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List of Acronyms

CLO	**Course Learning Outcomes**
CV	**Curriculum Vitae**
EPRT	**External Peer Review Team**
GoB	**Government of Bangladesh**
HEI	**Higher Education Quality Enhancement Project**
ILO	**Intended Learning Outcome**
IQAC	**Institutional Quality Assurance Cell**
KPI	**Key Performance Indicators**
MoE	**Ministry of Education**
NEP	**National Education Policy**
PSAC	**Program Self-Assessment Committee**
QA	**Quality Assurance**
QAC	**Quality Assurance Committee**
QAACB	**Quality Assurance &Accreditation Council, Bangladesh**
QAU	**Quality Assurance Unit in the UGC**
QF	**Qualifications Framework**
RPI	**Research Performance Indicators**
SA	**Self-Assessment**
SAC	**Self-Assessment Committee**

SAR	**Self-Assessment Report**
TPI	**Teaching Performance Indicators**
UGC	**University Grants Commission of Bangladesh**
UIC	**University Industry Collaboration**
VC	**Vice Chancellor**

Chapter 1

Introduction

1.1 Significance of program Self-Assessment

Self-Assessment (SA) provides direction to improve further by examining the state of practices and quality using a well-structured survey framework. It serves as a preparation for external peer review and validation for approval and accreditation. Self-assessment is an important learning tool as well as part of an assessment process. It is essential to ensure quality education. Through self-assessment universities can assess and evaluate the programs they offer. Through this the utility of the offered courses can also be evaluated. It is also essential because through this it is possible to collect feedback from the students regarding their satisfaction about the quality of education they receive. In the assessment process it's also possible to collect the information from the stakeholders and by collecting their feedbacks it becomes easier to find out the strengths and weaknesses of the university. So, self-assessment paves the path to improve the quality of education through continuous development in the teaching learning process. So the objectives of Self-Assessment are to:

- Assess the needs of the learners in order to develop their skills
- Evaluate the existing programs and offered courses
- Review the teaching learning methods and materials
- Identify the improvement areas in the curriculum
- Create and modify appropriate assessment techniques to ensure quality education
- Provide guidelines to the departments and university to make strategic plans for continuous improvements

1.2 Process of Assessment

The steps of self-assessment process include:

Scheduling for Self-Assessment: The IQAC, UAP prepared a schedule for self-assessment of different departments of the university. According to the schedule, the Director, IQAC, forwarded a written directive to the Head of the Department of English (DOE) to form the Self-Assessment Committee (SAC).

Formation of SAC: Upon receiving the written directives from the Director, IQAC, the Head of the Department of English arranged a meeting on December 1, 2016 inviting the faculty members of the English Department. The SA Committee members were selected as follows:

ArjumandAra, Assistant Professor   Head

Keya Chakraborty, Assistant Professor   Member

SharifaAkter, Assistant Professor   Member

(Note: Initially NellufarYeasmin, Assistant Professor, Department of English was selected a member. After one month, she was replaced by Sharifa Akter.)

Approval of SAC: The honorable Vice-Chancellor approved the SAC and the Director IQAC informed the Head of the Department of English about the approval.

Planning: Upon approval the SAC designed an activity schedule to complete the self-assessment exercise in an appropriate and organized manner.

Team Building: A Team Building workshop with participation of the Director, IQAC and all faculty members of English Department was held on January 10, 2017 for clear understanding of the SA process and team building.

Preparing for Survey: The SA Committee of the English Department collected the provided survey tools (questionnaires) from the IQAC for employers, alumni, existing students, academic staff and non-academic staff following the self-assessment criteria and standards. The draft survey tools were discussed and finalized in a meeting of the faculty members of the English Department.

Conducting Survey and Review: In cooperation of the faculty members the opinion survey was conducted from April to May, 2017 on different dates to collect data and feedback from the stakeholders using separate questionnaires. A total of 07 employers, 28 alumni, 37 existing students, 14 academic staff and 01 non-academic staff provided their opinions in the prescribed forms.
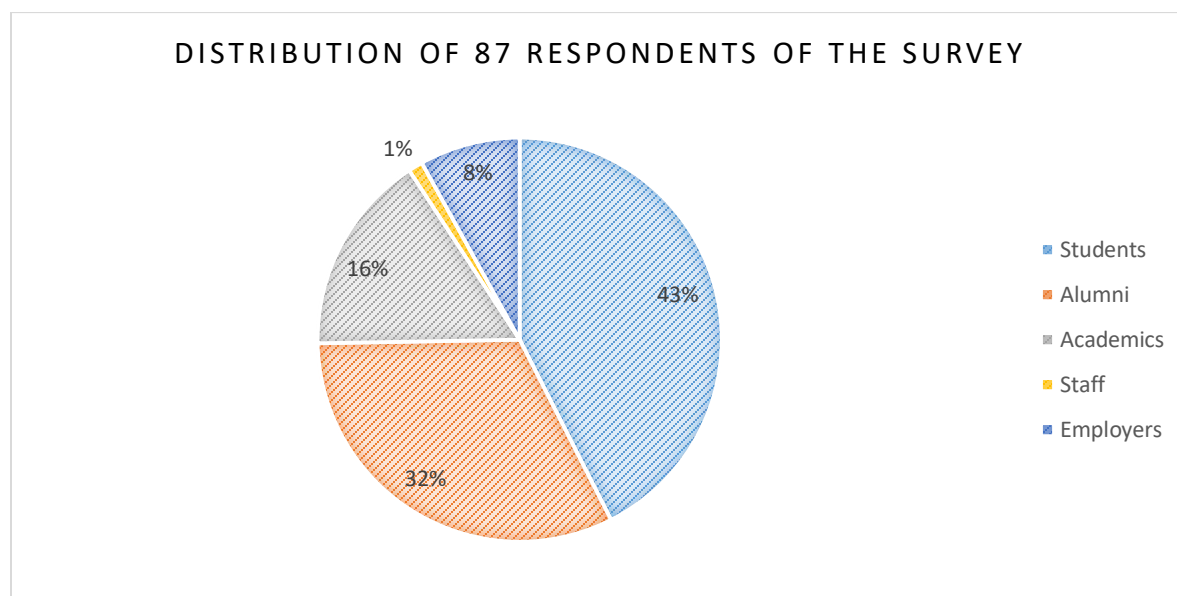
Figure: 1.1 Distribution of 87 respondents of the Survey

In addition, all the available documents related to teaching-learning, curriculum, student performance assessment tools, students' progress and achievement etc. were collected and reviewed.

The data information collected through the questionnaire surveys were entered and analysed. Opinions of stakeholders on each statement were sought in terms of scores 5, 4, 3, 2 and 1 which imply extremely important, very important, important, less important, not at all important or excellent, very good, good, fair, poor and strongly agree, agree, undecided, disagree and strongly agree respectively. The weighted average score for each statement was determined taking percentage of the respondents as weighting factor.

The draft self-assessment report has been prepared based on the critical review of the documents and analysis of the data and information gathered through the opinion survey.

Sharing the Survey Results: A workshop was held on 1st November 2017 with the participation of the Head and all the faculty members of the English Department. Findings of the survey results as well as critical review of the relevant documents pertaining to each criteria and standards of SA were presented and discussed.

Preparing the Final Self-Assessment Report: The final SAR has been prepared incorporating the valid suggestions and observations of the workshop and discussion.

1.3 Overview of the University

For more than a decade University of Asia Pacific has been functioning as a unique institution of higher learning. Its reputation has grown rapidly, as it has already achieved eminence above most of the seats of higher learning of the country. Its commitment to excellence is demonstrated

through the quality of its academic services and its invaluable contribution to learning. With its eminent administrators and excellent faculty members it is assuming a leading role in the educational arena of Bangladesh.

University of Asia Pacific (UAP) was established in 1996 under the Private University Act 1992.The university started its journey with an endeavor to enhance the opportunities for higher education in Bangladesh. In 1996 the university began by offering four-year Bachelor's degree programs in Computer Science & Technology and Business Administration.

Late Hedayet Ahmed, former Secretary of Education of the People's Republic of Bangladesh was the founder Vice-Chancellor of the university. The Chancellor of the university is Md. Abdul Hamid, honorable President of the People's Republic of Bangladesh. The Vice Chancellor of the university is **Prof. Dr. Jamilur Reza Choudhury.**UAP at present offers undergraduate programs in eight disciplines and postgraduate programs in six disciplines. The curriculum of the university has been approved by the University Grants Commission (UGC) of the Government of the People's Republic of Bangladesh.

UAP is sponsored by the Foundation for Human and Social Development, a non-profit, non-commercial organization based in Dhaka. The foundation has been established in 1995 by a group of eminent educationists, industrialists and administrators who share the same vision and social commitments to promote improved and innovative educational opportunities to the society. UAP is the project of such noble goals. The main campus of UAP is located in the heart of Dhaka city, Farmgate consisting of its own building. The campus offers idyllic environment for an academic institution. Plenty of open spaces are available around the campus for the students to move about for rest and recreation.

1.4 Mission and objectives of the University

Vision

UAP holds steadfastly its passion to do better and better in fulfilling our young generation's needs and aspirations for a caring and quality education in casting their future career and become a desirable destination for an identity.

Mission

UAP mission is to offer best possible education to our young generation. Towards the mission, UAP continues to develop a sustained culture of ascending to a top-tier of vibrant academic environment; maintain and foster well qualified faculty, provide adequate research support for cutting-edge research in-house and in collaboration national and international peers; update curricula to keep up with advancing trend in science and technology, use state-of–the-art best practices in teaching-learning and modern facilities in laboratories and libraries; and provide other supports in aid to students' becoming competent graduates with their potential fully realized and personality well-developed for joining the global forces in making the future of society in a changing world.

1.5 Overview of the program offering entity

Department of English, University of Asia Pacific has started functioning as a full-fledged department since 2011. Since then, 2 batches of students have successfully completed both their honors and master's degree from here. The department tries to pick up the best students as per previous academic track records and co-curricular activities and gradually brings them in a proper shape to face the challenges of the 21st century, both in academic and nonacademic way.

The department has 14 full time highly qualified teachers under whose supervision the students are completing their honors and masters. The honors program consists of 40 courses of 3 hours which amount to 120 credit hours. Students can complete their MA in applied linguistics and ELT from this department. The MA course offered here is divided into 2 years, with three semesters in each. Each semester consists of 4 courses of 3 credits, which makes it 72 hours to complete their MA.

Beside these academic and curricular activities the department runs 4 individual clubs (Cultural, debating, literary and sports) to enhance students' eligibility and to mold them into fully developed young professionals of 21st century.

1.5.1 Intended learning outcomes of the program

A degree in English language and literature provides with varieties of opportunities in a vast open field of career. While planning the outcome of the project, the entity keeps it in their head. So it tries to make its students competent in the practical aspects of language English and its literature. The students are supposed to be competent in using the language – while reading, writing, speaking and listening to it. There are some extra skills that they develop through attending some co – curricular activates like debate and public speaking, presentations, critically analyzing literary texts and even through creative writing.

1.5.2 Vision

The Department of English, through its time relevant pedagogy and commitment to excellence, aims to become a national leader in classroom pedagogy, scholarly research both in the fields of literature and language, and service to the profession and the community.

1.5.3 Mission

To realize the vision, we aim to

- Enable the students to explore the relationship between linguistic structure and its literary heritage and how language operates in both society and literature.

- Inculcate moral, intellectual and ethical values much needed for both their social, professional lives.

- Develop the theoretical tools that will enable students to analyze and interpret a wide range of texts.

- Foster such technological literacy as information retrieval, research and communication.

1.5.4 Program Educational Objective

The Department of English aims to give a solid foundation in the workings of English language and how the language is used in both literary and non-literary contexts so that after the completion of their degree they come out as a professional with practical skills and a well-rounded personality. The graduates are expected to:

PEO 1: Complete their graduation with a solid grounding in the analysis of the language.

PEO 2: Apply their analytical skills and creative thinking to tailor their degrees in their professional interests.

PEO 3: Develop as autonomous learners.

PEO 4: Function in their professional fields as skilled communicators having a strong IT knowledge base.

PEO 5: Contribute to general education and become trainers of the next generation language teachers and researchers.

1.5.5 Mapping between Mission and PEOs

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

Mission	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
1. Enable the students to explore the relationship between linguistic structure and its literary heritage and how language operates in both society and literature.	√	√			
2. Inculcate moral, intellectual and ethical values much needed for both their social, professional lives.		√	√		
3. Develop the theoretical tools that will enable students to analyze and interpret a wide range of texts.		√	√		
4. Foster such technological literacy as information retrieval, research and communication.			√	√	√

1.6 Brief description of the program(s) under review

The program under review is the B. A. (Honors) in English Language and Literature. This is a four year long undergraduate course offered by the department of English, UAP. The program is divided into 8 semesters with each having 15 credits. In total there are 40 courses. Each course carries 03 credits and in total there are 120 credits. Apart from this there is also a non-credit course (CST-100: Computer Skills) offered in the first semester.

The faculty members of the department are dedicated. The resource persons have earned their academic credentials from premier institutions such as national (DU, JU, RU), and international (Germany, UK). A quick glance at their profiles in the department website (www.uap-bd.edu) would bear testimony to their excellent records.

Chapter 2
Governance

Governance in terms of universities refers to the way in which universities are operated. In the scenario of higher education governance plays a crucial role in assuring quality education conforming to the legislative and regulatory requirements. Although the governing structures for higher education are remarkably different throughout the world, the different models nevertheless share some common features. Likewise, the University of Asia Pacific has a strong organizational structure, legislative framework and clearly defined processes to develop and maintain its programs and policies.

2.1 Program Management

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

UAP gives utmost importance on maintaining the scholastic standard and accrediting its academic programs by concerned accreditation bodies.

The syllabuses and the curricula are designed in such a way that they conform to the stated missions, and visions of the university as well as to those of the individual departments. The course outlines that the instructors prepare for each course clearly mentions the intended learning outcomes that align with the mission statements.

> *Standard 1-2 The intended learning outcomes (ILOs) need to be defined specifying skills, results and behavior in the students that must be observable, measurable in a given condition.*
>
> *Standard 1-4 Intended learning outcomes must satisfy the objectives of the programs and institution.*

Each course teacher of the program offering institute is instructed to prepare a course outline for the courses to be taught following the standard provided by Institutional Quality Assurance Cell (IQAC). These learning outcomes are aligned with the course objectives.

> *Standard 1-5 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.*

UAP's authorities in accordance with the private University Act no. 34 of 1992 [vide clause 14(2)] comprise of the following:

- Board of trustees
- Member of Syndicate
- Member of the Academic Council
- Finance Committee
- Selection Board
- Discipline Committee
- Administration

2.1.1 The Board of Trustees

The Board of Trustees represents the UAP foundation established by a group of eminent educationists, industrialists and administrators who share the same vision and social commitments. Mr. Qayum Reza Chowdhury, (Managing Director of Knit & Fashion Ltd. and President of Bangladesh Garment Buying House Association) is the current Chairperson of the Board of Trustees. UAP Board of Trustees is the highest authority of UAP that formulates policy, gives decisions and monitors implementation of the policies and decisions given.

2.1.2 The Syndicate

The Syndicate of the University of Asia Pacific (UAP) is the highest executive body that 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 UAP Syndicate .The Vice Chancellor is an ex-officio member and Co-Chairman of the Syndicate.

2.1.3 The Academic Council

The Academic council is the highest academic body of the university. It is chaired by the Vice-Chancellor and comprises of the Pro Vice Chancellor, Professors of other universities, Deans of Schools, the departmental Heads and various senior faculty members of the university as well as eminent academicians of the country.

Currently UAP has seven schools comprising related disciplines and fields of study namely the School of Humanities and Social Sciences, the School of Business, the School of Sciences, the

School of Environmental Sciences & Design, the School of Engineering, the School of Medicine and the School of Law.

In each school of study there is a committee of courses which is responsible for the preparation of courses and syllabi and such other work as may be assigned to it by the school, the Academic 2.1.4

2.1.4 The Finance Committee

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.

2.1.5 The Faculty Recruitment Committee

UAP has two selection boards. The Selection Board for Faculty positions is constituted by the Vice Chancellor/ Pro-Vice-chancellor (Chairman), the Treasurer, three members of the Foundation, two relevant experts, the Dean of the school concerned and/or, the departmental head (or equivalent). While the Selection Board for positions of Officers/ Staff is constituted by the Vice-chancellor/ Pro Vice-chancellor (Chairman), the Treasurer, the 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.

