

Private University: Human development

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THE overall development of a country, gaining economic resources, increased national income and equal distribution of income are as important as the development of human resources and their equal distribution. So, the nation needs to build human capital resources by educating its people stepwise with higher learning. These human resources play the vital role in order to build a prosperous nation. The equal distribution of human resources can lead the nation to achieve a definite goal.

The individual's economic sufficiency, his/her buying abilities and socio-economic status are not equal. Reasonably, in respect of receiving higher education, the solvent and relatively less solvent students are not equally responsible to bear the expenses. Whereas, in many cases, insolvent and less-solvent meritorious students become discouraged and deprived of acquiring higher studies not being able to afford its cost. So, it is exclusively desirable to create equal opportunities for the children of solvent and relatively less-solvent families with a view to ensuring higher education as well as a research-based education system for an equal distribution of human resources. We can contribute a lot for the development of human resources by constructively criticising the ongoing education system of ours and implementing the realistic suggestions. As a result, it creates opportunities for developing the standard of education in primary, secondary, and higher secondary institutions as well as in public and private universities. It also creates facilities for insolvent and less-solvent meritorious students in great numbers to some extent to study.

A country cannot be considered a developed one only based on per capita income of the citizen. It also needs to ensure the equal distribution of resources and human

resources. Since the educated manpower plays important roles for overall development of a country, so among many responsibilities, the primary, secondary and higher secondary institutions as well as higher education offering public and private universities have special responsibilities of producing human resources and their equal distributions. Many people believe that only the meritorious students of solvent families study in private universities and in public universities, both rich and poor meritorious students have equal access. But from the view of equal distribution of human resources, in the present context, the students of both rich and poor classes have the right of equal opportunities to study in public universities paying

money for engaging house tutors for their children and send them to coaching centres, their children can obtain good results in all sorts of examinations including university admission tests. On the contrary, many of the children of less-solvent parents, in spite of being meritorious, fail to exercise their merits and also fail to obtain good results in the admission test for not having proper facilities. They seldom get chance of getting themselves admitted in public universities for acquiring higher studies. As a result, genuine meritorious and less-solvent students lag behind in acquiring higher education. This situation by no means can be desirable. The equal distribution of human resources can be ensured to a great extent, if at the time of

being deprived of the chance of getting themselves admitted in the public universities being unable to take full preparation for the admission tests. As a result, we do not have an equal distribution of human resources.

The private university system is establishing itself gloriously as an automatic model in respect of equal distribution of human resources. Because of limited number of seats in the public universities, many meritorious students of solvent families are not being able to get chance there, get themselves admitted in the private universities. As a result, the pressure on government treasury and on public universities have reduced, which is helpful though to some extent to the equal distribution of human resources in society. The private universities are run with the money collected from the students as tuition fees. Yet the private universities are giving opportunity to nearly 20-25% students of less-solvent families to study free of tuition or with affordable expenses. With a view to distributing human resources equally, each of the private universities has made a unique precedent by giving stipends to the less-solvent students. On this head each of the private universities is expending on an average nearly from one to two crores of taka in a year.

If both the public and private universities give the chance to less-solvent students to study free of tuition fees or with stipend facilities, the equal distribution of human resources will be ensured to a great extent. We hope that public universities will limit the opportunity of studying free of tuition fees only among the less-solvent meritorious students and they will also take measures for its proper distribution. And the private universities will keep continuing their development activities. □

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nominal tuition fees. In fact, it is necessary to inquire whether the insolvent meritorious students at all have their access in public universities. Because for the want of money, insolvent and less solvent meritorious students can neither engage house tutors nor get themselves admitted in coaching centres to study. Because of inadequate preparations they are always being deprived of getting themselves admitted in public universities. As a result they cannot obtain good marks in public examinations and university admission tests.

The public universities of Bangladesh follow the tradition of allowing students, without considering the poor or rich to study there with nominal tuition fees or totally free of tuition. It is true that all the meritorious students are not poor. In the past, it was noticed that students from lower middle class families like the postmasters or schoolteachers, would hold the places in the merit list. Lately, the parents who can afford much

students' admission, the TIN (The Tax Identification Number) certificates of their parents are scrutinised along with the assessment record of taxes they pay, and based on that, not all but, only the genuine less-solvent students are allowed to study free of tuition fees or with stipend facilities.

According to a report of 2007, nearly 80% or more students of public universities come from middle and higher middle class or solvent families. They are taught nearly free of tuition fees expending the government's tax revenues collected from the common people and allocated for the public university. This system cannot be considered in the present context of reality. Because, the students belonging to these category of families, have golden opportunities of getting themselves admitted in public universities engaging house tutors, paying fees in coaching centres and finally qualifying in admission tests. Whereas, the meritorious students of insolvent families are always