

Enhancing Education and Governance of Non-Governmental College: A Case Study on Sur Samrat Alauddin Khan Degree College

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Received: 10 October 2025
Revised: 07 November 2025
Accepted: 08 November 2025

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Abstract:

The paper examines how governance can help in improving the facilities and the quality of education at Sur Samrat Alauddin Khan Degree College in rural Bangladesh. The qualitative case study design is applied in the research to analyze the evolution of the institution through strategic leadership, community participation, and open administration practices. Regular motivation by the teachers and the members of the governing bodies plays a significant role for the students. Financial support by the government and other governing bodies cannot sufficiently get satisfactory feedback from institutions. The perception and thinking have been analyzed with teachers, administrators, students, and local stakeholders, and they have shown that the vision-oriented approach to management, the ability to mobilize resources, and the participatory governance have played a significant role in the development of the college. Furthermore, it focuses on the relationship between education administration and rural development. The research will provide a replicable platform to other colleges that would want to attain sustainable progress. In the study, the qualitative and quantitative methods are used to investigate the effectiveness of the administrative policies, stakeholder involvement, resource distribution, and academic leadership on the growth and sustainability of the institution.

Key words: Education, Governance, Stakeholders, College Administration, and Teacher's Training.

تعزيز التعليم والحوكمة في الكليات غير الحكومية: دراسة حالة عن كلية سور سمره علاء الدين خان

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الملخص:

تبحث هذه الدراسة في إمكانات الحوكمة في تعزيز المرافق وجودة التعليم في كلية سور سمرات علاء الدين خان للدراسات العليا في ريف بنغلاديش. وتعتمد الدراسة على منهجية دراسة حالة نوعية لدراسة تطور المؤسسة بفضل القيادة الاستراتيجية، والمشاركة المجتمعية، والممارسات الإدارية الشفافة. ويعدّ الإلهام المستمر من المعلمين وأعضاء الهيئة الإدارية مسؤوليتاً بالغة الأهمية للطلاب. ولا يكفي مجرد الدعم المالي من الحكومة والهيئات الإدارية للحصول على تغذية راجعة مرضية من المؤسسات. وتشير المقابلات مع المعلمين والإداريين والطلاب وأصحاب المصلحة المحليين إلى أن نهج الإدارة القائم على الرؤية، والتعبئة الفعالة للموارد، والحوكمة التشاركية، كانت عوامل حاسمة في تقدم الكلية. كما تؤكد الدراسة على العلاقة بين الحوكمة التعليمية والتنمية الريفية. وتقدم الدراسة أساساً قابلاً للتكرار للمنظمات الأخرى التي تسعى إلى تحقيق تقدم مستدام. وتعتمد الدراسة على مناهج نوعية وكمية لدراسة تأثير السياسات الإدارية، ومشاركة أصحاب المصلحة، وتخصيص الموارد، والقيادة الأكاديمية على نمو المؤسسة واستدامتها.

الكلمات المفتاحية: التعليم، الحوكمة، أصحاب المصلحة، إدارة الكلية، تدريب المعلمين

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Introduction

It is a universal consensus that education is an important consideration in the development of a country. In most third-world countries, such as Bangladesh, the effectiveness of education is usually hampered by poor governance and lack of infrastructure and accountability and responsibility by the institutions. This research paper discusses how a strategic governance approach can be used to enhance physical infrastructure and instructional programs at the Sur Samrat Alauddin Khan Degree College. The research clarifies the mechanisms through which the surrounding institutions may develop inclusive and strong learning situations through the focus on the institutional structures, leadership decisions, and community participation. The article uses Sur Samrat Alauddin Khan Degree College in Brahmanbaria, Bangladesh, as a case study to examine the relationship between good governance and enhancement of infrastructure and quality of education. The college is filled with the name of the great classical musician, Ustad Alauddin Khan, which demonstrates how institutional leadership, stakeholder engagement, and strategic governance can facilitate the progress of education despite the shortage of resources. The report will describe the lessons learned, the challenges that need to be addressed, and the best practices that can be used to shape the mode of governance in other rural and semi-urban colleges in Bangladesh. This paper sheds a lot of light on the possibility of local government bringing about change within resource-constrained academic institutions by placing the scenario of this college in a broader debate on education reform and decentralized development.

Objectives of the Study:

1. To assess the current process of governance at Sur Samrat Alauddin Khan Degree College.
2. To examine the impact of the governance practices on administrative and academic progress.
3. To determine the obstacles that are faced in institutional governance.
4. To suggest ideas of greater governance and viable institutional development.