2.1.6 The Curriculum Committee

The Curriculum Committee of the each program offering entity comprises of the Head of the Department, who acts as the Chairman of the Committee, as well as five teachers of the relevant department and two external experts. This committee apart from reviewing evaluating, modifying the curriculum, also sends proposals to the Academic Council through the Registrar Office. Furthermore it is sent to the Syndicate for recommendation and the procurement of UGC approval.

However, any proposals for modification of courses, policies and other academic issues are first raised to the AMCC which is headed by the VC. With the Pro Vice-chancellor, the Registrar, the Heads of the Departments/Deans of Schools, being the other members.

2.2 Administration

The university's administration is carried out according to a well-defined organizational chart. The chart is as follows:
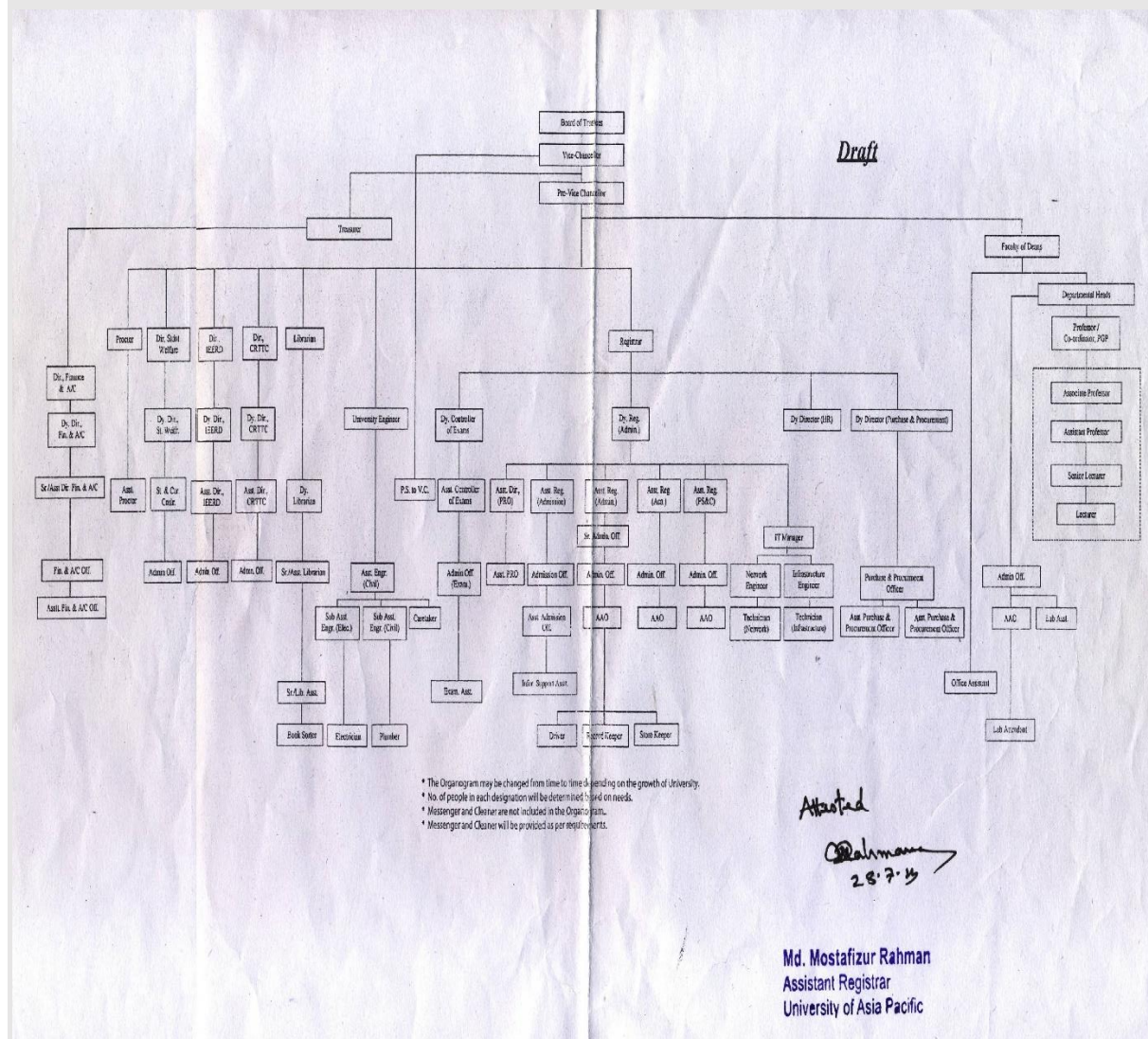
Md. Abdul Hamid, Honorable President of the People's Republic of Bangladesh is the Chancellor of the University of Asia Pacific. Eminent educationist and renowned engineer Professor Dr.

Jamilur Reza Choudhury is the current Vice Chancellor, while Professor Dr. M. R. Kabir is the Pro-Vice Chancellor of UAP. The Central Administration also includes Air Commodore Ishfaq Ilahi Choudhury, ndc, psc (Retd.) as the Treasurer and Associate Professor Sarwar Razzaq Chowdhury as the Registrar. Other officers of the University are: Controller of Examinations, Proctor, Librarian, Directors, and such other officers as may be declared by the University and/or required by the regulations to be officers of the University.

The organogram, an intrinsic component of UAP, illustrates the structure and the relationships among different personnel, departments, and jobs at different levels. 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.

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.

> *Standard 1-7 Code and conduct of the students and code of conduct for stuff members and disciplinary rules and regulations are well defined and well communicated.*

2.3 The Disciplinary Committee

The Discipline Committee comprises of the Vice-Chancellor, the Pro Vice-Chancellor, the Treasurer, the Registrar, the Proctor, and one member of the Syndicate of UAP. This committee has the highest authority to exercise and supervise and the disciplinary rules and the codes of conduct that the students need to adhere to while in the campus and carrying out the academic and nonacademic activities. The Proctor, who is a member of the Discipline Committee, is responsible for ensuring discipline, moral conduct and behavior of students during the office hours.

A teacher or officer of the University holds the power to take necessary steps for maintain the disciplinary rules on the campus under the supervision of the Proctor.

At UAP student are always encouraged to participate in co-curricular activities to give vent to their creative pursuits and also to become aware of their social responsibilities. UAP has different clubs to organize these activities in which students take part under the supervision of the faculty members. However, any such activity is carried out after seeking permission from the concerned authorities.

UAP takes a very strict stance against any kind of sexual misdemeanor by students in the campus. The Information booklet clearly states the rules that all the students must abide by to refrain from any kind of sexual harassment, threats or coercion.

> *Standard 1-8 The University must have well-designed website, which will contain all sorts of information of the university and program with easy access to the stakeholders.*

2.4 Website

The university has a well-developed website (www.uap.com) that includes among many things information on its governance, admission procedure, detailed description of its different departments, class schedule, vacancy announcements, etc. The university publishes all the students assessment results online and keeps the previous records also. A recent addition to this website is the free online plagiarism checker to help both the students and the faculty members carry on their research works.

> *Standard 1-9 A students handbook containing mission, objectives ,graduate profile, academic calendar, rule, regulations and program related information in detail*

An information booklet is provided to the students at the beginning of their first semester. The booklet covers holistic information on the management, the academic matters as well as the rules and guidelines. Apart from it the entity provides students with a booklet prepared by it that includes information on the administration, academic matters, disciplinary rules, waiver policy and so on.

The entity has a well-developed system of maintain the academic and administrative documentations. The administrative office maintains the following documentations on a regular basis.

2.5 Academic documentation

Standard 1-10 Documentation to all levels of university administration from central to individual faculty members.

Academic official Documents:

UAP has a well maintained system of preserving its academic and official documents. The minutes of meetings, decisions of different committees, as well as other important documents are kept in the administration section of the university. 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, and 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.

UAP has an automation software for carrying out the registration of the students and publication of results. 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.

All these documents are preserved or forwarded to the concerned authority as per requirements.

The Department of English maintains the following documents:

Students related files:

1. Students registration files
2. Student's application files.

3. Students Waiver applications files.

4. Repeat Examinations files.

5. Admission test files

6. Student related notice files

7. Grade sheet files.

8. Exam attendance file.

9. All club advisor files.

Account related files:

1. Budget files.

2. Advance file.

3. Adjustment files

4. Capital Items requisitions files.

5. All bills files

6. Stationary items related files.

7. Imprest files.

8. Salary attendance files

9. Over time file.

Faculty members related files:

1. Faculty personal files.

2. Workload file.

3. Full-time additional course and bill file.

4. Part-time proposal and bill file.

5. Faculty leave files.

6. Course Outlines.

Others files:

1. AMCC meeting minutes.

2. Selection board.

3. Office Order.

4. Departmental meeting minutes.

5.   All notes files.

6. All notice files.

7. UGC.

8. Annual report.

9. Gate pass.

10. Inventory report.

11. Language course (ELPC)

12. Course and Curriculum.

13. Miscellaneous

All these documents are preserved or forwarded 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 2.1: Surveys on the aspects of governance

Aspects of Evaluation	Student	Alumni	Faculty
1. Vision, mission and objectives of the entity are clearly stated (1.1)	4.83	4.53	5
2. Academic decisions are taken by the entity with fairness and transparency (1.2)	4.70	3.96	4.64
3. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.4)	4.5	4.10	4
4. The entity has adequate infrastructures to satisfy its mission and objectives (1.5)	4.5	4.07	3.78
5. Academic calendars are maintained strictly by the entity (1.5)	4.91	4.67	4.85
6. Results are published timely in compliance with the ordinance (1.5)	4.87	4.78	5
7. The entity reviews its policy and procedures periodically for further improvement (1.6)	4.45	4.14	3.92

8. Codes of conduct for the students and employees are well communicated (1.7)	4.12	4.46	4.42
9. Disciplinary rules and regulations are explicitly defined and well circulated (1.7)	4.66	4.64	4.64
10. Website is updated properly (1.8).	4.41	3.5	4
11. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.9)	4.87	4.35	4.07
12. The entity ensures a conducive learning environment (1.12)	4.54	4.32	4.78
13. Students' opinion regarding academic and extra-academic matters are addressed properly (1.13)	4.37	4.07	4.42
14. The entity ensures a conducive learning environment (1.12)	NA	NA	4.14
15. Students' opinion regarding academic and extra-academic matters are addressed properly.	NA	NA	4

Different surveys were conducted to find out about the opinions regarding the governance of the university. The respondents were the existing students (37 in number), alumni (28 in number) and

the faculty members (14 in number). The results show that all three groups of respondents gave an opinion in between "strong" and "very strong" in almost all categories. Regarding the question of the fairness of the academic decision both existing students and teachers gave an opinion between "agree" and 'strongly agree' whereas the alumni remained in between "agree and neutral". Only in some categories the respondents opined in between agree and neutral.

2.6 Academic Leadership and Autonomy

Standard 1-11 In order to be responsive to the emerging changes and needs universities and the academic unit of the university must have effective institutional leadership and sufficient autonomy.

The Chancellor of the University of Asia Pacific is the Honorable President of the People's Republic of Bangladesh who presides over the convocations to give away the academic and honorary degrees.

The Vice-Chancellor as the chief executive holds the responsibility of keeping the statutes and regulations of UAP s well as asserting control over the faculty members and official stuff for maintaining the academic discipline.

The Board of Trustees as the highest authority of the university formulates policies, makes 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 is the supreme academic body of the university that holds the responsibilities of overseeing the standards of instruction, education and examination. It also administers regulations prescribing the courses of studies and curricula, proper standards of instruction, research and examination. In each department the committee of courses and studies recommends the curricula and syllabi of courses prepared for each program and addresses the Academic Council for its approval through UGC.

2.7 Stakeholder's Feedback

Standard 1-13 Management of stakeholder's feedback to get useful insight for the purpose of improvement in all aspects of teaching learning and research.

Providing feedback to students about their academic performance is vital for indicating where they need to improve and also to increase their motivation. In the Department of English teachers are encouraged to provide feedback after every class test, assignment submission as well as after the Mid-term examination. After the Mid-term students are shown their scripts so that they can identify the areas in which they need to improve.

As UAP deems its student the most important stakeholder it allows its students to evaluate each course instructor after each semester. The students need to evaluate the teachers by filling an evaluation form online which addresses such issues as the performance of the teacher, the relevance of the course materials, and the appropriateness of the course duration and so on.

2.8 Internal Quality Assurance Process

> *Standard 1-12: The academic leaders and the faculty members must be judicious and guided by the values of quality assurance.*

At UAP both the academic leaders, and the faculty members are guided by the values of quality assurance. Some of the practices for quality assurance include-

- The exercise of general control over the academic and non-academic staffs for maintaining the academic discipline in accordance with the University statutes by the Vice Chancellor.

- The approval of UGC for each of the courses and syllabi offered by each individual department for the under graduation and graduation courses through the Academic Council.

- The maintenance of the time table regarding the delivery of lectures, maintenance of office hours, student counseling hours. The Registrar as the Secretary of the Academic Council maintains regular contact with the Heads of the Departments regarding the submission of the time-tables by the faculty members.

- UAP is one of the contract signatories of Higher Education Quality Enhancement Project (HEQEP), which has been undertaken by the University Grants Commission (UGC) in conjunction with the World Bank to promote quality education at the higher learning institutes of Bangladesh. UAP has started its institutional quality assurance cell (IQAC) with the support from UGC and the World Bank with an aim to institutionalize quality culture.

- IQAC, in an attempt to establish quality culture and formulate an improved academic plan has been constantly arranging series of workshops and seminars through Self-Assessment Committee (SAC) of each department of UAP.

- UAP has been coming up with improved quality assurance mechanisms related to effective teaching methods and codes of conduct in quest for quality in education. The faculty members are always encouraged to create an effective teaching learning environment by keeping themselves up to date with innovative teaching strategies and techniques. The University has started Improving Learning and Teaching Skills (ILTS), which is a ten-week long faculty development program. The UAP Pro Vice-chancellor acts as a resource person and chief coordinator.

Chapter 3

Curriculum Design and Review

3.1　Need Assessment

The Department of English was established in 2011 with a view to producing undergraduates who would meet the requirements of English language in the development of our country. In this age of globalization the importance of English cannot be denied. In order to communicate effectively, one needs a language that is widely understood and common to all. Over the years English has become that sort of language. It is the language most commonly used and understood by almost everyone from all parts of the world. At present it has become even more of a medium of communication because it is the language of the internet and computer. As most of the communications these days involve computers and the internet, English is used even more widely.

In Bangladesh learning English is a must for those who want to pursue higher studies and do a good job, as the medium of higher education is mostly English and in the job world most of the written communication is done through English. Knowing English enhances job opportunity and one's social prestige. A graduate in English can find jobs in various sectors, such as, teaching, editing, journalism, public relation and communication, management of human resources and so on.

3.2   Curriculum Design

The single honors degree combines English language and literature in a cohesive way but the focus is more on English Literature. This will allow students to study further either in Language or Literature depending on their career choices and interests.

In English Language students are trained to analyze the workings of English Language that are not literature based. Students are introduced to such elements of English Language as Phonetics, Morphology and Syntax, Discourse Analysis. They are also introduced to the basics of Sociolinguistics, Psycholinguistics with emphasis on the linguists who are helping on develop these fields.

In English Literature students are introduced to the renowned works of English Literature in a chronological way. These topics of English Literature are designed in such a way that students are encouraged to read books, analyze theories and take a critical stance at the language that is being used.

Apart from these students are also given a further review of the grammar and vocabulary. In the first two semesters students who are deemed less proficient based on the results of their admission test in English language are given an extra course named ELPC.

The specifically designed curriculum give the students exposure to English topics that they can specialized in giving them opportunities for their teaching career, journalism career or other careers related to the fields of Arts and Humanities.

The course content of the syllabus has been graded according to their level of difficulty. In the first semester the content is basically focused on the improvement of the all four skills of

language. Two courses are also included on Bangladesh and its existing literature to help student compare English and Bangla literature for the better understanding of the both. Apart from it, the syllabus also includes courses in English Language, Business Communication, History of Modern Europe and Philosophy for the well rounded development of the graduates.

The courses in Linguistics are seven in number and they are introduced from the second semester. Except for ENG 407 all the courses are introductory courses to familiarize students with the basics of the discipline. Those who intend to get a firm foundation in the discipline are offered a master's course in Applied Linguistics and English Language Teaching.

The DOE published its first prospectus that contains the curriculum of the program in 2011 immediately after it started functioning as a department.

3.2.1 Entry requirements

Students who have completed their HSC or A levels are eligible for the course. An admission test is conducted basically to find out their proficiency in the English Language.

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

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.

