

Qualitative and Quantitative University Education in Bangladesh: Hopes and Aspirations

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Abstract

Bangladesh possesses rich data and shows high hopes and aspirations in increasing scopes of higher and tertiary education. There are 3 international universities, 47 public universities, and 105 private universities in Bangladesh. These provide general and technical education at tertiary levels. 7 liberal arts trivium and quadrivium; and STEM: science, technology, engineering and mathematics have been given due importance in making curricula and co-curricula of our universities effective. These are being reflected in individual legislative acts or ordinances including the collective Private Universities Act 2010. Overemphasizing western education systems, valuing certificates over real life performances, inflated grading, profit-orientation, cronyism, nepotism etc may be identified as devil causes hampering the quality university education in Bangladesh. Our patriotic government authorities, Bangladeshi people at home and abroad have been always optimists with university education. They all are involved in fulfilling the hopes and aspirations with qualitative and quantitative university education in Bangladesh.

Keywords: Epistemology, Quality, Pedagogy, Governance, Edupreneurship.

1. Introduction

United Nations Education, Science and Cultural Organization (UNESCO) located at France defined Sustainable Development Goal SDG 4 Target 4.3 which says, “By 2030, ensure equal access to all women and men to affordable and quality technical, vocational and tertiary education including universities.” University Grants Commission (UGC) of Bangladesh got established by the Father of the Nation under President Order No 10 of 1973 as an autonomous apex body to oversee the quality higher and tertiary education in Bangladesh. Now, process is on to rename UGC as Higher Education Commission (HEC) as it looks after various tertiary institutions besides conventional universities. UGC is responsible to allocate funds, upgrade the quality of teaching-learning systems, encourage cutting-edge innovative research and development, and improve higher education governance issues.

We need to meet the international standard in higher and tertiary education as set by the UNESCO and other related bodies. UGC performs this critical role by formulating appropriate higher and tertiary education policies, quality enhancement programmes and also advising the government authorities accordingly. There are two Divisions in Ministry of Education (MOE): Secondary and Higher Education Division, and Technical and Madrasah Education Division. Board of Accreditation for Engineering and Technical Education (BAETE), Bangladesh Medical and Dental Council (BMDC), Pharmacy Council of Bangladesh (PCB), Bangladesh Nursing and Midwifery Council (BNMC), Institute of Architects Bangladesh (IAB), Bangladesh Accreditation Council (BAC), etc work closely with MOE and UGC to ensure the quantitative and qualitative aspects of higher and tertiary education.

There are 3 international universities, 47 public universities and 105 private universities in Bangladesh (UGC, 2020). Onomastics of university names is interesting: there are acronyms (BGMEA University of Fashion and Technology - BUFT), eponyms (Atish Dipankar University of Science and Technology), socionyms (ASA University – Association for Social Advancement), demonyms (American International University - Bangladesh), metonyms (Bangladesh University of Professionals), etc. Professionals do not mean all serving individuals; Section 2(19) of Bangladesh University of Professionals (BUP) Act 2009 says, “Professionals are the students who serve now or will serve in future”. Socrates (470-399 BC), a military officer coined the term *Philosophy*; Greek *Phil* is love, *Sophia* is wisdom. Quality education through ‘love for wisdom’ in the universities depends on number of factors: political, economic, social, cultural, technological, environmental, legal and ethical. American psychologist Abraham Maslow (1908-1970)’s hierarchy of human needs, Benjamin Bloom (1913-1999)’s taxonomy of educational objectives, materialism vs idealism, xeno-mania vs xenophobia, meritocracy vs bureaucracy etc have influence and effect on qualitative and quantitative university education.

