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# College education in Bangladesh: problem and remedie

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The present school system of Bangladesh is 5 years of primary education, 5 years of secondary education, 2 years of higher secondary education and 2-5 years of higher education leading to first degree. The general colleges offer higher secondary, degree (pass), degree (honours) and post-graduate education to our students. In them study almost all the higher secondary students and 81.0% of students of higher education. The rate of failure of the students of those colleges in public examinations is very high. The standard of education in them is not satisfactory. High rate of failure causes huge national wastage raising doubt over cost-effectiveness of our college education.

According to the statistics of 1990, there are 8 government and 359 non-government higher secondary college in the country. In the government colleges, there are 108 teachers and 3,332 students, and that in the non-government colleges are 5,385 and 1,39,972 respectively. On the other hand, the number of government degree colleges is 190 of which 36 offer degree (honours)/post-graduate courses too. Number of non-government degree colleges is 291. In the government degree colleges there are 6,707 teachers and 3,25,277 students and that in the non-government degree colleges are 6,076 and 3,55,331 respectively. Yearly per student recurring expenditure of the government is Tk. 2,161/00 for government college and Tk. 699/00 for non-government college. Allocation to college education is about 5-6% of the education budget. However, the performance of our college students as evident in the public examination result is very low. Percentage of failure and third divisioner is extremely high. In this backdrop the standard of our college education can be judged.

If an evaluation of the performance of students is undertaken, it will be seen that the Degree(Pass) courses show that the failure rate is very high. Distribution of performance shows that (1) a very small number pass in the 1st division (ii) some in the 2nd division and

(iii) a big number pass in the 3rd division with a huge failure. The distribution of performance at the public examination is not normal. For the 3rd divisioners and failures, the opportunity cost of education is very high. But standard of our education is more lower than that evaluated because of unfair means at examination and grace marks by the boards of education/ university. This result is only comparable with a few third world countries. On the other hand, very recently our public Service Commission has expressed deep concern over the standard of our college graduates. Even the private business organizations are also dissatisfied with our present college graduate. Standard of our college education is very low and we are now in a great crisis.

## Problems of college education

Our colleges have a great role in laying foundation for higher education and to produce mid-level personnel for various jobs. In the wake of its low standard, it is very much necessary of identify its problems and take steps to develop national talents. The possible problems on the way of its standard are discussed below.

## Need for Improvement of Curriculum and Programme

The present H.S.C. and Degree (Pass), Curriculum is highly book-based and theoretical in character. It even does not encourage analytical thinking and development of skills. It does not include physical exercise, games and other co-curricular activities which are essential for physical development and emotional catharsis of the students. The curriculum fails to satisfy the intellectual, physical and social needs of the students. It also leaves scope for the students to go astray. There is need for improvement of college

curriculum and enrichment of college activities.

In Bangladesh politics by college student has a long tradition. Students political organization work as a front of a main political party. At the time of national crisis they have played very commendable roles. But presently student politics has gone violent and one group wants to prevail on others. They trouble college administration in decision-making and often extort money from the businessmen on gun point. The teachers are not even fair in dealing with the students belonging to political parties. Violence and killing leads to closure of the colleges. But place of violence cannot be a place of education. We need to free our colleges from violence and feeling of unrest. We need to prohibit students political fronts in colleges and need to establish numerous club activities for enhancing all round development of students. Club activities can engage the students in pursuing fruitful things and studies. It can provide an educational outlet for pent up emotion of the youth.

## Human relations environment

In developing human resources good human relations environment is essential for the college organization. But in our colleges environment for good human relation is lacking. Teachers are divided in matters of principles and ideals. They often belong to clique group to push personal objectives, other staffs have little respect and love for teachers and students and vice-versa. There is little communication between the college and guardians. This is unhealthy and should be remedied.

For the difference in developmental stage and need, the psychological and educational needs are different for higher secondary and higher education. For the same teacher it is

difficult to maintain the same high standard of teaching in those two levels. In other countries too, college is the place for higher education and not for upper secondary education. In order to impart education of high standard to more matured students it is necessary to separate H.S.C. from colleges, on the other hand, from the view point of comparative education 2 years of degree (pass) course is inadequate. But for our economic and social reasons it could at least be raised to 3 years instead of 4, with this, the present system of honours degree will be useless. Honours can only be awarded on the basis of marks or grade obtained.

The present public examination system for the evaluation of college education is a summative one. For its absolute importance, unfair means in examination has become rampant. For evaluating all qualities and competencies of the students it is necessary to have system of formative evaluation too. And an evaluation system should evaluate the performance of the students in curricular, Coi-curricular and social activities.

Teaching profession demands a high standard of educational qualifications and professional commitments. The present salary structure of the college teachers is inadequate and cannot imbue teachers to make great professional effort in the job. In terms of real worth the college teachers of the 1960's used to get 15 to 18 times more salary than the present one. Without adequate reward system (salary) it will not be possible to attract qualified and competent persons to the profession. On the other hand the present 'best teacher' award as the incentive system is good but no adequate to encourage research works in colleges. To promote better teaching behaviour and inculcate researches in colleges both reward and incentive systems