

Privatisation of Higher Education in Bangladesh: Role of Private Universities

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Introduction

It is difficult for Bangladesh to ensure higher education for all its citizens. Since the higher education institutes cannot provide education to all, emergence of Private University (PU) was inevitable for many reasons. However, the phenomenal increase of PU in Bangladesh shows the demand for higher education and parental willingness to invest in higher education, which is a good sign for the state.

The introduction of 'Private University Act-1992' was a milestone for establishing private universities in Bangladesh. In response to this initiative, the North South University was established as the first PU in 1993. At present, there are seventy nine private universities in Bangladesh according to the University Grants Commission (UGC). Actually, there are 84 private universities in Bangladesh including three foreign universities. (See Annex A).

Quality of education is often compromised in PU's due to the lack of commitment, supervision and many other factors. The administration of private universities often tends to make profit than to impart quality education. The scope for research or access to technology in the private universities is hardly found. Moreover, the infrastructure is not adequate enough to provide standard facilities. The founders often choose rented house as their campus instead of building own campus. The government or regulatory bodies are paying no heed to the situation. The UGC itself is often engaged in illegal works (Prothom Alo, July 1, 2014). As a result, the students are devoid of basic services from the university like playground service, club facilities for extra- curricular and technological access.

The Private University (PU)

The universities are engaged in providing higher education from private funding in the means of tuition fees, private investment and private donation rather than from taxpayer's money. Since the private universities are privately run, changes are obvious in case of money, service provided to the students, way of teaching, courses offered, orientation of the administration, and their evaluation system.

The concept of higher education in Bangladesh is being highly denied. The students cannot study the core courses, like Language, Sociology, Philosophy, International Relations or other courses of Arts Faculty and Social Science Faculty (Dr. A. K. Azad Chowdhury, Muhammad Zamir, Professor Jamilur Reza Chowdhury, Personal interview 2014).

The necessity for which the PU was established was to impart higher education for the growing number of students dropping out due to the limited seats in public universities. Besides, ensuring higher education for those who were leaving the country for Higher Education abroad was also a plan. However, after almost two decades of establishment, the private universities cannot be categorized successful in every aspect.

Objectives of Higher Education

According to the National Education Policy (NEP) 2010, The Ministry of Education in Bangladesh aims at achieving the objective of higher education as such:

- a. Creating educated people conscious of our culture, tradition, social norms and morality in order to establish a society based on equity in terms of gender, ethnicity and religion.
- b. Including every citizen to educational rights devoid of his geographical location, economic and social status in order to establish a society where every person is considered equal in the eye of the state.
- c. Disseminating the values and morals of our society among the students and convey them through generations.

At present, “most of the PU’s are running their curriculum for business purpose” (Professor Jamilur Reza Chowdhury, Personal interview 2014). Dr. Tofail Ahmed also thinks the same that PU’s are compromising the quality of education with monetary benefit. He also thinks the educationalist cum businessman who established the PU at the beginning did not care for education and sold certificates (Personal interview 2014).

Factors Related to Higher Education

Muhammad Zamir, an education expert and former ambassador, emphasizes on special facilities like laboratory facilities and digital facilities for technical education and library and well-educated and well-known faculty members for liberal arts education” (Personal interview 2014). He also considered research facilities and proper infrastructure as important factors related to higher education. Prof. Dr. A K Azad Chowdhury, Chairperson to UGC, thinks good faculty members, good students, proper infrastructure, teachers-students relation, and access to global knowledge database gives a flavour of university learning (Personal interview 2014).

Private Sector in Higher Education in Bangladesh

Private University Scenario

Higher education in Bangladesh is going through a shift with much focus in the private universities. The increasing number of private universities shows the growing demand of higher education in Bangladesh. However, unplanned higher education system would produce educated unemployed which is never expected (Professor Dr. Wahiduddin Mahmood, Bangladesh Protidin, March 15, 2014). One of the great reasons why most of the private universities system has collapsed in Bangladesh in terms of

quality education might be because they were approved out of political considerations (Dr. Tofail Ahmed, Personal interview 2014). The number of private universities in the year 2012 was 60 and currently the number has increased to 79 altogether (University Grants Commission 2012). However, according to a report on Prothom Alo, the number of private universities in Bangladesh is 82 now (May 12, 2014) but my survey and study shows the number as 84 (See Annex A). Since the public universities cannot accommodate the growing number of students due to their limitation regarding seats, the private universities are enrolling the students for higher education from home and abroad. The infrastructural development, introduction of job oriented courses, IT facilities, research facilities, and modern academic curriculums by few private universities have brought them success in student enrolment. Consequently, the number of student enrolment has increased phenomenally in the private universities in recent time. Statistics shows that the number of students in total 60 private universities in the year 2012 was 314,640, whereas the number was 280,822 in 52 universities in 2011.

