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Chapter 1

Introduction

1.1 Importance of Program Self-Assessment

In the age of globalization, advent of technology and open borders, the need for Outcome Based Education (OBE) has become an utmost necessity. OBE emphasizes on setting clear standards for observable and measurable outcomes. Today the standard of quality education is measured in terms of employment of graduates, new innovations, and contributions of entrepreneurs nationally and globally. To implement outcome based approach, Self-Assessment (SA) is the foremost step for any educational institution. As such, SA of a program plays a pivotal role in the process of continuous improvement and quality assurance in education.

Based on the Self-Assessment, an institution can proceed towards improvement by addressing critical issues of quality assurance. Under the umbrella of Higher Education Enhancement Project (HEQEP), the University of Asia Pacific (UAP) has embarked its journey to improve its quality of education by forming Institutional Quality Assurance Cell (IQAC). The Self-Assessment Committee (SAC) of the Department of Business Administration (DBA) has been relentlessly putting in efforts to assess the present standard and status of Bachelor of Business Administration (BBA) offered by the department. As a result, the Self-Assessment of DBA will pave the way to:

- Review and evaluate existing curricula and teaching methods
- Identify the learning needs of the graduates to achieve the generic skills
- Locate the major loopholes in achieving quality standards
- Establish a basis for external assessment
- Develop long-run strategic plans in establishing high quality standard

1.1.1 Purpose

The Self-Assessment enables a particular program to be evaluated based on the effectiveness of performance. To ensure quality education, strengths, weaknesses, opportunities, and threats (SWOT) analysis can be a starting point for an in-depth understanding of the program's

performance. Capitalizing on the strengths and rectifying the weaknesses can help to get any program on the right track and pave the way for future betterment. So, a structured process is mandatory for any educational institution to produce graduates who will reach the expected standard in terms of skills, attitudes and values, and ultimately contribute to the society. Therefore, the Self-Assessment report is the beginning and core activity in identifying loopholes and establishing quality assurance process.

1.1.2 Process of Self-Assessment

The SA is based on few criteria and standards set by University Grants Commission which is included in the Self-Assessment manual. At the initial stage, a questionnaire was developed incorporating nine dimensions namely governance, curriculum, admission progress & improvement, physical facilities, teaching learning & assessment, student support services, staff & facilities, research & extension, process management & improvement to gather feedback from five major stakeholders (figure 1). The feedback of the survey gave a starting point to assess the current status and information also led to measure the effectiveness of the program. In addition, the completion of Self-Assessment Report (SAR) would allow the department to go through the steps of **External Assessment**. Furthermore, based on the assessment of Peer Review Panel, the program will be able to go through the process of improvement plan. The report will act as a baseline and guiding source for continuous quality improvement process.

The process of Self-Assessment of BBA program comprised of the following steps:

- Upon receiving the request from **IQAC** Director, the Head of DBA set a meeting with all faculty members to present the function and role of **IQAC** as part of **HEQEP**. In the same meeting, a committee consisting of three members was formed as **Program Self-Assessment Committee (PSAC)**. As one committee member left for his higher studies after having worked for six months, another faculty member had to co-opted.

The formation of the committee along with the names, designations and the tenure of the members was as follows:

Name	Designation	SAC Designation	Tenure in SAC
Ms. Afia Muqtadir	Associate Professor	Head	01.11.2016-Till date
Mr. Mahmudur Rahman	Assistant Professor	Member	01.10.16-31.03.17
Ms. Farzana Elahi	Assistant Professor	Member	01.04.2017-Till date
Ms. Sisili Rahman	Lecturer	Member	01.11.2016-Till date

- The standards set as specified in the SA manual was considered guidelines for the process of assessment.
- SAC (Head & 2 members) chalked out an activity schedule to complete the process in a timely and structured manner.
- Several Team Building workshops were arranged to impart the knowledge on OBE process and motivate DBA faculty members to engage themselves in SA activities.
- Five sets of questionnaire were administered to conduct the survey on five primary stakeholders. Faculty members took the initiative as per plan to survey the students. The SA committee conducted the survey for non-academic staff and alumni. Alumni were given responsibilities to carry out survey on their respective employer. A total number of 313 respondents comprising of 194 Students, 75 Alumni, 18 Academic Staff, 6 Non-Academic Staff, and 20 Employers provided feedback in the survey process.

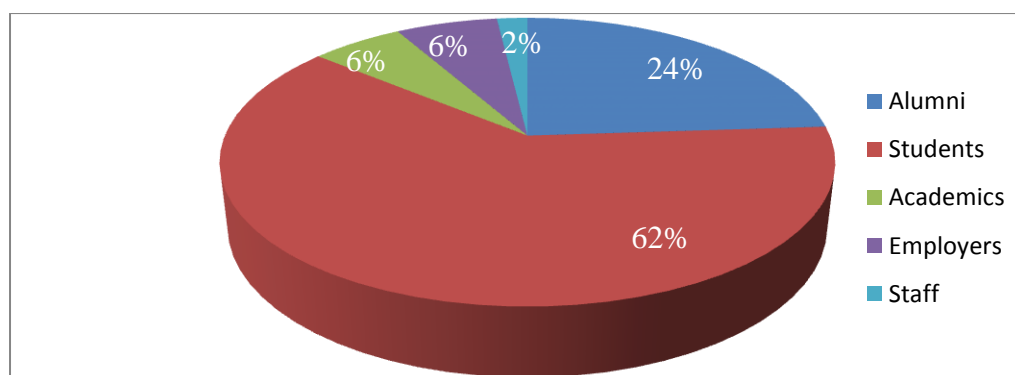


Figure 01: Distribution of 313 respondents of survey

- In addition, alumni were invited for Focus Group Discussion (**FGD**) sessions by the SA committee through phone and email. Thirty alumni were divided into three groups each consisting of 10 members. The responses of the Alumni were written by the coordinators and taped to transcribe at a later date.
- The members of SA committee along with other faculties went through the process of data input.
- The engagement of faculty members played a vital role in completing SAR. Each part of the report was distributed among the faculty members of DBA for writing the report. Each and every faculty member collected necessary data, documents and also discussed with the responsible incumbents in alignment with assigned chapter. Finally, the DBA team went through the initial editing process together before compilation of the entire report. The findings of the survey were incorporated in the SAR by the SA committee along with the responsible faculties for respective part.

1.2 Overview of the University

UAP is one of the first generation private universities in Bangladesh which came into being in 1996. The curriculum of UAP has been approved by the University Grant Commission (UGC) of the Government of the Peoples' Republic of Bangladesh. The university started its journey offering four-year bachelor's programs in Computer Science and Engineering and Business Administration.

UAP has been sponsored by University of Asia Pacific foundation, a non-profit and non-commercial organization based in Dhaka, Bangladesh. The aim of the Foundation is to impart high quality educational programs where next generation will be successful to be innovative, skilled and professionals to cope with the demands of the world. As a result, the graduates will be able to make a positive contribution to the society.

Eminent educationists, industrialists, businessmen, social workers and administrators established the foundation for higher cause of building the nation by qualified, knowledgeable and skilled graduates. Late Hedayet Ahmed, Former secretary to the government of Bangladesh, Ambassador to Saudi Arabia, and former director of UNESCO for Asia Pacific Region in

Bangkok was the founder Vice Chancellor of the university. After his demise, Mr. A. S. M. Shahjahan, Ex-IGP and former Advisor of the Caretaker Government played the role of Vice Chancellor till March, 2003. Prof. Dr. M. R. Kabir was acting Vice Chancellor till September 2004.

The appointment of Prof. Dr. Abdul Matin Patwari as the Vice Chancellor on 7 September, 2004 was a great breakthrough for UAP. A renowned educationist, former Vice Chancellor of BUET and DG IIT (IUT) who served as Vice Chancellor and Chief executive with distinction for more than twenty three years to achieve the record of longest serving Vice chancellor and Chief Executive among all Commonwealth countries. In 2012, invaluable responsibility of Vice Chancellor was handed over to the icon in Engineering & Technology to none other but to Prof. Dr. Jamilur Reza Choudhury. He is well known as an eminent educationist, engineer and former Advisor to the care taker Government. At present, UAP is privileged and honored to have him as the Vice Chancellor who in 2017 had also received “Akhushhe Padak” recognized as the highest honor & reward nationally.

1.2.1 Undergraduate Programs

There are currently nine undergraduate programs being offered by different departments. These are as follows:

- Bachelor of Architecture (BA)
- Bachelor of Business Administration (BBA)
- Bachelor of Sciences in Computer Science & Engineering (CSE)
- Bachelor of Sciences in Civil Engineering (CE)
- Bachelor of Sciences in Electrical & Electronic Engineering (EEE)
- Bachelor of Sciences in Mathematics
- Bachelor of Sciences in Pharmacy (B. Pharm.)
- Bachelor of Arts in English
- Bachelor of Law (regular & external)

1.2.2 Graduate Programs

There are currently nine graduate programs being offered by different departments. These are as follows:

- Masters of Science in Computer Science & Engineering (CSE)
- Masters of Science in Civil Engineering (CE)
- Masters of Business Administration (MBA & EMBA)
- LL. M (Regular)
- LL. M (External)
- Masters of Science in Pharmacy
- English

The board of Accreditation for Engineering & Technical Education in Bangladesh (BAETE) has accredited CE, CSE, and EEE programs. The accreditation of these programs has paved the way for graduates to become members of Institution of Engineers Bangladesh (IEB) a government approved professional body of engineers. It is worth mentioning that Department of Architecture and Department of Pharmacy are also accredited by Institute of Architects (IAB) and Pharmacy Council of Bangladesh, respectively.

University of Asia Pacific (UAP) was scattered in different buildings in Dhanmondi since its inception and moved to permanent campus on 26 July, 2016. The new premise, 74/B/1 Green Road Dhaka is located in the heart of the city. The 2,80,000 square feet newly built building on 3 acres of land accommodates most of the department except Business Administration which is located in adjacent building. Both premises are equipped with state-of-the-art facilities comparable to a well established university.

1.3 Overview of the Business School of UAP

In 1997 the Department of Business Administration officially commenced its journey offering Bachelor in Business Administration (BBA). Since then, the business school has come a long way, having carved out a niche for itself as an institution committed to impart high quality

business education in the country. The mark of this quality is manifested by the academic rigors as well as the market relevance of three programs: BBA, MBA and EMBA.

The number of students enrolled in the first batch was only 11 (eleven). However, the average intake per semester witnessed a steady growth and now hovering around 70 (seventy). The students were normally screened out from a pool of applicant of around 250. As the standard of the student intake was very high, so was the quality of teaching. DBA started producing quality graduates, as manifested in the large number of graduate placements in renowned national and multinational companies. In 2001, it launched its first graduate program- Masters of Business Administration (MBA). This new program also attracted a good number of high caliber students. Soon, the industry experts started to consider it one of the five leading business schools in the arena of private universities. The EMBA program was introduced in the year 2008 and the Supply Chain Management as a major in the graduate program was incorporated in 2010. In Fall 2017 student enrollment is 515 in BBA, 165 in MBA and 61 in EMBA programs. The vision and mission statement of the School of Business are stated as in the following:

1.3.1 Vision

We aspire to be recognized as the premier business school that will contribute to the economic and social well-being, both nationally and globally.

1.3.2 Mission

In pursuit of our vision, we aim to:

- Engage in creating and nurturing innovative minds of the students
- Immerse in relentless endeavor to unravel new frontiers of knowledge through cutting-edge research
- Collaborate with the industry in catering to its needs and demands
- Implant high moral and ethical ethos in the minds of faculties, staff and students

1.3.3 Program Educational Objectives

The Department of Business Administration embeds the roots for professional and personal development of the graduates that are expected in the years.(3-5) to come after completion of their degree. The graduates are expected to:

PEO 1: Pursue and succeed in graduate programs

PEO 2: Apply business knowledge in the corporate world as ethical and responsible professionals

PEO 3: Take lifelong learning as a motto

PEO 4: Demonstrate leadership qualities and be able to deal with group dynamics

PEO 5: Present and express themselves as skilled communicators

1.3.4 Mapping between Mission Vs PEOs

Following is the mapping between Mission and Program Educational Objectives (PEO) of DBA, UAP.

Mission	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
1. Engage in creating and nurturing innovative minds of the students	√		√		
2. Immerse in relentless endeavor to unravel new frontiers of knowledge through cutting-edge research	√		√		
3. Collaborate with the industry in catering to its needs and demands		√		√	√

4. Implant high moral and ethical ethos in the minds of faculties, staff and students		√	√		
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The faculty members of the school are its source of pride. The resource persons have earned their academic credentials from premier institutions- national (DU and BUET), and international (USA, UK, Malaysia). A quick glance at their profiles in the school website (www.uap-bd.edu) would bear testimony to their excellent records.

The Bachelor of Business Administration Program consists of 130 credit hours spread in 41 courses and Internship Projects. Out of these 41 courses, 34 courses are general core courses, five courses are compulsory concentration/ major courses, and other two courses of free electives. After completion of all the courses, students are required to undergo in an Internship program in a business organization.

The general, foundation and core courses are offered in the first, second, third and a part of fourth year of the program. On successful completion of general courses, the students choose an area of concentration from among those offered by the department, provided at least eight students sign up to enroll into that area of concentration. Any 2 Free electives can be taken from the area(s) which the concerned student has not already taken as major, provided at least eight students must sign up to enroll free (minor) courses. Nine program outcomes that a business graduate of University of Asia Pacific is expected to possess are (Detailed in Chapter 3).

1. Practical Skills and Problem Solving Skills
2. Scientific and Analytical Skills
3. Entrepreneurial and Innovation Skills
4. Communication and IT Skills
5. Values, Ethics and Moralities
6. Teamwork and Leadership
7. Professionalism
8. Social Skills and Responsibilities
9. Life Long Learning Skills

Chapter 2

Governance

University Governance refers to the means by which the organization is formally organized and managed. The governing body preserves institutional reputation by confirming that clear regulations, policies and procedures that adhere to legislative and regulatory requirements are in place, ethical in nature, and followed thoroughly. It demonstrates leadership in relation to the governance of its own institutions and thus provides a level of assurance to the key stakeholders, partners including the students, and the society at large. Through a clearly stated and duly communicated governing policies, the entity ensures its commitment to:

- High academic standards, intellectual rigor and a high quality education
- Recognition of the importance of ideas
- Tolerance, honesty and respect as the hallmarks of relationships throughout the University community; and
- High standards of ethical behavior.

2.1 Program Management

Standard 1-1: Mission and objectives are defined in respect of national relevance in compliance with the legal requirements, QA requirements and external reference standards.

For the purpose of providing facilities for higher education and research in emerging disciplines (e.g. engineering, science and technology, business administration) and to create manpower with high skill in the country, the University of Asia Pacific Foundation (UAPF) has established the University of Asia Pacific (UAP).

In compliance with the UGC requirement UAP has set up a 2,80,000 sft state-of-the-art permanent campus at Green Road. UAPF, with an aspiration to integrate higher education with the process of national development, put paramount importance in maintaining a high scholastic standard and accredit UAP's academic programs by relevant accreditation bodies.

UAP takes meticulous care in updating its statutes in compliance with national relevance to carry out administrative, academic and other necessary functions in order to fulfill the objectives of the university as a teaching, examining and research body.

Standard 1-4: Intended learning outcomes must satisfy the mission and objectives of the program.

The course plan provided by each course instructor unequivocally highlights learning outcomes which are set up not only in congruence with the approved course outline but also with the resolute to align with the aspiration of the program.

Standard 1-3: The University must have an organizational structure and organizational units with defined responsibilities in compliance with the legal framework under which the university is established.

The organogram, an intrinsic component of UAP, illustrates the structure and the relationships among different personnel, departments, and jobs at different levels. The President of the Republic of Bangladesh is the Chancellor of the University. The Vice-chancellor, appointed by the Chancellor, is the chief executive of the University who is responsible to the Syndicate, the Board of Governors and the Chancellor.

Officers of the University are: Chancellor, Vice-chancellor, Pro Vice-chancellor, Treasurer, Registrar, Deans of Schools, Heads of the Departments, Controller of Examinations, Proctor, Librarian, Directors, Such other officers as may be declared by the University and/or required by the regulations to be officers of the University.

The Pro Vice-chancellor is appointed by the Chancellor on the recommendation of the Board of Governors. He discharges responsibilities and duties as determined by the University Statutes & regulations or any other duties assigned to him by the Vice-chancellor.

The UAP Treasurer is appointed by the Chancellor on the recommendation of the Board of Governors. The Treasurer exercises general supervision over the funds of the University and renders advice in regard to its financial policy.

The Registrar is the secretary of the Syndicate and the Academic Council and acts as the custodian of the records. Registrar maintains liaison with the deans/ heads of the departments regarding various academic and administrative issues and as per the delegation of the Vice-chancellor.

Authorities of the University are: Board of Governors, Syndicate, Academic Council, Schools of Studies, Committees of Courses and Studies, Finance Committee, Selection Boards, such other authorities as may be formed in accordance with the Private University Act. No. 34 of 1992 [vide clause 14 (2)].

The Board of Governors of UAP is the highest authority of the university which formulates policies, gives decisions and monitors implementation of the policies and decisions given.

The Syndicate, which is the executive body of the university, is constituted by the Board of Governors in accordance with the provisions of the Private University Act, 1992, and is authorized to make, amend and repeal regulations subject to the university ordinance. It consists of 11 Members of the Foundation and 4 representatives of the University. The Chairman of the Board of Governors is the Chairman of the UAP Syndicate. Vice-Chancellor is an ex-officio member and Co-Chairman of the Syndicate.

UAP Academic Council is the supreme academic body of the university. It consists of the Vice-Chancellor, the Pro Vice-chancellor, the Professors, the Deans of Schools, the Heads of the Departments, three professors of other universities and two persons from research bodies to be nominated by the Syndicate, two associate professors and one assistant professor of the University other than the Heads of the Departments to be nominated by the Vice-chancellor.

Currently UAP has seven schools comprising related disciplines and fields of study namely School of Humanities and Social Sciences, School of Business, School of Sciences, School of Environmental Sciences & Design, School of Engineering, School of Medicine and School of Law.

In each school of study there is a committee of courses which is responsible for preparation of courses and syllabi and such other work as may be assigned to it by the school, the Academic Council or the university statutes.

The Finance Committee consists of Members of the Foundation to be nominated by the Board of Governors, the Treasurer of the university and representatives of the Vice-chancellor. The committee is responsible for formulating financial & accounting guidelines and supervises & monitors all matters relating to finance.

UAP has two selection boards. The Selection Board for Faculty positions is constituted by Vice-chancellor/ Pro-Vice-chancellor (Chairman), Treasurer, three members of the Foundation, two relevant experts, Dean of the school concerned and/or, departmental head (or equivalent). While the Selection Board for positions of Officers/ Staff is constituted by Vice-chancellor/ Pro Vice-chancellor (Chairman), Treasurer, Registrar, one member of the Foundation (nominated by the Syndicate). Appointment to Senior Management Positions and periodical determination of their pay and other personnel matters are, however, dealt with by the Board of Governors.

Table 2.1: Response of stakeholders to questions related to standard 1-1, 1-2, 1-3

Aspects of Evaluation	Alumni	Students	Academics	Non-Academic staff	Grand Mean
The entity has adequate infrastructures to satisfy its mission and objectives	3.68	3.93	4.06	4.33	3.88
Academic calendars are maintained strictly by the entity	3.85	4.28	4.61	4.50	4.19

Results are published timely in compliance with the ordinance	3.72	3.87	4.56	4.17	3.88
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In the conducted survey, 4 groups namely alumni, students, academic staff/faculty and non-academic staff evaluated the questions “The entity has adequate infrastructures to satisfy its mission and objectives”, The scores coming out of their evaluations were 3.68, 3.93, 4.06 and 4.33 respectively, while the grand score was 3.88. It can be interpreted from the findings that the academic staff and non-academic staff concurred with the statement. The well-designed infrastructure, clearly defined responsibilities of the organizations could be credited for the stakeholders’ affirmation to this case. The alumni and the students had a predisposition to agree presumably because they were less in communication than the other stakeholders. The grand mean 3.88, however, was indicative of the fact that majority of the stakeholders were prone to agree. Upon directing the question “Academic calendars are maintained strictly by the entity” at the same 4 groups, the responses culminated the mean scores of 3.85, 4.28, 4.61 and 4.50 respectively with a grand mean of 4.19. From these data it can be posited that although the students, academic staff/faculties and non-academic staff were in acquiescence with the statement, the alumni remained close to be sure. The former might have responded positively due to having witnessed department’s careful attention in maintaining the academic calendars. The grand mean 4.19, suggests that the overall response from the stakeholders was favorable.

In response to the 3rd question, “Results are published timely in compliance with the ordinance”, the aforesaid 4 groups’ mean scores were 3.72, 3.87, 4.56 and 4.17 in that order. It can thus be deduced from the results that, the alumni and the students’ were hesitantly positive while the academic staff and non-academic staff resolutely agreed on the same. The faculties and non-academic staff in DBA, UAP are provided with necessary support in publishing the result on time, which has prompted them to advocate the claim. However, few anomalies might have led the students agree to the same with uncertainty. The grand mean 3.88 derived from the responses towards the 3rd question implies that the stakeholders were close to being positive; the reason being the majority of the responses dominating the grand mean with such predisposition.

Standard 1-4: The institution/program offering entity must review and ratify the policies and procedures periodically with an objective of further improvement.

The Committee of Courses and Curricula, in each school of study, prepares course/s & contents, evaluation system, recommends modification in curriculum, syllabus, policies, etc. and sends the proposal to the Registrar Office for forwarding to the Academic Council. It is then escalated to the Syndicate for recommendation and redirecting to UGC for approval.

The Committee of Courses and Curricula is constituted by the Head of the department (Chairman of the Committee), the teachers of the department, two teachers of the related departments (nominated by the Dean of the school/ Head of the department), two experts on the subject from other universities or organizations (nominated by the Dean of the school/ Head of the department). If a subject teaching department does not exist in the University, the committee is constituted by the Dean of the school/ Head of the department and five teachers of the subject from other universities, colleges or organizations nominated by the Dean of the school/ Head of the department.

The nominated members of the committee hold office for a term of two years.

Before forwarding the introduction or modification of courses, policies and other academic issues, to the Academic Council, the departments have to present it to the Academic Monitoring and Coordination Committee (AMCC). AMCC, headed by Vice-chancellor and comprised of Pro Vice-chancellor, Registrar, & Heads of Departments/ Deans of Schools, holds regular meetings for appraising all sorts of academic issues and undertaking essential decisions.

Table 2.2: Response of stakeholders to questions related to standard 1-4

Aspect of Evaluation	Alumni	Students	Academics	Staff	Grand Mean
The entity reviews its policy and procedures periodically for further improvement	3.63	3.85	4.00	3.67	3.79

In the survey administered on 4 groups namely alumni, students, academic staff/faculty and non-academic staff, the question “The entity reviews its policy and procedures periodically for further improvement” was evaluated. The scores derived from the responses were 3.63, 3.85, 4.00 and 3.67 successively whereby the grand mean came out to be 3.79. It can be construed from the given data that only the academic staff expressly agreed to the statement whereas the alumni, students and non-academic staff were close to becoming affirmative. The underlying reason could be that the faculties and students get to participate in the stated process more proactively than do the rest of the two stakeholders. The grand mean 3.79 signifies that the stakeholders were in favor of the statement, although not completely.

Standard 1-5: Code of conduct for the students and code of conduct for staff members and disciplinary rules and regulations are well defined and well communicated.

The Discipline Board (consisting of Vice-Chancellor, Pro Vice-Chancellor, Treasurer, Registrar, Proctor, 1 member of Syndicate) of UAP holds the supreme authority to supervise and control the discipline and conduct of the students and recommend action/s necessary to comply with the disciplinary rules & regulations. The Proctor, who is a member of Discipline Board, holds the responsibility to ensure discipline, good conduct and behavior of students during office hours.

Any teacher or officer of UAP within the power vested upon him/her has the authority to take action/s as he deems necessary for maintaining the discipline. Every such action, however, must be reported to the Proctor.

To promote creative pursuit, formation of club, societies or organization is encouraged. However, prior permission of the UAP administration is mandatory for conducting any activity under the banner of such group/body.

Any form of strike, threat, coercion, obstruction from attending classes, laboratories, or library which hampers the normal functioning of the university is strictly prohibited. The options of fine, withdrawal, suspension, expulsion, or rustication can be exercised by the board subjected to level of misdemeanor.

Faculty/staff seeking a position in the parliament, or any other public office must resign from the service of the University.

The University holds the right to remove or dismiss any faculty/staff on grounds of neglect of duty, misconduct, moral turpitude & inefficiency. In such case an inquiry committee is required to be constituted by the Syndicate for carrying out inquiry into the charges brought against the alleged faculty/staff. The accused faculty/staff is of course given an opportunity to defend himself/herself in person or through a representative as stipulated in UAP rules.

The UAP rules & regulations and appropriate code of conduct and requisite discipline are extensively communicated during the orientation program arranged for newly recruited faculty members.

The information booklet provided to the students by the Registrar Office on Orientation Day explicitly narrates the obligatory discipline during examination, requisite benchmark of etiquettes at the campus and the UAP rules and regulations.

It is mandatory for the students to put on Identity Card during his/her stay at the campus and to produce on demand by Proctor, Teacher or officer of the University.

Table 2.3: Response of stakeholders to questions related to standard 1-5

Aspects of Evaluation	Alumni	Students	Academics	Grand Mean
Codes of conduct for the students and employees are well communicated.	3.97	3.95	3.89	3.95
Disciplinary rules and regulations are explicitly defined and well circulated.	4.05	4.10	4.00	4.08

In the above table, the mean scores 3.97, 3.95, 3.89 and 3.83 computed from the responses of 4 groups namely alumni, students, academic staff and non-academic staff have been included against the question “Codes of conduct for the students and employees are well communicated.” It is evident from the results that the alumni, students and non-academic staff were closely towards assenting. The grand mean 3.95 alludes to the major part of the stakeholders’ inclination to agree. The same 4 groups were directed the question “Disciplinary rules and regulations are explicitly defined and well circulated” where the mean scores of their responses were 4.05, 4.10, 4.00 and 4.00 respectively while the grand mean was 4.08. The results imply that all 4 groups

were extensively informed of the disciplinary rules and regulations and the same was reflected through the grand mean.

Standard 1-6: The University must have a well-designed website, which will contain all sorts of information of the university and programs with easy access to the stakeholders.

UAP's website (<http://www.uap-bd.edu>) manifests the different schools and their respective programs, course curricula & syllabus, class schedule, grading system, faculty profiles, resources of different departments, and academic calendars of different programs.

Also depicted in the UAP website are admission requirements, admission test schedule, admission procedures, fees & waiver, and all the salient admission information features in different programs.

The website also makes available a list of papers & publications by faculties, and provides links to some essential and reputed e-journals. It provides login options to all the members of UAP for the results, transcripts, advising and filling out different forms.

The website notice board continuously disseminates the updated information & announcements, and presents latest news & events as well as UAP media releases and news-letters.

It also provides comprehensive information regarding administration, the preeminent administrative committees and the necessary services carried out by them.

