%) are satisfied, 25% are dissatisfied and 50% respondents are Neutral in their level of satisfaction about lab facility. 5% respondents showed strong dissatisfaction.

Quality of Education

Table: 4.13 Statement related to EQ

Statement	Yes	No	No Comment	Other Comment
University have arrangement of credit transfer with foreign university	13	5	2	
	65%	25%	10%	
This degree is enough to get a good job;	14	4	2	
	70%	20%	10%	
Capability to compete in job market	10	8	2	
	50%	40%	10%	
Degree of the university is well recognized in outside the country	9	6	3	2
	45%	30%	15%	10%
Course Curriculum are updated	9	4		7
	45%	20%		35%

Source: Survey 2010

Sixty five (65%) respondents said, their university has credit transfer facilities with renowned foreign university. 25% said they have no such arrangement even any academic linkage with a foreign university. 10% respondent said they have no any idea about it.

Seventy percent (70%) students hope that after completion of the course they will get a good job. Twenty percent (20%) said this degree is not enough to get a good job. Ten percent (10%) didn't give answer. Both group of respondents think without persuasions it is tough to get a good job. They said with degree they need more knowledge in ICT and proficiency in English is important tools for managing job. In answer of statement two, 50% respondents said they are capable enough to compete in job market. 40% replied they are not capable enough on the basis of their academic degree and 10% didn't give answer in this regard.

Forty five percent (45%) students said degree of their institutions is recognized in abroad. Thirty percent (30%) replied negatively and 15% didn't give any answer. 10% respondent have no idea about it and half of the respondents of this portion have doubt about the recognition of their degree.

Among the respondents 45% gave positive reply about the contents and course curriculum. Twenty percent (20%) replied curriculum is not updated to meet the global challenges. Thirty five percent (35%) respondents said strongly that existing curriculum should be updated. This group

said, when authority started the course at that time it might have been up-to-date but in the mean time several years have passed. So, it should be modified in line with global and market demand.

Overall comment on Education Quality

It was asked to make overall comment on EQ of the institution. Finally 30% respondents expressed their satisfaction about the education quality of private universities in Bangladesh. Major portion of the respondents (55%) are neutral in position about the EQ of PUs. Ten percent respondents are dissatisfied and 5% respondents did not give any comment on it.

4.2.3 Guardians Perception

Basic Information about respondents: Ten guardians were approached for questionnaire survey. Their son and daughters are studying in six private universities. Out of ten, 4 are businessmen, 3 Government service holders, one advocate of Supreme Court, one engineer who employed in abroad and one is a school teacher. There income level is described below;

Table: Respondent's income level

Income level	Respondents	%
Below 25,000/-	2	20%
25,000/- to 50,000/-	4	40%
50,000/- to 75000/-	2	20%
75000/- to 100.000/-	-	-
Above 100,000/-	2	20%
Total	10	100%

Source: Survey 2010

According to income level 2 respondents monthly income is below 25 thousand BDT, also 2 respondents monthly income more than BDT 1 lac (one hundred thousand). One respondent of this portion earns more than 1 crore (one hundred lac) BDT yearly. 4 respondents are in group c, those monthly income is in between BDT 25 thousand to 50 thousand. 2 respondents were in BDT more than 50 thousand but less than 1 lac, and in monthly income level 75 thousand to 1 lac there is no respondent. Among them 7 are male and 3 female. In academic qualification, 5 respondents are masters' degree holder, 2 bachelor degree, 1 HSC passed and 2 respondents didn't give information about their academic degree.

Faculty resources

Some questions were asked to Guardians about the faculty recruitment system, academic background, promotion prospect, and salary packages, etc. they were not well informed about these issues. So, researcher has taken opinion about the infrastructure facilities. 80% guardians have visited university campus.

Infrastructure

Table: 4.14 Different infrastructure facilities

	Excellent	Good	Moderate	Poor	Very Poor
Campus	-	20%	20%	40%	20%
Classroom	10%	50%	30%	10%	-
Lab	-	20%	50%	20%	10%
Library	-	30%	20%	40%	10%
Games	-	-	10%	60%	30%
Social Responsibility	-	10%	20%	20%	50%

Source: Survey 2010

Opinion has been collected from the respondents about the different facilities that are provided by the universities. All respondents are in same opinion that these issues are part and parcel of quality education. There are five options for them to give opinion. Major portion of the respondents (40%) expressed that campus facility is poor. Among the respondents 20% told it is very poor. Only 20% said facilities are good and 20% said moderate. Half of the total respondents (50%) told classroom facilities are good. Among the respondents, 10% said classroom facilities are excellent, 10% were poor and 30% were in moderate. About lab facilities 10% said facilities are very poor, 20% said poor, 20% were Good and 30% were moderate in their option. Large portions (40%) said library facilities are poor, 10% are very poor. On the other side 30% respondents are in good position about library facilities. Most of the respondents (60%) said games facilities are poor and 30% specifically told it was very poor. Among the respondents 50% said programs related social responsibility are very poor.

Quality of Education

It was asked them about the EQ of PUs. In response, 40% guardian believe that PUs are maintaining education quality when 30% do not believe it. Twenty percent (20%) respondents opinion was moderate and 10% did not make any comment on it.

Analysis

Chapter Summary

In this chapter, an attempt has been taken to analyze the findings of the study in relation to the theoretical perspective and conceptual framework for the study that was described in chapter two. In line with conceptual frame, analysis has been done according to independent variables that are related to dependent variable. Researcher tries to express and establish the causal relationship among independent and dependant variables to explore the general and specific objectives of the research. Independent variables describes as per sub-variables described in theoretical part. In last part of the chapter, researcher also focused on Quality of Education based on five issues related to it, which made clear in theoretical perspective chapter.

5.1 Faculty Resources

In this study, to explore the education quality of PUs in Bangladesh, faculty resources has been taken as an independent variable. Quality teacher and related resources are very important input to get quality output. Degree with high academic value, employability of graduates, local and international recognition of the education quality of the institutions, research performance, all of these are not achievable without quality faculty resources and their satisfactory motivation level.

Andaleeb (2006) in his study focused that teachers do represent the hub or heart of the HEIs; finding ways to enhance their qualities should, thus, have a lasting impression not only on their students but also create positive effects far beyond the academic scene. Teacher quality also reigns supreme in the academic environment because of its ability to either inspire students to new heights of attainment through effective guidance. With these issues teacher selection process and requirements of prospective teachers are also important. With the selection of teacher, job security, motivation, rewards, research space and other facilities are related. So, all of these issues are involved with quality enhancement.

Under the independent variable faculty resources have taken five selected sub-variables or issues those have credible contributions to ensure education quality. Issues are faculty recruitment method followed by the institutions, existing resources with academic background and student-teacher ratio focused on part-time or full-time faculty, faculties in different levels. Salary packages and promotion system has been taken in this study to know the faculties motivation level that affects significantly in production level. Teachers quality and research initiative are also taken into consideration to judge the education quality.

Selection method of faculty member;

Teacher is the central focus of the whole educational set up. Skilled and experienced teacher and their dedication to teaching can motivate students to achieve their goal. A teacher is a change-maker; he is mentor and harbinger while the students are followers. With good academic background teaching method is also important. Teaching is an art, how interestingly a teacher can involve his/her student in learning process depends on his skill, devotion, technique and communication skill. So, quality teacher is immensely needed for an institution for maintaining education quality. Quality intake depends on quality searching system. Private Universities, those are taken here as sample, are maintaining faculty recruitment system. Every University has permanent recruitment policy but question is how it is maintained.

In survey 70% respondent said they have policy but interestingly 30% don't know whether they have any permanent policy. They said that before recruitment university publishes advertisement through newspapers and own website. Some universities arrange written or oral test and some have to give a presentation on given topic on the subject matter and then an interview. Presentation was done through a seminar and interview had a panel consisting senior faculty members. In most cases they didn't face any tough competition. Head of the department picked them because they were known to him (Head of the department). In one university, graduates from that university join as teacher without facing any competition or scrutiny. In case of senior faculty recruitment, authority offered them and if they responded positively then they joined directly. Authority's tries to pick those have foreign degree, experience and are professor of any public university. Later in advertisement authority used their name and designation (previous) to attract students and guardians.

Box 5.1: Respondent reaction about manipulating exam result

Merit contraction!

