Criminal Activities in Higher Educational Institution: A Study on Selective Universities of Bangladesh

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ABSTRACT: Criminal activities in higher educational institution of Bangladesh are alarmingly increasing day by day. However, there is no concrete empirical research work to evaluate the pathetic scenario. This study explored the pattern and hidden facts of criminal activities in the higher educational institution of Bangladesh. Three universities from different regions of Bangladesh were purposively selected as the study area. Analysis based on the qualitative method where primary data were collected from students who were accused and punished by their corresponding institutions shows four general patterns of campus crime: social, economic, political and cyber. Psychological instinct, poverty, commodity fetishism, integration-regulation problem, cultural lag, improper political culture, money-power relationship and religious extremism are the main reasons for campus crime. Findings of this paper would help government, university authorities and law enforcing institutions to take proper steps to control and reduce the crime within the campus area.

Keywords: Crime, Higher Educational Institution, Social crime, Political crime, Economic crime and Cyber-crime.

I. INTRODUCTION

The human population of the world is older than it has ever been. Moreover, the proportion of older adults is still rising. These people have much to contribute to the development of society. There is no doubt that universities have a vital role to play in promoting lifelong learning for higher education (Yang et al, 2015).Crime in the higher educational institution is a foremost concern for students, parents, college administrators, and surrounding communities (Lane et al., 2009). Since the 1990s, a growing body of research has examined this important issue. Various culture students are studying these types of institutions. As a result of the intrusion of the larger culture, as well as a lack of awareness of students about the extent to which crimes actually occur on university campuses, many students have become victims of campus crimes (Carter, 2000).Assaults, rapes, homicide, aggravated assault, robbery, kidnapping, sexual harassment, murder, drug related crimes, etc are not new and various forms of "high-tech" offenses such as cyber stalking or illegal sharing of copyrighted material such as videos and music occur in higher educational institutions in the United States and other foreign countries. FBI found data on campus crime that includes numbers for murders, assaults, rape and robbery, as well as several property crimes (Bode and Snow, 2014).The statistics clearly show that thousands of crimes take place on college campuses daily. In 2001 alone, 610 murders and 11,659 robberies were reported across college campuses in America. From 2005 to 2007, more than 100 murders, 16,000 assaults and 10,000 forcible sexual assaults were reported on college campuses (US Department of Education, 2009). Between 2007 and 2009 nearly 40,000 violent offenses were reported on college campuses (US Department of Education, 2012). The majority of these offenses, 38 percent (15,021), were aggravated assault cases. By comparison, robberies accounted for 36 percent (14,145) of reported violent crimes during the same period, while 25 percent (10,032) were forcible sexual assaults. It also found that about 50,000 violent and property crimes are reported annually on university campuses (Carter, 2000). Murder at the campus of Virginia in 2007, University of Texas campus on Aug. 1, 1966, notorious killings at the Cal State Fullerton library in July 1976,

Oikos University shooting incident of 2012 are some examples of crimes committed on several university campuses (collegestats.org,2012).

As from the perspective of Bangladesh a developing country, higher education in this country is in a state of flux while responding to the challenges of globalization in a local way. The privatization policies of the government in line with the neoliberal economy have resulted in mushrooming growth of new universities day in, day out that is mainly concentrated in larger cities of Bangladesh (Islam, 2016). At present, there are 132 universities in Bangladesh of which 39 are public and 93 are private universities (UGC, 2016). Just over 1 million students are studying at higher education level in our country (Monem and Baniamin, 2010).But one of the grave problems facing the higher educational institutions of our country is the crime on the campuses. This issue seems to have fallen on deaf ears of the heavyweights of the administration. Murder, wounding and extorting have been the most extreme forms of campus crime since 1974 and in recent years, violence on female students has given a new dimension to campus violence. Rape, kidnapping, teasing, forced marriages, assault, abduction even terrorism is now on the list of incidents associated with campus violence (en.banglapedia.org, 2014). AkhilPoddar's survey (Campus Violence in three Decades) published in the *Daily Janakantha*(4 May 2001) shows the causalities of campus violence in three decades since 1974 thus: murders 128, seriously wounded 4290. Campus-wide distribution of casualties is Dhaka University 72, Rajshahi University 25, Chittagong University 11, Bangladesh Agricultural University 8, Islami University (Kushtia) 7, and Jahangirnagar University (Islam, 2014).A statistics showed that at the University of Dhaka 74 students were killed, the University of Rajshahi were 27, the University of Chittagong were 24, Bangladesh Agricultural University were 16, Jahangirnagar University were 6; the number of the student killed from 1972 to 2014 (www.bdchronicle.com,2014). Last one year, 35 motorbikes and 40 bicycles were either lost or snatched on the campus while theft took place in at least 10 residential facilities of teachers and university officials. More than a hundred mobile phones and laptops of students were lost but none of those could be recovered even after filing general diaries with Shahbagh police station and 50% of the crimes were committed by students (Dhaka Tribune.com, 2014). Crimes are the social problem but at educational institutions especially at the higher level is a burning issue for us. Underlying this situation it is a major problem need to concern at the policy level.

