A critical approach to active learning: A case study of two Bangladeshi colleges

Muhammad Jakir Al Faruki

Department of Sociology, Rajshahi College, Affiliated with National University, Bangladesh

ARTICLE INFO

Article history:

Received 19 March 20

Received in revised form 05 April 20

Accepted 12 April 20

Keywords:

Active learning, Passive learning,
Absenteeism, lifelong learners,
Quality education, Bangladeshi
Colleges.

JEL Classification:

I22

ABSTRACT

This micro-level study conducted on two Bangladeshi colleges intended to explore how far learners have engaged actively in the process of learning and teaching. This article (1) examines the nature and character of active learning and (2) elucidates the present approach of learning in practice in the higher education of Bangladesh at the college level affiliated with National University, Bangladesh. The investigation completed by applying the mixture of qualitative and quantitative approaches, though it is primarily focused on qualitative analysis. Data collected based on two cases. In addition, four FGD sessions have arranged with teachers and students and two of them with the teacher and rest two with the students. In this case study, we come across that student-teacher engagement in learning is very low. There are few scopes for reaching students' behavior, motivation levels in the learning situation. Absenteeism is very high in the students as well as in the teacher. Both the learners and instructors involved in learning for a short period of time. Their staying in the institution for short is a barrier to a high level of engagement in teaching-learning. As a consequence, they do not become the anytime, anywhere learner thereby not lifelong learners.

© 2020 by the authors. Licensee SSBFNET, Istanbul, Turkey. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

Introduction

We intended to analyze about active learning and students' engagement in the college education of Bangladeshi colleges in this article based on the case study. It is widely observed that Bangladesh is struggling with quality education taking on a large number of learners. Quality education is also the part of SDG goal four and five. There are many things involve in the system of education: curriculum, syllabus, education administration, education policy, methods and techniques of instructions, excellence of educators, education facilities and resources. Among them the active learning approach or method will be analyzed in this small scale study.

Now Bangladesh population is around 167 million and projected number of students (age group 6-24) is 49.40 million. All are not in the educational institution especially above the age 14+. BANBEIS data shows that 38.21 million students are in different types of educational institutions, among them 19.067 million are in primary level in 26 types of primary educational institutions, 9.74 million are in secondary and higher secondary level, 3.67 million are in college level, 3.88 million in Madrasah education (government funded), 0.12 million are in professional education, 0.87 million are in technical and vocational education, 0.87 million are in universities or tertiary education (Banbeis, 2015). Education survey 2015 shows that dropout rate in primary and secondary level is alarmingly high and which is around 20 percent. Bangladesh struggles with a huge number of unemployed youths whereas around 55 thousand overseas expert workers remit \$5billion from Bangladesh per Annam (Habib, 2018).

On the other hand, It is evident that Bangladesh education sector does not appropriately met up the demand of experts in various growing sectors as well as education system is not efficiently designed to cope with the growing internal and external demand. No university or educational institution of Bangladesh is qualified for the world ranking or even in the Asian ranking, even not placed in the 1000 universities in the Asia. As concern of quality education and meager status of Bangladeshi universities in the world ranking, growing number of students are leaving country pursuing world class education. 60390 students leaving Bangladesh in 2017

* Corresponding author. ORCID-0000-0002-4556-1317

pursuing higher education abroad, among them 34155 went to Malaysia and other major destinations are the USA, the UK, Australia, Canada, and the UAE (Alamgir, 2018). Amidst this upsetting situation it is considered indispensable to think about the nation's system of education deeply and wisely. There are so many issues are related to national education including methods or approaches of education. At the moment, active learning approach is widely discussed over the world regarding effective learning.

This piece of writing will (1) examine the nature and character of active learning and (2) explain the present approach of learning in practice in higher education of Bangladesh at the college level affiliated with National University, Bangladesh.

Methodology

The approach used in this small scale study is mixed of qualitative and quantitative though it is primarily focused on qualitative analysis. Data collected based on two case studies on tow colleges situated in northern region of Bangladesh. The cases are selected randomly and they are privately run MPO (monthly payment order by government, government only pays a part of teachers' salary) colleges of Bangladesh. In addition four FGD sessions have arranged with teachers and students and two of them with teacher and rest two with the students. In both cases one FGD conducted before the survey and one after the survey as those can create the scope for verifying the data or taken explanation from the FGD participants. The FGDs helps us to get deeper outlook about the reality. To collect data, random sampling procedure has been followed and three percent and five percent of total students has been selected as respondents from under study colleges. In addition, collecting data teachers have been interviewed.