A student from a well reputed university said, university authority controls and manipulates exam result. He made it clear that, normally faculties don't give A Grade to more than 6 to 8 students in a semester final result, though more students deserve it. In spring semester of 2009, after declaration of result authority changes that results. One faculty evaluates his course and more than 10 students got A Grade. But after couple of weeks, authority changed that results and reduced number of students those have got A Grade without consultation with that faculty. Student added that, authorities have done it because if more students got A Grade, then they will be eligible to enjoy tuition waiver or scholarship. Authority did it for not giving scholarship. Later, this researcher has come to know from two senior faculties, there is an unofficial decision from authority in that university they will not give A Grade to more than 30% students.

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Survey shows that faculty recruitment system is not well-structured. Some other issues are involved in this process. Respondents gave some example in which way manipulation has done such as; in most cases advertisement is publish in newspaper but sometime authority appoints teachers on ad-hoc basis without advertisement. Later authorities regularize their job. Based on social, academic and others connection founders, VCs, head of the departments interfere and pursue in favor of their candidate.

On the whole, those working in Private Universities expressed their satisfaction level about the faculty recruitment method that is followed by the institutions. Though weighted average is in favor of neutral position but a large portion is equally dissatisfied and satisfied in faculty recruitment method. On the other side, there is no prescribed guideline for faculty recruitment of Private Universities. PUs are following same criteria that are used for Public University. A different faculty recruitment rules or guideline is needed for PUs including minimum requirements and selection method. As PU teachers are highly paid, to attract experienced and quality teacher, universities have to pay more. More than that, foreign faculties are also coming to PU. Considering these fact, UGC should issue a independent guideline for these institutions.

Existing faculties in various level and categories with academic background;

Table: 5.1 Teacher and their Academic Degree (2008)

| | Total teacher | Academic Degree | | | | | | | | |
| | | PhD | | | M. Phil /MS/Equal Degree | | | Other than higher degree | | |
		Part-time	Full-time	Total	Part-time	Full-time	Total	Part-time	Full-time	Total
NSU	293	111	51	162	-	1	1	32	95	130
UODA	275			24			214			37
Premier	188	35	3	38	43	1	44	17	89	106
PUB	138	21	6	27	13	4	17	49	45	94
Green	44	2	5	7	-	4	4	3	30	33
ASA	94			6			-			54

Source: Survey 2010 and UGC

Table expresses that Faculties with PhD, M. Phil, MS degree are mostly coming from outside. They are involved in teaching as a part-time faculty. That indicates Private Universities still dependant on Part-time faculty. On the other hand University authority appointed more junior teacher than senior. Lecturer and Assistant professor level faculties generally full-time. In senior faculty (including Associate Professor and Professor) level not more than one or two full time faculty is appointed by the authority. Respondents said that most of the universities try to earn more and limit their expenditure. For appointing senior faculty university has to pay more. Instead of permanent appointment they depend on part-time faculty and hire senior faculty members temporarily. On the other side, senior faculties like to contribute as part-timer. If they want to join permanently, need to take lien or deputation from his/her mother organization. Deputation

and lien period is fixed. Till to get a lucrative offer normally they are reluctant to join as permanent faculty because after contact period they have to return.

Table: 5.2 Faculty member in various category and ratio

	Part-time faculty					Full-time Faculty					Teacher-student ratio
	Prof.	Assoc. Prof.	Asst. Prof.	Lecturer	Total	Prof.	Assoc. Prof.	Asst. Prof.	Lecturer	Total	
NSU	46	29	36	32	143	21	12	19	98	150	1:22
UODA	16	10	20	55	101	14	9	22	115	174	1:15
Premier	37	17	21	12	95	6	0	9	78	93	1:24
PUB	31	13	4	35	83	5	4	8	38	55	1:11
Green	2	-	-	3	5	2	7	4	24	38	1:30
ASA	33	-	-	1	34	5	1	9	44	60	1:29

Source: Survey 2010 and UGC

Table shows that Universities are maintaining good faculty-students ratio. This ratio is expresses better position than Public university sub-sector. According to UGC report, in 2008 faculty-student ratio in Public universities was 1:70. But in reality, in Private Universities near fifty percent teachers are part-timer. Most of them come from public university. Basically Public sector is the provider of quality teacher.

Among the full-time faculty, lecturers are dominating. In 2008, ASA University had only one associate professor and 9 assistant professors. Out of 34 professors, 33 were part-time and only 5 were permanent. Green University was continuing academic activities in 2008 with only 4 professors, 7 associate professors and 4 assistant professors. Out of 4 professors 2 were part-timer. Whereas in that year more than one thousand and 3 hundred students were studying in 7 departments under 3 faculties (School) in Green University. At least two or three departments were continuing academic activities without any professor or assistant professor. Some departments are running headed by a lecturer. So, it is easy to predict about the quality education that are provided by the university.

So existing faculty number, considering seniority and higher degree most of the Universities depend on part-time faculty and some do not have required number of faculty member. Without quality teacher even minimum number of teacher how universities are providing higher education and creating human resources to meet the global challenges is a burning question.

Teacher's Quality

In theoretical part, it was described that, according to Andaleeb (2007) teacher's quality as reflected in their academic qualifications, teaching experience, communication skills, research

abilities, attention to students, and ability to impart knowledge to the students. With the addition of Andaleeb's view to know or asses the quality of teacher or teaching quality researcher considers Bloom's (1956) Taxonomy that are helpful starting point, which consists six hierarchical categories include knowledge, comprehension, application, analysis, synthesis, and evaluation (Nordvall, 1996). To explore the quality of teacher, researcher asked question to respondents in line with these view.

Earlier part of this chapter described the faculty recruitment system. A quality and proper selection method is important for selection of right person. A good teacher also needs training and higher education in respective field.

Table: 5.3 Existing faculty quality is enough for ensuring QE

Respondents	Yes	No	Moderate	No Answer
Teacher	30%	60%	10%	-
Student	50%	45%	-	5%
Guardian	60%	40%	-	-

Source: Survey 2010

Whether existing faculty member's quality is enough to ensure education quality that was asked to faculty members those are involved in teaching. Surprisingly 60% teacher replied negatively and 30% admitted the question. Most of the respondents said that universities are dominated by part-time faculty and most of them are senior teacher. Actually they don't have responsibility about the quality of education, system development, monitoring, evaluation, curriculum development and others. Only their concern is the courses that are conducting by them. Other than those faculty, with a few number of full-time senior faculty and large number of un-experienced junior faculty continuing academic activities. Experience and expertise are pertinent with quality education. On the other side, for individual development scholarship or any kind of training scope is very limited. More than that research culture is still absent in these institutions.

Same question about teacher's quality was asked to students. A minimum difference was found in between positive and negative response. Among the respondents 50% replied positively and 45% students said teacher's quality is not fit for quality education. Some respondents said senior and experienced faculty is prior need to enrich the quality. They expressed their observation that university authority appointed more junior faculty because they have to pay less on the other side if authority appoints senior faculty then may need to pay more. Also they observed part-time senior faculties (who are working in Public and renowned PU) are better in quality. Sometimes authority appoints junior faculty even if not needed. Respondents expressed their satisfaction level on overall quality and performance of faculty members that are given below;

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Table: 5.4 Student's and Guardians satisfaction level on faculty quality

Respondent	Strongly Satisfied	Satisfied	Neutral	Dissatisfied	Strongly Dissatisfied
Students	-	45%	35%	20%	-
Guardians	10%	40%	30%	20%	-

Source: Survey 2010

Forty five (45%) percent respondents are satisfied with overall faculty quality, 35% are Neutral and 20% are dissatisfied about the quality of teacher. Earlier 45% respondents replied existing faculty quality is not enough to ensure quality education. Now 20% respondents were out right dissatisfied and 35% were neutral in their level of satisfaction.

Faculty evaluation is another important thing related to quality control. Most of the Universities have no any effective internal or external faculty evaluation mechanism. Among the respondents, 70% agreed that they have faculty evaluation system and 30% said are not acquainted about this method. 36% respondents among those replied positively said that a authority takes necessary action on the basis of the evaluation, same number replied it happen sometime and 28% sharply said authority don't care about their evaluation. This group said this system is just a formality nothing more. Some of them commented that it depends on the strengths and position of the faculty. In most cases authority takes action against junior faculty but not for senior faculty.

Promotion and Salary Package

Salary Package

Thinker's opinion is- a few good teachers are born; most must developed. To enhance teaching skill needs training and research. Motivation is another important factor related to skill development and satisfaction to work. If teachers don't get logistic support, remuneration, recognition, teaching-friendly environment, related support service then all devotion and experience may not carry any result. With quality recruitment, confidence building is also important to get better output from faculty member. In this study salary package and promotion system has been taken into consideration to know the motivation level of teachers working in Private Universities. If the teachers will get necessary logistic support and environment it will play positive role in teaching-learning as well as the quality as a whole.