3.3 Curriculum Review Process

We have a very strong curriculum review committee comprising of all the faculty members and the following renowned externals.

1. Dr. Dil Afroze Kader
2. Dr. Syed Manzoorul Islam

In near future the Department has plans to review the curriculum of both the undergraduate and graduate students.

The curriculum is reviewed from time to time to allow the teachers and students find out about the gaps in curriculum. Experts in English Literature and Language are invited after the teachers are asked to find out the possible gaps in curriculum. Several things are focused in this respect, such as:

1. The adequacies or inadequacies of the content in relation to the time frame of the semester.
2. Whether same topics are more focused or the focus needs to be shifted on other topics in the curriculum.
3. To update the books recommended included in the curriculum.

After the department started functioning a course titled ENG 305: Bengali Language & Literature for BA honors' in English syllabus was revised as the course teacher observed some anomalies regarding the writers' names and texts of the course which needed to be corrected immediately. For the necessary corrections of the course a committee was formed comprising of experts from other institutions. The necessary corrections were carried out effectively with the special permission from the honorable Vice Chancellor, dated 27 February, 2013.

The members were:

1. Prof. S M Amanullah   Head, Department of English, UAP, Chairman

2. Prof. Dr. Rafiqullah Khan   Professor, Department of Bangla, DU,

                                           Member and External Expert

3. Prof. Dr. Biswajit Ghosh   Professor, Department of Bangla, DU,

                                           Member and External Expert

4. Mr. Takad Ahmed Chowdhury   Assistant Professor, Department of English, UAP,

     Member

5. Ms. Keya Chakraborty   Lecturer, Department of English, UAP, Member

6. Ms. NigarAfroz Islam   Lecturer, Department of English, UAP, Member

Another course that was modified is ENG 210: 16th to 18th Century prose. A meeting of the Committee for courses and Curriculum for the Department of English was held on 13 February, 2012. The following members of the committee were present in the meeting:

Members:

1. Prof. S M Amanullah   Head, Department of English, UAP, Chairman

2. Prof. Dr. Khondakar Ashraf Hossain   Professor, Department of English, DU,

                                           Member and External Expert

3. Prof. Dr. Kazal Krishna Banarjee   Professor, Department of Bangla, DU,

                                           Member and External Expert

4. Mr. Takad Ahmed Chowdhury   Assistant Professor, Department of English, UAP,

     Member

5. Ms. Keya Chakraborty   Lecturer, Department of English, UAP, Member

6. Ms. NigarAfroz Islam   Lecturer, Department of English, UAP, Member

7. Md. Shahriarkabir   Lecturer,   Department of English, UAP, Member

The committee unanimously decided not to change the title of the course, only some contents because of the repetition of the same text and author. Hence it was assumed that it may not be required to send it the UGC for its approval.

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

3.4 Skill Mapping: According to the 10 generic skills

Generic skills are cognitive strategies that can be applied across a variety of subject domains. A number of workshops and meetings were held in the department to discuss the relevance of the generic skills with the B.A program in English Language and Literature and decision was made on the 10 Generic Skills. The following table presents the Generic Skills and their explanations/ definition.

Table 3 .4: Generic Skill Mapping

No.	Generic Skills	Definitions/explanations
1.	Appreciation of Literature	Understanding the critical value of literary texts of past and present

2.	Interpretative and Analytical skills	Reading and analysis of novels, poems, essays, literary and linguistics theories and stories
3.	Critical Thinking and Innovation skills	Thinking critically and coming out with new ideas relevant to the field of study.
4.	Language and Communication skills	Communicate effectively using good interpersonal and presentation skills.
5.	Values, Ethics and Morality	Inculcate strong moral values in professional and social conduct.
6.	Teamwork and Leadership skills	Able to function appropriately both as a team member or team leader.
7.	Professionalism	Display professionalism by maintain punctuality, social and professional etiquette and so on.
8.	Life-long Learning skills	Self-management of learning throughout life.
9.	Application of Theory in Practice	Apply the knowledge gathered from readings to new domains of academic and professional lives.
10.	IT Skills	Able to use the IT skills.

Table 3.5: Response of the stakeholders on the content, design and review of the curriculum

Aspects of Evaluation	Student	Alumni	Faculty
1. Courses in the curriculum from lower to higher levels are consistently arranged (2.3)	4.67	4.25	3.75
2. Teaching strategies are clearly stated in the curriculum (2.3)	4.51	4.42	3.71
3. Assessment strategies are explicit in the curriculum (2.3)	4.70	4.5	4.21
4. Curriculum load is optimum and exerts no pressure (2.4)	4.16	3.89	4.14
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).	NA	3.82	4.28

The stakeholders were asked about the aspects of the content, design and review of the curriculum. In the survey, the students, alumni and the faculty members annotated 4.67, 4.25 and 3.75 respectively. On their views on the gradation of the courses from lower to higher levels they gave 4.67, 4.25, and 3.75 respectively. These points were given out of 5 where a point of 5 implies strongly agree, 4 agree, 3 neutral and 2 disagree. Similar findings are also seen regarding the other questions on teaching strategies, assessment strategies, curriculum load and the effectiveness of the curriculum.

Chapter 4

Student Entry Qualifications, Admission Procedure, Progress and Achievements

4.1   Entry qualifications:

UAP has its own well defined entry requirements and admission procedure. UAP takes an

admission to enroll the undergraduate students in order to ensure the level of quality education

per semester. Therefore, before each first semester a notice stating the eligible criteria for the

admission test, names of different departments, procedure for the submission of application is

published at the UAP website and advertised through different media. To facilitate the process,

UAP has a separate Admission Office where all the necessary information regarding admission

requirements and policies are well communicated to the interested candidates. The candidates can

submit the filled-in applications online or in person to the admission office.

> *Standard3-1: Entry Requirements must be well defined, measurable and communicable to the*
>
> *potential candidates for admission.*

It is clearly mentioned in the admission notice that is published in renowned newspapers

and   is also available at the UAP website that candidates with minimum GPA of 2.5 in O levels

in five subjects and in A levels in two subjects and total GPA of 6.0 in secondary and higher

secondary levels (according to University of Asia Pacific scale A=5, B=4, C=3, D=2¬&E=1) are

eligible to apply for admission. However, candidates are asked to fulfil the admission requirements

of the respective department.

According to the provision, GED students are eligible to apply for admission provided they have a cumulative score of 2250 and not less than 410 in individual modules.

The H.S.C. appeared candidates with GPA of 4.00 and above in SSC are eligible to apply for the admission test. However, they will be allowed to take admission upon furnishing HSC results which should meet the minimum requirements for admission in the respective program. As per the rule, the admission notice also includes information like a study gap of maximum 2 years after HSC examination is accepted in every other department except in the Pharmacy department. It accepts 1 year study gap after the HSC examination.

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.

Table 4.1: Entry requirements of the Department of English

Program	Minimum GPA requirements	Subject requirements
B.A (Hons) in English	Total GPA in SSC & HSC = 6.00	Students from any discipline can apply. Students will be assessed only on English.

Table 4.1.1: Response of the stakeholders to the questions related to entry qualification

Aspects of Evaluation	Students	Alumni	Faculty
Admission policy ensures entry of quality students	4.16	3.82	3.5

In the survey students, teachers and alumni mentioned that the entry of quality students is

ensured fairly per semester. The entry requirements of the entity help to find out the suitable quality

student in each discipline who will be able to carry out the academic load of the programs

offered in the entity and grasp the nature of the disciplines.

4.2   Admission procedure

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.

- ➢ Students from any discipline can apply to get admitted into the Department of English. If the candidates fulfill the above mentioned admission requirements, then they will be allowed to sit for the admission test.
- ➢ To ensure quality education, the admission process incorporates impartiality and fairness.
- ➢ The admission office deals with the students' admission.
- ➢ For the completion of the admission, students are first asked to collect their admit cards from the UAP Admission Office.

- Admission notice and test schedules are available at the UAP admission office during office hours. Applicants can also collect all information from the UAP website at the following link: www.uap-bd.edu

- At the UAP website, they will get detail information about admission, registration and tuition fees (in taka). For the undergraduate program, credit hours & total cost (without admission fee) are the following (to be effective from Fall 2107):

Table 4.2: Rates of admission, registration and tuition fees in taka.

Programs	Credit Hours	Registration fees (a)	Tuition Per Semester fees (b)	Tuition Per Semester Fees (a + b)	Total (Tk.)
BA (Hons) in English	120	12,750	27,750	40,500	3,24,000
1-year Master s program in English	36	21,500	20,000×3=60,000	81,500	1,00,000 (admission fee included)
2-years Masters program in English	72	-	20,000 (6)	-	1,20,000

- Admission fee is required only at the time of admission. Apart from the admission fee, students also give application processing fee TK. 1000/= which is non-refundable. Admission fee is 13,000/- with Extra-Curricular Activities fee 5,000/-, Caution money 3,000/-, Certificate verification and ID card fee 500/-. In total admission fee for all programs is Tk. 21,500/-. This admission fee is non-refundable and fee has to be paid at

the time of admission. Students have to pay their convocation registration fee Tk. 6000/- during this admission process. Tuition fee can be paid in installments.

➢ 3% of total seats are reserved for the children of the Freedom Fighters who are also offered 100% tuition fee waiver. Apart from it 60% tuition fee waiver is offered for 2nd siblings, 3% of total seats are reserved for poor but meritorious students from remote underdeveloped regions of Bangladesh who are also offered 100% tuition fee waiver. There is also 100% tuition fee waiver for the 3rd sibling.

➢ The admission test is a very significant exam. An admission test committee is formed and group of teachers from different departments act as the question setters, script examiners and scrutinizers.

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

➢ In the admission test of the Department of English Spring 2017 and Fall 2017, 120 candidates got the opportunity to get admitted based on their marks obtained in the admission test out of 180 candidates.

Table 4.2.1: Response of stakeholders to questions related to admission

Aspects of Evaluation	Students	Alumni	Faculty
1. Admission procedure is quite fair	4.54	4.14	4.43

In the survey students, teachers and alumni mentioned that the admission procedure is fair (score above 4.14) which indicates that everyone has confidence in the integrity of the admission process.

4.3 Progress and achievement

Since the inception of the department it has got an adequate number of students. With a vision to enhancing the quantity and quality of students, the department circulates advertisements regularly mentioning the basic criteria for admission test. Besides, their progress and achievements 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.*

- Students' progress and achievements are assessed by the course teachers and are subsequently recorded by the Controller of Exam office of the university.

- Monitoring is done by the Advisor of each student. The Advisor tracks a student's academic progress and gives guidance by monitoring thoroughly. Given below is the reflection of the advising system approved by The Academic Council.

4.3.1 The Advisor's Responsibilities:

Every department of UAP has a strong student advisory system. One advisor is normally appointed for a group of students by the concerned department. The advisors usually perform the following responsibilities:

1. Maintain regularly scheduled office hours (weekly) for academic advising as needed throughout the semester. The office hours are clearly stated **in front of the Advisor's**

room.

2. Provide **mandatory consultation hours** for each student twice in a semester.

3. Notify students with a clear **outline of the advising issues** for which s/he meets the advisor.

4. For students with excellent academic background and for needy students, the advisor recommends **financial assistance** to the higher authority.

5. Mentor the students in **selecting courses** on a short-term and long-term basis and encourage **good academic performance**.

6. Monitor advisees' **academic progress** as well as **behavior, manner** in the campus and initiate contact with advisees who are failing to progress satisfactorily.

7. Inform students the **changes** in the academic policy, rules and curriculum of the university.

8. Approve the non-academic affairs of the students.

4.3.2 Students' responsibilities in connection to advising:

1. The Advisor is the first person to inform for any academic and non-academic affairs/issues/problems.

2. Make advisor aware of any special needs or problems encountered at UAP. Concerned advisor is there to guide students through any problems that may hinder their academic success and continue enrollment in the next semester. The Advisors are equipped with a plethora of resources to help the students.

3. Participate in all scheduled pre-enrollment and orientation programs for incoming students at university.

4. Each student is required to meet the Advisor at least two twice in a semester during a pre-scheduled consultation hour.

5. Prepare in advance for academic advising meetings. Map out courses they want and need to take for their degree and present this to their concerned Advisor.

6. Make and honor academic advising appointments

7. Know the academic policies, procedures, and regulations such as withdrawal, repeat & improvement examination, retakes, academic probation/dismissal, financial aid, etc.

8. Know degree requirements and remain informed about changes in their curriculum. Map out a plan of action for academic career and review it with the concerned Advisor.

9. Make efforts to get to know the Advisor personally. The better they know each other the more comfortable they will be.

10. Students must inform his/her Advisor about his/her non-academic involvement and seek approval for participation.

Different committees of the department also take responsibilities for quality assurance. These bodies nominate and forward course distribution, appoint question setters, question moderators, script scrutinizers etc. through meeting with the faculty members.

The Controller of Exam office maintains the record of the total number of years, semesters and credits for each student. The department sends the individual record to the Controller office where files are compiled and maintained for each student. Then, the Controller Office prepares certificates for the eligible students.

Table 4.3 : Response of the stakeholders to questions related to progress and achievements

Aspects of Evaluation	Students	Alumni	Teacher
1. Commitment among students is observed to ensure desired progress and achievement	4.78	4	3.92
2. Students' progress are regularly recorded and monitored	4.45	4.25	3.43
3. Teachers provide regular feedback to the students about their progress	4.32	4.25	4.57
4. The entity maintains individual student's records properly	4.56	4.21	4.28

The survey response presented in table 4.4 show average opinions on the stated questions.

In response to the question number one all three stake holders' responses range from 3.9 to 4.78 which indicates that they all agree with the statement. The other three statements show more or less the same result.

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.

- The records are kept and used in the certification process by the controller of exams office. Waiver is given based on this recorded academic achievement. The repeat process of any course by the student also depends on the previous record of the individual student. Given below is the reflection of rules and regulations approved by the Academic Council:

4.4 Performance Evaluation

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 will be awarded a degree with honors if his/her CGPA is 3.75 or above. A student will be considered to be making normal progress towards a degree if his/her CGPA for all work attempted is 2.25 or better and is in good standing with the university.

Students who fail to maintain this minimum rate of progress will fail to be in good standing. Such circumstances may prevail under one or more of the following conditions:

- ➢ Semester GPA falls below 2.25,
- ➢ Cumulative GPA falls below 2.25.
- ➢ Earned credits fall below 15 times the number of semesters studied.

4.5 Waiver Policy:

➢ Top 3% students in each department will be offered 100% tuition waiver based on semester results.

➢ 10%-100% Vice Chancellor's special tuition fee waiver will be offered to poor meritorious students.

4.5.1 Entry level waiver:

➢ 50% waiver for students with individual GPA of 5.00 in S.S.C and H.S.C

➢ 25% waiver for students with individual GPA of 4.50 in S.S.C and H.S.C

➢ 10% waiver for students with individual GPA of 4.00 in S.S.C and H.S.C

Merit waiver (based on semester result)

➢ Tuition fees waiver will be awarded based on their semester GPA as per the following table:

Semester GPA	Tuition Waiver %
3.50-3.74	25%
3.75-3.89	50%
3.90-3.99	75%
4.00	100%

4.5.1 Special waiver

➢ 10% to 100% VC's special tuition fee waiver for poor but meritorious students

Upon the successful completion of a semester the students who achieve CGPA 3.75-3.8 are listed for the Dean's Award and who get 3.84-4.00 are enlisted for the Vice-Chancellor's Award.
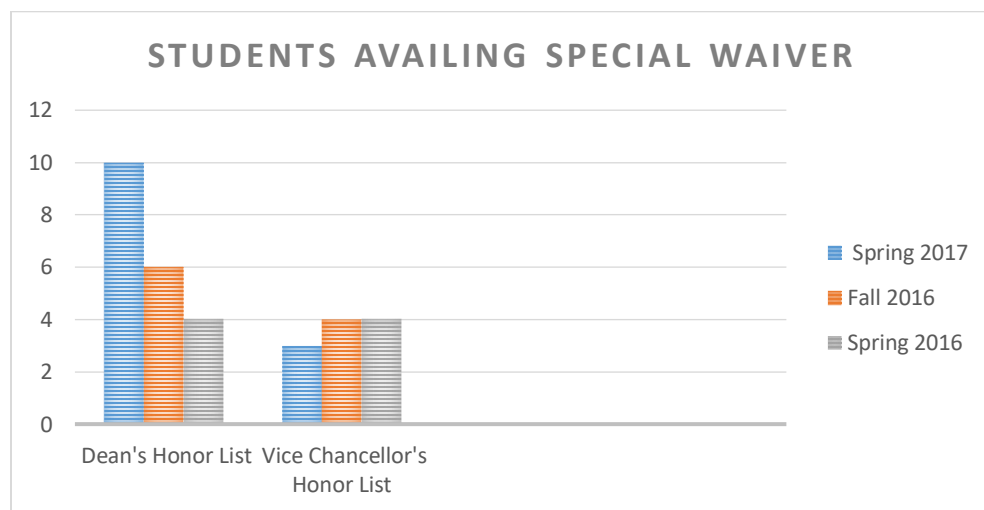
Figure 1.2: Students Availing Special Waiver

The entity has growing body of students and every semester more students are achieving special waiver successfully, as shown on the graph.