2. Identification of the Problem

Winston Churchill (1874-1965), a Lieutenant Colonel of World War I said. “The privilege of university education is a great one; the more widely it is extended the better for any country”. Bangladesh Military Academy (BMA) had successive affiliations with University of Chittagong, National University, and BUP. The Father of the Nation Bangabandhu Sheikh Mujibur Rahman articulated our hopes and aspirations while addressing the BMA gentleman cadets on 11 January 1975 at Cumilla by saying, “In Sha Allah, the days will come when not only South Asia but whole World will appreciate our quality of training and education.” We want our universities to be internationally

competitive for certification, employment, and also conducive to research and development. Article 17 of our Constitution entrusts the State to adopt effective measures for the purpose of establishing a universal education system to meet the needs of society: local, regional and global. It becomes frustrating at times when one finds that the international rankings of Bangladesh universities are usually at lower ends, carried out by different global and regional ranking agencies.

Rankings are not the only criterion, as these are not straight forward equations. There exist paradoxes and fallacies in comparative ranking systems of universities. These always fluctuate with regional and international politics, hegemony and statistical lies. The number increase of universities is a need for the vast population in Bangladesh as we are one of the signatory countries of the UN on Millennium Development Goals (MDG) 2015 and Sustainable Development Goals (SDG) 2030. SDG emphasizes on the qualitative aspects of university education besides fulfilling the quantitative data. Internationally competitive higher education, innovative research, and technological proficiency are not really cheap. Patriotic military's stepping in our university education raised additional hopes and aspirations of all. The public and private joint finance and governance are crucial issues to meet both quantitative and qualitative aspects of higher and tertiary education in Bangladesh. The Association of Private Universities of Bangladesh (APUB) makes it a point to ponder, "Compare the costs of a private university education with a public university while comparing the quality vis-à-vis the quantity".

3. Research Objective

The broad objective of this research is to study the historical evolution of higher and tertiary education from global, regional and local perspectives. How we reached to present scenario and why the quality of universities struggle with increase in quantity. The specific objective of this paper is to do a critical analysis of quantitative and qualitative aspects - quality of education in 3 international, 47 public and 105 private universities in Bangladesh. Finally, it will make some recommendations that will meet our hopes and aspirations as Bangladeshi diaspora at home and abroad on quality university education with quantity increase.

4. Literature Review

Literatures list is provided in the References at the end of this paper. Bangladesh Education Policy 2010 is an important document which took into cognizance the Bangladesh Constitution 1972; borrowed inputs from *Quadrat-e-Khuda Education*

Commission 1972, MofizUddin Education Commission 1988, Shamsul Haque Education Committee 1997, Dr M A Bari Commission 2002, and Mohammad Moniruzzaman Mia Commission 2003. It is heartening to note the worthy principle of equal access to education for all irrespective of religion, caste and creed, sex, economic status, and geographical variation. Exploring the utility of modern technology including Information and Communications Technology (ICT) have been identified as one of the important aids to quality education in universities and tertiary education institutes.

Speaking of Universities (Collini, 2017) describes what is happening in present day universities. Higher Education? (Hacker and Dreifus, 2010) tells what has gone wrong at colleges and universities nowadays. In recent decades there have been immense global surge in the numbers of universities. States central and local authorities are on constant watch and run to maintain the standard and quality of higher and tertiary education. New technologies are offering new ways of teaching and learning. Universities are being forced to behave like business enterprises in a commercial marketplace than that of becoming centres of learning and excellence. Many authors on university education probe the true performance of universities including the Ivy League, and found that some lost sight of their primary mission of true education. Eight Ivy League Universities are all private: Brown (1764), Columbia (1754), Cornell (1865), Dartmouth (1769), Harvard (1636), Princeton (1746), Pennsylvania (1740), and Yale (1701). Higher Education in Developing Countries: Peril and Promise (World Bank, 2000) concludes that quality governance and pedagogy needed to compete in globalized knowledge based economy.