METHODOLOGY

The case study approach allows us to take a closer look at Sur Samrat Alauddin Khan Degree College as an example of a college that has the same problems and opportunities as others in Bangladesh. A descriptive and exploratory framework is used in the study, which focuses on understanding the existing governance forms, administration systems, scholarly performance, faculty administration, and student participation systems.

The location of the research selected is the Sur Samrat Alauddin Khan Degree College in Brahmanbaria. In order to determine the impact of good governance among the private colleges, we shall consider the administrative structure of the college, the

teacher-student relationship, the role played by the governing bodies, and the environment of learning.

The present research is based on the combination of methods; administrative staff, faculty, people in charge, and students were observed. The secondary data involves things such as government laws, policy papers, and reports of the institutions. Educational governance encompasses policies, accountability, decision-making processes, and engaging people. The paradigm maintains that in the field of education, decentralization, accountability, and performance evaluation are critical to proper governance. Centralization and politicking in Bangladesh tend to suppress these ends. In this article, I am not speaking on primary data; secondary data made it easier to design the article concerning my case study:

- A. Institutional documents, including strategic plans, annual reports, academic results, and meeting minutes, are one of the sources of secondary data.
- B. Government and Non-Government Organization (NGO) reports concern non-government higher education in Bangladesh.
- C. Relevant literature, including journal articles, policy documents, and frameworks of governance in higher education, are examples of secondary data sources.

Constraints of the Research

- A. The conclusions of the study will be contextual and might not apply to all non-governmental colleges in Bangladesh.
- B. Fieldwork was limited in time and constrained in scope due to unavailability of resources.
- C. Data are based partly on self-reporting perception, which can lead to subjectivity.

Expected Results:

The study's goal is to:

- A. Brainstorm on how to make colleges better and how to run them better.
- B. Provide the non-governmental colleges with a means of gauging their performance and setting plans ahead.
- C. Tell policymakers, education administrators, and other interested parties on the most appropriate ways of making institutions more sustainable.
- D. The proposed research method will allow analyzing the administrative structure, teacher-student relationships, and issues and opportunities linked with establishing an efficient system of governance at Sur Samrat Alauddin Khan Degree College. This will assist us to provide good policy recommendations towards enhancement of education and good governance in the private colleges.

LITERATURE REVIEW

Private colleges are becoming more important in Bangladesh's higher education system. Even though government grants and rules have their limits, these colleges are doing important work to improve educational opportunities, expand women's education, and develop the local workforce. Nonetheless, concerns regarding educational quality, administrative transparency, staff satisfaction, and financial governance have been recognized as significant obstacles to the sustainable development of private colleges.

The World Bank defines good governance as a scenario whereby decisions and administrative activities are resolved using the principles of fairness, openness, responsibility, participation, and effectiveness. (Yap, 2009, p. 1) Conversely, as it is stated in the eye of Katjivikua, good governance in colleges entails the establishment of a management that is integrated, accountable, and grounded on values among teachers, students, and administrators (Katjivikua, 2023, pp. 11-13).

It is particularly relevant in the case of the private colleges since the funds and management of the college are not the same and formal as the cases with the government colleges. Bangladesh and like case studies highlight the importance of distributed leadership, participatory governance forms, and active involvement of stakeholders (such as the faculty, students, and the community) in improving the quality of governance and education. Empirical research studies have shown that colleges that have governing bodies that engage in strategic planning and role delineation and that facilitate faculty development portray better teaching results and institutional strengths. Conversely, in the case of active but symbolic governing structures, managerial vacuums and informal decision-making prevail.

Local groups usually start private colleges, and they get their money from tuition, donations, and local grants. The college governing board's ability and openness are what mostly determine the quality of education. Research indicates that the majority of private colleges lack equitable and effective evaluation procedures in the recruitment and promotion of teachers, thereby impacting educational quality. Numerous studies and policy documents depict the governance of higher education in Bangladesh as being stringently regulated by state authorities and national entities, resulting in minimal de facto institutional autonomy for affiliated degree colleges. It is against the law for any non-government intermediate or degree college to not have a formally established governing body. However, the way that governing bodies, affiliating universities (like National University), and the Ministry of Education work together can make it hard to know who is in charge and who is responsible.

Multiple studies have demonstrated the correlation between administrative good governance and educational quality (Katjivikua, 2023, pp. 11-13). Open financial management, involving teachers in decision-making, and frequent teacher training programs will all come in handy to achieve improved results with the students. The quality and environment of education, on the other hand, are detrimental to weak

governance and political influence. Faculty members usually become mentors, providing students with guidance regarding their studies and careers (Zim, 2024, p. 9).