Public and Private Sector

The difference between PU and public university is found in their campus structure, resources, faculty and many other aspects” (Muhammad Zamir, Personal Interview 2014). The public universities draw many students for higher education whereas the private universities do not have the capability of accommodating large number of students. Besides, research facilities, resource access, IT facilities and faculty members are rich in public universities in comparison with the private universities. However, the political crisis, session jam and lack of modern curriculum in the public universities inspire people to go for private universities. Private universities, although lacks well educated faculty members, infrastructure and research facilities, have come out to be of centres for higher education. Few of them maintain very good administration, provide proper infrastructures and carry out researches for the students (Ainun Nishat, Personal interview 2014). For all these reasons, outcome of PU and public universities showcase a disparity in job sector which is shown below:

Sl No	Name of the Organization	Emplo yee/ Sample	Total University Graduates	University Graduates (%)			Abroad
				Private	Public	National	
1	Bangladesh Air Force	877	163	06	94	61	02
2	Prime Bank Limited	2,897	2,897	869	2028	00	00
3	Bauru Bangladesh	5600	350	25	14	311	00
4	Megatech Limited	290	285	261	24	00	00
5	Electra Bangladesh	345	208	23	185	00	00
6	Social Islami Bank Limited (Banani Br)	29	25	05	20	00	00
7	Sylvan Int'l Corp	06	02	02	00	00	00
8	Nestle Bangladesh Ltd.	700	420	210	210	00	00
9	Grameen Shakti	532	33	13	20	00	00
10	Mercantile Bank Limited (Karwan Bazar Branch)	33	33	04	29	00	00
11	Robi Axiata Co.	26	26	02	21	00	03

	(HR Dept.)						
12	Sena Kallyan Sangstha	1121	243	40	203	00	
13	Dainik Ajker Potrika	47	44	08	36	00	00
14	Civil Aviation Authority of Bangladesh (CAAB)	5092	394	99	295	00	00
15	Alliance Holdings Limited	6051	389	230	159	00	00
16	Aeronautical Institute of Bangladesh (AIB)	25	10	04	06	00	00
17	The Dhaka Mercantile Cooperative Bank Ltd.	2007	564	30	534	00	00
Total		25678	6086	1831 (30%)	3878 (64%)	372 (6%)	05

(Source: Author's Survey)

Table 1: Employment ratio from public and private universities in the job market

Higher Education in Private Universities

Planned campus, air-conditioned classroom, interactive class, small class size, digital class room facilities, job oriented courses, IT access during the classroom, camping facilities, and arrangement of seminar and symposium are the strengths of the private universities. North South University, BRAC University, Southeast University, Daffodil International University and American International University Bangladesh (AIUB) are example where these are ensured. In selecting the PU's, about 52% students said that their university was reputed while 14% said that it provided job oriented courses (Survey on Students 2014). Although the students have to pay high tuition fees, introduction of modern facilities make their academic life enjoyable and worth reading. The following figure shows the growth of PU in comparison with public universities (year-wise).

(Source: UGC Report 2012, page 208 and UGC Website 2014)

Graph Chart 1: Increase of Universities in Bangladesh

In the year 2011, the number of teachers and students in 52 private universities were consecutively 10330 and 279234. The number of full time and part time teachers is consecutively 6910 and 3420. (Source: BBS 2012, 416)

On the other hand, the UGC report 2012 shows a different scenario of private university faculty members. The following table shows the number of full time and part time faculty members in the PU.

Faculty Members	Full-time	Part-time
Professor	623	1,066
Associate Professor	421	605
Assistant Professor	1,508	757
Lecturer	5,264	1,274
Others	362	233
Total	8,178	3,935
Grand Total	12,113	

(Source: 39th UGC Report 2012, Page 211)
Table 2: Faculty Members and their Numbers in Private Universities

According to the report, the highest number of students is in University of Information Technology and Science- 36,794; the second highest is in North South University- 18,339; third highest is in Asian University- 14,197; the fourth highest is in Atish Dipankar University of Science and Technology- 11,211. On the other hand, the lowest students are in Central Women's University, only 46 (UGC Report 2012, 208). The teacher and students ratio in PU is 1:26 (TIB report 2014). One very important fact is the PU are incorporating part-time lecturer more than the full time faculty (Prothom Alo, March 2, 2014).

Increase of Students in PU from 2006 to 2012

(Source: UGC Report 2012, Page 209)
Graph Chart 2: Students Increase in PU (year-wise)

Quality in Higher Education

Quality in higher education depends on some issues related directly to the way education is provided. Thus, Professor Syed Saad Andilib, VC to BRAC University, thinks quality faculty members, proper infrastructure, access to global knowledge database, and teacher-students relation are key issues to quality education (Personal Interview 2014). It is a matter of regret that "three fourth of the PU's are not qualified enough to get the certificate for teaching" (Dr. Tofail Ahmed, Personal interview 2014). Prof. Jamilur Reza Chowdhury says, "In Bangladesh, there are some private universities who are maintaining quality education and there are some private universities who are not maintaining any education at all" (Personal Interview 2014). Professor Jafar Iqbal, professor at SUST, also thinks "all the PU's are not maintaining quality of education" (Personal Interview 2014). With regard to that, Professor Hossain Zillur Rahman agreed to the situation and said "the illegal buying of certificate does not ensure quality education" (Personal Interview 2014). A report by the TIB also justifies his concern that the certificate for higher education can be achieved by bribing the personnel concerned (Prothom Alo, July 01, 2014). Again, Dr. Ainun Nishat, Former Vice Chancellor to BRAC University, also agrees to the claim that few PU are maintaining quality and the rest are not maintaining quality of education (Personal interview 2014). Surprisingly enough, the students having their under graduation in PU's cannot seek admission in the public universities for their post graduation (Tofail Ahmed, Prothom Alo, 31 July 2013). Professor Manzoorul Islam comments, "the institute has failed to provide the students with quality education enough to compete in regional areas let alone the international arena" (Prothom Alo, July 21, 2014). Prof. Dr. A K Azad Chowdhury, Chairperson to UGC, thinks few universities are compromising quality of education with monetary benefit.