Jaddaypi Amar Guru (Sofa, 1998) discusses the memories of renowned National Professor AbdurRazzaq of Dhaka University. Ahmed Sofa went to Professor Razzaq for his PhD on “The Growth of Middle Class in Bengal as It Influenced Its Literature, Society and Economics from 1800 to 1858.” The PhD interactions in 1970s with Prof Razzaq opened his inner eyes and he got prominence as a renowned intellectual and writer though his PhD certificate was never achieved. AbdurRazzaq too went to London School of Economics for PhD under Professor Harold Laski and came back without PhD after Laski had died in 1950. PhD may be considered as an important criterion to teach in universities but it is hardly an effective tool for quality teaching. PhD programmes concentrate on research works but not on teaching expertise as the Author emphasized. Professor Razzaq besides his own Political Science department taught effectively in two other departments: Economics, and International Relations without having a PhD degree.

Military Education: Past, Present and Future (Kennedy and Neilson, 2002): use the paradoxical terms ‘conundrum’, ‘oxymoron’, etc to mean a confusing and difficult question when context of military’s involvement in university education arises. Military

as one of the most important and organized agencies are entrusted with the protection of a State, its wealth, its citizens and the sovereignty. Then the question comes, why should not there be a general consensus among education specialists and non-specialists about the best possible education for military members and in return their participation for providing the best possible education to the public? Countries around the World are on endeavours to derive the best education outputs from the retired military officers and in-service armed forces personnel. Military Generals like John Monash, Zameeruddin Shah and many others were Vice Chancellor (VC) s of renowned universities.

5. Research Gap

There are no agreed parameters for quality university education for which university rankings vary from country to country. Quality students to be taught by qualified teachers: though seem sectorial private tasks but holistically all countries to bear the overall public responsibilities for qualitative education. Universities per capita of countries may lead to paradoxical findings while studying quantitative education aspects because students' enrollment capacity and quantity vary from university to university.

6. Methodology

The research followed eclectic approach combining quantitative and qualitative methods, percolating and triangulating data from the primary and the secondary sources. Surveys and case studies were done with faculty members and students from private and public universities at Bangladesh. Probabilistic stratified sampling technique was adopted from population of tertiary institutes that could be partitioned into subpopulations. Formal and informal interviews of the people involved with the legislation, finance, governance, research, teaching and administration in MOE, UGC and various public and private authorities. Systematic empirical investigations were conducted to validate data and information.

7. Findings and Analysis

7.1 Universitas Magistrorum et Scholarium

Latin *Universitas Magistrorum et Scholarium* define a university: *the community of teachers and scholars* where undergraduate and post graduate education is provided on multifarious disciplines. The modern university system is said to have started from medieval European Christian education system in Italy. The Bologna University is still in operation that began its academic activities as a pioneer university in 1088. The Oxford

University on the bank of River Thames in London is the second oldest university still in operation since 1096. The important considerations in medieval days were academic freedom and non-vocational characteristics. The right of a travelling scholar to unhindered passage (*Authenticahabita*), openness of discussions (*Chattam House Rules*) guided the creation of *Magna Charta Universitatum* by renowned universities of the World in 1988 on the 900th anniversary of Bologna University foundation. University education is not learning only, it means unlearning and relearning too.

African medieval Islamic Madrasa the University of Al Quaraouiyine at Morocco was founded in 859 which is the oldest degree granting university as per the Guinness Book of World Records. Arabic *madrassa* (*ma daras*) means providing religious or secular education at any levels which West and Europeans tend to misunderstand. Al Azhar University at Cairo, Egypt of 970 is the second oldest as per Islamic scholars (*ulamas*) but the West disputes it to be a non-secular university. The Ancient Taxila University near Rawalpindi, Pakistan had been in operation since the 10th Century BC but discontinued due to the destruction by Tyrant Nomadic King Toramana in the 5th Century BC. Nalanda University at Bihar had functioned for 800 years from 400 but was destroyed by Bakhtiyar Khilji in 1193. Chanakya or Kautilya Visnugupta (371-283 BC) and AtisDipankar (982-1054) had been professors at Taxila and Nalanda universities respectively.