The primary decision-making body of a private college is the Governing Body, and it manages the college in a well-established way. This board is composed of local educational entrepreneurs, parent representatives, and significant community members in colleges that work. The Governing Body's role in making policy decisions, managing finances, and helping teachers grow professionally is an important part of good governance in colleges like Sur Samrat Alauddin Khan Degree College.

A democratic culture at the college is built by teachers and students talking to each other, taking feedback, and being involved in administrative decisions. Studies have demonstrated that participatory governance enhances transparency, trust, and accountability within the college.

People are now looking at e-governance and information technology-enabled management as good ways to improve governance in colleges. Having an online presence, managing digital results, and posting policies on websites are all ways to make good governance a part of everyday life. College management software facilitates the daily operations of a premier institution. Student information, encompassing attendance, fees, and grades, can be maintained within college management systems. (Subha, P.; Fefina, I.; Devi, C. Niranjana; Suruthika, S.; Suruthika, K.; 2022, p. 765).

There has been some research on private colleges in Bangladesh, but there aren't many case studies of specific institutions that look at good governance and the quality of education. Specifically, there is a lack of distinct research regarding the administrative framework, teacher-student dynamics, and the influence of governance in regional institutions such as Sur Samrat Alauddin Khan Degree College. Consequently, this research will address a significant academic deficiency. The literature identifies overarching issues and solutions; however, there exist deficiencies that a targeted case study can address.

There are not many studies that give detailed real-life examples of how governing-body practices, daily administrative routines, and faculty-student interactions all work together to change learning outcomes at a single college level. Sir Samrat Alauddin Khan Degree College can provide a comprehensive institutional ethnography. The interaction of local political economy, donor/NGO relationships, and community expectations is insufficiently documented. A case study can show what limitations are in place and what changes can be made.

FINDINGS AND DISCUSSION

Overview of Sur Samrat Alauddin Khan Degree College

Founded in 1995, Sur Samrat Alauddin Khan Degree College offers education to youth in the Brahmanbaria district of Bangladesh and surrounding rural regions. The Ministry of Education and National University, which provide programs culminating in Higher Secondary Certificates (HSC) and pass degrees, are vital to the region's education. Ustad Alauddin Khan, the namesake, epitomizes artistic and cultural brilliance and has been a prominent figure in the Indian subcontinent and a source of cultural pride since the British colonial period. Sur Samrat Alauddin Khan Degree College, located in the culturally varied Nabinagar Upazila in Brahmanbaria district, was established in the area to provide underprivileged communities with accessible higher education.

Governance Framework and Leadership

The governance system of the college comprises the chairman of the governing body, the member secretary, two faculty members, two guardians, one founder, one donor, and two people with interest in education. The executive leader is the principal. He is the secretary of the governing body, in addition to his studies. He will be in charge of all the academic and administrative personnel. All the committees, functions, and entities would be under his supervision (Intermediate and Secondary Education Board, 1977).

The principal of the intermediate/degree college who ensures that the teaching and learning process is being conducted in the classroom. The issue of classroom management has always been a conflict issue in learning contexts. By following classroom rules, classroom management is therefore promoted, thereby improving the achievement levels of students. Having effective classroom management creates an environment in which high student achievement is possible (Zubair and Qazi, 2024, pp. 7836-7846).

The Governing Body is made up of government-appointed officials, teachers, local dignitaries, and teacher representatives (Intermediate and Secondary Education Board, 1977). The society has just been interfered with by corrupt politicians who have breached its long-standing moral values. Education policymakers in Bangladesh have been caught up in political ideologies since 1971, when the country became an independent nation (Ministry of Education, 2023, p. 13).

The principal's robust leadership and the governing body's active participation have been crucial to the college's development. The governing board comprises teachers' representatives, local leaders, educators, and government officials. A competent and informed governing body can play an essential role in rectifying the existing deficiencies in the curricular system. The members of the governing body should remain with the organization. He should assess the classroom, the instructor's accommodations, and the institution's level of cleanliness. He should excel beyond all the teachers in administration and instruction.

Regrettably, certain politicians with nefarious motives and individuals with minimal or no education have assumed roles as members or even the chairperson of the college's governing council. Members of the specified quality category have no ambitions regarding education, interpersonal relationships between educators and students, or both. Even these persons do not necessitate the development of the college's infrastructure. The bogus voucher is being utilized to misappropriate and exploit the college's funds. The principal and other educators have been affected by corruption throughout time. They collectively misappropriate the college's riches.

