

# **Dropout at Tertiary Education in Bangladesh: Configurations and Determinants**

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## **Abstract**

*The present education system in Bangladesh may be broadly divided into three major stages- primary, secondary and tertiary education. For the last few years, primary school enrollment is about hundred percent ensured which is an outstanding achievement among the underdeveloped countries in the world as well as in the South Asian countries. However, more or less, still dropout is present in every education stages. A few years back the dropout rate was noteworthy, luckily with proper care, government of Bangladesh has succeeded to minimize the rate at primary and secondary education except the tertiary level. This study attempts to explore the reasons of dropout of students from tertiary level. It tries to confirm the prevailing views about the main reasons for dropout as being poverty and related factors. There is also unanimity about higher dropout of the girl students in the rural areas in Bangladesh, confirming prevailing views about early marriage of girls, sexual harassment and illegal pregnancy, household role of girls in life, and lack of recognition for the need for their education etc. Additionally dropout of the male students happens mainly for the failure in examination; besides home-sickness, economic inability to perform academic tasks, brain drain, students' politics, and drug addiction etc. Data is taken from both primary and secondary sources. Both the public and private university records are analyzed to represent the clear picture by simple tables related to the dropout students and education system. The higher or tertiary education is contributing a significant role to a country's overall socio-economic progress through the professional and intellectual development of the young people. With few suggestions, this study also may have a closer look to find out the overall dropout rate from different perspectives and recent education status in Bangladesh comparing with other nations too.*

**Key Terms:** Tertiary education, dropout rate, socio-economic progress

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## **Introduction**

Dropout students are defined as who leave the specified level without completing their study period. According to Oxford Dictionary (2015), dropout means a person who has abandoned a course of study or who has rejected conventional society to pursue an alternative lifestyle.

A few years back the dropout rate at primary and secondary education was noteworthy, luckily with proper care, Bangladesh Government has succeeded to minimize this rate but in the mean time the number of drop out students in tertiary level is in the alarming situation (Naeema, 2012). It already has been found that a large number of students dropped out from tertiary education without completing their regular study life not only in Bangladesh but also all around the world.

The average 31 percent students dropped out from tertiary education level in many developed countries (OECD, 2010). In Mexico, New Zealand, Sweden and United States, more than 40 percent students (at tertiary level) have been dropped out without having at least a first degree (Honors) while in Belgium, Denmark, France, Japan, Korea, Spain and the Russian Federation, the dropout rate is less than 25 percent (OECD, 2010). In USA, the rate of full-time students at four-year institutions who complete a bachelor's degree in four years is only 37.9 percent, and the completion rate within six years is only 58.3 percent (Velez, 2014). But all around the world, including US has made moderate progress towards increasing college entry over the past four decades. In fact, in Bangladesh, there are 94 private universities and 38 public universities along with 3,756 affiliated colleges and institutions at present. The total number of students enrolled in those institutions at tertiary lever is 20,20,549 in public universities and 3,28,736 in private universities (UGC, 2013).

Table 01: Students' Enrollment Rate in a Few Countries

Name of the Country	Enrolment Rate in Tertiary Education	Academic Year
United Sates	72.6%	2000
Australia	63.3%	2000
India	10.5%	2002
Bangladesh	6.6%	2000
Nepal	4.6%	2000
Malawi	0.3%	2002

Source: Nation Master, 2015

A statistical report prepared by UNESCO shows that the enrollment rate in tertiary level in Bangladesh is only 6.6 percent. Where else, United States is in the highest position at 72.6 percent and Malawi is in the lowest position at only 0.3 percent (Nation Master, 2015). Another statistics shows

that, in Bangladesh, each year 0.25 million students are passing out from university where 1.2 million are enrolling each year and the differences between them is 0.95 million. Either they are still doing their graduation or they fall into the category of dropout (Hossain and Naeema, 2013).

At the same time the problem of dropout is widening as it is found from the primary to undergraduate level. It seems that multidimensional reasons are associated with dropping out of the students and to integrate the dropout reasons at primary to graduate levels is definitely a complex one. This paper is a new insight to focus on dropout scenario at the university level in Bangladesh. As the number of public and private universities is increasing day by day and the number of enrollment is also increasing, it is the high time to concentrate on the rate of dropout at the graduation level and find the measures to control it. On the other hand, it will also be helpful for the guardian of the students to understand the internal and the external reasons of dropout and to give them an idea about their role to minimize dropout at different levels of students.