Explanation of the theoretical idea

Active learning

Active learning is an opposite idea of passive learning based on lecture in the classroom where learners and educators engage in learning process in interactive manner as well as with their peers (McCarthy & Anderson, 2000). McCarthy and Anderson find some attributes of active learning: (1) active participation of learners; (2) intended to deep learning; (3) profound interaction between learners and educators in teaching learning; (4) intense interaction among the learners in learning process; (5) it is mostly collaborative, cooperative and group learning; (6) providing feedback and scope for rectification; (7) formative assessment that is, applying assessment as the basis of continuous development.

Definition and overview

To internalize learning objects meaningfully students need to activate their affective domain and psychomotor domain by the side of their cognitive domain and then learning would be completed. For this reason, active learning is come into the centre of academic discussion. Some progressive thinkers found that less teaching makes the wider scope for learning as John Amos was (1592-1670) in the opinion that less teaching more learning. Active learning denotes the interactive, participatory, problems based, inquiry based, cooperative and collaborative learning with greater student autonomy (McCarthy & Anderson, 2000; Huffaker and Calvert, 2003).

Huffaker and Calvert give special emphasis on learners' autonomy and self-regulation in defining active learning. On the other hand, McCarthy and Anderson accentuate active engagement and interactive learning including autonomy and self-regulation. Cassel (2003) found in a research that engagement in active learning enhances many other qualities of students for example, moderating, controlling, collaborating, self-assessment and negotiating with fellow learners. In addition this approach has significant role in motivation, positive reinforcement and development problem based learning. More importantly, the approach helps learners to be anytime anywhere learners and creates scope to correct their erratic knowledge, ways, and behavior in self-regulating and self-corrective manner (Huffaker and Calvert, 2003).

Brame identified active learning in more organized manner-

“...active learning is commonly defined as activities that students do to construct knowledge and understanding. The activities vary but require students to do higher order thinking. Although not always explicitly noted, metacognition—students' thinking about their own learning—is an important element, providing the link between activity and learning (Brame, 2016)”.

An observer identifies active learning as, “Students effort to actively construct their knowledge” (Carr et al.,2015). Brame composes of some basic characters of active learning: (1) activities that students do to construct knowledge and understanding; (2) higher order thinking; (3) developing metacognitive skill; (4) link between activity and learning (Brame, 2016). Aksit et al. conducted a survey on trainees on what do they understand by active learning and answers are: it is for (1) improvement for professional identity; (2) encouragement to experiment; (3) reinforcement of student self-esteem; (4) experiencing cooperative learning; (5) ownership of learning (Aksit et al.2016).

It is observed that there are challenges in practice implementing active learning. Overcoming the challenges following steps can be taken: (1) educators must have to well organized, program based and time bound; (2) institutional facilities must be supportive; (3) learners, to some extent, need to be socialized with the approach. In a congenial atmosphere it is assumed that active learning can be effectively implemented. Globally active learning gradually becomes the most practiced teaching learning method. It is also intimately related to the other idea metacognition, self-regulated learning and formative assessment. Widely practiced active learning methods and techniques only could successful while metacognitive skills are developed day by day and both of them could be fruitful

with the application of formative assessment. Formative or continuing assessment is significant as educators can give feedback and rectify the error in ongoing learning.

Rationale for choosing this idea

In Bangladesh it is observed that a large number of students not become the problem based and Inquiry based learners and for this reason huge amount resources and human working hours are being lost without producing any output in real sense. It is widely believed that for absence of interactive and self-motivated learning the real outcome of learning cannot be appropriated. Scholars identified that though Bangladesh has large number of learners in higher education and producing huge number of graduates every year, getting gradually behind of other Asian nations, for example, Vietnam, India, the Philippines and Malaysia, let alone Singapore or Japan (Islam, 2019). Subsequently, in this inquiry we want to study active learning and examine whether it can change the scenario positively.

Critical discussion

Active learning is an impressive idea but not free of challenges. Many researches find that there are many obstacles in execution of active learning. Aksit et al. found five categories of obstacles in implementing active learning: (1) teaching methods which make student teachers passive; (2) incompetent educators; (3) lack of time and time pressure in studies; (4) too separate theoretical and practical studies; and (5) students' own passivity (Aksit et al., 2016). The same study found some other challenges in operating active learning: (a) examination system (fully summative and based on memorizing) not consistent with active learning; (b) large and overcrowded classroom; (c) incompetent teachers (d) overburden of curriculum and time pressure; (e) lack of resources (necessary materials, equipments and funds; (f) learners' own passivity (Aksit, et al. 2016).