It is not possible to provide quality education until and unless the pre-conditions of quality education are fulfilled. Professor Jafar Iqbal expressed his concern over the question-leak before the examination and said this phenomenon will increase the quantity not the quality.

Only 18 PU out of 79 have their own campus according to the rules and regulation enacted by the UGC (UGC Circular on The Daily Ittefaq, August 11, 2014). The rest of the private universities are running their activities either in rented houses or in small flats. The quality of education has dropped so largely

that the Education Minister, Nurul Islam Nahid, himself accepts the fact that “the number of students has increased in Bangladesh, still the quality of education remains a big challenge” (The Daily Star, August 15, 2014). Altogether, the quality of higher education is being denied altogether.

Higher Education in Public Universities

Higher education in Bangladesh began in the public universities with the establishment of The University of Dhaka in 1921. Since then, the public universities, especially The University of Dhaka (1921), Rajshahi University (1953), Chittagong University (1966) and Jahangirnagar University (1970) are providing higher education for the people of the country. The public universities focus on creating educated and skilled human resource with their vast area of curriculum and well educated faculty members. Besides, the large campus, research facilities, diversified courses, low tuition fees, accommodation facilities, resource access, and laboratory facilities are key facilities provided to the students. Since the public universities are state run universities, the politics and political affairs are integral part of the campus. Therefore, “the session jam, unexpected closer of the academic course, political crisis, lengthy course duration, cancellation of classes and part time job and consultation by the faculty members are few of the common but striking problems of public universities in the recent time” (Professor Dr. Ainun Nishat, Presentation to National Defence College 2014).

Year Range	Number of Public University
1983-2006	21
2007- 2014	13
Total	34

(Source: 39th UGC Report 2012, 90 and Bureau of Statistics Report 2012, 410)

Table 3: Growth of Public Universities in Bangladesh

The following table shows the number of teachers and students and their ratio in the public universities:

Year	Number of University	Teachers	Students	Ratio
2009	31	9,241	13,82,216	1:150
2010	31	9,545	17,36,887	1:181
2011	34	9,781	21,70,472	1:221

(Source: UGC Report 2012, 141- 142)

Table 4 : Teachers and Students Ratio in Public University

On the other hand, The Bureau of Statistics provides us with the following information:

Year	Number of University	Teachers	Students	Ratio
2009	31	9,241	13,82,216	1:150
2010	31	9,545	1,79,128	1:90
2011	34	9,962	3,16,331	1:32

(N.B: National University Students are excluded in 2010 and 2011)

(Source: Bureau of Statistics 2012, Page 411)

Table 5 : Teachers and Students Ratio in Public University

Types of Funding Authority in Private Universities

Private universities in Bangladesh are funded and established by different types of people. Among them active/retired politicians, businesspersons, educationalist and academicians, NGO's, retired bureaucrats and defence officers are mostly common. According to a TIB report 29.06% people are businesspersons among the people who have established PU. The rate is 22.05% for educationalist and 8.5% for politicians (TIB report 2014).

Admission Status in Private Universities

The admission test is hardly taken in most of the PU's. 44% students said that they had no enrolment test before their admission (Survey on Students 2014). East West University, Daffodil International University, University of Development Alternative, Shanto-Mariam University of Creative Technology, Prime Asia University do not take admission test. However, the numbers of students enrolled in 2012 in 60 private universities are 314,640 including 1651 foreign students. Earlier in 2011, the numbers were 280,822 in 52 (Fifty Two) private universities (UGC Annual Report 2012, 208). Certificate oriented education in our HSC and SSC examination has caused the over pass rate of students which ultimately increases the number not quality. Syed Manzoorul Islam, Professor of English at DU, expressed his concern saying "we provide certificate oriented education not life-oriented education" (Prothom Alo, July 21, 2014).

Faculty Members of Private Universities

While few universities have foreign degree holders and foreign faculty members, most of the universities cannot ensure skilled faculty members. Private universities are drawing faculty members from public universities in the name of education exchange program. It affects the students of public universities. Faculty members of public universities lecturing in the private universities focus on the monetary aspects and material gain. As a result, they "cannot concentrate in either of the two professions very well which ultimately leads to the adverse effect on our education policy and knowledge disseminating" (Muhammad Zamir, Personal Interview 2014). Another important aspect is the recruitment of ill-educated and inexperienced faculty members by the PU authorities in order to save money. Interestingly, 52% students and 85% teachers of PU think the quality of existing teachers at their institute can provide quality education (Survey on Students and Faculty Members 2014). 80% guardians of the students said they are satisfied with the quality of faculty members and 90% of them expressed that the universities are maintaining quality of education (Survey on Guardians 2014). Sometimes, the PU authorities recruit fresh graduates as their faculty members. This coincides with the

comment made by Syed Mehdi Momin that some of the university teachers are not competent enough to teach the subjects they are supposed to teach (Ensuring Quality Higher Education, Independent, 2013). Again Nazrul Islam, former Chairman to UGC, thinks it is important to ensure quality of higher education (Prothom Alo March 02, 2014).

Infrastructure and Academic Facilities at Private Universities

Most of the universities run their campus in rented house or flats. Besides, they have not ensured the infrastructure like playing field, research centres, laboratory facilities and classroom equipments. Professor M. Lutfar Rahman, VC to Daffodil International University, agrees to the point that 'most of the PU's are not ensuring proper infrastructure like laboratory and library facilities' (Personal Interview 2014).