Nonetheless as a matter of interest, this study is an attempt to scrutinize the dropout scenario of different levels of education with a particular attention to the dropout cases from both public and private universities. An attempt has been taken to emphasize on finding out the factors for dropout and to identify the measures to curb dropout at the tertiary education level in Bangladesh.

This paper aims to improve our understanding the real scenario relating to dropout students at tertiary level in Bangladesh, besides finding out the reason behind the high dropout rate. Today, the total number of academic institutions is rising but why students are dropping out without completing their desire degree, it is a great deal to us. The main objective of this paper is to scratch an apparent picture of the present status of dropout students and to put some general suggestions which may support to reduce the tendency too.

### **Literature Review**

Although many studies have been done on the primary school dropout in Bangladesh, the issue of dropout at the undergraduate level still remains open for research. Islam and Pavel (2014) tried to find out the reason of dropout based on a private university in Bangladesh, but they did not consider about the public universities and/or their affiliated institutions.

It is a matter of surprise that there is 39.65 percent dropout in secondary and higher secondary levels against 33 per cent in primary levels (GoB, 2007). According to the survey of the American Youth Forum (2004), it has been found that out of every nine seconds one student drops out from the school in the United States of America. Khan and Samadder (2010)

found about 6.13 % of dropout at school level after visiting four different places including two hill-tracks in Bangladesh. They found that the family problem is main (53.3%) reason for dropout at school level and the incidence of dropout was higher among the female students even in the urban areas.

About 50 percent of primary and 80 percent of secondary level students' dropout of school in Bangladesh, according to a report released on 17 December, 2007, by the Campaign for Popular Education (CAMPE), a Bangladeshi non-governmental organization (IRIN, 2007).

The issue of dropout is a serious problem for Bangladesh. It is a great challenge for the government to wipe out illiteracy from the society because around 50 percent students, admitted in class one, dropout before completing class five (Satyarthi, 2009). Up to graduation total dropout rate is more than 90 percent (Boyle *et. al*, 2002).

This alarming rate induces the researchers to think about the dropout scenario at different levels of education. It is found from the secondary sources that several programs and policies had been taken to control dropout over the last few decades but all it generates is only disappointment. A good number of researches had been done on primary and secondary level dropout compare to the tertiary education in Bangladesh.

### **Methodology**

The study is qualitative in nature. Primary data were collected through in-depth interview with few dropout students from both public (e.g. University of Dhaka) and private universities (e.g. IBAIS University, Atish Dipankar University of Science and Technology-ADUST) in Bangladesh as respondent, those who are selected by snowball sampling technique (linking one from another with same case). Different magazine and journal articles, newspaper columns, books and reports also have supported the study as the sources for the secondary data. Moreover, relevant statistics are shown and analyzed in order to authenticate the postulates put forward throughout the paper.

### **Results and Discussion**

#### **Finding the Root**

Education at tertiary level is considered to inculcate the characteristics into the students that develop the quality of leadership among the students and raise awareness in them to think of independence, sovereignty, integrity and development of their country. In this regard, tertiary education plays the key role in shaping the innovative thoughts of students and creating a large and effective base of human capital leading to the creation of a knowledge society (Khan, Rana and Haque, 2014).

However, the trend of dropout rate still reckons an alarming situation which appears to counterbalance the exemplary success in achieving higher

enrolment rate in primary education. Around six million children do not complete primary cycle (GoB, 2011). Although the EFA National Plan for Action-II 2003-2015 targeted to reduce the dropout rate to 10 percent by 2015 (GoB, 2003). With the expansion in secondary and higher secondary level, huge pressure has been created at the tertiary level (Hossain, Hoque and Uddin, 2014).