UN University has been functioning at Tokyo since 1973 as a think tank and research centre to prevent wars and promote peace in the World. Australian Monash University has been functioning as a public research university since 1958 that was named after General John Monash (1865-1931) who fought in the Gallipoli campaign during World War I. Organization of Islamic Cooperation (OIC) provides direct endowment to Islamic University of Technology (IUT) established at Gazipur, Dhaka in 1981. Asian University for Women (AUW) began at Chittagong in 2008 with funding from AUW Support Foundation based in Massachusetts, USA. South Asian Association for Regional Cooperation (SAARC) runs South Asian University (SAU) in New Delhi since 2010 sponsored by all 8 member countries Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka.

Bangladesh takes pride that two of the first ten largest universities by enrollments in the World: National University (the 4th position) and Open University (the 7th position). In-campus and off-campus enrollments in these two universities are about 21 lac and 7 lac respectively. Indira Gandhi National Open University at Delhi and AllamaIqbal Open University at Islamabad are the 1st and the 2nd in the list with about 40 lac and 33 lac enrollments. Quality of university education reaches to a standard with age, experience

and expertise. 80% universities in Bangladesh are in their infancy. Johns Hopkins University in Maryland, USA was established in 1876 as a private university by a philanthropist and edupreneur Johns Hopkins (1795-1873). BRAC University in Dhaka is a private university by Sir FazleHasan Abed (1936-2019) since 2001. It is already on sharp and rapid climb in the World ranking of private universities.

7.2 Liberal Arts Curricula in Universities

The seven liberal arts in medieval universities were considered necessary to make a free-thinking liberal person. Grammar, Logic, and Rhetoric were considered to be the 3 basics or core liberal arts termed as *Trivium*. English words *Trivia* and *Trivial* derived from Latin *Trivium*. Arithmetic, Geometry, Music, and Astronomy 4 subjects were known as *Quadrivium*: numbers, numbers in space, numbers in time, and numbers in both space and time respectively. Today's liberal arts are literature, philosophy, social sciences, physical sciences, mathematics etc. Liberal arts education may refer to graduate and post graduate degrees through overall studies in a liberal arts degree programme. This brings the differences of universities' curricula dealing with professional, technical and vocational programmes. *Studiahumanitatis*(study of humanity)became important in medieval European universities' curricula in contrast with *study of divinity* (God-Goddess). Consequently *Renaissance* (change) guided medieval societies to *modernity*.

Our UGC provided cross border higher education rules; foreign degrees equivalence rules; standard syllabus guidelines for bachelor, master, and doctoral programmes in 2018-19 through Expert Committees. Most universities in Bangladesh focus in general studies mixing together business, science and technology. Some universities emphasize in specialized studies: religion, military, agriculture, medicine, healthcare, veterinary, animal husbandry etc. Polemology, a multi-disciplinary war studies subject dominated the arena of higher education since human civilization. Ramayana, Mahabharata, Iliad, Odyssey, Theogony, and such others depict wars which are the primary sources of various -logy, -ism, -gony, -ics, -gogy, -sophy in higher and tertiary education. Conversations of Bhagwan Krishna with Pandava 3rd brother Arjun at Kurukshetra is Bhagavad Gita. Hesiod's Theogony is war of Gods and Goddesses as Titans and Olympiads. Out of 45 US Presidents, 32 possessed military or polemology background justifying its supremacy in epistemology.

7.3 Science, Technology, Engineering, and Mathematics

Science, Technology, Engineering, and Mathematics (STEM) dominate in most of the modern universities' curricula. STEM has correlation with national growth and

development, workforce preparation, national security concerns, and immigration and emigration policies. Latin word *scientia* means ‘knowledge’ which has testable explanations and predictions. Science subjects may be in three broad groups: formal science, natural science and social science. Technology or study of techniques derived from Greek word *techne* which means ‘skill’. Latin word *ingeniare* means ‘to devise’ from where engineering came. These are as old as the Egyptian pyramids (2580-2560 BC). Greek word *mathema* means ‘study’: study of quantity (arithmetic number), structure (algebraic formula), space (geometric or trigonometric 3-dimensional shape), state (static or dynamic), and change (integrate or differentiate).