According to the UGC, only 18 universities have their own campus and proper infrastructural facilities until today according to the law (UGC Circular on The Daily Ittefaq, August 11, 2014). Many private universities have different campus where they are running their courses in order to integrate more students. For example, Darul Ihsan University has 140 campus located even in the rural areas of Bangladesh; Premier University has 19 campus and Asian University of Bangladesh has 02 campus (Prothom Alo, June 21; August 07, 2014). The education experts suggest some pragmatic steps in order to stop the illegal undertaking of those universities. Muhammad Zamir thinks, University Grants Commission should audit the universities every few months and ask for their financial reports (Personal Interview 2014).

My survey shows that 32% students think their laboratory facilities are not standard while another 34% said they were not satisfied with their library facilities (Survey on Students 2014). Additionally, 46% students think their institute do not have adequate infrastructural facilities for imparting higher education (Survey on Students 2014). On the other hand, in liberal arts education, the universities do not provide the library facility, which is considered an integral part. In some cases, the universities have their library facility but the resources are quite less in numbers that do not fulfil the needs of the students. The authorities do not sanction adequate budgets for resource development.

Dhaka Based Private Universities

At present, 55 private universities are running their campus based on Dhaka and 24 private universities running their campus outside Dhaka. The percentage of private universities running campus in Dhaka is almost 70% and outside Dhaka is 30% (UGC Circular on The Daily Ittefaq, August 11, 2014). On the contrary, recent report on Prothom Alo shows that the number of private universities in Bangladesh is 82 among which 60 private universities are running their campus based in Dhaka. If we take this information into account, the percentage would be 73% campus inside Dhaka and only 27% outside Dhaka (Prothom Alo, May 12, 2014).

(Source: Prothom Alo, May 12, 2014)

Pie Chart 1: Private University Campus Location

Many PU's are located in Dhaka but they have other campuses outside, which are administered and monitored from the city-centric campus. The private universities are like chain-shops and integrate more people and places in their curriculum and activities of higher education. (See Annex A).

Major Courses in Private Universities

PU's provide job oriented courses to the students in order to draw their attention in the job market. Within this view, they offer the job oriented courses like BBA, MBA, EEE, CSE, Textile Engineering, Economics, English, Journalism, Fashion Design, Law and Legal Studies, Media and Television Studies and so on. All the private universities have a common tendency of opening technical education courses that do not satisfy the students. 12% students from the PU think their course curriculums are not updated and 32% said they need more changes to their courses and contents (Survey on Students 2014).

Regulation and Monitoring of PU

All the private universities are regulated and monitored under the 'PU Act 1992' in Bangladesh. UGC is responsible for monitoring and evaluating the private universities. UGC can approve the works of a university, endorse their activities and release decrees regarding their works. It is the responsibility of UGC to assess the improvement and maintain the quality of private universities. It can run audit and ask for financial reports from any private universities of the country. UGC seems performing limited responsibilities assigned to it. Therefore, the audit reports, the assessment report, regular updates and other basic information regarding the universities are unavailable to them.

The education experts have asked for reform of the UGC. Mohammad Ehsan recommended that, UGC must be provided with adequate manpower, logistic support and above all executive authority for policy initiation, formulation and implementation. It must be transformed from a recommendation body to an all inclusive implementation body. There should be adequate budgetary allocation for research, overhead cost and training at the UGC (Mohammad Ehsan, Higher Education Governance in Bangladesh: Public Private Dilemma). Again, Prof. Dr. A K Azad thinks the name of UGC itself is problematic and it should be changed to "Higher Education Commission" and formation of an "Accreditation Council" is required (Personal interview 2014).

Data Presentation and Case Study

Data Collection Method

This research is conducted based on primary and secondary data. The primary data of this research is collected from field work, interviews, questionnaires on random selection, structured questionnaires for people concerned on the issue, and open ended and closed ended questions for faculty members, students, guardians, general people, entrepreneur and policy makers. The secondary data of this research is collected from sources like books, journals, articles published in the newspapers, open sources like internet, UGC reports, Govt. Education Policies, and many other sources.

Data Collection Motif

I have studied the case of 04 PU's to take an overview of the present condition of higher education in Bangladesh. I also run a survey among 50 different persons that will reveal facilities and curriculum about PU. I have run an inquisitive survey among 17 government, non-government organizations and companies in order to find out the impact of public and private universities in the job sector.

Selection of Universities and Criteria for Case Study

I have purposefully selected four universities for my case study namely North South University, Daffodil International University, South East University and Darul Ihsan University. I have considered their heterogeneity of facts so that it gives a clear image about my study area. In all these cases, I have access to the administrator and stakeholder which helped me collect data and interview the people concerned.

Sample Size

A total of 150 persons were contacted, but only 50 responded in the survey.

Profession	Govt Policy Maker	10
	University Management	01
	Faculty/Professor/ Teacher	03
	Student	14
	Employer	05
	Parents	07
	Miscellaneous – Govt civil/ Mil officials, Businessman, education experts	10
TOTAL		50

(Source: Author's Survey)

Table 6 : Respondents' Identity According to Profession

Validation and Analysis of Data

The primary and secondary data collected through interview, questionnaire and other forms are

accumulated and analysed for valid data. Data deriving from one type is compared with another so that the data are assured of correction and validation. The data collected from the field work and interviews are accumulated and presented in the form of percentage, description and analysis. Each interview is analyzed in terms of their response rate or frequency and further converted into percentage. The data is analysed with statistical method in different clusters in order to derive into logical argumentation and presentation.