Table 2: Dropout Rate in Primary Education, 2005-2012 (BANBEIS, 2012)

Year	2005	2006	2007	2008	2009	2010	2011	2012
Dropout Rate (%)	47.2	50.5	50.5	49.3	45.1	39.8	29.7	26.2

In the primary education level dropout is common among the boys and girls. But a significant dropout rate has been noticed among the girl students from the secondary schools to tertiary levels. Nonetheless, 23 percent girls dropped out at class VIII and 20 present at class X (Khan, *et. al*, 2014). But dropout rate is in the declining trend. However, poor family employs their children for income-earning activities to run their family. So children cannot continue education properly. And text books difficulties (children/student cannot read the textbooks at home without support from others) is another reason for dropout at school level (Khan and Samadder, 2010).

Table 3: Dropout Rates at Secondary Schools in 2012 (BANBEIS, 2012)

	Both	Male Students	Female Students
Dropout Rate (%)	46.70	40.44	51.83

It is found that parents do not support their children to complete their home work. And sometimes, students were punished by the teachers if they failed to complete the given tasks. Frequent change of teachers also had adverse impact on schooling and many students left schools due to change or depart of his/her favorite teacher (Khan and Samadder, 2010).

Table 4: Applicant for SSC Examination in 2012 (GoB, 2012)

Exam Name	Year	No. of Students Attended in the Exam	No. of Students Passed	No. of Students Failed in the Exam
SSC	2012	12,00,975	9,60,492	2,40,483

A record shows that 9,60,492 passed in SSC examination in 2012, and they supposed to appear in the HSC examination at 2014 with the students failed in HSC examinations 2013.

Table 5: Applicant for HSC Examination in 2014 (GoB, 2014)

Exam Name	Year	No. of Students Attended in the Exam	No. of Students Passed	No. of Students Failed in the Exam
HSC	2014	11,47,374	852499	2,40,483

Records show that number of HSC applicant (1147374) is less than applicants attend in the SSC examination (1200975). So, there is a dropout

number between SSC and HSC applicants of 53,601. That means dropout starts at primary level and continues to tertiary level. However, 852499 students have already passed in the HSC examination in 2014 but they may not join for continuing their higher education anymore as they have no rooms available at all. Financial crisis is also another barrier to the students at this stage. In fact, tuition fee in public universities has increased a lot. For example, BA in Film and Television Studies program at University of Dhaka charges about one lac thirty seven thousand taka. And private universities ask for several times higher fees than this amount for different market oriented programs.

Table 6: Dropout between the Genders (BANBEIS, 2011)

Level of Education	Dropout of Boys	Dropout of Girls
Secondary Level (School)	52.22 %	59.84 %
Higher Secondary (College)	26.44 %	25.07 %

Besides this, dropout rate between girls' and boys' are different too. At primary level, the dropout rate is more or less same and secondary level, girls' dropout rate is higher than the boys' and totally reverse situation at higher secondary level. 53.61 percent girls enrolled in secondary schools, 47.47 percent girls enrolled in college level but only 9.2% girls admitted for higher education in 2010 (BANBEIS, 2011). In 2012, this rate was increased a little bit and at 11.2 percent only.

#### **Dropout at Undergraduate Level**

In the academic session of 2007-08 at University of Dhaka, 5,152 students have admitted as first year students for four years bachelor of honors degree program but only 4,634 students have completed their regular study life as well as graduation (DU, 2010). It is found that 11.74 percent students have dropped out from their regular study life from this university. May be, there were few students who tried and took admission in another department at the same university or other universities in the next year, which is not included in the record. Recently the option for trying for second time admission is not available in Dhaka University at undergraduate level. However, it is found that the number of student dropout from Dhaka University is not only in the first year but also continue till the fourth year of an undergraduate program.

To find out the reason behind this number some alarming situations have come up. In general, three major causes of dropout in tertiary education such as individual competences, lack of motivation and the problem of financing. However, the reasons were not same for the male and female students while a group of researchers were taking the interviews of some dropped out students (Naeema, 2012).

In general, dropout rate at primary level is 56%, secondary level is 48% and higher secondary level is 25% (GoB, 2012). That means, if 100

children start their student life in a school,  $(100-56\%) = 44$  will move to secondary level. Then  $(44-48\%) = 24$  will shift to higher secondary level. Finally  $(24-25\%) = 17$  students will be ready for tertiary education if they want to continue higher education. But only 6.6% students (7 students out of 100) enrolled at tertiary level in 2000 in Bangladesh (OECD, 2010).