Among the faculty members, about fifty percent are working as permanent faculty. Every university maintains a permanent salary structure for faculty members. Ninety percent respondents admit it and only 10% replied negatively. Those admitted positively, 30% among them expressed their deep concern for not implementing salary structure properly. Total fifty percent said authorities do not maintain salary structure. At the time of senior and experienced

faculty recruitment authority relaxed the structure. Some university does not show one's pay package to another. Pay schedule is kept very confidential. Some respondents said that lecturers are getting different amount with same quality and degree and in same position.

According to authority, if they follow the structure properly, they miss experienced and faculties with foreign degree. Generally In case of foreign faculty authority made contract with them where their facilities including salary, yearly increment and other allowances are described. In that case pay structure have to be relaxed. According to authorities, this relaxation is for attracting quality faculties those who are working abroad.

Box 5.2: respondents view about different pay mode

One lecturer said, we join here in the same date and we are batch-mate. In academic life I have four first classes but he has three. After one year of joining, I have come to know he is getting more than me. I was astonished, how is it? Several time students made complained against him to authority. But authority is giving more financial facilities not only more than me but even those lecturers who joined before us. Later I have been informed that he has a relative in board of directors who has playing vital role in the university.

Survey revealed that a Professor with PhD and foreign university teaching experience joined here and as per contract he will get tk. 20 lac yearly from the University. Actually, this situation is for financially sound and quality conscious private universities, not for all.

Situation is not so good in case of most of the Universities. Eighty percent respondent informed that pay schedule and others mentioned in their offer letter or appointment letter. However, some respondents said authority doesn't follow it later. They are not getting what they are supposed to get. Sometime faculties received payment in installment, in some cases does not get salary regularly. Only a few part-time faculties who are renowned in their field get their remuneration after completing the course. But others gave an unhealthy picture about their remuneration. One faculty got his remuneration in three installments and some got after one year of completion of the course. This also creates a negative image about that institution.

Those who are permanent faculty, among them 25% are equally satisfied and dissatisfied on their salary package. Seventeen percent (17%) are strongly satisfied and this portion working in comparatively financially sound university. These respondents have foreign degree. Those who are satisfied most of them come from public universities. Full-time faculties working in lecturer and assistant professor positions and having no previous experience are mostly dissatisfied and

neutral in satisfaction level. Lecturers said that they do not have training facility, scholarship facility and exposure. Moreover most of the departmental and academic works are being done by them. But positive thing is that most of the universities approved education leave in favor of faculty members.

Among the faculties, lecturers and assistant professors are large in number. If the large portion's motivation level is low and they are not satisfied to the salary package, it may hamper their confidence level that will affect their teaching activities. On the other side high range salary and other facilities of some private universities creates an opportunity for interested Bangladeshi academics to return home.

Promotion prospects

Promotion prospect is another important thing to recognize the quality and devotion of faculty members that creates enthusiasm to the profession and speed-up their career. Proper and justice oriented recognition creates space for teacher to dedicate themselves in their profession. Otherwise it may reduce their interest and hinder to grooming up in teaching that finally results negatively in their output level.

Very interestingly among the faculty members, 10% part-time and 30% full-time faculty don't know whether university have any permanent promotion policy or not. Fifty percent admitted that they have and 10% outright said they do not have any policy. Most of the faculty opined that authority is not fair enough to make justice at the time of promotion.

Promotion policy is related to permanent faculty. Major portion of faculty comes from Public University. After contract period they return to mother institutions. Most of the assistant professors and lecturers category faculties are working in PUs as a spring-board. They search for better facility inside and outside the country. They are looking for scholarship. So, they are not very much concerned about promotion. Those who are dedicated to the institutions their experience is not so impressive. Some lecturers and assistant professors said, there is no smooth way for getting promotion. Persuasion and reference from directors, founders, political authority, senior faculties and potential part of the society are getting preference for promotion.

Survey revealed that 30% teachers have no satisfaction in the promotion system being followed by the university. Only 10% respondents showed their strong satisfaction and equal number showed strong dissatisfaction as well. Thirty percent were in neutral position. With Neutral opinion the dominating portion is dissatisfied. Some teachers said they are working for experience

and after 2 or 3 years they will try for better one. Those who were eligible among them only 30% respondents got promoted in time and without persuasion. Most of them are strongly satisfied.

Research Activities

One of the major aims of higher education institutions is knowledge creation. Research is the only way to create knowledge and develop or enrich the existing knowledge. With academic excellence, teaching skill, ability to impart knowledge, fellow satisfaction etc another core issue is research activities related to judge teacher quality. Higher education institutions follow the combination of theoretical and practical knowledge to create professionals who have the conceptual clarity, analytical skill and academic knowledge to face successfully development challenges. Institutional support is more important to promote and nourish the research culture. Without support and recognition of research activities faculties cannot do it successfully. In reality there is no research culture developed in PUs in Bangladesh till now. On the other side, legal framework is not enough to address the issue properly.

Table: 5.5 Research activities and expenditure

	Research in 2008			
	Number of research conducted	Cost for research activities (Lac)	% of total expenditure dedicated for research	No of Published Journal
NSU	-	9.7	0.20%	2
UODA	-	-	-	1
Premier	-	0.09	0.02%	1
PUB	-	0.60	0.6%	1
Green		2	0.25%	-
ASA	2	1.4	0.13%	2

Source: Survey 2010

Table shows the attention and priority of research activities by the university authority. It also shows how research is a neglected issue in higher level of education. There is no university which allocates at least 1% of their total expenditure in research and publication head.

Fifty percent of the faculty did not conduct or was involved with any research activity after joining the university. Some faculties did research jointly with their teacher working in public university. They did it to publish article that will help them to achieve higher degree. As there is no institutional support to conduct research in PU, research becomes a neglected issue in this arena. Some university published one or two journal in 2008. College teacher, journalists, civil servants and NGO personnel write most of the articles. Only faculty members write a few articles. Journals are published just to maintain formality. Most of the senior teachers come from public university for a certain period; they don't show any interest for research.

There is no research facility and effective incentives for doing research. Faculty members have to do everything on their own initiative. On the other side faculty members are mostly overloaded with courses and thus they do not get much time for research. Faculties are united in their opinion that this situation should be changed. Masters program must be research based.

In the level of satisfaction forty percent respondents are dissatisfied on research facility and 20% showed strong dissatisfaction. Education is incomplete without practical knowledge, practice and research. By neglecting this core issue, PUs are producing worker not planner or thinker or new knowledge. Without considering the issue students are getting degree but experts do not agree to call it a quality degree.

5.2 Infrastructure Facilities

Physical facilities are very important for higher level education. Quality education develops leadership quality. Jamal (2002) in his study, emphasized on some issues for judging the standards of a university, physical infrastructure is one of them. There are some direct facilities pertinent to education and research. A well-structured and education-friendly campus, sufficient classroom, rich library, laboratory for research and lab-based courses, internet facilities for ICT related courses are very much relevant. With these some other facilities must be needed for tertiary level. As students are the future leader of the nation, they need proper mental development. Club activities like debate, environment club, nature study club, photography, cine-club, cultural organization, language club, social activities club, etc enrich them to know and to involve the relevant issues of development. These activities help them to develop social responsibility. In-door and out-door games facilities should have in a campus. Library is a part and parcel for education and research. It is hub of knowledge. In library sufficient reference and text books, journals, online journals, audio-visual items and congenial reading environment are also important for higher level of education. In this study infrastructure facilities including campus, classroom, library and laboratory facilities have been taken into consideration.

Campus facility

It was declared in PU Act that on prior approval of the government a private university was shift to permanent campus within 5 years of the temporary establishment, 5 acres of land (at least) is must for campus to get approval. In fact, only a few PUs have permanent campus and most failed even after 15 years of establishment. Universities are running in make-shift arrangement in different rented houses. Students expressed dissatisfaction in location and arrangement of university campus. As most of the campuses are rented have no sufficient space. A portion of

respondents is strongly dissatisfied about their campus facility. Students are frustrated because in some university there is no canteen, playground, in-door games facility, dedicated room for club activities, no patronization for cultural activities, even there is no free place where they can meet or spend leisure.