Giving over emphasis on result makes students oriented to memorizing. To develop metacognitive skills and concentrate to internalizing knowledge it is urgent to focus meaningful learning not only result and summative part of exam rather must be reduced gradually with development of appropriate and functioning classroom instruction. In Bangladesh there are teachers educating with expertise and confidence in some cases but in the most cases they are not well thought out and metacognitive in teaching (Prince, 2004). Some teachers show extra interest towards theory rather than making relevance in practical life thereby these kinds of practices make learners reluctant to be inquisitive in learning. Some teachers as well as students show resistance to change or welcoming new idea or practice. As these are the motivational or cultural constraints so the judicious and long term policy and program can address such types of difficulties in achieving the goal of becoming lifelong learner of our learning community. A well planned reform program and strong commitment and consistent policy can show the light to overcome the challenges.

Techniques and strategies of active learning

The central idea of the active learning is to activate learners' body and mind with metacognitive skills for effective and meaningful learning. Teacher requires turning the classroom teachers centered to student centered by inspiring them with some techniques and strategies which will empower student in the learning process, stimulate them to deep learning and engage them more creatively for stout and effective learning. Through which students will inspire to talk openly, think creatively and reflect critically (Raudys, 2018).

Keeping this idea in thinking we find many techniques and ideas are being practiced as the learning strategies. The major ideas are as follows-

Collaborative learning and virtual classroom: Collaborative learning denote sharing learning experience between groups and individuals as well as a learning task would complete by more than one persons or group. Learners share, care and cooperate each other during accomplish the learning task. Virtual classroom stand for the more engagement through technology. The teachers and learners connected through technology and in the classroom and outside the classroom. The learners become the anytime and anywhere learners with the teacher as well as with their fellow learners.

Mind mapping: This activities indicates that with a specific idea or a bunch of ideas, students become self reflective and draw a idea tree in their mind and in their note book. They grow their ideas in mind, identify their connectivity, position, cause and effects etc and to relate them with each other.

Group learning: The idea denotes that learners work with a specific idea and try to sort out various aspects of the idea. They can discuss, reflect, critically analyze in cooperative way. Finally, they would complete the task by active the participation of all. Different people have different talents in the various aspects of a topic therefore with concerted effort they would complete a single task. This kind of learning not only enhances their deepest learning but also improve their soft skill that is extremely important for the social development.

Brainstorming: When an idea, sometimes new one, comes to the learners, they reflect in their own, try to relate to their own context, attempt to solve with the help of their prior knowledge and innovative thinking and in the end try to draw out a conclusion on their own. Brainstorming is to becoming creative in learning. A proactive teachers' duty is to create more and more scope for brainstorming in the classroom and for outside the classroom.

Role Playing: One of the key techniques of active learning is doing something which they learn from their textbook. By doing so they are internalizing learning with the body and mind in a synchronize way. In this process they can play a role of researcher,

journalist, bureaucrats, public representatives, policy makers, scientist, parliamentarian, ministers and the so on. Role playing makes the learning deepen and mobilize their body and mind towards the learning objects.

Problem Solving: One of a key objective of education is making people problem solver in their practical life. Facilitator (teacher) would assign a case (a problem) to a learners or a group of learners to solve. They learn by doing. A learning from text book or class lecture in most cases not enduring for long. What learners learn by solving a problem would comparatively permanent as they learn from the way of trial-and-error.

Online Discussion Board: Online board is one of the effective active learning strategies where facilitator organizes the group with fewer roles. Participants post their queries and questions online and other participants post answer. Some other adds some idea with the discussion point, if necessary educators contribute with drawing conclusion.

Jigsaw methods: It is a useful technique of active learning where a reading task or a problem solving task put forward to a group of learners. Each small group do a part of the task and finally all share their own parts with all and finally a complete large work done with a small span of time and comparatively less pain. Nowadays, learners need to learn large volume of knowledge within a short period of time that is why, jigsaw is considered a highly useful in learning.

Flipped Classroom: Flipping the classroom is somewhat a new idea of conducting lessons where instructors lecture less but learners activate more for their learning. Classes are conducted mostly outside the classroom and instructors give lesson in the form of assignment. Students connected with lecturer full time and taking instruction and complete most part of their lesson outside the classroom. It ensures efficient use of time both for the learners and lecturers. Flipped classroom or flipped learning is instructional method or blended learning strategy in which direct group learning space into individual learning space. Educators engage students in the active learning through interactive instruction often outside classroom or online that reverse traditional homework into an anytime anywhere learning (Bergmann and Sam, 2012).