Chapter 5

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.

5.1 Teaching Methods

The department offers courses in Literature, Language and Linguistics according to the curriculum approved by the University Grant Commission. The lessons are planned based on the syllabus of the undergraduate program in English Language and Literature. Traditional and modern methods of teaching are used to make the classes more effective. The faculty members design their classes according to the demand of the courses. Most of the course instructors conduct their classes through lectures, supplemented by handouts where necessary. Group work is also encouraged for appropriate understanding. The classes are often facilitated with the use of multimedia. The students have to take quizzes on regular basis, give oral presentation, face viva-voce and write assignments. Students are assessed on continuous basis depending on their class performances and feedback is provided. Faculty members provide counseling hours to guide and assist students.

The department comprises of experienced faculty members. The university provides sufficient training through arranging lectures, workshops and short training courses to the teachers so that they can keep themselves updated with the latest methodological developments of teaching.

The assessment tools like quizzes, viva-voce, presentations and written assignments help the students to develop their practical lifelong skills.

The survey data regarding the teaching-learning method, class size and assessment procedure is as follows.

Table 5.1: Response of the stakeholders to the questions related to Teaching Methods

	Aspects of Evaluation	Students	Alumni	Faculty
1.	Teaching-learning is interactive and supportive.	4.59	4.39	4.14
2.	Class size is optimum for interactive teaching learning.	4.40	4.39	3.64
3.	Assessment procedures meet the objectives of the course.	4.76	4.03	4.14
4.	Diverse methods are practiced to achieve learning objectives.	4.57	3.82	3.78
5.	Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed.	4.84	4.29	4.50

6.	Diverse methods are used for assessment	4.59	4.32	4.21
7.	The students are provided feedback immediately after assessment.	4.57	4.11	4.21
8.	Fairness and transparency is maintained in assessment system.	N/A	N/A	4.64

As we can see in the table, all the three groups of respondents quite strongly agree that the teaching learning process is conducive to learning, the class size is optimum, and the applications of various methods and both summative and formative assessment strategies are satisfactory. They also agree regarding the feedback giving process.

5.2 Use of lesson plan

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

All the faculty members have to prepare a lesson plan before the start of a new semester where their course plans and materials are shared in details. This lesson plan is handed over to the students on the first day of the semester so that the students can get an idea regarding what the course plan is going to be. An ideal lesson plan that is followed at UAP includes information about the course such as the course code and title, teacher's consultancy hours, course outline, course objective, teaching method and class breakdown, recommended texts, reference books, grading scales and mark distribution, assessment method and students responsibilities.

Table 5.2: Response of the stakeholders to questions related to use of Lesson Plan

Aspects of Evaluation	Students	Alumni
Lesson plans/ course outlines are provided to the students	4.86	4.21

Response for the statement "lesson plans/ course outlines are provided to the students" was found very good among the current students while good among the alumni. So, it can be stated that this practice is increasing with time.

Student's Responsibilities:

- You must attend classes regularly.

- You must participate in the quizzes/class tests, all the exams and submit your assignments and presentations **on due time. NO EXCUSES** will be accepted once you fail to meet them.

- You must bring the necessary books/ course materials in the class.

- You must cooperate to maintain the flow of the class in order to avoid penalty.

- No one is allowed to enter the class after 10 minutes of the due schedule.

The University has already improvised the new model of lesson plan according to HEQEP format with all the necessary modifications in the previous version. It now clearly states the course objectives and learning outcomes. It also provides the specification of the books, chapters or handouts to be referred in the class.

5.3 Technology Integration

> *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.*

The department provides all sorts of facilities to the students for their academic preparation through technology integration. To conduct any session, the course instructors combine traditional teaching techniques which include lecturing, use of white-board and marker/chalk with modern ones, which include the use of computers/laptops, projectors, microphones, class rooms with built-in sound systems, internet access and such. The instructors show various movies, video-clips, and documentaries in the class when it is required. Teachers regularly give assignments to students that require use of online resources. Students also learn the use of power point to prepare presentations. The university has already initiated to bring all the classrooms under wi fi coverage. The students have access to the e-journals where a wide range of scholarly papers are found. The result of the survey question regarding the usage of modern devices also shows that all three groups of respondents agree with the statement.

Table 5.3: Response of the stakeholders to the questions related to Technology Integration

	Aspects of Evaluation	Students	Alumni	Faculty
1.	Modern devices are used to improve teaching-learning	4.59	4.03	4.36

	process			

In response to the statement "Modern devices are used to improve teaching-learning process", the respondents fairly agree that the teaching tools are up-to-date and the students are not only getting acquainted with the modern devices   but are taught how to use them in their classroom activities and real life situations.

5.4   Skill Development Mechanism

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

The department not only provides in-depth teaching to students in the field of Literature, Linguistics, and ELT but also focuses on their ability to communicate using all the four skills properly. Different workshops and lectures are arranged to give students opportunities to hone their skills in English language. Students are required to present their work in front of teachers and other students, which helps them develop their oral communication skill. Writing skill of students is developed mainly by report and assignment writings. Reading primary and secondary sources in order to sit for the exams and to prepare assignments certainly develops their reading skill. Students are encouraged to be regularly engaged in different co-curricular and extra-curricular activities.

Table 5.4 : Response of the stakeholders to the questions related to Students' Performance

	Aspects of Evaluation	Students	Alumni	Faculty

1.	Entity provides adequate opportunities for practical exercises to apply in real life situation	4.32	4.25	3.28
2.	Students attained additional practical ideas apart from class room teaching	N/A	4.03	N/A

The survey results in terms of the statement related to the opportunities for practical exercises provided to the students show that the first two stakeholders deciphered from a mean value of 4.32 and 4.25 respectively while the faculty did not agree strongly (3.28). Though the opinion varies, it can be assumed that overall a positive stance is held among the respective stakeholders.

Chapter 6

Staff and Facilities

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.

6.1 Recruitment

UAP can boast of its qualified academic and non-academic staff who have been recruited following a sound and time relevant recruitment policy. However, it has some general principles applicable to all departments and some specific criteria that are individual to each department. The following sections describe those criteria in detail.

6.1.1. Rules for Faculty Recruitment

Table 6.1: 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	**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 of84higher 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 PhD 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.

6.1.2 Rules for Faculty Recruitment of the Department of English

A. Academic Staff

In order to recruit members into the department of English, however the criteria vary a little.

i.   Lecturer:

The candidate must possess a first class in both Bachelor's & Master's degrees in the relevant field from a recognized university/ institution.

ii.   Assistant Professor:

The candidate must possess a Ph.D. in the relevant discipline from a recognized university/ institution.

Or,

The candidate must possess a Master's degree with first class at Bachelor's level in the relevant discipline and minimum 3 years of teaching experience with at least 1 publication. Experience maybe relaxed in case of an applicant with excellent publication records.

iii.   Associate Professor:

The candidate must possess a Ph.D. in the relevant discipline with minimum of 8 years' of teaching experience of which 5 years as Assistant Professor and at least 5 publications.

Experience maybe relaxed in case of an applicant with excellent publication records.

iv. Professor:

The candidate must possess a Ph.D. in the relevant discipline with a minimum 11 years of teaching experience of which 8 years as Assistant Professor or above, of which 3 years must be as Associate Professor, and at least 10 publications.

Experience maybe relaxed in case of an applicant with excellent publication records.

6.1.3 Recruitment of the Non-academic Staff

i. Registrar: Administration

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

ii. Deputy Registrar/ Assistant Registrar: Administration

Candidates must have Master's 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.

iii. *Administrative Officer: Administration

The candidate must have a Master's degree with at least three years' relevant experience and having good command over English language. The candidate must be proficient in Word processing (English and Bangla) and database management

iv.*Assistant Administrative Officer: Administration

Must have Master's 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.

v. *Office Assistant: Administration

Graduation in any discipline. Computer literacy is essential.

6.1.4 Library Stuff Recruitment

In order to manage the central library we have the posts of librarian filled by suitable candidates.

i.   Deputy Librarian: Central Library

The candidate must have a Master's degree in Library and Information Science with at least two years' relevant experience as Deputy Librarian & four years as Assistant Librarian in a University.

Good command over English language and proficiency in Word processing.

Familiarity with automated Library Management System and Cataloguing Software is essential.

ii.   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.

6.2 Recruitment Procedures

A. Academic Staff:

The procedure for recruiting Lecturers, Assistant Professors, Associate Professors and Professors is described below:

Advertisements for available faculty openings are placed in the newspapers and the university website. The applicants must submit their applications on a form provided by the university through its website. The applications are submitted online or physically. The applications also contain copies of the academic certificates and publications. The collected applications carefully scrutinized by the Department Head and other senior faculty members. The candidates are then called for a written examination. After passing the written examination, they are called once more for an interview with the Vice Chancellor, Registrar, Heads of the relevant departments and at least one external member. The candidates are then chosen by the above stated members.

Table 6.2: Response of the stakeholders to the question related to Standard 7-1

Evaluation	Faculty	Non-academic staff	Weighted Average
Recruitment policy and practices are good enough for recruitment of competent academic and nonacademic staff	5.00	4.00	4.50

In this Table, it is seen 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.

B. Non-academic Staff:

Advertisements for available staff openings are placed in the newspapers and the university website. The applicants must submit their applications on a form provided by the university through its website. The applications are submitted online or physically. The applications also contain copies of the academic certificates and publications. The collected applications carefully scrutinized by the Department Head and other relevant members. The candidates are then called for a written examination. After passing the written examination, they are called once more for an interview with their relevant superiors. The candidates are then chosen by the above stated members.

Table 6.2.1: Response of stakeholders to the related standards of 7.4

Evaluation	Faculty	Non-academic staff	Weighted Average
Good team spirit exists among different academic staff	4.00	5.00	4.50

Survey results in Table 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 7-2: Salary and incentives should be reasonable to attractive and retain the talented and experienced staff members.

6.3 Salary

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

Table 6.3: Response of the stakeholders to the related standards of 7.2

Evaluation	Faculty	Non-academic staff	Weighted Average

Salary and incentives are attractive enough to retain the academic and non-academic staff	4.12	5.00	4.56

As the table shows both the faculty and the non-academic staff fairly agreed in their opinion about the attractiveness of salary and incentives. The weighted average of the stakeholders' show that they conform to the statement that the pay structure of the University is consistent enough to retain the academic and non-academic staff.

6.3.1 Bonus

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

6.4 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.

Table 6.4: Provident Fund Rules: University of Asia Pacific

Provident Fund	All employees of the University other than:
	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.
	Shall subscribe every month to the University Provident Fund except when on leave without pay:
	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:
	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.
Rate of subscription and contribution	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:

	Provided that the subscriber has already made contribution for twenty four consecutive months. 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.
Mode of Investment	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.

6.5 UAP Leave Rules (Effective from 1st July 2003)

Faculty as well as management staff

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, English department 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 2-

6 members with a designated convener to carry out specific functional activities of the department.

The list of functional committees is mentioned below.

6.6. Functional Committees Conveners

1. Curriculum Committee

2. Moderation Committee

3. Examination & Scrutinizing Committee

4. Course Distribution and Routine Committee.

Table 6.5: Response of stakeholders to the question related to Standard 7-5

Evaluation	Faculty	Non-academic staff	Weighted Average
A congenial atmosphere prevails to enhance professional knowledge through research and higher studies (7.5)	4.32	4.00	4.16

In this table, it is shown, 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.

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.

Apart from the central clubs English department has its own departmental clubs. Under these clubs several workshops, seminars, symposium, debate competitions, Drama festivals 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. English department also designate teams for special purposes from time to time.

6.7 Staff Development

The Staff Development Programs of UAP supports employee development by providing various training on relevant stream, seminars and workshops that enable employees to improve performance in current job, prepare for career development, or current performance or planned professional development. The programs include teacher training programs as well. Training and development programs are important part of for academic and non-academic staff. Because we have a large number of staffs, training sessions occur in different segment. For example every semester when the organization has new recruitment, they arrange a faculty orientation providing effective academic guidance.

Table 6.7: Response of stakeholders to the question related to Standard 7.7

Evaluation	Faculty	Non-academic staff	Weighted Average
Academics have enough opportunity to take part in different seminar/workshop/training programs for skill development	4.32	4.00	4.16
Non-academics have enough opportunity to take part in different training programs for skill development	3.63	3.00	3.31

From the survey results presented in Table, 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.

Standard 7-4: 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 6.8: Response of stakeholders to the question related to Standard 7.8, 7.11

Evaluation	Faculty	Non-academic staff	Weighted Average
The entity has a policy to provide mentoring/continuous guidance for new academic staff.*(7.8)*	4.5	2.5	3.50
The entity practices seminars and workshops to share knowledge and experience among the faculty members (7.11)	4.31	4.00	4.10

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. Also, 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.

6.8 Career Development

Career development encourages continuous self-improvement and commitment to lifelong learning. UAP has a central club for Career development which increases job satisfaction, enhanced capabilities and higher performance. It provides support for academic achievement in collaboration with universities mission. However, our university motivates staff for higher study and advanced research, but well-defined indicators (KPI) is not in practice yet.

Table 6.8.1: Response of stakeholders to the question related to Standard 7.12

Evaluation	Faculty	Non-academic staff	Weighted Average
The entity has a performance award policy to inspire academic staff (7.12)	3.5	4.00	3.75

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 moderate agreement.

6.9 Key Performance Indicators

In many cases Key Performance Indicators (KPI) acts as source of inspiration for the university staff. It is linked with student's skill development, teaching learning outcome, research supervision, and contribution to socio-economic development. In UAP teachings performances measured not only by teacher's research works, but it also measure student's evaluation. There

are some increment policies for the staff yearly. For students, the institution has waiver policy according to the top scorers. But the department has almost no performance award policy to inspire the academic or non-academic staffs. With oral interview with academic staffs it is highlighted that they are not well equipped with support facilities (day-care, good toilet, adequate office staff etc.)

Table 6.9: Response of stakeholders to the question related to Standard 7.

Evaluation	Faculty	Non-academic staff	Weighted Average
The entity has a performance award policy to inspire academic staff (7.12)	4.00	4.12	4.06

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 fairly agreed opinion.

Chapter 7

Physical Facilities

Physical facilities can have a profound impact on both teacher and student outcomes. It can affect the teachers' retention, commitment, and effort. At the same time, physical facilities affect students' health, learning, behavior and growth in achievement. Adequate facilities and resources are not only fundamental part of effective learning's environment but also an essential component of the educational process. Physical facilities in any educational institution include building, classroom, laboratory, library, cafeteria leisure room to other infrastructural facilities that can stimulate the students and teachers with complex needs.

> *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.*

The Department of English is located on the 3rd floor of the University of Asia Pacific campus building. Every semester classrooms and time slots are allotted for the department through a central body.

Present conditions of physical facilities

7.1 Classrooms

The English Department has classrooms allotted according to the routine which includes classes starting from 8:00 A.M. in the morning until 5 P. M. The department also has a conference room for arranging various seminars, meetings and workshops.

7.1.1 Classroom and Seminar Room

In the Department of English, 7 (seven) 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 25-35 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 UAP students and faculties. Different types of workshops and conferences are also arranged here for the faculties. The seminar room has a capacity for accommodating 86 audiences.

Table 7.1.1: Seating capacity in 5 classrooms of the Department of English Room

Room Number	Seating capacity
308	40-45
401	40-45
407	40-45
418	30-35
419	25-30
420	20-25
908	40-45

Table 7.1: Percentage of respondent in their opinion regarding the adequacy of classrooms.

Physical Facilities	Respondents			Grand Mean (5)	Comments
	Alumni (28)	Students (37)	Faculty (14)		
Classroom facilities are suitable for ensuring effective learning	4.00	3.89	3.71	3.86	Mostly agreed

Classrooms are fitted with multimedia system and are generally well equipped. As we can see from the table above, most of the participants agree with the adequacy of the classrooms.