According to PU Act, Universities have to have 5 acres of land in Dhaka city where they will establish permanent campus. But founders said it is tough to manage such a big land in Dhaka city now. Private University Founders Association (PUFA) demanded to reduce the land requirement for Dhaka city considering the scarcity and high price of land. As the universities are running in rented house they have no opportunity to provide sufficient and necessary space as per academic requirement. Founders view is, without government support; it is very tough to manage land or required space in the city area.

According to table 4.10 regarding campus facilities, 100% respondents said they have no play ground. They were aggrieved at the time of reply for not having any out-door game facilities. More than half of the total respondents said they have no indoor games facility even. Those have this facility, enjoying only carom and table tennis. Two or three tables or boards for huge students those are not enough. As the universities are running in several hired buildings in different locations that is why students cannot enjoy the facilities. Seventy percent (70%) respondents said they have no mosque but have dedicated room for prayer. In most cases medical facilities in campus means one general practitioner with one bed, some have no such facility. But students cannot avail this facility when they need because normally doctors room is in administrative building which is far from faculty building or classroom. As most of the buildings in campus are scattered they don't know the location of doctors' room.

Classroom facilities

Classroom is a formal interaction place between the teachers and the students. If the classroom is well equipped with modern equipment that is used in learning process it may make easy to understand the topic. Well decorated, environment and teaching-learning friendly classroom helps to achieve the goal. In this survey, classroom space, number as per requirements, white board, overhead projector, facility for Power-Point presentation, map, flow-chart etc necessary instruments frequently used in classroom learning are available or not have been taken into consideration. With these issue adequate light and power supply, teacher's skill in using these in classroom was also considered.

Major portion of the respondents are satisfied on classroom facilities provided by the university. They said that classrooms are well-decorated. In classroom teaching learning faculties have option to use white-board, OHP, Power Point, Map, Diagram, Flow-chart, etc. Classrooms are air conditioned in three universities, spacious and majestic in looking. But one-third respondents are facing problems; they don't have enough education materials, have to wait long time outside the classroom and have very little number of classrooms as per requirement. Universities those have financial strength and running in permanent campus have better classroom facilities. In hired campus authorities don't show interest to invest more in infrastructure as they have own land and have plan to shift there.

Box 5.3: Teacher Politics

However, there is no political involvement of teacher's in Private Universities. One student of a well-reputed university said their teachers are involved in politics. He said this is politics of domination. Teachers of which faculty will dominate the university? In that university, business faculty is the faculty that earns more and has reputation outside. So, some teachers from business faculty are showing dominating attitude over other faculty teacher. That student doesn't admit it as a competition. He said authority knows it and they are indulging in it.

Library facilities

A rich and automated library with congenial reading environment has an important role in knowledge dissemination. Library is the hub of knowledge. Faculty members and students earn knowledge from here. Latest development and up dated information, journals helps students to keep them up dated which is one of the major issues related to ensure quality education. Library with sufficient text and reference books, sufficient space for reading, electronic catalog system, online access facility, drawing books facility, photocopy facility, yearly budget allocation for collecting resources for library has been taken into consideration for survey.

Out of six, only one university has automated library with virtual access facility. That university has 35 online data-bases that provide 10 thousand titles of online journals and have a dedicated building. Three universities have air-conditioned reading space but others don't have enough space even readers-friendly environment.

Inadequate number of books is in library. For exam preparation, students cannot take support because library does not have two or three copies of an important textbook. In most cases, Students do not get updated journals and report on various issues published by National and Multinational Organizations. Some universities have very small collection of academic books but shelves are filled by novels and other works of fiction. Very interestingly, some libraries have no

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system of drawing books and photocopy facility. In some cases, library has online or internet facility but it is not speedy. Only a few computers dedicated for this facility. One university has only two and another have three small rooms for library. One room for official, one for reference and newspapers and only one room dedicated for users with a few seats. Moreover, the environment is not user-friendly. As there is no alternative power supply facility, when power is not available users cannot stay inside. Another major concern is central library's location. As campus is not well organized but scattered, library building is far from faculty building. It is inconvenient for the student to use library as per their demand and need.

Table:5.6 Library resources

	Resource Collection in 2008					Infrastructure		Resources	
	Books	Journal	Audio-Visual Items	Cost (Lac)	Cost dedicated for library out of Total cost (%)	Room	Area (Sq. ft)	Total Books	Journal+ Audio-Visual item
NSU	1,268	47	89	226	4.72%	17	13,160	29,643	5700+1708
UODA	250	177	05	11	1.78%	7	2,800	7,750	377+50
Premier	355	20	20	5	0.88%	6	11,635	15,704	370+350
PUB	1,112	200	50	3	0.80%	7	2,000	14,413	2163+175
Green	1,108	110	40	10	1.20%	2	2,500	11,091	1640+527
ASA	1,833	120	261	8	10%	4	6,500	3,790	171+261

Authorities spent a very poor portion of total expenditure for collection of library resources in 2008. Authorities are very much rigid to increase space allocation for library. As they are in temporary arrangement, have no better options now, according to officials. At the time of survey and interview with the authority, other than exceptions, authorities are not interested at all for enriching and develop the library as university standard. Even there is no seminar library for individual department or faculty, which is seen in public university. As there is no strong legal bindings about reading space, arrangement, electronic catalog system and appointment of library-professional, some universities doing as their will. UGC have a guideline about the number of books at the time of approval of a course. But there is no monitoring on it. Finally, it can be said that only one university have standard library but others are not maintaining any level. So, these insufficient facilities hardly contribute quality education.

Laboratory facilities

Lab facilities are important for lab-based courses. Business faculty and some other faculty students have to use computer lab as their course requirements. Most of the respondents said that lab facilities are not standard for user. Students those are studying in lab-based courses are unhappy about the instruments, instruments quality and sufficient chemical stock in laboratory. Most of the labs have backdated instruments. Students get opportunity for minimum time to use lab. No respondent were strongly satisfied about lab. The numbers of students those are

dissatisfied in their level of satisfaction were more than the respondents were satisfied. Lab users of top-level university also show their dissatisfaction.

Table: 5.7 Laboratory facilities and budget allocation

	Resources and cost				Infrastructure		
	Cost for laboratory (Tk in lac)	Cost for instruments and chemicals (Tk in lac)	Others	Cost dedicated for laboratory out of Total cost(%)	No. of laboratory	Room	Area (Sq. ft)
NSU	227	66	50	4.74%	26	26	13,160
UODA	44	41	3	6.59%	7	7	2,800
Premier	36	36	-	5.85%	8	6	5,370
PUB	10			2.49%	9	9	-
Green	45	42	3	5.54%	19	14	4,000
ASA	162			1.43%	3	3	2,040

Source: survey 2010 and UGC

In most cases, labs have back-dated, reconditioned and scrapped instruments. Some departments including Pharmacy, textile engineering, telecommunication engineering, electronics and electrical engineering are very much lab-based and need latest instrument for education and research. Everyday new developments are updating these courses. To collect latest equipments authorities have to invest more but their expenditure table shows that they are not interested to install modern equipments. The allocation mostly spent for colleting chemicals, re-agent, to buy machine-parts and for maintenance. One university shows 14 labs but physically they have no such number of labs. This university uses same lab for various purposes.

Out of six, students from five universities told that they have no lab as per requirements. They have to wait or reschedule classes based on tight lab schedule. Availability of power, chemicals and professional technician are also concern to use labs. All labs have no full-time technician or lab assistant experienced in respective field. For EEE or Telecom, degree students have to pay Tk. 7 to 10 lac. Every respondent is studying in lab-based courses more or less unhappy about their laboratory facility. They don't get free time to use lab for individual development or research other than group or project work. Therefore, this issue is very much of concern for maintaining the quality of lab-based courses.

5.3 Education Quality

In theoretical and conceptual part (chapter-two), it was described about the factors involve in academic activities. There was no single or unique approach or recommendation found to explore the education quality. Discussions from various approach, report, study and practices, have taken only two major variables those are common in every research or study related to higher education quality assessment. Issues are faculty resources and infrastructure. If one is software then another

is hardware for other institution. Under these two independent variables some other sub-variables have been taken into consideration to explore the education quality of PUs in Bangladesh.

To judge the education quality five another issues has been taken in line with the objective of higher education institutions to understand the education quality of a University. Hafiz (2002) suggests that, a good quality university should meet the following conditions;

a. The people, the government and academicians at home and abroad believe that its degree carry high academic value.

b. Other well-known universities accept the graduates for higher studies or employ them as teachers.

c. Credits/time completed at that university could be transferred to other good universities.

d. International scholars recognize and cite its research publications.

e. Graduates are in demand in the national and international job market.