Learn with fun and game: Some researchers term it Game Based Learning (GBL). In the most cases lectures make a series of gaming apps learners play it online availability of time. It is for learning as well as for mind refreshing. This kind of learning makes learning pleasant and interesting. Sometimes, specially complex and tough scientific theory make learners frustrated and reluctant in learning. 'Kahoot' is the famous game based learning apps. Learners can learn many stiff part of learning easily without bearing much pressure and pain.

Pair learning: Learning in pair or joining learning activities by two in the classroom or outside classroom under the supervision or guidance of teacher. It is a type of cooperative learning technique (MOE, 2015).

Peer-led team learning: A learning strategy in which students learn by group through which one of the learners of same group leads them to achieving learning goal spontaneously. It is a group based active learning techniques (MOE, 2015).

Project: Project based learning is student centeredness in learning aiming to achieve the goal of deep and active learning through solving specific problem. It can be a sketch to implement an idea or draw a plan of implementation with specific outline in complete form, either singly or in a group, under the supervision or guidance of educator (MOE, 2015).

Lecturette: A strategy of interactive learning in which educator break up the lesson in some segments and gives lecture on each in four or five minutes, then takes feedback from learners.

Simulation game: In this group learning techniques of learning by doing in which students do something exactly happened in real life. Students can experience of social life through this activities.

Reciprocal Questioning: Teachers use the tools in the classroom to encourage open dialogue in which learners take a role of teacher and generate their own questioning about text, topic, reading materials and lectures. After completing lecture topic teacher divide the class with pair or small groups and throw some stem for questioning. The pairs or groups come out with few question to the other participants of the class. This kind of exercise makes scope for students think critically about lessons and texts. It is specifically supportive for exam preparation, introducing new ideas and discussing lesson material in details.

Three steps Interview: It is a cooperative active learning tool that inspires students to improve active listening skills by quizzing each other, sharing thinking and taking notes. In this process teachers divides whole class into group of three: interviewer, interviewee and note-taker. After assigning a topic of discussion, theme students have five to ten minutes for interviewing and the whole process completed by rotating the role cycle. The following steps are usually applied in the process: (1) teacher allocates time and theme; (2) teacher provide time for thinking; (3) Interviewing in rotation following round-robin manner. It is helpful to learn different questioning strategies, students' ability to take course more engaging and creative way and sense of accountability to complete lesson tasks.

The Pause Procedure: This is also an active learning technique in which students can have an opportunity to reflects their won, share and discuss the idea with the partners and clarify the idea more critically. In the process instructor arrange a pause in every 10 to 15 minutes for two to three munities as students can share their notes, adjust missing points and discuss points with the peers. It is useful for avoiding students' monotony, drowsiness, exhaustion and tiredness.

The Muddiest Point Techniques: Muddiest point is an active learning technique, at the same time a self-assessment and metacognitive drill. Teacher asks the learners to note down what are the least clear points or item in today's lesson or assignment. It is considered a constructive exercise both for the students and the lecturer as student can identify which area they need to concentrate or study further and instructor can reevaluate his lesson plan or lesson input.

Rotating Chair Group Discussion: At the beginning to exercise the techniques teacher guide the students to adhere to the selected lecture and listen attentively first, then employ the process: (1) those who wants to participate the discussion raise hand; (2) who speaks call up on the next speaker, ideally who still not contributed; (3) the next speaker summarizes previous speakers points before developing the idea further. The advantage of the students fill empowered when practicing and deeply engaging in the learning. Furthermore, they can learn from their fellow learners and correct the wrong perception or error through the practice as well as sparks in the learning process

Presentation: A learning activities in which students work in group or in person according to given project or assignment and show it in front of audience (fellow students) in a formal session or in a classroom.

Poster Presentation: It is a teaching learning strategy in which learners discuss in small or medium group in a specific subject and sum up of their discussion points and present them on poster.

Panel Discussion: It is a group learning method in which a small assembly of experts consists of four/five persons discuss the subject in front of the learners and on the ongoing discussion, learners participate and interact with experts on complex parts lesson (MoE, 2015).

Scaffolding: Scaffolding is method or techniques in which teacher helps a student to act just beyond level of knowledge he could achieve his won. Teacher breaking up the learning object or lesson in various chunks and providing tools, structures for each chunks and provide environment for learning the difficult or advance part of the lesson his own (Hammond et al., 2001).