Several studies have identified some of the factors for committing these types of crimes and victimization. Drug use and alcohol abuse, student willingness to report campus crime, and student fear of crime have focused on student victimization. Other studies have examined broader issues of student deviance including academic dishonesty, lack of attention on reported crime and victimization data are responsible for this. Demographic figures, and environmental conditions, law enforcement personnel is not enough to ensure constant crime decline (Bukenya, 2005); sex, race, and peer pressure are statistically significant factors for crime of all types (Guis,1999) are the factors for occurring crime at higher educational institutions (Bode and Snow, 2014). From criminological aspect, Edwin Sutherland's theory of differential association can predict how personal beliefs and peers can influence interpersonal violence. Sutherland's theory posits that criminal behavior is learned through intimate personal groups that provide greater exposure to definitions, attitudes, or justifications favorable to criminality (Matsueda, 1982). Students who partake in aggressive physical behaviors toward other students on campus will be more likely to be directly affected by the attitudes and behaviors of their closest peers (Veras and Davis, 2015). Subculture theory may also be appropriate, where deviant young people values are in opposition to the dominant culture emerged in the campus. The ecological theory may reflect the zone in transition area's student can commit the crime for creating campus unrest. Social Control theory may focus on techniques and strategies that regulate behavior and lead to conformity or obedience to society's rule. But some students of higher educational institutions failed to achieve the conformity behavior and commit the crime. Besides these theories social bonding theory, conflict theory, the radical theory can be used for explanation of crimes of higher educational institutions. The primary goal of the study is to promote awareness about crimes that occur on higher educational institutions. Several studies have conducted on student unrest, campus sexual victimization, political issues etc but there is no study about crime types and crime causes in higher educational institutions have conducted yet in Bangladesh. This study is tried to explore the actual social fact about it.

II. METHODOLOGY

This study is descriptive in nature. As the subject matter of the study actually focused on the general reasons of crime in the higher educational institution, therefore, the qualitative method has been chosen to complete the study. Three universities were selected as the study area. These universities are Shahjalal University of Science & Technology (SUTS), Sylhet, University of Barisal (BU) and MawlanaBhashani Science and Technology University (MBSTU), Tangail. Data about criminal activities in Bangladesh is very unavailable and insufficient. And people are not willing to disclose about their criminal activities, therefore to ensure the availability of field data these universities were chosen purposively. Moreover, the authority of these three universities shows their interest to provide data for the study. Both students and teachers (Proctor and Provost)

participated in this study. All the students of these universities were the population and sample has been chosen by convincing methods. Total 30 case studies were taken from students who are accused or punished from occurring different type of crime in the campus premises. From each of the university 10 students were selected as a case, whereas 06 teachers (from each of the three universities one Proctor and one Provost) were selected as Key Informant. Case studies were conducted by the in-depth interview and a guided questionnaire was used as the tool. Moreover, key informant interviews were accompanied by face to face oral interview method and check list was used as a tool for primary data collections from these key informants. To analyze the field data thematic analysis was cast off as a principle tool of the data analysis. This study highly ensures the personal security of the participants. Without research purpose, this information will never use anywhere else. moreover, collected primary data are kept secret and will be distorted after the publication of the article.

III. DATA ANALYSIS AND RESULT DISCUSSION

Primary data were collected from March 2017 to May 2017 from the participants of the selected universities. Among all the students who participated in this study, there were 26 male students and 4 were female students. Eighteen students were Muslims whereas rests of the twelve were Hindus. Twenty four students are live in campus hall and rests are not resident in campus hall. All girls who participated in the study are resident students. The youngest respondents of the study were 20 years old where oldest respondents were 26 years old. The following part of this section is going to discuss the empirical data.

Firstly, it tries to find out some pattern of campus crime from the collected field data. The study finds out 19 types of crime and categorizes them into 4 specific patterns. The following table shows the various kinds of campus crime according to their patterns:

Table-01: Pattern and types of Crime occurred by the students of Higher Educational Institutions:

	Pattern of Crime in Higher educational institutions			
	Economic	*Political*	*Social*	*Cyber*
Types of Crime	Theft	Killing	Eve teasing	Fake social ID
	Robbery	Threatening	Drug addiction	Hacking internet accounts
	Hijacking	Beating	Using unfair means in examination	Blackmailing by edited picture
	Gambling	Firing	____	Hidden video clips and recoded audio
	Illegal drug business	Caring illegal weapons	____	____
	Tenderbaji (Tender issues)		____	____
	Religious extremism			

Source: Field data, 2017

3.1 ECONOMIC CRIME

Economic factors are the principal reason for every type of crime. Bangladesh is a developing country of South Asia and a large number of populations of this country live below the poverty line. Our field data show that economic reasons are the cause of theft, robbery, hijacking, illegal drug business and gambling on campus are committed by the students. Moreover, Tanderbaji is a special type of crime of Bangladesh which is occurring by students by the influence of local political power. Political leaders and businessman use students of the higher institutions to get the tender of the different construction project of those institutions and nearby other institutions. Student leaders of political party forcefully get tender for other local leaders and that leaders give them a small portion of the money to them. Actually, students are engaged in such types of crime for two main social factors-
1. Psychological instinct- some students commit such crime due to their psychological instinct.
2. Poverty- Students who came from the poor family engaged in such type of crime to support their livelihood, educational costs and to maintain their status within their peer groups.
3. Commodity fetishism-Students who came from solvent or rich family engaged in such type of crime to fulfill their higher desire and to arrange money for their political activities.