Effective leadership in higher education administration is crucial for guiding and inspiring teachers, staff, and students towards the achievement of institutional goals. To comprehend and develop effective leadership practices in college administration, several leadership theories and models, such as transformational leadership, distributed leadership, and authentic leadership, offer frameworks. College administrators may foster effective collaboration, enhance faculty-student relationships, and cultivate a positive work and learning environment by possessing a comprehensive understanding of concepts such as motivation, communication, decision-making, and teamwork.

To facilitate teaching, research, and administrative functions, college administrators must effectively oversee financial resources, physical buildings, human resources, and technical infrastructure. College administrators are essential in ensuring the relevance and quality of educational programs through curriculum creation and evaluation.

College administrators may enhance decision-making processes, increase organizational performance, and foster a conducive learning environment for faculty and students by comprehending these essential concepts and theoretical frameworks. The efficacy and growth of educational institutions can be augmented through the application of these concepts and frameworks (Zim, 2024).

Colleges in Bangladesh engage several entities in governance and administrative activities. The Ministry of Education and several government entities administer regulatory control and establish policies and guidelines for the management of colleges. College officials, comprising principals and administrative personnel, oversee daily operations, resource distribution, and policy execution. Faculty members engage in instruction, curriculum design, research, and academic administration. Comprehending the functions and obligations of these bodies is crucial for efficient college administration (Zim, 2024).

Comprehending the impact of institutional culture on collegiate management methods facilitates the identification of strengths, challenges, and opportunities for enhancement within each environment. It fosters the implementation of best practices, encourages intercultural comprehension, and aids in the ongoing improvement of college administration procedures in Bangladesh (Zim, 2024). Nevertheless, in the majority of instances, these rules and standards are disregarded by the accountable individuals.

Strategic planning and stakeholder consultation function as decision-making instruments to ensure both top-down guidance and bottom-up engagement. The college adheres to the directives established by the Ministry of Education and the National University of Bangladesh. Despite the established statutory framework, discrepancies exist in its practical implementation. The attendance of teachers and students, together with the college fund's revenue and expenditures, is not rigorously scrutinized. The government utilizes computerized fund transfers to deposit salaries into bank accounts. Each week, the individual visits for one hour on two or three occasions. They also fail to appear, yet subsequently sign their names, attributing their absence to public examinations and natural calamities. The Monthly Payment Order (MPO) provides financial assistance to non-government college instructors teaching at the intermediate and degree (pass) levels. The MPO system ensures comprehensive job security and financial stability for college educators. Nonetheless, not all educators at the private colleges obtain financial assistance through the MPO. A teacher must possess a robust political and administrative lobby to be designated as a beneficiary under the MPO. Additionally, the system exhibits other deficiencies: (i) insufficient institutional autonomy; (ii) inadequate inter-college competitiveness in delivering high-quality teaching and learning services; and (iii) a lack of teacher motivation to enhance knowledge and pedagogical skills (Ministry of Education, 2023).

Highly qualified educators are crucial for delivering superior education. Training teachers to provide high-quality instruction that enhances students' knowledge, attitudes, behaviors, and talents is irreplaceable. Teachers who had formal training in pedagogy were better at managing their classrooms, preparing lessons, and getting students interested in what they were learning than teachers who didn't have any training. Trained teachers are also better at changing their teaching styles to fit different learning demands, which leads to better grades and more motivated students.

Teacher education is essential to enhance teachers' skill and proficiency. Educators who undergo teacher training are more prepared to meet professional requirements and address societal and temporal challenges. The integration of professional skills, pedagogical theories, and instructional competencies constitutes teacher education. Engagement in training and practice across diverse pedagogical methods, approaches, and strategies would augment teaching proficiency. This capability will assist instructors in developing stimulating lesson plans for effective classrooms.

Professional skills encompass the abilities that educators require to think, act, or perform effectively. In her article, Chelo Moreno Rubio identified subject comprehension, strategic planning, classroom administration, communication proficiency, and motivational capacity as essential professional attributes of a teacher (Akhter & Alam, 2016, p. 908).

The National Academy for Educational Management (NAEM) serves as a custodian for all colleges in Bangladesh. This academy is tasked with administering foundation training courses for members of the education cadre of the Bangladesh Civil Service

currently employed as teachers at the higher secondary level. This institution does not provide any services to non-government college educators (Akhter & Alam, 2016, p. 911).

Engagement with Community and Stakeholders

The college's participatory governance model is a primary advantage. Key attributes encompass: In rural locations, most parents and guardians exhibit negligence, distraction, and lack of awareness, which obstructs the establishment of trust and impedes student support. They are disinclined to engage with the college administration and faculty to ascertain the academic progress of their children. They exhibit an unwelcoming demeanor, even when educators extend invitations to guardians. In this instance, parental knowledge is essential for the college's development.