7.1.2 Library Facilities

The department of English does not have a seminar library anymore since all the libraries of the university have been centralized within the central library of University of Asia Pacific. Books from all the departments are collected and put together in the 9th floor. Students and faculty members can borrow books as they need from the library through a centrally allotted library card. 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 software 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.

Table 7.1.2: Percentage of respondent in their opinion regarding the library

Physical Facilities	Respondents			Grand Mean (5)	Comments
	Alumni (28)	Students (37)	Faculty (14)		
The Library has adequate up-to-date reading and reference materials to meet the academic &research needs	3.71	4.05	3.35	3.70	Mostly agreed

As we can clearly see from the chart above that most of the alumni, current students and the faculty members agree that the library facilities are up to the mark.

7.1.3 Sport's center

An indoor sports center is located at the City Campus with provision of arranging games like table tennis, chess, carom 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.

7.1.4 Cafeteria

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 makes sure of their presence to serve the students.

> *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.*

7.1.5 Information technology resources with internet connectivity

The Department of English is on its way to buy computers for its students within a few days. All the faculty members and the administrative officers have their own desktop computers. The classrooms too are provided with computers and multimedia systems. The university provides high speed broadband internet connection to all the departments and the laboratories. The departments have their own wireless connectivity for the students and faculty members. Students can also use the computer laboratories within the university.

Table 7.1.5: Percentage of respondent in their opinion regarding the internet facilities

Physical Facilities	Respondents			Grand Mean (5)	Comments
	Alumni (28)	Students (37)	Faculty (14)		
Access to internet facilities with sufficient speed are available	3.53	3.35	3.57	3.48	Fairly agreed

As we can see from the table above, most of the alumni, students and faculty agree with the adequacy of the internet facilities. They mostly consider it to be fairly good.

7.1.6: Laboratory and field laboratories:

Table 7.1.5: Percentage of respondent in their opinion regarding the Laboratory facility

Physical Facilities	Respondents			Overall Score (5)	Comments
	Alumni (28)	Students (37)	Faculty (14)		
Laboratory facilities are congenial for practical teaching-learning	3.32	3.59	3.35	3.42	Fairly agreed

Laboratory facilities provide controlled conditions in which researches, experiments and measurements are performed. The department of English of University of Asia Pacific does not

have any laboratory yet. A computer lab for the Department of English is already on process which will later turn into a well-equipped language lab. But the responders of the survey have fairly agreed (3.42) about well-equipped laboratory condition by which they meant the overall condition of laboratories of UAP.

7.1.7 Medical facilities

The Department of English does not have medical facilities of its own rather the university has a well-equipped medical center with two physicians on duty. These medical facilities are not sufficient for serious issues but can provide emergency services. Students can avail medical advice for free of cost at the following times or the doctor can be reached in the following numbers:

Days	From
Sun-Thu	9.00 am-5.00 pm

Medical Center (Ground Floor, North Side)

Hotline: 01711206257, 01911305027, Extn-250

As per agreement, all UAP members are entitled for 25% discount at Medinova Diagnostic Center.

All students of the University are covered by insurance policy with the Green Delta Insurance Ltd.

Table 7.1.7: Percentage of respondents in their opinion regarding the healthcare facilities.

Physical Facilities	Respondents			Overall Score (5)	Comments
	Alumni (28)	Students (37)	Faculty (14)		
Indoor and outdoor medical facilities are adequate	3.64	4.27	3.64	3.85	Mostly agreed

81

It is seen from the table 7.5 that the faculty, students and alumni have mostly agreed about the healthcare facilities.

7.2 Physical facilities for Faculty and Staff

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. 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, English Department has PABX system, each staff and faculty has access to this system of internal communication. For printing articles, required documents and question papers, faculties

7.3 Other Facilities:

The department does not provide separately a game room, a leisure room, a hygienic toilet for the students but the university holistically provides a common game room at the premises and adequate place in corridors to roam around. The toilets and lifts are floor specific. There is also a cafeteria in the campus which has arrangements for seating and having variety of food for the students and teachers. UAP has a common plaza and backyard plaza to stage cultural programs. The University arranges game tournament outside of the campus for all the interested students.

Summary of Survey Results:

A questionnaire survey has been conducted to various groups such as alumni, faculty and students. A sample of total 79 respondents' opinions regarding the present physical facilities of the

Department of English has been collected and analyzed. Opinions of the respondents on the physical facilities of the English Department including its classrooms, laboratory, library, internet, medical gymnasium, games, and research facilities are shown in the Table 7.6. A summary of possible outcome of the present questionnaire survey is presented here. This summary has been prepared in terms of scores (in a scale of 5) based on the respondents' comments on the physical facilities.

Table 7.2: Summary of Evaluation of Questionnaire Survey in terms of Scores:

Physical Facilities	Respondents			Grand Mean (5)	Comments
	Alumni (28)	Students (37)	Faculty (14)		
1. Classrooms	4.00	3.89	3.71	3.86	Mostly agreed
2. Laboratories	3.32	3.59	3.35	3.42	Fairly agreed
3. Research	3.50	3.95	2.78	3.41	Fairly agreed
4. Library	3.71	4.05	3.35	3.70	Mostly agreed
5. Healthcare Facilities	3.64	4.27	3.64	3.85	Mostly agreed

6. Sports Facilities	3.89	4.03	3.78	3.90	Mostly agreed
7. Gymnasiam Facilities	2.57	1.10	2.42	2.03	Below average
8. Internet Facilities	3.53	3.35	3.57	3.48	Fairly agreed
9. Office equipment	-	-	3.64	3.64	Fairly agreed
10. Manpower	-	-	3.14	3.14	Neutral

It is found from the analysis that many respondents mostly agreed regarding the facilities of classrooms, library, sports facilities and healthcare arrangements. They opined that these facilities were adequate, well maintained to ensure a good environment and effective delivery of lectures. Most of the respondents have also fairly agreed regarding the laboratory facilities, research opportunities, and internet faculties. The university has no gymnasium for its teachers or students, so respondent marked this portion below average. They have also well agreed about the well-spaced and well-off equipment in the Central Library for both teachers and students. It is also learnt from the survey that the faculty members when asked about their office equipment and manpower facilities, they fairly agreed regarding the office equipment but found neutral about manpower.

Chapter 8

Student Support Services

The University of Asia Pacific offers students support services focusing on the holistic development of them. Considerable emphasis is given 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. Apart from this, the Department of English regularly takes its own initiative to carry on activities for the development of various skills in students.

8.1   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

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

8.1.1 Clubs of the Department of English:

The Department of English believes that besides studies students should also be involved in extra -curricular activities which will enhance their natural skills. With this vision in mind the department has different clubs. Each club is headed by a General Secretary and consists of a convener in each supported by some members along with an advisory council. The Department of

English, UAP encourages a broad range of academic and non-academic activities to enhance students' life -long skills.

To ensure quality education, University has recently formed a permanent center, named "Directorate of Students Welfare (DSW)" to enable students face the challenges of a highly competitive world outside. Directorate of Students' Welfare (DSW) is a meeting point for the students of University of Asia Pacific so that they can participate in the various aspects of academic life. It emphasizes enhancing students' experience through "out of classroom learning" and through co-curricular programs. The clubs are supervised by moderators, who are faculty members of the University of Asia Pacific having keen interest in the club activities. The clubs give opportunities to the students to discover their hidden potentials. Here students are able to develop their organizational, management and leadership skills. The club activities often touch the lives of individuals outside the university and help to enhance the image of the university before the society and the nation. With this vision, DSW ensures the following steps:

Functions:

- Internship placement, part-time and full-time employment

- Organizing workshops, seminars and training programs

- Career Fairs and Club Fairs

- Relationship Development

- Supervise all the central clubs

- Facilitate club-activities on different occasions

- Career Counselling

- Walk-in intake/crisis intervention

- Group, individual, and couples/parental counselling

- Referrals to off-campus mental health services

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

Table 8.1.1: Representatives to Common Clubs of UAP from the Department of English are enlisted below:

Club Name	Faculty	Designation	Mobile	Email
Cultural club	Md. Shazed Ul Hoq Khan Abir	Lecturer	0167689017	aabir@uap-bd.edu
Drama Club	Ms. Sharifa Akter	Assistant Professor	01913842702	sharifa@uap-bd.edu
Literary Club	Md. Shazed Ul Hoq Khan Abir	Lecturer (Club Advisor)	0167689017	aabir@uap-bd.edu
English Language	Ms. Nellufar	Assistant Prof.	01779675481	nellufar@uap-bd.edu
Football Club	Saimum Rahman Prattay	Lecturer	01817025205	prattay@uap-bd.edu
Cricket Club	Md. Abu Shahid Abdullah	Lecturer	01711263219	Abdulla.eng@uap-bd.edu
Indoor Games Club	Md. Kazi Amzad Hossain	Lecturer	01723649901	amzad@uap-bd.edu
Public Speaking & Debating Club	Ms. Niger Afroz Islam	Lecturer	01766950920	nigerafroz@uap-bd.edu

Career Dev Club	Md. Kazi Amzad Hossain	Lecturer	01723649901	amzad@uap-bd.edu
Social Awareness Club	Ms. Rokeya Sarker Rita	Lecturer	01786271516	rsr@uap-bd.edu
Photography Club	Ms. Arjumand Ara	Assistant Professor	01817122706	arjumand@uap-bd.edu
Art &Painting Club	Md. Shazed Ul Hoq Khan Abir	Lecturer	0167689017	aabir@uap-bd.edu
Entrepreneurship Club	Ms. Keya Chakraborty	Assistant Professor	01726844511	keya@uap-bd.edu
Social Business Club	Ms. Keya Chakraborty	Assistant Professor	01726844511	keya@uap-bd.edu
Film Club	Md. Shazed Ul Hoq Khan Abir	Lecturer	016789017	aabir@uap-bd.edu

To organize and coordinate various students' activities the department has the following clubs:

- Language and Literary Club

- Cultural Club

- Drama Club

- Debate Club

- Sports Club

8.1.1.1 Language and Literary Club-

"My creativity is my revolution" - is the motto or slogan of UAPs literary club. A group of young students of UAP who are deeply enthusiastic about literature and literary persona takes part it in its regular activities which include regular reading sessions, study circle, wall magazine and tour to various art galleries and exhibitions. Besides, the club arranges a study tour once in a semester. The club also arranges events on Vocabulary Test, Spelling Test, Reading Test, Essay Writing Competition, Film Review, and Public Speaking Workshop.

Workshop on developing presentation skills in English

8.1.1.2 Cultural Club:

The cultural club has already organized several festive occasions comprising of a comedy show, a short play, a news parody, songs, dance performances, mime, poetry recitations through Bashsanto Boron, Farewell Programs of the graduating batch, etc.

8.1.1.3 Drama Club-

To encourage students' creativity, the Department of English started to patron a drama club since Fall 2016 with the belief that drama is the strong form of communicative art. Students are invited to produce innovative scripts or adaptions from classical texts to perform on stage. Students are rewarded on several criteria such as: best script, best play, best director, best stage planner and best costume design. The program is usually evaluated by the panel of experienced adjudicators.

Drama performances provide space for students' interaction, team work and other self-development practices.

The Department of English, University of Asia Pacific, organized its first drama festival on December 10, 2016. The objective of the program was to provide the students' with the opportunity to explore their creative instincts through the literary pieces they are taught in their classes. Such dramatic presentations bring the texts to life to the students and assist more effectively in their understanding of those texts. The performed dramas were - *Volpone* by Ben Johnson, *Paradise Lost*, an epic by John Milton, *The Cherry Orchard* by Anton Chekov, *Arms and the Man* by George Bernard Shaw, Katherine Mansfield's *Miss Brill*, O Henry's *The Last Leaf* and Anita Desai's *Games at Twilight*. After the success of the first Drama Festival, the Department of English organized the 'Shakespeare Festival' on 24th August as a part of the celebration of the 453rd birthday of William Shakespeare. As a part of the competition, the students of the

department submitted their scripts and after getting a review from their teachers, they staged seven Shakespearean plays. The plays staged by the students, included 'Hamlet', 'Merchant of Venice', 'Tempest', 'Othello', 'A Mid-summer Night's Dream', 'As You Like It' and 'Macbeth'. The overwhelming appreciation the programs received became incentives to carry on with other such programs in future.

Shakespeare Festival: Spring 2017

8.1.1. 4 Debate Club:

Debates are a constructive form of act and participation in these involves expert handling of ideas, knowledge, information, logic, strategy and the use of appropriate language. Students at the Department of English, UAP, are encouraged to participate in English Debate Competitions organized by the Department of English. Recently the DSW also organized debates every semester as a measure to train them to attain fluency of speech and appropriateness of expressions. Students get the opportunity to develop their finer skills of being witty, humorous, satirical and other critical growth through their keen interest to argue gracefully and with learned opinions. The debate topics

include burning national/international issues, critical and contemporary issues of practical life, ideological questions, socio-economic, cultural and political matters. These topics are reviewed and discussed with examples, statistical data and commonsense too. Each batch has a representative team of debaters and all the teams participate in several rounds of debate matches fixed by the department.

Workshop on public speaking and debate

8.1.1.5 Sports Club-

Keeping in mind that physical education is no less important than intellectual and moral one, the department, under the DSW office, has a club named "An Executive Committee of English

Department Sports Club (EDSC)" that organizes different indoor and outdoor games, such as

cricket, football, carom board, chess, table-tennis, darts etc. on a regular basis. A Prize

Awarding Program is followed where the students are awarded on the basis of their

performances. Meetings of the sports subcommittee including Organizing Committee, Games

Co-ordination Sub-committee, Result Sub-committee, Prize Distribution Sub-committee,

Anchoring and Banner Sub-committee, Refreshment Sub-committee are held regularly with a

vision to arranging needful events, venues and time.

Table 8.1: Response of the stakeholders to the questions related to co-curricular and extra-curricular exposures to the students

Aspects of Evaluation	Student	Alumni	Teacher
The entity provides co-curricular and extra-curricular exposures to the students	4.62	3.82	4.42

In the survey, the faculty members and students annotated a point of 4.62 out of 5 which show that they agree with the statement since it was found above the average. However, the Alumni annotated a point of 3.82 out of 5 which is less than those of the faculty and the students which implies that they don't have inclination towards accepting the statement.

8.2   Academic Guidance and Counseling

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

The university from its inception has a set of advisers for individual batch of students to support the proper management of the students' affairs. A handy booklet for students containing both the

academic and administrative information is handed over to them at their orientation program. The guidelines help the students to get acquainted with the basic rules and regulations of the university. The university provides counselling facilities to the students by an appointed socio-counselor. A number of seminars are organized by the outselling section on a regular interval which is open for all. Renowned physiatrists and personalities come and deliver speeches time to time on the issues related to mental health.

Workshop on Emotional Intelligence

Social Counselling Center is the university's primary facility for personal counselling, psycho-therapy, and psychological outreach and consultation services. The Centre's mission is to promote the psychological, educational, and social well-being of the students of UAP and to help prepare them to be productive members of the society. Although the centre is primarily focused at the

students, the services are extended to the faculty, staff and even the parents/spouse of the students, when needed.

Table 8.2: Response of the stakeholders to the questions related to academic guidance and counselling

Aspects of Evaluation	Student	Alumni	Teacher
1. There is an arrangement in the entity to provide an academic guidance and counseling	4.59	4.07	4.71

In the conducted survey, the stakeholders evaluated the question "There is an arrangement in the entity to provide an academic guidance and counseling". The survey findings that go above the average show that the stakeholders strongly agree with the provisions.

8.3   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.

The graduates from the department are working at schools, colleges, banks, media, corporate offices, multinational companies, photography projects etc.

The graduates from the Department of English are time to time guided about their future career by the advisors. Eventually in 2016, a career development club started its journey under DSW. The university holds occasional job fairs. Students from different departments participate in the fair and get orientation to the job market.

To prepare the students to face the challenges of a highly competitive world outside, the university has formed Career Counselling Centre (CCC). The Career Counselling Centre (CCC), established under the Directorate of Students' Welfare, is tasked to provide career advisory services to the students that continue throughout their studentship at the university, and beyond as a member of the UAP Alumni. The CCC evaluates the market needs and arranges lectures, seminars, workshops, discussions, mock interviews etc. to hone the inherent management skills of the students so that they are better positioned for the best job opportunities that the market has to offer.

8.4 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 department formed a committee of alumni association constituting of an executive body and a Secretarial body. The committee ensures positive contribution by exchanging views for the students' development and welfare of the department. The university has formed a central Alumni

Association. The mission of the University of Asia Pacific Alumni Association (UAPAA) is to create an environment in which UAP alumni, 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). The UAPAA will be a leading voice in sharing the UAP's vision and mission and will highlight the accomplishments of the students, faculty, and staff.