Institute of Business Administration (IBA) of University of Dhaka, as the pioneer of Master of Business Administration program admits 200 students each batch but out of them only about 125 students pass out. So, the rate of dropout is 37.5% (Islam and Pavel, 2014).

### **Dropout Cases at Tertiary Education**

**Case study 1:** Saidur Rahman (21) was a student of BBA in Agribusiness program at Atish Dipankar University of Science and Technology, Dhaka. He completed third semester of the program in fall 2013, then he got married to one of his cousins to whom he had love-relation for a long time. Meanwhile he was facing many family problems and it became very difficult for him to maintain his family, wife and study at a time. As he was from a middle class family, financial crises was a large part of his life. He could not continue his study accordingly. He went back to his village from Dhaka and started a small business there. Now he is a complete businessman and never thinks to come back to Dhaka at his university to continue rest of his study for completing the graduation (managed data by his close friend). Family problem was the main reason for him to switch from the studentship to businessman.

**Case study 2:** Sadia Jannat (24) was a student of BSS (Hons.) in Political Science program at University of Dhaka. She was a very good student since her childhood. In fact, with outstanding performance she has completed HSC from Viqarunnisa Noon School and College, a top ranking educational institution in Bangladesh. She got herself admitted in Dhaka University after trying for the second time in next year of passing HSC. However, she was very open-minded and active in academic activities. After starting a new journey at a renowned university, she had fallen in love and continued relation with two different individuals at a time. One was her classmate and another was her cousin. After completing first year of her bachelor program, both of them she used to love, came to know about this unethical issue. She never thought that it might be a problem for her in future. However, she became very upset when her cousin left her for this immoral activity. And another boyfriend who was also her classmate too, started to insult her in front of other students (classmates). By any means, the boy started to misbehave with her anytime at the university, even beat her in the campus. She felt very insecure and informed her mother. Her family contacted the boy and tried to manage the situation but it did not work out.

Finally, her family decided to stop her schooling in this university and get her married with a non-resident Bangladeshi. She wishes to go to university once again in a new environment but may be not in Bangladesh.

**Case study 3:** Akhi Aktar (20) was a student of BBA in Agribusiness program at Atish Dipankar University of Science and Techonology, Dhaka. She completed her first semester of the program in summer 2012, and then she went back from Dhaka to her family at village. She was from lower-middle class family and was fully dependent on her family. However, they could not bear the tuition fees and other expenses for her living in Dhaka after completing first semester of BBA program. Finally, she lives with her family now in the village and do not think about graduation anymore. Financial crisis was the main reason for quitting her schooling.

**Case study 4:** Kamal Hossain (29) was student of BBA program at Department of Finance in University of Dhaka. When he was regular student of third year, he became drug-addicted just inspired by his friends. They all were in a group and taking drug in the campus having distance with academic activities. One day, Hossain looked his name at the notice board and discovered himself as a former student of the department. After six year of education gap, recently he has started his BBA program at a private university in Dhaka.

### **Reasons for Dropout**

For the initial level of schooling the dropout rate is nearly close between the girls' and boys' but it changes in higher secondary and tertiary level. In fact, girls' dropout rate is more than the boys' in secondary level, but the situation is vice-versa at tertiary levels. However, the most of the female students have been dropped out from tertiary education for many causes such as lack of female role model teacher, lack of assertiveness training for female students, lack of university and department choice of students, lack of guidance and counseling service, and teachers' gender sensitiveness in the classroom. Besides, some other causes are found for dropout such as unfavorable weather condition, lack of adequate facilities, lack of interest to learn, home sickness, weak academic background, poor time management, anxiety, teachers' method of teaching, teachers' evaluation technique, economic problem, problems related to pregnancy, sexual harassment, poor study habit and lack of support from teachers (Naeema, 2012). Islam and Pavel (2014) found that out of 18 female dropouts, 14 have been dropout due to marriage. A study done by Pal, Rahman and Ahmed (2010) confirms the prevailing views about the main reasons for dropout as being poverty and poverty related factors. There is also unanimity about higher dropout among girl students in rural Bangladesh, confirming prevailing views about early marriage of girls,



household role of girls in life and lack of recognition for the need of education.