Student team achievement division (STAD): It is cooperative group learning technique in which different type or students with different ability work together to accomplish a shared learning goal (Slavin, 1994). It is appropriate for overcoming gender and ethnic barrier in a multicultural learning environment.

Case-1 (College-A): The under study college provides 2 years long higher secondary course, three years long degree pass course and four years long honors course in eight disciplines containing 4100 students at the time of data collection. Among the 4100 students, 1800 belong to pass course, 900 to honors, 1400 to higher secondary. The college has 103 teachers from different discipline, in generally two or three teachers in each discipline, although in the document, it is declared five for honors subject, but in reality they have not more than three teachers at all. The college has 12 classrooms, two of them with multimedia facilities and a computer lab with 17 desktop computers. Each classroom equipped with a whiteboard, some benches and a table. The college located in a *Upazilla* (subdistrict) head quarter that is 46 km away from *Zilla* (district) head quarter of district Nougaoon, a northern district of Bangladesh. The college has a playground of two hectors land area but no auditorium, no indoor game facilities. It has a central library just with the space area of 120 sq meters and no reference or research based book at all. Each honors department has a seminar library contains a meager number of books, quality of them is in strong question. Students never works sitting in library but issued books in favor.

Case-2 (Collage-B): The College is seated outside the Upazila (UZ) (subdisritct) head quarter of the north western district of Natore, located four km away from UZ head quarter and 25 km from district headquarter. The college has 1700 students and 73 teachers. It has 22 classrooms, three of them equipped with MMPT (Multimedia Power Point) but not in use. Only 6 teachers have the knowhow to handle the machine. The college has also a computer lab with 17 PCs and most of the time students could not use the lab for many reasons. A common room is allocated for female students with no indoor games facilities. It has a play ground comprises of one hector land area. The library of the college is left in almost unusable condition contains around 1200 books and most of the time students cannot use it as no persons assist them for reading. There is a librarian with no specialized certificates or diploma, usually occupied with other works or no works. Three types of students enrolled here: (1) higher secondary (HSC) level has the enrolled students 600, honors level enrolled students 400 and degree pass course enrolled students 700.

Discussion

The study data shows that absenteeism culture among the students is so high on the both colleges. We have sample survey in both colleges and data collected from three and five percent of all students respectively from the college 'A' and 'B'.

The data from both colleges shows that rate of attendance in classes significantly fall from HSC (xi) to HSC (xii) in both colleges. The reality in degree pass course (undergraduate without honors) and honors course is unacceptably disappointing that is around 70% to 80% students does not attend classes at all. Strangely, students of xii class largely remain absent from class. We enquire the reasons absenteeism tendency of students in the FGD discussion. Most of the teachers highlighted absenteeism culture, administrative sluggishness, political pressure and students' apathy towards learning. They also focus the poverty, guardians' unconsciousness about regular class attendance. A teacher reports that even in the case of government support programs, seriously influenced by local politics. In some cases they (college administration) want to curtail the scholarship for inadequate attendance but not to be able to

execute for political interferences. Teachers sometime cannot make them accountable the rule violators because of local politics and consequently discipline is extremely affected.

Table 1: Attendance in College-A (3% of total students)

Class	Regular in class		Irregular in class		Total
	Number	Percentage	Number	Percentage	
HSC (xi)	12	57.14	9	42.85	21
HSC (xii)	7	33.33	14	66.66	21
Pass	15	27.77	39	72.23	54
Honors	8	29.63	19	70.37	27
Total					123

Table 2: Attendance in College-B (5% of total students)

Class	Regular in Class		Irregular in class		Total
	Number	Percentage	Number	Percentage	
HSC (xi)	9	60.00	6	40.00	15
HSC (xii)	6	40.00	9	60.00	15
Pass	7	20.00	28	80.00	35
Honors	5	25.00	15	75.00	20
Total					85

Conversely, students' FGD shows different scenario for high absenteeism among the students. Students informed that the causes of high absenteeism are: (1) not find interests in class instructions, in the most cases lectures are monotonous and not interactive; (2) In very few cases teachers use board and other supporting tools; (3) almost no scope for students participation in instruction process; (4) no assigned homework or inside practice during instruction, if any, teacher do not give feedback or scope for correction; (5) class hampered or postponed in regular basis for various reasons, resulted into absenteeism habit; (6) teachers do not properly examine exam sheet and never give feed back; (7) no established rules of rewards in attending class or punishment for not attending in the class process, in some cases irregular students get same or some cases better score than regular students; (8) Frustration, apathy and passivity compel them not attending in classes; (9) no instance for punishment for non-attendance; (10) there is no regular basis indoor or outdoor game in the institution; (11) HSC level students give more importance in private tuition and coaching centre rather than attending class in the college; (12) absenteeism also found in teachers, sometimes, some teachers indirectly encourage students towards their tuitions or coaching centers from where they get benefits, directly or indirectly.

