

# Perception of the Students of National University Regarding Qualitative Higher Education and Session Jam

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**Abstract:** The purpose of the study was to determine the extent of the perception of the students of National University regarding qualitative higher education and session jam considering infrastructure, curriculum and co-curriculum facilities. A sample of 140 respondents was selected from six affiliated colleges following random sampling technique. Data were collected through semi-structured/ structured questionnaire. Madan Mohan College library was fairly decorated and sufficient books were available. Facilities of computer with printer, internet was available in all of the six colleges but Madan Mohan College and Dakshin Surma College was the best of them. The overall attendance of the students of each of the colleges was more than 65% but girl-students' attendance was higher than the boys'. The respondents showed top most perception index score in the statement like 'the teacher was fair and impartial in dealing' was 666 and with 114 percent extremely satisfied and 20 percent very satisfied. The lowest perception index was 602 found in the statement like 'the teacher provided schedule office hours or was readily available for consultation. The respondents also showed top most concern on the statement like 'History of the Emergence of Independent Bangladesh'. The perception index scoring was 662, with 109 'extremely satisfied' and 27 percent 'very satisfied.' The suitability of crush program to reduce session jam ranked second with perception index scoring 657 and with 102 percent 'extremely satisfied' and 33 percent 'very satisfied.' 'Ability of National University regional centre to reduce session jam and maintain qualitative education' ranked third with perception index scoring 651. The respondents had dreams that National University would be session jam free (65-100%), politics free ((15-55%), information and communication technology based ((10-55%) with quality teacher ((5-35%).

**Index Terms:** Qualitative Higher Education, Regional Centre, Session Jam, Likert-type Scale, and Perception Index.

## Introduction:

In Bangladesh there are 151 universities of which, 45 are public, 03 are international and the rest 103 are private. Out of 45 public Universities, 35 are teaching universities having classroom, residential accommodation and other physical facilities in their own campus. Two universities are of special type- one is the National University, Bangladesh (NU) and the other is Bangladesh Open University (BOU)<sup>[1]</sup>. The number of universities, both public and private, is increasing day by day, but the quality of higher education is not increasing compared to the universities of many other countries. Among the top ranked universities from Bangladesh, Bangladesh University of Engineering & Technology (BUET) stands highest in 1895<sup>th</sup> in the world university ranking. National University, Bangladesh stands in the 8667<sup>th</sup> position<sup>[2]</sup>. So, it is time to identify different obstacles and challenges that hold back the quality of higher education especially in public universities.

Education for all and assurance of quality education are the prime objectives of the Government of the People's Republic of Bangladesh<sup>[3]</sup>. It is generally agreed by academicians, educationists, education researchers, education policy planners and other stakeholders that the quality of higher education in Bangladesh has been deteriorating steadily, in some areas quite alarmingly over the last two decades<sup>[4]</sup>. As such the reasons for declining the quality of higher education need to be evaluated and addressed properly. The quality of education depends on quality classroom teaching. The standard of quality teaching depends on: (1) clear tasks/ aims; (2) competence of the teacher; (3) use of suitable teaching methods; (4) meaningful outcome of teaching; (5) effective presentation of scientific knowledge; (6) teacher's self-assessment<sup>[5]</sup>. Better understanding among teachers and students, introduction of modern teaching methods and dedication of teachers and students can improve the quality of higher education in Bangladesh<sup>[6]</sup>.

In Bangladesh, different education commissions have theoretically emphasized on unlocking potential at all levels of the society and creating a pool of highly trained individuals, who could contribute to the nation building. But in practice the academic standard of Bangladeshi universities are very weak and as such they have measurably failed to bring any positive change. The higher education is costly everywhere in the world, but in Bangladesh higher education is cheaper compared to developed countries. But quality is more important than cost. Cheaper higher educational opportunities in Bangladesh should be utilized effectively and efficiently to develop individuals for the socio-economic development of the nation. Statistical record shows that a good number of students go for studying from Bangladesh to India or the rest of the world. For this reason Bangladesh loses huge currency. The improvement of higher education facilities may attract foreign students to our country as well as local outgoing students which could generate more government revenues<sup>[7]</sup>.

Session-jam is a buzz word in Bangladesh in case of public universities except few. It means taking more time for the students to complete their education. One of the major reasons behind this session-jam in Bangladesh education system is political instability. Frequently political crisis shows up here and the main victims are Educational institutes in Bangladesh. Strike, hartal and other violent activities are called up quite often by the political parties countrywide and sometimes only in the educational institutes. As a result, educational institutes are forced to shut down due to safety reasons. Student politics is another reason behind session-jam. Students, who are involved in politics, sometime make violent activities in the college or university campuses because of the conflict of their interest, sometimes on genuine causes. This is causing harmful effects in the education system and resulting in session jam badly. It harms not only a single person but also all over the country. If this problem increases day by day, Bangladesh will have to face a critical

situation. In the developed countries, this kind of problem is very rare. In our country, everybody feels this problem, but nobody takes proper steps to remove it. The bad effects of session jam are very dangerous.

National University of Bangladesh is an affiliating university, which affiliates all degree colleges in Bangladesh, conducts examination and award certificates or diplomas depending on the nature of academic programs. The university offers subject-wise special programs of training for the teachers of the affiliated colleges. It made provision for conducting academic programs like Master of Advanced Studies (MAS), M. Phil and Ph.D. research works for the teachers of the affiliated colleges. More than 80 percent of these students are in the NU affiliated colleges. Others are in the public and private universities.

Now, it is a new era for National University. The authorities have taken time demanding steps for improving NU activities. To end the session jam NU is implementing a crash programme following academic calendar. The programme includes launching of new network for distributing examination materials and manpower re-organization scheme in evaluating answer scripts. The six regional centers collect and distribute examination materials including answer scripts and number sheets among the examiners. This new system will end the procrastination in distributing exam materials through the postal department. From now on it will also be possible to publish results in time. Recently it has introduced on campus Masters Programme.

National University is the exceptional higher educational institution. It has 2136 Degree (pass), Honors and Masters degree providing colleges and 367 professional affiliated institutions. It is the largest university in Bangladesh regarding number of students and affiliated colleges. According to Wikipedia statistics NU is the second largest university in the world ranking. It has also taken "College Education Development Project" by the funding of World Bank and Government of Bangladesh for improving qualitative higher education. In the meantime, Oxford based Europe Business Assembly (EBA) has selected NU, Bangladesh for "Best Regional University"<sup>[8]</sup>.

Although National University is responsible for maintaining the quality of higher education at the tertiary level of affiliated colleges it is busy mostly with arranging examinations and publishing results, and there is little attention regarding perception of students to ensure quality of higher education of the affiliated colleges. Keeping these facts in mind the present study was undertaken to the following objectives.