Table 8.4: Response of the stakeholders to the questions related to alumni association

Aspects of Evaluation	Student	Alumni	Teacher
2. There is an organized and supportive alumni association	3.24	3.82	3.28
3. The entity collects alumni feedback to update the learning outcomes of the program	3.70	3.71	2.85

In the conducted survey, the students and the Alumni evaluated the statement neutrally. As the entity has formed the Alumni association very recently, in connection to the statement of getting feedback to update the learning outcomes of the program the teachers gave 2.85 out of 5 which is not satisfactory.

8.5 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.*

Through blood donation, flood relief, winter clothes distribution, other donations the students of the university are engaged in voluntary services to exercise human compassion and proceed towards a goal of higher achievement.

Table 8.5: Response of the stakeholders to the questions related to community services

Aspects of Evaluation	Student	Alumni	Teacher
4. There are opportunities to be involved with community services	3.81	4.14	3.57

The survey findings show that the stakeholder agreeably confirm the statement.

Chapter-9

Research and Extension

9.1 Research Policy & Program

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.

Research work carried out in a university is thought to have a direct impact on the students and the society at large. It also influences considerably the quality of teaching and teaching staff involved with university research will have valuable insight into their subject area, gained from active participation in the field. UAP is always keen on being a hub of cutting edge research in the various subjects it offers. It has provisions for research fund and it houses well equipped, modern laboratories to carry out research in the fields of studies it offers.

Department of English also aims to contribute in the educational sector that is at present quite weak in teaching English. DOE, though a new department, is endowed with mandates, considerable resources and opportunities for research. The faculty members are always encouraged by the department to take part in meaningful research work. Such research endeavors include:

9.1.1 Faculty Research

The faculty members of the university are constantly engaged in research and publication activities. The research endeavors include

- Publication of research articles in national and international journals

- Paper presentation in national and international seminars and conferences

- Book publication

- Translation works

A detailed list of the above mentioned activities is presented in the appendix.

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

There is no explicit research policy for the undergraduate students in the entity. The syllabus is

Basically theory based and lacks any part that engages students in research. However, faculty members try to keep the bachelor's students close to the up-to date knowledge in the subject matters by incorporating new ideas and innovations especially in the field of language teaching and development.   In the M. A. program there is a paper totally dedicated to research project (ELT – 612): Research Project – Classroom Oriented Research). There is also a paper on Teaching Practice (ELT – 611: Teaching Practicum) that involves students in practical aspects of teaching such as classroom observation, classroom management and so on.

9.1.3 Fund and Facilities

University research usually requires investment in **state-of-the-art facilities** such as better laboratories, bigger libraries and specialist equipment. However, the nature and type of research in language and literature is different. The research works related to these fields of studies are often based on classroom observation, action research, and so on. The facilities needed to carry out these research work, though different in type, need to be provided by the institute. UAP, in this respect has taken considerable measures to fulfill the needs of the potential researchers of the university

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.

9.2.2 Departmental Research Fund

At present DOE does not have its own financial arrangements for research and training purposes. Faculty members after they publish articles in the research journal can approach the central research fund through IEERD by filling in a form specifically for the purpose.

DOE has been organizing a lot of workshops, lecture series for the benefit of students as well as teachers. In those lecture series and workshops, experts in the fields of language and literature are invited to share their knowledge, experiences, and ideas. It has been quite helpful for the students as well as teachers to know the practical implications of the classroom practice.

9.2.3 Research Facilities

DOE is currently equipped with a computer lab for catering research needs of the undergraduate or postgraduate students. The computers are equipped with the recent configuration to run any statistical, analytical or modeling software packages on them. However, the lab is in its initial stage and needs further improvement.

There is a separate desktop computer for each faculty member with latest configuration. The entity also provides printing facilities to its faculty members.

9.2.4 Dissemination of Research Findings

> *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.*

The survey and research findings need to be disseminated in order to reach the proper audience.

The faculty members of the entity has always been taking initiatives to transfer the findings of the research to the relevant audiences by publishing their articles in national and international journals. DOE in its effort to reach out to the audiences has drafted a proposal for journal publication to publish an international standard journal.

9.5: Remarks on Questionnaires

Table 9.5: Result of the Survey on Research and Extension

Aspects of Evaluation	Student	Alumni	Faculty
1. The entity has a well-defined research and development policy (8.1)	3.56	3.64	3.42
2. Mechanism exists for engaging the students in research and development (8.1)	3.56	3.71	2.85
3. Teachers always take initiative to hunt research fund for smooth running of the research (8.1)	NA	NA	3
4. The entity has a community service policy (8.3)	4.29	3.75	2.78

Questions regarding research and scientific extent have been asked to students, teachers and alumni. As we can see in the table above, the respondents fairly agreed with the first question and the fourth one. Regarding the second question which is related to engaging students in research and development the faculty members took a neutral position.

Chapter 10

Process Management and Continuous Improvement

10.1   Quality Assurance

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

With the growing number of higher learning institutions across the globe as well as in the country, the need for innovative quality assurance systems has been felt like never before. The Department of English started its journey only in 2011, and so far has experienced in considerable growth in terms of student number as more and more emphasis is now given on the quality with new mechanisms of quality assurance being added to the existing ones. In the undergraduate program the following policy and procedures are being maintained.

10.1.1 Updating course curriculum policy

As stated in chapter 3 the syllabus of the undergraduate program has been updated a number of times. Also, a new curriculum development committee has been formed to evaluate the syllabus and make necessary changes keeping in mind the changing needs of the graduates.

10.1.2 Course distribution policy

The department holds meeting every fortnight and before the beginning of a semester to take decisions regarding courses are to be taken. As per the syllabus, in each semester five courses are offered to a batch and distribution of the courses are done on the basis of the course teacher's

experience, expertise and interest. The respective teacher is responsible for maintaining the proper standard of the course and the assessment of the students' performance.

Each student is assigned an adviser who monitors or assists the student's registration for the semester, attendance record his/her study plans and so on.

Each course teacher is evaluated by the students with an assessment form (see appendix) and students are not allowed to sit for the exam unless they evaluate each course teacher.

10.1.3 Admission Policy

The Admission Policy adopted by the entity ensures the fairness of the entry of deserving candidates. The admission procedure is focused on the performance in the Admission Test as well as the previous academic records (S.S.C & H.S.C/ O and A levels). The candidates who lack strong skills in English are offered the English Language Proficiency Course (ELPC) which is a 60 hour long remedial course focusing on the four skills of the language, namely reading, writing, listening and speaking. The course is offered prior to the beginning of the first semester. Successful candidates receive certificates both for their performance and participation.

10.1.4 Question moderation policy

An internal Question Moderation Committee of the entity comprises of four senior faculty members of the department and is headed by a convener. The responsibilities of this committee include:

➢ Giving notice to teachers through mail to submit their questions by a stipulated date
➢ Distributing the question papers to the moderators by the Convener for overseeing the following tasks:

    i. Relevance of the questions to the course syllabus

ii. Reflection of the learning outcomes in the questions provided

iii. Breadth of the course material supposed to be covered during the semester

iv. Clarity of the questions

v. Distribution of marks allocated for each question

vi. Correctness of the grammar and spelling

vii. Format followed as prescribed by the department

➢ After moderation the question papers along with the question moderation forms are returned to the respective examiners.

➢ The examiners make the necessary changes, if any, suggested by the moderators and finally submit it to the committee.

➢ The final versions of the questions are then printed in the presence of the question setter.

➢ Then the questions are preserved in the Strong Room until the date of examination.

10.1.5 Answer script scrutinizing committee:

The answer scripts after they have been marked by the respective examiners are thoroughly scrutinized by the members of the Scrutinizing Committee. This committee also has a convener and eight faculty members as scrutinizers. The scrutinizers check the following things:

i. Examiner's signature was given on answer scripts

ii. Invigilator's signature was given on answer scripts

iii. Cover page of the answer script (Q. No. /Full Marks/Marks Obtained) was filled by examiner.

iv. Calculation of total marks in the cover page of answer script is correct

v. Marks were given for each part of a question i.e.1(a); 1(b); 1(c)

    vi.   No answer was left unmarked/not graded.

    vii.   Errors, spelling or grammatical mistakes were highlighted by the examiner

    viii.   There is no anomaly between answer script marks and the marks in printed report from automation

10.1.6 Assessment Policy

The respective course teacher is the question setter for all the class tests, mid-term and the final exam. The Question Moderation Committee rigorously checks the standard, the relevance of the questions to the course topics as well as the grammatical accuracy. The course teachers follow the gradation system approved by the university. The final grades are submitted to the UAP Website for grade publication and records. (www.orbund.com).

The department has a steady record of maintaining the Academic and evaluating each course teacher at the end of the semester.

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.

10.2 Self-Assessment

In 2016 the IQAC of the university has started its first self-assessment exercise of the undergraduate program and so far it is progressing smoothly. These self-assessment exercises are deemed very important for any academic institution for continuous improvement and quality assurance in education.

As a step towards continuous assessment, the University has formed a body named Strategic Planning Committee (SPC) consisting of members 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.

DoE has come up with short-term strategic plans from time to time. Followings are accomplishments of some of the strategies that have led to continuous assessment and improvement of the department to some extent.

➢ A number of workshops and meetings have been organized as a part of quality improvement plan.

➢ Faculties have participated in Training & Workshop programs arranged by the university as well as IQAC, UAP.

➢ The faculty members are continuously working for their quality in teaching by earning degrees (MA, M. Phil & PhD) and receiving trainings (e.g CELTA) from home and abroad.

➢ Besides they are also publishing in national and international journals.

- ➢ DoE website has been upgraded as planned. However, further upgradation is in the process and will be an ongoing operation.
- ➢ The curriculum committee has been formed and process is underway for detecting the possible loopholes in the curriculum and making necessary changes.

10.3 Improvement Plan

The SAC of the department of English has a plan to sketch a draft of the improvement plan based on the SA report findings and the recommendations made by the external peer review panel. To materialize the improvement plans, a number of workshops are deemed as necessary to hold so that all the faculty members can set the timeline and select the necessary steps.

10.4: Stakeholder's Feedback

Students as an important stakeholder regularly give their feedback through the faculty evaluation survey which takes place before the final exam of each semester. The survey includes questions regarding the performance of the course teacher as well as the relevance of the topics and whether the duration of the course is enough to cover all the topics. Other than this, students meet their respective advisers twice a semester to discuss all relevant aspect of their academic progress. Besides the department also organizes workshops and lecture series inviting professionals and experts from many recognized universities to share their ideas and expertise. The department also updated the curriculum several times on the basis of the course teachers' feedback.

Table 10.4: Feedback of the faculty members on quality assurance system.

NB: 5 = strongly agree, 4 = agree, 3= neutral, 2 = disagree, 1 = disagree

Sl No.	Aspects of Evaluations	Weighted Average score
1	The entity always acts in compliance with the decision of the university regarding continuous quality improvement (9.1).	4.14
2	The entity embraces the spirit of continual quality improvement (9.2).	4.28
3	Academic programs are reviewed by the entity for the enhancement students' learning (9.3).	4
4	The entity ensures a usual practice for students'/ Alumni's feedback as a culture (9.3).	3.64

In the survey, the faculty members were asked if the department acts in compliance with the decision of the university regarding continuous quality improvement. The weighted average score is 4.14 which indicates the majority of the faculty members quite agree with this statement. Regarding the questions of the entity's embrace of the spirit of continual quality improvement, the weighted score shows 4.28. The faculty members also agree with the statement regarding the review of the academic progress. However the respondents seem neutral on the practice of ensuring student's and alumni's feedback as a culture.

Chapter 11

SWOT Analysis

S.W.O.T (Strengths, Weakness, Opportunities, and Threats) analysis is important for any organization that aims to improve in quality. An objective analysis of strengths and weaknesses which are normally inherent in an organization helps to come up with new work plans to make the strong areas of an organization even stronger and remove the weaknesses. The opportunities and threats which to a large extent depend on the external factors, nevertheless can be worked on to determine where changes are possible. This chapter attempts to provide an inventory of the strengths and weaknesses of the University as well as the entity with an aim to revealing priorities as well as possibilities.

11.1   Strengths

11.1.1. Governance

- UAP is governed by a clearly defined hierarchical organogram which clearly demonstrates the rankings of the academics and administrative personnel who maintain the academic and administrative affairs.

- The university has a well-defied code of conduct for the academic and non-academic staff as well as the students and has a system to disperse them.

- The website is well-structured and includes all the necessary information on the academic and nonacademic matters.

- UAP provides its students with a booklet at the very beginning of their academic life which includes information on the governance and administration of the university, the admission,

and registration processes, examination and assessment as well as the other rules and regulations.

- There is transparency in making the academic and administrative decisions.

- There is a well-managed system of keeping the documents at all the levels of university administration.

11.1.2 Curriculum Design and Review

- The curriculum of the entity is UGC approved.

- The syllabus of the undergraduate program of the entity incorporates topics that are appropriate for giving a solid foundation on the discipline.

- There exists a curriculum review committee in the entity.

11.1.3 Student

- UAP has an admission policy that does not entertain any gender or religious discrimination and ensures the entry of deserving candidates.

- The entry requirements of the students are well-stated.

- The entity has growing body of students and every semester more graduates are coming out successfully, as shown in the following graph:
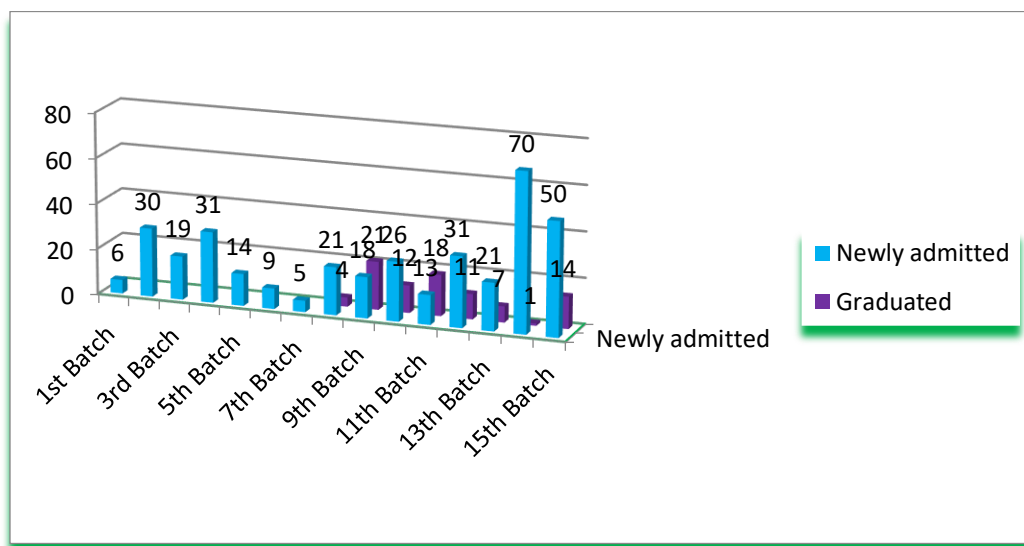
Figure 1.3: The growing of the number of students, Department of English.

11.1.4 Teaching Learning Assessment

- Regular class hours are maintained and there are provisions for taking make-up classes if needed.

- The assessment criteria are well defined.

- Complete coverage of the topics in the question papers.

- Well-equipped classrooms with such modern facilities as multi-media, projector, sound system, air conditioners etc.

- Availability of course teachers outside the class hours for consultation.

- Digitalization of the system of keeping the existing and the graduate students' all academic records.

- Moderation of the question paper and thorough scrutiny of the exam scripts.

11.1.5 Staff

- Staff members are appointed through well-defined and properly documented recruitment process.

- Professional development and quality performance are focused while giving promotion.

- Faculties are continuously involved in research work and some of them are currently involved in studies leading to the PhD degree.

- Regular seminars and workshops are held by the university to enhance the staff members' professional skills.

- Academic staff members have adequate qualifications and experiences to teach the courses of their interests.

11.1.6 Physical Facilities

- UAP has a permanent campus located at a prime area of the Dhaka city which makes it a convenient destination for both the current and the future students.

- The University can boast of its the state- of- the- art classrooms equipped with all modern amenities such as air conditioners, computers, multi-media projectors and the sound system.

- UAP has a central library housed at the City Campus Building which provides students with study resources including online study resources.

- UAP has a medical center with two physicians on duty. Students can avail medical advice free of cost.

- There is also the central cafeteria that provides seating arrangements and hygienic foods at reasonable prices.