Data Presentation

The data presentation sections focuses on system of data presentation of primary data and secondary data along with their conceptualization and operationalization.

Secondary Data Presentation

In 2012, the cost in library sector in 60 private universities was Tk. 4163.09. Average is Tk. 70.56 lac. In laboratory sector the cost was about 3909.10, average 79.78 lac. The cost in this sector is rising which is a good sign for higher education. Eastern University cost 2645.15 lac Taka in 2012 in library sector which is highest among private universities. The second and third cost is consecutively by North South University 371.86 lac and BRAC University 171.48 lac. In laboratory sector the highest cost is by North South University, 1079.72 lac. The third position in laboratory sector cost is BRAC University, 249.52 lac. (UGC Annual Report 2012, 213 & 2014)

Primary Data Presentation

Analysis of Construct-1: Education Facilities at Private Universities: Data shows that academic infrastructures are mostly poor and average. Only a few universities in the country have good and excellent infrastructures and facilities. The library facilities in the private universities have better grading. Unfortunately, the universities do not have adequate laboratory facilities. 30% of the respondents' feel that they have adequate opportunity to exploit modern technology.

Dimension/ Dependent Variable	Indicator	Not Known/ Applicable (A)	Poor (B)	Average (C)	Good (D)	Excellent (E)	Total
Academic Infrastructure	1	15%	35%	22%	18%	10%	100%
Library Facilities	2	08%	13%	28%	32%	19%	100%
Laboratory Facilities	3	18%	32%	24%	11%	15%	100%
Standard of Faculty Members	4	07%	14%	31%	26%	22%	100%
Standard of Academic Curriculum	5	07%	23%	27%	26%	17%	100%

Exploitation of Modern Technology	6	08%	29%	19%	30%	14%	100%
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(Source: Author's Survey)

Table 7: Different Dimensions on Education Facilities at Private Universities

Analysis of Construct-2: Contribution of Private Universities to Higher Education: Data shows that number of enrolment in private universities is just average to good. Majority of the students responded that the field of education in the private universities is satisfactory. However, many of them opined that the field of education is poor.

Dimension/ Dependent Variable	Indicator	Not Known/ Applicable (A)	Poor (B)	Average (C)	Good (D)	Excellent (E)	Total
Number of Enrolment	1	9.33%	14%	30%	29.33%	17.34%	100%
Number of Graduates	2	09%	16%	30%	32%	13%	100%
Field of Education	3	08%	24%	30%	22%	16%	100%
Conduct of Innovative Research	4	14%	33%	26%	15%	12%	100%
Sector wise Contribution- Science, Social Science and Commerce	5	09%	24%	27%	31%	09%	100%
Rate of Obtaining PhD degree	6	34%	37%	14%	07%	08%	100%

(Source: Author's Survey)

Table 8 : Different Dimensions on Contribution of PU to Higher Education

Analysis of Construct 3: Impact of Private Universities in Education Sector: 22% people believe that they have good employment opportunity. Only a few people think that they have excellent opportunity after passing out from private universities. The result shows that the intake in research and project works for graduated students from private universities is really not up to the mark. They are graded mainly poor to average. Only 2% respondents believe that they have excellent opportunity for getting government job. Though 25% opined that they PU graduates have poor grading of becoming entrepreneur; majority of the respondents opined that these graduates have good to excellent scope of becoming self-employed or entrepreneur.

Dimension/ Dependent Variable	Indicator	Not Known/ Applicable (A)	Poor (B)	Average (C)	Good (D)	Exce- llent (E)	Total
Employment Opportunity	1	08%	33%	31%	22%	06%	100%
Intake in Research/Project	2	08%	30%	31%	21%	10%	100%
Intake in Market/ Private Sectors	3	12%	22%	30%	26%	10%	100%
Intake in Public/ Government Sector	4	13%	45%	22%	18%	02%	100%
Entrepreneur	5	12%	25%	31%	26%	06%	100%
Foreign/Multinational Org Employment	6	09%	23%	36%	27%	05%	100%

(Source: Author's Survey)

Table 9: Different Dimensions on Impact of PU in Education Sector

Analysis of Construct-4: Commitment of All Personnel Involved in Private University Education: Data shows that the commitment of university management varies widely. Many of the respondents believe that the PU managements have poor commitment. Considerable portion of the respondents opined that they have average commitment in imparting education in the private universities.

Dimension/ Dependent Variable	Indi- cator	Not Known/ Applicable (A)	Poor (B)	Average (C)	Good (D)	Excellent (E)	Total
Commitment of Universities Management	1	16%	19%	29%	19%	17%	100%
Commitment of the Faculty Members	2	04%	11%	36%	34%	15%	100%
Commitment of the Students	3	12%	17%	37%	21%	13%	100%
Commitment of the Policy Maker	4	14%	12%	32%	24%	18%	100%

(Source: Author's Survey)

Table 10 : Different Dimensions on Commitment of All Personnel Involved in PU's Education

Case Study Presentation

Case study shows that selected PU's lack research facilities, efficient faculty members and proper infrastructure. They also lack diversity of subject areas and subjects on liberal arts

education. Their library and laboratory facility is not up to the mark. They are run on rented house and the campus area is very limited. Their research paper is not published in international journals. (See the annex section for details).