- I. to know the facilities for qualitative higher education in affiliated colleges
- II. to evaluate the teaching- learning system in affiliated colleges
- III. to know how Regional Centre of NU would involve in providing qualitative higher education as well as eliminate session jam

## Materials and Methods:

### a. Study area

The study area covers the Sylhet area. The Sylhet district lies between 24<sup>0</sup>54'N latitude and 91<sup>0</sup>52'E longitude. It comprises 33 affiliated colleges including three government colleges & six affiliated colleges i. e. Madan Mohan College (MMC), Dakshin Surma College (DSC), Shah Khurrom College (SKC), Moin Uddin Adarsha Mohila College (MAMC), Noor Jahan Memorial Women's College (NMWC) and Latifa-Shafi Choudhury Women's College (LSCWC). These colleges have been selected positively considering the location, establishment period and nature of education.

### b. Data collection and analysis

To make the study more meaningful and presentable, data is collected from both primary and secondary sources. Primary data has been collected through face to face interview with the students of the selected affiliated colleges using semi-structured questionnaire/ interview schedule. This study has covered all departments of the colleges. The sample size was 140. The respondents have been selected randomly and impartially, but their willingness to provide information has been taken into consideration. Secondary data is collected from Internet searching especially, NU website, annual reports of different universities, different articles published in the journals and magazines, annual reports of University Grant Commission and different text books. Qualitative data has been converted into quantitative data by using 5 points Likert-type scale from extremely satisfied/very satisfied/moderately satisfied to slightly satisfied/not at all satisfied. Extremely satisfied level got 5 points and not at all satisfied level got 1 point<sup>[9]</sup>. Collected data has been analyzed by using weighted average and percentage.

## Results and Discussion:

### a. Infrastructure Facilities

Infrastructural facilities of different affiliated colleges are presented in Table 1 and Figure 1.

Table 1. Comparative Study of Infrastructural Facilities of Different Affiliated Colleges

S · N ·	Name of Colleges	Date of Establishment	Total Land	Num-ber of Pre-mises	Administrative Room				Examinati-on centre
					Principal	Vice-Principal	Teachers	Office	
1	Madan Mohan College	26.01.1940	3.37 ac	05	01	02	01	01	Degree (Pass), Degree (Hons), 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , Mast (Final)
2	Dakshin Surma College	01.07.1989	4.91 ac	04	01	--	01	01	Degree (Pass)
3	Shah Khurrom College	22.01.1993	415 dcml	04	01	--	01	01	--

4	Moin Uddin Adarsha Mohila College	01.07.1984	1.50 ac	03	01	--	01	01	--
5	Noor Jahan Memorial Women's College	01.01.2000	7.00 dcml	03	01	01	01	01	--
6	Latifa-Shafi Choudhury Women's College	14.03.2002	123 dcml	02	01	--	01	01	--

Source: Principals of related colleges

All of the colleges have Principal, Vice Principal and teacher's office room. The highest numbers (05) of multistoried premises are there at Madan Mohan College followed by Dakshin Surma College (04) and Shah Khurrom College (04). Madan Mohan College is very old, and it has well decorated administrative as well as academic room. It has different examination centres like Degree (Pass), Degree (Hons), 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and Masters (Final) years. Dakshin Surma College is moderately old, well decorated administrative as well as academic rooms having a playground and auditorium (under construction). It has only Degree (Pass) examination centre. Shah Khurrom College has moderately well decorated administrative as well as academic room. It has a playground and a pond. The second highest numbers of multistoried premises have at Moin Uddin Adarsha Mohila College (03) and Noor Jahan Memorial Women's College (03). They are moderately well decorated administrative as well as academic room. The lowest number of premises is at Latifa-Shafi Choudhury Women's College (02). Although it is newly established but its class rooms are well decorated and has a plain playgrounds. Madan Mohan College library is fairly decorated and sufficient books are available but rests of the five college-libraries are not well developed. Seminar library facilities in the colleges are very poor for the students of higher education. Most of the books are outdated and are not quality ones. The Seminar Libraries do not subscribe any journal of the discipline and browsing facilities are minimal. Due to the shortage of space and resource for a rich library it is unable to provide better services to students. The idea of a digitized library would be an attractive alternative for the colleges. This again is a great challenge for the colleges. This finding resembles to the finding of Nasiruddin<sup>[10]</sup>. He said that the academic libraries specially the nongovernment college libraries of Bangladesh are not able to act as academic libraries in the truest sense of the term. No college library has reached the level of development required to effectively support education, research and socio-economic development. Quality of education of a country is impossible without the modernization of college libraries<sup>[11]</sup>. National University is going to transform the library from manual to automation with an integrated library system using open source software and then integrate its affiliated college libraries. The use of ICT in Non-government College libraries are yet to spread all over the country and they have to go a long way to use automation for performing their activities<sup>[12]</sup>.

**Fig. 1. Comparative Study of Number of Books, Laboratories, Seminar Hall and Common Room of Different Affiliated Colleges**