11.1.7 Student Support Services

- At the Department of English each students is assigned with an advisor who is responsible for providing advice on academic and non-academic matters, monitor the student's progress and to ensure their academic wellbeing.

- The "Directorate of Student Welfare (DSW)" at UAP supervises the different kinds of co-curricular activities and professional as well as psychological development programs. It also provides financial assistance to the students who are in such needs.

11.1.8 Research and Extension

- The University has a central research institute called The Institute for Energy, Environment, Research and Development (IEERD) which has provisions to faculty members with funds for such research related activities as publications of articles in journals, and attending national and international conferences and seminars.

- At the Department of English the faculty members are constantly engaged in enhancing their professional growth by publishing books, scholarly articles, newspaper write-ups, translation works and other types of research related activities.

11.1. 9 Process Management and Continuous Improvement

The program offering entity has taken a number of steps for quality assurance. It is constantly updating the course curriculum policy and the admission policy. New committees such as the Question Moderation Committee, the Answer Script Scrutinizing Committee, and the Curriculum Committee have been formed to conform to the criteria of quality assurance suggested by the IQAC.

11.2 Weaknesses

11.2.1 Governance

- Insufficient number of staff for carrying out the departmental activities smoothly.

- The UAP orbund during the grade submission period becomes difficult to use

- Stake holders are not always available or willing to give feedback.

- Well documentation of the administrative and academic rules & regulations are lacking.

11.2.2 Curriculum Design and Review

- Overlapping of topics can be observed

- Some courses are too broad to be covered in one semester

- There is no mechanism for providing feedback to students after exams

- Scopes are very limited for communicative learning

11.2.3 Student

- No special provision for handicapped students

- Long absence of any Quality Assurance System in the university

11.2.4 Teaching Learning and Assessment

- Inadequate access of lesson plan and course material for all

- Absence web based assessment and information transfer

- Absence of intended higher order learning

- Absence of well-defined marking criteria

11.2.5 Staff

- University does not have well-organized and functioning staff development center

- Formal and documented peer observation is not in practice

- University takes little initiative for the career development of staff

- Novice teachers lack any training at all

- University does not provide any transport facility for the staff

- Key performance indicators (KPI) should be well defined and upgraded

- Nonacademic staffs are not adequate in number

- The department has little performance award policy to inspire academic staffs

- Academics do not get enough opportunity to take part in different training program for skill development

11.2.6 Physical Facilities

- There is lacking of some physical facilities such as internet facilities for students, adequate health care facilities and office room facilities.

- The library is not well-stocked and therefore needs to be updated

- The manpower is not efficient enough to secure conducive teaching and learning

11.2.7 Student Support Services

- At this moment, the university or degree offering department doesn't have any permanent setup for career counseling or placement

- The degree offering department doesn't have a functioning alumni association

- The involvements in community services are not too much at present.

11.2.8 Research and Extension

The syllabus of the entity does not provide any opportunities for students to get involved in research or apply their knowledge in the practical field.

11.2.9 Process Management and Continuous Improvement

Previously the department did not conduct any self-assessment exercise or systematically review the effectiveness of the procedures to meet the objectives

11.3 Opportunities

11.3.1 Governance

- The administrative of academic rules and regulations can be documented and circulated among the academic and nonacademic staff.

- The university already has a well-developed webpage. It can be improved further.

- The department has an alumni association. Provisions can be made to make it functional

11.3.2 Student

- Special long-term courses can be designed to equip students with necessary communication skills.

- Steps can be taken to provide professional counseling service to students.

11.3.3 Teaching Learning and Assessment

- Setting up a well –stocked seminar library for the students of the entity.

- Improvement in the internet facility

- Establishment of a computer assisted learning center.

- Reduction of the weightage in the semester final exam.

- Development of the Central Library

11.3.4. Staff

- Development of an incentive policy to motivate academic and non-academic staff.

- Introduction of additional support services such as a teachers' lounge, a day-care center, etc.

11.3.5 Physical Facilities

- Better classroom maintenance such as eliminating the noise from outside, maintaining the cleanliness, replacing the old furniture and equipment.

- More manpower is needed to maintain the physical facilities.

11.3.6 Student Support Services

- Setting up a career counseling cell for the students of the entity.

- Students can be encouraged to participate more in community services.

11.3.7 Research and Extension

- Introduction of research policy for students of the entity.

- Publication of a departmental journal.

- Arranging seminars, conferences, workshops and so on for extending research opportunities.

11.4. Threats

a. If students are not provided quality education, their number may fall.

b. Students should be capable of competing with others in a very much demanding job market in the country.

Chapter 12
Conclusion and Improvement Plan

As stated earlier, Self-Assessment is important for any academic institution as it gives direction to improve further by taking into account the state of practices and quality using a well-structured survey framework. Recognizing a quality assurance (QA) mechanism for public and private universities in Bangladesh, University Grants Commission (UGC) in its *Strategic Plan for Higher Education 2006-2026* recommended the establishment of an independent Accreditation Council for both the public and private universities in Bangladesh. The Government of Bangladesh in order to enhance the quality of education launched in mid-2009 the Higher Education Quality Enhancement Project (HEQEP) with the financial support of the World Bank. As a part of this project the Department of English, University of Asia Pacific formed its Self-Assessment Committee in 2016 and ever since has been working on this project to enhance the quality of its education. As per the recommendations made by UGC the department carried out surveys to accumulate necessary information from its stakeholders and also did SWOT analysis to put forward an improvement plan. This report presented in detail the history of the entity, the facilities it provides to its students, stuffs, and faculty members, its maintenance and governance and its future plans.

This report has been prepared based on the administrative as well as the academic records maintained by the entity and where relevant by the university. The surveys have been conducted keeping in mind the following principles:

- No stakeholder is to be coerced or influenced in any way when they give their opinions

- The survey results should be analyzed objectively and efforts need to be taken to maintain accuracy.

- The participation of all the faculty members will ensure a better result.

- In the report all the necessary points need to be dealt with as comprehensively as possible.

12.1 Improvement Plan

The review of this report, we believe, will help the entity in setting up both the short term and long term future improvement plans.

However, the Department of English feels the need to take certain measures which will help in assuring the quality of the teaching learning process existing in it.

12.2 Establishing a Sense of Mission

The stated Mission of the Department needs to be disseminated among all its faculty members as well as students so that they realize the goals that the entity has and whether it exists to serve an important educational purpose that provides the rational for the range of courses and services it offers.

12.3 A Sound Curriculum

The entity is keen on reflecting on the following features of the programs it offers

- The range of courses offered corresponds to the needs of learners.

- The curriculum is coherent: the courses represent a rational approach to achieving the school's mission.

- Courses have been developed based on sound educational principles with due attention to recognized curriculum development processes.

- Teaching materials and tests are of high quality, have been carefully selected or developed and are regularly reviewed and revised.

12.4 Mechanisms of monitoring quality teaching

The Department needs to ensure that the mechanisms for monitoring the quality teaching and learning are in place.

12.5 Introducing New Courses and Programs

The Department has plans to extend the English Language Proficiency Course (ELPC) which is conducted only before the first semester. Another improvement plan includes introduction of an M.A program in English Literature. The syllabus for this course has already been designed and can be found in the departmental prospectus.

12.6 Placement Cell

The entity intends to establish a job placement cell specifically for its students catering to their own professional needs. Experts' help will be sought to establish this cell which will be effective and time relevant.

12.7 Qualified Faculty Recruitment and Retention

At present the department's faculty strength depends on its one Associate Professor, five Assistant Professors and Eight Lecturers. A need for Professors and other highly qualified faculty members is strongly felt.

12.8 Functional Alumni Association

The entity has plans to make the alumni Association functional by developing and maintaining an alumni database containing updated and sufficient information. This database will be helpful in maintaining valuable contacts with the former students, create opportunities for better job prospects for the current students and provide funding for the projects taken up by the entity for its academic development.

Appendices

Appendix I: Courses & Curriculum

Semester	Course Code	Course Title	Credit Hours
First Semester	ENG 101	English Grammar and Composition	3
	ENG 102	Listening and Speaking Skills	3
	ENG 103	Reading and Writing Skills	3
	ENG 104	Introduction to Poetry and Rhetoric	3
	ENG 105	Introduction to Prose (Fiction & Non-Fiction)	3
	CST 100	Computer Skills	Non-Credit
Second Semester	ENG 106	Bangladesh Studies	3
	ENG 107	Introduction to Phonetics and Phonology	3
	ENG 108	Introduction to Drama	3
	ENG 109	Development of English Language	3
	ENG 110	Old English Poetry in Translation	3
Third Semester	ENG 201	Introduction to Morphology and Syntax	3
	ENG 202	Studies in English History	3
	ENG 203	Introduction to Philosophy	3
	ENG 204	Greek and Roman Classics in Translation	3
	ENG 205	16th to 17th Century Poetry	3
Fourth Semester	ENG 206	18th Century Literature	3
	ENG 207	English for Business Communication	3
	ENG 208	History of Modern Europe	3
	ENG 209	Western Thought	3
	ENG 210	16th to 18th Century Prose	3
Fifth Semester	ENG 301	Introduction to Sociolinguistics	3
	ENG 302	Literary Theory and Criticism: The Classics	3

	ENG 303	Elizabethan to Neo-classical Comedy	3
	ENG 304	Elizabethan to Neo-classical Tragedy	3
	ENG 305	Bangla Language and Literature	3
Sixth Semester	ENG 306	Introduction to Psycholinguistics	3
	ENG 307	Romantic Poetry	3
	ENG 308	19th Century Novels and Prose Writings	3
	ENG 309	Victorian Poetry	3
	ENG 310	American Literature I	3
Seventh Semester	ENG 401	Introduction to Discourse Analysis	3
	ENG 402	Continental Literature in Translation	3
	ENG 403	20th Century Novels	3
	ENG 404	20th Century Critical Theories	3
	ENG 405	American Literature II	3
Eighth Semester	ENG 406	Introduction to Semantics and (Pragmatics)	3
	ENG 407	Language Acquisition and Development	3
	ENG 408	Eastern Thought	3
	ENG 409	20th Century Poetry and Drama	3
	ENG 410	Intensive Reading of Shakespeare's Plays	3

Appendix II: Program Outcomes

Mapping between CO and PO

SL.	Name of the courses	Program Outcomes(PO)					
		1	2	3	4	5	6
1	English Grammar and Composition				√		
2	Listening and Speaking Skills					√	
3	Reading and Writing Skills				√		
4	Introduction to Poetry and Rhetoric	√	√	√		√	
5	Introduction to Prose (Fiction & Non-Fiction)	√	√		√	√	
6	Computer Skills (Non-Credit)			√			
7	Bangladesh Studies			√		√	√
8	Introduction to Phonetics and Phonology					√	√
9	Introduction to Drama	√	√			√	
10	Development of English Language			√	√	√	
11	Old English Poetry in Translation	√	√	√	√	√	√
12	Introduction to Morphology and Syntax			√	√	√	√
13	Studies in English History				√	√	
14	Introduction to Philosophy				√	√	
15	Greek and Roman Classics in Translation	√	√			√	
16	16th to 17th Century Poetry	√	√		√	√	
17	18th Century Literature	√	√		√	√	
18	English for Business Communication				√	√	
19	History of Modern Europe			√	√	√	
20	Western Thought			√	√	√	
21	16th to 18th Century Prose	√	√			√	
22	Introduction to Sociolinguistics				√	√	√
23	Literary Theory and Criticism: The Classics	√		√		√	
24	Elizabethan to Neo-classical Comedy	√				√	
25	Elizabethan to Neo-classical Tragedy	√	√		√	√	
26	Bangla Language and Literature	√					

#	Course						
27	Introduction to Psycholinguistics				√	√	√
28	Romantic Poetry	√	√		√	√	
29	19th Century Novels and Prose Writings	√	√			√	
30	Victorian Poetry	√	√		√	√	
31	American Literature I	√	√		√	√	
32	Introduction to Discourse Analysis				√		√
33	Continental Literature in Translation	√	√		√	√	
34	20th Century Novels		√	√		√	
35	20th Century Critical Theories	√	√		√		
36	American Literature II	√	√		√		
37	Introduction to Semantics and (Pragmatics)			√			√
38	Language Acquisition and Development				√	√	√
39	Eastern Thought				√	√	
40	20th Century Poetry and Drama	√	√			√	
41	Intensive Reading of Shakespeare's Plays	√	√		√		√

Appendix III: Sample of Course Outline

University of Asia Pacific (UAP)

Department of English

Course Outline

Program   Bachelor of English (BAE)

Course Title: 18th Century Literature

Course Code: ENG 206

Semester: Fall 2017

Level: 2nd Year 2nd Semester

Credit Hour: 3.0

Name & Designation of Teacher: Keya Chakraborty, Assistant Professor, Department of English

Office Room: Department of English

Class Hours: Monday: 08.00 a.m. - 09.20 p.m. & Wednesday: 09.30 a.m. – 10.50 a.m.

Consultation Hours: Tuesday: 12.30 p.m. – 2.30 p.m., Wednesday: 11.00 a.m.-01.00 p.m.

E-mail: keya@uap-bd.edu

Rationale:	This course introduces students with the Age of Enlightenment and literature, explores themes of social upheavals, reversal of social status, political satire, geographical exploration, the comparison between the supposed natural state of man and the supposed civilized state of man.
Course Synopsis:	Alexander Pope: The Rape of the Lock, John Dryden: Mac flecknoe, Jonathan Swift: Gulliver's Travels, Daniel Defoe: Robinson Crusoe, Edmund Burke: Speech on the East India Bill.

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

1. introduce the political and cultural events of the eighteenth century
2. show how background influences shaped the writers' thinking
3. expose the literary masters who dominated the scene
4. familiarize the different writing styles that the era adopted

Learning Outcomes (LO): Upon completion of the course, the students will be able to:

1. discuss the importance of the effects of political events on literary texts of the eighteenth century
2. relate the cultural and historical contexts of the literary period with the texts
3. analyze the representative features in the texts
4. identify and explain the role of satire in the eighteenth century

Teaching-learning and Assessment Strategy: Lectures, assignments, quizzes, exams

Linkage of LO with Assessment Methods & their Weights:

LO	Assessment Method	(%)
1-4	Quiz	10
1-4	Class attendance	5
2-4	Assignment	8
2-4	Presentation	7
1,2	Midterm Exam	20
1-4	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 Generic Skills:

Learning Outcomes (LO) of the Course	Generic Skills* (Appendix-1)									
	1	2	3	4	5	6	7	8	9	10
1.Discuss the importance of the effects of political events on literary texts of the century	√		√							
2.Relate the cultural and historical contexts of the literary period with the texts	√	√	√		√	√		√		
3.Analyze the representative features in the texts	√		√			√				
4.Identify and explain the role of satire in the 18th century	√	√	√		√	√		√		

Content outline of the course / module and the SLT per topic			
Weeks	**Topics**	**Learning Hours**	**Task/Reading**
1	Discussion of the eighteenth century background	3	Overall discussion of the features of the period
2	Alexander Pope : The Rape of the Lock	3	Biography of the author & introduction of the poem
3	The Rape of the Lock *Class Test - 1*	3	Reading cantos 1 & 2 of the poem, analysis of the cantos
4	The Rape of the Lock	3	Reading cantos 3,4 & 5 of the Poem, analysis from handouts
5	John Dryden: Mac Flecknoe	3	Biography of the author & introduction of the poem
6	Mac Flecknoe *Class Test - 2*	3	Reading the poem, analysis from handouts
7	Jonathan Swift: Gulliver's Travels	3	Biography of the author & introduction of the novel
8	Gulliver's Travels	3	Discussion of the novel

9	Gulliver's Travels *Class Test - 3*	3	Discussion of the novel with interpretation from handouts
10	Daniel Defoe: Robinson Crusoe	3	Biography of the author & introduction of the novel
11	Robinson Crusoe *Class Test - 4*	3	Discussion of the novel
12	Edmund Burke: Speech on the East India Bill	3	Biography of the author & introduction of the text
13	Presentation	3	Power point Presentation
14	Revision of the entire syllabus & problem solving	3	Texts & Handouts

Recommended Reading:

- Pope, Alexander. Selected Poetry (Oxford World's Classics). Pat Rogers. 1st Edition.
- Dryden, John. Mac Flecknoe. https://www.poetryfoundation.org/poems/44181/mac-flecknoe.
- Swift, Jonathan. Gulliver's Travels, 1994.
- Defoe, Daniel. Robinson Crusoe. J. Donald Crowley, Oxford World's Classics. Indian Edition. Oxford University Press.
- Burke, Edmund. Speech on the East India Bill. Friends' Classics.