Table 2.4: Response of stakeholders to questions related to standard 1-6

Aspect of Evaluation	Alumni	Students	Academics	Non-Academic staff	Grand Mean
Website is updated properly.	2.80	2.83	3.28	4.00	2.87

In the above table, the mean scores 2.80, 2.83, 3.28 and 4.00 and the grand mean 2.87 generated out of the responses of 4 groups namely alumni, students, academic staff and non-academic

staff have been included against the question “Website is updated properly”. The alumni and students chose to stand against the claim as deduced from their responses whereby the non-academic staff reckoned that the website is updated properly. The academic staff/faculties remained neutral in terms of their opinion. The reasons behind the discontent of almost all three stakeholders could be speculated that the students, alumni and faculties might have found significant gap between their expectations versus the actual resources available in the website and eventually failed to reap expected benefit out of it. Since major part of the stakeholders disapproved of the statement, the grand mean eventually pointed at disagreement.

2.2 Academic Documentation

Standard 1-7: A student handbook containing mission, objectives, graduate profile academic calendar, rules, regulations and program related information in details.

An Information Booklet is provided (by the Registrar Office on Orientation Day) to all the UAP students (undergraduate and post-graduate programs of UAP) that contains information related to Board of Trustees, UAP Administration, Undergraduate programs, Graduate programs, Registration Procedure, Campus Resources (Library, e-journal, Lab, Canteen, Medical Center, Co-curricular activities, Admission related information, Collaboration/academic affiliation with foreign universities, Professional Affiliation, Discipline during examination, Rules for repeat examination, Waiver policy, Post admission withdrawal and locations of different departments/sections.

Table 2.5: Response of stakeholders to questions related to standard 1-7

Aspect of Evaluation	Alumni	Students	Academic	Non academic Staff	Grand Mean
The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook	3.33	3.85	4.22	4.17	3.74

In the above table, 4 groups namely alumni, students, academic staff and non-academic staff have been asked the question “The entity reviews its policy and procedures periodically for further improvement” where the mean scores came 3.33, 3.85, 4.22 and 4.17 respectively. The results manifest that the alumni remained neutral with their response while the other three

stakeholders responded positively. It can be assumed that the alumni, owing to their disengagement with the entity, might have taken a neutral stand on this while the other three stakeholders concurred unanimously as they reap the benefits of the guidelines currently. The grand mean, 3.74, alludes to the majority of the alumni and students who were inclined towards agreeing.

<p><i>Standard 1-8: Documentation at all levels of university administration from central to individual faculty members.</i></p>

The minutes of meetings, decisions of different committees, are duly preserved. The minutes of the meetings of the Board of Governors (BOG), Syndicate, Finance Committee, Purchase & Procurement Committee, and other committees consisted of BOG members are maintained by Board Secretary and approved by the convener/s. The minutes of the meetings of Academic Council, AMCC, Selection Committee are prepared by Registrar Office and endorsed by the Vice-chancellor. Following the decisions of the meetings, Office Orders are issued by the Registrar Office.

The registration of the students and publication of results at UAP are carried out by automation software. The Office of Registrar and Controller of Exams, with the assistance of IT section generate and preserve the information related to registration and publication of results.

The departments maintain the assessment records of the students, faculties and staff independently and provide or forward to the concerned authority as per requirements. The minutes of departmental meetings are prepared by a faculty and approved by the Head of the Department.

The course instructors are to submit course plans (elaborating course contents, evaluation system, course objectives, learning outcomes), grade-sheets, graphical analysis of the grades, best (and moderate) performance scripts and other relevant documents of the respective courses to the Self Assessment Committee at the end of the semester for archiving course files.

Table 2.6: Response of stakeholders to questions related to standard 1-8

Aspect of Evaluation	Academics
Documentations (decisions of committees, class attendance registers, questions, answer scripts, marks, examination results, students' progress etc) are maintained properly.	4.33

In the above table, academic staff/faculties took the question “Documentations (decisions of committees, class attendance registers, questions, answer scripts, marks, examination results, students' progress etc) are maintained properly”. The mean score 4.33 depicts that the respondents were positive in their opinion. This response might have come up due to the active participation of the stakeholders in the process.

Standard 1-9: In order to be responsive to the emerging changes and needs universities and the academic units of the university must have effective institutional leadership and sufficient autonomy.

The President of the Republic of Bangladesh is the Chancellor of the University of Asia Pacific who presides over the convocations of the University for awarding of academic & honorary degrees.

The Vice-chancellor is the whole time chief executive of the university who ensures the manifestation of the UAP statutes and regulations. The general control over the teachers and academic discipline in the university are in the discretion of the Vice-chancellor.

The Board of Governors is the highest authority of the university which formulates policies, gives decisions and monitors implementation of the policies and decisions given. The Syndicate is the executive body of the university that exercises the authority of general management and oversees the dissemination of the provisions of the university statutes and the regulations in force.

The Academic Council, the supreme academic body of the university, looks after the standards of instruction, education and examination. The council also employs regulations prescribing the courses of studies and curricula, proper standards of instruction, research and examination. The committee of courses and studies at each department recommends the curricula and syllabi of courses prepared by each program and advances to the Academic Council for its approval to forward to UGC for permission to engage in offering the course/s.

Table 2.7: Response of stakeholders to questions related to standard 1-9

Aspect of Evaluation	Academics
Decision making procedure in the entity is participatory	3.94

In the above table, academic staff/faculties took the question “Decision making procedure in the entity is participatory”. Their responses generated the mean score 3.94. It can be surmised from this result that, since the academic staff/faculties avail of adequate opportunities to take part in decision making procedures, they have chosen to take a positive stand regarding this question.

2.3 Internal Quality Assurance Process

Standard 1-10: The academic leaders and the faculty members must be judicious and guided by the values of quality assurance.

The Vice-chancellor of UAP has the authority to exercise general control over the teachers and maintain academic discipline in the university in accordance with the university statutes.

Following preparation of courses & syllabi, the committee of courses and studies, in each school, proposes to the Academic Council for its perusal and requisite measures for approval to offer the course/s.

The Registrar is the secretary of the Academic Council who keeps liaison with the deans/ heads of the departments regarding time-table of the academic staff including lectures, demonstrations, tutorials, laboratory work, research, personal study.

The Syndicate of UAP has complete jurisdiction over all academic matters which are placed before the Board of Governors as per necessity.

UAP is one of the contract signatories of HEQEP (Higher Education Quality Enhancement Project), an initiative of the University Grants Commission (UGC) in a quest of excellence in the tertiary education of Bangladesh in conjunction with World Bank. With a view to further institutionalizing quality culture, UAP has started its institutional quality assurance cell (IQAC) with the support from UGC and the World Bank.

IQAC, in its bid to establish quality culture and to come up with an improved academic plan to ensure systematic and intended goals based curriculum delivery, has been putting in unremitting effort by conducting and arranging series of workshops and seminars through Self Assessment Committee (SAC) of each department of UAP. Student centered learning focused on empirical measurement or outcomes and fostering the spirit of Continuous Quality Improvements (CQI) falls under the agenda of the committee.

A strong Quality Assurance Committee (QAC), headed by the Vice-chancellor as Chairperson and comprised of distinguished and dedicated members of UAP, is actively engaged in enhancing and ensuring academic quality at UAP.

In addition to statements of rules & regulations of UAP, effective teaching method, learning style, quest for quality in education, and envisaged discipline & essence of code of conduct are illustrated extensively at the Orientation Program workshop for newly recruited faculty members.

With an aspiration to elucidate the role of the teacher in creating effective learning environments, employing active learning strategies & technique, ensuring an effective learning environment, developing the tools that allow students to practice learning in the class environment, UAP has

initiated Improving Learning and Teaching Skills (ILTS), a ten-week long faculty development program, lead by the UAP Pro Vice-chancellor as a resource person and chief coordinator.

Table 2.8: Response of stakeholders to questions related to standard 1-10

Aspects of Evaluation	Alumni	Students	Academics	Grand Mean
The entity ensures a conducive learning environment	3.65	3.94	4.33	3.89

In the above table, 3 groups namely alumni, students and academic staff were asked the question “The entity ensures a conducive learning environment” and the mean scores derived were 3.65, 3.94 and 4.33 respectively. The scores indicate that the alumni and students almost agreed to the statement while the academic staff were unreservedly in favor of the same. The basis of their judgments could be established on the fact that academic staff/faculty are consistently witnessing the thriving of quality culture and department’s relentless effort in ensuring an effective learning environment. However, further improvement is required in this regard in order to get positive response from the alumni and students. The grand mean, 3.89 is suggestive that the respondents as a whole were prone to be in compliance.

2.4 Peer Observation and Feedback Process

Standard 1-11: Management of stakeholder’s feedback to get useful insights for the purpose of improvement in all aspects of teaching, learning and research.

In UAP, courses and curricula are designed in a manner that enables and equips a student to enter into the national and global job market or pursue higher academic and professional goals with a solid academic foundation. The institution also aims at fostering among the students the spirit to become productive and proactive members of the community and continue the practice of continuous learning to become future leaders and useful members of the society.

Responding to the perennially changing needs of the stakeholders is UAP’s utmost priority. Students, the most important stakeholders, evaluate the respective course teachers at the end of the semester where they explicitly provide views not only regarding their perception of instructors’ knowledge & preparation but also on their organization and manifestation of the course materials.

Taking into account the scope of students' experiential learning beyond the theoretical aspects of classroom teaching, UAP constantly endeavors to forge a strong linkage between the industry and the university.

In addition to arranging internship placement of students at reputed national and multinational organizations, regular arrangements are made by DSW (Directorate of Students Welfare) with the help of CDCs (Career Development Club) of different departments to organize Campus Activation Program, Campus Recruitment Program, Lecture Series by Luminary Professionals, Career Fests, Mock Tests, Signing of MOUs, where employers grace the events and illustrate the essence & experience of the rigors of working in a corporate environment and students get an opportunity to display their employability skills before the experienced managers and the executives of the renowned company.

The teaching (evaluation by students, standard of questions, evaluation by the departmental head) and non-teaching performances (Coordinating Student activities, Seminar/Workshop, Co-curricular activities) are annually assessed by the UAP administration to monitor the depiction of a faculty's academic wisdom and contribution to the respective department.

Table 2.9: Response of stakeholders to questions related to standard 1-11

Aspect of Evaluation	Alumni	Students	Academics	Grand Mean
Students' opinion regarding academic and extra-academic matters are addressed properly	3.24	3.35	3.94	3.36

In the above table, 3 groups namely alumni, students and academic staff were asked the question "Students' opinion regarding academic and extra-academic matters are addressed properly" and the mean scores derived were 3.24, 3.35 and 3.94 respectively. The scores imply that while the academic staff/faculties were almost convinced of the statement, rest of the two stakeholders chose to be neutral. The responses could be attributed to the fact that there lies significant room

for improvement in terms of taking students' and alumni's opinions into account and reflecting those through the execution process. The grand mean 3.36 signifies that all the stakeholders preferred to take a neutral stand against this question.

Chapter 3

Curriculum Content Design and Preview

Curriculum, in its broadest term, refers to the courses, their contents and sequence as offered in a program at an educational institution. Besides, it also encompasses the learning experience, skills and attitudes expected to be gained by the students during the course of the program. Designing of a proper curriculum, therefore, is key to an effective teaching-learning process. This section highlights the curriculum of BBA program, its review process, and the alignment with the generic skills to be attained by the graduates of the program. The overview on these issues is coupled with the discussion of various standards as prescribed in the self-assessment manual.

3.1 Curriculum Structure

The School of Business offers a 4-year BBA program that aims to provide for a holistic development of a student in business education. The curriculum of this program consists of 130 credit hours spread in 41 courses and an internship program. While the first year focuses, primarily, on the foundation and general education courses, the next two years of the program seek to equip students with the knowledge and skills pertaining to the entire spectrum of business discipline. The final year of the program offers the capstone and other courses through which students gain a deeper understanding of particular areas that they opt to specialize in. This is capped by an internship program whereby they remain attached for three months with an organization in order to have a real world feel of the corporate world. The interns are then required to write a report on their findings and experiences, and finally make a presentation before a three-member internship defense committee.

The courses in the curriculum are structured into 5 area(s): general education, foundation, core, the capstone, and major/minor courses. Except the three, namely, Bangladesh Studies, Introduction to Natural Sciences and Entrepreneurship & Small Business Management (each of 4 credit hours), all the other courses are of 3 credits. The course structure along with the number of courses in each area is presented in Table 3.1.

Table 3.1: Course Structure in BBA Program

Course Category	No. of Courses	Credit Hour	Total Credit
General Education (GE)	4	$3*2 + 4*2$	14
Foundation	8	3	24
Core	21	$3*20 + 4*1$	64
Capstone	1	3	3
Major	5	3	15
Minor	2	3	6
Internship	-	4	4
Total			130

The courses in various categories are presented in Appendix I.

3.2 Curriculum Review Process

Standard 2-1: University must have a well-defined procedure to design and review the curriculum of academic programs periodically.

UAP has a very well-defined procedure in place that facilitates periodic review of various academic programs. It has eight degree awarding departments, and in each of the department, there is a course and curriculum committee. The course & curriculum committee comprises the departmental Head and full-time teachers and two subject-matter external experts from other universities, as nominated by the Dean of the school or Head of the department. It is to be

mentioned that the nominated members of the committee hold office for a term of two years. Once the departmental committee reviews and proposes any changes to the curriculum, it presents to the Academic Monitoring and Coordination Committee (AMCC). The AMCC meets every month and discusses any issues pertaining to academic, in general.

Once the proposed curriculum is agreed upon by the AMCC, it is forwarded to the Academic Council (AC) for further perusal. After it is approved by AC, it is placed before the University Syndicate. Upon approval of the Syndicate, the proposed revised curriculum is sent to UGC for its further review and final ratification.

Table 3.2: Response of stakeholders to questions related to standard 2-1

Aspect of Evaluation	Academics
Curriculum is reviewed and updated at regular intervals in compliance of the rules of the university.	3.61

The above statement was directed at the faculty members only, and not to any other stakeholder. The mean score of faculty response stands at 3.61, which is less than the threshold point 4.0 (Agree), implying that the faculty members do not hold a positive view toward this aspect. Since a substantial revision of BBA curriculum has been undertaken only very recently, the above response could be deemed as plausible. This has been corroborated by the alumni who have mentioned in focus group discussions (FGDs) that “curriculum should be revised from time to time”.

The above view, however, should not be misconstrued as a negative response either, as the faculties try to incorporate some changes in their assessment methods in order to remain relevant in the fast-changing business environment.

Standard 2-2: There must be a program specific body or committee with representation from the major stakeholders to take care of design and redesign of curriculum.
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There is a Course & Curriculum Sub-Committee at DBA that comprises the Head of the Department (HoD) and senior full-time faculty members having expertise in different major areas of business discipline. The HoD acts as the convener of the committee that meets twice a year, generally during semester-break, for the purpose of program review. Besides, the committee is also entrusted with the responsibility of assigning the distribution of the course load among the faculty members. Since the semester of Spring 2017, the committee, in conjunction with the departmental self-assessment committee, has been reviewing the development of course outlines that would explicitly state the program outcomes (PO) & learning outcomes (LO) and meet the other requirements of outcome-based education (OBE).

3.2.1 Review Process and Need Assessment

The curriculum review process at the School of Business centers on the stakeholder needs and their in-depth assessment. The process is usually carried out as follows:

- First, the sub-committee convenes a meeting with all the faculty members regarding curriculum review. During the meeting, a preliminary appraisal on the rationale of making changes in the existing curriculum takes place.
- It then elicits their concrete opinions and suggestions on the need of assessing the current course structure and of any possible revision required to be incorporated in the contents of their respective courses. For this purpose, the committee sets a deadline by which the faculty members would propose changes to the courses of their expertise.
- The sub-committee along with other faculty members meets to discuss the proposed modifications. Once there is a consensus amongst all the faculties relating to the incorporation of the recommended changes, the sub-committee prepares the draft on the curriculum revision that would be placed before the course & curriculum committee of DBA.

- The committee holds a threadbare discussion on the draft of proposed revised curriculum; during the meeting, the two external experts offer their opinions and debate the pros and cons with regard to the suggested modifications as put forward in the draft. All this is done keeping in view the current market demands, the emerging needs of the society, and the practice being followed in premier business schools – both local and global.
- The revised curriculum as proposed and approved by the curriculum committee, is then presented to AMCC; following the university rules, next, it is placed to Academic Council, and finally, to the university Syndicate. Subject to the Syndicate approval, it is sent to UGC for its final decision.

It may be mentioned that there is a general decision of UGC that stipulates that until a particular university shifts to its permanent campus, no review of the courses and curriculum of any of its program offering entities would be carried out. Thus, a substantial revision of the existing curriculum of BBA program had been stalled until 2016. However, as the university had moved to its current permanent campus last year, the committee following all the steps in the review process and prescribed UGC guidelines had prepared the proposed revised curriculum and sent it to UGC for its approval. This has been done after having taken the viewpoints of various stakeholders into consideration through extensive focus group discussions (FGD) with the alumni as well as meeting the potential employers.

Very recently, the department had received the UGC observations asking for inclusion of the full course contents while generally agreeing with the overall course structure in the proposed curriculum. Subsequently, the committee met all the faculty members on October 25, 2017 in order to address these observations and suggestions in the proposed new curriculum. Upon incorporating the suggested changes, the department is preparing to send the revised curriculum to UGC for its final approval. It is expected that the new updated syllabus would be in effect from the next semester, i.e. Spring 2018.

While the department recognizes that a major revision of the existing curriculum has long been overdue but could not act upon it due to the restrictions beyond its purview, it, however, makes continuous efforts to ensure that courses in the program have maintained relevance to the

constantly evolving industry demands. In this regard, acquiring employability skills, besides developing an entrepreneurial mindset, on the part of the students is being given utmost priority.

Table 3.3: Response of stakeholders to questions related to standard 2-2

Aspect of Evaluation	Academics
Opinions from the relevant stakeholders (students, teachers, employers and alumni) are duly considered during review of the curriculum.	3.67

Regarding the statement as to whether the stakeholders’ opinions are considered during the review process, the value derived from the faculties’ opinions stands at 3.67, which falls below 4.0. This means that the faculties do not concur with this above statement, which also is in line with the practice pursued until recently. However, this has not been the case in the recent revision of BBA curriculum. In this regard, it is worth mentioning what the alumni have stated during FGDs; some of the pertinent observations are as follows:

- “E-Commerce course should be introduced”
- “Finance courses should focus on the capital market.”
- “Some courses are redundant, like Economic Geography.”
- “HSS 131 (Business Communication) course may incorporate modern techniques used in business world today.”
- “CST 100 (Computer Skills) course only offers basic knowledge; so, the content should be revised.”

Such observations have been addressed in proposing the revised curriculum of BBA program

Standard 2-3: Designed curriculum with valid basis and all changes in the curriculum with specific reasons must be properly documented.

The committee on course & curriculum design has incorporated a few major changes that have been made in the revised curriculum expected to be effective from Spring 2018. Appendix I presents the newly revised and existing curriculum and shows the newly added courses in bold underlined forms.

3.2.2 Gaps in Curriculum: Adequacy to Meet the Needs

In the existing curriculum, there are a number of gaps that had been identified during the review process of BBA curriculum. Such drawbacks had been addressed while proposing the revised one. A brief enumeration on this issue is highlighted below:

- In the present curriculum, there was no course named '**Introduction to Business**'. Any undergraduate program should have a course that will offer a broad overview of the fundamental features and areas constituting that particular discipline. This is a major drawback that has been taken into consideration by proposing the inclusion of this course in the new curriculum.
- In the existing curriculum, there is a very limited scope for the students to get exposed to the '**Supply Chain Management**' and '**E-Business**' that are profoundly impacting today's business landscape. In this age of globalization, where the geographical borders are increasingly getting blurred, where the competition are now being fought along supply chains, and not between two companies, the inclusion of these two courses in the new curriculum address the limitations of the current one.
- Leaders and managers these days are continually confronted with ethical dilemma while discharging their duties. The unethical norms and practices have seen the collapse of financial institutions and set in global recession the recent past. Business graduates ought to remain aware of the workplace dilemma as well as the profound detrimental impact of such practices. With this view in consideration, the new course '**Business Ethics**' has been proposed in the revised curriculum.

- There are a good deal of **overlapping issues** that are covered in courses, such as, operations management, project management and managerial finance. A thorough review of the contents of these courses reveals that a significant portion of project management, such as project scheduling and project appraisals is covered in the other two courses in the existing curriculum. In the proposed revised one, this course has, therefore, been omitted.
- The current sequence of a number of courses is somewhat **unstructured**. For example, Micro Economics is being offered in the first semester where students grapple with the supply and demand curves as curve plotting is covered in the course named Business Mathematics which is offered in the second semester. Similarly, both Principles of Management and Organizational Behavior courses that deal with a good deal of common issues are currently offered in the third semester. In the new revised curriculum, such discrepancies in the course structure have been adequately looked into.
- There are a few courses that are not relevant with the demands of the present times. These courses, such as, Introduction to Economic Geography, Administration, Office Management and Secretarial Practice, have been omitted in the revised curriculum. Besides, while all the core courses are of three credits, the course named ‘Entrepreneurship and Small Business Management’ is a four-credit course. In order to have uniformity in the course structure, this one also has been proposed to be of three credits in the revised curriculum.

All these changes, the bases and the reasons thereof, have been documented and preserved in the department as well as in the university administration.

Table 3.4: Response of stakeholders to questions related to standard 2-3

Aspect of Evaluation	Alumni	Students	Academics	Grand Mean
Courses in the curriculum from lower to higher levels are consistently arranged.	3.76	3.95	3.94	3.90

In the survey conducted on the curriculum design and review, only three stakeholders, namely, alumni, students and academics staff/faculties have participated, as there was no question directed to the employers and non-academic staff on this particular aspect. From the table, it is found that the stakeholders did not quite agree with the above statement with the grand mean falling short of 4.0 ('Agree'). This could be attributed to the fact that the curriculum of BBA program did not undergo any major revision over a long period; thus, there are some inconsistencies as stated above continue to remain in the course structure. Such inconsistencies have, however, been addressed with due diligence in the proposed revised curriculum.

Table 3.5: Response of stakeholders to questions related to standard 2-4

Aspects of Evaluation	Alumni	Students	Academics	Grand Mean
Teaching strategies are clearly stated in the curriculum.	3.63	4.07	3.72	3.93
Assessment strategies are explicit in the curriculum.	3.68	4.10	4.22	3.99

From the above, it is observed that for all the stakeholders, the assessment strategies have scored higher means than those of teaching strategies with the grand mean very close to 4.0. In terms of clarity, students hold a positive view regarding both the assessment as well as the teaching strategies. The fact that the assessment of the answer scripts remains, in general, transparent has been corroborated by the positive views of the stakeholders.

Standard 2-4: Curriculum must be aligned with program objectives, intended learning outcomes through proper skill mapping.

The program objectives of BBA curriculum address the five key qualities that the business graduates are expected to exhibit in their professional lives, i. e., a few years after the completion of their studies; these comprise their ability to (i) display leadership qualities and work in groups, (ii) communicate effectively, both orally and in writing, (iii) pursue advanced degrees, (iv) discharge their duties and responsibilities with due ethical considerations, and (v) strive for life-long learning. In the curriculum, there is scope for the students to acquire the requisite skills that would help them in good stead when it comes to employers' perception on their performance.

Table 3.6: Employers' Perception

Dimensions of Quality	Recruitment	Performance
Job knowledge (knowledge on the subject matter)	3.8	3.75
Ability to link theory into practice	3.55	3.42
Presentation Skills	3.55	3.60

From the above table, it is shown that the employers' perception on the performance (3.75) of the graduates closely follow with that of recruitment (3.8) on the dimension regarding 'Job Knowledge'. This is also reflected in the ability of the graduates in linking theory to practice, which is 3.42 on the level of the graduates performance with the corresponding figure during recruitment hovering around 3.5. As to the presentation skills, the employers' perception of the graduates' performance (3.6) scores higher than that of recruitment (3.55). This is mainly due to the fact that the existing curricula, which is in urgent need of revision, nevertheless places great emphasis on students' presentation skills.

3.3 Curriculum and Skill Mapping

Program Outcomes (POs) are defined in terms of knowledge, skills and attitude that students are expected to attain by the time they graduate. In order to set these POs, a number of workshops and meetings took place in the department, where the faculty members discussed the relevant dimensions and finally agreed upon the 9 POs for the BBA program. These POs are stated in each course outline provided to the students by the respective course instructor at the beginning of the semester. The nine POs along with their definitions/explanations are presented in Table 3.2:

Table 3.7: Program Outcomes with Their Definitions/Explanations

No.	Program Learning Outcomes	Definition/Explanation
1.	Practical and Problem solving skills	Analyze complex and real life business environment, identify problems, and apply knowledge in seeking solutions
2.	Scientific and Analytical skills	Able to utilize business related scientific knowledge to collect, visualize and analyze information.
3.	Entrepreneurship and Innovation skills	Demonstrate and apply multidisciplinary knowledge to become an effective entrepreneur and create innovative ideas.
4.	Communication & IT skills	Communicate effectively within the business community and the society at large that include but not limited to writing effective reports and documentation, delivering effective presentations as well as giving and receiving clear instructions
5.	Values, Ethics and Morality	Inculcate a higher level of ethical values and moral behavior in professional business conduct

6.	Teamwork and Leadership skills	Able to function effectively as a team member or a leader in a diversified, multi-disciplinary team settings
7.	Professionalism	Display highest level of professionalism (such as punctuality, business etiquette and meeting deadlines) in business environment
8.	Social skills and responsibilities	Able to communicate and interact with others both verbally and non-verbally through gestures, body language and appearance, and understand the obligation to act for the benefit of society at large.
9.	Life-long Learning skills	Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of business and technological changes

The mapping of the courses with the intended program outcomes to be attained by the students at the time of their graduation is presented in Table 3.3 (attached next page). As observed from the table, the learning outcomes (LOs) of each course would be related only to a certain number of POs; the aggregate of all these LOs, however, would capture all the POs as specified in the revised curriculum.

Table 3.8: Response of stakeholders to questions related to standard 2-4

Aspect of Evaluation	Alumni	Students	Academics	Grand Mean
Curriculum load is optimum and exerts no pressure.	3.37	3.17	3.83	3.26

On this particular statement of curriculum load, all the three stakeholders surveyed were found to be somewhat neutral (or undecided) in their responses as evidenced from the above table with

the grand mean hovering slightly above 3.0 (the neutral cut-off point). The lower figures of 3.37 and 3.17 of the alumni and especially the current students respectively, allude to the underlying fact that the curriculum load seems to be rather ‘heavy’ for them. As the BBA curriculum puts a great deal of emphasis on English skills, and the quality of the intake on this aspect remains a major concern, such opinions mirror the actual scenario. This apart, the inconsistencies in the current course structure have also contributed to the feelings of the stakeholders on this particular issue.

Table 3.9: Response of stakeholders to questions related to standard 2-5

Aspect of Evaluation	Academic Staff/Faculties
Curriculum addresses program objectives and learning outcomes	4.11

The above statement was put forward to only the faculty members, and no other stakeholders. From the table, it is found that the mean faculty response crosses the threshold point of “Agree”, i.e., 4.0; this indicates that views of the faculty members are in harmony with the above statement. It may be mentioned that the learning outcomes as well as the program outcomes are explicitly stated in the course outlines that are provided to the students. Faculty members have devoted considerable amount of time in discussing, debating and deciding upon these outcomes. This has been borne out by a higher positive response of 4.11 by the faculty members.

Standard 2-5: Designed curriculum must satisfy the mission and defined graduate profile.