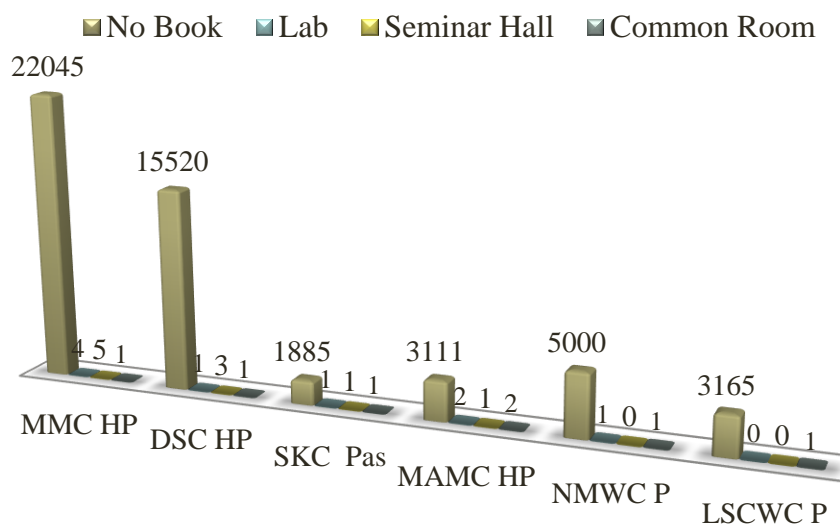


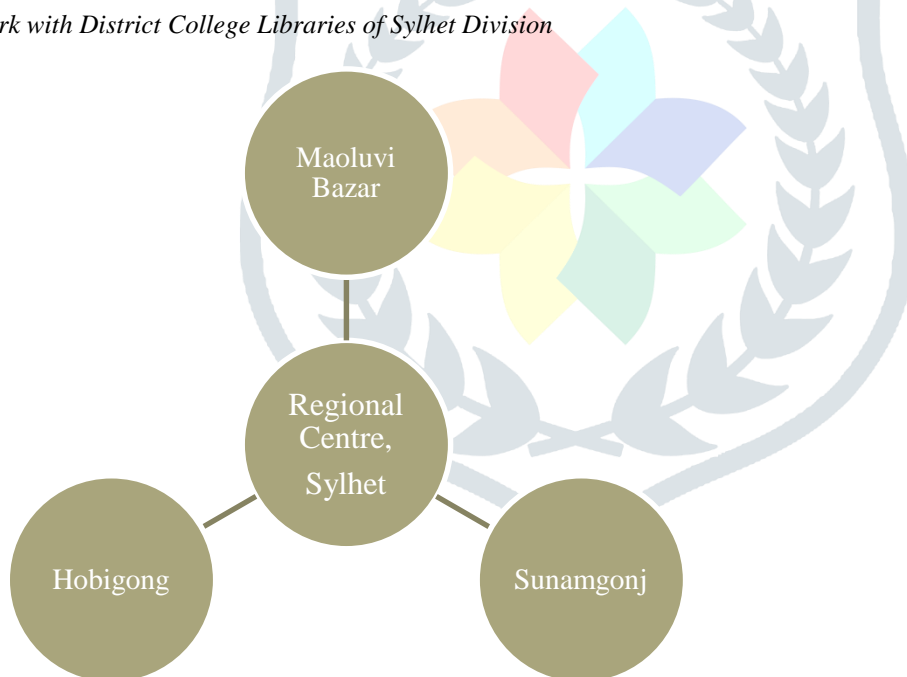
Fig. 2. Configuration of Six Divisional Affiliated College Library Network



NU has already decentralized its administration by setting up regional centres in each division. NU library (focal point) will get the advantage to establish its network configuration with these regional centres by which all of colleges under each region will come into the library network, by turns. Regional centres will work as the focal points of all kinds of network communication of the affiliated colleges which will be directly connected with NU library. In the first phase, six divisional (Sylhet, Rajshahi, Chittagong, Khulna, Barisal and Rangpur) affiliated college libraries may join the network through National University regional centres (Fig. 02).

In the seventh phase district college libraries of Sylhet division may join the network through NU, Sylhet Regional Centre (Fig. 03).

Fig. 3. Network with District College Libraries of Sylhet Division



**b. Curriculum activity**

The affiliated colleges of the National University mainly offer Bachelor of Arts (BA), Bachelor of Social Science (BSS), Bachelor of Business Studies (BBS) and Bachelor Sciences (BSc) Pass/ Honors, Master of Arts (MA), Master of Social Sciences (MSS), Master of Science (MSc), Master of Commerce (M.Com) and other academic degrees. The university provides the curriculum, guidelines for admission, monitors academic activities in the colleges.

Table 2. Comparative Study of Curricular Facilities of Different Affiliated Colleges

Sl No.	Name of Colleges	Name of Programs	Date of First Affiliation	Name of Affiliated Courses/Subjects
1	Madan Mohan College	Degree (Pass)	01.07.1943	BA, BSS, BBS, BSc
		Degree (Hons)	01.07.1991	Accounting, Management, Economics, Political Science, Philosophy, Bangla
		Masters (1st)	01.07.2003	Accounting, Management, Economics, Political Science, Philosophy, Bangla
		Masters (Final)	01.07.1994	Accounting, Management, Economics, Political Science, Philosophy, Bangla

2	Dakshin Surma College	Deg (Pass)	01.07.1997	BA, BSS, BBS
		Deg (Hons)	01.07.2011	Accounting, Management, Islamic History & Culture, Economics, Political Science, Social Science, Philosophy, Bangla, English
3	Shah Khurrom College	Deg (Pass)	29.06.2005	BSS
		Deg (Hons)	--	---
4	Moin Uddin Adarsha Mohila College	Deg (Pass)	27.11.1990	BSS
		Deg (Hons)	27.02.2014	Islamic History & Culture, Political Science, Bangla, English
5	Noor Jahan Memorial Women's College	Degree (Pass)	23.07.2006	BSS
		Degree (Hons)	--	---
6	Latifa-Shafi Choudhury Women's College	Degree (Pass)	16.04.2007	BSS
		Degree (Hons)	--	---

Source: Principals of related colleges

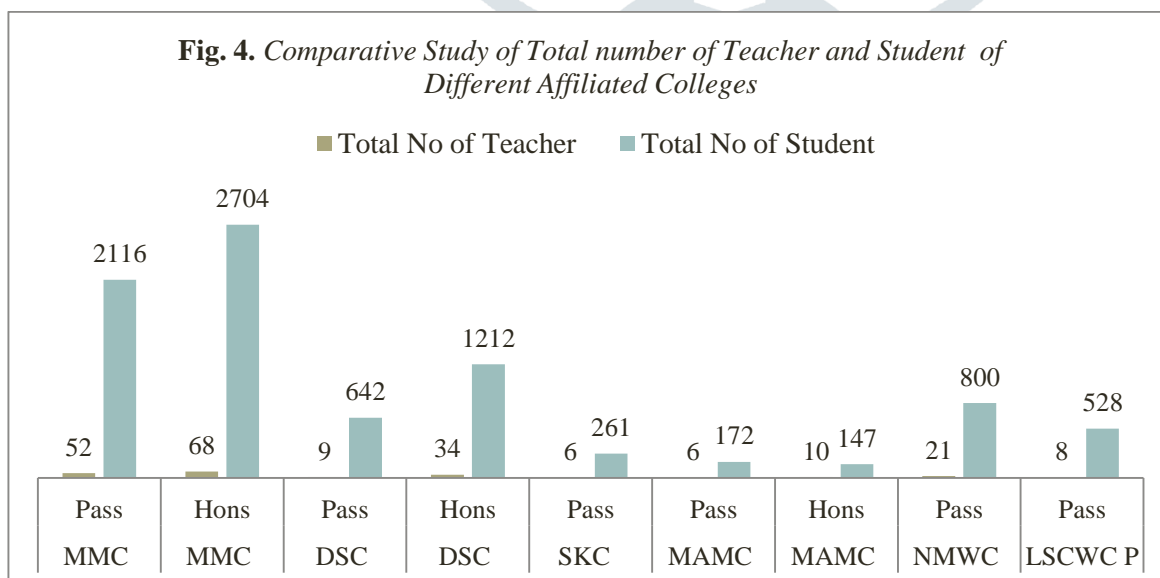
Table 3. Comparative Study of Curricular and Co- Curricular Activities of Different Affiliated Colleges