Guardians assert that students frequently disengage from their studies owing to undue pressure, viewing education as a source of worry and distress. The increased expectations and competitiveness linked to examinations foster a sense of despair, rendering the learning process convoluted. The overwhelming emphasis on academic success and the anxiety around failure may cause students to perceive school as a daunting obstacle rather than a chance for personal development. Examinations that emphasize memorization over practical learning may hinder students' ability to recognize the significance of their education (Kibria & Hasan, 2024, p. 7).

A student attends this college for a duration of two years. The students established a lasting relationship and camaraderie early on. They may be incorporated into the alumni roster with the endorsement of the college administration. These graduates will achieve academic and financial maturity within five to ten years. The new students may gain advantages from their initiatives. Consequently, the college administration's engagement with alumni may be an essential obligation. Alumni gifts encompass financial grants, career presentations, and scholarships.

Diverse parties participate in governance and administrative procedures. Government entities, including the Ministry of Education and local educational authorities, furnish comprehensive instructions and regulations for the administration of colleges. Faculty members engage in curriculum development, instruction, research, and academic governance. Comprehending the roles and responsibilities of these stakeholders is crucial for efficient college administration (Zim, 2024).

Collaboration with Local Government

The local government sometimes allocates funds to the institution via the chairman and members of the Union Parishad and Upazila Parishad; nonetheless, they exert influence over the composition of the governing body regarding the appointment of teachers and staff. They are, in fact, the catalyst for the failure of the infrastructural development plan and the impediment to educational advancement. With their

assistance, unscrupulous and unethical individuals infiltrate the college committee. This leads to favoritism in the recruitment of inadequately qualified staff and teachers. The foundation of the college's operations is consequently undermined. Their involvement has rendered development projects more sustainable and culturally integrated, fostering a sense of shared ownership that extends beyond the college's boundaries.

Resource management and academic development

The college has short-term resource deficits, including outdated laboratory equipment, insufficient infrastructure, a scarcity of digital tools, and a shortage of qualified instructors. Financial planning and transparency require substantial enhancement. A primary challenge confronting higher education institutions is the acute scarcity of educators. The student-to-teacher ratio is elevated owing to a significant dearth of educators. The average student-teacher ratios in public and private colleges are 43:1 and 89:1, respectively (CEDP, 2021c). The student-teacher ratio is generally lower in non-government colleges compared to government colleges, as non-government institutions usually admit fewer students. The elevated ratio results in teacher overwork, impedes effective monitoring of student learning progress, and critically obstructs specialized course-specific instruction (Ministry of Education, 2023, p. 49).

Educators must discern the appropriate subject matter for their instructional situation. Consequently, they must acquire the ability to strategize prior to implementing the lesson in the classroom. They must acquire a methodology through training to do that efficiently.

Effective classroom management involves substantial concentration, patience, empathy, practical competence, and experience. Educators must have training in educational and child psychology to formulate successful ways for managing students across various age groups and socio-cultural contexts.

A fundamental aspect of educators' responsibilities is to advise students regarding life and academic pursuits. Frequently, they encounter kids who are unable to concentrate on their academics due to issues originating outside the classroom. Comprehensive training in education and child psychology can provide teachers with the essential skills to manage such circumstances.

"Educators are architects of the nation." They engage with young children, who are malleable, and they are the artisans capable of transforming these formless masses into exquisite works of art. However, they must determine which clay may be molded into specific shapes and forms. If they remain unaware, they may jeopardize the opportunities. This necessitates that educators are proficient in kid behavior and cultivate a profound empathy for their students (Sabuj, 2022, pp. 3-4).

A significant number of the teachers and staff at this college are inexperienced and lack internal training, particularly in chemistry, physics, biology, and English. They

exhibit limited interest in workshops or training due to their roles as teachers. This adversely affects their performance and contribution. They are experiencing a leisurely lifestyle on a daily basis. They consistently neglect their work responsibilities. They demonstrate a lack of commitment to their responsibilities and exhibit untrustworthiness. Complete job stability may negatively affect their outlook. A teacher must engage in professional, personal, and social development to be effective. Teacher training and development anticipate the professional growth and skill enhancement necessary for educators to adapt to ongoing curriculum changes. Enhancing teacher training programs is crucial for adapting to advancements and effectively executing new curriculum systems, thus ensuring quality education for students. Teachers with subject expertise can deliver education that prioritizes practical application, focusing on life-oriented learning rather than memorization-based knowledge. Additionally, by examining the characteristics and psychological factors of learners, educators can effectively direct students based on their learning styles, motivations, and developmental stages to optimize educational outcomes (Kibria & Hasan, 2024, p. 9).