As stated in the introduction, the mission statements in the BBA program are developed emphasizing the four key ingredients: student creativity and innovation, impactful research, academia-industry collaboration, and ethical & moral obligation on the part of different stakeholders involved. The skills, attitudes and values, as embodied in the graduate profile, are highlighted in the preceding section. In the recent curriculum revision, both the mission statements and the graduate profile have been taken into careful and utmost consideration.

In line with meeting the objectives of mission statement and generic skill – PO5, a new course, Business Ethics’ has been proposed in the revised curriculum. As to carrying out impactful research, both faculties and students remain greatly involved through ‘faculty quality improvement circle’ (FQIC) activities and their course ‘Business Research Methodology’ and other course projects, respectively. In so doing, they pay due diligence to ethical considerations so critically important in conducting surveys and writing papers published in various journals related to business field.

In forging strong academia-industry collaboration, the DBA has launched the ‘Entrepreneurial Lecture Series’. Renowned entrepreneurs of the country are invited to share their ideas and experiences in crafting and flourishing their businesses and in overcoming the challenges that a budding entrepreneur might face in his/her ventures. Such initiatives are expected to stimulate an entrepreneurial urge and a spirit of innovation in the minds of the students that would help them in their future endeavors. This lecture series coupled with the course ‘Entrepreneurship and Small Business Management’ are thus in close harmony with the mission statements and the program outcome – PO3 – that would enrich a graduate’s profile.

Table 3.10: Relevance of Curriculum in Achieving Day-one Skill

Aspect of Evaluation	Alumni	Academics	Grand Mean
The curriculum is effective in achieving day-one skill (which happens right at the beginning of the first day at job place).	3.25	3.83	3.37

The statement above was directed at the alumni and the faculty members, and the corresponding responses reflect a neutral stance on their part as neither of the two stakeholders answered in the clear affirmative regarding this aspect. Of particular concern is the mean alumni response with a figure of 3.25, which clearly indicates that there is ample room for improvement in the existing curriculum. In order to address this issue, a number of initiatives have recently been undertaken

which are expected to raise the perceptions of the faculties and particularly of the future alumni regarding BBA curriculum.

Chapter 4

Student Admission, Progress and Achievements

University admission is the process through which students qualify for tertiary education at Universities and Colleges. The systems vary widely from country to country, and sometimes from institution to institution; but every system ensures that the deserving candidates get selected. This process is of crucial value considering the fact that not all the aspirants are ready to pursue higher education. Many who enter universities fail to cope with the emerging demands of higher education and eventually, perform poorly. Therefore, Universities should put meticulous effort and concentration in devising entry qualifications and admission procedures. Simultaneously, student progress as well as achievement should be constantly monitored and recorded by the concerned entity.

4.1 Entry Qualification

Entry qualification is a guideline to assess the eligibility of the student for the program. It also demonstrates the level of academic ability necessary for the completion of the program successfully. For this, entry requirements must be quantifiable and it is imperative that prospective students are well communicated with the requirements.

Standard 3-1: Entry Requirements must be well defined, measurable and communicable to the potential candidates for admission.

- Registrar office of UAP circulates notice for undergraduate admission test which is available on the website of UAP (<http://www.uap-bd.edu>) from where candidates can get the application form for admission into various undergraduate programs. Registrar office also gives ad in the leading Bengali & English newspapers to inform prospective candidates. After that, the role of admission office begins, which is very crucial because it is the first point of contact for prospective students. The office of admission at the University of Asia Pacific (UAP) is dedicated to assisting students and communicating with prospective students and their parents/guardians. Department of Business Administration (DBA) has a set

of procedure of admission in Bachelor of Business administration (BBA) program that is admission test. DBA circulates advertisements several times in different dailies to inform prospective candidates about admission requirements, how to apply, additional support, application deadlines, admission test date, and venue.

- Entry qualification implies minimum requirements for a student to get admitted into any particular program. DBA has some criteria that ensure applicants possess the skills and knowledge to successfully complete the program. These requirements are as follows:
 - Candidates scoring total GPA of 6.00 in SSC and HSC or equivalent public examinations can sit for the admission test in BBA program.
 - Candidates with minimum GPA of 2.5 in O level in five subjects and A level in two subjects and total GPA of 6.0 according to UAP scale are eligible to apply for admission.
 - GED candidates would be eligible to get admission if they have a cumulative score of 2250 and not less than 410 in individual modules.
 - Candidates having a break of study of not more than two years may apply for admission.
 - Candidates transferring credits from any other university with a system similar to UAP are allowed to apply with the required documents and the matter will be decided by the Equivalence Committee of DBA. In addition, that particular student must appear in the admission test.
 - Candidates successfully completing school abroad are required to submit their applications and verified/attested copies of previous academic documents/transcripts from their institute/Foreign Ministry & Equivalence Certificate from Secondary & Higher Secondary Education Board, Dhaka.
- DBA ensures the competency level of the eligible candidates by conducting admission test in two phases. In the first phase, student appears for written test and in the second phase, the selected candidates in the written test are called for viva-voce.

A survey was carried out among the alumni, students and faculty members and the rest two groups namely employer and non-academic staff were not incorporated in the survey regarding student admission, progress and achievements. The survey result is given in the table 4.1.

Table 4.1: Response of stakeholders to questions related to standard 3-1

Aspect of Evaluation	Alumni	Students	Academics	Grand Mean
Admission policy ensures entry of quality students.	3.51	3.80	3.67	3.72

From the survey data, it is evident that admission policy reasonably ensures entry of capable and quality students as the score of grand mean turned out to be 3.72. It can be interpreted from the findings that while students concurred with the statement, the alumni and the faculty members were also in favor of the claim. The response could be attributed to the fact that if all private universities complied with the policy of UGC in following ‘Semester System’, then admission time for all universities will be uniformed which would accelerate competition and ensures the process of acquiring quality students.

Standard 3-2: Entry requirements must reflect the level of qualifications required to afford the academic load of a particular program and match with the nature of the discipline.

- Admission Office of UAP circulates admission test notice where subjects, contents and allocation of marks of written test of each department are clearly stated.
- GPA 6.00 is the prerequisite for appearing in the admission test. However, meeting this requirement does not guarantee an entry to the program. It will merely ensure the eligibility to sit for written test.
- BBA graduates need to be equipped to handle all organizational functions and analyzing business situations with creativity. For this, candidates need to undergo one hour written exam which is designed in such a way by which candidates’ quantitative aptitudes, English proficiency, business related general knowledge are evaluated.

Table 4.2: Subject wise weight allocation in BBA Admission Test

Subjects	Marks
English	40%
Mathematics	40%
General Knowledge on Business and Economics	12%
Creative Writing on Business Related Issues	8%
Total	100%

Table 4.3: Response of stakeholders to questions related to standard 3-2

Aspect of Evaluation	Alumni	Students	Academics	Grand Mean
Commitment among students is observed to ensure desired progress and achievement.	3.53	3.97	3.78	3.85

In the survey, the question “Commitment among students is observed to ensure desired progress and achievement.” was evaluated by three groups namely alumni, students, and faculty members. The scores received were 3.53, 3.97 and 3.78. The results manifest that the alumni fairly agreed with their response while the other two stakeholders responded positively. It can be assumed that the alumni are not acquainted with the inclusion of the rigorous selective process of admission. However, grand score is 3.85 which indicate that current admission procedure facilitates to get commitment from the students to ensure desire progress and achievement.

4.2 Admission Procedure

Every year the rate of students coming for higher education is increased. Moreover, students from all the streams of secondary education are eligible to apply for BBA program and many of these students may have the entry qualifications to get admission. In these circumstances, to adhere with quality in education, DBA of UAP develops an admission procedure that facilitates to select the candidates from a pool of diverse applicants who collectively will form the best possible group of students.

Standard 3-3: The admission process ensures fair treatment to all applicants with transparent and good practices and do not discriminate applicants in any way.

- Transparency and fairness in admission process are essential. Therefore, UAP pays close attention to standard approach in terms of admission procedure. In compliance with UAP rules, DBA conducts admission tests for Spring and Fall Semesters. Dates of the tests are published in newspapers and on the university website. Prospective candidates taking admission to BBA program have to collect admission materials from the admission office and return the application forms with necessary documents to the admission office. The entire process of admission goes through a rigorous selection process where applicants are asked to follow the given instructions. To get admitted into BBA program all candidates must sit for a written admission test and a viva voce. At the time of taking admission, selected candidates must submit attested copy of original certificates, transcripts/mark sheets, testimonials etc.
- Results of SSC, HSC examinations and marks obtained in admission test are assessed for selecting prospective candidates. In DBA, marks distribution for admission into BBA program is as follows:
 - 20% marks from SSC exam
 - 30% marks from HSC exam and
 - 50% marks from Admission test
- In BBA program, admission test is carried out by the Admission Test Committee in following two phases:

- Written Test
- Viva Voce

For conducting the written test, the committee divides the total tasks into several duties. Such duties are: question setting, question moderating, seat planning, invigilating, script checking, scrutinizing, preparing result which is published by the admission office. Admission office then posted the date and venue of viva voce on the website.

Admission Committee of BBA program organizes viva boards, consisting of three members. These boards are carried out viva-voce for candidates. The committee is responsible for preparing the final result and sending it to the admission office. Table 4.4 Shows the survey opinions in this regard.

Table 4.4: Response of stakeholders to questions related to standard 3-3

Aspect of Evaluation	Alumni	Students	Faculty	Grand Mean
Admission procedure is quite fair.	3.81	3.90	4.61	3.92

In the above table, 3 groups namely alumni, students, and faculty members have been asked the question “Admission procedure is quite fair”. Alumni and students were almost agreed as the scores were 3.81 and 3.90 respectively whereas the faculty members were unreservedly in favor of the same. The basis of their judgments could be established on the fact that admission committee exert relentless effort in ensuring transparency and fairness in the overall admission process. The score of grand mean is 3.92 which also indicate the propensity of stakeholders to be in accord with the statement.

Standard 3-4: Everyone has confidence in the integrity of the admissions process.

DBA ensures that it maintains integrity in completing the admission process. As mentioned earlier, a separate committee is formed to handle the admission process. The committee consists of three members who are responsible to carry out all the activities regarding admission test. Members of the committee are responsible for preparing the admission test questions, photocopying the questions, seat planning, checking the scripts and preparing the written test

results. Admission committee also announces the viva-voce date for the selected students. Except the members of the admission committee, no other faculty member is involved with the process. Confidentiality is strictly maintained in every phase from preparing the question to scrutinizing the script by each of the members of admission committee.

Standard 3-5: The admission process is competent enough to differentiate between apparently equally qualified and non-qualified candidates for courses with competitive entry.

- The eligibility to apply for admission in BBA program is determined by the students' academic credentials of last 4 years with special emphasis on HSC result or last two years result.
- Standardized questions are designed for ensuring competitive entry which in turn helps to screen out successfully deserving candidates.
- If more than one student gets same marks in written examination then deserving candidate is selected through the final viva-voce.

Standard 3-6: The admissions procedure enables the institution to select students who have potentials and are able to complete the academic program successfully.

BBA Program includes general business subjects and advanced courses for specialization. Therefore, at the time of designing the content of admission test admission committee focuses on evaluating the candidates' Quantitative aptitude, English proficiency, General Knowledge on business and economics, and Creative writing on business related issues. Questions on quantitative aptitude test candidates' mathematical skill, questions of English and Essay writing part measure English proficiency and correct grammatical usage and writing skills. Questions on General Knowledge test the students' habit of reading newspaper and magazines regularly. Department believes that each of the above subjects are required to successfully complete the BBA Program.

4.3 Progress and Achievements

Progress and achievement present a complete picture of student learning. The progress of the students are monitored by the assigned advisor for every batch to track whether progress of the

students are satisfactory or not. The state of the progress is religiously recorded by the authority. Besides progress, their achievement in case of academic ground is also monitored comprehensively.

Standard 3-7: The quality assurance system of universities should be in place to assure that levels of students' achievements and progress are monitored and recorded duly for the use of reference points, evaluation of achievement and meaningful academic guidance and counseling.

- Department of Business administration (DBA) of UAP has always been concerned about quality assurance. The academic progress & achievement of the students are recorded by the controller of exam office. UAP uses automation software named ORBUND for processing the academic results.
- In DBA students' performance is monitored by their respective advisors. One advisor is appointed for a group of students who act as a guardian of the students at the department. The advisors meet advisees thrice in a semester. First meeting is held at the beginning of the semester, second meeting after the mid semester examination and the final meeting before final exam of the semester. Through these meetings advisors can identify their advisees' academic progress, emotional and intellectual needs, and provide career counseling. Advisors usually perform the following responsibilities:
 - Maintaining regularly scheduled office hours for academic advising as needed throughout the semester.
 - Assisting the students in selection of courses.
 - Monitoring advisees' academic progress as well as behavior and initiate contact with advisees those are failing to progress satisfactorily.
 - Informing students regarding the changes in academic policy, rules and curriculum in the program.
 - Recommending financial assistance for needy students with/having excellent academic background to the higher authority.

- BBA has been practising a rigorous individual and group counseling by the concerned course teacher. This counseling offers students the opportunity to sit down one-on-one with a course teacher apart from his/her regular class schedule. During the counseling period, course teacher discusses specific academic concerns that the student might have, offers suggestions on strategies to improve academic performance, and addresses other issues hindering academic performance.
- UAP has a waiver policy which is given on the basis of Semester GPA. Tuition fee waiver (only for merit-based) is awarded based on GPA as per the following table.

Table 4.5: Tuition Fee Waiver based on GPA

GPA	Percentage of Tuition Fee Waiver
3.50 - 3.74	25%
3.75 – 3.89	50%
3.90 – 3.99	75%
4.00	100%

In addition to the above waiver policy, top 3% students study in BBA program is offered 100% tuition waiver based on semester results. 10% - 100% Vice Chancellor's special tuition fee waiver is offered to poor meritorious students.

- A student is allowed to appear at the Repeat Examination in case he/she fails in three theory courses or less. The maximum grade the student can obtain is 'B'.
- BBA program has a provision for grade improvement that applies to those only who obtained a grade C or lower in any course. Such candidates are allowed to improve their grades by surrendering the earlier grade obtained by him/her.
- A BBA student can apply for re-examination of any answer script of final examination to the Controller of Examinations through their advisor and the head of the department.

Two groups of respondents were involved in this survey. These groups are alumni and students and the survey result is given in the table 4.6.

Table 4.6: Response of stakeholders to questions related to standard 3-7

Aspects of Evaluation	Alumni	Students	Grand Mean
Students' progress are regularly recorded and monitored.	3.36	3.90	3.53
Teachers provide regular feedback to the students about their progress.	3.23	3.93	3.74

It is seen from the table - 4.6 that, the alumni are remained neutral regarding the process of recording and monitoring the student' progress whereas the existing students were closed to becoming affirmative. The grand mean 3.53 derived from the responses towards the 1st question implies that both the alumni and students were preferred to take a neutral stand. The response could be attributed to the fact that there lies significant room for improvement in terms of regular monitoring and recording of students' progress.

In response to the 2nd question, "Teachers provide regular feedback to the students about their progress" the aforementioned 2 groups' mean scores were 3.23 and 3.93 respectively. The scores imply that the alumni remained neutral in terms of their opinion while students were agreed with the statement. It can be interpreted from the result that students receive regular feedback from their teachers which guide their future improvement. The grand mean signifies that the stakeholders were in favor of the statement.

Standard 3-8: The quality assurance system of university maintains a record of the total number of years, semester, and credits, for each student, to be eligible for certification and other credentials.

Controller office maintains the record of the total number of years, semesters, credits and other academic records for each student. All the faculties are responsible for preparing the academic results through automation software and submitting the result within a due date, which is set by the authority. Based on these results controller office issues the certificate for successful students. Table 4.7 refers the results of the survey.

Table 4.7: Response of stakeholders to questions related to standard 3-8

Aspects of Evaluation	Alumni	Students	Grand Mean
The entity maintains individual student's record properly.	3.39	3.92	3.77

This survey administered on 2 groups namely alumni and students and was asked the question “The entity maintains individual student’s record properly’ and the mean scores derived were 3.39 and 3.92 respectively. The scores imply that while the students were almost convinced with the process of maintaining their academic record, alumni remained neutral with the response. It can be assumed from the result that alumni are not aware of the automation software which has been used for processing the academic results. However, grand mean score 3.77 depicts that further improvement is required in this regard in order to get positive response from the alumni and students.

Standard 3-9: Student progress and achievement monitoring system is comprehensive enough to identify the students, who are showing poor progress, who are not achieving and who are at risk.

The performance of a student is evaluated in terms of semester GPA and cumulative grade point average (CGPA), which is the grade point average for the semesters under consideration. A candidate is awarded a degree with honors if his/her CGPA is 3.75 or above. A student is considered making normal progress towards a degree, if his/her CGPA is 2.25 or better. Students, who fail to earn 2.25, will not be awarded the degree

Chapter 5

Physical Facilities

Physical facilities can have a profound impact on both students and faculties. It can affect the students' health, learning, behavior and growth. Physical facilities are much more than a compliant component of the educational process; it is an integral part of effective learning's environment. Physical facilities in any educational institution include building, classroom, laboratory, library, cafeteria leisure room to other infrastructural facilities that can motivate the students towards learning.

Standard 4-1: For the purpose of quality assurance in higher education it is to be ensured that the physical facilities as required for a particular academic program are appropriate, adequate, comfortable, safe, aesthetically pleasing and well managed.

5.1 Physical Facilities for Students

5.1.1 Classroom and Seminar Room

In the Department of Business Administration (DBA), 7 spacious classrooms are available, equipped with computers, air conditioners and projectors. Portable sound systems are adjusted on demand to provide the support of audiovisual aid. On an average 35-40 students can be accommodated in each of these rooms. A state of the art seminar room is made available for holding seminars and workshops for DBA students. Different types of workshops and conferences are also arranged here for the faculties. The seminar room has a capacity for accommodating 86 audiences.

Table 5.1: Seating arrangement in 7 classrooms of DBA

Room Number	Column-1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Total
401	7	7	7	7	7	7			42
403	8	11	11	11	11	11	11	9	83
421	8	8	8	7	7	7			45
410	4	6	6	6	6	6			34
422	6	6	6	6	6	4			34
411	6	6	6	6	6	4			34
412	6	6	4	6	6	6			34

5.1.2 Library

There is a central library at the City campus for all of the students. The air conditioned library can accommodate around 152 readers at a time. The library contains around 19640 books including textbooks, and reference books which are being regularly updated. For the convenience of the students, the library gives an access to 32 online journals. The Daily newspapers i.e. Daily Star, Independent, Prothom-Alo, Ittefaq and Daily Observer are placed there. The library is supervised by 7 staff. Updated library management softwares are available for the library staff for their effective functioning. The library is kept open 7 days a week for the convenience of the students and faculties.

Moreover, DBA has its own seminar library containing 1939 books which can accommodate around 50 students. Two daily newspapers: The Daily Star and Prothom Alo are subscribed in

the library. Borrowing facility is also available for the students and faculties for their convenient time period.

5.1.3 Sport 's center

An indoor sports center is located at the City Campus with provision of arranging games like table tennis, chess, carrom etc. Sports ground is rented for arranging intra-department and inter-departments outdoor sports like cricket, football etc. However, UAP has procured 3 acres of land in Rajuk Purbachal of Dhaka city where campus can provide its own sports facilities. Beside a gymnasium with modern amenities has been proposed.

5.1.4 Common Rooms and Discussion Room

Separate common rooms are available for male and female students for prayer and relaxation. Clean toilets with sufficient toilet papers, soaps and dustbins are ensured for hygienic ambience. To organize group discussions, mock interview and Focus Group Discussion, DBA has set up a discussion room which can accommodate up to 35-40 students.

5.1.5 Other facilities

University of Asia Pacific has a spacious and well ventilated cafeteria at City Campus to provide reasonably priced food and beverage. It can accommodate 180 students and faculties at a time. Adequate staff always make sure of their presence to serve the students. A medical center with two certified doctors and updated apparatuses are available for the students for emergency medical needs. However, the facilities in the medical center are limited to providing first aid services but not the critical cases.

5.1.6 Physical Facilities for Faculties

Separate Room is allotted to each of the professors, associate professors and assistant professors. Lecturers are placed at separate cubicles. All the teachers are facilitated with latest configurations of computers. There are hygienic washrooms for both male and female teachers with adequate toiletries. Also for arranging meeting a separate conference room is available with a capacity of 30 persons. A teachers' lounge furnished with comfortable sofas and one tea table, is located near faculty office area for relaxation. To develop their knowledge and facilitate in

their research work, current editions are made available of international journals namely: Harvard Business Review, Reader's Digest and The Economist.

Table 5.2: Response of stakeholders to questions related to standard 4-1

Aspect of Evaluation	Alumni	Students	Faculty	Grand Mean
Classroom facilities are suitable for ensuring effective learning	3.87	4.30	4.50	4.20
Laboratory facilities are congenial for practical teaching-learning	3.45	3.65	4.28	3.63
Facilities for conducting research are adequate	2.87	3.54	3.83	3.38
The library has adequate up-to-date reading and reference materials to meet the academic & research needs	3.16	3.45	3.89	3.40
Indoor and outdoor medical facilities are adequate	2.48	3.00	4.06	2.93
There are adequate sports facilities (indoor and outdoor)	2.85	3.07	3.28	3.02
Existing gymnasium facilities are good enough	2.13	2.32	2.78	2.30
Entity has competent manpower to run the academic affairs			3.78	
Office equipments are adequate to support the students' need			3.83	

In the conducted survey, 3 groups namely alumni, students and faculty members evaluated the question "Classroom facilities are suitable for ensuring effective learning". It is seen that although existing students and faculty members strongly agreed on this note but alumni posed a different opinion. The variations in the opinions indicate that the department is continuously improving its classroom facilities to keep pace with the trend. This can be one reason of the dissatisfaction of the alumni. However, the weighted average score reflect overall satisfaction of the stakeholders.

The second question was asked about “The library has adequate up-to-date reading and reference materials to meet the academic & research needs”. The average scores indicate that the students and faculty member agreed on the statement while alumni remained neutral. The departmental library is not spacious enough to accommodate all the students during the examination season. The authority is looking into the matter. The grand mean which represents the weighted average is 4.20. It indicates overall satisfaction of the stated facility.

From the above table it is observed that the scores derived from the survey of the question “Facilities for conducting research are adequate” were 2.87, 3.54 and 3.83. While the faculty members and students agreed on the statement, the alumni disagreed on the same. FQIC has been very recently launched and is expected to turn into a resourceful platform for conducting research. The weighted grand mean is 3.38 indicating neutral standpoint of the stakeholders about research facilities.

Alumni stood neutral about the laboratory facilities. But the scores of the faculty and students denote satisfaction. Department of Business Administration has a computer laboratory where students are taught different software related to business operation. The laboratory has 69 upgraded computers supported by latest operating systems. The weighted average mean stood at 3.63 which indicates reflection between neutral and agree. Since DBA laboratory facilities previously were not at present status, the alumni expressed discontent during FGD session in this regard. They opined that the computer should be updated and latest version must be added to lab facilities.

The reflection from the alumni about the medical facility is poor (disagree). Students have stood sharply neutral on it while faculty members agreed on the statement. But the weighted average feedback is not satisfactory at all. The university has two doctors to provide emergency medical service. Moreover, students, staffs and other concerns of the university receives 15% discount from Medinova. However, the medical facility needs to be improved as the students are not happy with the current state of it. The grand mean stood at 2.92.

Alumni are not satisfied with the sports facility. But existing students and faculty members are neutral about it. The reason may lie in the very recently offered indoor sports facilities and

events organized by different sports clubs. The indoor sports facilities are provided only for students but not for the faculty members. The students demand for an outdoor sports field which has already been proposed by the authority. The grand mean stood at 3.02 which denotes the state of being neutral.

The university has no gymnasium at present, so the responses were below point 3 from all the stakeholders. The university has procured 3 acres of land where a gymnasium is proposed.

In the conducted survey only the faculty members were asked these two questions “Entity has competent manpower to run the academic affairs” and “Office equipments are adequate to support the students’ need” and they agreed on both the statements. They are supported by one full time administrative officer, two lab assistants and 3 attendants.

Standard 4-2: The higher education institution provides and ensures access to the necessary information technology resources, computers, internet and other communication equipment for the teachers and students.

5.1.7 Students

High speed internet connection is provided to the students at DBA campus. The students can get access to free Wi-Fi from 8:00 am to 10:00 pm. Computers facilitate effective learning process of the students. For securing a modern education system in DBA, a computer laboratory is available with 69 upgraded computers for the students of DBA. Each computer has the latest operating system, antivirus software and other necessary softwares like Microsoft excel, Microsoft word, Powerpoint, SPSS and AMOS. The lab is operated by 2 skilled staff.

5.1.8 Faculties and Staff

Cutting edge computers with high speed internet connections are made available for the faculties and administrative staff. To maintain proper communication with inter and intra departments and offices of UAP, DBA has PABX system, each staff and faculty has access to this system of internal communication. For printing articles, required documents and question papers, faculties

and staff have access to latest model of printers. Associate professors have their own printing facility. A latest model of photocopy machine is set up for both faculties and staff.

Table 5.3: Response of stakeholders to questions related to standard 4-2

Aspect of Evaluation	Alumni	Students	Faculty	Grand Mean
Access to internet facilities with sufficient speed are available.	3.03	2.59	3.72	2.77

Chapter 6

Teaching, Learning and Assessment

Standard 5.1: Teaching Learning Practice is interactive, motivating, promoting a sense of responsibility and commitment.

Standard 5.2: Teaching Learning Practice involves practical evidence, initiates critical thinking and inspires students to apply acquired knowledge in the real life situations focusing on higher order of learning.

6.1 Teaching Learning Methods

Teaching is the process, by which a teacher assists their students to acquire knowledge. There are numerous teaching methods depending on the requirement of a particular course and the teacher's innate style. Two of the most widely used teaching methods at Department of Business Administration are the direct lecture method and the interactive method. In the direct lecture method the teachers deliver regular lectures usually 3 hrs for 3.0 credits per week. The end goal of this method is to examine and evaluate how successfully the students have received the instructions and information delivered by their teachers on the subject matter, while in the interactive method the teacher plays the role of a facilitator in an inquiry based and cooperative learning environment. The students are empowered by group work or Student Quality Control Circle (SQCC) activities and cooperative learning by sharing their knowledge and experience. The practice is interactive and promotes a sense of responsibility and accountability, which motivates the students to become creative. As such, education is seen as more enjoyable than routine work. Teachers provide students with lecture notes, text book reference and encourage them to use online material, journal articles and case studies. They are instructed to organize study tours to different organizations to gain practical knowledge of business operations. The entrepreneurs and managers are asked questions by the students during the factory visit. Finally they are required to prepare a report on the factory visit, mainly concentrating on the business activities of the organization.

A three-month internship program, which accounts for 4 credits, is an essential part of the curriculum. The program also includes a monthly session of active interaction between students

and supervisors. The students are assigned to work in different divisions of an organization in accordance with their concentration such as Marketing, Finance, Accounting and Human Resource Management. They are instructed by their supervisors to follow the guideline of internship report writing manual and to prepare internship report accordingly. The students are required to present the report in front of Internship Board, comprising three faculty members

Faculty members are highly qualified in their academic credentials and experience in business organizations. The teachers are given training after their joining to improve teaching and learning assessment. It motivates the teachers to develop skill to carry out the responsibilities. Senior and experienced teachers share their experience with junior teachers to guide them for better performance. As part of interactive session in classroom, the students are encouraged to ask questions. The students are assigned different assignments by the teachers. This method helps the students to interact with the teachers about assignment related problem that they may face and the ways of solving them. Specified time is allotted by each and every faculty member to deal with any queries. A faculty advisor assumes the responsibility of student counseling to guide them about their duties, commitment, academic rules and regulations of the department.