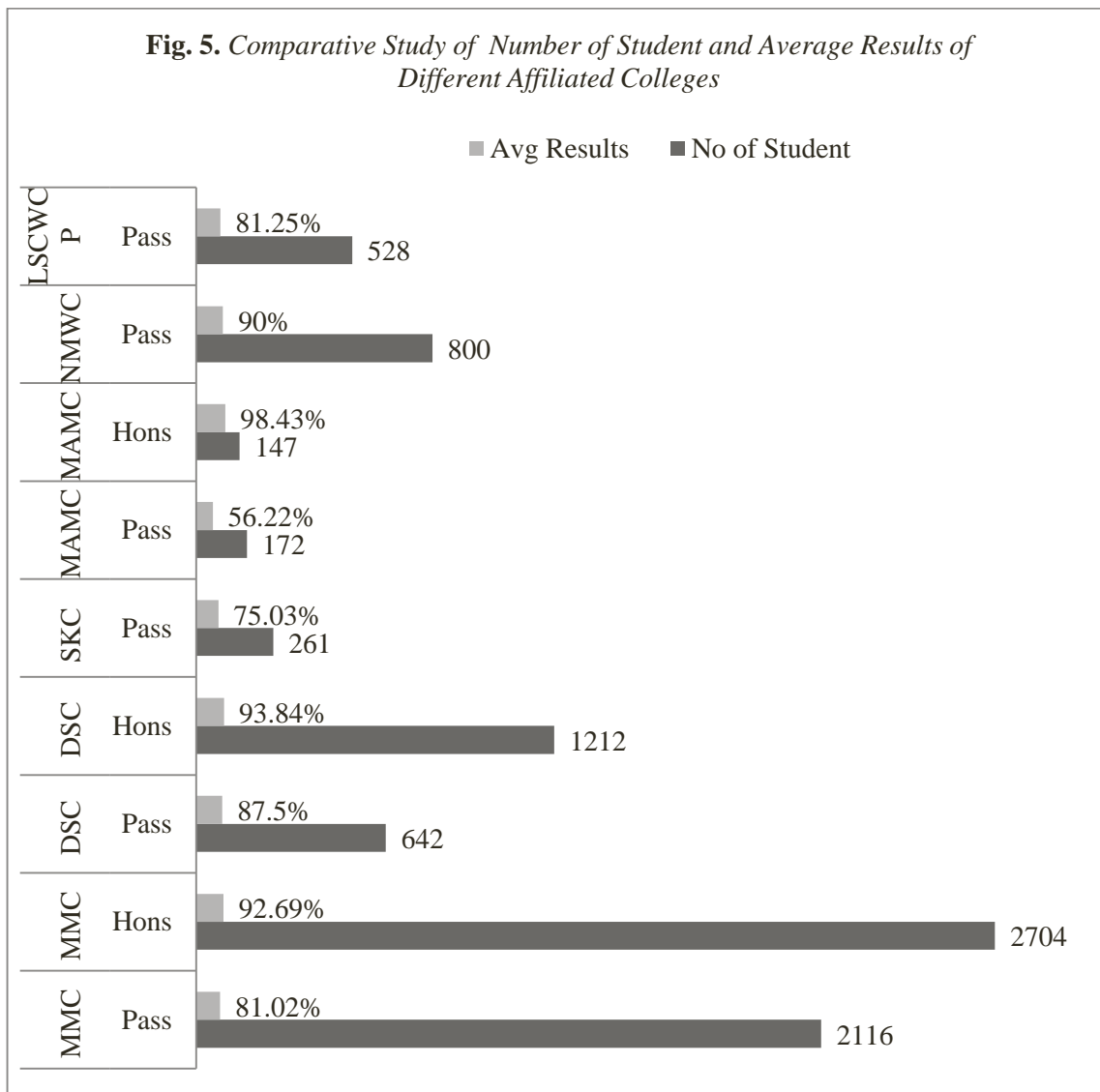
Sl No	Name of Colleges	Class Routine	Play Ground	BNCC/ Scouts	Cultural Activities
1	Madan Mohan College	Well Developed, 9.00-3.00	Used Local Stadium and Madrasha Field	Yes	Yes
2	Dakshin Surma College	Well Developed, 9.10-2.35	Field 01, Auditorium (01) under construction	No	Yes
3	Shah Khurrom College	Developed, 10.00-4.20	01& 01 Pond	No	Yes
4	Moin Uddin Adarsha Mohila College	Developed, 9.00-1.35	01	No	Yes
5	Noor Jahan Memorial Women's College	Developed	01	No	Yes
6	Latifa-Shafi Choudhury Women's College	Well Developed, 10.00-1.45	01	No	Yes

Source: Principals of related colleges

Curricular and Co- Curricular activities of affiliated courses/subjects of six colleges are presented in Table 2 and 3. Table 2 shows that Madan Mohan College has Degree (Pass), Degree (Hons), Masters (1st) and Masters (Final) programs having many subjects but according to affiliation, sufficient subjects are not affiliated. However, Dakshin Surma College and Moin Uddin Adarsha Mohila College has Degree (Pass) and Degree (Hons) programs having few subjects. Rest of the colleges has only Degree (Pass) programs having very few subjects.

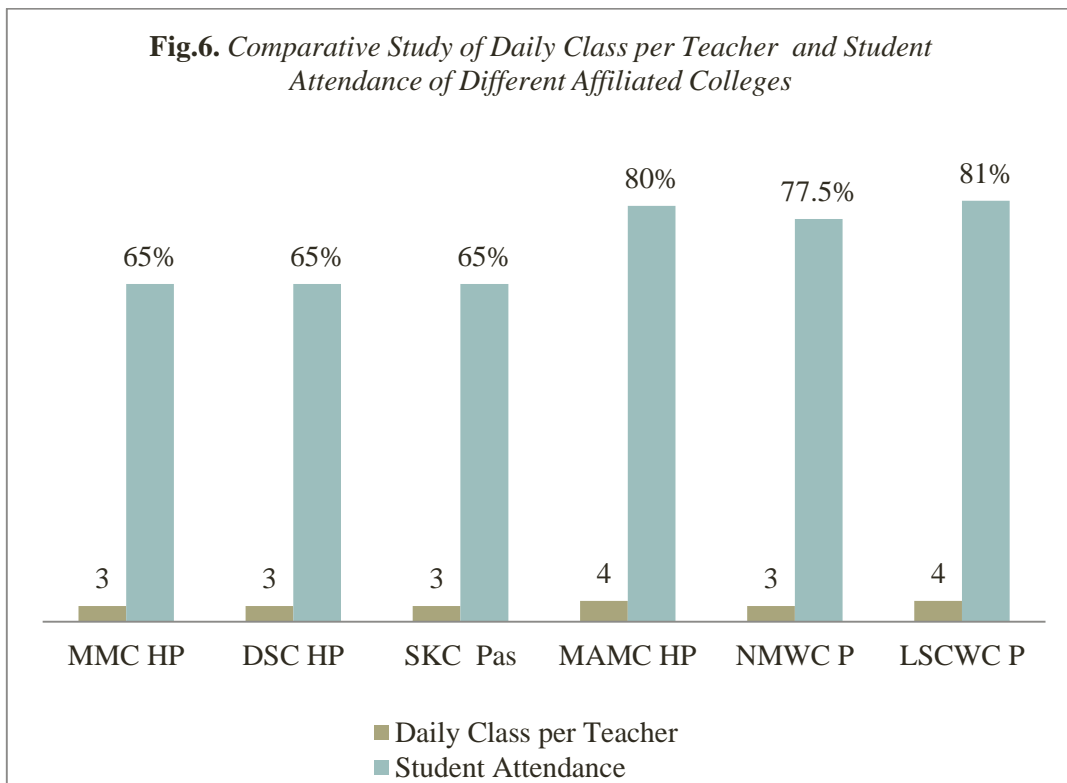
Among the six colleges the ratio of teacher and student of Madan Mohan College is 1:40 at Degree (Pass), Degree (Hons), Masters (1st) and Masters (Final) programs and the average results are 81.02, 92.69, 79.92 and 99.74%, respectively (Fig. 4 & 5). In Degree (Pass) program at Noor Jahan Memorial Women's College teacher and student ratio is 1:38 and the average result is 90% which is comparatively better than Madan Mohan College, Dakshin Surma College and Shah Khurrom College. In Degree (Hons) program, the average result of Madan Mohan College is 92.69% which is similar to the average results of Dakshin Surma College and Moin Uddin Adarsha Mohila College. The average results of Dakshin Surma College and Moin Uddin Adarsha Mohila College is a little higher. All of the college authorities are trying to maintain the teacher student ratio by the help of the guest teachers.