Despite administrative and infrastructure challenges, the college maintains a consistent academic record, mostly due to the dedication of its staff. The remaining offices, halls, and classrooms, however, lack sufficient furnishings. The authorities don't give a damn and aren't considering demanding the best facilities from the existing accommodation. Even if some of the rooms are dirty and unused, they are asking the appropriate authorities for a new construction.

Many students contend that a lack of fresh water and poor toilet cleanliness practices pose serious problems for many colleges and universities. Additionally, the nutritional value of food from the canteen is frequently lowered, exposing children to an unsanitary environment that may result in physical ailments. In addition to endangering pupils' general well-being, such poor conditions divert attention from academic pursuits (Kibria & Hasan, 2024, p. 7).

Infrastructure development is very important for the smooth function of education. Classrooms, playgrounds, and library facilities are examples of the basic infrastructure of a college. These are the fundamental elements of educational infrastructure that facilitate effective teaching and learning. It underscores that both physical resources (including buildings, bathrooms, and playgrounds) and intellectual resources (comprising libraries, laboratories, technology, and instructional materials) jointly foster a conducive learning environment. Proper infrastructure guarantees comfort, accessibility, and efficiency, hence improving educational quality and institutional advancement.

Pupils must attend school for six to seven hours every day. They therefore feel happy and friendly in the college setting when these amenities are offered (Kibria & Hasan, 2024, p. 7).

However, a dearth of training opportunities and regulatory barriers hinders long-term academic growth. Feedback from students in both urban and rural locations indicates

that many schools and colleges lack basic educational resources and facilities, including current instructional equipment, fully equipped laboratories, well-stocked libraries, and well-equipped classrooms. As a result, students are denied the chance to study a variety of topics, which lowers their enthusiasm in creative pursuits and negatively affects the classroom atmosphere (Kibria & Hasan, 2024, p. 6).

The majority of current educators did not apply to this college, which promotes nationalism and professionalism. In an attempt to end his lifetime unemployment, he applied, persuaded the college administration through illegal means, and received an appointment letter. However, he despises both teaching and students. He has no aspirations, objectives, or progressive ideas for the next generation. He lacks the drive to improve or advance his academic career. The entire educational system is piloted by the teacher. Therefore, it is imperative that every country implement a teacher training program to produce qualified educators for the next generation. To shape the next generation, we need teachers who are excellent, skilled, competent, and of high quality. Building an army of good citizens to meet the challenges of the future requires our country to implement a high-quality teacher education training program.

In addition to teaching the curriculum, a teacher should instill values and life skills that help pupils navigate society by recognizing right from wrong and treating others fairly (Siddaraju, 2020, p. 137).

Quality education is the foundation of every nation, ensured by proficient educators. An educator is somebody who facilitates the acquisition of information in others. Each community needs to possess a skilled and committed educator in every classroom. We possess a significant chance to enhance teacher quality effectively. The teacher training program plays a vital role in improving educational quality by cultivating competent and effective educators. Teacher education, or teacher training, encompasses the policies, procedures, and provisions aimed at equipping future educators with the requisite knowledge, attitudes, behaviors, and skills necessary for effective performance in the classroom, school, and broader community (Siddaraju, 2020).

Challenges Encountered

Among the major obstacles, it is possible to single out overcrowded classes, rigid sitting, the strict examination system that focuses on memorizing things, and lack of training of the teachers in the interactive pedagogical approach. Teachers and learners are using collaborative learning as a means of ensuring active learning and socialization. Underlining the need to conduct specific teacher training, refurbish classrooms, and reform assessment in order to make the learning process more supportive of collaborative learning (Siddararaj, 2020). Although the college has been successful, the college has continued to encounter difficulties:

Political intervention in personnel appointment to the Governing bodies and policymaking.

Political processes are usually used to form governance bodies. Both local and national politics put the pressures on rational and sound decision-making. This organization embezzles government funds that are to be used to develop the infrastructure of the college using fraudulent checks. The chairman and the local Member of Parliament are eager to take over the college. Two benefits are associated with this position. One of them is his celebrity and political appeal, which would enable him to get the local support; the other one is a criminal financial gain from the college property or other unexplained sources.

Budgetary lapses and delays in delivering grants to government agencies:

The welfare of the students is being misappropriated on government funds. They are involved in a business whose only aim is embezzlement of funds but which is not transparent and sustainable.

This is because of a lack of teachers and novices in the necessary subjects, which is having a negative impact on the student-to-teacher ratio.

They put one English language teacher and one Bengali language teacher on each specific subject, including science, arts, and commerce. There are about 400-500 students using a single hall to take their classes. This is because students cannot bear an overcrowded classroom, noise nuisance, or a dirty sound microphone.