Evaluation of Case Study

The number of students in Science related education is quite insignificant in compared to BBA. The student's enrolment in Arts Faculty, Social Science Faculty, Agricultural Studies, Economics and some other practical subjects are quite insignificant. From this overall situation, we can say that these universities are focused on providing job oriented courses. They do not incorporate research or research related works as part of the curriculum. The number of books is not also satisfactory in their libraries.

Faculty Perceptions

30% faculty members out of 20 (Twenty) have their foreign degrees from different universities of the world. 90% of the total respondent thinks their university is ensuring quality education. The other 10% denied the claim. Out of 20 respondents, 17 think that the existing faculty members can ensure quality of education. 02 of them denied the claim and 01 of them said the existing faculty members can partially provide quality education. However, 65% faculty members think that their universities cover a wide range of modern academic curriculum which leads us to draw a conclusion that the curriculum of the universities are updated and adapted according to the demand of time. Only 20% faculty members think that the graduates from their universities are engaging in higher research projects, 30% denied the claim.

Guardians Perceptions

Asked on the question whether the university where their child study ensure quality education or not, 70% of them answered positive about it and 30% answered negative about it.

(Source: Author's Survey)

Pie Chart 2: Percentage of Guardians on Quality of Education

85% of the guardians are satisfied with the quality of faculty members. 80% guardians think that universities are maintaining quality of education, only 20% denied. 40% guardians think the university provides excellent library facilities and 35% guardians think the library facilities are good.

Students Perceptions

There are tendencies among students to change their academic institution. More than 16 percent students out of 50 students said that they read in other institute before coming to their present institute. They mentioned that their current university provides better education than the previous.

However, they did not say how it is better. The survey also shows that the departments or their major courses provided by the institutes are very limited.

Student's enrolment is very high in BBA faculty rather than other faculties. Enrolment rate in Computer Science and Engineering is also good. In fact, all 50 (Fifty) respondents covered only 11(Eleven) programs under the above mentioned faculties.

General Findings

The general findings of this paper are enlisted below:

- a. There is phenomenal increase of private universities in the recent past.
- b. Most of the private universities are located in Dhaka.
- c. The private universities are providing education mainly in the business studies courses and Engineering and Technology courses.
- d. The highest enrolment is in the Faculty of Business Studies.
- e. Infrastructural facilities in the PU are hardly of international standard; there are exceptions though.
- f. The teachers and students ratio in PU is not good enough to provide quality education. On the other hand, the ratio (1: 32) is good in public universities.
- g. The quality of teachers is mentioned in papers but the scenario is quite different in reality.
- h. The seats are often not filled up due to the education quality in the PU's.
- j. Business is the main purpose rather than providing quality education in most of the PU.
- k. It is tough to draw a line on standard of education provided by the PU.

Specific Findings

Specific findings of this paper are enlisted below:

- a. At present 73% private universities are located in Dhaka and only 27% private universities are located outside Dhaka.
- b. Only 17 private universities have own campus and proper infrastructural Facilities as per UGC's rules.
- c. The laboratory facilities, library facilities and online facilities are hardly present in the private universities.
- d. Private universities do not inspire research work as part of their course curriculum for students and faculty members except for few universities.
- e. The teachers are hardly recruited according to the law of UGC, encouraging the recruitment of non-qualified teachers.
- f. The admission test system is hardly followed in the private universities, discouraging the competition among students.
- g. Private universities are drawing teachers from the public universities, consequently, creating a vacuum of qualified teachers in both the sector.
- h. The UGC is less effective in enforcing the law and it has less control over the universities.
- j. The private universities are compromising quality education with monetary gain and commercial aspect.

Conclusion and Recommendations

Conclusion

The private universities are providing opportunities for higher education to a large number of students. They are contributing largely to stop brain drain process and attracting foreign students in the country. The large number of private universities in the country is causing the fall of quality education and consequently the expected national development is not being fruitful.

Dr. A. K Azad Chowdhury, I think “the PU’s should be graded according to their performance so that the students can choose their own universities” (Bangladesh Protidin, August 13, 2014).

PU’s in Bangladesh are not maintaining quality education and most of the private universities are compromising their quality with material gain. Business in the name of higher education must be stopped. In this regard, the education experts or true educationalist should come forward in establishing PU rather than the businesspersons.

Recommendations

A detailed study of the scenario of private universities in Bangladesh creates scope for recommendations for the improvement of private universities in Bangladesh. The recommendations are as follows:

- a. The government, specifically the Ministry of Education and UGC, should take the quality of education into account not the quantity in permitting newer private universities.
- b. Most of the Private University’s infrastructure, library and laboratory facilities are not satisfactory. They must ensure online access, more books in the library and technology to the classroom.
- c. The curriculum is not broad and there are more lecturers for teaching. Curriculum must be made broader and include liberal arts education. Recruitment of more Professors is required.
- d. UGC should be given more legal authority, expert manpower and fund in implementing policy and plan. It can be reformed as Higher Education Commission.
- e. Research works must be incorporated in the curriculum in all the PU’s and eligible PU’s should be granted budget from HEQEP programs for research work.