As there is no approved unified faculty recruitment policy with minimum requirements and unified statutes for PUs, so universities follow their own policy. Only a few universities publish advertisement through different media and only two universities show their concern on quality recruitment. Others are not fair and transparent in faculty recruitment process more or less. To enhance faculty quality universities don't have any plan or program. Most of the university depends on part-time teachers those are experiences and skilled having higher degree. Without guest faculty, in most cases universities will not be able to continue their programs. Most of the junior teachers are not experienced, unqualified or under-qualified. Other than part-time faculty, teacher-student ratios in different levels are very poor. Apart from exceptions, academic activities depend on assistant professor and lecturer. However, Faculty evaluation system exists but authority doesn't pay proper attention to it. Other than one or two university faculty selection, faculty quality, existing ratio are questionable and sometime authority's initiatives are not positive to ensure education quality.

Teacher's satisfaction level on salary package and promotion system is also questionable. Though in written there are policies but problem is at the implementation end. Those Universities have good financial strength, faculties with foreign degree working there in high salary. It is remarkable that one or two universities create opportunity for foreign faculty. But in most cases, faculties are annoyed because they don't get salary in due time or in installments. This dissatisfaction hampers their productivity. A handsome number of respondents said they are working for experience and will leave the job after getting better opportunity.

Research is a neglected issue in a private university. There is no established culture for research. Faculties have no scope, allocation for doing research. Part-time faculties are not concerned with research. But full time faculties those who have interest do not get facility. Authorities have no initiatives and budget allocation for this. In a private university, research means to publish a journal yearly, nothing more. Some faculties are doing research on their own initiatives for their academic development. Research is part of higher education. But private universities deduct it from their mission and vision. This trend affects the quality of an institution. Without research, achieved degree is not comprehensive, complete and inclusive.

Chittagong City Corporation based Premier University was running in 2008 at six different buildings owned by City Corporation. ASA University is located in Dhaka in 15-floor ASA tower, where three floors are dedicated for the university. In 2008, North South University was running in Bonani, a posh area of Dhaka city. This University shifted to its own permanent campus in Boshundhara residential area in 2009. Rest three universities were in hired campus in 2008. Universities are located beside the busy road or in business area. Campus is scattered and hired buildings are in different areas. Two or three universities have very limited space and students are very much dissatisfied on location and arrangement of their campus. As the campus is scattered, there is no club activities, cultural activities, programs related to social responsibility, no outdoor games facility, very limited indoor games facility, no canteen, meeting place, auditorium etc they cannot enjoy the campus life. Other than NSU, students, academics, guardians are very much concerned about poor infrastructure of private universities.

Library and lab facilities are also not enough as per students demand. Without these relevant facilities, the quality of their degree must be questionable. They may achieve a degree any way but it will be cause of sufferings in future. Job providers are considering degree from a few private universities as a credible and saleable. Most of the university graduates are not getting recognition in job market as their degree is trustworthy and enough to get a quality job in any well-reputed corporate house or international organization. May be, one or two institutions are doing better or excellent in terms of providing facilities and faculty quality but it does not mean that every one maintains the same standard. So, with the existing faculty resources and infrastructure facilities that are provided by the universities are not equally fit for quality education. No doubt, very small portion is doing good but major portions are not ensuring quality but they are the cause of deteriorating education quality of the country. Not only that for these low standard institutions good ones are facing problems to preserve the quality and image of their degree.

The goal of higher education is not only to create new knowledge and disseminate it, but also create skilled forces for the country to face development challenges. Quality and balanced education system can help to achieve this goal. In the process of judging quality of education, also need to consider national, regional and international issues. Acceptability and market demand of the degree, national and international recognition of the degree and job providers view are also important factors. In the context of these issues, the common people, the government and academicians at home and abroad believe that whether the degree carries high academic value or not. It is tough to draw common line about the quality of degree. Graduates from two universities have wide acceptability at home and abroad. Graduates are doing job in well-reputed organizations. Some students get scholarship and are conducting research based on merit, reputation of university didn't play any role in managing the scholarship. Only a small number of students may have the quality to be accepted for higher studies or to get job as a teacher. Two universities have academic linkage and credit transfer facility with reputed foreign university and one have a very limited links. Other three universities do not have any academic links. Academic exchange program depends on quality of the institutions, quality of the degree, student's qualification, managerial performance of the authority etc. Therefore, in this regard, all universities have no same quality in the field of managing credit transferring or academic exchange facility with a renowned foreign university. Still there is no research culture developed in PUs. In local job market, job providers do not think graduates have same skill from every university. Only one university graduates have high demand in job market and they are capable enough to fight in global market. Business graduates from three universities are enjoying high salary than those of some public universities. But IBA graduates of Dhaka University are still first choice of job providers. Two universities have no position in competitive job market. One university, which is comparatively new, still does not produce any graduate. Researcher and academician Chowdhury (2001) said that though few private universities of Bangladesh have gained both national and international reputation, but not all of them are functioning with the same level of efficiency.

Chapter-Six

Conclusion and Recommendation

Chapter Summary
According to findings of data analysis, under the umbrella of research objectives and research questions conclusion have been drawn in this chapter. With this attempt, related recommendation has been given in line with the findings and analysis for ensuring EQ of private Universities.

6.1 Introduction;

General objective of this study is to explore the education quality of Private Universities in Bangladesh. Within the broad objective, study also has three specific objectives. Those are assessing the quality of teachers, selection method of faculty members and explore the infrastructure facilities of the Private Universities. To know the quality of education of PUs two research questions was developed. Questions were; is the existing faculty members' quality enough to ensure EQ of PUs and are the infrastructure facilities satisfactory for higher level of education in PUs of the country?

In light of the research question, dependent and independent variables, three questionnaires have been prepared for collecting data from the students, teachers and guardians. Some interviews were also conducted as a supportive tool. All data and information were presented in chapter four. According to primary and secondary sources an analysis has been done that presented in chapter five. A general discussion related to country's higher education sub-sector, emergence of private higher education, relevance, and some reports and commissions findings has been stated in chapter three. All of these attempts try to delineate the quality of higher education and related faculty resources and infrastructure facilities that are being provided by the PUs. Also, attempts have been taken to describe the positive and negative impacts of teacher quality and infrastructure facilities.

6.2 General Findings

As a whole, it is tough to draw a line about the education quality of Private Universities. From analytical discussions, we can say quality of education differs among the universities. According to conceptual and analytical frame, it was tried to discuss in analysis chapter (Chapter-Five). We have found that universities have similarities to some extent, divergence among the universities are also existent. Respondents are different in their opinion about the EQ. Among the six universities, 20% universities initiatives are excellent providing international standard education. Experts, job providers and academics are happy on their quality but advised to introduce social and cultural values in their broad areas. Initiatives of 20% universities are positive in line with quality education but they have to go far. Rests are not maintaining quality. Some of them are involved in education sector without considering ethics of education. Business is the priority

rather than service. But one of the major issues of QE is much neglected in PUs that is research. Still, research is not an agenda in PUs. However, it is needed to be cleared that the aim of the study is not to decide the EQ of any specific university is good or bad. Every university has some limitations as these it is run by private initiatives.

6.3 Specific Findings

6.3.1 According to First Research question

First research question is, whether the existing faculty members' quality enough to ensure education quality of private universities. As there is no unified faculty recruitment policy, so universities are following their own policies.

Private Universities are creating a space for working Bangladeshi academics those who have worked in different foreign universities. Some universities those have financial strength giving handsome salary and other facilities. Other than a few exceptions, in most cases academic activities depend on part-time teacher. Most of the quality faculties come from outside. Junior faculties are normally appointed as full-time faculty. Faculties working in different Universities believe that existing faculty quality is not fit to ensure EQ. For senior, skilled and experienced faculties having foreign degree, there is no formal selection process. Senior faculties are join in contact-basis. In case of junior faculty, some sorts of selection process been followed but in most cases it is not fair and transparent. Faculties with good academic attainments, research experience and higher degree; are not interested to work as full-time faculty. Other than one or two universities, in most cases, part-time faculties are better than full-time faculties. Junior faculties are mostly appointed as full-time faculty.

Faculty recruitment system is not well-structured. Most of the universities have recruitment policy but this policy is not implemented properly. In most cases authority manipulates faculty recruitment.