Table 6.1: Response of stakeholders to questions related to standard 5-1

Aspects of Evaluation	Alumni	Students	Faculty	Grand Mean
Teaching-learning is interactive and supportive.	3.75	4.09	4.33	4.02
Class size is optimum for interactive teaching learning.	3.75	4.27	3.67	4.10

In the survey conducted, toward one of the survey statements ‘Teaching learning is interactive and supportive’, respondents have shown strong support. The respondents namely: alumni, students and faculties have shown mean interests of 3.75, 4.09 and 4.33 respectively which indicate their good support. The grand mean accompanying this statement is 4.02, which stipulates that overall all three stakeholders are agreeing with this statement. Another statement ‘Class size is optimum for interactive teaching learning’ has received responses of 3.75

(alumnus), 4.27 (students) And 3.67 (faculties). This can be concluded alumnus and faculties have agreed whereas students have given a more affirmative response with the abovementioned statement. The grand mean of 3.9 shows that stakeholders are taking this statement in a positive manner.

Table 6.2: Response of stakeholders to questions related to standard 5-2

Aspect of Evaluation	Alumni	Students	Faculty	Grand Mean
Entity provides adequate opportunities for practical exercises to apply in real life situation.	3.13	3.60	4.22	3.52

The statement ‘Entity provides adequate opportunities for practical exercises to apply in real life situation’ has been shown good support by the faculty members as indicated by their response’s mean of 4.22. On the other hand Alumni have shown neutral response (mean 3.13) and students have shown positive response (mean 3.60). An inference can be drawn from the neutral response of the alumni that development has been made in this sphere that the previous students hadn’t experienced. The inference that can be drawn from the grand mean 3.52 is that respondents are maintaining an overall neutral stance in this regard. In this regard, it is worth mentioning few statements expressed during FGD sessions by the alumni. Neither FGD nor survey produced positive responses by the alumni.

-Incorporate more interview session in course and form interview panel comprised of faculty members.

-More marks should be allocated for presentations which will inspire students to better groom themselves for the corporate world.

-More assignments with practical problems should be assigned.

Standard 5-3: Teaching learning practice integrates the use of technology and also should provide students with opportunities to use these skills in academic preparation both within and outside of the classroom.

6.2 Technology Integration

Well integrated use of technological resources is essential for 21st century learning. Multimedia support is available in all class rooms at DBA. The teachers make use of computers, multimedia, software applications and the internet etc. in daily classrooms practices and in management of the university activities. This allows for better understanding and saves time. The integration of technology in the teaching learning practices supports the curriculum goals by communicating complicated ideas in a simpler, more effective manner. Use of multimedia facilitates students to learn and present ideas through class-room presentation.

It trains them for publishing and presenting their new knowledge. They analyze and synthesize the information and present it professionally. It becomes an integral part of how the classroom functions. There are well equipped computer labs to teach computer programs like Microsoft word, Excel, SPSS, and other Software packages.

Table 6.3: Response of stakeholders to questions related to standard 5-3

Aspect of Evaluation	Alumni	Students	Faculty	Grand Mean
Students attained additional practical ideas apart from class room teaching.	3.17	3.94	4.11	3.75

‘Students attained additional practical ideas apart from class room teaching’-this statement has garnered supportive response from faculties and students, deciphered from a mean value of 4.11 and 3.94. On the contrary, alumnus, one out of the other two categories of respondents didn’t support it strongly (3.17), it can be because of the fact that in the past limited attention was attributed to make the students acquainted with more practical ideas. It can be stated from the grand mean of 3.75 that stakeholders are showing a fairly positive response towards this

statement. The findings of FGDs also echoed similar view by the alumni and stated that students should be given more analytical assignments.

Standard 5-4: Teaching learning practices provide enough scope to integrate co-curricular and extra-curricular activities for intended skill development.

Department of Business Administration continuously tries to develop managerial skills of the students in their programs. Co-curricular activities of the department provide enough scope for developing communication skill, teamwork and leadership skill of the students. The DBA organizes regular programs like business related workshops and seminars, and lectures by Bangladeshi entrepreneurs that help enriching knowledge of the students and the teachers. The teachers may facilitate and encourage the students' participation in workshops on a problem solving tools and techniques, study tours, role play in drama, and interviews, writing CV etc. Students are sometimes assigned writing survey based research reports in different courses. Focus group discussion is also used as a medium of sharing the views of the students and as a survey techniques. Campus recruitment, by reputed organizations such as Grameen Phone, Daraz.com provides a platform for the students to interact with the employers and creates job opportunities for the students. Skill development mechanism is essential for university students. These co-curricular activities provide the opportunity for the students to flourish their inner capabilities on how to conduct research, solve problem, write critically and present logically giving them confidence and experience.

Extra-curricular activities for skill development of the student are organized by the Department of Business Administration regularly. The faculty members are involved in playing role as an case studies, business plan competitions internally and externally through different club activities such as Debating club, Business Administration Communication club, Career Development Club, Finance & Accounting Club, Social Welfare Club and Sports Club. Entrepreneurship Club organizes lectures of motivational speech by entrepreneurs. Film festivals, photography exhibitions, picnics, Rag Day programs, winter fests, cultural programs are the examples of the activities of different clubs of the Department. Sports club organizes indoor game competitions, such as chess, table tennis, dart, carom, NFS computer game and outdoor games like intra and inter departmental football and cricket competition.

Department of Business Administration puts continuous endeavor to promote ethical issues through counseling students to avoid plagiarism, unbiased data collection, strict invigilation in examination hall. To foster a sense of responsibility students are encouraged to take part in social welfare works by distributing clothes and collecting money to help the community. These activities are closely monitored by the teachers.

Standard 5.6: Use of lesson plan should be formalized in teaching learning practice with proper documentation and access.

The faculty members use lesson plans that clearly state the objectives and learning outcomes of the courses. Lesson plan is used to specify the subject matter to be taught and assessment breakdown for each class. The lesson plan helps the student to understand the outcomes of each course and guidelines to be followed throughout the semester. It is a document that explains the number of classes to be taken and illustrates the topics to be covered in each class. Marks distribution for each assessment, such as class attendance, class assignment, quizzes, report, presentation, midterm and final examination, are clearly mentioned in the lesson plan. The lesson plan must cover bloom's cognitive domain philosophy that comprises the following six hierarchical (lower to higher) levels:

- C₁ - Remembering
- C₂ - Understanding
- C₃ - Applying
- C₄ - Analyzing
- C₅ - Evaluation
- C₆ - Creation

Teaching strategies are designed to ensure maximum learning outcome developing generic skills of the students. This is done by different assessment methods, which include quiz, class test, case study, interview, midterm, final exam, workshop, group work, role play, etc. Through these activities students develop generic skills like intellectual ability, problem solving capability, analytical aptitude, entrepreneurial expertise, communication & IT skill, professionalism, social & lifelong learning.

Table 6.4: Response of stakeholders to questions related to standard 5-6

Aspect of Evaluation	Alumni	Faculty	Grand Mean
Lesson plans/course outlines are provided to the students in advance	3.79	4.67	3.96

‘Lesson plans/course outlines are provided to the students in advance’-this statement has elicited a strongly positive response from faculty (4.67) owing to the fact that they provide course outlines to the students in advance. However, Alumni have shown fairly positive response (3.79). It can be concluded from the grand mean of 3.75 that stakeholders are showing a fairly affirmative response towards this statement.

Standard 5-8: In line with teaching learning student performance assessment approach must be focused on higher order learning.

6.3 Assessment of Student Performance

Student performance assessment represents a set of strategies for the acquisition and application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students. DBA regards performance assessment as not only the rounding off of the teaching and learning period but to a large extent as a central steering element of a hierarchical learning processes. The ultimate objective of the program is preparing the students to function as outstanding workers and contributors in a fast-paced workplace where the emphasis is on using information rather than just knowing facts. In so doing, the entity ensures that the students ascend through the hierarchy of learning, and also puts special emphasis on how students' achievements of learning outcomes are rendered.

For students to be competent in their future profession and to deal with the complexities in real life situations, the institution aims at meeting the higher learning domains- *Analyze, Evaluate, and Create*, as guided by Bloom’s Taxonomy . When preparing the course outline, the faculties carefully formulate goals, objectives, outcomes and assessment methods, and check if all the levels of required order of learning are addressed. The faculties devise the assessment methods in such a manner that enable the students make critical interpretations and demonstrate high levels

of insight and sophistication in their thought process. The methods entail critical analyses, case studies in exams, presentations, research works and study tours. The assessment approach ensures that the students are enabled to make inferences, draw relevant and insightful conclusions, use their knowledge in new situations, and relate their thinking to other situations and to their own background knowledge.

Table 6.5: Response of stakeholders to questions related to standard 1-10

Aspects of Evaluation	Alumni	Students	Faculty	Grand mean
Assessment procedures meet the objectives of the course (5.8)	3.76	4.01	4.44	3.97
Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed (5.8).	4.08	4.32	4.72	4.28

‘Assessment procedures meet the objectives of the course’-this statement has garnered positive response from faculties and students, deciphered from a mean value of 4.44 and 4.01 respectively. On the contrary, alumnus, one out of the other two categories of respondents didn’t support it strongly (3.76) like the other two stakeholders did. The inference that can be derived having a grand mean 3.97 is that respondents are maintaining an overall positive stance in this regard.

In the survey conducted, toward one of the survey statements ‘Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed’, respondents have shown strong support with a mean of 4.08 (alumni), 4.32 (students) and 4.72 (faculties). They all agreed to the fact that there is a blending of both summative and formative assessment methods in the courses. The value of the grand mean (4.28) indicates that all three stakeholders are agreeing to the statement.

Standard 5-9: Assessment procedure should be comprised of a set of multiple activities to measure the attainment of learning outcomes and skills.

Assessments provide the instructors and the students with evidences of how well the students have learned vis-à-vis what they were intended to learn. In DBA, the choice and design of the assessment is guided by the expected learning outcomes. The department does this alignment with two major objectives. Firstly, the alignment increases the likelihood that the instructors will provide students with the opportunities to learn and practice the knowledge and skills that will be required on the various assessments they design. Secondly, when assessments and objectives are aligned, effective learning is ensured along with grades. To ensure accurate assessment of student proficiencies, the entity recommends that the instructor uses different kinds of activities so that students have multiple ways to practice and demonstrate their knowledge and skills.

The following table presents examples of the kinds of activities that are used to assess multiple types of learning objectives, and the ways that the entity can analyze or measure performance to produce useful feedback for teaching and learning. The categorization of learning objectives is taken from Bloom's Taxonomy.

Table 6.6: Learning Objectives and Assessment Procedures

Learning Objectives	Examples of Assessments
Remember Students will be able to: <ul style="list-style-type: none">• recall• recognize	<ul style="list-style-type: none">• Definitions• Fill in the blanks• Multiple Choice Questions
Understand Students will be able to: <ul style="list-style-type: none">• interpret• exemplify• classify	Papers, oral/written exam questions, problems, class discussions, assignments that require: <ul style="list-style-type: none">• Summarizing• Comparing and/or contrasting two or more theories, events, processes, etc.

<ul style="list-style-type: none"> • summarize • infer • compare • explain 	<ul style="list-style-type: none"> • Classifying or categorizing elements, events, etc., using established criteria • Paraphrasing documents or speeches • Finding or identifying examples or illustrations of a concept
<p>Apply Students will be able to:</p> <ul style="list-style-type: none"> • execute • implement 	<p>Activities include: Problem sets, Computer lab activities, Simulations.</p>
<p>Analyze Students will be able to:</p> <ul style="list-style-type: none"> • differentiate • organize • attribute 	<p>Activities that require students to discriminate or select relevant from irrelevant parts, determine how elements function together, or determine bias, values or underlying intent in presented materials. These might include: Case studies, Critiques, Debates, Concept based questions etc.</p>
<p>Create Students will be able to:</p> <ul style="list-style-type: none"> • generate • plan • produce 	<p>Research projects, Business Plans.</p>

Table 6.7: Response of stakeholders to questions related to standard 1-10

Aspects of Evaluation	Alumni	Students	Faculty	Grand mean
Diverse methods are used for assessment (5.9).	3.63	3.91	4.65	3.88
Fairness and transparency is maintained in assessment system (5.9)	N/A	N/A	4.44	4.44

The statement ‘Diverse methods are used for assessment’ has been shown good support by the faculty members indicated by their response’s mean of 4.65. On the other hand Alumni have shown neutral to positive response (mean 3.63) and students have shown positive response (mean 3.91). The grand mean (3.88) reveals that all three stakeholders are agreeing to this statement.

In the survey performed, faculties have agreed with the statement ‘Fairness and transparency is maintained in assessment system’, which can be understood by the mean value of 4.44. As per UGC’s requirement the faculties are the only respondents of this particular instrument. Faculties agree to the fact that that non-discriminatory approach is being used in the assessment system. The conclusion that can be reached, having a grand mean 4.44 is that respondents are maintaining an overall positive stance in this regard.

Chapter 7

Student Support Service

Student Support Services at University of Asia Pacific offer holistic services emphasizing on co-curricular activities, counseling, academic advising, personal and professional development and financial support for underprivileged students. Directorate of Students' Welfare (DSW), a central body, is dedicated to guide and support students in this regard. Other functions are managed through the Business Administration Department.

Standard 6-1: Academic guidance and counseling should be formalized with proper documentation.

7.1 Student Support Services

7.1.1 Academic Guidance and Counseling

Students get admission support from the Admission Office located in the 1st floor of the UAP-City campus. They are assisted for payment and fees related issues through Departmental Administrative Officers (DAOs) and the Central Finance and Accounts Section of UAP. Each student is assigned a faculty advisor for assisting in course registration, course selection, academic progress, providing guidance and counseling in all academic related matters. The faculty advisors play a central role for student's academic counseling helping with the following issues:

- Dates and deadlines
- University policies & procedures
- Transfer of credits
- Academic withdrawals
- Letters of permission
- Exam policies
- Understanding grades and academic records
- Registration procedures

- Withdrawal procedures
- Program requirements
- Emotional and personal support
- Dealing with specific problems

Course Instructors and faculty members are involved in academic guidance in their designated counseling hours to facilitate students' learning and overcoming their weaknesses in academic matters.

Social Counseling Center (SSS) is the university's primary hub for personal counseling, psychotherapy, and psychological outreach and consultation services. The Centre's mission is to promote the psychological, educational, and social well-being of the student of UAP and to help prepare them to be productive members of society. Although SSS is primarily focused on students, but the services are extended to the faculty, staff and even the parents/spouse of the students, when needed.

This center also offers a number of workshops on different psycho-social issues such as stress and anger management, self- respect and self confidence, emotional intelligence, forgiveness, meditation, communication, relationship and leadership skills and so on. It also provides training on group dynamics and motivational lectures.

Services for Students

- Walk-in intake/crisis intervention
- Group, individual, and couples/parental counseling
- Referrals to off-campus mental health services

Services for Faculty and Staff

- Referrals to off-campus mental health services
- Provide presentations, guest lectures, and workshops on mental health to students, faculty, and staff.

Table 7.1: Response of stakeholders to questions related to Standard 6-1

Aspects of Evaluation	Alumni	Students	Faculty	Weighted Average
There is an arrangement in the entity to provide an academic guidance and counseling.	3.39	3.63	4.44	3.33
Financial grants are available to the students in case of hardship	3.95	3.74	4.61	3.54

The conducted survey covered the evaluation of the Alumni, the students and the faculty-members on two questions: "There is an arrangement in the entity to provide an academic guidance and counseling" and "Financial grants are available to the students in case of hardship". For the first question, the response among Alumni annotated a point of 3.39 out of 5 and that among the students annotated a point of 3.63, where a point of 3 denotes "Neutral" and a point of 4 denotes "Agreed". The result for faculty members stood at a point of 4.44, where a point of 4 denotes "Agreed" and a point of 5 denotes "Strongly Agreed". In case of academic guidance, the faculty-members indicated high response rate, as they are actively involved in counseling. The alumni response rate was low, as the concept of a formal designated counseling hour was introduced in recent years. The old alumni members did not avail this facility.

For the second question in the survey, the response among Alumni annotated a point of 3.95 out of 5 and that among the students annotated a point of 3.74, where a point of 3 denotes "Neutral" and a point of 4 denotes "Agreed". The result for faculty members stood at a point of 4.61, where a point of 4 denotes "Agreed" and a point of 5 denotes "Strongly Agreed". The response rate was lowest among students. This may be because as the recipient of the grants they expect more financial aid, regardless of the university rules. The grand mean for academic guidance, counseling and financial grants among all respondents stood at "Neutral" to "Agreed" level.

7.2 Co-curricular and Extra-curricular Activities

Standard 6-2: Organization and Participation in co-curricular and extra-curricular activities should be recognized as an integral part of skill development mechanism and quality education.

DBA at UAP understands that co-curricular and extra-curricular activities are essential for university life. Here these activities are held under the central body of DSW and various

departmental clubs. DSW arranges club fair every semester to familiarize the club activities to the students. Here students get to know about club activities and can enroll into clubs as per their preferences.

7.2.1 Central Clubs under DSW

DSW serves as a unifying force in the campus life of all members of UAP - students, faculty, staff and alumni. It is responsible for arranging co-curricular and extracurricular activities regularly for the university, such as:

- Cultural programs, such as drama, celebration of national and international events such as Pohela Boishakh, International Mother Language Day, Independence Day, and Victory Day etc.
- Competitions in Debate, Public Speaking, Art, Music, Photography etc
- Outdoor and indoor games and sports, such as Cricket, Football and Table Tennis etc
- Community volunteer works, such as Voluntary Blood Donation Campaigns, Cleaning public places, environmental awareness programs etc.
- Seminars and workshops such as, grooming session, training session, symposia on formal writing and etiquette, workshops on interview techniques and corporate networking
- Club Fairs, Study Tours, Picnics etc.

These activities are generally held under the supervision of a central club listed below:

Table 7.2: List of Central Clubs

SL NO	Club Name	Name of the Advisor	Department
1.	Cultural club	Ms. Layeqa Bashir	Basic Science and Humanities
2.	Drama Club	Dr. Mahmudul Alam	EEE
3.	Literary Club	Md Shazed Ul Hoq Khan Abir	English
4.	English Language Club	Nellufar Yeasmin	English
5.	Football Club	Md.Saleh Akram	Law
6.	Cricket Club	A.H.M. Zaidul Karim	EEE
7.	Basket Ball Club	Md.Masrur Mamun Hossain	Architecture
8.	Indoor Games Club	Molla Rashied Hussein	CSE
9	Public Speaking & Debating Club	Md.Lokman Hussain	Law
10.	Social Awareness (Welfare) Club	Ms. Mahjabeen Gazi	Pharmacy
11.	Film & Photography Club	Muhtadin Iqbal	Architecture
12	Entrepreneur Club	Ms. Sadia Tangem	DBA

7.2.2 Departmental Clubs

Apart from the central clubs DBA has its own departmental clubs. Under these clubs several workshops, seminars, symposium, debate competitions, photography exhibitions, sports competitions and business fair were held during recent times.

Table 7.3: List of Departmental Clubs

SL No.	Name of Club	Club Advisor
1	Business Administration Communication Club (BACC) & Cultural Club	Sadia Tangem
2	Career Development Club & Debating Club	Sadia Tangem
3	Club of Finance & Accounting (CFA)	Sisili Rahman
4	Marketing Club	Tahmeem Siddiqui
5	Language Club	Dr. Mahbub Hoque
6	Social Welfare Club	Afia Muqtadir
7	Sports Club	Imroz Mahmud

7.2.3 Sports Facilities

UAP has a indoor sports center situated in the 1st floor of UAP city campus. This center has indoor games facilities such as table tennis and carom. In addition the central facility UAP annually arranges intra and inter-departmental sports tournaments, giving the students opportunity to develop team spirit, sporting and competitive attitude among themselves.

Standard 6-3: Co-curricular and Extra-curricular activities should be encouraged with reasonable time to participate.

DBA at UAP prides itself on providing its students with avenues to excel both academic and non-academic activities. Co-curricular and extra-curricular activities, in complement with our academic program, are designed to enhance the total skill development of our students. The schedule for these activities is planned long before the date of execution/performance. Banners are displayed with event information are placed at a visible and suitable location. Registration is ensured through different clubs. Sometimes workshops are arranged before competition to boost the aptitude of students taking part in co-curricular and extra-curricular activities.

Table 7.4: Response of stakeholders to questions related to Standard 6-3

Aspect of Evaluation	Alumni	Students	Faculty	Weighted Average
The entity provides co-curricular and extra-curricular exposures to the students.	3.63	3.53	4.44	3.33

The conducted survey covered the evaluation of the Alumni, the students and the faculty-members on the question: “The entity provides co-curricular and extra-curricular exposures to the students”. The survey result among Alumni annotated a point of 3.63 out of 5 and that among the students annotated a point of 3.53, where a point of 3 denotes "Neutral" and a point of 4 denotes "Agreed". The result for faculty members stood at a point of 4.44, where a point of 4 denotes "Agreed" and a point of 5 denotes "Strongly Agreed". The faculty members implied that the department holds co-curricular and extracurricular events on regular basis. The response of the students and alumni was between neutral to agreed threshold. Sometimes they are not aware of all events. Some events are arranged through clubs. Many students are only interested in their own club activities and do not participate in other events. The grand mean again indicated a level between “neutral” to “agreed” with weighted average of 3.33. The FGD findings regarding extra-curricular activities indicated that alumni feel that further involvement of students and inclusion of more programs are needed to enhance leadership and interpersonal skills and to broaden UAP image. In this regard following comments were gathered:

- Club activities should be more market oriented.
- Employers highly emphasized extra-curricular involvements of candidates in the selection process. So the department should encourage participation of students in extra-curricular activities.
- Club activities should be broaden through inter and intra university competitions.
- Blood donation, disaster management, winter clothing distribution should be carried out by clubs at regular intervals.

7.3 Career and Placement

Standard 6-4: Career counseling and activities relating to placement of graduates need to be done on regular basis under the management of a permanent administrative set up.

Career Counseling Centre (CCC), established under DSW, provides career advisory services to the students that continues throughout the studentship at the University, and beyond as a member of the UAP Alumni. The CCC evaluates the market need and arranges lectures, seminars, workshops, discussions, mock interviews etc to hone the inherent management skill of the students so that they are better positioned for the best job opportunities.

CCC is responsible for the following functions:

- Internship Placement
- Job Placement
- Arranging workshops & seminars
- Training Program
- Job Fair & Career Fair
- Graduate Database/Profile
- Employer Database
- Company Visit
- Relationship Development
- Career Planning

7.4 Alumni Services

Standard 6-5: The university and program offering entities should have well organized and meaningful alumni association to support the quality education efforts.

Standard 6-6: The university and program offering entities should have a formal system to collect alumni feedback on the effectiveness of academic programs, emerging changes in the industry and working life.

Standard 6-7: *The university and program offering entities should organize programs relating to career guidance and university industry collaboration (UIC) with the active participation of alumni association.*

The mission of the proposed University of Asia Pacific Alumni Association (UAPAA) is to create an environment in which UAP alumni, i.e. former students stay connected to the university and support it with their work, wisdom and wealth. The Alumni Association implements its mission in partnership with the University's Directorate of Students' Welfare (DSW). There is a departmental Alumni body as well. However this body is not fully functional.

The Alumni Association will be an active participant with the DSW as it engages alumni through programs on and off campus that expand and strengthen the connections between them and our alma mater. This engagement will come through educational programs (working with students and faculty), cultural and promotional programs and other activities. The alumni will be connected with and informed of the University's programs and activities and create an effective alumni network.

The Alumni Association will engage with current students to share the heritage and traditions of University and the significant role that they as alumni can play after graduation. The Alumni Association will welcome new students as they enter the University, support them in their time on campus and assist them as they leave campus to enter the outside world.

- New Student Orientation
- Graduating Student Send-Offs
- Engaging and Connecting with Current Students and Young Alumni
- Parents / Alumni Awards Weekend
- Celebrating Success in the Alumnus Career

Table 7.5: Response of stakeholders to questions related to Standard 6-5 & 6-6

Aspects of Evaluation	Alumni	Students	Faculty	Weighted Average
There is an organized and supportive alumni association.	3.04	3.47	2.83	3.05
The entity collects alumni feedback to update the learning outcomes of the program	3.16	3.42	3.33	3.08

The conducted survey appraised the responses of the Alumni, the students and the faculty-members on the two questions: "There is an organized and supportive alumni association" and "The entity collects alumni feedback to update the learning outcomes of the program". The survey result among Alumni for the first question on Standard 6-5 annotated a point of 3.04 out of 5 and that among the students annotated a point of 3.47, where a point of 3 denotes "Neutral" and a point of 4 denotes "Agreed". The result for faculty members stood at a point of 2.83, where a point of 2 denotes "Disagreed" and a point of 3 denotes "Neutral ". The DBA do not hold the alumni program regularly, resulting in low response rate among the respondents.

The survey result among Alumni for the second question on Standard 6-6 annotated a point of 3.16 out of 5, that among the students annotated a point of 3.42 and that among faculty stood at 3.33, where a point of 3 denotes "Neutral" and a point of 4 denotes "Agreed".

The grand means for two questions are 3.05 and 3.08 denoting a level between "Neutral" to "Agreed" point.

7.5 Community Services

Standard 6-8: Students have the opportunity to involve themselves in community services under the management of the program offering entity in an organized manner on a regular basis.

UAP believes in giving back to the society. DBA initiates helping the community through engaging students for providing "winter clothing for the poor" each year. Six percent of total seats are reserved for children of Freedom Fighters and for poor meritorious students from remote underdeveloped regions of Bangladesh and offered up to full tuition fee waiver. 10%-100% VC's special tuition fee waiver is there for the poor and meritorious students. Distribution of Eid clothing to street children, blood donation and help/donation for flood victim also takes place in UAP initiated by DBA Social Welfare Club. DBA also takes active participation in helping students with critical health issues. Students are encouraged and guided in participation in several talk-shows on social issues, the recent being a TV show on child care and maternal health.

Table 7.6: Response of stakeholders to questions related to Standard 6-8

Aspect of Evaluation	Alumni	Students	Faculty	Weighted Average
There are opportunities to be involved with community services.	3.20	3.69	3.72	3.28

The conducted survey appraised the responses of the Alumni, the students and the faculty-members on the questions based on Standard 6-8: “There are opportunities to be involved with community services”. The survey result among Alumni annotated a point of 3.20 out of 5 and that among the students annotated a point of 3.69. The result for faculty members stood at a point of 3.72, where a point of 3 denotes “Neutral” and a point of 4 denotes “Agreed”. The response rates among the three groups were similar. The grand mean also reflect the same attitude towards opportunities for community services. They do agree that there should be more community service involvement of the department.

Chapter 8

Staff & Facilities

Department of Business Administration has a good number of academic and non-academic staffs. Faculties have earned their degrees from internationally reputed universities at home and abroad. Selectively recruited non-academic staff demonstrates efficiency and commitment to the Department. To develop the team, the university follows recruitment rules applicable to all department as well as specific rules for each department.