However, lack of role-model of female service holders including female teacher at tertiary level is another cause for female dropout in our country. Female students do not think out of our traditional roles for female in our society as a sister, mother, housewife etc. In Bangladesh, only 20 percent women are working as a teacher in primary, secondary and higher secondary levels. 30.45 percent teachers are female at the private universities and 18.52 percent female teacher serving at public universities in Bangladesh (BANBEIS, 2011). The bitter truth is other than the position like assistant teacher at primary school or nurse at hospital, finding a girl at responsible position, is really very rare in our country.

Additionally for the male students, most of them have dropped out only for failure to pass in the examination. Students politics, subject change, affectionate attachment, unsatisfactory teaching learning, drug addiction, lack of consciousness, family problem, economic problem, health problem, brain drain, part time/full time job and accidental/sudden death/suicide (student/family member) are some causes as well (Naeema, 2012).

The reasons for dropping out are many. Onset of puberty resulting into engagement and marriage, household chores mainly looking after children, financial crisis at home are very common reasons for high dropout rate among girls. For boys, the main reasons for dropping out are financial crisis, inability to give good results in the school examinations and the need to be productive and contribute to the family income (Sharmila, 2008). Security and transportation issues are also liable for increasing or decreasing the dropout rates. Tertiary education renders the platform for research and development which generate external economies and productivity improvements in the economy through strengthening human capital in a country. The performance of Bangladesh in tertiary education to create an effective human capital is not satisfactory. The main reason behind this unsatisfactory performance in tertiary education in Bangladesh is attributed to the absence of quality schooling in institutions rendering higher education (Aminuzzaman, 2011).

For studentship or a better livelihood, a huge number of regular students fly-away to developed nations from the underdeveloped countries like Bangladesh. In 2009, almost 3.7 million tertiary students were enrolled outside their country of citizenship. In descending order, Australia, the United Kingdom, Austria, Switzerland and New Zealand have the highest percentages of international students among their tertiary enrolments. In absolute terms, the largest numbers of international students are from China, India and Korea. Asian students represent 52 percent of foreign students

enrolled worldwide (OECD, 2012). However, brain drain is another cause for dropout at tertiary level in Bangladesh.

About 37.5 percent students' dropout in MBA program at IBA due to their service, besides, 30 percent students at BBA program dropout due to pressure of study. ASA University, Bangladesh, a private university having 17.68 percent dropout rate where highest dropouts related to academic problem. In fact, about 74 percent of students fallen into financial crisis just after getting admission at the university (Islam and Pavel, 2014).

A complex stream of education in Bangladesh is another cause of dropout as the students become confused in discussion making regarding their schooling. There are lots of branches and sub-branches of education here. Students spend a huge time to decide his path and calculating the future value or market demand of his/her education. Bangla medium, English medium (two types), Arabic medium (two types, one is government approved), vocational, commercial, fine arts etc. are few examples of them (Appendix A). According to UGC there are four major streams of higher education that are offered by different public and private institutions in Bangladesh: (i) General education; (ii) Science, technology and engineering education; (iii) Agriculture education; (iv) Medical education (The World Bank, 2009).

Generally higher education includes public, private and international universities, institute of technology, different colleges (arts, medicine, agriculture, textile, leather, teacher training, etc.), degree colleges, and professional colleges provide two years, three years, four years (Honors), four to five years professional degrees with other short courses (Diploma), a two years (minimum) M.Phil. and a three years (minimum) Ph.D. degree. The Institute of Marine Technology and Technical Training Center run by ministry of manpower, and Agriculture Training Institute run by the Ministry of Agriculture. But all the examination and certification has been conducted by the Technical Education Board and the board has full academic control overall vocational and technical institutions.