The classroom is the place where the teacher will interact with the students. The style and level of authority of a teacher, the way they show affection and support, how they encourage teamwork, and how a teacher lets a student choose and make his or her own decisions are all factors that contribute to the kinds of classroom atmospheres. It is up to the instructor to choose how to run the classroom efficiently or not.

The levels of teacher-student relationship, the suitability of the learning environment, and commitment to learning, to a large extent, contribute to comfort in learning. Good classroom management makes students engage in real interactions in the process of learning. Good classroom management requires creative pedagogy and active monitoring on the part of the teacher.

Numerous educational institutions face challenges like overcrowded classrooms, insufficient infrastructure, and minimal parental engagement. Some contend that instituting classroom rules on the inaugural day fosters discipline and consistency among students. The majority of teachers are observed to lack fundamental skills of classroom management, perhaps placing them in a difficult situation. The teaching-learning process, classroom standards, and classroom administration are poorly comprehended (Zubair & Qazi, 2024, pp. 7836-7846).

Teachers, however, are reluctant to establish sections. Since he will also enroll in only one class, they conclude that other instructors are similarly enrolling in a single class.

Restricted autonomy in academic planning and curriculum development due to the centralization of the National University:

Educators and the governing body lack the authority to formulate academic plans and curricula. Nevertheless, National University does not possess the jurisdiction to oversee the academic and administrative functions of numerous colleges. Consequently, the national university and education ministry generally exert minimal influence over the college's faculty or governing board. The younger generation's zeal for learning and commitment to education has deteriorated. Given that numerous universities experience budgetary limitations, institutions in proximity may cooperate and share their resources. For example, large universities may permit students from smaller institutions to utilize their laboratory and library resources. In accordance with the principle, the government may establish resource hubs, including libraries, laboratories, and computer facilities, at select major colleges nationwide, granting access to students from nearby institutions (Ministry of Education, 2023, p. 35).

Politicization of Governance

The college administration has become politicized. The appointment of instructors and staff is prioritized over merit due to political and regional favoritism. Concerned individuals and organizations advocate for the educational system. Factors such as competency, ethics, and quality are disregarded in the selection of teachers. Political parties are considered when examining various national festivals and observances. The number of politically appointed teachers and staff exceeds that of skilled and dedicated educators. The most effective educators are marginalized and deprived of respect and adequate remuneration.

A teacher is a builder of the nation and the lives of future citizens. Competent educators are essential for high-quality education. Conversely, educators lacking adequate pedagogical qualifications are currently assigned to instruct students. Developing proficient, adept, and capable educators is essential for molding future generations. A teacher is expected to impart not just the curriculum but also life skills and values that assist pupils in identifying the appropriate path within society (Siddaraju, 2020, p. 140).

The over-centralization at the National University obstructs adaptable academic programming:

Numerous colleges possess sufficient financial resources derived from their founders and their own assets. In this instance, several colleges have been classified as MPOs (Master Pay Orders) by the government. As a result, the committee is engaged in misappropriating the college's funds. There is insufficient time to monitor students and teachers effectively. Educators are restricting students' access to this opportunity. They are involved in alternative business pursuits and neglect their academic

responsibilities. They attend college to preserve their individuality and distinctiveness. However, there is a lack of concern for professionalism and instruction.

Tutor training programs are designed to equip educators with effective teaching methodologies, classroom management techniques, and curriculum development processes that address diverse student needs. In numerous educational institutions, the execution of comprehensive tutor training programs is often inconsistent, as reported by many students and guardians. In certain rural and underserved regions, the execution of comprehensive tutor training programs may lack consistency. As a result, educators in these regions may encounter difficulties in cultivating the necessary skills and strategies to effectively engage with learners and provide quality education (Kibria & Hasan, 2024, p. 8).

RECOMMENDATIONS

1. Regular training sessions for administrators and educators

A master trainer from a reputable institution will be invited to conduct an in-house training program and workshop for teachers, staff, and members of the governing body at least once per quarter. Members of the governing body must be informed about their roles, responsibilities, and the limitations of the college.

Quality education refers to the enhancement of learning through a pedagogically and developmentally appropriate educational system, which prepares students to become active and productive members of society. A teacher training program can produce proficient educators capable of enhancing educational quality through the development of competent learners, the maintenance of an effective learning environment, and the continuous updating of relevant content. The teacher plays a crucial role in enhancing the quality of education. Educational quality is significantly improved through the presence of competent teachers, who serve as vital assets to any nation. Each nation develops its educators through a structured teacher training program (Siddaraju, 2020, p. 138).