Existing teacher quality is not enough to ensure quality of education as well as degree. There is no program for quality enhancement. No research incentives, training, very limited seminar-workshop and no scholarship facility from the university. Promotion policy is not well structured and in most cases promotion is not merit-based, favoritism, founders-linkages, persuasion from powerful corner of politics and society, nepotism also exist here. Sometime full-time faculties are not serious about their promotion even after eligibility. They are searching for better job in the country or abroad. Some are looking for scholarship. Faculties of two or three universities are satisfied with their salary packages. Others are not getting salaries that were mentioned in their offer letter. In some cases faculties get salary in two or three instalments, even after two or three

months. Research is a neglected issue in PUs. Teachers are disappointed about the research facility and culture. Some teachers are doing it on their own initiative. Most of the senior teachers are coming from outside. The authorities are not interested in research. So, research is not getting preference to be an agenda in private university. Even there is no fund allocated for research activities.

Only NSU admission test is a quality test. UODA and Premier also arrange such tests but in case of ASA, PUB and Green; merit based intake is not getting preference. In most cases, course curriculums are updated. Faculties and students are satisfied on the contents and curriculum but both are dissatisfied and concerned about its quality implementation.

6.3.2 According to Second Research Question;

Second research question is, whether the infrastructure facilities are satisfactory for higher level of education in private universities.

Most of the students are dissatisfied about the location and arrangements of their campus. After 10 or 15 years of operations, most of the universities failed to shift to their own campus. Universities are functioning in makeshift arrangement in busy area that is not suitable for an education institution. Classroom facilities are good and stakeholders are happy with the facility of education materials. Some said that, facilities are excellent with well decorated and air-conditioned classroom.

Students expressed their dissatisfactions for not having dedicated room for club activities that help to develop leadership quality, meet mental thirst, develop patriotism and create opportunity to involve in social work. There is no outdoor games facility in PUs. Indoor games facility is very limited. Students were looking upset and aggrieved at the time of survey for not having playground. Most cases students are satisfied about library facilities. But a large portion are also dissatisfied for not having enough space, alternate power supply facility, photocopy facility, sufficient number of desired books, etc. Three universities have no scope of drawing books from library.

Most of the users and students of lab-based courses are dissatisfied on their lab facility. In laboratory, students are suffered much due to lack of modern instruments, not enough chemical supply, unskilled lab assistant, power disruption, very limited number of lab as per requirements. Yearly allocation of the universities for collecting library and lab resources are very insignificant as per total expenditure. This expenditure pattern shows most of the universities are not interested to enrich their library and laboratory that are directly related to QE. As universities are running in

hired buildings and with scattered campus, students cannot easily use central library. This is also true for medical facilities.

6.4 Conclusion

In the context of massive expansion of the country's secondary and higher secondary sector, a huge demand have been create for the tertiary level. Eighty one public and private universities cannot meet this demand and lots of students are going abroad every year. On the other side maintaining quality is becoming a vital issue in changing global scenario. No doubt PUs are contributing to meet the growing demand. But only a few are ensuring regional or global level of standard. Most are not quality concern. Poor infrastructure facilities, inefficient and inexperienced low quality teaching staff with the profit motive of founders put the sub-sector in a critical situation. Even founders are not willing to abide by related Act or Guidelines. As an apex body UGC cannot fight against irregularities with weak legal strength and logistics. But we have to move forward. A new Act with the consultation of stakeholders is immensely needed for this sector. Another positive initiative has been taken by UGC recently. A project starts to enhance HEQ of Public and Private sector institutions. This project will support universities to improve teaching-learning quality in undergraduate and master's level. It also provides fund for the improvement of research capabilities for post-graduate programs, it also has a component to recognize academic innovations for improving resources for lab, library and other related fields. The GoB and World Bank funded project also commits to strengthen institutional capacity to devise internal assessment system. It is sure that universities with positive commitment will enjoy support to enrich themselves from Higher Education Quality Enhancement Project (HEQEP).

6.5 Recommendations

A realistic and strong Private University Act

- A realistic PU Act is a prior need to ensure quality of PHE in Bangladesh. Under the Act an Accreditation Council is needed to be established for monitoring and assuring the EQ.
- Before finalizing new law, a national debate can be arranged with the participation of various stakeholders.
- Founders demand should be taken into discussion in this regard.

Unified Faculty Recruitment Commission

- A unified faculty recruitment commission can be formed under the guidance of UGC to select quality teacher in entry level for the universities.

- Foundation training on teaching-learning can be introduced for the fresher to enrich the teaching quality.
- A unified teachers recruitment rules should be formulated under the guidance of UGC and Universities must follow the rules.

Internal Quality Assurance Mechanism

- Internal quality assurance or audit system should be introduced within the university.

Strengthen UGC

- UGCs should have more authority to formulate and implement policy. A dedicated division is needed to be established for PUs with adequate manpower, budget and logistic support.
- To have executive authority UGC Act is needed to be revitalized and updated.

Liberalized Land requirements for Universities

- Five acres of land is mandatory to establish a university in the capital city and any other district town of Bangladesh. Based on inadequacy of land and price, land requirements can be reduced for Dhaka and Chittagong city. Founders are investing more money in land purchase and cannot give attention to increased infrastructure facilities. Based on quality and contribution to nation government can expand its support to PU if they fulfill prescribed criteria and conditions.

Reduce dependency on Full-time Faculty

-At present three permanent faculties are required for any subject. This number should be increased depending on the number of students of that subject. Appointing senior and experienced faculties as permanent basis should be encouraged.

- Government can declare some sorts of incentives in favor of institutions for appointing senior, experienced foreign faculty having higher degree.

Private University Participation in Policy Level

- According to UGC Act, the commission consists of a Chairman, 5 fulltime members and 9 part-time members. In this commission there is no participation from PUs. At least one full-time and 2 part-time member should be appointed from PU.

Ensure Government Support

- Government may give custom duty support for importing laboratory instruments, resources for library.
- Good universities should be rewarded under the proper scrutiny of HEQEP

Dedicated Allocation for library, and lab resources

- A dedicated allocation should be confirmed from yearly expenditure for research activities, promoting research for teacher and students, collection of resources for lab and library.
- Specific guideline needed for library including space, seating arrangement, reading environment, recruitment of professionals, budget allocation for resource collection, electronic catalog system, online resources use, necessary and latest journals, software for searching books, alternative power supply facility, photocopy facility, adequate number of books, etc.

6.6 Implications of the Policy and Practice

Private University Act was promulgated in 1992 and it was revised in1998. Even after the second revision, some core issues were not clear and the owner of the private universities took this opportunity to make the sub-sector profit rather than service oriented. Other than exceptions, most of the authorities misuse the notion of liberal PU Act.

As some issues were not specifically cleared in Act, such as; qualification and disqualification of VC and Pro-VC and other key executives. It was not discussed that, if any authority failed to shift own campus within the stipulated time, what kind of actions will be taken. If any university withdraw reserve fund from the bank without government permission what will be the government's position in the existing Act the removal procedure of key officials is not clear.

Another thing is that, some issues are ambiguous in PU Act 1992. These institutions were declared as non-profit initiatives but founders claimed that NBR imposed high rated tax to the institutions. This Act commits that every university has to formulate statutes including all academic, managerial, financial issues but most have failed to do it.

To address the issues and to make a more responsive and supportive policy the advisory council of the Caretaker Government (2006-2008) enacted a Private University Ordinance-2008 with effect from 30 December, 2008. Later, this ordinance did not get the status as an Act. Present government is very positive to enact a new law but PU founders Association is opposing on some issues. They are against including any bureaucrat in university syndicate. They want withdraw of the SRO of NBR regarding tax, demand to reduce land requirements etc. But the question is, if a university sells certificates in the name of education who will take action. So, still it is a debatable issue. Government and founders association are in face-to-face position about the Act. For the betterment of creating skilled human resource and ensuring QE, government should discuss with stakeholders before finalizing the Act.

New Act should have more focus on EQ in global context. Appointment of quality faculty, more full-time appointment should be included. Recruitment method, qualification and disqualification of key posts, formation of various committees, role of executives in decision making, financial regulations, empowerment of UGC, specific criteria and allocation for library and laboratory, introducing internal quality assessment mechanism, facilitating research, quality enhancement program for faculties etc should be described clearly with other key issues.

An accreditation Council has to be formed for monitoring the Quality of institutions under the proposed Act and there will also have to be provision by which the ranking of the universities will be made.