One of the FGD participants reported that they do not find anything interesting in the college. One of them informed that they came to college only for meeting their fellow students, not for learning anything as they saw passing from this college bring nothing to anyone life. This kind of expression is outcome of deep frustration and absence of clear guidance. One of them opined that teachers teach them many things but they learn very little or nothing. Teachers delivered many things but care a little about whether the students learn or not. One participant informed that there is no career guide line or inspiration from our institution that may inspire us for future life building. The discussion unmistakably indicates that non-interactive instructions and passivity of students is the key to students' unfathomable frustration about learning, therefore high absenteeism.

Based on students FGD results we assess their opinion about what is the key to the high absenteeism among the students. They have been the options to tick more than one structured items.

Table 3: Reasons for Non-attendance according to student

5 top Causes of non-attendance according to respondents (each respondent has the option to tick for more than one causes)	Number of Students	Percentage
Not find interests in class	183	87.98
Class not held regular basis	87	41.82
No differences between coming or not coming (no punishment or rewards)	186	89.42
otherwise occupied-private tuition, coaching, help in home	23	11.05
Class is meaningless	65	31.25
Total respondents 208 (from both colleges)		

Once, it has been a common observation that poverty and family needs are the main cause of irregular attendance in the class in Bangladesh but the idea is rejected by the study. Only around 11 percent respondents reported that they do not attend classes for personal reasons though most of them not because of poverty or helping the family but for attending private tuitions or coaching. Most of the respondents informed that they did not find interest in the classroom (87.98%) and in a straight line some express their frustration (31.25%) about attending classes. The other significant cause of absenteeism in the college education in Bangladesh is no rewards for regular attendance (89.42%) in any way or no punishment for non attendance. We raise the issue in the teachers' FGD and they inform that there are enough rules, regulations, and law with some vague references but main cause is local political intervention.

If there is any initiative of disciplinary action, there is pressure from student political organization and local political influential, mostly from party in power. Regarding rewards for example marks in practical, in-course and so on, teachers' coaching and private tuitions and political meddling are the main reasons not to execute. The data clearly identified that the large number of students do not find interest in the classroom that is because of absence of active learning and interactive learning.

In students' FGD they informed that some teachers in some way influence them to attend in private tuitions and coaching in which some teachers involved other way round. The issue is nationally discussed (Haque, 2018) and comes to the policy level. Policy makers realized the problem of coaching and private tuitions but no practical measure is seen. A proposed education law is on the table almost for a decade but not seen the light. It is truly challenging if the teachers biased in the classroom for profiteering through the students in the class. Some students informed that some teachers are intentionally not covering full syllabus hoping that students will be bound to go to his private tuition or coaching for rest part of the syllabus. Sometime teachers give preferences (marking, in practical or other way) students those who taking part in his tuitions. Moreover, some students informed that some teachers run their tuition in their home or in coaching centre in the class time. We enquired it in the teachers' FGD and they informed that it has prevailed in the ground but they are not involved.

Following the above data it is become relevance to analyze how long the students stay in their institution. It has been inquired their average staying time in colleges.

Table 4: Students staying time in colleges

Staying time in a working day	Respondents	Percentage
1 hours	013	6.25
2 hours	176	84.61
3 hours	015	7.21
4 hours	004	1.92
5 hours	000	
Total Respondents	208	

It has been enquired if there is any relationship between students' staying in the campus and engagement in learning. The data shows that only 7% students stay at the campus up to three hours and one percent up to four hours. Most of the students (84.64%) stay at the college only for up to two hours and shockingly 6.25 percent students stay at the college only for one hour in a working day. While class duration in Bangladesh is usually around 40 minutes to 60 minutes, a student's staying at the college only one hour denotes that either they attend one lecture or no lecture. It is natural that it is difficult for anyone have deep learning within such small amount of time. In fact, the students have no meaningful mental engagement with their institution as well as their learning objects.