Class routine, Play Ground, BNCC/Scouts and cultural activities of different colleges are presented in Table 3, and in Figure 6, daily class per teacher, attendance of students are shown. Class routine is the most fundamental element to maintain class as well as college discipline. Affiliated colleges/institutes of NU get only about 175 working days to conduct class per academic year. The colleges/institutes remain closed for the rest of the days due to various occasions. So, it is essential to complete syllabus within this working days. Madan Mohan College, Dakshin Surma College and Latifa-Shafi Choudhury Women’s College have well developed class routine. Among the six colleges the number of daily classes per teacher is more or similar. Student attendances of each college are more than 65%. Student’s attendance in classes is one of the important prerequisite for assuring quality education. According to the rules of National University, if a student fails to attend 75% of the classes he/she should be treated as non-collegiate student. Under such circumstances a student can get a chance to appear at examination if the head of departments recommends the students to the principal to allow him to appear the examination <sup>[13]</sup>. (Hussain M A, 2014).

It is observed that college’s authorities did not follow this rule. It is remarkable that girls’ student attendance is higher than boys’ student. Fig-6



Out of six colleges Madan Mohan College only have scouts as well as BNCC (Bangladesh National Cadet Corps). Cultural Activity is a vital part of education. Although, all of colleges have cultural activities but performance of Madan Mohan College, Dakshin Surma College and Latifa-Shafi Choudhury Women’s College is the best.

**c. Information and Communication Technology (ICT)**

Information and Communication Technology of different affiliated colleges are presented in Table 4.

Table 4. Comparative Study of Facilities of Information Technology at Different Affiliated Colleges

S l N o	Name of Colleges	Facilities of Computer with Printer & Internet			Overhead Projector/ Multimedia in Class Room	Trained Teacher for IT	Training Facilities in IT
		Administration	Teachers	Student			
1	Madan Mohan College	Available	Available	Available	Sufficient	Available	Available
2	Dakshin Surma College	Available	Available	Available	Sufficient	Available	Available
3	Shah Khurrom College	Available	Available	Available	Very Limited	Not Available	Not Available
4	Moin Uddin Adarsha Mohila College	Available	Available	Available	Limited	Not Available	Not Available
5	Noor Jahan Memorial Women’s College	Available	Available	Available	Limited	Not Available	Not Available
6	Latifa-Shafi Choudhury Women’s College	Available	Available	Available	Limited	Not Available	Not Available

Source: Principals of related colleges

Facilities of computer with printer & internet are available at all of the six colleges but it is best at Madan Mohan College and Dakshin Surma College. Overhead Projector/ Multimedia are sufficiently used in the class rooms of Madan Mohan College and Dakshin Surma College. Rests of the colleges limitedly use overhead projector/ multimedia in the class room. ICT based trained teacher and training facilities are only available in Madan Mohan College and Dakshin Surma College. During the survey of six non-government colleges, there is no professional computer operator though ICT has been adopted as a mandatory course in the college education. Maximum affiliated college-teachers and students are not getting opportunity to access to gather knowledge due to lack of proper technology. ICT is intended to be used in teaching- learning aids. The study recommends developing the facilities with update computers and other technologies.

**d. Financial Status**

In Table 5, financial status of different affiliated colleges is presented.

Table 5. Comparative Statement of Financial Status of Different Affiliated Colleges

Sl No	Name of Colleges	Financial Solvency	Salary Payment	Fixed Deposit & General funds	Provident Fund	Student Scholarship	Annual Budget
1	Madan Mohan College	Solvent	Regular	As per Rules	Regular	Yes	Yes
2	Dakshin Surma College	Solvent	Regular	As per Rules	Regular	Yes	Yes
3	Shah Khurrom College	Solvent	Regular	As per Rules	Regular	Yes	Yes

4	Moin Uddin Adarsha Mohila College	Solvent	Regular	As per Rules	Regular	Yes	Yes
5	Noor Jahan Memorial Women's College	Solvent	Regular	As per Rules	No	Yes	Yes
6	Latifa-Shafi Choudhury Women's College	Solvent	Regular	As per Rules	No	Yes	Yes

Source: Principal of related college

According to the statement of college authority, all of the colleges are financially solvent and salary payment is regular. As per rules of National University, fixed deposit & general funds of each college are also available. Except Noor Jahan Memorial Women's College and Latifa-Shafi Choudhury Women's College, provident fund of remaining colleges are up to date. Very few student scholarships are available in each college. Above mentioned colleges prepared their annual financial budget and maintained their cost as per sanctioning. It is a good sign of financial regularities and transparency of college income and expenditures.

#### e. Students' Perception of Teaching

A rank order of the statements considering two dimensions— evaluating teaching and for improving teacher, and evaluating NU and for improvement towards qualitative higher education and session jam according to their perception index (PI) has been presented in Table 6. Findings indicate that the PI score of the top most statement like 'the teacher was 'fair and impartial in dealing' was 666, 114 percent 'extremely satisfied' and 20 percent 'very satisfied' by the respondents in case of evaluating teaching and for improving teacher. 'The teacher was well prepared and organized' (PI=660) ranked in second position where 107 respondent was 'extremely satisfied' followed by 'the teacher was sensitive to me/the class ability to understand the material (PI=656). The lowest index (PI=602) was found in 'the teacher provided schedule office hours or was readily available for consultation with the respondents'. Above all, considering the things the respondents were favorably impressed (PI=652) by the teachers.