Table 7: Reasons for Dropout (Boyle *et. al*, 2002)

Reasons for dropout up to graduation	Zambia (%)	Bangladesh (%)	Nepal (%)	Uganda (%)
Lack of money	55.3	61.9	14.9	4.8
Family problem	14.4	11.5	24.1	6.8
Difficulties with school work	0	3.5	0	0.8
Expelled from school	0.5	0.9	0	0.8
Earning money	0	2.7	13.8	0.8
Needed to work at home	0	5.3	13.7	0.8
Illness	2.9	3.5	4.6	9.8
Marriage	1	0	8	7.5
Pregnancy	1.9	0	0	9.8
Death in the family	1	0.9	1.1	2.3
Failed in a grade and have to repeat	11.5	2.7	4.6	1.5
Think old to go to school	0	0	1.1	1.5
Finishing the chapter at secondary	3.4	0	5.7	4.5
Transfer	0	0	0	0.8
Withdrawn by parent/ guardian	0	0	3.4	0.8
<b>Total dropout</b>	<b>91.9</b>	<b>92.9</b>	<b>95</b>	<b>96.6</b>

### Importance of Tertiary Education

In today's world of globalization, economic development is considered to be highly associated with the use of human capital, which refers to the stock of people's competencies, knowledge, habits, social and personality attributes that produces economic value, in effective and efficient ways. The role of human capital in explaining the variations in factor productivity and rate of output growth in the economy is now significantly discussed in development discourse.

Economics of development sheds substantial light on educating people, since education is fundamental to the broader notion of human capabilities that lie at the core of meaning of development (Todaro and Smith, 2003).

The demographic transition in Bangladesh shows that the nation is currently experiencing once-in-a-lifetime demographic dividend as the number of working age people bulges and the dependency ratios decline (Matin, 2012). The country is lagging behind in capitalizing on this great deal of human resource due to lack of proper education and training for it. On the other hand, Bangladesh lacks physical capital resources. Though a portion of this lack of physical capital, in other words, the factors of production can be overcome by importing it from abroad; some certain categories of physical capital have to be fabricated locally. The cost of

importing physical capital from abroad is high. Therefore, ensuring local knowledge base and know-how are prerequisite for producing physical capital in order to accelerate the pace of development in the country. However, the scenario of Bangladesh's education system does not offer a room for complacent in this regard. Rather, it seems a matter of worry that the existing education system in the country is hardly suited to provide the required knowledge base that can meet the developmental needs of the country (Ullah, 2010).

In order to become a knowledge-based society, a nation has to achieve some features that encompass such basic pillars as structural capital, and human capital (Bontis, 2001 and Edvinsson, 2000). The structural capital consists of infrastructure and governance, while the human capital emphasize the creation of a skilled, trained, educated and productive population and relational capital accentuates social relationships and cultural aspects of a society (Houghton and Sheehan, 2000). As regards forming a knowledge-based society, along with other capital, human capital plays the key role in giving these societies an edge in competence over other societies (Olssen and Peters, 2005 and UNESCO, 2005). It is, therefore, important to ensure quality education throughout the society that enriches society's human capital which, in turn, boasts creativity in the society and develop a knowledge economy (Olssen and Peters, 2005). However, the education system in Bangladesh still remains far behind approaching toward a knowledge-based society.

In the last few decades, universities have been shifted as an education industry from educational institution. It is needed to remember that in the last few decades the demand for tertiary education in Bangladesh has increased tremendously, but still dropout is found as a deterrent to the extent of education scope at tertiary levels. The higher or tertiary education may contribute significantly to a country's overall development through the professional and intellectual development of young people.

### **Suggestions**

1. Accelerate the expansion of female education at all levels with particular emphasis on work-oriented education and reform laws to prevent child marriage and drug;
2. Increase accommodation, sanitation, safe-drinking water, common-room, and prayer room facilities for female students in both private and public institutions;
3. Emphasize vocational education at the secondary level and make them more job-oriented through linkages with the market to boost the employment of secondary graduates at home and abroad;