It has been enquired about the teacher's staying time at the college. Surprisingly a good portion teachers (27%) stay at the college only for around one hour. It has been asked in the FGD that could it possible for one who only stay at their working station for one instead of eight hours a day. It is informed that they are the wife, relatives of politically influential persons or they themselves powerful in the locality. The principal or college authority has not the courage to ensure their accountability. Majority of them (69%) not stay at the college not more than average two hours in a working day.

Table 5: Teachers' staying time in the colleges

Staying time in a working day	Respondents	Percentage
around 1 hours	46	27.13
up to 2 hours	123	69.00
up to 3 hours	3	1.70
up to 4 hours	2	1.13
5 hours or more	2	1.13
	176	

Now, it is easy to relate the students' short staying or irregular attendance in the classroom. As teachers stay very short period of time in the college therefore naturally their mental engagement is very loose with the institution as well as with the students. In addition, their short staying time and loose mental engagement is unfavorable to the creativity and carefulness to the students learning. Without enough engagement in teaching and mental involvement produces weak professionalism and commitment. Furthermore, in FGD students complain about the high absenteeism among teachers. They claimed that absenteeism among the teachers is a major reason for students' absenteeism culture.

Absenteeism in both sides, short staying at the institutions build weak relationship among the teacher and learners, weak relationship causes obstacle to student centers interactive learning and active learning. Students are not mentally involved in the learning and not physically activate in the process with the absence of teachers' insight, professionalism, proper methods and techniques. Students do not find anything curious and motivating among the teachers as vice versa teachers do not find sincerity, genuineness, inquisitiveness, perseverance and assertiveness in learning among the students. This process engenders frustration and inertia in the students' mind and consequently learning becomes searching for only certificates instead of internalize the learning objects. As learning do not turn into internalize knowledge and do not generate motion in the body and mind of learners, the entire education system produce prototypical certificate holders and education system itself be converted into isomorphic mimicry. As the learners' body and mind does not become self-empowered automotive creator therefore, they cannot contribute significantly for their own society as well as for the globalized world. This inference supported by the GII-2017, which ranked Bangladesh 116th among the 126th countries regarding knowledge and innovation.

Technology involvement in the learning is highly emphasized over the world including third world countries. If there is high level of technology and ICT involvement students have the more opportunity to be autonomous and self-regulated in learning. In recent years internet access is getting gradually high. In the case study it is found that a high number of students (87.01%) have the access to internet but very few of them (12.99) use it in the learning purpose. Those who use internet in learning, our FGD shows it is not quality use at all as they do not know how internet helps them to learn things in their academic studies as well as in their daily life.

Table 6: Student and teacher have the internet access

Respondent	Have the internet access		Have no internet access		Total
	Number	Percentage	Number	Percentage	
Teachers	165	93.75	11	6.25	176
Students	181	87.01	27	12.99	208

FGD finding shows that even most of the teachers do not have e-mail address and who have, do not check it in regular basis. Those who have the access to internet, a large number only use it to see facebook. Though a good number of students have the e-mail address and a facebook ID but very few of them (5.45%) utilize it for seeking information or taking help from it in the study purpose.

Table 7: Those who have internet access, use in learning purpose

Respondents	Use in learning		Never use for learning		
	Number	Percentage	Number	Percentage	Total
Teacher	9	5.45	156	94.55	165
Students	5	2.76	176	97.24	181

Both the teacher and students do not have sufficient information how to use internet in their teaching and learning. In the FGD the students informed us some teachers never talking about technology and internet but some of them talking negatively. They never suggests us how to technology use improve our academic study. The few (5.45%) utilize internet for getting information and learning inspired by their friends who are in the public university. One conclusion can be drawn from the data that the public university students are ahead than that of students of colleges under National University using internet.

Teachers informed in the FGD that they do not know how to be benefitted from ICT and technology. They are otherwise busy therefore they do not have enough time enhancing skills in the technology use, especially in learning purpose. They thought that technology involved learning is not appropriate for Bangladesh. Some of them believe that technology and social media is responsible for deteriorating quality of education. They themselves do not try the technology for improving teaching and never inspiring students for using it to improve their learning.

Conclusions

It is urgent in Bangladeshi education to activate students in the learning process for achieving the goal of quality education as students' engagement in learning situation in our society is exceptionally low. Keeping this facts in mind that 49.40 million people are belong to age of learning and among them 38.21 million (Ahmed, 2019) are in the different types of educational institutions in Bangladesh. As such, it is extremely challenging to ensure high level of competency for this large number of learners. Considering this circumstance, it can be inferred that the Bangladeshi education is in interface of a serious challenge with quality and competency.