Table 6. Rank order of Students Perception Statement of Different Selected Affiliated Colleges

Sl. No.	Statement	Extent of opinion					PI	Rank
		ES	VS	MS	SS	NAAS		
Information for Evaluating Teaching and for improving Teacher								
1	Course objectives and requirements were clearly presented to me.	79	50	10	0	1	626	11
2	The Teacher was well prepared and organized.	107	28	3	2	0	660	2
3	The Teacher explained the material clearly.	104	28	4	1	3	649	6
4	The Teacher was sensitive to my/the class ability to understand the material.	104	29	6	1	0	656	3
5	The Teacher submitted enthusiasm for the subject matter of the course.	99	29	6	3	3	638	8
6	The Teacher provided schedule office hours or was readily available for consultation with me.	76	44	11	4	5	602	12
7	The Teacher was fair and impartial in dealing with me.	114	20	5	0	1	666	1
8	The Teacher encouraged me to think for myself.	100	30	5	3	2	644	7
9	The in course examinations were relevant to the course and to the material presented in class.	91	37	8	3	1	634	9
10	The Teacher used good communication skills.	93	33	8	5	1	632	10
11	As a result of having this Teacher, I have learned a significant number of new ideas and/ or skills.	103	27	8	1	1	650	5
12	All things considered, I was favorably impressed by this Teacher.	105	24	9	2	0	652	4
Information for Evaluating NU and for Improvement								
1	Ability of NU Regional Centre to reduce session jam and maintain qualitative education	96	39	5	0	0	651	3
2	Satisfaction level as execution of History of Independence of Emergence of Bangladesh	109	27	2	1	1	662	1
3	Suitability of crush program to reduce session jam	102	33	5	0	0	657	2

ES= Extremely Satisfied, VS= Very Satisfied, MS= Moderately Satisfied, SS=Slightly Satisfied, NAAS= Not At All Satisfied, PI= Perception Index

In case of evaluating NU and thinking of the improvement, it was found that the respondents showed top most concern on the statements like 'History of the Emergence of Independent Bangladesh' perception index was 662, 109 'extremely satisfied' and 27 percent 'very satisfied'. Suitability of crush program to reduce session jam ranked second with PI scoring 657, 102 percent 'extremely satisfied' and 33 percent very satisfied. Ability of NU regional centre to reduce session jam and maintain qualitative education ranked third with PI scoring 651.

Comparative rank order of the statements in two dimensions— evaluating teaching and teacher's development, evaluating NU and its improvement towards qualitative education and reducing session jam according to their perception index (PI) has been presented in Table 7. Results indicate that the respondent of different affiliated colleges showed top most perception index which varies from 90-99 percent. The respondent of Madan Mohan College (pass) with perception index 89, Madan Mohan College (Degree Hons + Degree Pass) with perception index 98, Noorjahan Memorial Women's College (pass) with perception index 97 and Latifa-Shafi Choudhury Women's College (pass) with perception index 97 showed first rank in position with perception index concept, on the statement like



‘the teacher was well prepared and organized’. Similar results were obtained in the statement ‘the teacher was fair and impartial in dealing’ by the respondent of Dakshin Surma College (Deg, Hons + Deg, Pass) with perception index 95, Shah Khurrom College (pass) with perception index 99, Moin Uddin Adarsha Mohila College (Degree, Hons + Degree, Pass) with perception index 98 and Latifa-Shafi Choudhury Women’s College (pass) with perception index 97. In the statement like ‘the teacher provided schedule office hours or was readily available for consultation with the respondents’ index most of the college respondents showed lowest perception, except Madan Mohan College (Hons) with perception index 84 and Noorjahan Memorial Women’s College (pass) with perception index 84.

Table 7. Comparative Rank order of Perception Index of Student of Different Affiliated Colleges

Sl No	Statement	MMC Pass	MMC Hons	DSC H P	SKC Pass	MAMC H P	NM WC Pass	LSC WC Pass
<b>Information for Evaluating Teaching and for Improving Teacher</b>								
1	Course objectives and requirements were clearly presented to me.	89 (1)	90 (6)	86 (8)	88 (7)	89 (4)	89 (7)	95 (3)
2	The Teacher was well prepared and organized.	89 (1)	94 (2)	90 (5)	95 (4)	98 (1)	97 (1)	97 (1)
3	The Teacher explained the material clearly.	81 (7)	95 (1)	93 (2)	96 (3)	96 (3)	92 (6)	96 (2)
4	The Teacher was sensitive to my/the class ability to understand the material.	88 (2)	91(5)	92 (3)	97(2)	98 (1)	94 (4)	96 (2)
5	The Teacher submitted enthusiasm for the subject matter of the course.	84 (4)	92 (4)	89 (6)	97 (2)	96 (3)	84 (10)	96 (2)
6	The Teacher provided schedule office hours or was readily available for consultation with me.	65 (9)	87 (7)	81 (9)	93 (6)	96 (3)	87 (8)	93 (4)
7	The Teacher was fair and impartial in dealing with me.	88 (2)	93 (3)	95 (1)	99 (1)	98 (1)	96(2)	97 (1)
8	The Teacher encouraged me to think for myself.	83 (5)	90 (6)	90 (5)	95 (4)	96 (3)	93 (5)	97 (1)
9	The examinations were relevant to the reading assignments and to the material presented in class.	78 (8)	95 (1)	88 (7)	95(4)	96 (3)	85 (9)	97 (1)
10	The Teacher used good communication skills.	82 (6)	84(8)	93 (2)	94 (5)	97 (2)	87 (8)	95 (3)
11	As a result of having this Teacher, I have learned a significant number of new ideas and/ or skills.	84 (4)	92 (4)	88 (7)	97 (2)	97 (2)	95 (3)	97 (1)
12	All things considered, I was favorably impressed by this Teacher.	87 (3)	92 (4)	91 (4)	96 (3)	97 (2)	94 (4)	95 (3)
<b>Information for Evaluating NU and for Improvement</b>								
1	Ability of NU Regional Centre to reduce session jam and maintain qualitative education	93 (1)	90 (3)	90 (2)	94 (2)	91 (2)	96 (1)	97 (1)
2	Satisfaction level as execution of History of Independence of Emergence of Bangladesh	91 (3)	96 (1)	90 (2)	97 (1)	99 (1)	93 (3)	96 (2)
3	Suitability of crush program to reduce session jam	92 (2)	95 (2)	96 (1)	94 (2)	91 (2)	94 (2)	95 (3)