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List of Private Universities with location

Serial	University	Established	Location
1.	North South University	5.11. 1992	Dhaka
2.	University of Science and Technology, Chittagong	9.11.1992	Chittagong
3.	Independent University, Bangladesh	15.3.1993	Dhaka
4.	Darul Ihsan University	19.08.1993	Dhaka
5.	International University of Business, Agriculture and Technology	19.08.1993	Dhaka
6.	International Islamic University Chittagong	11.02.1995	Chittagong
7.	Ahsanullah University of Science and Technology	02.05.1995	Dhaka
8.	American International University Bangladesh	06.11.1995	Dhaka
9.	Asian University of Bangladesh	04.01.1996	Chittagong
10.	East West University	10.01.1996	Dhaka
11.	The University of Asia Pacific	25.02.1996	Dhaka
12.	Gano Bishwabidyalaya	10.04.1996	Dhaka
13.	The People's University of Bangladesh	14.05.1996	Dhaka
14.	Dhaka International University	21.03.2002	Dhaka
15.	BRAC University	28.03.2001	Dhaka
16.	Manarat International University	03.04.2001	Dhaka
17.	Bangladesh University	16.07.2001	Dhaka
18.	Leading University	11.09.2002	Sylhet
19.	BGC Trust University Bangladesh	21.01.2002	Chittagong
20.	Sylhet International University	24.01.2002	Sylhet
21.	University of Development Alternative	05.12.2002	Dhaka
22.	Premier University	21.12.2002	Chittagong
23.	South East University	24.01.2002	Dhaka
24.	Stamford University, Bangladesh	05.01.2002	Dhaka
25.	Daffodil International University	18.02.2002	Dhaka
26.	State University of Bangladesh	30.05.2002	Dhaka
27.	IBAIS University	06.08.2002	Dhaka
28.	City University	21.08.2002	Dhaka
29.	Prime University	16.09.2002	Dhaka
30.	Northern University, Bangladesh	17.10.2002	Dhaka
31.	Southern University of Bangladesh	26.11.2002	Chittagong
32.	Green University of Bangladesh	4.12.2002	Dhaka
33.	World University	09.02.2003	Dhaka
34.	Santa Marium University of Creative Technology	18.02.2003	Dhaka
35.	The Millennium University	18.02.2003	Dhaka
36.	Eastern University	19.03.2003	Dhaka
37.	Bangladesh University of Business and Technology	05.04.2003	Dhaka
38.	Metropolitan university	05.04.2003	Sylhet
39.	Uttara University	21.04.2003	Dhaka
40.	United International University	15.04.2003	Dhaka
41.	Victoria University of Bangladesh	29.04.2003	Dhaka
42.	University of South Asia	12.05.2003	Dhaka
43.	Presidency University	21.07.2003	Dhaka
44.	University of Information Technology & Science	07.08.2003	Dhaka
45.	Prime Asia University	26.08.2003	Dhaka

46.	Royal University of Dhaka	30.08.2003	Dhaka
47.	University of Liberal Arts	08.11.2003	Dhaka
48.	Atish Dipankar Science and Technology University	18.08.2004	Dhaka
49.	Bangladesh Islamic University	04.09.2005	Dhaka
50.	East Delta University Chittagong	23.10.2006	Chittagong
51.	ASA University Bangladesh	23.10.2006	Dhaka

Annexure-B
Questionnaire for faculty Members

Dear Faculty Member, this questionnaire has been made for collecting data to conduct a research work on *Education Quality of Private Universities in Bangladesh: faculty resources and infrastructure perspective* for the partial fulfillment of MS Program on Public Policy and Governance under GCE Department of North South University Dhaka. It is to mention that, all information will be used to compile aforesaid research work and all information from you will be treated in the strictest confidence.

Thanking you for your cooperation.

Md. Abu Naser

	Full-time faculty		Part-time faculty

Designation: ... ...
Teaching experience: A. Total... ... ... ……years B. in this university…………………..years
Academic
Qualification………………………………………………………………………………
        Foreign degree……………………………………………………………………………….

(Please write down your best known information in the specified blank spaces and use tick mark (v) for more appropriate boxes).

1. What are the necessary things for ensuring quality higher education at your perception?
... ...

2. Is this university (where you are serving) ensuring quality higher education?
 ☐ Yes   ☐   No

        If yes, then how it does? .. ..

        If no, then what should be done at your own view? ... ...

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3. Do you think existing faculty quality is enough for ensuring QE?
☐ Yes   ☐ No

4. What is your comment about course curriculum and contents of various courses?
………………………………………………………………………………………………….

5. Did you work any other university before joining this university?
☐ Yes   ☐ No
    If yes, please mention name (previous two) ………………………………………
6. Is there any Permanent faculty recruitment policy in this university?
☐ Yes   ☐ No

7. Before joining did you face any section processes?
☐ Yes   ☐ No
    If yes, what kind of process/metod………………………………………

8. Do you think Authority manipulates faculty recruitment?
☐ Yes   ☐ No   ☐ No Answer

    If yes, What kind of manipulation……………………………………………………

9. Are you satisfied in present faculty recruitment system of this university?
☐Strongly satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied ☐ Strongly Dissatisfied

10. Is this university maintains any permanent salary structure for faculty members?
☐ Yes   ☐ No

11. Financial conditions or salary package were mentioned in your appointment letter?
☐ Yes   ☐ No   ☐ No Answer
    If no, why? ………………………………………………………………..

12. Is there any financial reward for extraordinary performance?
☐ Yes   ☐ No

13. Are you satisfied in your Salary package?
☐ Strongly satisfied ☐ Satisfied ☐ Neutral   ☐ Dissatisfied ☐ Strongly Dissatisfied

14. Is there any written promotion rule in your university?
☐ Yes   ☐ No

15. Did you get any promotion after joining?
☐ Yes   ☐ No

16. Are you satisfied in promotion system followed by this university?
☐ Strongly satisfied ☐ Satisfied ☐ Neutral   ☐ Dissatisfied ☐ Strongly Dissatisfied

17. Is there any recognized journal published from this university?

☐ Yes   ☐   No

    Is yes, how many (in a year)……………………………………………………………..

18. Have you conducted any research project after joining?

☐ Yes   ☐   No

    If yes, how many? ....

    How many research output published? …………………………………………

19. What is your overall comment on research culture/facilities of this university?

…………………………………………………………………………………………..

20. What is your satisfaction level regarding research facilities of this university?

☐ Strongly satisfied ☐ Satisfied ☐ Neutral   ☐ Dissatisfied ☐ Strongly Dissatisfied

21. Do you think the Degrees of this university are internationally recognized?

☐ Yes   ☐   No

    If no, why……………………………………………………………………………..

22. What is your satisfaction level regarding leadership quality/Managerial capacity of the authority of this university?

☐ Strongly satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied   ☐ Strongly Dissatisfied

23. What are the issues that you considered to join this university?

…………………………………………………………………………………………..

24. Have you any specific comment about Education Quality of this university?

…………………………………………………………………………………………..

Annexure-C

Questionnaire for Students

Dear Student, this questionnaire has been made for collecting data to conduct a research work on *Education Quality of Private Universities in Bangladesh: faculty resources and infrastructure perspective* for the partial fulfillment of MS Program on Public Policy and Governance under GCE Department of North South University Dhaka. It is to mention that, all information will be used to compile aforesaid research work and all information from you will be treated in the strictest confidence.

Thanking you for your cooperation.

Md. Abu Naser

Name: ... ...

Department……………………………………..Semester……………………………….

Enrollment year………………………………………………………………………………

University name: ... ...

 Academic background: CGPA / division in

     HSC………… & SSC…………..   or A level…………….. & O level ……………

(Please write down your best known information in the specified blank spaces and use tick mark (v) for more appropriate boxes).

1.What is/are the reasons for choosing this university?