8.1 Recruitment

Standard 7-1: In order to select the right person for the right job university must have a transparent, fair, appropriate and properly documented recruitment policy, specifying the entry qualifications and outlining the key stages for both academic and non-academic staffs.

8.1.1 Rules for Faculty Recruitment

General Principles Applicable to All Departments

1. Nature of appointment	All appointments in teaching positions are treated as independent appointments.
2. Basic requirements	A candidate must not possess a Third Class/Division in any public examination.
3. Publications	<ul style="list-style-type: none">a. Publications in recognized and referred journals/proceedings are counted.b. Publications in other proceedings of major national and international conferences and seminars may also be counted.c. Books written in the relevant field for Undergraduate/Postgraduate levels are considered as publications.d. Research monographs, Patents and contributions in standard published books may also be considered as publications.e. Outstanding design works (judged by external experts) carried out officially are considered as publications
4. Calculation of Experience	
Teaching experience:	Teaching experience in a position of lecturer or equivalent and above in the relevant discipline at any reputable University/Institution of

	higher learning including the UAP in graduate/undergraduate level is recognized as ‘Teaching Experience’. In calculating the length of Teaching Experience the time spent on deputation to a non-teaching post, study leave and leave without pay (extra-ordinary leave), during which the person was not pursuing full time teaching at University level are not counted.
Professional experience:	Time spent on full time regular or ad-hoc professional job other than teaching, in the relevant discipline, are counted as Professional Experience. Professional experience of two years is counted as equivalent to one year of teaching experience while calculating the length of service experience (but is not counted as Teaching Experience).
Service experience	Length of service experience includes 100% of teaching and 50% of professional experience. Half of the time spent on study leave (for study purposes to attain higher degrees), EL, ML and DL are added in calculating the length of service experience (not as Teaching Experience). Time spent for study purposes (SL) refer to the actual duration of the higher degree program, subject to a maximum of 2 (two) years for Master Degree program and 3 (three) years for Ph.D Program. Note: Period of part time teaching or part time experience is not counted in calculating the length of service experience.
5. These rules came into force with effect from 01.07.2003. However, members of the faculty, who joined the UAP prior to that date, may not fulfill these pre-requisites are deemed to have possessed the minimum requisite qualifications and experience on the day of their joining. This shortcoming will not also stand on their way to further advancements in the future.	
6. The last date of submission of applications is the limit for calculation of the period of experience. Any application, in which the applicant does not fulfill the requisite qualifications on the last date of submission of application, is not processed.	

Business Administration (BA)

i) (a) For appointment as Lecturer

The candidate must possess a First Class M.B.A with a minimum CGPA 3.00 obtained from a recognized university / institution.

(b) For appointment as Senior Lecturer

The candidate must possess a First Class M.B.A. with a minimum CGPA 3.00 obtained from a recognized university / institution plus 1½ years of teaching experience or 3 years of professional experience.

ii) For appointment as Assistant Professor

The candidate must possess a First Class M.B.A. with a minimum CGPA 3.00 from a recognized university / institution plus 2¹/₂ years of teaching experience or 5 years of professional experience or a combination of both with at least 1 year of teaching experience

Or

The candidate must possess a First Class M.B.A. with a minimum CGPA 3.00 and a Ph.D degree in relevant discipline from a recognized university / institution. In this category selection board may recommend for additional increment(s) considering number of publications and research of the candidate.

All candidates must have at least 1 publication.

iii) For appointment as Associate Professor

The candidate must possess a First Class M.B.A. with a minimum CGPA 3.00 from a recognized university / institution plus 8 years of teaching or 11 years of service experience of which, in both cases, at least 5 years of active teaching in the post of Assistant Professor.

Or

The candidate must possess a First Class M.B.A. with a minimum CGPA 3.00 and a Ph.D. degree in relevant discipline from a recognized university / institution plus 7 years of teaching or 9 years of service experience of which, in both cases, at least 5 years of active teaching in the post of Assistant Professor.

All candidates must have at least 5 publications.

iv) For appointment as Professor

The candidate must possess a First Class M.B.A. with a minimum CGPA 3.00 in relevant branch from a recognized university / institution plus 13 years of teaching experience or 16 years of service experience of which, in both cases, at least 10 years

of active teaching in the post of Assistant Professor and / or above including 5 years in the post of Associate Professor.

Or

The candidate must possess a First Class M.B.A. with a minimum CGPA 3.00 and a Ph.D. degree in relevant discipline from a recognized university / institution plus 11 years of teaching or 14 years of service experience of which, in both cases, at least 8 years of active teaching in the post of Assistant Professor and/or above (of which at least 3 years must be in the post of Associate Professor).

All candidates must have at least 10 publications.

There is no documented rule for recruitment of non-academic staffs. Qualifications for different posts are available from vacancy announcements at different times. Qualifications for different posts in Administration are as follows:

Position	Department/Section	Qualifications
Registrar	Administration	Masters degree with good academic background. Dynamic, energetic, capable of working under pressure, ability to provide administrative support to the Vice Chancellor and to the Board of Trustees. Relevant administrative experience of 15 years in similar position is essential.
Deputy Registrar/Assistant Registrar	Administration	Candidates must have Masters Degree with good academic background. Ability to run offices, maintain records and files, and produce quality staff work will be prime consideration for the posts. Previous experiences in private/public universities in similar positions will be an added advantage. Computer literacy and a good command of English are essential.
*Administrative Officer	Administration	Masters degree with good academic background. Ability to run offices, maintain records and files and produce quality staff work. Computer literacy and good command over English are essential.

*Assistant Administrative Officer	Administration	Must have Masters degree with at least two years relevant experience and having good command over English language and computer proficiency in Word processing (English and Bangla) and Database management.
*Office Assistant	Administration	Graduation in any discipline. Computer literacy is essential.

*Qualifications for the post varies depending on which department/section the person will be assigned for the job.

Department of Business Administration has own separate library. Qualifications for the posts in library are as follows:

Position		Qualifications
Deputy Librarian	Central Library	Must have Master's degree in Library and Information Science with at least two years relevant experience as Deputy Librarian & Four years as Assistant Librarian in University and having good command over English language and computer proficiency in Word processing. Familiarity with automated Library Management System and Cataloguing Software is essential.
Assistant Librarian	Central Library	Must have Master's degree in Library and Information Science with at least two years relevant experience in University and having good command over English language and computer proficiency in Word processing. Familiarity with automated Library Management System and Cataloguing Software is essential.

Table 8.1: Response of stakeholders to the question related to Standard 7-1

Aspect of Evaluation	Faculty	Non-Academic	Weighted Average
Recruitment policy and practices are good enough for recruitment of competent academic and non-academic staff	4.67	4.00	4.5

As observed from Table 1, the faculty members strongly believe that UAP has a transparent, fair, appropriate, and properly documented recruitment policy for hiring competent academic and non-academic staffs. In response to the same question, the non-academic staff annotated a point of four, which indicates their agreement. Although the average judgment of both stakeholders reflects their strong agreement regarding this question, it can be inferred that faculty members are more satisfied with the recruitment policy.

Table 8.2: Response of stakeholders to the question related to Standard 7-1

Aspect of Evaluation	Faculty	Non-Academic	Weighted Average
Recruitment policy and practices are good enough for recruitment of competent academic and non-academic staff	4.67	4.00	4.5

As observed from Table 1, the faculty members strongly believe that UAP has a transparent, fair, appropriate, and properly documented recruitment policy for hiring competent academic and non-academic staffs. In response to the same question, the non-academic staff annotated a point of four, which indicates their agreement. Although the average judgment of both stakeholders reflects their strong agreement regarding this question, it can be inferred that faculty members are more satisfied with the recruitment policy.

Table 8.3: Response of stakeholders to the related standard 7-2

Aspect of Evaluation	Faculty	Non-Academic staff	Weighted Average
Salary and incentives are attractive enough to retain the academic and non-academic staff	4.17	4.00	4.13

As reported in Table 2, both faculty members and non-academic staff agreed on the statement that the salary and incentives of UAP are reasonable enough to attract and retain them. Both stakeholders' mean perception reflect their conformity to the statement that the pay structure of UAP is consistent with the industry practice.

<i>Standard 7-2: Salary and incentives should be reasonable to attractive and retain the talented and experienced staff members.</i>
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8.1.2 Salary

The University revises salary of academic and nonacademic staffs to maintain it at an attractive level.

8.1.3 Bonus

Academic and non-academic staffs receive two festival bonuses in a year.

8.1.4 Provident Fund (Pf)

All permanent employees of the University of Asia Pacific (UAP) get the benefit of Provident Fund subject to the provision of PF rules.

Provident Fund Rules: University of Asia Pacific

Provident Fund	<p>All employees of the University other than:</p> <ul style="list-style-type: none"> i. Persons who are in receipt of the pension from the Government and other bodies; ii. Persons who are over the age of 60 when appointed; iii. Part-time employees; iv. (iv) Persons who are on deputation and holding pensionable posts under Government and other bodies; and v. Persons appointed on a temporary basis for a period not exceeding one year and persons appointed in leave vacancies. <p>Shall subscribe every month to the University Provident Fund except when on leave without pay:</p> <p>Provided that an employee who has not served and contributed to the Provident Fund continuously for a minimum period of three years shall not receive anything beyond his deposits in the fund with interest accrued thereon:</p> <p>Provided further that notwithstanding the previous provisions, the University authority may at the time of making a particular appointment decide that the individual appointed to that particular post shall or shall not be a subscriber to the Provident Fund.</p>
Rate of subscription and contribution	<p>A sum equal to 10% percent of the basic pay of all employees below the rank of administrative officer or equivalent, and 5% for all other employees, are deducted from the salary of each subscriber every month and paid into the Provident Fund and the University contributes an equal amount in respect of each subscriber in each month:</p> <p>Provided that the subscriber has already made contribution for twenty four consecutive months</p> <p>In calculating the monthly pay on which deductions are to be made and contributions are to be paid any fraction of a taka of such monthly salary shall be omitted.</p>
Mode of Investment	<p>A University Provident Fund account is opened in Bank in Dhaka to be decided by the University authority to which the total deductions from the pay of the University staff as well as the corresponding contributions from the University under paragraph (2) above are credited at the beginning of each month. All investments and securities are held jointly by the Vice Chancellor or the Treasurer. In the absence of the Vice Chancellor or the Treasurer, The Pro-Vice Chancellor or the Registrar respectively executes authority.</p>

8.1.5 UAP Leave Rules

(Effective from 1st July 2003)

Faculty as well as management staff

SL No.	Name of Leave	Description
1	Casual Leave	10 days in a calendar year. Not exceeding 3 days at a time. This leave will not accumulate.
2	*Earned Leave (EL)	14 days per 1 full year of service. Accumulation: 45 days (max.)
3	Sick Leave	Included in Earned leave.
4	Duty Leave	The duration of leave are determined by the sanctioning authority on the basis of the mode of job
5	**Study Leave	Maximum 5 years (2 years for M. Sc./MS/M. Phil. & 3 years for Ph.D. 25% of the last drawn basic pay is paid for total duration of leave which are subject to joining at the UAP and submission of bond regarding further continuation of active teaching of not less than 2 years of the total active teaching of 5 years at UAP. Total amount of 25% is paid as per the following procedure. I. 25% of the amount is paid in the first month of joining. II. Rest 75% is paid in equal monthly installments during the next 2 years.
6	***Maternity Leave	60 days with full pay and 30 days without pay

*Those, who have availed no leave up-to 30-06-2003, are deemed to have accumulated leave up-to that date to the extent of 28 days @ 14 days each completed year of service.

Those who have availed leave of less than 28 days up-to 30-06-2003 then the period of leave enjoyed are deducted from the leave that falls due to him @ 14 days each completed year of service, maximum 28 days, and up-to that date and the balance, if any, will be credited in his leave account. If the leave enjoyed up-to 30-06-2003 is more than 28 days, then the matter are ignored.

**Study leave are entitled to a full-time faculty serving the UAP for not less than 1 year.

Study leave implies no break in study during leave period.

***A female employee serving the UAP for not less than 1 year is entitled to Maternity leave. This leave can be granted to an employee for a maximum of 2 occasions at two years interval during the entire service life in the UAP.

- A. Weekly and public holidays can be prefixed and suffixed or both with Casual Leave/Earned Leave/ Maternity Leave.
- B. Period of study leave are counted as service in the UAP for the purpose of annual increment, provident fund and gratuity. Period of extra-ordinary leave (leave without pay) are not counted as service in the UAP for any purpose. Service in the UAP mean service in any post in the UAP.
- C. Every full time faculty will retire from the UAP from his/her 65th birth-day. After retirement the UAP may employ him/her on contract for a further period of 2 years (maximum) on negotiated fixed remuneration with approval of the Board of Governors, depending on his/her health conditions and the needs of the UAP.

Standard 7-3: Academic Staff are working as a team with high level of sincerity
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To achieve the highest level of team spirit, DBA always thrives to involve all academics in the departmental activities. After assessment of respective faculty's ability and expertise he/she is placed in appropriate committee and/ or club. Committees are comprised of 3-8 members with a designated convener to carry out specific functional activities of the department. The list of functional committees is mentioned below.

Functional Committees

- 1. Curriculum Committee
- 2. Moderation Committee
- 3. Examination Committee
- 4. Maintenance Committee

Conveners

- Dr. Mahbubul Haque
- Prof. Shahriyar Anam
- Ms. Farzana Elahi
- Ms. Afia Muqtadir

The clubs are also formed in similar fashion; however number of members in each club usually ranges from 2-4. The conveners of the clubs along with the students, plan, organize and implement different programs throughout the year. Extra-Curricular activities of the clubs enhance inter-personal, social, problem solving and professional skills. The following clubs are involved in the extra-curricular activities at DBA.

Apart from the central clubs DBA has its own departmental clubs. Under these clubs several workshops, seminars, symposium, debate competitions, photography exhibitions, sports competitions and business fair were held during recent time. It is worth mentioning here that the conveners of committees and advisors of clubs, those who act as a leader along with the members give their full effort and coordinate with each other to achieve the set goals with utmost sincerity. DBA also designate teams for special purposes from time to time. It is noteworthy that SAC along with all faculty members worked as a team in the self assessment pursuit. Faculties earnestly devoted their time, expertise and proved their commitment every step of the way as a spirited, sincere team.

Table 8.4: Response of stakeholders to the related standard 7-3

Aspect of Evaluation	Faculty	Non-Academic staff	Weighted Average
Good team spirit exists among different non-academic staff	4.33	4.00	4.25

Survey results in Table 3 indicate that most of the respondents agreed with the statement regarding the presence of a good team spirit in UAP among different non-academic staff. The team spirit assists the non-academic staff to be more productive and devoted to their responsibilities.

Standard 7-4: Faculty-members are very serious and keen to enhance professional knowledge and skills through research and higher study leading to PhD degree.

One faculty earned and five are pursuing Ph. D. degrees home and abroad.

Standard 7-5: All academic staff must have training or orientation for effective academic guidance and counseling

The institution facilitates substantial training and orientation for the academic staff to ensure effective guidance and counseling. In addition to communicating the statements of rules & regulations of UAP, effective teaching pedagogy, learning style, significance of quality education, discipline & essence of code of conduct are elaborated during the Orientation Program workshop for newly recruited faculty members.

With a view to explicating the role of the teacher in creating effective learning environments, sharing active teaching and learning strategies and developing outcome based curricula, UAP has initiated Improving Learning and Teaching Skills (ILTS). The ten-week long faculty development program is conducted by the UAP Pro Vice-chancellor as the primary resource person and chief coordinator, veteran faculty members of UAP and also external resource persons.

Table 8.5: Response of stakeholders to the question related to Standard 7-5

Aspect of Evaluation	Faculty	Non-Academic	Weighted Average
A congenial atmosphere prevails to enhance professional knowledge through research and higher studies	4.28	3.50	4.08

As shown in Table 4, most of the faculty members agreed that the atmosphere of UAP is compatible enough to enhance the professional knowledge and skills through research and higher studies. However, the non-academic staff fairly agreed in response to this question. The aggregate response of both stakeholders reveals a strong agreement. However, results indicate that faculty members are more satisfied with the opportunities provided by the university for their career development.

Table 8.6: Response of stakeholders to the question related to Standard 7-5

Aspects of Evaluation	Faculty	Non-Academic staff	Weighted Average
Academics have enough opportunity to take part in different seminar/workshop/training programs for skill development	4.00	4.17	4.04
Non-academics have enough opportunity to take part in different training programs for skill development	3.61	3.83	3.67

From the survey results presented in Table 5, it is observed that the respondents agreed with the statement that the academics have adequate opportunities for skill development. The weighted mean judgment also reflects the same result. Regarding the skill development of non-academics at UAP, the individual, as well as aggregate scores assigned by the stakeholders, indicate that they agreed moderately. From the responses, it can be assumed that there is more room for improvement with respect to the training of non-academic staff.

Table 8.7: Response of stakeholders to the question related to Standard 7-5

Aspect of Evaluation	Faculty	Non-Academic	Weighted Average
The entity has a policy to provide mentoring/continuous guidance for new academic staff	4.11	4.17	4.13

The outcomes reported in Table 6 specify that both the stakeholders not only individually but also collectively agreed on the existence of a policy for guiding and mentoring newly appointed academics. This can be attributed to the rigorous training program initiated by UAP, named ILTS, for improving the teaching and learning skills of newly appointed academics.

Table 8.8: Response of stakeholders to the question related to Standard 7-5

Aspect of Evaluation	Faculty	Non-Academic staff	Weighted Average
The entity practices seminars and workshops to share knowledge and experience among the faculty members	4.18	4.50	4.26

As reported in Table 7, the non-academic staff strongly agreed with the statement that UAP organizes various seminars and workshops to disseminate and exchange knowledge, created through research, among the academics. The faculty members also agreed in response to this query. DBA has been persistent in its effort to share knowledge by organizing seminars and workshops, and this is also reflected in the weighted average response provided by the stakeholders.

8.2 Staff Development

Department of Business Administration holds training programs and sends faculties to other universities for training purposes to modernize teaching methods and improve professional skills.

Table 8.9: Response of stakeholders to the question related to Standard 7-6

Aspects of Evaluation	Faculty	Non-Academic staff	Weighted Average
The entity has a performance award policy to inspire academic staff	3.44	3.17	3.38
Performance indicators are the criteria for promotion/up-gradation	4.00	2.83	3.71

From the survey results presented in Table 8, it is observed that the academics to some extent agreed with the statement that UAP has an inspiring performance award policy. However, the non-academic staff remained neutral in response to this question. The average response of the

stakeholders indicates a fair agreement. Regarding the criteria for promotion at UAP, most of the academics believed that the performance indicators serve as the basis for promotion/up-gradation. While most the non-academic staff, in answering the same question, conveyed a neutral opinion. Both stakeholders' mean perception indicates their moderate conformity to the statement.

Chapter 9

Research & Extension

9.1 Research Policy & Program

University is not just a destination of knowledge dissemination; it is the center of knowledge creation. The ultimate purpose of higher education is to equip with the knowledge and attitude that are necessary to contribute towards the sustainable development and improvement of society as a whole. Research lays the foundation of creativity and innovation. Through research, we can come up with new ideas and solutions. These research findings widen our knowledge base and make the education more practice-oriented and effective. Research forms a bridge between theoretical knowledge and its real-world implications. Every country's progress depends on the sustainability of its socioeconomic growth and development. Creativity and innovation through research are critical in this respect.

Standard 8-1: University must develop capacity with appropriate facilities and provisions to undertake research with national relevance and give due motivation and recognition to researchers.

Department of Business Administration (DBA), University of Asia Pacific (UAP) aims to contribute to society through the pursuit of education, learning, and research. DBA has mandates, adequate resources, and opportunities for research. The department always encourages and facilitates research among its faculties and students. Such research work includes:

9.1.1 Faculty Research

Research works carried out by the faculty members of DBA focuses on addressing and/or resolving the contemporary economic and management problems faced by the corporate world or the society. In addition to performing teaching responsibilities, faculty members of DBA also involve themselves in doing cutting-edge research. To enhance the research expertise of the

faculty members, the department has a research cell named FQIC (Faculty Quality Improvement Circle).

FQIC was initiated on 20th April 2013. Dr. Mahbubul Haque, Associate Professor of UAP, is in charge of FQIC. The cell conducts a meeting on every month. On that meeting, the faculty members discuss their research ideas and progress of ongoing research works. The faculty members also share their research findings and invite suggestions as well as constructive criticisms from other members. FQIC has been helping the faculty members in coming up with innovative ideas and working on them. Because of the continuous efforts of FQIC, a number of research papers have been published. Besides, this cell frequently organizes various workshops on research methodology, Structural Equation Modeling (SEM), Analytic Hierarchy Process (AHP), literature review, and how to publish in indexed journals.

Center for Business Research and Development (CBRD) with assistance from FQIC is also going to publish a departmental journal by the first quarter of 2018. Researchers, from both home and abroad, have submitted their papers. It is noteworthy that the papers to be published in this journal must undergo a stringent peer review process.

As to the research papers published by the faculty members, these are put on the wall and from 2018, the best researcher would be awarded for his/her efforts.

Book on Case Studies: Teaching with real-world cases has become one of the accepted modes of teaching and learning in today's educational arena. Due to the scarcity of case material in local context, teachers are forced to rely on cases gleaned from European and American books. But unfortunately, those foreign cases can't truly reflect the local scenario. To fill-up the dearth of case materials on local context, DBA came up with a casebook titled 'Instant Cases: Cases for Class Room Solution'. It was the first casebook on Bangladeshi perspective ever published by a private business school. The book contains twenty-five cases, developed by the faculties of DBA, which covers a wide range of issues from the entire spectrum of business education. This book has stimulated numerous students on applying their mental faculty, rather than memorizing ability, to analyze a business situation from different perspectives.

IEERD: The Institute for Energy, Environment, Research and Development (IEERD) is a constituent research and academic institute of UAP. IEERD aims to undertake and promote research and teachings in the relevant fields. The purpose of the “Institute” is to keep pace with regional and global research of development and education in energy; which includes clean energy, increasing the energy efficiency of equipment & appliances, work on the quality of materials, environment, water resources & water management; and other related fields at the University.

The head of the “Institute”, designated as “Director”, is appointed by the Vice-Chancellor. The Director, selected from the Professors/Research Professors of UAP, is appointed for two-year terms. The administration & management of the “Institute” is vested in the Advisory Council consisting of Vice-Chancellor, Pro-Vice-Chancellor, Deans, and Head of other departments including representatives from Power and Energy Division of Ministry of Power, Energy and Mineral Resources and Planning Commission. In addition, Energy, Environment, Development and Water Resources specialists are nominated by the Syndicate from the professionals working in the related fields. The Director of the Institute acts as Member-Secretary to the Advisory Council. Director is authorized to employ members of the Institute and subordinate staff of the Institute.

9.1.2 Student Research

The Bachelor of Business Administration (BBA) program consists of 130 credit hours spread in 41 courses and internship project. Out of these 41 courses, 34 are general core courses, 5 are compulsory concentration/major courses, and 2 are free electives. After completion of all the courses, students are required to undergo 3 months’ internship program. The internship program is to be carried out in a business organization, usually in the form of applied research work. The internship program is offered at the end of the fourth year (final year) of study. As a weight of four credit hours is allotted for the internship program, the grade obtained in internship significantly affects the CGPA. During this period, the student works under the direct supervision of a full-time faculty of the department. Every student submitting their project report has to appear before a board consisting of at least three faculty members (including the supervisor). In the board, the student has to present his/her internship project and face an oral

examination by the board members. The students of Masters of Business Administration (MBA) program are also required to go through an internship program of 4 months or submit a dissertation. Their thesis work shall also be carried out under the supervision of a full-time faculty of the department. After completion of the internship (or dissertation), the student is required to appear before a board for a presentation of the thesis and an oral examination.

Several courses covered on the BBA and MBA program has 5 to 15 percent of the total marks allotted for conducting research. Students get the mentoring from their respective course instructor(s) for preparing the survey questionnaire, deciding on the sample size, collecting data, making analysis using statistical tool-packs and interpreting the results. A third-year undergraduate student has to complete a course on research called 'Business Research Methodology'. This course covers the steps followed in conducting a research, i.e. problem definition, formulation of the hypothesis, research design, data collection, data summarization and analysis, presentation & report writing, and use of research findings.

The undergraduate students of DBA have a club focused on research activities relevant to the business world called Business Research Club (BRC). A full-time faculty of the department acts an advisor of BRC. All other administrative positions of BRC are filled by students selected from the members of BRC. To be a member, a student has to complete or at least register for Business Research Methodology course.

Because of these efforts, the students of DBA took part in the 13th Asian Business Research Conference, which was sponsored by World Business Institute, Australia, American Research and Publication International, USA, London Academic Research and Publication, UK and Research & Publication International, Bangladesh. The conference was held on 26th & 27th December 2015 in Dhaka, Bangladesh. Competition among the participants was intense, as faculties from several renowned public and private universities of Bangladesh as well as foreign countries presented their papers in the conference. Four papers, authored by the students of DBA, were presented at the conference. Among them, one of the papers received the best paper award.

9.1.3 Fund and Facilities

Conducting a qualitative research requires time, sweat & blood, and money. Although there is a huge scarcity of fund for research purposes all over the world, the problem is more acute in Bangladesh. Some business research requires survey on hundreds or even thousands of respondents. Collecting data from a large sample often turns out to be a costly matter. Faculties also require training for conducting innovative research. For training purposes, they have to participate in different workshops or training programs organized by institutions from both home and abroad. Moreover, funding is necessary to publish research papers in journals with good impact factor or to present the research work at conferences organized by national as well as international institutions.

Table 9.1: Response of stakeholders to the related standard 8-1

Aspects of Evaluation	Alumni	Students	Academic s	Grand Mean
The entity has a well-defined research and development policy	2.91	3.70	3.56	3.48
Mechanism exists for engaging the students in research and development	2.96	3.60	3.50	3.43
Teachers always take initiative to hunt research fund for smooth running of the research	NA	NA	3.44	3.44

From the survey results presented in Table 1, it is observed that faculty members and students agreed with the statement that UAP has a well-defined research and development policy. However, the alumni remained neutral in response to this question. The weighted average judgment of relevant stakeholders also reflects a fair agreement regarding the existence of a well-defined research and development policy. Regarding the existence of a mechanism for engaging the students in research and development, students and faculty members agreed fairly, while the

alumni gave a neutral opinion. The mean response of the stakeholders indicates a moderate conformity. The variation in opinions, between the alumni and students, indicates the progress of DBA in advancing its research & development policy as well as improvement in mechanism for involving students in research works. When it comes to the question of the initiative taken by the teachers for hunting research fund, the faculty members agreed moderately.

Standard 8-2: University should have institutional approach to explore the possibility of corporate funding through university industry research collaboration.

9.2 Research Fund

9.2.1 Central Research Fund

To promote research, the Institute for Energy, Environment, Research and Development (IEERD) provides funding. IEERD is a central research and academic institute responsible for disbursement of funding to academicians of various departments of UAP. IEERD has provision for funding of the following research expenditures:

- Publication charge for publishing research article in reputed journals.
- Registration fee, transportation and accommodation cost for presenting research outcomes in national and international conference/symposium/workshop/seminar/meeting.
- Expenses for conducting Research works at UAP.