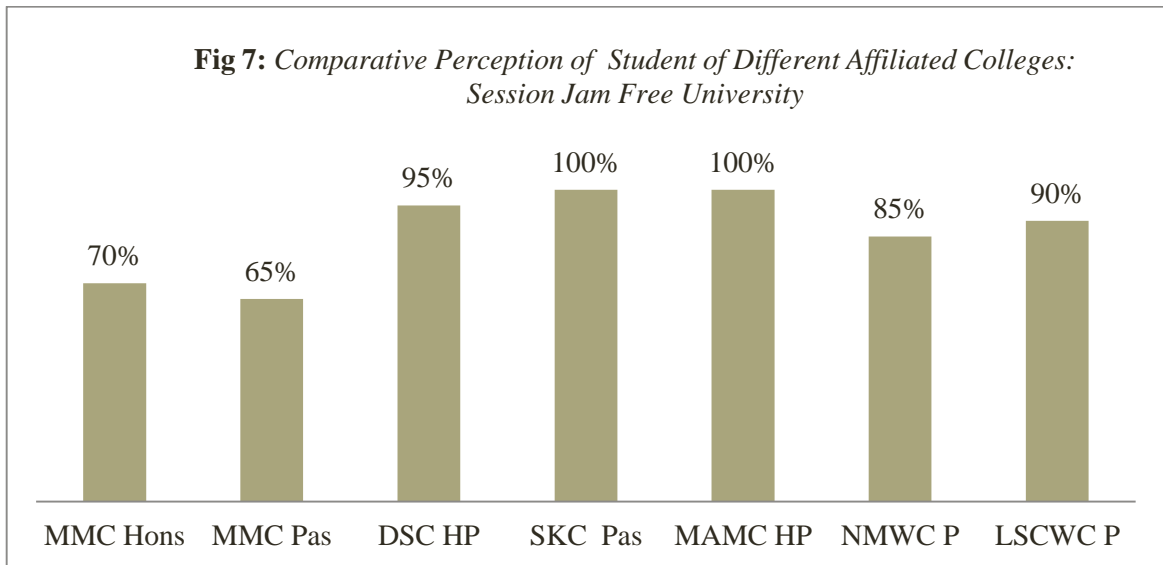
In the statement ‘all things considered, I was favorably impressed by the teacher’ the perception index scoring of Madan Mohan College (pass + Hons), Dakshin Surma College (Pass + Hons), Shah Khurrom College (pass), Moin Uddin Adarsha Mohila College (pass) and Latifa-Shafi Choudhury Women’s College (pass) was 87, 92, 91, 96, 97, 94 and 95, respectively. In case of ‘evaluating NU and for improvement’ findings reveal that the respondent of different affiliated colleges showed top most perception index which varies from 90-99 percent. The respondents of Madan Mohan College (pass), Noor Jahan Memorial Women’s College (pass), Latifa-Shafi Choudhury Women’s College (pass) ranked first of scoring perception index 93, 96 and 97 respectively. On the statement like ‘ability of NU Regional centre reduce session jam and maintain qualitative education’ the respondents of Dakshin Surma College (Degree, Hons + Degree Pass), Moin Uddin Adarsha Mohila College (Degree Hons + Degree Pass), in the perception index scoring 90, 91 and 94, respectively. Shah Khurrom College (pass) ranked second and Madan Mohan College (Hons) ranked third with perception index scoring 90.

In the statement ‘satisfaction level as execution of History of The Emergence of Independent Bangladesh’ the respondent of Madan Mohan College (Hons), Shah Khurrom College (pass), Moin Uddin Adarsha Mohila College (Degree Hons + Degree Pass) showed top most perception index 96, 97 and 99, respectively. The respondent of Dakshin Surma College (Degree Hons + Degree Pass) with perception index 90 and Latifa-Shafi Choudhury Women’s College (pass) with perception index 96 ranked second in position, whereas Madan Mohan College (pass) with perception index 91 and Noor Jahan Memorial Women’s College (pass) with perception index 96 ranked third in position.

In the statement like ‘Suitability of crash program to reduce session jam’ Dakshin Surma College (Degree Hons + Degree Pass) with perception index 96 ranked first in position, In the same statement the respondents of Moin Uddin Adarsha Mohila College (Degree Hons + Degree Pass), Madan Mohan College (pass), Shah Khurrom College (pass), Noor Jahan Memorial Women’s College (pass) and showed perception index 91, 92, 94, 94 and 95, respectively. Madan Mohan College (Hons) ranked second and Latifa-Shafi Choudhury Women’s College (pass) ranked third with perception index 95.

f. Students’ Expectations from National University

1. Session Jam Free University



The highest number of Degree (Pass) student (100%) of Shah Khurrom College along with Moin Uddin Adarsha Mohila College (Degree Hons + Degree Pass) opined that their courses under the academic year should be free from all sorts of jam. Similarly, Student of Dakshin Surma College Degree (Hons + Pass), Latifa-Shafi Choudhury Women’s College (Pass), Noor Jahan Memorial Women’s College (Degree Pass) and Madan Mohan College (Degree Hons & Degree Pass) express the same opinion at the rate of 95, 90, 85, 70 and 65%, respectively (Fig. 7).

2. Politics Free University

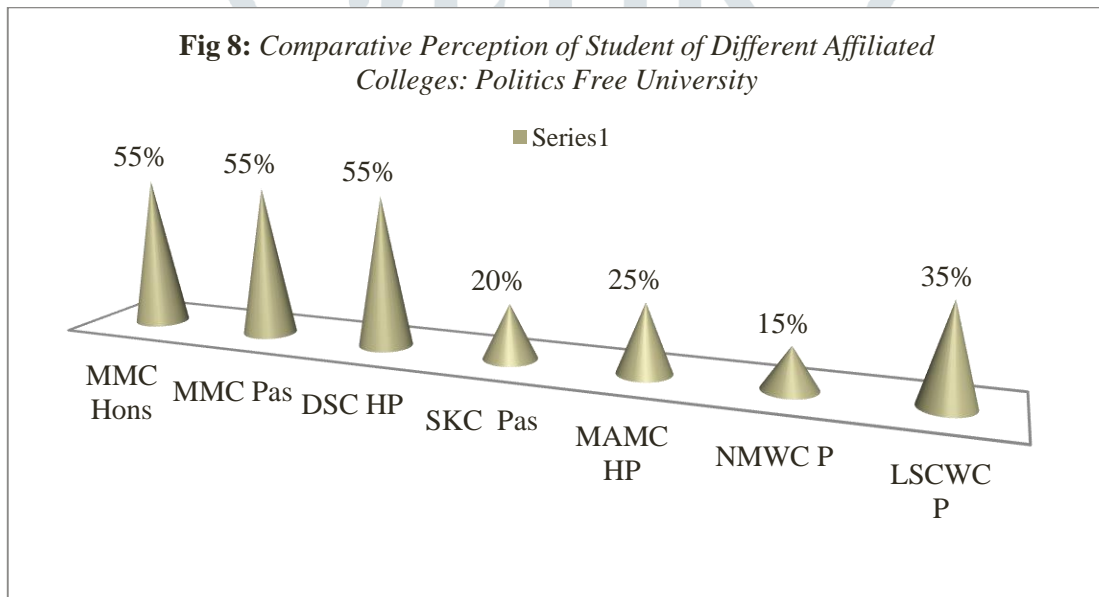
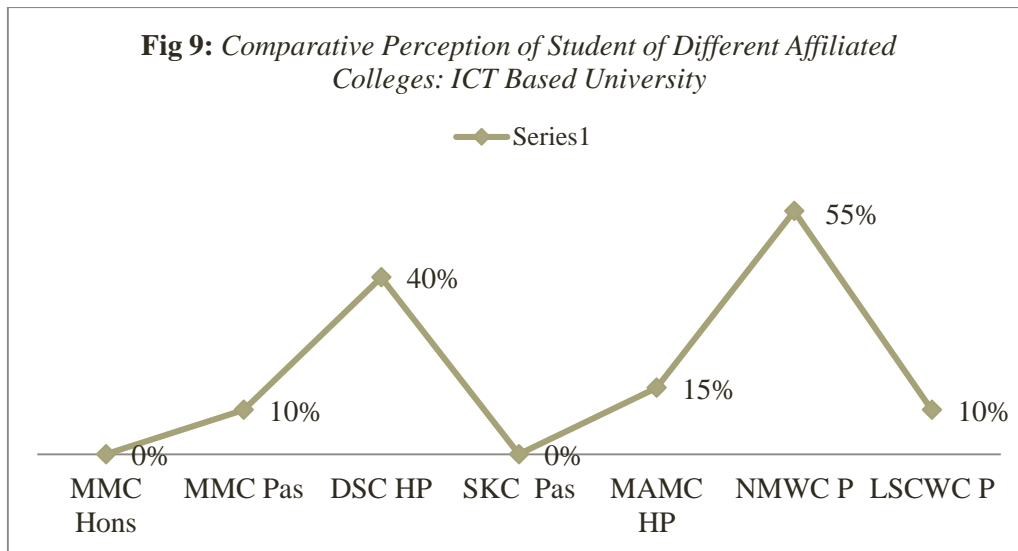