The significance of a teacher training program is a crucial element in fostering a sustainable nation. It is essential for him/her to assist students in their personal development (Siddaraju, 2020, p. 140).

2. Foster participatory governance by soliciting feedback from all stakeholders

All participants should be informed of their roles and responsibilities. Effective operation of the institution necessitates consistent communication among its members, teachers, staff, and students.

3. Invest in information and communication technology (ICT) infrastructure to modernize academic and administrative operations

Employ college management software for financial transactions, outcomes, results, testimonials, and additional functions. With a smartphone, all stakeholders may access their achievements and engagements from any location. The college management software will significantly reduce several discrepancies and obligations. All personnel, including instructors and students, will be identified using their fingerprints.

The College Management System can store and handle data from multiple college departments, including administration, attendance, and personnel details. This system enables users to access information pertaining to students, teachers, and fees. The teacher can monitor student attendance at any moment with this technique. This approach also assists educators in disseminating the results. The college administration can efficiently oversee institutional operations. It will serve as a mechanism for the college to effectively manage academic information and administrative details in an organized manner. The primary achievement of the project is the reduction of college paperwork. It alleviates the institution's burden in the manual record maintenance process and facilitates the storage of information in a streamlined manner (Subha, P.; Fefina, I.; Devi, C. Niranjana; Suruthika, S.; Suruthika, K.; 2022, p. 774).

A number of students express difficulties concerning the technology infrastructure present in different schools and colleges. In rural areas, it is often noted that schools and colleges do not have adequate and current technological resources. Experts indicate that contemporary educational approaches necessitate a robust and current technological framework, including computers, internet connectivity, and audiovisual tools (Kibria & Hasan, 2024, p. 7).

- 4.** To enhance funding and relevance, it is essential to strengthen connections with local industries, alumni, and civil society. The governing body should engage with local industry leaders, members of civil society, and alumni who can offer financial support for the organization of innovative, cultural, and athletic programs.
- 5.** The college administration may ensure that the classroom regulations are properly established, presented, and clarified on the initial day of the course.
- 6.** It is essential for all classroom teachers to prominently display the classroom rules within their classrooms (Zubair & Qazi, 2024, pp. 7836-7846).
- 7.** Transparency and stakeholder communication enhance credibility and resource mobilization: Transparency and stakeholder communication play a crucial role as a college's credibility, governance acceptance, and reputation continue to expand daily.

8. To achieve long-term effects, it is essential to link infrastructure development with pedagogical innovation. The effective development of a college's infrastructure is crucial for achieving sustainable growth. It is essential to consult educationists and professional engineers prior to commencing any building construction. Fostering a positive classroom environment is essential.
9. There is a need to put in place adequate financing within the teacher training program to meet the demands of the 21st century.

Novel programs like web-based instruction, online courses, and mobiles should be introduced. To increase knowledge of teachers and students, regular enrichment programs can be made. The student-teachers need to be considered as having a crucial role in both academic and extracurricular activities (Siddaraj, 2020, p. 140).

CONCLUSION

An interesting example of how proactive governance can transform learning institutions, more so within a resource-strained setting, can be seen in Sur Samrat Alauddin Khan Degree College. The history shows how strategic vision, committed leadership, and stakeholder involvement can help overcome challenges to get ahead. This institution can inform policymakers, teachers, and even development professionals in Bangladesh as they struggle to achieve greater equity and excellence in education. Governance has been an important variable to change in the transformation of education institutions with time. Sur Samrat Alauddin Khan Degree College is one example of the larger possibilities and challenges in the higher education system of Bangladesh. Such colleges can be the key drivers of regional and national progress by correcting the inefficiencies of their governance, eliminating the impact of politics on decision-making, and focusing on the development of institutions in a way that is inclusive. The training of the teachers is a necessity to provide the effectiveness of the educational delivery process.

Teachers who are well trained are better placed to meet the diverse needs of learners and create an inclusive and interactive learning environment. Educators and benefactors should be considered to elect the chairperson of the governing board. The persons in the governing body can include retired university professors, principals of government colleges, and teachers who can find the necessary time to contribute. The teacher can skillfully cope with any educational issue because of the previous experiences. However, a politician or an industrialist will not be able to evaluate the performance and shortcomings of the teacher and the true challenges faced by the college and students. Youth may experience frustrations, and their potential may be sabotaged by teachers with ill motives who may be in the government without the presence of educational officials in the institution running it. They drain the college reserve in the name of promoting education, yet they show no willingness to employ

it to the overall benefit of the students. A self-sufficient patriot should also volunteer in the institution to nurture a new generation.

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