In every fiscal year, each faculty is allotted a maximum budget of taka forty thousand, which can be used for paying the aforementioned expenses.

It is the responsibility of IEERD to cater to the fund requirements of UAP for carrying out research works. In the last fiscal year (2016-17), IEERD had a total budget of taka fifty lac. For funding research projects, which involves significant cost, a faculty or a group of faculties with a valid research proposal can apply to IEERD. For funding these projects, there is no stated floor or ceiling on how much to allocate for each faculty or each department.

Departmental Research Fund

In addition to central research funding, DBA has its own financial arrangements for research and training purposes. Under ‘Academic Excellence and Development Program’, a fund of taka one lakh was allocated in the last fiscal year. The department has another provision for financing the cost of research and e-journal subscription.

DBA has been organizing a lot of seminars for the benefit of students as well as teachers. In those seminars and workshops, industry professionals are invited to share their knowledge, experiences, and pursuit of success. It has been quite helpful for the students as well as teachers in relating concepts with practices. The outcome of these programs motivates the students to articulate their thoughts in a more pragmatic manner. These programs also help DBA to build rapport with the leaders and members of the business world. The department has another provision for funding these motivational & effective seminars and workshops.

9.2.3 Research Facilities

Research cell of our business school, FQIC, also facilitates research by organizing meetings and sharing the knowledge gained by the faculties from their research or training experiences. FQIC blends the knowledge and opinion from faculties of different orientations (i.e. finance, accounting, management, and marketing). A number of research papers came into existence because of the knowledge-sharing cell. FQIC has been most instrumental for the newly appointed faculties for starting their endeavor into the world of research.

9.2.4 Research Lab and Software Facilities

DBA is equipped with a computer lab for catering research needs of undergraduate or postgraduate students. The computers are equipped with the recent configuration to run any statistical, analytical or modeling software packages on them. Most frequently used software packages for research and analysis are Microsoft Office and SPSS. The curricula of different programs incorporate courses, which are designed to develop the analytical skills to work with the software packages.

9.2.5 Fund Hunting/Collection

Financial assistance is an intrinsic part of a research. IEERD, constituent research and academic institute of UAP, is responsible for providing funds to carry out the research activities. To avail funds from IEERD, a faculty has to apply towards the Director of the institute. Upon receiving the application, a scrutinizing committee reviews the proposal carefully. If the application fulfills the expectation, the scrutinizing committee recommends for approval and forwards the application to the advisory committee. Advisory committee makes a final review of the research proposal. If the head and the members of the committee are satisfied, they grant the financial assistance.

To secure financial assistance for training, seminar or workshop from the departmental facility, the researcher has to apply to the head of the department. Upon receiving the application, the head reviews the research proposal and recommends for approval to the Office of the Registrar. Whenever applicable, the Office of the Registrar makes an evaluation of the proposal and grants the application for funding.

9.2.6 Dissemination of Research Findings

Conducting a research will serve no purpose if its outcomes do not reach to the proper audience. Dissemination of research findings is a critical factor for every researcher. DBA has always been taking initiatives to transfer the findings of the research to the relevant audiences. DBA in its effort to reach out to the audiences has taken an initiative to publish an international standard journal.

Table 9.2: Response of stakeholders to the related standard 8-2

Aspect of Evaluation	Alumni	Students	Faculty	Grand Mean
The entity has a community service policy	3.09	3.59	3.44	3.45

As seen from Table 2, the students and faculty members moderately agreed about the existence of community service policy. However, the alumni were undecided in response to this question.

The typical judgment of the stakeholders reveals a fair agreement. These views from the participants reflect the progressive involvement of DBA in community service policy.

Standard 8-3: University should have a system and policy to disseminate and transfer the research findings to the industry and community through extension services.

While conducting the research, the faculty members of DBA regularly interact with each other regarding their work. While doing this, the faculty members share and learn from one another, which helps them to get suggestions from a diverse group of researchers.

DBA also organizes various seminars and workshops to disseminate the research findings. Several veteran researchers from other institutions also join those programs. We also invite people from the business world to participate in those programs. Business leaders and/or representatives provide a pragmatic insight of the real world situation. The research outcomes also help the people from the industry to solve their problems or develop their organizations.

Knowledge is one of the few things that increase by sharing. Dissemination of the knowledge, created through research, is also required to ensure the greater good of a country. DBA has always been working in its pursuit to enhance the depiction of creativity and dissemination of knowledge.

Chapter 10

Process Management and Continuous Improvement

10.1 Quality Assurance

Continuous quality assurance is an intrinsic component of academic teaching. The diversity of social demands, enhancement of higher education across the globe and demographic changes pose challenges to the academics to come up with continuously innovative systems to impart knowledge. For ensuring quality education, defining, developing, and improving processes of education systems are imperative. This chapter describes the process management and continuous improvement strategies applied and further incorporation needed at the Department of Business Administration (DBA), University of Asia Pacific (UAP).

Standard 9-1: University or the entity must have internal quality assurance system with set policies and procedures for quality assurance.

Academic calendar is followed by the entity and the University in order to progress systematically. Due to this systematic approach, faculty members, students, and administration can execute their respective functions effectively and efficiently.

10.1.1 Admission Policy

DBA follows well defined admission criteria for BBA program which include performance in admission test, HSC & SSC and equivalent academic records. The rigorous admission procedure is comprised of 1) Written test, 2) VIVA-VOCE conducted by a board consisting of faculty members from different disciplines. The newly admitted students and parents/guardians are welcomed and UAP introduced by the central authority through a grandeur orientation session. Following central orientation students participate in another orientation session in their respective department organized and presented by the faculty members. Students are provided with clear understanding about their responsibilities as students and policies & rules regarding all necessary issues presented by faculties.

10.1.2 Question Moderation Policy

An internal Question Moderation Committee comprising seven members from different disciplines headed by a Convener follows stringent guidelines for moderation of question papers. The guidelines are based on Bloom's taxonomy is applied in assessing each question paper. The Convener of the Moderation Committee holds the responsibility to expedite the moderation process and ensure that guidelines and standards are met. All the faculty members are notified through mails to send soft or hard copy of the question paper by a stipulated date. Question papers are distributed by the Convener among the moderators according to their specialty and requested to return by a designated deadline after moderation. The moderated question papers are then returned to respective course teachers to make necessary corrections if any. After receiving the corrected question papers moderators once again check and return to the course teachers or to the Convener of Examinations. The examiners and moderators are also required to submit separate templates to the Convener, Moderation Committee, along with the finalized question papers.

The following factors are ensured by the moderators which lead to the consistency of fair assessment of students.

- 1) Linkages between Learning Outcomes (LO) and questions
- 2) Coverage of materials included in the course curriculum
- 3) Appropriateness of question according to the standard of the course level
- 4) Application of theories in real life situation
- 5) Adherence to prescribed question format by the examiner.
- 6) Identification of grammatical errors or spelling mistakes
- 7) Appropriateness of marks distribution
- 8) Total marks add up to the percentage required for Mid-term or Final examination.

This uniformity leads to consistency of final assessment of students from level to level and promotes bloom's taxonomy among teachers for fair judgments of the course.

10.1.3 Examination Policy

UAP strives to maintain strict discipline in the examinations. The offences and punishments are clearly stated in the front and back of each answer script so that students are aware of the consequences of any offense or misconduct. DBA has taken some additional measures, to further facilitate smooth conduct of examinations (Appendix IV). The Examination Committee arranges seat plan for all the exams in such a way that students from same batch or any particular course do not sit adjacent to each other. Further, the committee circulates roster amongst the faculty members of invigilation well ahead of examination date. The Examinations Committee devised a set of guidelines for invigilation which is practiced regularly and also monitored by the Convener of Examinations. (Appendix IV)

10.1.4 Evaluation Policy

Towards the end of every semester, students evaluate each and every course instructor on-line by filling up a structured questionnaire; providing information on teaching methods and evaluation process of a particular course and respective faculty member. The advisors of each and every batch along with the course instructors remind the students to participate in the evaluation process. Admit cards for the final examination are not issued unless and until the evaluation forms are completed on-line.

Guidelines for checking answer scripts have been developed by the Examination Committee, which is followed by the examiner. Scrutiny is done by following the standard of the templates developed (keeping the UGC standard in mind) by the department. The results submission administered by automation procedure adheres to strict deadline set by central authority.

10.1.5 Internship Policy

With the view to expose students to the corporate scenario, the department has developed well defined and clear internship guidelines. Every student is assigned an advisor according his/her specialization. The supervisor guides the internee all the way up to the defense of the report. All the internship records/papers are well documented at DBA, UAP. There is a prescribed format for Internship report writing which is available in the web-site. The report submission and defense dates are notified in clear terms by the advisors. Different boards are formed consisting

of 3 members including the supervisor. Upon agreement by all the members after the defense, final grade is submitted to the DBA office for submission to the Controller of Examinations.

The conducted survey targeted the responses of the faculty-members on the questions based on Standard 9-1: "The entity always acts in compliance with the decision of the university regarding continuous quality improvement". The survey result for faculty members stood at a point of 4.56, where a point of 4 denotes "Agreed" and a point of 5 denotes "Strongly Agreed". The survey results confer the compliance of continuous quality improvement of the department.

Table 10.1: Response of stakeholders to questions related to Standard 9-1

Aspect of Evaluation	Academics
The entity always acts in compliance with the decision of the university regarding continuous quality improvement	4.56

Standard 9-2: The University or the entity conducts self-assessment following a cycle, develops strategic plan, identifies the limitations to implement the plan and adopts corrective measures for attainment of desired quality.

Standard 9-3: The University or the entity continually and systematically review the effectiveness of the procedures to meet the objectives.

Self-assessment works as a foundation for any university or entity to develop strategic plan, identify loopholes, take corrective measures and implement plans. In the process of quality improvement Self- Assessment has the most crucial role to play as a guideline and to pave the way to overall enhancement in the continuous improvement endeavor. Self-Assessment has been a preeminent general issue for the university and for the department in particular. As a step towards continuous assessment, the University has formed a body named Strategic Planning Committee (SPC) consisting ofmembers from the pool of Board of Trustees. The committee holds meeting every month to assess, explore, and expedite strategies to keep up with the challenges of the industry. All the departments of the university are bound to submit any

developed strategies, ideas and thoughts to this committee for approval. Upon approval of SPC, respective department acquires the authority to implement developed strategy (s) for improvement of the department.

DBA has come up with short –term strategic plan from time to time. Followings are accomplishments of some of the strategies that have lead to continuous assessment and improvement of the department to some extent. Access to Emerald and Pro Quest database are a click away for the use of DBA. Faculties have participated in Training & Workshop programs in Singapore and India. As continuation of the knowledge application from such programs, faculties are in the process of coming up with a research paper in the near future. All the lectures are being delivered in English as per the decision taken in the short-term action plan. The revised curriculum after approval of the higher authority was sent to UGC. The curriculum was sent back to DBA for minor changes and at present is being evaluated by UGC for final approval. DBA website has been upgraded as planned. However, further up gradation is in the process and will be an ongoing operation.

Filing of different papers, templates, documents is underway. From the beginning of the formation of SAC, till-date the DBA has been arranging workshops, seminars, and discussion sessions on Outcome Based Education (O.B.E), Self-Assessment (SA) and quality assurance improvement issues. To ensure quality of teaching and learning environment, the IQAC and DBA organizes workshops for academicians, non-academic staff and messengers.

After approval of SAR by the Peer Review Panel the path to improvement and concrete direction towards enhancement of the program will be underway. DBA will share the findings and feedback of the Peer Review Panel with faculty members and explain the justifications for different steps that will be imminent for the continuous improvement of the program. A systematic review approach at a regular interval will be implemented to evaluate the success of the program.

To motivate and establish the need for continuous quality improvement Team Building Workshops and Seminars will be administered for academic and nonacademic staff. The curriculum Committee will play a vital role in changing and upgrading the curricula to meet the challenges and demand of the business world today and education industry.

10.2 Improvement plan

Upon review by the Peer Review Panel, DBA will prepare improvement plan and incorporate future strategies based on SAR and suggestions offered by the panel. The findings based on secondary information, experiences, observation, and survey results will pave the way to meet continuous improvement process. The stakeholder's feedback will also help to pinpoint the areas where much attention is needed.

The description of improvement areas, initiatives needed to ensure and enhance quality education will be part of the Improvement Plan. The entity must acknowledge and understand that improvement plan is developed for one time use only, rather quality assurance cycle is a continuous process and all parties involved must engage, contribute and appreciate the outcome of this valuable venture.

The conducted survey covered the evaluation of the Alumni, the students and the faculty-members on one question on Standard 9-2: "The entity embraces the spirit of continual quality improvement" and two questions based on Standard 9-3: " Academic programs are reviewed by the entity for the enhancement students' learning" and "The entity ensures a usual practice for students'/ Alumni's feedback as a culture". The response among faculty, the question on Standard 6-2, annotated a point of 4.39 out of 5 and that for the first question for Standard 6-3 annotated a point of 4.22, where a point of 4 denotes "Agreed" and a point of 5 denotes "Strongly Agreed". The result for second question on Standard 9-3 stood at a point of 3.72, where a point of 3 denotes "Neutral" and a point of 4 denotes "Agreed". The teachers think that spirit of continual quality improvement and review of academic program is maintained rigorously. However usual practice for students'/ Alumni's feedback as a culture should be developed and practised more.

Table 10.2: Response of stakeholders to questions related to Standard 9-2 and 9-3

Aspects of Evaluation	Academics
The entity embraces the spirit of continual quality improvement.	4.39
Academic programs are reviewed by the entity for the enhancement students' learning.	4.22
The entity ensures a usual practice for students'/ Alumni's feedback as a culture.	3.72

Chapter 11

SWOT Analysis

A SWOT analysis is a structured assessment of an institution's strengths, weaknesses, opportunities, and threats. SWOT is an acronym that stands for *Strengths, Weaknesses, Opportunities, and Threats*. Strengths and weaknesses are internal to the company and can be changed over time with proper strategies. Opportunities and threats are external dimensions and organizations have little control over these factors; however, businesses must adapt and adjust to different situations by administering applicable strategies.

Any organization can perform SWOT analysis at any time to assess a changing environment and develop strategies accordingly. Thus, DBA decided to go through brainstorming sessions to identify the factors affecting Department of Business Administration in each of the four categories mentioned above. After completion of brainstorming sessions, the entity finalized the SWOT analysis by listing the factors in each category in order of importance as identified by the team members.

11.1 Strengths

Governance

- Vision, Mission, Program Educational Objectives, Program Objectives, and Mappings are clearly stated.
- UAP has a well-defined organogram depicting the structure and relationships among different employees, departments and jobs at different levels.
- The institution awards fellowships, scholarships, prizes and medals in accordance with the University regulations, sets up and maintains laboratories, workshops, centers and institutes for the development of teaching and research, regulates co-curricular activities and helps the students to develop a healthy and well-groomed personality.
- A disciplined environment is maintained through the active presence of proctorial committee disciplinary board and sexual harassment committee. Violation of any UAP rules leads to fine, suspension, expulsion, or rustication.

- UAP management adheres to well defined service rules and human resource policies.

Curriculum Design & Review

- University has a well-defined procedure that ensures periodic review of various academic programs.
- Course contents, assessment strategies, prerequisites, clearly stated in the curriculum.
- DBA has a well-structured course and curriculum committee, which carries out the responsibility of assigning the distribution of the course load among the faculty members.

Student Admission Progress & Achievement

- To ensure quality intake, BBA program requires that students having a total GPA of 6 and above at SSC and HSC or equivalent exam apply for admission.
- Each newly admitted student is assigned to an adviser who monitors his /her progress.
- Counseling hours are set by all faculties which are one third of the total credit hours. During the counseling hour, presence of the students is made mandatory.

Teaching Learning & Assessment

- BBA program is practising outcome-based learning, which is interactive in nature. In each course students get the opportunity to learn the application of theories in real life context. This is done through various teaching methodologies i.e. case studies, report writing based on real life data, group discussions, presentations, interview sessions, industry visit, workshops and a three months internship at the end of the final semester.
- Fair and honest evaluation of students is carried out by the faculty members. This is ensured by strictly adhering to invigilation guideline, following prescribed format for moderation and scrutiny.
- Qualified faculty members are very much cooperative. Their accessibility and involvement in the learning process help students to excel.
- Strict adherence to 70% attendance and marks allocation policy in this regard contribute towards better performance of students.

Staff & Facilities

- DBA has 18 full time faculty members with degrees earned from internationally reputed universities at home and abroad.
- UAP has a transparent, fair, appropriate and properly documented policy for recruitment and other facilities.
- UAP has an attractive pay scale with the scope of time to time revision which includes salary, festival bonuses, provident fund and gratuity for academic and non-academic staffs.

Physical Facilities

- UAP has its exquisite permanent campus at the heart of the capital.
- Department of Business Administration (DBA), acquiring a....sqfit space, 10 spacious classrooms, one departmental seminar room and discussion room equipped with modern amenities.
- The department has also high speed internet connectivity both for the faculty members and students, separate departmental seminar room, a state of the art computer laboratory, departmental library containing sufficient number of business related books, separate common rooms for both male and female students and a well furnished group Discussion room.
- UAP has a well equipped central medical center to meet medical emergency.
- There are separate rooms for professors, associate professors, assistant professors and cubicles for lecturers, conference room and lounge with modern facilities.
- DBA has a well decorated lounge for MBA and EMBA students.
- There is a spacious and well ventilated cafeteria to provide foods at an affordable rate.

Student Support Services

- UAP has a separate directorate named “Directorate of Student Welfare (DSW)” to provide necessary student support. DSW is in charge of organizing co-curricular activities, personal & professional development programs and providing financial support for underprivileged students.

- To cope with the current industry demands, the department takes initiatives which includes various workshops, seminars, symposium, debate competitions, photography exhibitions, sports competitions, and business fair.
- DBA strives to continually impart knowledge to the students beyond classroom teaching. As part of this, the department has introduced 'Entrepreneurship Lecture Series' to learn and realize entrepreneurial qualities of eminent business personalities.

Research & Extension

- UAP has a central research institute named The Institute for Energy, Environment, Research and Development (IEERD) to facilitate research & extension. The faculty members receive funds for various purposes which include basic research works, publication of articles in journals, registration fees and conveyance for participation in national and international conferences.
- The department arranges workshops on research methodologies in an attempt to improve faculty members' research expertise capabilities. There is a separate budget allocation for participation in workshops home and abroad.
- The faculty members have access to renowned journals through Emerald and JSTOR. Department also subscribes hardcopies of the latest version of Harvard Business Review and The Economist to facilitate literature review.
- Students' involvement in research activities is ensured under the supervision of the faculty members.

Process Management & Continuous Improvement

- To ensure internal quality, DBA has standard policies for admission, question moderation, examination, grading, internship and evaluation.

11.2 Weaknesses

Governance

- UAP lacks adequate staff at different administrative levels.
- The existing administrative staff need to be more efficient and competent in carrying out the responsibilities.
- The filing and documentations are not up to the mark.
- Peer Observation & Feedback Process can play a vital role in quality improvement which has not been introduced yet.

Curriculum Design & Review

- Although the department needs major revision of the existing curriculum, it could not successfully implement it due to the restriction beyond its control.

Student Admission Progress & Achievement

- The ratio of the intake to the candidates is not satisfactory.
- The timing of the admission test during fall semester is not appropriate as it collides with that of public universities.

Teaching Learning & Assessment

- The number of full time faculty members is not enough so the department depends on some adjunct faculty members of public universities and renowned corporate houses. The adjunct faculty members are not able to allocate enough time for student counseling and guidance regarding the subject matter.
- The ratio of teacher and students is 1:43 which is not a desired ratio for improving the standard.

Staff & Facilities

- The pay scale of senior faculty members is not equivalent to the industry standard.
- There is no sick leave policy in the service rule of UAP.

Physical Facilities

- The university has indoor sport centre; however it does not have its own outdoor sport field for arranging outdoor sports.
- There are no facilities for transportation and accommodation for students.
- Ambulance service is not available in the institution.

Student Support Services

- Non academic departmental support staff need to be groomed and more professional in providing better services.
- The alumni association of the department needs to be better organized. There lies a lack active participation of the alumni, which is beneficial in the quality improvement process and opens the doors for internship and job opportunities for new graduates.
- Placement cell is not fully functional.
- Club activities are not yet broad enough to fully prepare students to become aware of their social and business commitments.

Research & Extension

- Department lacks the guidance of senior faculty members possessing research acumen and experience.
- Faculty members are preoccupied with administrative responsibilities.
- The number of faculty members having PhD is not adequate.

Process Management & Continuous Improvement

- Previously DBA followed a self-assessment system which was not structured and implemented regularly.

11.3 Opportunities

Governance

- * UAP has scope for improvement of administrative performance by recruiting more efficient and experienced personnel at different levels of administration.

Curriculum Design & Review

- By keeping abreast with recent industry practices, taking potential employers perspectives and experts' opinions into account in designing and upgrading curricula, DBA can gain significant competitive advantages in the industry.

Student Admission Progress & Achievement

- By ensuring quality education the program can build a strong brand image which will attract more eligible students.
- Adoption of advanced technology can be taken into account.

Teaching Learning & Assessment

- BBA can hire more faculty members at senior level with PhD degrees from renowned universities with substantial experience in teaching and research.
- A number of permanent faculty members are pursuing PhD from reputed universities which would become strength for the department in the long run.

Staff & Facilities

- DBA can attract more experienced senior faculty members by revising the pay scale.

Physical Facilities

- UAP has purchased 3 acres of land in the planned city named "Rajuk Purbachal" where the campus can provide other facilities including open field and residential facilities.
- A gymnasium with modern equipments has been proposed for the students.

Student Support Services

- Functional alumni database can ensure the access to the job market for the fresh graduate.
- Mock interview session conducted by experts from the industry along with the faculty members can aid the students to prepare for real life interviews. BBA is planning to start mock interview session.
- Having collaboration with corporate bodies is crucial for ensuring placement of the graduates. Therefore, BBA program is trying to sign MOU with the renowned corporate bodies.

Research & Extension

- Faculty members can take part in a range of training and workshops arranged by research bodies.
- Joint research program could be arranged in collaboration with renowned national and international universities and professional bodies.

Process Management & Continuous Improvement

- By continuous quality improvement, DBA will be able to meet the upcoming challenges and demands of the business world.

11.4 Threats

Governance

- Better governance of other universities poses a threat to students' and faculties' satisfaction.

Curriculum Design & Review

- Since the department is yet to upgrade its curriculum at par with the industry demand and contemporary practices, students might lag behind in the competitive job market.

Student Admission Progress & Achievement

- Other private universities have much more aggressive promotional strategies.
- There is an overall decline in the education standard of prospective candidates hailing from national curriculum based education.

Teaching Learning & Assessment

- Quality improvement at the expected level would become difficult to achieve if the department fails to hire more experienced senior faculty members.

Staff & Facilities

- Some other private universities are recruiting through talent hunt with lucrative compensation that will lead the loss of experienced faculty members.

Physical Facilities

- Some of the private universities have already started their operation in a permanent campus with full fledged facilities.

Student Support Services

- Other private universities are arranging international conferences and seminars at regular interval which are making them more advanced compared to DBA of UAP.

Research & Extension

- The business schools of other universities are emphasizing more on research and extension compared to the business school of UAP, which may lead to a slowdown in knowledge dissemination of the latter.

Process Management & Continuous Improvement

- Some of the private universities are already in the process of quality improvement system which may gain them first mover advantage.

Chapter 12

Conclusion & Improvement Plan

Self-assessment is a vital process in gaining an understanding on the status of effectiveness of any program offered by an entity at an educational institution. The current self-assessment is carried out for the Bachelor of Business Administration (BBA) program being offered by the Department of Business Administration (DBA) at University of Asia Pacific (UAP). This self-assessment report (SAR) first presents an overview of UAP and DBA with a particular focus on the BBA program – its vision and mission, program educational objectives (PEO), and program outcomes (PO), etc. This is followed by a detailed enumeration and in-depth analysis of the nine dimensions that encompass a holistic view of the entire teaching-learning process relating to this program. These dimensions comprise governance, curriculum content design and review, student admission, progress and achievement, teaching and learning, physical facilities, student support services, staff and facilities, research and extension, and process improvement. The report is culminated by highlighting the strengths, weaknesses, opportunities and threats (SWOT) under each of these nine dimensions. In order to elicit their opinions regarding these nine aspects and other relevant issues, five stakeholders, namely, students, academics, non-academic staff, alumni and employers, were surveyed. A total of three hundred and twenty three respondents participated in this study.

A three-member committee was formed at DBA to coordinate the whole process of this self-assessment of BBA program. The committee organized a series of team building workshops and meetings and sought cooperation from all concerned in conducting stakeholder surveys and focus group discussions, in gathering first-hand information on pertinent topics, and in preparing this SAR against the standard criteria as prescribed in the self-assessment manual. All the faculty members extended their fullest support in this regard. The salient features of the findings are highlighted below:

- Five PEOs and nine POs have been devised for the BBA program and documented in the curriculum. The course outlines explicitly state the course objectives (COs) & learning

outcomes (LOs) and the mapping between the LOs and POs tailored to meeting the requirements of outcome-based education (OBE).

- A major revision of the existing curriculum has been proposed taking into consideration of the alumni and the employers. The updated curriculum is expected to be effective starting from the semester of Spring 2018.
- A number of templates have been developed and used in setting exam questions mapping the LOs and the six levels of cognitive domains of Bloom's taxonomy, moderation of question papers and the scrutiny of the answer scripts. Besides, individual course files are being maintained in the department.
- In order to facilitate faculty research and development, top-tier research databases, such as, Emerald and JSTOR have been subscribed. Faculty members regularly conduct studies, publish articles in business related journals, and present their papers in conference proceedings. The published research papers are hung on the designated boards to stimulate awareness and interest amongst the concerned faculty members.
- In its attempt to forge strong industry-academia linkage, the Department of Business Administration has launched the 'Entrepreneurial Lecture Series' through which the renowned entrepreneurs of the country would share with the students their long experiences in crafting their businesses and the many challenges budding entrepreneurs might face in their ventures.

12.1 Improvement Plan

This whole process of self-assessment was a learning experience for all, through which enormous possibilities of skills and structural development of the department were identified systematically and a concerted effort was made at the end to propose improvement plan. Upon receiving the peer review feedback, the entity looks forward to redesigning the strategic plan for continuous improvement. If implemented in due course, the plans are likely to enhance the standard of Department of Business Administration and carry forward the department's long traditions of academic excellence, while fostering a culture of innovation and learning.

The following improvement schemes have been stipulated upon analyzing the status against the standard criteria and the SWOT analysis:

12.2 Dissemination of Vision & Mission

The department has set forth its vision and mission statements in the curriculum. However, various stakeholders, i.e., students, staff and all the faculty members must embrace and own these well-articulated vision and mission statements. In this regard, the department needs to act for proper dissemination of these statements.

12.3 Periodic Review of Curriculum

Although a major revision of the existing BBA curriculum has been underway, and the updated curriculum is expected to be effective from Spring-2018, the department would need to pay attention to the periodic review of the curriculum. This is mainly due to the constantly shifting industry demands and the emerging societal needs.