Our problem in Bangladesh education is absence of deep and inquisitive learning. Deep learning can be achieved through active learning where student-teacher engagement in learning is high and whole learning situation should be in student centered. In this case study we find that student teacher engagement in learning is very low. There are few scopes for reaching students behavior, motivation level in the learning situation. Absenteeism is very high in the students as well as in the teacher. Both the learners and instructors involve in learning for short period of time. Their staying in the institution for short is a barrier for high level of engagement in teaching learning. As a consequence, they do not become the anytime, anywhere learner thereby not lifelong learners. The other finding is involvement of technology and ICT in the learning process in the institutional learning is inconsequential. The both instructors and student are not even, aware of supportive and facilitating role of technology in learning. The only instructional method in practice is lecturing in the classroom. Lesser staying time in the institution for both students and instructors, low level of mental and physical engagement in the learning, absence of inspirational and motivational incentives in the institutions, employing teacher centric lesson only produce apathy and passivity in learners. Consequently, the learning remains surface instead of deeper learning.

The prime goal of education is to make the learner insightful and self-motivated in learning. If we intend to achieve this goal and make our learner highly inquisitive and innovative, we need to change our learning environment from present teachers' controlled passive to student centered active where student will be the owner and prime mover of the learning situation and teacher will be the facilitator and guide.

References

- Ahmed, M. (2019). Samakal: Dhaka
- Alamgir, M. (2018), (31st August, 2018), Bangladeshi Students Heading for Universities Abroad on Rise, the New Age.
- Angelo, T. A., & Cross, K. P. (1993). Classroom Assessment Techniques: A Handbook for College Teachers, *Minute paper*, 148-153.
- Banbeis, (2015), Education Survey 2015. Ministry of Education, Bangladesh .
- Brame, Cynthia J. 2016, Active Learning, *Journal of Vanderbilt University Center for Teaching*, 1-4
- Carr, R., Palmer, S., and Hagel, P 2015, Active learning: the importance of developing a comprehensive measure. *Active Learning in Higher Education* 16, 173-186.
- Cassell, J. (2002). We have these rules inside: The effect of exercising voice in a children's online forum. In S. L. Calvert, A. B. Jordan, & R. R. Cocking (Eds.). *Children in the digital age: Influences of electronic media on development*. Westport, CT: Praeger.
- Habib, W. (2018) Foreign Expert Remit \$5billion from Bangladesh Per Year, *the Daily Star*.
- Hammond, J., Gibbons, P., Michell, M., & Sharpe, T. (2001). Putting scaffolding to work in language and literacy education: New directions in ESL education. NSW DET, ARC & Multicultural Programs Unit.

- Haque, N. (2018). The Students are harassed in Educational Institutions Not for Going Teachers' Private Tuitions, The Daily Ittefaq (a vernacular daily).
- Huffaker, D. A., & Calvert, S. L. (2003). The new science of learning: Active learning, metacognition, and transfer of knowledge in e-learning applications. *Journal of Educational Computing Research*, 29(3), 325-334.
- Islam, Moinul (2019) 24th February, 2019) Samakal: Dhaka.
- McCarthy, J. P., & Anderson, L. (2000). Active Learning Techniques Versus Traditional Teaching Styles: Two experiments from history and political science. *Innovative higher education*, 24(4), 279-294.
- Ministry of Education (MOE), 2015, Manual for the Master Trainers for the Curriculum Dissemination Program, Dhaka: NCTB.
- MOE (2010). National Education Policy-2010, Dhaka: Ministry of Education, Bangladesh.
- Perkins, D. (1995). *Smart Schools: Better Thinking and Learning for Every Child*, New York: Free Press.
- Prince, M. (2004). Does Active Learning Work? A Review of the Research, *Journal of Engineering Education*, 93(3), 223-231.
- Raudys, J. (2018). Teaching Strategies, Teaching Tools, www.prodigygame.com
- Slavin, R. E. (1994). A practical guide to cooperative learning. Macmillan College.
- Stevens, R. (2015). Role-play and student engagement: reflections from the classroom, *Teaching in Higher Education*, 20(5), 481-492
- Tanner, K. D. (2012), Promoting Student Metacognition, *CBE-Life Sciences Education*, 11(2), 113-120.
- UCLES, 2017, Metacognition, Cambridge Assessment International Education, www.cambridgeinternational.org
- Zimmerman, B.J. & Martinez-Pons M. (1988). Construct validation of a strategy model of student self-regulated learning, *Journal of Educational Psychology*, 80, 284-290.