Bangla word *matha* to mean head or brain might have link with this Greek word *mathema* as part of Indo-European languages. Gopal Krishna Gokhale (1866-1915), a Maharashtrian appreciated the intellectuality of Bengalis: “What Bengal thinks today India thinks it tomorrow and the rest of the World the day after”. Rabindranath Tagore founded Visva-Bharati University in 1921 at Kolkata when University of Dhaka had started its academic curricula under its first VC Phillip J Hartog. Tagore’s son Rathindranath was made a VC of Visva-Bharati after he graduated in agricultural science from Illinois State University, USA. Soborno I Bari (born 2012), a Bangladeshi American prodigy made us proud for his extraordinary knowledge on physics, chemistry and mathematics. Epistemology reinforces Gokhale’s impression on Bengalis’ intellectuality through this boy. He received letters of recognition from Barak H Obama and from universities like Harvard, Columbia, Mumbai, Pune for his unusual problem-solving skills.



Figure 1: Bangladeshi American Prodigy Soborno I Bari Solving a Critical Problem in a New York University

Source: <https://www.bari-science-lab.com/soborno-isaac-bari-3>

BUP by Army, Bangabandhu Sheikh Mujibur Rahman Maritime University (BSMRMU) by Navy, Bangabandhu Sheikh Mujibur Rahman Aviation and Aerospace University (BSMRAAU) by Air Force are the military's public ventured universities where STEM educations get due importance. Bangladesh Army University of Science and Technology (BAUST) at Saidpur, Bangladesh Army University of Engineering and Technology (BAUET) at Qadirabad, Bangladesh Army International University of Science and Technology (BAIUST) at Comilla are the military's private entrepreneurial STEM education ventures. Managing BUP affiliated institutes and colleges through public private partnerships (PPP) proved fruitful: Army Institutes of Business Administration (AIBAs) at Savar and Sylhet, Proyash Institute of Special Education and Research (PISER), Army Medical Colleges at Chattogram, Cumilla etc are examples of successes.

7.4 Education Relevance and Research

Latin word *educati* means 'rearing up' which is a prehistoric phenomenon, as grownups used to educate youngsters in the knowledge and skills needed for societies. UNESCO International Institute for Educational Planning at Paris suggests that stronger capacities in educational planning and management have an important spill-over effect on the overall economy and wellbeing of a country. Retention of knowledge and skills through cognitive, emotional and environmental influences is the mainstay of education. Knowledge is storing and retrieving information in human brain's billions of sensory neuron cells. Skill is the activation of motor neuron cells that control everything from muscle contractions to glandular outputs. Maintaining a good health following rhythmic sleep-awake circadian clock is a prerequisite for good education.

University education emphasizes on knowledge whereas vocational training emphasizes on skills. Teachers need to understand the physiology and psychology of education relating the attributes between knowledge and skills. Pedagogy is child focused teaching and andragogy is adult focused teaching equally relevant in university education. A balance is needed between "a sage on the stage", and "a guide by the side" approaches. Andragogy needs to be motivational and inspirational, as adults tend to be more self-directed in learning. Education enlarges Homo sapiens horizon of thinking and acting holistically as the best creation of the Almighty, in Arabic, *Ashraful Mukhlukat*. Education may not be narrowed down to particular outcome(s) in universities. Outcome based education or OBE practice could be applied at vocational training institutes instead. World Bank's recent Higher Education Quality Enhancement Project (HEQEP) have been instrumental to improve the quality and relevance of teaching and research.