12.4 Faculty Research & Training

Conducting research and publications by the faculty members is a key ingredient for a thriving business school. Not only should they perform their teaching responsibilities, faculty members must also involve themselves in cutting-edge research. In this regard, it is of utmost importance that they continuously hone their research skills so that they can publish in journals with high impact factor. Correspondingly, the department aims to institute a research cell in the department, where a faculty having expertise in carrying out research should be in charge of this cell. Besides, the department needs to arrange faculty training, both local and oversea, in areas of research methodologies and/or other pedagogical issues on a continuous basis.

12.5 Qualified Faculty Recruitment and Retention

DBA currently is suffering from a shortage of full-time faculties; this is manifested in the presence of a good number of part-time faculties teaching in the various programs. To address this concern, the department looks forward to recruiting *faculty members with PhD* in the shortest possible time.

12.6 Placement Cell

A well designed and functional placement cell can work as the bridge between the university and the industry to usher a long term beneficial relationship. To this end, the entity intends to establish an active placement cell with enthusiastic and efficient personnel to facilitate the students' internship placements leading to their permanent jobs.

12.7 Introduction of New programs and Courses

The School of Business is continuously exploring the possibility of introduction of various diploma programs or certificate courses, i.e., Diploma in Human Resources Management (HRM), Diploma in Supply Chain Management (SCM), Diploma in Professional Accounting, Diploma in Merchandising, etc. Considering the need of improvement in the English Language Proficiency of the students, the School of Business plans to introduce courses that will help students enhance their competencies in English, both spoken and written.

12.8 Alumni Database

The entity plans to develop and maintain an alumni database containing updated and sufficient information. This database will be instrumental in building an immense network of the former students who could be great resources for professional contacts, industry expectations, changing trends and so on.

12.9 Suggestions Box

The entity looks forward to opening a suggestion box for the students to gather their insights, issues, concerns and suggestions to improve them.

Appendix

Appendix I: Courses & Curriculum

Course Categories

General Education Courses: The number of General Education courses is 4; these are as follows:

General Education Courses	
English I	English II
Bangladesh Studies	Introduction to Natural Sciences

Foundation Courses: The number of foundation courses is 8; these are as follows:

Foundation Courses	
Computer Skills	Principles of Micro Economics
Introduction to Economic Geography	Principles of Macro Economics
Administration, Office Management & Secretarial Practices	Introduction to Development Economics
Business Statistics-I	Business Statistics-II


Core Courses: There are 21 core courses: these are as follows:

Business Communication	Financial Accounting I	Human Resources Management	Entrepreneurship & Small Business Management
Business Mathematics	Financial Accounting II	Introduction to Managerial Finance	International Business
Principles of Management	Management Accounting	Managerial Finance	Production & Operations

			Management
Organizational Behavior	Introduction to Marketing	Introduction to MIS	Project Management
Business Law	Marketing Management	Business Research Methodology	Principles of Banking & Insurance
			Total Quality Management

Capstone Course: The Capstone course in the program is Strategic Management.

Pre-requisites and their upper level courses (with code numbers and in the semesters being offered)

		
Micro Economics (ECN 111) (1 st Semester)	Macro Economics (ECN 113) (2 nd Semester)	Economics Development (ECN 201) (4 th Semester)
Business Statistics I (MIS 201) (3 rd Semester)	Business Statistics II (MIS 203) (4 th Semester)	Introduction to Managerial Finance (FRL 301) Business Research Methodology (MIS 301) & Production & Operations Management (POM) (5 th Semester)
Financial Accounting I (ACN 111) (2 nd Semester)	Financial Accounting II (ACN 211) (3 rd Semester)	

Introduction to Marketing (MKT 201) (4 th Semester)	Marketing Management (MKT 301) (5 th Semester)	
Introduction to Managerial Finance (FRL 301) (5 th Semester)	Managerial Finance (FRL 303) (6 th Semester)	
Principles of Management (MHR 205) (3 rd Semester)	Human Resources Management (MHR 301) (5 th Semester)	

University of Asia Pacific
Department of Business Administration
Proposed Revised Curriculum, BBA Program

**** Bold Underlined** refers to the new courses proposed in the revised curriculum

	Semester I	CH		Semester II	CH
<u>BUS 101</u>	<u>Introduction to Business</u>	3	<u>HSS 115</u>	<u>Bengali Language and Culture</u>	3
CST 101	Computer Applications in Business	3	BMT 101	Business Mathematics I	3
HSS 101	English I: Oral and Written Communication Skills	3	HSS 103	English II: Language Composition	3
HSS 111	Bangladesh Studies	3	MGT 101	Principles of Management	3
<u>HSS 113</u>	<u>History of the Emergence of Bangladesh</u>	3	ACN 101	Principles of Accounting	3
	Semester III	CH		Semester IV	CH
BUS 201	Business Communication	3	MIS 201	Business Statistics	3
<u>BMT 201</u>	<u>Business Mathematics II</u>	3	MKT 201	Principles of Marketing	3
ECN 201	Micro Economics	3	ECN 203	Macro Economics	3
FIN 201	Principles of Finance	3	MIS 203	Fundamentals of MIS	3
BUS 203	Legal Environment of Business	3	FIN 203	Financial Management	3
	Semester V	CH		Semester VI	CH
MHR 301	Human Resource Management	3	MHR 303	Organizational Behavior	3
MIS 301	Business Research Methodology	3	ACN 301	Cost and Management Accounting	3
IMG 301	Production and Operations Management	3	IBS 301	International Business	3
MKT 301	Marketing Management	3	<u>SCM 301</u>	<u>Supply Chain Management</u>	3
<u>BUS 301</u>	<u>Labor Law</u>	3	<u>BUS 303</u>	<u>E-Business</u>	3
			<u>FIN 301</u>	<u>Bank Management</u>	3
	Semester VII	CH		Semester VIII	CH
<u>BUS 401</u>	<u>Business Ethics</u>	3	MGT 403	Strategic Management	3
MGT 401	Entrepreneurship Development & SME	3		Major Course III	3

	Management				
<u>ACN 401</u>	<u>Auditing and Taxation</u>	3		Major Course IV	3
	Major Course I	3		Major V	3
	Major Course II	3		Minor II	3
	Minor Course I	3			

Semester IX	CH
Internship	3

Proposed Areas of Concentration:

1) Accounting, 2) Finance 3) Marketing, 4) Human Resources Management, 5) Industrial Management, 6) International Business, 7) Management Information System , 8) Supply Chain Management, 9) Islamic Banking and Finance and 10) Tourism and Hospitality Management

University of Asia Pacific
Department of Business Administration
Existing Curriculum, BBA Program

	Semester I	CH		Semester II	CH
ECN 111	Principles of Micro Economics	3	HSS 103	English-II: Language Composition	3
CST 100	Computer Skills	3	ECN 113	Principles of Macro Economics	3
HSS 101	English-I	3	ACN 111	Financial Accounting-I	3
HSS 131	Business Communication	3	BMT 101	Business Mathematics	3
HSS 111(a)	Bangladesh Studies	2	INS	Introduction to Natural Sciences	2
HSS 111(b)	(a)Society and Culture (b)Bangladesh History and Economics	2	101(a) INS 101(b)	(a) Physical Sciences (b) Biological Sciences	2
	Semester III	CH		Semester IV	CH
HSS 201	Introduction to Economic Geography	3	MIS 203	Business Statistics II	3
MHR 201	Administration, Office Mgt & Secre. Practice	3	ACN 213	Management Accounting	3
ACN 211	Financial Accounting-II	3	FRL 201	Business Law	3
MHR 203	Organizational Behavior	3	ECN 201	Introduction to Development Economics	3
MHR 205	Principles of Management	3	MKT 201	Introduction to Marketing	3
MIS 201	Business Statistics I				
	Semester V	CH		Semester VI	CH
MHR 301	Human Resources Management	3	MHR 303	Entrepreneurship and Small Busi. Mgt.	3
MIS 301	Business Research Methodology	3	FRL 303	Managerial Finance	3
IMG 301	Production and Operations Management	3	FRL 305	Principles of Banking and Insurance	3
MKT 301	Marketing Management	3	IBS 301	International Business	3
FRL 301	Introduction to Managerial Finance	3	MIS 303	Introduction to MIS	3
	Semester VII	CH		Semester VIII	CH
IMG 401	Project Management	3		Major Course II	3
IMG 403	Principles of Total Quality Management	3		Major Course III	3

MHR 401	Strategic Management	3		Major Course IV	3
	Major Course I	3		Major Course V	3
	Minor Course I	3		Minor Course II	3

Semester IX	CH
Internship	4

Existing Areas of Concentration:

1) Accounting, 2) Finance, Real Estate and Law, 3) Marketing, 4) Human Resources Management, 5) Industrial Management, 6) International Business, 7) Management Information System

Appendix II: Program Outcomes

Mapping between CO Vs PO

Sl.	Name of the Courses	Program Outcomes (PO)								
		1	2	3	4	5	6	7	8	9
1	English 1: Oral & Written Communication	√	√							√
2	Society and Culture					√	√		√	
3	Bangladesh History	√				√			√	√
4	Business Communication				√			√	√	√
5	Principles of Micro Economics	√	√	√						
6	Computer Skills	√	√					√		√
7	English 11: Language Composition	√			√			√		√
8	Business Mathematics	√	√	√						
9	Principals of macro Economics	√	√				√			
10	Financial Accounting	√	√			√				√
11	Introduction to Physical Sciences	√	√				√		√	√
12	Introduction to Biological Sciences		√							√
13	Introduction to Economic Geography	√	√	√			√			
14	Administration, office Management & Secretarial Practice	√		√			√			
15	Financial Accounting II	√	√							√
16	Organizational Behavior	√	√	√			√			
17	Business Statistics I	√	√		√					√
18	Principles of Management		√			√				√
19	Business Statistics-II	√	√		√					
20	Management Accounting	√	√					√		√
21	Business Law	√	√	√		√				
22	Introduction to Development Economics	√	√			√				
23	Introduction to Marketing	√		√			√			
24	Introduction to Managerial Finance	√	√		√					√
25	Marketing Management	√		√			√	√		
26	Business Research Methodology		√		√		√			√
27	Human Resources Management	√	√			√	√			
28	Production & Operations Management	√	√	√			√			
29	International Business	√				√	√	√		
30	Entrepreneurship & Small Business Management		√	√	√				√	

31	Managerial Finance	√	√		√					√
32	Principles of Banking and Insurance	√	√			√				√
33	Introduction to MIS	√	√		√		√			
34	Strategic Management	√	√	√			√		√	
35	Project Management	√	√	√			√			
36	Principles of Total Quality Management	√	√				√	√		
37	Consumer Behavior	√	√			√			√	
38	Advertising	√		√			√	√		
39	International Marketing	√		√			√	√		
40	Introduction to Marketing Research	√	√		√			√		
41	Brand Management	√		√			√			
42	Public Finance and Taxation Practices	√	√							√
43	Capital Budgeting	√	√		√					
44	International Finance	√	√							
45	Financial Institutions	√	√	√				√		√
46	Investment Management	√	√		√		√			
47	Bank and insurance Management	√	√							√
48	Human Resource Planning	√	√	√			√			
49	Compensation Management	√				√		√		√
50	Training & Development Management		√	√			√	√		
51	Strategic Human Resources Management	√		√				√		√
52	Industrial Law Labor Relations	√			√	√	√			
53	Cost Accounting	√	√		√					
54	Taxation and Auditing Practices	√	√			√				√
55	Advanced Financial Accounting	√	√		√					√
56	Advanced Management Accounting	√	√				√			√
57	Accounting Information System & Computer Application	√			√	√				√

Appendix III: Sample of Course Outline

University of Asia Pacific (UAP)

Department of Business Administration (DBA)

Course Outline

Program:	Bachelor of Business Administration (BBA)
Course Title:	Organizational Behavior
Course Code:	MHR 203
Semester:	Fall 2017
Level:	3 rd Semester
Credit Hour:	3.0
Name & Designation of Teacher:	Farzana Elahi, Assistant Professor, DBA
Office/Room:	DBA J
Class Hours:	Monday: 9.30 am-11.00 am Wednesday: 9.30 am-11.00 am.
Consultation Hours:	Monday: 11.00 am - 12.30 pm.
E-mail:	farzana@uap-bd.edu
Mobile:	01711401238

Rationale: This is a core course in the BBA program that will enhance the knowledge of students about the organization both theoretically and practically.

Pre-requisite: Principles of Management.

Course Synopsis: The course will cover: the dynamics of people and organization, models of organizational behavior, social system and organizational culture, work motivation, work attitudes, leadership and empowerment, individual and interpersonal behavior, group behavior, and management of change.

Course Objectives (CO): The objectives of this course are to

1. Introduce different fundamental theories, models and concepts of Organizational Behavior.
2. Explain the impact of motivation on productivity and job satisfaction.
3. Highlight different leadership theories and practices influencing performance and working environment.
4. Provide an overview regarding organizational conflict and stress.
5. Discuss the nature of group dynamics.

Learning Outcomes (LO): After completion of this course, students will be able to:

1. Analyze organizational behavioral issues in the context of theories, models and concepts.
2. Apply different theories of motivation in real life situations.
3. Evaluate the appropriateness of various leadership styles in different organizational contexts.
4. Resolve conflict and manage stress in diverse working environments.

5. Apply relevant skills in addressing complexities of group dynamics.

Teaching-learning and Assessment Strategy:

Assignments, quizzes and classroom participation will be the key to more effective learning and understanding of course materials. Students are strongly urged to participate in the class with their questions and comments.

Linkage of LO with Assessment Methods & their Weights:

LO	Assessment Method	(%)
1 – 5	Quiz	10
1 – 5	Class attendance	5
1 - 5	Assignment	15
1 & 2	Midterm Exam	20
3,4 & 5	Final Exam	50

Minimum attendance: 70% class attendance is mandatory for a student in order to appear at the final examination.

Mapping of Course LO and Program Outcomes (PO):

Learning Outcome (LO) of the Course	Program Outcomes* (Appendix-1)								
	1	2	3	4	5	6	7	8	9
Analyze organizational behavioral issues in the context of theories, models and concepts.	√	√	√						
Apply different theories of motivation in real life situations.	√	√	√						
Evaluate the appropriateness of various leadership styles in different organizational contexts.			√			√			

Resolve conflict and manage stress in diverse working environments.			√			√			
Apply relevant skills in addressing complexities of group dynamics.						√			

Lecture Schedule

<u>Weeks</u>	<u>Topics</u>	<u>Reading Materials</u>
1	The Dynamics of People and Organizations Definition of Organizational Behavior, Goals of OB, Forces of OB.	Keith Davis: Ch 1
2	The Dynamics of People and Organizations Fundamental Concepts – The nature of people and the nature of organizations	Keith Davis: Ch 1
3	Models of Organizational Behavior Autocratic Model, Custodial Model, Supportive Model, Collegial Model and System Model. Quiz - 1	Keith Davis: Ch 2
4	Perception and personality Definition, Factors influencing perception, Definition, Big Five Personality traits. Major personality attributes which affects OB. Personality-Job Match Theory.	Stephen P. Robbins Ch 4
5	Values, Attitudes, and Their Effects in the Workplace, Values, Assessing cultural values , Values in the workplace Cultural differences Generational differences Attitudes	Keith Davis: Ch 9 Stephen P. Robbins Ch 3
6	Motivation Motivational Drives, Comparison of the Maslow, Herzberg,	Keith Davis: Ch 5

	and Alderfer Models, Reinforcement model The Expectancy Model, The Equity Model. Quiz - 2	
7	Job Satisfaction Measurement of Job satisfaction, Factors related to Job Satisfaction Relationship of Job Satisfaction with Productivity.	Robbins P. Stephen,
	Mid-Term Examination	
8	Leadership Black and Mouton's Managerial Grid, Contingency approaches to leadership, Path-Goal Model of leadership, Situational Leadership Model.	Keith Davis: Ch 7
10	Participation Definition, Benefits of Participation, Prerequisites for Participation, Programs for Participation.	Keith Davis: Ch 8
	Interpersonal Behavior The Nature of Conflict, Levels of Conflict, Sources of Conflict. Types of Power, Effects of Power Quiz - 3	Keith Davis: Ch 11
12	Group Dynamics Reasons for developing groups, Stages of Group development, Types of Groups, Comparison of informal and Formal organizations	Stephen P Robbins
13	How does the Informal Organization Emerge? Benefits of Informal Organization, Formal Groups – Committees, System Factors to Consider, Structured Approaches, Outcomes of Formal Group Process.	Stephen P Robbins

14	<p style="text-align: center;">Managing Change</p> <p style="text-align: center;">Nature of Change, Responses to Change, Resistance to Change, Reasons for Resistance, Types of Resistance, Implementing Change Successfully, Three Stages in Change.</p> <p style="text-align: center;">Quiz - 4</p> <p style="text-align: center;">Discussion of Final Syllabus</p>	Keith Davis: Ch 14 & 15
	Final Examination	

Required References: Newstrom W. John and Davis Keith, *Organizational Behavior: Human Behavior at Work*, McGraw-Hill/Irwin, 11th Ed.

Recommended references: Robbins P. Stephen, *Organizational Behavior*, 9th Ed.
Organizational Behavior by Fred Luthans

Grading System: As per the approved grading scale of University of Asia Pacific (Appendix-2).

Student's responsibilities: Students must come to the class prepared for the course material covered in the previous classes.
 Student must submit their assignments on time.
 They must be aware of the *Plagiarism Policy* as spelt out in the curriculum.
 No late or partial assignments will be acceptable.
 There will be no make-up quizzes.

Prepared by	Checked by	Approved by
Farzana Elahi Assistant Professor DBA	Curriculum Committee DBA	Head/Dean

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Appendix-1: Program Outcomes

Program Outcomes with Their Definitions/Explanations

No.	Program Learning Outcomes	Definition/Explanation
1.	Practical and Problem solving skills	Analyze complex and real life business environment, identify problems, and apply knowledge in seeking solutions
2.	Scientific and Analytical skills	Able to utilize business related scientific knowledge to collect, visualize and analyze information.
3.	Entrepreneurship and Innovation skills	Demonstrate and apply multidisciplinary knowledge to become an effective entrepreneur and create innovative ideas.
4.	Communication & IT skills	Communicate effectively within the business community and the society at large that include but not limited to writing effective reports and documentation, delivering effective presentations as well as giving and receiving clear instructions
5.	Values, Ethics and Morality	Inculcate a higher level of ethical values and moral behavior in professional business conduct
6.	Teamwork and Leadership skills	Able to function effectively as a team member or a leader in a diversified, multi-disciplinary team settings
7.	Professionalism	Display highest level of professionalism (such as punctuality, business etiquette and meeting deadlines) in business environment

8.	Social skills and responsibilities	Able to communicate and interact with others both verbally and non-verbally through gestures, body language and appearance, and understand the obligation to act for the benefit of society at large.
9.	Life-long Learning skills	Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of business and technological changes

Appendix-2: Grading Policy

Numeric Grade	Letter Grade	Grade Point
80% and above	A+	4.00
75% to less than 80%	A	3.75
70% to less than 75%	A-	3.50
65% to less than 70%	B+	3.25
60% to less than 65%	B	3.00
55% to less than 60%	B-	2.75
50% to less than 55%	C+	2.50
45% to less than 50%	C	2.25
40% to less than 45%	D	2.00
Less than 40%	F	0.00

Appendix IV: Examination Guidelines & Templates

GENERAL GUIDELINES FOR EXAMINER

- The examiner would use a pen with red ink.
- Marks should be clearly visible (it should not be at the very top or at the very bottom).
- Marks should be legible (For ex., the scrutinizer should not be in confusion whether the marks given is 2 or a (✓) tick mark)
- Spellings and Grammatical mistakes should be pointed out (to the extent possible)
- The examiner should keep some evidences that s/he has gone through all the pages of the answer script (by giving at least one tick mark on the page(s); in other words, the scrutinizer should feel that the pages are “seen” by the examiner).

Exam Rules and Regulations

1. Students should bring their **Admit** and **ID cards** to their exams.
2. The exam room will open at least 10 minutes prior to the start of the exam and it will be closed at sharp **10:00 am**. Late comers should stay out of the exam room for **10 minutes** and treat it as a punishment.
3. Students should carefully read the instructions on the front page of the examination paper.
4. Students must bring their own pens, pencils, eraser, rulers, and non-programmable scientific calculators. And they are not permitted to share or pass these items between each other during the exam period.
5. All electronic devices (**including cell phones**) are strictly prohibited. Cell phones must be turned off and stowed away during the exam.
6. In Mid-Term exams, students are not permitted to exit the room for any reasons before submitting their exam scripts.
7. In Final exams, students might be allowed to exit only for 5 minutes for using washroom. For this purpose, however, they should maintain the log book.
8. No students may be admitted to an examination room after the expiration of **30 minutes** from the commencement of writing.
9. Students are not permitted to roam around the university campus during or after the completion of an examination.
10. University will take stern actions against any kind of unfair activities of the students as per university rules.

Invigilation Guidelines

1. Invigilators are expected to be at the exam rooms by **9:45 am** and students will not be allowed before 9:50 am. The exam rooms should be closed at 10:00 o'clock and it will remain closed for 10 minutes for late comers.
2. As per decision of the Discipline Committee meeting, invigilators are instructed to announce the examinations rules and discipline before the start of examination to caution the examinees.
3. Invigilators are expected to round the exam hall and be vigilant.
4. Invigilators are expected to sign the students' answer scripts after checking their Admit and ID cards, Registration number, Course Code and other particulars on the front page of answer scripts.
5. Invigilators have to ensure that the students are on their seats as per the seat plan.
6. Invigilators are to ensure that no student possesses mobile/cell phones or any other electronic devices in the exam hall under any circumstances.
7. Students might be allowed to use wash room only for 5 minutes in final examinations and invigilators have to monitor the log book in this regard.
8. Invigilators are expected and requested to avoid any activities that may hamper students' concentration in the exam hall (e.g. reading newspapers, checking answer scripts, having tea etc.)
9. Invigilators should ensure that all students record their information accurately in the attendance sheet.
10. Before submission of the answer scripts to the office, invigilators should verify the number of answer scripts collected matches that of the attendance mentioned on the top sheet.

TEMPLATE: MODERATOR REPORT OF QUESTION PAPER

University of Asia Pacific

Department:

Program:

Final Examination, Semester:

Course Code:

Course Title:

Credit Hr:

Time:

Total Marks:

Name & Designation of the Moderator(s):

A. Evaluation of Question Paper:

SL	Items	Accepted as it is	Minor correction	Major Correction
1.	Relevance of the questions according to six levels of Cognitive domain in Bloom's Taxonomy			
2.	Reflection of the learning outcomes in the questions provided			
3.	Breadth of the course material supposed to be covered during the			
4.	Clarity of the questions provided			
5.	Distribution of marks allocated for each question			
6.	Correctness of the grammar and spelling			
7.	Format followed as prescribed by the department			

B. Suggested modifications (if necessary) for the questions

Question No. Suggestions:

Question No. Suggestions:

Question No. Suggestions:

C. Overall Comments of the Moderator(s) Moderated and Accepted

Signature of the Moderator(s)

Date:

TEMPLATE: TABLE OF SPECIFICATIONS FOR EXAM QUESTIONS

University of Asia Pacific

Department:

Final Examinations, Semester:

Program:

Course Code:

Course Title:

Credit Hr:

Time:

Total Marks:

Name & Designation of the Examiner:

Learning Outcomes (LO):

LO 1:

LO 2:

LO 3:

LO 4:

Levels in Bloom's Cognitive Domain:

C1: Remember

C2: Understand

C3: Apply

C4: Analyze

C5: Evaluate

C6: Create

Question No.	Learning Outcomes (LO)	Level in Bloom's Cognitive Domain along with Allocation of Marks					
		C1	C2	C3	C4	C5	C6
Q1 (a)							
Q1 (b)							
Q2 (a)							
Q2 (b)							

Q3							
Q4							
Q5							
Total Allocation of Marks							

Signature of the Examiner

Date:

TEMPLATE: SCRUTINIZER REPORT ON ANSWER SCRIPTS

University of Asia Pacific

Department:

Final Examination, Semester:

Program:

Course Code

Course Title

Credit Hr:

Time:

Total Marks:

Name & Designation of the Scrutinizer(s):

Name & Designation of the Examiner:

A. Scrutiny of Answer Scripts

SL	ITEM	Corrections needed	Corrections not needed	Remarks
1.	Examiner's signature was given on answer scripts			
2.	Invigilator's signature was given on answer scripts			
3.	Cover page of the answer script (Q. No./Full Marks/Marks Obtained) was filled by examiner.			
4.	Calculation of total marks in the cover page of answer script is correct			
5.	Marks were given for each part of a question i.e.1(a); 1(b); 1(c)			
6.	No answer was left unmarked/not graded.			
7.	Errors, spelling or grammatical mistakes were highlighted by the examiner			
8.	There is no anomaly between answer script marks and the marks in printed report from automation			

B. Overall Comments of the Scrutinizer(s) [if any]

.....
.....