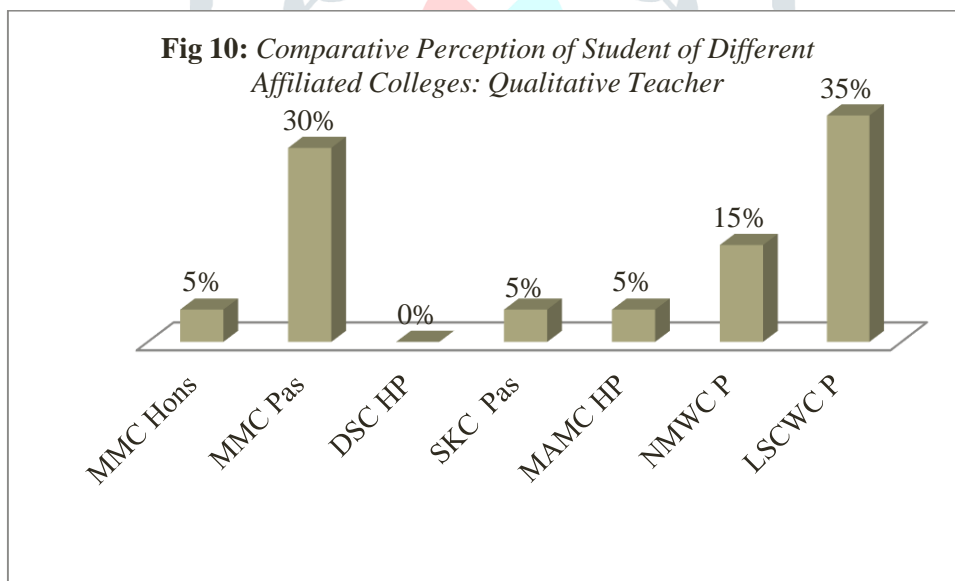
Fig. 8 showed that the highest number of student Degree (Hons & Pass) 55% of Madan Mohan College and student (Degree Hons + Degree Pass) of Dakshin Surma College has expressed their opinion that National University should be politics free. Student of other affiliated colleges like Latifa-Shafi Choudhury Women’s College (Degree Pass), Moin Uddin Adarsha Mohila College (Degree Hons + Degree Pass), Shah Khurrom College (Degree Pass) and Noor Jahan Memorial Women’s College (Degree Pass) have opined that National University would be politics free university at the rate of 35, 25, 20 and 15% respectively.

3. ICT Based University



The highest number of Degree (Pass) student (55%) of Noor Jahan Memorial Women’s College and second highest number of Degree (Hons + Pass) student (40%) of Dakshin Surma College have expressed their opinion that National University should be ICT based university. The student of Moin Uddin Adarsha Mohila College Degree (Hons + Pass), Latifa-Shafi Choudhury Women’s College (Degree Pass) and Madan Mohan College (Degree Pass) have shown interest in ICT based university at the rate of 15, 10 and 10%, respectively. Madan Mohan College (Degree Hons) and Shah Khurrom College (Degree Pass) students did not show any interest for ICT (Fig. 9).

4. Qualitative Teacher



The quality of education mainly depends on qualitative teacher. The highest number of Degree (Pass) student (35%) of Latifa-Shafi Choudhury Women’s College and second highest number of Degree (Pass) student (30%) of Madan Mohan College have opined that qualitative teacher for National University is essential. Similarly, Degree (Pass) student (15%) of Noor Jahan Memorial Women’s College, 5% Degree (Hons) student of Madan Mohan College, 5% Degree (Hons + Pass) student of Moin Uddin Adarsha Mohila College and 5% Degree (Pass) student of Shah Khurrom College have expressed their opinion regarding qualitative teacher (Fig. 10).

**Conclusion:**

Based on the major findings of the study it can be concluded that Madan Mohan College, Dakshin Surma College, Moin Uddin Adarsha Mohila College and Latifa-Shafi Choudhury Women’s College have well decorated administrative as well as academic rooms. College authority has abilities to affiliate more courses/ subjects. Only in Madan Mohan College library is fairly decorated and has sufficient books are. Shah Khurrom College and Noor Jahan Memorial Women’s College are only suitable for Degree (Pass) program. In case of teacher evaluation the respondents showed top most perception index 666 in the statement like ‘the teacher was fair and impartial in dealing’. The lowest perception index was 602 found in the statement like ‘the teacher provided schedule office hours or was readily available for consultation’. The respondents also showed top most concern on the statements like ‘execution of the history of the emergence of independent Bangladesh’ the perception index was 662. ‘Suitability of crush program to reduce session jam’ ranked

second with perception index 657. 'Ability of National University regional centre to reduce session jam and maintain qualitative education' ranked third with perception index 651. The respondents expected that National University would be session jam free (65-100%), politics free (15-55%), information and communication technology based (10-55%) and qualitative teacher (5-35%).

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### Recommendations:

1. Every college should maintain the academic calendar of National University and conduct all the examinations in time.
2. The authority of the college should be allowed to lend books from the library.
3. The authority of the college should provide sufficient number of computers in the computer lab with internet facilities.
4. Students should have sufficient number of Over Head Projector or Multimedia Projector.
5. Job satisfaction of the teaching profession must be made high through offering better salary structure.
6. Teachers should be evaluated on the basis of his teaching quality, research and publication.

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