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LIST OF PRIVATE UNIVERSITIES IN BANGLADESH AND OTHER INFORMATION

Ser	Name of the University	Vice Chancellor	Pro-VC	University Location	Establishment Date	Permanent Campus	Rmks
1	North South University	Yes	Yes	Dhaka	5.11.1992	Yes	
2	University of Science and Technology, Chittagong	Yes	Yes	Chittagong	9.11.1992	Yes	
3	Independent University, Bangladesh	Yes	No	Dhaka	15.3.1993	Yes	
4	Darul Ihsan University**	Yes (Acting)	No	Dhaka	19.08.1993	No	
5	International University of Business, Agriculture and Technology	Yes	Yes	Dhaka	30.08.1993	Yes	
6	International Islamic University Chittagong	Yes	Yes (Acting)	Chittagong	11.02.1995	Yes	
7	Ahsanullah University of	Yes	No	Dhaka	02.05.1995	Yes	

	Science and Technology						
8`	American International University Bangladesh	Yes	Yes	Dhaka	06.11.1995	No	
9	Asian University of Bangladesh	Yes (Acting)	No	Dhaka	04.11.1996	No	
10	East West University	Yes	Yes (Acting)	Dhaka	10.01.1996	Yes	
11	The University of Asia Pacific	Yes	Yes	Dhaka	25.02.1996	No	
12	Gano Bishwa bidyalaya	Yes	Yes	Dhaka	10.04.1994	Yes	
13	The People's University of Bangladesh	Yes	No	Dhaka	16.05.1996	No	
14	Dhaka International University	Yes	No	Dhaka	21.03.2000	No	
15	BRAC University	Yes	No	Dhaka	28.03.2001	Yes	
16	Manarat International University	Yes	No	Dhaka	13.03.2001	No	
17	Banglad	Yes	Yes	Dhaka	16.07.2001	No	

	esh Universi ty						
18	Leading Universi ty	Yes	No	Sylhet	28.08.2001	No	
19	BGC Trust Universi ty Banglad esh	Yes (acting)	No	Chittagong	22.11.2001	Yes	
20	Sylhet Internati onal Universi ty	Yes (acting)	No	Sylhet	25.11.2001	No	
21	Universi ty of Develop ment Alternat ive	Yes	Yes	Dhaka	05.12.2002	No	
22	Premier Universi ty	Yes	No	Chittagong	05.12.2001	Yes	
23	South East Universi ty	Yes	No	Dhaka	03.01.2002	No	
24	Stamfor d Universi ty, Banglad esh	Yes	Yes	Dhaka	15.03.1993	Yes	
25	Daffodil Internati onal Universi ty	Yes	No	Dhaka	24.01.2002	No	
26	State Universi ty of Banglad esh	Yes	No	Dhaka	05.05.2002	No	
27	IBAIS Universi	Yes (acting)	No	Dhaka	06.08.2002	No	

	ty						
28	City University	Yes	No	Dhaka	21.08.2002	Yes	
29	Prime University**	Yes (acting)	No	Dhaka	09.09.2002	No	
30	Northern University of Bangladesh	Yes	No	Dhaka	17.10.2002	No	
31	Southern University of Bangladesh	Yes (acting)	Yes (acting)	Chittagong	26.11.2002	No	
32	Green University of Bangladesh	Yes	No	Dhaka	4.12.2002	No	
33	World University of Bangladesh	Yes	No	Dhaka	09.02.2003	No	
34	Santa Mariam University of Creative Technology	Yes	No	Dhaka	19.02.2003	No	
35	The Millennium University	Yes	No	Dhaka	19.02.2003	No	
36	Eastern University	Yes	No	Dhaka	20.04.2003	No	
37	Bangladesh University of Business and	Yes	Yes (acting)	Dhaka	21.07.2003	Yes	

	Technol ogy						
38	Metropo litan universi ty	Yes	No	Sylhet	03.05.2003	No	
39	Uttara Universi ty	Yes	Yes	Dhaka	28.05.2003	No	
40	United Internati onal Universi ty	Yes	Yes	Dhaka	15.04.2003	No	
41	Victoria Universi ty of Banglad esh	Yes	No	Dhaka	04.09.2005	No	
42	Universi ty of South Asia	Yes (acting)	Yes (Proposed)	Dhaka	18.04.2003	No	
43	Presiden cy Universi ty	Yes	No	Dhaka	21.07.2003	No	
44	Universi ty of Informa tion Technol ogy & Science	Yes	Yes	Dhaka	07.08.2003	No	
45	Prime Asia Universi ty	Yes	Yes	Dhaka	26.08.2003	No	
46	Royal Universi ty of Dhaka	Yes (acting)	Yes (Proposed)	Dhaka	30.08.2003	No	
47	Universi ty of Liberal Arts Banglad esh	Yes	Yes	Dhaka	04.09.2005	No	

48	Atish Dipankar University of Science and Technology	No	Yes	Dhaka	18.08.2004	No	
49	Bangladesh Islami University	Yes	No	Dhaka	04.09.2005	No	
50	ASA University, Bangladesh	Yes	No	Dhaka	23.10.2006	No	
51	East Delta University	Yes (acting)	No	Chittagong	23.10.2006	No	
52	Central Women's University	Yes	No	Dhaka	16.03.2012	No	
53	European University of Bangladesh	Yes	No	Dhaka	14.03.2012	No	
54	Varendra University	Yes	Yes (acting)	Rajshahi	14.03.2012	No	
55	Hamdard University Bangladesh	Yes	Yes	Narayanjang	14.03.2012	No	
56	BGMEA University of Fashion &	Yes	Yes	Dhaka	14.03.2012	No	