French *recherche* means ‘to go about seeking’, research thus entails the systematic and creative activities undertaken to increase the stock of knowledge. It is also the use of knowledge to devise new applications: research and development (R&D) is the part and parcel of university education. Research has got three basic steps: pose a question or identify a problem, collect data to answer the question or to solve the problem, and present an answer to the question or a solution to the problem. Research ethics and aesthetics became important, as researchers need to follow few norms and practices. People, animals and environment may not be unduly harmed in name of research. Individuals’ privacy, animals’ safety, environment’s security – all are very important. Recent corona virus research is a typical example. Misappropriation of fund, plagiarism, irrelevance, wastage of time and efforts need to be guarded against. Professionalization of research is significant so that research guides do not procrastinate research projects in universities.

Heuristic techniques of learning are advisable in universities; Greek *heureka* means ‘discover’. Scientist Archimedes (287-212 BC) became famous shouting *heureka* (I got it) and running to King Heiro II of Syracuse naked on the street as he had forgotten to dress-up for his excitement of discovery in the bathtub. Classrooms may not be the only place to learn, one may solve a problem in an unexpected place if s/he remains involved with it. Heuristic methods like profiling, trial and error, guestimate, common sense, gut feeling, intuitive judgment can ease the cognitive load to reach an optimal solution if applied appropriately. Self-directed education or heutagogy may be combined with pedagogy and andragogy in the universities. In the heutagogy paradigm, a learner becomes the central point whereas in the pedagogy paradigm, a teacher becomes the central point.

Publish or perish: is a career reminding slogan in universities. Journal publishing is an academic activity by teachers to disseminate information of their research works to students and public for free. With the digital information systems, the scopes have expanded to include e-publishing. Elsevier, named after Lodewijk Elzevir (1542-1617), a Dutch Publishing Company acquired UK Publishing Company Mendeley in 2013. It came under severe criticism for pay walled approach from open and free sharing system of research literatures. Stanford, Harvard, Duke, and California Universities singled out Elsevier’s Journals as being disproportionately expensive. Dutch universities boycotted Elsevier to negotiate on open access policy. Scopus is Elsevier’s abstract and citation database and they have been known to be involved in lobbying against open access to publicly funded research. Scopus is a bird, there is a peer-reviewed scientific journal Scopus: Journal of East Africa Ornithology since 1977.

Prestige and ranking of academic journals have become debatable like that of ranking universities. Citation impact or *bibliometrics* quantifies the citation usage of scholarly articles at three levels: article level, author level, and journal level. Journal impact factor (IF) of an academic journal is a *scientometric* index that reflects the yearly average citations received from its past two years published articles. Journals with higher IF ranks high than those with lower ones. Open access and free journals are supposed to do better than non-open and paid journals. Automated citation indexing has changed the scenario. E-publishing business organizations are said to have made the users, misusers and abusers of this complex issue with methodological shortcomings. The San Francisco Declaration on Research Assessment (DORA) intends to halt the practice of so called IF to the merits of journals and articles for hiring, promotion, or funding decisions in universities.

BUP Act 2009 Section 40 directs the activities of Centre for Higher Studies and Research (CHSR) at BUP. CHSR conducts the MPhil and PhD programmes. It is also involved in number of research and project works in coordination with Bangabandhu Sheikh Mujib Chair established in 2017. BUP initiated first ever academic degree programme for university teachers' development: Post Graduate Diploma in Higher Education Teaching July-December 2019 at BUP. The objective of this unique academic programme is to develop professional excellence of tenure and adjunct faculties in higher education teaching. .MPhil Latin *Magister Philosophiae* is an advanced postgraduate study with significant research work run in comparatively old universities in Bangladesh. These universities also run PhD Latin *Philosophiae Doctor*, the highest university degree ensuring original research duly completing thesis or dissertation that expands the boundaries of knowledge.