3.2 POLITICAL CRIME

Bangladesh is the witness of glorious student politics in the history of world civilization. Not only Bangladesh but also Indian subcontinent achieve their independence with the significant role of student politics.

Unfortunately, the glory of student politics altered in polluted, immoral and terrorist mode. Those students who are engaged in political party forget moral standard and ethical stands of the party and become corrupted by the influence of local and political leader. 'Political student' is a term of those students who actively participated in the program of political activities. This term is coined by other students who recognized themselves as 'general students'. General students actually believe in different political ideologies but do not participate directly in political activities within the premise of the campus. 'Political Student' consider this status as their dominant status and they feel better them superior to others. Field data refers that, threatening, fighting, joining fair to resources, killing, Caring illegal weapons and tenderbaji are the general crime which is committed by political students. This study finds two basic social facts behind such types of crime.

1. Improper political culture- Democracy is practiced in Bangladesh according to its constitution. But like as general people, political leaders are not educated enough . Therefore, political leader practices their power by money and force (man power and weapons). Student wings are therefore a vital part to display force (man power and weapons) and to collect illegal money. Nowadays there is a lack of structure and institutional form of students politics. Therefore, by the influence of local and central political bodies, students become more violent to establish their illegal political power within the campus.

2. Power-Money relationship- Political leader use students to get tender from that institution and from others. And students get engaged in such illegal activities to get both power and money.

3.3 SOCIAL CRIME

Some crime arose from the society and reason of that type of crime is social pathology. Eve teasing, drug addictions and using unfair means in examinations are that types of social crime. According to the output of this study, the reason behind such types of crime are-

1. Integration-regulation problem- Girls of higher educational institutions face eve teasing much because in Bangladesh most of the secondary and higher secondary educational institutions are single sex (boys or girls) institution. Therefore, in higher educational institution combined sex (both boys and girls) institution student face international problem. This problem increases eve teasing and drug addiction. In higher educational institutions, students came from different areas of all over the country. They stay in residence hall and in private flat away from family. Therefore, control and integrating with family become weaken. These critical situations directed them to get a drug. Moreover, lack of regulation increases unfair activities in examinations. They use modern equipment (mobile-internet, Bluetooth head phone and watch) for adopting unfair means in the examination.

2. Religious extremism- In the South Asian subcontinent, historically and culturally people are very devoted towards religious beliefs. Some people use this belief in wrong ways. They misinterpret such religious belief and godly people for their political benefits. Jamat-i-Islami Bangladesh a religion based conservative political party and some other religious terrorist group run their political activities all overthe country. In higher educational institutions, these religious conservative and extremist political parties motivated a few students to committed criminal activities.

3.4   CYBER CRIME

In higher educational institution students get the chance to learn and use high technological instruments. Nowadays, usage of internet content in higher education is very common. Moreover, students use social sites for communication and other various purposes. Misusage of internet content, social media and technology generate some cyber-crimes in higher educational institutions such as- fake social ID, hacking internet accounts, Blackmailing by the edited picture and hidden video clips and recorded audio. This empirical study refers following reason behind cyber-crime in Bangladesh.

1. Cultural lag- material cultural develops quickly because of technological innovation. People in our country get the chance to use modern technology but their immaterial culture (ethics, norms and values) do not improve as much as material culture. They do not show socially accepted values and use modern technology in criminal purpose. Imbalance of material and immaterial cultural generates such cultural lag and therefore cyber-crime increasing day by day. General student especially female students face more vulnerability in the virtual world.

The following table shows the statistical data of different types of crime in different educational institutions according to the study area of this study. This table is organized by the frequency of the participated students of this study according to their criminal activities.

Table-02: Types of crime occurred by the respondents from different universities

Name of the institutions	Pattern of crime				
	Economic crime	Political crime	Social crime	Cyber-crime	Total
SUST	3	3	2	2	10
MBSTU	2	3	3	2	10
BU	1	4	3	2	10

Source: Field data, 2017

IV. CONCLUSION

Criminal activities increase gradually in the higher educational institution. Crime in higher educational institution polluted the educational environment of the highest level of education in Bangladesh. Highly educated students get engaged in various types of crime due to some specific social, economic and political facts. This alarming issue needs more concentration in policy level. More research work should conduct to find out the solution of this problem. Moreover, government, political parties, university authorities and law enforcing institution should give deep attention to reducing crime from the higher educational institutions.

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