☐ Well-reputed university   ☐Did not get chance in public university ☐Scholarship/Waiver

☐ Family decision   ☐ Job-market oriented course   ☐ Other (plz. specify)…………………

2. Did you attend admission test of any Public University?

☐ Yes   ☐   No

3. Did you attend any admission test to get admitted in this university?
☐ Yes   ☐   No

4. Do you have any faculty evaluation system in your university?

☐ Yes   ☐   No

5. If yes, Do you think authority has taken necessary action on the basis of your evaluation?

☐ Yes   ☐   No

6. Do you think course curriculum and contents are updated?

☐ Yes   ☐   No   ☐   Need more changes

7. Do you think teacher's quality is enough to ensure QE?
☐ Yes   ☐   No

8. What is your satisfaction level about the quality of teacher?
☐Strongly satisfied ☐ Satisfied ☐ Neutral ☐Dissatisfied ☐Strongly Dissatisfied

9. Are you satisfied in classroom facilities provided by the authority?
☐Strongly satisfied ☐ Satisfied ☐ Neutral ☐Dissatisfied ☐ Strongly Dissatisfied

10. Are you satisfied in the location and arrangement of campus?
☐Strongly satisfied ☐ Satisfied ☐Neutral   ☐ Dissatisfied ☐Strongly Dissatisfied

11. Please give tick mark in response of the statement;

No.	Statement	Yes	No	Comment
1	Have you any play-ground?			
2	Have you enough indoor games facility?			
3	Have you separate room for club activities?			
4	Have you any prayer room in your campus?			
5	Have you any medical facility in your campus?			

12. About your library

No.	Statement	Yes	No	Comment
1	Library has enough books, journals, reports to meet your demand?			
2	Have you any virtual access facility in your library? (on line Journal….)			
3	Have your library using any software to search the book?			
4	Have you Audio-Visual facilities in your library?			
5	Do you thing reading environment is congenial?			

13. Are you satisfied in library facility of your university?
☐ Strongly satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied ☐Strongly Dissatisfied

14. In your opinion, what are the shortcomings of your library?

………………………………………………………………………………………………..

15. Do you think lab facilities are standard for user?

☐ Yes   ☐   No

16.   Are you satisfied in lab facility of your university?
☐Strongly satisfied   ☐ Satisfied ☐Neutral   ☐Dissatisfied   ☐ Strongly Dissatisfied

17. Have you any credit transfer facility with any foreign university?

☐ Yes   ☐   No

18. Do you think after achieving a degree you will get a good job?

☐ Yes   ☐   No

     If no, why?
…………………………………………………………………………………………….

19. In job market, what is your priority?
☐ Public sector   ☐ Private sector   ☐Multi-national company ☐ Job in abroad

20. Do you think you are capable enough to compete in job market?

☐ Yes ☐ No

21. Is the degree from this university is well recognized for jobs, outside country and others?
☐ Yes ☐ No

22. Do you think cost of education of this university is very expensive?
☐ Yes ☐ No
`

23. Are you satisfied with the quality of the education that you are getting from the university?
(Strongly Dissatisfied = 1, Dissatisfied = 2, Neutral = 3, Satisfied = 4, Strongly Satisfied = 5)

☐Strongly satisfied ☐Satisfied ☐ Neutral ☐Dissatisfied ☐Strongly Dissatisfied

24. Do/ if you have any comment about the education quality of your university:
(Please mention) ... ...

Annexure-D

Questionnaire for Guardians

Dear Guardian, this questionnaire has been made for collecting data to conduct a research work on *Education Quality of Private Universities in Bangladesh: faculty resources and infrastructure perspective* for the partial fulfillment of MS Program on Public Policy and Governance under GCE Department of North South University Dhaka. It is to mention that, all information will be used to compile aforesaid research work and all information from you will be treated in the strictest confidence.

Thanking you for your cooperation.

Md. Abu Naser

Part- 1
Name ... ...
Profession…………………………………………………………………………………
Office address…………………………………………………………………………………..
Residential address…………………………………………………………………………………..
Educational qualification…………………………………………………………………………
Monthly income (BDT)

Below 25,000/-		75000/- to 100,000/-	
25,000/- to 50,000/-		Above 100,000/-	
50,000/- to 75000/-			

Part-2

Student name…………………………………………………………………………..

Department …………………………………….Semester…………………………………

Relation with student…………………………………………………………………………

University name: ... ...

Part-3

(Please write down your best known information in the specified blank spaces and use tick mark (v) for more appropriate boxes).

1.Was it your decision to choose this university for your youngster?

☐ Yes ☐ No

    If yes, Why do you choose this university?

    ……………………………………………………………………………

2. How much you have to pay monthly for tuition fees?

…………………………………………………………………………

    Other expenses…………………………………………………………….

3. Do you think education expenses of this university are very high?

☐ Yes ☐ No

    If yes, have you any advice on this matter?

    ……………………………………………………………………………………

4. Are you satisfied in faculty quality that the university have?

☐ Yes ☐ No

5. If yes, what is your satisfaction level?

☐Strongly satisfied ☐Satisfied ☐ Neutral ☐Dissatisfied ☐Strongly Dissatisfied

6. Do you think university is maintaining quality?

☐ Yes ☐ No

    If not, what is the lacking university have?

    …………………………………………………………………………………..

7. Does the university authority inform you about the progress of your son/daughter?

☐ Yes ☐ No

What about your comment about

8. Campus facility

☐ Excellent ☐ Good ☐ Moderate ☐ Poor ☐ Very Poor

9. Classroom facility

☐ Excellent   ☐ Good   ☐ Moderate   ☐ Poor   ☐ Very Poor

10. Lab facility
☐ Excellent   ☐ Good   ☐ Moderate   ☐ Poor   Very Poor

11. Library facility
☐ Excellent   ☐ Good   ☐ Moderate   ☐ Poor   Very Poor

12. Communication network
☐ Excellent   ☐ Good   ☐ Moderate   ☐ Poor   Very Poor

13. Games facility
☐ Excellent   ☐ Good   ☐ Moderate   ☐ Poor   Very Poor

14. Activities related to social responsibility
☐ Excellent   ☐ Good   ☐ Moderate   ☐ Poor   Very Poor

15. From your own perception, what are the strengths of this University?
………………………………………………………………………………..

16. Weaknesses of this university
………………………………………………………………………………

17. What is your overall comment on the education quality of this university?
………………………………………………………………………………..

Annexure-E

Semi-Structured Question for Education Experts
1. What is meant by "Quality Higher Education"?
2. What are the basic factors of quality higher education?
3. What types of arrangement should be kept for ensuring quality higher education in a university?
4. On which criteria it could be assessed that the higher education provided by private university is quality full or not?
5. Do you think quality teacher have an important role in quality education?
6. Would you please tell something about the teacher and teaching quality of private university?
7. What is the role of infrastructure facilities with quality education?
8. Would you please tell us about the campus, classroom. library, lab and others infrastructure facilities of private university in Bangladesh?
9. What types of role do the private universities are playing for ensuring quality higher education at your perception?
10. What is your comment on faculty related issues described in PU Act? Do you think it should be amend? If yes than what is your recommendation?

Annexure-F

<u>Checklist for the university administrators</u>

1. What are the strengths and weakness of this university?
2. Is there any strategic plan for the university?
3. Have you any statute that is mandatory under the PU Act?
4. What is the faculty recruitment procedure? What are the minimum requirements?
5. What are the promotion policies of the faculty member?
6. Have you any training program for faculty development?
7. Have you any internal mechanism for quality monitoring?
8. Have you any faculty evaluation system?
9. What about existing infrastructure facilities? Are you satisfied with these facilities?
10. What are the constraints you have to enhance quality education in your university?
11. What about research culture of your university?
12. Have you any credit transfer arrangement with other renowned foreign university? If yes, would you plz provide a list?
13. What is the percentage of annual expenditure dedicated for research activity, library and laboratory?
14. What is the prospect of getting job of your university graduates? Have you any statistics on it?
15. Say something about the education quality of your university?

Annexure-G

<u>Checklist for the Policy Makers</u>

1. What are the university education policies in Bangladesh?
2. Why the private universities were established? How do you evaluate the success or failure of this privatization aspect of higher education?
3. What is the policy implementation status? What are the restraining factors in policy implementation?

4. Why PU owners opposing to enact new law?
5. Did you take initiatives to talk to the University owners about their demand?
6. Do you think PUs are meeting the hopes and aspirations that was thinking before opening the scope?
7. What are the policy impacts on the society?
8. Do you think UGC have enough legal authority to address the issues related to QE especially with PU?

Annexure-H

<u>Checklist for the University founder</u>

1. Do you think present PU Act have weakness to promote PUs and QE? If so,What are the weaknesses of existing PU Act?

2. Why you are opposing new law regarding PU?

3. Don't you think Present pay structure is high for the student?

4. Why you are not interested to appoint permanent teacher?

5. Why don't you follow UGC criteria at the time of teacher recruitment?

6. Do you think PUs are meeting nations hope?

7. What is the future of PU education in BD?

8. What is your thinking about the government control of PU?

9. If any PU don't follow the rules than who will serve the interest of student?

10. Are there any policy gaps for grooming PUs in Bangladesh?