8. Conclusion

Quality higher and tertiary educations at universities are demanding national and international agenda those are specifically mentioned in Bangladesh Constitution 1972 and in UN MDG and SDG. Latin words *Universitas Magistrorum et Scholarium* means that universities are the *communities of teachers and scholars* irrespective of race, culture, religion, language, creed, border, and geography. Bologna University in Italy continues its operation since 1088 as the oldest University of the World. The Taxilla University of Indian Sub-Continent that operated from the 10th century BC is the oldest though it discontinued facing destruction by the Tyrant Nomadic King Toramana. There are 3 international, 47 public and 105 private universities in Bangladesh. Government

through MOE and UGC run these universities and strive for qualitative and quantitative improvement engaging various stakeholders.

University of Dhaka started its journey on 01 July 1921, the Dhaka University Order 1973 gave autonomy and democratic norms to run academic activities freely. Other public universities got established with individual Acts: University of Rajshahi in 1953, Bangladesh University of Engineering and Technology in 1962, University of Chittagong in 1966, Jahangirnagar University in 1970, Bangladesh University of Professionals in 2008 and so on. The Private Universities Act 2010 repealing the Act of 1992 is the common Act for all the private universities in Bangladesh. Sections 2 (8), 6(1), 14, 15 and 16 of this Act define and make Board of Trustees responsible for running a private university not-for-profit like the Senate of a public university. Section 9 of the Act makes it mandatory for each private university to possess a permanent campus with adequate space and infrastructure.

Pedagogy, andragogy and heutagogy are options in universities to ensure students centric education. ‘Sage on the stage’ and ‘guide by the side’ teaching processes are to be combined assessing the education needs. Research is necessary to increase the stock of knowledge. Epistemology suggests due documentation through writing articles and books for present and future learners. Journal publication got its new dimension through e-publishing besides hardcopies. Elsevier, Scopus and other such e-publishers have been in lime lights as people refer online journal IF. Judging the journal and/or authors’ quality by journal IF gave rise to debates and criticisms. Online business organizations get involved to maximize their revenues through use, misuse and abuse of this ambiguous citation counting to measure IF. Similarly university rankings become misleading with dubious data and too subjective weightage factors.

9. Recommendation

We need not to worry or hurry on improving the quantity and quality of university education in Bangladesh. It takes considerable time and continuous efforts to transform from infancy to maturity. Oxford University has rich history since 1096, Cambridge since 1209, Harvard since 1636 – and University of Dhaka since 1921. Financial endowments of all universities need to be strengthened and monitored by MOE, UGC, and relevant authorities in Bangladesh. Selecting members of Senates or Boards of Trustees, and Syndicates should follow strict criteria. The members must possess acumen, university degree(s), moral values, vision, thirst for knowledge, and edupreneurship traits. These regulatory bodies should function effectively with expected

decorum for good education governance, but not filling the quorum only. Edupreneurs should be affluent, philanthropic and patriotic, not holding profit-seeking positions.

Bangladesh needs to nurture visionary edupreneurs like John Harvard (1607-1638), Johns Hopkins (1795-1873), FazleHasan Abed (1936-2019) to be instrumental in realizing million youths' higher education dreams years after years. Adequate qualified tenure and adjunct faculty members blessed with wisdom and presentation skills are to be hired for quality university education where quantity is on rise. There is an urgent requirement of frequent teachers' development programmes in every university as is conducted regularly by BUP and AIBAs. One can think outside the box and teach, only when s/he is taught and knows what is inside the box. Teachers' concerns for their students are as important as their credentials. Devoted teachers with passions for teaching should explore every opportunity to connect with the students as is experienced during recent corona virus lock down.

Studies to improve research works in our universities may be conducted where many scientific fallacies and mathematical misunderstandings on statistical paradigms prevail. Relevance and applicability are important in education and research. Research methodologies and statistical tools of business administration and social studies will definitely vary from physical sciences. Effective researchers and peer reviewers need to customize and internalize these phenomena. We need to minimize xenomania on controversial e-journal jargons like Elsevier, Scopus, IF or impact factor.

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