	Technol ogy						
57	North East universi ty, Banglad esh	Yes	No	Sylhet	14.03.2012	No	
58	First Capital Universi ty of Banglad esh	Yes	No	Chuadanga	14.03.2012	No	
59	Ishakha internati onal Universi ty	Yes (proposed and Honorary)	No	Kishoregoge	14.03.2012	No	
60	Z H Sikder Universi ty of Science & Technol ogy	Yes (acting)	No	Shariatpur	14.03.2012	Yes	
61	Exim Bank Agricult ure Universi ty, Banglad esh	Yes	No	Chapainebabghanj	16.10.2012	No	
62	North Western Universi ty	Yes (Proposed)	No	Khulna	18.11.2012	No	
63	Khwaja Yunus Ali Universi ty	Yes (Proposed)	No	Shirajgonj	18.11.2012	Yes	
64	Sonarga on Universi ty	Yes (Proposed)	No	Dhaka	18.11.2012	No	
65	Feni Universi ty	Yes	No	Feni	18.11.2012	No	

66	Britannia University	Yes	No	Comilla	18.11.2012	No	
67	Port City International University	Yes	No	Chittagong	18.11.2012	No	
68	Bangladesh University of Health Sciences	Yes	No	Dhaka	18.11.2012	No	
69	Chittagong Independent University (CIU)	No	Yes (acting)	Chittagong	06.02.2013	No	
70	Notre Dame University Bangladesh	Yes (Proposed)	No	Dhaka	29.04.2013	No	
71	Times University Bangladesh	No	No	Faridpur	16.06.2013	No	
72	North Bengal International University	Yes	Yes (Proposed)	Rajshahi	15.09.2013	No	
73	Far East International University	Yes	No	Dhaka	15. 09.2013	No	
74	Rajshahi Science & Technology	Yes (Proposed)	No	Natore	15. 09.2013	No	

	University (RSTU)						
75	Sheikh Fazilatunnesa Mujib University	Yes	Yes (Proposed)	Cox's Bazar	15. 09.2013	No	
76	Cox's Bazar International University	No	No (No name proposed)	Cox's Bazar	15. 09.2013	No	
77	Ranoda Prashad Shaha University	Yes (Proposed)	No (No name proposed)	Narayanganj	15. 09.2013	Yes	
78	German University Bangladesh	Yes (Proposed)	No (No name proposed)	Gazipur	13.10.2013	No	
79	Global University Bangladesh	No	No information found	Jhalkhathi	02.02.2014	No	
80	Queens University Bangladesh*	Yes	No Information	Dhaka	1996	No Information	Web-site available
81	America Bangladesh University*	No Information	No Information	Dhaka	1997	No Information	Web-site available
82	Asian University for Women ****	No Information	No Information	Chittagong	March,2008	No Information	Web-site available
83	Islamic University of Technology ***	Yes	No Information	Gazipur, Dhaka	27.03.1981 14.07.1988	Yes	Web-site available

84	South Asian University****	No Information	No Information	Dhaka	No Information	No Information	Web-site available
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* The University was closed down by the Government of the People’s Republic of Bangladesh on 22.10.2006. However, now the University is operating by obtaining a Stay Order from the Court.

** Functioning under stay order from the court.

*** The Trustee Board of the University is divided into two factions and both the parties have gone to the court, the final verdict of which is pending.

**** These are international universities operating their curriculum in Bangladesh.

(Source: UGC Report 2014, UGC website, Personal interviews with the UGC’s officials and Websites of the respective universities)

AUTHOR

Group Captain Syed Shakil Ali, psc, GD (P) is a Course Member of National Defence Course-2014. He was born on November 07, 1963 in the District of Khulna. He was commissioned in Bangladesh Air Force on 06 July 1985 in General Duties (Pilot) Branch. He is a helicopter Pilot and flew various types of aircraft and helicopters, which include PT-6, Bell-206, Bell-212, Bell-412ST, Mi-17IV and Mi-17. He is a category ‘A’ (VVIP Cleared) pilot with ‘Master Green’ Instrument Rating Examiner, as well as, Qualified Flying Instructor. He served in a number of Commands, Staffs and Instructional appointments including Base Flight Safety Officer, Officer Commanding of 9 & 18 Squadron and Operation Wing of BAF Base Bashar, Dhaka. During his service career, he served as Deputy Director (Air Transport & Helicopter) and Deputy Director (Fighter Bomber) at Directorate of Air Operations, Air Headquarters, Dhaka. He was also posted as Deputy Commandant to command the 101 Special Flying Unit, the only VVIP flying unit in BAF. He attended Combat Survival and Survival Instructor Course and received ‘Best Instructional Performance Award’ from Combat Survival School in USA. He completed Air Staff Course and graduated from Defence Services Command and Staff College in Mirpur, Dhaka and MBA from Stamford University of Bangladesh. He holds several service badges, medals and awards like Aircrew Efficiency Badge, Green Endorsement Badge (Five Star), Chief of Air Staff Commendation Certificate (Three Times), Commandant Trophy for Best in General Service Training, Jesthata Padak – I, II & III, Parliamentary Election Padak- 1991, 1996 & 2001, Silver Jubilee, Nirapatta, Dabanal, Plaboon, BDR-2000 and Uttaron Padak. Prior to join in National Defence College he was appointed as Director of Flight Safety at Air Headquarters. Group Captain Shakil is a father of one son and one Daughter. His wife

Mrs Feroza Akhter Baby is a house maker. Group Captain Shakil likes photography, playing music, making film, documentary, TV programme, reading and writing.