4. Reduce the rural-urban gap in educational facilities by building more institutions;
5. Encourage private initiatives in establishing higher educational institutions with introducing double shifts in all educational institutions as evening shift for job-holder,
6. University may adopt some necessary steps after gathering evaluative data from clients (parents, students, teachers, management); and the visiting authority may appeal an evaluation;
7. Reduction of the gender gap through extensive stipend and scholarship programs for female students and number of female teacher has to be increased;
8. Improvement of the standard and quality of education in addition to revising the curricula to suit the technological base of modern societies continued emphasis on science education by providing technological supports;
9. Enhancement of the proportion of enrolment in engineering, science, medicine; and agriculture as a subject in all secondary and pre-vocational schools;
10. Upgrading the technical institutes to university status and establishing new institutes at the old district headquarters level;
11. Encouraging the private sector to participate in the provision of college and university-level accelerated production of skilled workers through formal and non-formal education, and teacher training and periodic re-orientation for university teachers and arranging especial incentive compensation to the highly skilled teachers;
12. And having initiatives for increasing the part-time jobs to support the poor community, and tuition fees should be re-numbered in a logical way considering the capacity of mass people of Bangladesh.

## **Conclusion**

Alleviating nation's poverty and inequality, ensuring proper education for all may turn the large population of Bangladesh into effective and efficient human capital. One of the spectacular achievements is the nearly 100 percent of enrolment rate in primary education, which has been appreciated worldwide. The country has not been achieved such a high enrolment rate in its secondary or tertiary education level, though the enrolment rate tends to be increasing over the years. UGC should look after both the public universities and private universities by supporting financially for rewarding the good teachers, development of internet facilities, modern library and resource centre, and establishment of human resource development centers which may contribute to improve the standard of higher education in Bangladesh.

At OAS 2006, a notable conference, the well-known professor and visionary scholar Nicholas Negroponte stated, “No matter what global problem you are dreading, whether it’s the elimination of poverty, whether it’s the creation of peace, whether its solving environmental energy problems, the solution- whatever it is- multiple solutions, the solutions always include education.”

A university should be the distinction for career development path and achieving qualitative leadership skills which is desired to notify the graduating students and give the scope to complete degree in time. Graduates and research outcomes are the output of university which directly or indirectly supports the society, and so the institutions should take good care of them. In addition, a university is supposed to provide all necessary support with a total quality management process which will reduce dropout and create a positive environment that is conducive to student involvement, satisfaction and learning.

The government must take a good care and have some necessary measures to arrange a sound educational environment and reform the few laws (age and punishment) to prevent child marriage or drug-addiction in order to give all students the chance to complete their intended graduation or desired degree in-time with proper skills and knowledge which they may apply for the betterment of the society as well as the nation.

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## Appendix A

THE PRESENT EDUCATIONAL STRUCTURE OF BANGLADESH																
Age	Grade															
26+																
25+	XX						Ph. D(Engr)		Ph.D(Medical)							
24+	XIX			Ph. D	PostMBBS Dipl						Ph. D (Education)					
23+	XVIII		M.Phil	M.Phil(Medical)												
22+	XVII	MA/MSc/MCom/MSS/MBA	LLM	M B S BDS	MSc(Engr)		MSc.(Agr)			MBA	M.Ed & M A(Edn)	MFA	MA(LSc)			
21+	XVI	Bachelor (Hons)	Masters (Pre)	LLB(Hons)	BSc.EngBSc.AgrBSc.TextBSc.L.eath		BSc.Eng	BSc(Tech.Edn)			BBA	B.Ed Dip.Ed & BP ED	Dip.(LSc)	Kami		
20+	XV		Bachelor (Pass)								BFA		Diploma in Nursing	Fazil		
19+	XIV								Diploma (Engineering)							
18+	XIII															
17+	XII	Secondary	Examination			HSC				HSC Voc, C in Ag		C in Edu.	Pre-Degree	Diploma in Comm	Alim	
16+	XI		HIGHER SECONDARY EDUCATION													
15+	X		Examination					SSC		TRADE Certificate/ SSC Vocational		ARTISAN COURSE e.g. CERAMICS		Dakhil		
14+	IX		SECONDARY EDUCATION													
13+	VIII		JUNIOR SECONDARY EDUCATION													
12+	VII															
11+	VI															
10+	V	PRIMARY EDUCATION												Ebtedayer		
9+	IV															
8+	III															
7+	II															
6+	I															
5+		PRE-PRIMARY EDUCATION														
4+																
3+																

Source: BANBEIS, 2011