Signature of Scrutinizer:

Date (Answer script received):

Date (Answer script Delivered):

Appendix V: Survey Analysis

Survey Result from Students

A. Governance	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Aspects of Evaluation	2%	5%	8%	50%	35%
1. Vision, mission and objectives of the entity are clearly stated (1.1)	3%	5%	12%	52%	27%
2. Academic decisions are taken by the entity with fairness and transparency (1.2)	1%	9%	17%	53%	20%
3. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.4)	2%	6%	13%	55%	24%
4. The entity has adequate infrastructures to satisfy its mission and objectives (1.5)	2%	3%	12%	33%	51%
5. Academic calendars are maintained strictly by the entity (1.5)	5%	11%	13%	35%	36%
6. Results are published timely in compliance with the ordinance (1.5)	2%	7%	18%	53%	21%
7. The entity reviews its policy and procedures periodically for further improvement (1.6)	2%	7%	13%	50%	28%
8. Codes of conduct for the students and employees are well communicated (1.7)	3%	4%	10%	48%	35%
9. Disciplinary rules and regulations are explicitly defined and well circulated (1.7)	23%	23%	15%	26%	13%
10. Website is updated properly (1.8).	5%	5%	13%	54%	23%
11. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.9)	3%	3%	13%	60%	21%
12. The entity ensures a conducive learning environment (1.12)	12%	14%	18%	38%	18%

A. Curriculum: content, design and review	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Courses in the curriculum from lower to higher levels are consistently arranged (2.3)	3%	6%	12%	54%	26%
2. Teaching strategies are clearly stated in the curriculum (2.3)	2%	4%	11%	55%	29%
3. Assessment strategies are explicit in the curriculum (2.3)	2%	3%	13%	48%	34%
4. Curriculum load is optimum and exerts no pressure (2.4)	12%	18%	24%	36%	11%

A. Student Entry qualifications, Admission procedure, Progress and Achievements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Admission policy ensures entry of quality students (3.1).	5%	9%	13%	46%	27%
b. Commitment among students is observed to ensure desired progress and achievement (3.2)	0%	5%	19%	52%	25%
c. Admission procedure is quite fair (3.3)	3%	5%	19%	46%	27%
d. Students' progress are regularly recorded and monitored (3.7)	1%	11%	16%	39%	32%
e. Teachers provide regular feedback to the students about their progress (3.7)	5%	6%	10%	51%	28%
f. The entity maintains individual student's records properly (3.8)	4%	6%	16%	43%	31%

A. Structures and facilities	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Classroom facilities are suitable for ensuring effective learning (4.1).	2%	2%	8%	39%	48%
2. Laboratory facilities are congenial for practical teaching-learning (4.1)	6%	12%	20%	38%	25%
3. Facilities for conducting research are adequate (4.1)	7%	10%	22%	42%	19%
4. The library has adequate up-to-date reading and reference materials to meet the academic & research needs (4.1)	9%	14%	15%	43%	18%
5. Indoor and outdoor medical facilities are adequate (4.1)	21%	17%	19%	26%	16%
6. There are adequate sports facilities (indoor and outdoor) (4.1)	21%	19%	10%	31%	19%
7. Existing gymnasium facilities are good enough (4.1)	47%	13%	11%	18%	11%
8. Access to internet facilities with sufficient speed are available (4.2)	33%	20%	14%	23%	11%

E.1: Teaching-learning	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Teaching-learning is interactive and supportive (5.1)	2%	4%	8%	55%	31%

2. Class size is optimum for interactive teaching learning (5.1)	2%	3%	9%	52%	35%
3. Entity provides adequate opportunities for practical exercises to apply in real life situation. (5.2)	4%	11%	23%	45%	17%
4. Modern devices are used to improve teaching-learning process(5.5)	4%	9%	9%	47%	31%
5. Diverse methods are practised to achieve learning objectives (5.5)	3%	6%	21%	53%	18%
6. Lesson plans/course outlines are provided to the students in advance (5.6)	1%	1%	7%	42%	49%

E.2: Learning Assessment	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Assessment systems are duly communicated to students at the outset of the term/semester (5.7).	3%	3%	12%	53%	30%
2. Assessment procedures meet the objectives of the course (5.8)	1%	4%	11%	62%	22%
3. Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed (5.8).	3%	1%	4%	46%	46%
4. Diverse methods are used for assessment (5.9).	2%	4%	20%	53%	22%
5. The students are provided feedback immediately after assessment (5.10).	5%	6%	12%	52%	25%

A. Student Support Services	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. There is an arrangement in the entity to provide an academic guidance and counseling (6.1).	6%	10%	18%	46%	20%
2. Financial grants are available to the students in case of hardship (6.1)	4%	8%	20%	47%	21%
3. The entity provides co-curricular and extra-curricular exposures to the students (6.3)	8%	10%	21%	43%	18%
4. There is an organized and supportive alumni association (6.5).	6%	13%	25%	42%	14%
5. The entity collects alumni feedback to update the learning outcomes of the	8%	11%	25%	43%	13%

program (6.6)					
6. There are opportunities to be involved with community services (6.8).	7%	12%	19%	44%	18%

A. Research and Extension Services	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The entity has a well defined research and development policy (8.1)	2%	11%	19%	53%	16%
2. Mechanism exists for engaging the students in research and development (8.1)	4%	10%	26%	43%	18%
3. The entity has a community service policy (8.3)	6%	5%	29%	43%	16%

Survey Result from Alumni

A. Governance					
Aspects of Evaluation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Vision, mission and objectives of the entity are clearly stated (1.1)	4%	15%	23%	39%	20%
2. Academic decisions are taken by the entity with fairness and transparency (1.2)	1%	7%	21%	44%	27%
3. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.4)	1%	8%	49%	32%	9%
4. The entity has adequate infrastructures to satisfy its mission and objectives (1.5)	1%	13%	24%	39%	23%
5. Academic calendars are maintained strictly by the entity (1.5)	3%	13%	15%	35%	35%
6. Results are published timely in compliance with the ordinance (1.5)	0%	21%	16%	32%	31%
7. The entity reviews its policy and procedures periodically for further improvement (1.6)	0%	11%	31%	44%	15%
8. Codes of conduct for the students and employees are well communicated (1.7)	0%	4%	23%	45%	28%
9. Disciplinary rules and regulations are explicitly defined and well circulated (1.7)	0%	7%	15%	45%	33%
10. Website is updated properly (1.8).	15%	36%	17%	16%	15%
11. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.9)	7%	15%	25%	45%	8%
12. The entity ensures a conducive learning environment (1.12)	1%	9%	28%	45%	16%

13. Students' opinion regarding academic and extra-academic matters are addressed properly (1.13)	5%	16%	33%	40%	5%
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A. Curriculum: content, design and review	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Aspects of Evaluation					
1. Courses in the curriculum from lower to higher levels are consistently arranged (2.3)	3%	8%	21%	47%	21%
2. Teaching strategies are clearly stated in the curriculum (2.3)	3%	13%	20%	47%	17%
3. Assessment strategies are explicit in the curriculum (2.3)	1%	8%	25%	52%	13%
4. Curriculum load is optimum and exerts no pressure (2.4)	4%	13%	35%	37%	11%
5. The curriculum is effective in achieving day-one skill (which happens right at the beginning in the first day at job place) (2.5).	7%	12%	39%	35%	8%

A. Student Entry Qualifications, Admission procedure, Progress and Achievements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Aspects of Evaluation					
1. Admission policy ensures entry of quality students (3.1).	5%	13%	23%	43%	16%
2. Commitment among students is observed to ensure desired progress and achievement (3.2)	0%	15%	27%	49%	9%
3. Admission procedure is quite fair (3.3)	1%	7%	16%	61%	15%
4. Students' progress are regularly recorded and monitored (3.7)	5%	24%	16%	39%	16%
5. Teachers provide regular feedback to the students about their progress (3.7)	7%	21%	28%	31%	13%
6. The entity maintains individual student's records properly (3.8)	7%	15%	27%	37%	15%
A. Structures and facilities	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Aspects of Evaluation					
1. Classroom facilities are suitable for ensuring effective learning (4.1).	0%	15%	11%	48%	27%
2. Laboratory facilities are congenial for practical teaching-learning (4.1)	5%	21%	13%	41%	17%
3. Facilities for conducting research are adequate (4.1)	11%	28%	35%	17%	9%
4. The library has adequate up-to-date reading and reference materials to meet the academic & research needs (4.1)	4%	29%	23%	35%	9%
5. Indoor and outdoor medical facilities are adequate (4.1)	19%	40%	21%	15%	5%
6. There are adequate sports facilities (indoor and outdoor) (4.1)	16%	36%	21%	24%	1%
7. Existing gymnasium facilities are good enough (4.1)	32%	40%	15%	9%	4%
8. Access to internet facilities with sufficient speed are available (4.2)	11%	29%	19%	29%	12%

E.1: Teaching-learning	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Teaching-learning is interactive and supportive (5.1)	0%	11%	16%	61%	12%
2. Class size is optimum for interactive teaching learning (5.1)	4%	9%	17%	47%	23%
3. Entity provides adequate opportunities for practical exercises to apply in real life situation. (5.2)	4%	27%	29%	32%	8%
4. Students attained additional practical ideas apart from class room teaching (5.3)	0%	31%	29%	32%	8%
5. Modern devices are used to improve teaching-learning process(5.5)	4%	23%	8%	52%	13%
6. Diverse methods are practised to achieve learning objectives (5.5)	4%	19%	29%	43%	5%
7. Lesson plans/course outlines are provided to the students in advance (5.6)	0%	5%	25%	55%	15%

Learning Assessment	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Aspects of Evaluation					

1. Assessment systems are duly communicated to students at the outset of the term/semester (5.7).	3%	7%	21%	53%	16%
2. Assessment procedures meet the objectives of the course (5.8)	3%	7%	16%	61%	13%
3. Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed (5.8).	4%	1%	11%	51%	33%
4. Diverse methods are used for assessment (5.9).	3%	8%	27%	49%	13%
5. The students are provided feedback immediately after assessment (5.10).	4%	16%	25%	41%	13%

A. Student Support Services	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Aspects of Evaluation					
a. There is an arrangement in the entity to provide an academic guidance and counseling (6.1).	5%	21%	20%	36%	17%
b. Financial grants are available to the students in case of hardship (6.1)	0%	8%	17%	47%	28%
c. The entity provides co-curricular and extra-curricular exposures to the students (6.3)	1%	7%	31%	51%	11%
d. There is an organized and supportive alumni association (6.5).	13%	17%	29%	32%	8%
e. The entity collects alumni feedback to update the learning outcomes of the program (6.6)	11%	16%	29%	35%	9%
f. There are opportunities to be involved with community services (6.8).	7%	15%	35%	40%	4%

A. Research and Extension Services	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The entity has a well defined research and development policy (8.1)	11%	27%	32%	23%	8%
2. Mechanism exists for engaging the students in research and development (8.1)	11%	28%	24%	29%	8%
3. The entity has a community service policy (8.3)	8%	19%	36%	31%	7%

Survey Results from Academics

Aspects of Evaluation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Vision, mission and objectives of the entity are clearly stated (1.1)	0%	0%	6%	50%	44%
2. Academic decisions are taken by the entity with fairness and transparency (1.2)	0%	0%	11%	28%	61%
3. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.4)	0%	0%	11%	67%	22%
4. The entity has adequate infrastructures to satisfy its mission and objectives (1.5)	0%	6%	17%	44%	33%
5. Academic calendars are maintained strictly by the entity (1.5)	0%	0%	6%	28%	67%
6. Results are published timely in compliance with the ordinance (1.5)	0%	0%	6%	33%	61%
7. The entity reviews its policy and procedures periodically for further improvement (1.6)	0%	0%	11%	78%	11%
8. Codes of conduct for the students and employees are well communicated (1.7)	0%	17%	6%	50%	28%
9. Disciplinary rules and regulations are explicitly defined and well circulated (1.7)	0%	11%	6%	56%	28%
10. Website is updated properly (1.8).	0%	22%	39%	28%	11%
11. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.9)	0%	6%	11%	39%	44%
12. The entity ensures a conducive learning environment (1.12)	0%	0%	11%	44%	44%
13. Students' opinion regarding academic and extra-academic matters are addressed properly (1.13)	0%	6%	17%	56%	22%
14. Decision making procedure in the entity is participatory (1.11)	0%	11%	11%	50%	28%

15. Documentations (decisions of committees, class attendance registers, questions, answer scripts, marks, examination results, students' progress etc) are maintained properly (1.10)	0%	0%	17%	33%	50%
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A. Curriculum Design and Review	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Courses in the curriculum from lower to higher levels are consistently arranged (2.3)	0%	11%	17%	39%	33%
2. Teaching strategies are clearly stated in the curriculum (2.3)	0%	11%	22%	50%	17%
3. Assessment strategies are explicit in the curriculum (2.3)	0%	6%	6%	50%	39%
4. Curriculum load is optimum and exerts no pressure (2.4)	0%	11%	28%	28%	33%
5. The curriculum is effective in achieving day-one skill (which happens right at the beginning in the first day at job place) (2.5).	0%	6%	22%	56%	17%
6. Opinions from the relevant stakeholders (students, teachers, employers and alumni) are duly considered during review of the curriculum (2.2)	0%	11%	22%	56%	11%
7. Curriculum addresses program objectives and learning outcomes	0%	6%	17%	39%	39%
8. Curriculum is reviewed and updated at regular intervals in compliance with the rules of the universities (2.1)	0%	17%	11%	67%	6%

A. Student Entry qualifications, Admission procedure, Progress and Achievements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Admission policy ensures entry of quality students (3.1).	0%	22%	17%	33%	28%
2. Sincerity and commitment of the students exist to ensure desired progress and achievement	0%	11%	28%	33%	28%
3. Admission procedure is quite fair (3.3)	0%	0%	6%	28%	67%

A. Structure and Facilities	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Classroom facilities are suitable for ensuring effective learning (4.1).	0%	6%	6%	22%	67%
2. Laboratory facilities are congenial for practical teaching-learning (4.1)	0%	0%	6%	61%	33%
3. Facilities for conducting research are adequate (4.1)	0%	11%	22%	39%	28%
4. The library has adequate up-to-date reading and reference materials to meet the academic & research needs (4.1)	0%	6%	22%	50%	22%
5. Indoor and outdoor medical facilities are adequate (4.1)	0%	8%	13%	50%	29%
6. There are adequate sports facilities (indoor and outdoor) (4.1)	0%	22%	44%	17%	17%
7. Existing gymnasium facilities are good enough (4.1)	17%	22%	39%	11%	11%
8. Access to internet facilities with sufficient speed are available (4.2)	0%	11%	22%	50%	17%
9. Entity has competent manpower to run the academic affairs (4.1)	0%	11%	22%	44%	22%
10. Office equipments are adequate to support the students' need (4.1)	0%	17%	11%	44%	28%

E.1: Teaching Learning	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Teaching-learning is interactive and supportive (5.1)	0%	0%	0%	67%	33%
2. Class size is optimum for interactive teaching learning (5.1)	0%	17%	17%	50%	17%
3. Entity provides adequate opportunities for practical exercises to apply in real life situation. (5.2)	0%	6%	17%	28%	50%
4. Teaching-learning process encompasses co-curricular activities to enrich students' personal development. (5.4)	0%	6%	11%	50%	33%
5. Modern devices are used to improve teaching-learning process(5.5)	0%	0%	11%	39%	50%
6. Diverse methods are practised to achieve learning objectives (5.5)	0%	0%	6%	44%	50%

7. Lesson plans/course outlines are provided to the students in advance (5.6)	0%	0%	0%	33%	67%
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Learning Assessment	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Assessment systems are duly communicated to students at the outset of the term/semester (5.7).	0%	6%	0%	28%	67%
2. Assessment procedures meet the objectives of the course (5.8)	0%	0%	0%	56%	44%
3. Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed (5.8).	0%	0%	0%	28%	72%
4. Diverse methods are used for assessment (5.9).	0%	0%	6%	22%	67%
5. The students are provided feedback immediately after assessment (5.10).	0%	6%	22%	50%	22%
6. The assessment system is reviewed at regular intervals (5.8)	0%	0%	39%	44%	17%
7. Fairness and transparency is maintained in assessment system (5.9)	0%	0%	11%	33%	56%

A. Students Support Services	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. There is an arrangement in the entity to provide an academic guidance and counseling (6.1).	0%	0%	0%	56%	44%
2. Financial grants are available to the students in case of hardship (6.1)	0%	0%	0%	39%	61%
3. The entity provides co-curricular and extra-curricular exposures to the students (6.3)	0%	0%	6%	44%	50%
4. There is an organized and supportive alumni association (6.5).	11%	33%	22%	28%	6%
5. The entity collects alumni feedback to update the learning outcomes of the program (6.6)	6%	17%	17%	61%	0%

6. There are opportunities to be involved with community services (6.8).	0%	6%	28%	56%	11%
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A. Staff and Facilities: Recruitment and staff development	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Recruitment policy and practices are good enough for recruitment of competent academic and non-academic staff (7.1)	0%	0%	0%	33%	67%
2. Salary and incentives are attractive enough to retain the academic and non-academic staff (7.2).	0%	0%	11%	61%	28%
3. Good team spirit exists among different academic staff (7.4).	0%	0%	11%	44%	44%
4. A congenial atmosphere prevails to enhance professional knowledge through research and higher studies (7.5)	0%	0%	22%	28%	50%
5. Academics have enough opportunity to take part in different seminar/workshop/training programs for skill development (7.7)	0%	0%	17%	67%	17%
6. Non-academics have enough opportunity to take part in different training programs for skill development (7.7)	0%	6%	39%	44%	11%
7. The entity has a policy to provide mentoring/continuous guidance for new academic staff.(7.8)	0%	6%	17%	39%	39%
8. The entity practices seminars and workshops to share knowledge and experience among the faculty members (7.11)	0%	0%	13%	58%	29%
9. The entity has a performance award policy to inspire academic staff (7.12)	0%	22%	28%	33%	17%
10. Performance indicators are the criteria for promotion/up-gradation (7.12)	0%	6%	17%	50%	28%

A. Research & Extension Services	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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1. The entity has a well defined research and development policy (8.1)	6%	0%	28%	67%	0%
2. Mechanism exists for engaging the students in research and development (8.1)	6%	0%	39%	50%	6%
3. The entity has a community service policy (8.3)	0%	11%	39%	44%	6%
4. Teachers always take initiative to hunt research fund for smooth running of the research (8.1)	6%	17%	22%	39%	17%

A. Process Control Internal (Quality Assurance and Continuous quality Improvement)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The entity always acts in compliance with the decision of the university regarding continuous quality improvement (9.1)	0%	0%	0%	44%	56%
2. The entity embraces the spirit of continual quality improvement (9.2).	0%	0%	0%	61%	39%
3. Academic programs are reviewed by the entity for the enhancement students' learning (9.3).	0%	6%	0%	61%	33%
4. The entity ensures a usual practice for students'/ Alumni's feedback as a culture (9.3)	6%	6%	17%	56%	17%

Survey Results from Staffs

A. Governance:					
Aspects of Evaluation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Vision, mission and objectives of the entity are clearly stated (1.1)	0%	0%	0%	50%	50%
2. Academic decisions are taken by the entity with fairness and transparency (1.2)	0%	0%	17%	33%	50%
3. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.4)	0%	0%	17%	50%	33%
4. The entity has adequate infrastructures to satisfy its mission and objectives (1.5)	0%	0%	17%	33%	50%
5. Academic calendars are maintained strictly by the entity (1.5)	0%	17%	0%	0%	83%
6. Results are published timely in compliance with the ordinance (1.5)	0%	17%	0%	33%	50%
7. The entity reviews its policy and procedures	0%	0%	33%	67%	0%

periodically for further improvement (1.6)					
8. Codes of conduct for the students and employees are well communicated (1.7)	0%	0%	17%	83%	0%
9. Disciplinary rules and regulations are explicitly defined and well circulated (1.7)	0%	0%	33%	33%	33%
10. Website is updated properly (1.8).	0%	17%	17%	17%	50%
11. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.9)	0%	0%	17%	50%	33%

A. Staff and Facilities: Recruitment and staff development	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Recruitment policy and practices are good enough for recruitment of competent academic and non-academic staff (7.1)	0%	0%	17%	67%	17%
2. Salary and incentives are attractive enough to retain the academic and non-academic staff (7.2).	0%	0%	17%	67%	17%
3. Good team spirit exists among different non-academic staff (7.4).	0%	0%	0%	100%	0%
4. A congenial atmosphere prevails to enhance professional knowledge through research and higher studies (7.5)	0%	0%	50%	50%	0%
5. Academics have enough opportunity to take part in different seminar/workshop/training programs for skill development (7.7)	0%	0%	33%	17%	50%
6. Non-academics have enough opportunity to take part in different training programs for skill development (7.7)	0%	0%	17%	83%	0%
7. The entity has a policy to provide mentoring/continuous guidance for new academic staff.(7.8)	0%	0%	17%	50%	33%
8. The entity practices seminars and workshops to share knowledge and experience among the faculty members (7.11)	0%	0%	0%	50%	50%
9. The entity has a performance award policy to inspire academic staff (7.12)	0%	33%	17%	50%	0%
10. Performance indicators are the criteria for promotion/up-gradation (7.12)	17%	17%	50%	0%	17%

Appendix VI: Research and Publications

Publications:

- Abduh, Muhammad and Chowdhury, Nazreen T. (2012). Does Islamic Banking Matter for Economic growth In Bangladesh? *Journal of Islamic Economics, Banking and Finance*, 8 (3). 104-113, ISSN 2070-4658.
- Ahmed F., Reza M.S., Sultana, J., Bhuiyan, M.A. and Islam, S. (2002). Studies on the release pattern of the locally available theophylline microcapsules and formulation of cost effective similar product using wax matrix. *J. Asiat. Soc. Bang. Sci.*, 28 (1), 83-90
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- Ahmed, S. , Chowdhury, R. Sarwar. (2009). Consumer Preference Analysis of Color Television in Bangladesh. *Asia Pacific Business Review*, 01, 53 - 63.
- Ahmed, S., (2005). Square: A Success Story. Instant Cases: Cases for Class Room Solution. *Centre for Business Research and Development (CBDR), The University of Asia Pacific, Dhaka, First Edition*, 94 - 98.
- Ahmed, S., (2005). Kohinoor: A Turn to the Winning Track Instant Cases: Cases for Class Room Solution. *Centre for Business Research and Development (CBDR), The University of Asia Pacific, Dhaka, First Edition*, 58 – 61.
- Ahmed, S., Abunoor. F.,(2003). An Excellent Return of Jute: A Case Study of Angel Fibers. *Dhaka University Journal of Marketing*, 4, 183-194.
- Akter, M., Hoque, M., & Chowdhury, L. (2017). A Perception Analysis of Financial and Non-Financial Performance Measurement for Banking Sector in Bangladesh: A Structural Equation Modeling Approach. *University of Dhaka Faculty of Business Journal-m International Edition*, 1(1), 93-104.
- Anam, S., Haque, M. & Chowdhury, S. (2015). Ranking of the Determinants Affecting Students' Attitude of a Higher Education Institution: Application of AHP. *International Journal of Human Resource Studies*, 5(2), 1-9.
- Arif S, Abdur R, Ahsanu Al, Sultana J. (2009). Knowledge and behavior of pregnant woman regarding birth planning process, *South Asian Journal of Population and Health*, vol.2,

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- Chowdhury, L., & Shaha, S. (2016). Balanced Scorecard Application for Performance Measurement in Bangladeshi Banks: A Case study on a Private Commercial Bank. *Journal Of Cost And Management*, ICMAB, XLIV(03), 40-48.
- Chowdhury, L., Akter, M., Hoque, M., & Rahman S. (Under Review). Current Status of Intellectual Capital Utilization and its Impact on Market performance: A Bangladeshi RMG Sector Perspective.
- Chowdhury, N, T. (2015). An Empirical Investigation on Customer Satisfaction towards Online Ticketing in Malaysia. *The International Journal of Business and Management*, 3(3). ISSN 2321-8916.
- Chowdhury, R. Sarwar., Ahmed, S. (2008). Comparative Analysis of Cellular Phone Users of Bangladesh. *Proceedings of the First International Conference of Global Business and Management Forum - 2008*, Kanpur, India.
- Elahi, F., & Saifullah, M. (2009). Performance Appraisal System for Teachers in Private Universities in Bangladesh. *Asia Pacific Business Review*, 1(1), 33-52.
- Elahi, F., Ahmed, S., Haque, M., & Chowdhury, N. (2016). An Empirical Investigation into Physician Preferences in Drug Prescription: An Integrated Methodology of AHP and QFD. *International Journal of Marketing Studies*, 8(5), 81-89.
- Elahi, F., Muqtadir, A., Anam, S., & Mustafiz, K. (2017). Pharmaceutical Product Selection: Application of AHP. *International Journal of Business and Management*, 12(8), 193.
- Haque, M., & Islam, R. (2013). Effect of Supply Chain Management Practices on Customer Satisfaction: Evidence from Pharmaceutical Industry of Bangladesh. *Global Business & Management Research*, 5(2/3), 120-136.
- Haque, M., & Islam., R. (2012). Effect of Knowledge Management Practices on Business Performance in Bangladesh Pharmaceutical Industry. *Terengganu International Management and Business Journal*, 2(2), 22-31.

- Haque, M., Karim. A. N., Muqtadir, A, & Anam, S. (2012). Dimensions of Job Satisfaction of Library Professionals: A Qualitative Exploration. *International Journal of Business and Social Research (IJBSR)*, 2(5), 46-62.
- Haque, M.,Anam, S. & Ahmed, S. (2014). A Conceptual Framework of Supplier Selection and Order Allocation: an Integrated Methodology of AHP and LP Modeling. *The Journal of Global Business Issues*, 8(2), 1-7.
- Karim, A. N., Jaafar, A. A.B., Abdullah, M. A. I., Haque, M., Ali, M. Y., & Azline, S. A. (2012). Applying Value Stream Mapping for Productivity Improvement of a Metal Stamping Industry. *Advances Materials Research*, 576, 727-730.
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Appendix VII: Academic Calendar



University of Asia Pacific
Academic Calendar **Fall-2017**



Academic calendar

Students meet Advisor: **15 October 17**
 Registration week: **8 - 12 October 17**
 Orientation for 1st Year 1st Semester: **14 October 17**
 Classes start for Fall 2017: **15 October 17**
 Declaration of merit- based waiver list: **23 Oct 17**
 Last date of Application for VC's Special waiver: **24 Oct 17**
 Mid Semester Exams: **3 – 9 Dec 17**
 Publishing of Mid semester Results: **17 December 17**
 Students meet Advisor: **17 Dec 17 & 17 Jan 18**
 Preparatory leave: **4 - 10 February 18**
 Semester Final Exams: **11-24 February 18**
 Publishing of results: **6 March 18**
 Repeat Exams (RE): **12 – 15 March 18**
 Publishing of Results after RE: **18 March 18**
 Registration for Spring- 2018: **18-22 March 18**

Registration and other payment dates (last date)

- A) Registration fee (1st Installment) – **9 October 17**
- B) 2nd Installment – **19 November 17**
- C) 3rd Installment – **15 January 18**

Holidays

1 Oct 2017: Muharram (Ashura)*
1 Dec 2017: Eid-e-Miladunnabi*
10-16 Dec 2017: Winter Vacation
16 Dec 2017: Victory Day
25 Dec 2017: Christmas Day
21 Feb 2018: International Mother Language Day
17 Mar 2018: Birthday of the Father of the Nation
 Bangabandhu Sheikh Mujibur Rahman
26 Mar 2018: Independence Day
14 Apr 2018: Bengali New Year
25 Apr 2018: Shab E Miraj*

Classes for Spring- 2018 start on: **1 April 2018**

* - Subject to sighting of moon

October '17

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1
2
3

November '17

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

4
5
6
7

December '17

S	M	T	W	T	F	S
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Mid
WV
8
9

January '18

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

10
11
12
13
14

February '18

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

Prep
Exam
Exam

March '18

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Result
RE

April '18

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Appendix VIII: Instant Cases

Instant Case Publications

Case Name	Author (s)
1. Are You Late for Work Today?	Afia Muqtqdir
2. Business of Raphael Tobacco	Prof. Shahriyar Anam & Abu Saleh Md. Sohel-Uz-Zaman
3. Business of Style Textile	Abu Saleh Md. Sohel-Uz-Zaman
4. Client Lost in Supreme Security	Prof. Shahriyar Anam
5. Cost Cut in Energy Tech	Prof. Shahriyar Anam
6. Decentralization in Discovery Communications Ltd.	Abu Saleh Md. Sohel-Uz-Zaman
7. Ethical Dilemma: Fahim Iftekhar's Moment of Truth	Dr. Mahbubul Haque
8. General Manager in Bangla Craft	Abu Saleh Md. Sohel-Uz-Zaman
9. Horizon	Sarwar R. Chowdhury
10. In a Thick Soup!	Umana Anjalin
11. It's Not Our Fault	Rabeya L. Yousuf
12. Knowledge Vs. Experience: BFL's Hour of Reckoning	Dr. Mahbubul Haque
13. Kohinoor: A Turn to the Winning Track	Shamsad Ahmed

14. MBO in Teamwork	Abu Saleh Md. Sohel-Uz-Zaman
15. Naturals Ltd.	Rabeya L. Yousuf
16. Need to Have a Right Kind	Afia Muqtqdir
17. Perplexed!	Umana Anjalin
18. Quality Comes First	Afia Muqtqdir
19. Shall we Extricate Our Intoxicated Manager?	Umana Anjalin
20. Square: A Success Story	Shamsad Ahmed
21. Shri Ranada Prasad Saha: A Successful Entrepreneur and Philanthropist	Jesmin Sultana
22. The Parrot Scam	Umana Anjalin
23. ‘To Promote or Not to Promote?’That is the Question.	Rabeya L. Yousuf
24. Western Culture: Through the Asian Eyes	Dr. Mahbubul Haque
25. What’s My Job?	Rabeya L. Yousuf