Recommended Reference:

- Willey, Basil. The Eighteen Century Background: studies on the idea of nature in the thought of the period. London: Chatto & Windus, 1950.

- Probyn, T. Oliver. Gulliver's Travels.

- Walker, H. English Satire and Satirists. J.M. Dent & Sons. 1925.

- Wood, Migel. Swift.

- Hunt, J. P. A. A Casebook of the Rape of the Lock. Macmillan. London. 1968.

- Watt, I. The Rise of the Novel. PIMLICO (RAND); New Ed edition. 2000.

- Ford, Boris. Pelican Guide to English Literature Vols.3 & 4.Penguin Books Ltd; Revised edition. April 25, 1991.

- Azim, F. Colonial Rise of the Novel. Routledge, London, pp. 253. 1993.

- Alam, Fakrul. Daniel Defoe: Colonial Propagandist. University of British Columbia. 1984.

Grading: As per the approved grading system of UAP

Students' responsibilities: Students must attend classes regularly.
They must attend quizzes and exams.
They must submit assignments and make presentation on the assigned.
They must participate in class discussions.
They keep regular liaison with the academic adviser for making the most out of the course with a mission to grow academically and intellectually.

Appendix-I: Generic Skills

No.	Generic Skills
1.	Appreciation of literature
2.	Interpretative and analytical skills
3.	Critical Thinking and innovation skills
4.	Language and communication skills
5.	Values, ethics and morality
6.	Teamwork and leadership skills
7.	Professionalism
8.	Life-long learning skills
9.	Application of theory in practice
10.	IT skills

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
Incomplete Works	I	—
Exempted (For credit transfer courses)	E	—

Prepared by	Checked by	Approved by
_____ Keya Chakraborty Assistant Professor Department of English	_____ Course Curriculum Committee Department of English	_____ Head Department of English

University of Asia Pacific
Department of English

Course Code and Title: ENG 206, 18th Century Literature.

Semester : Spring 2017

Teacher :Keya Chakraborty

Office / Room: 3rdFloor

Consultation / Contact Time: Monday 9 AM – 12 PM, Thursday 12 PM – 2 PM

E-mail: keya@uap-bd.edu

Course Outline: The course covers the 18th Century poetry and novels, objective being to make the students acquire comprehensive knowledge on the major poets and novelists including their representative poems/novels of the century towards understanding English Literature as a whole.

Teaching Method: Lectures, Assignments, Quizzes, Discussions, Displaying lessons through multimedia etc.

Prerequisites: Not applicable / required

Lecture (80 mins)	Anthology Topic Author		Text
(No. of lectures)	**Norton Anthology of English Literature Volume 2, 7th Edition**		
1	Introduction		
5	Poem	Alexander Pope	The Rape of the Lock
			Quiz – 1
4	Poem	John Dryden	**Mac Flecknoe**
			Quiz – 2
			Mid Term Examination
6	Novel	Daniel Defoe	Robinson Crusoe
			Quiz – 3
6	Novel	Jonathan Swift	Gulliver's Travels
4	Essay	Edmund Burke	Speech on the East India Bill
			Quiz – 4
1	Term Paper / Presentation		
	Revision of Syllabus		
1			
-------------			***Final Examination***

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Total: 28

Reference Books:

Satire and Satirists	H Walker
Swift	Migel Wood
Gulliver's Travels	Oliver T. Probyn
A Casebook of the Rape of the Lock	J. P. Hunt
The Rise of the Novel	I. Watt
The Eighteen Century Background	Basil Willey
Pelican Guide to English Literature Vols.3 & 4	Boris Ford
Colonial Rise of the Novel	F. Azim
Daniel Defoe: Colonial Propagandist	Fakrul Alam

Assessment:
Class Attendance: 5%
Term Paper: 8%
Presentation: 7%
Quizzes: 10% (at least 4 quizzes)
Mid-term Examination: 20%
Final Examination: 50%
Total: **100%**

Grading: As per the approved grading system of UAP

Students' responsibilities: To attend classes regularly, to take quizzes, and exams and do assignments and presentation, to participate in class discussions, to keep regular liaison with academic adviser for extracting the maximum out of the course with a mission to grow academically and intellectually.

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 nonprogrammable 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. Cellphones 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'clockand it will remain closed for 10 minutes for late comers.

2. As per decision of the Discipline Committee meeting, invigilators are instructed toannounce the examinations rules and discipline before the start of examination tocaution 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 theirAdmit and ID cards, Registration number, Course Code and other particulars onthe 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 otherelectronic devices in the exam hall under any circumstances.

7. Students might be allowed to use wash room only for 5 minutes in finalexaminations and invigilators have to monitor the log book in this regard.

8. Invigilators are expected and requested to avoid any activities that may hamperstudents' concentration in the exam hall (e.g. reading newspapers, checkinganswer scripts, having tea etc.)

9. Invigilators should ensure that all students record their information accurately inthe attendance sheet.

10. Before submission of the answer scripts to the office, invigilators should verifythe number of answer scripts collected matches that of the attendance mentionedon the top sheet.

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: MODERATOR REPORTOF 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: 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 Results

Survey Results

A. Governance

Aspects of Evaluation	Students	Alumni	Faculty
16. Vision, mission and objectives of the entity are clearly stated (1.1)	4.83	4.53	5
17. Academic decisions are taken by the entity with fairness and transparency (1.2)	4.70	3.96	4.64
18. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.4)	4.5	4.10	4
19. The entity has adequate infrastructures to satisfy its mission and objectives (1.5)	4.5	4.07	3.78
20. Academic calendars are maintained strictly by the entity (1.5)	4.91	4.67	4.85
21. Results are published timely in compliance with the ordinance (1.5)	4.87	4.78	5
22. The entity reviews its policy and procedures periodically for further improvement (1.6)	4.45	4.14	3.92
23. Codes of conduct for the students and employees are well communicated (1.7)	4.12	4.46	4.42
24. Disciplinary rules and regulations are explicitly defined and well circulated (1.7)	4.66	4.64	4.64
25. Website is updated properly (1.8).	4.41	3.5	4
26. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.9)	4.87	4.35	4.07
27. The entity ensures a conducive learning environment (1.12)	4.54	4.32	4.78
28. Students' opinion regarding academic and extra-academic matters are addressed properly (1.13)	4.37	4.07	4.42
29. The entity ensures a conducive learning environment (1.12)	NA	NA	4.14
30. Students' opinion regarding academic and extra-academic matters are addressed properly.	NA	NA	4

B.   Curriculum: content, design and review

Aspects of Evaluation	Student	Alumni	Faculty
6. Courses in the curriculum from lower to higher levels are consistently arranged (2.3)	4.67	4.25	3.75
7. Teaching strategies are clearly stated in the curriculum (2.3)	4.51	4.42	3.71
8. Assessment strategies are explicit in the curriculum (2.3)	4.70	4.5	4.21
9. Curriculum load is optimum and exerts no pressure (2.4)	4.16	3.89	4.14
10. The curriculum is effective in achieving day-one skill (which happens right at the beginning in the first day at job place) (2.5).	NA	3.82	4.28

C. Student Entry qualifications, Admission procedure, Progress and Achievements

Aspects of Evaluation	Students	Alumni	Faculty
a. Admission policy ensures entry of quality students (3.1).	4.16	3.82	3.5
b. Commitment among students is observed to ensure desired progress and achievement (3.2)	4.78	4	3.92
c. Admission procedure is quite fair (3.3)	4.54	4.14	4.43
d. Students' progress are regularly recorded and monitored (3.7)	4.45	4.25	3.43
e. Teachers provide regular feedback to the students about their progress (3.7)	4.32	4.25	4.57
f. The entity maintains individual student's records properly (3.8)	4.56	4.21	4.28

D.   Structures and facilities

Aspects of Evaluation	Students	Alumni	Faculty
1. Classroom facilities are suitable for ensuring effective learning (4.1).	3.89	4.00	**3.71**

2. Laboratory facilities are congenial for practical teaching-learning (4.1)	3.59	**3.32**	**3.35**
3. Facilities for conducting research are adequate (4.1)	3.95	**3.50**	**2.78**
4. The library has adequate up-to-date reading and reference materials to meet the academic & research needs (4.1)	4.05	**3.71**	**3.35**
5. Indoor and outdoor medical facilities are adequate (4.1)	4.27	**3.64**	**3.64**
6. There are adequate sports facilities (indoor and outdoor) (4.1)	**4.03**	**3.89**	**3.78**
7. Existing gymnasium facilities are good enough (4.1)	**1.10**	**2.57**	**2.42**
8. Access to internet facilities with sufficient speed are available (4.2)	**3.35**	**3.53**	**3.57**

E. Teaching learning and assessment

	Aspects of Evaluation	Students	Alumni	Faculty
9.	Teaching-learning is interactive and supportive.	4.59	4.39	4.14
10.	Class size is optimum for interactive teaching learning.	4.40	4.39	3.64
11.	Assessment procedures meet the objectives of the course.	4.76	4.03	4.14
12.	Diverse methods are practised to achieve learning objectives.	4.57	3.82	3.78
13.	Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed.	4.84	4.29	4.50
14.	Diverse methods are used for assessment	4.59	4.32	4.21
15.	The students are provided feedback immediately after assessment.	4.57	4.11	4.21

16.	Fairness and transparency is maintained in assessment system.	N/A****	N/A****	4.64

F. Student Support Services

Aspects of Evaluation	Students	Alumni	Teachers
1. There is an arrangement in the entity to provide an academic guidance and counseling (6.1).	4.59	4.07	4.71
2. Financial grants are available to the students in case of hardship (6.1)	4.78	4.21	4.28
3. The entity provides co-curricular and extra-curricular exposures to the students (6.3)	4.62	3.82	4.42
4. There is an organized and supportive alumni association (6.5).	3.24	3.82	3.28
5. The entity collects alumni feedback to update the learning outcomes of the program (6.6)	3.70	3.71	2.85
6. There are opportunities to be involved with community services (6.8).	3.81	4.14	3.57

G. Research and Extension Services

Aspects of Evaluation	Students	Alumni	Teachers
1. The entity has a well-defined research and development policy (8.1)	3.56	3.64	3.42
2. Mechanism exists for engaging the students in research and development (8.1)	3.56	3.71	2.85
3.Teachers always take initiative to hunt research fund for smooth running of the research (8.1)	NA	NA	3
4.The entity has a community service policy (8.3)	4.29	3.75	2.78

Appendix VI: Academic Calendar

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

UAP

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	1
22	23	24	25	26	27	28	2
29	30	31					3

November '17

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

December '17

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

January '18

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

February '18

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

March '18

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

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 VII: Faculty Profile

List of the Faculty Members

Full Time Faculty

	Name	Designation
1	Mr. Takad Ahmed Chowdhury	Head, Associate Professor
2	Ms. Arjumand Ara	Assistant Professor
3	Ms. Nellufar Yeasmin	Assistant Professor
4	Ms. Keya Chakraborty	Assistant Professor
5	Ms. Sharifa Akter	Assistant Professor
6	Ms. Bidisha Zaman	Assistant Professor
7	Ms. Niger Afroz Islam	Lecturer
8	Ms. Tamanna Sharmin Kabir	Lecturer
9	Mr. Kazi Amzad Hossain	Lecturer
10	Ms. Sadia Afrin Shorna	Lecturer
11	Mr. Saimum Rahman Prattay	Lecturer
12	Mr. Md. Abu Shahid Abdullah	Lecturer
13	Md. Shazed Ul Hoq Khan Abir	Lecturer
14	Ms. Rokeya Sarker Rita	Lecturer

Appendix VIII: Research and Publications

PUBLICATIONS:

Haider, Z. and**.** Chowdhury. Takad. A. (2012) Ensuring Fairness in Marking Students' Writing: The Question of Inter-marker Reliability. *Proceedings of 17th NELTA International Conference*, Kathmandu, Nepal, 17-20 February, 2012. ISSN: 2091-0487, URL: http://nelta.org.np/conferences/17th_international_conference.html

Ara, A. & Hossain, K. A., (2016). Meeting the Challenges of Teaching Large Classes in Context of Bangladesh. . *Research Journal of English Language and Literature,4*(4), 294-301. Retrieved from http://www.rjelal.com/4.4.16%20b.html

Ara, A. (2004) The Role of Good Teaching in EFL/ESL". *Journal of Asia Pacific,* 1(1), 119-121

Ara, A. (2005) Teaching English in Bangladesh: Problems and Solutions, *Stamford Journal of English*, 1. 59-62

Akter, S. Ara, A. Chowdhury, T.A. (2010) Using Newspaper as an Authentic Material in EFL, *Spectrum,* 6&7, 85-95

Ara, A. Akter, S. (2013) Cooperative Learning for a Real Student-centered Language Classroom ,*Spectrum,* 8 & 9, 199-208

Yeasmin, Nellufar.,Chakraborty, Keya. (July - December 2016).Reconsidering the Mechanics Creating Boredom in Waiting for Godot. ASA University Review, Volume. 10 No. 2 (19th issue), 117 - 123.

Yeasmin, Nellufar "New Historicism and Humayun Ahmed's Jononi o JochhonarGolpo." ASA University Review. Vol. 8:, No. 2: (15thIssue), July–December, 2014. Page 243 -249. ISSN 1997-6925.

Yeasmin, Nellufar"Stylistic Analysis of "Shooting an Elephant", ASA University Review. Vol: 7, NO: 1 (12th Issue), January-June 2013. Page 27-36. ISSN 1997-6925.

Yeasmin, Nellufar"Teaching Language through Literature: Designing Appropriate Classroom Activities." ASA University Review. Vol: 5, NO: 2 (9th Issue), July-December 2011. Page 283-297. ISSN 1997-6925.

Yeasmin, Nellufar "English Literature in the Universities of Bangladesh: Background vs. Current Status, Materialism Bottled in Humanities." Green University Review. Vol: 2, No: 1. June 2011.Page 25- 34. ISSN 2218-5283.

Zaman, Bidisha. "Significance of textbook evaluation for the purpose of effective second language acquisition", IOSR journal, 2013.

Zaman, Bidisha. "*A Paranoid Tale of Prufrock Mirrored in the Anguish of Existentialism Encompassing both Dreams and Nightmare",* IJHSSI,2013

Akter. S. (2015) "Strategic Madness: Critiquing Toni Morrison's The Bluest Eye from the perspectives of Sandra M. Gilbert and Susan Gubar's The Madwoman in the Attic*"* in Crossings: ULAB Journal of English Studies, ISSN 2071-1107, Volume 6 No. 1, 2.

Akter. S. (2014) "Behind the surprised endings of O Henry's short fiction: Fantasy (Psychology) and O Henry's material realityEnglish Language, Literature and Humanities (IJELLH) ISSN: 2321-7065, Volume II Issue v.

Akter. S. (2014) "Postmodern spirit in NgugiWaThiong'o's Petals of Blood based on the concepts of Homi K. Bhabha" in American International Journal of Research in Humanities, Arts and

Social Sciences (AIJRHASS) ISSN (Print): 2328-3734, ISSN (Online): 2328-3696, ISSN (CD-ROM): 2328-3688, Issue 7.

Islam, N. A. and Akter. S. (2017). Kristevan Exploration of Abjection in Doris Lessing's The Grass is Singing. ASA University Review, 11(1(20th), January-June, 43-49.

Islam, N. A. and Akter. S. (2016). The Self, the Real and the Reality: A Study of Lacanian Subjectivity in R.K. Narayan's The Guide. Prime University Journal, 10(1), January-June, 156-163 . . Rita, R. S. (2017). *Dissociative Identity Disorder in Robert Louis Stevenson's The Strange Case of Dr. Jekyll and Mr. Hyde.* ASA University Review, 11(1(20th), January-June, 75-80.

Shorna, S. A. (2017). Alternative ways to Assess Students: Opportunities and Obstacles. International Journal of English Language and Literature (IJELLH), V (IX), issn: 2321-7065, September, 844-860.

Abdullah, A. S. (2017). Variations in Middle English local surnames. *XLinguae: European Scientific Language Journal*, 10 (4), 209-222. DOI: 10.18355/XL.2017.10.04.17

Abdullah, A. S. (2017). Healing trauma and reasserting identity through remembrance in Joanne Fedler's*The Dreamcloth. Prague Journal of English Studies*, 6 (1), 79-92. DOI: 10.1515/pjes-2017-0005

Abdullah, A. S. (2017). Fluids, cages, and boisterous femininity: The grotesque transgression of patriarchal norms in Angela Carter's *Nights at the Circus. Journal of Language and Cultural Education*, 5 (2), 114-122. DOI: 10.1515/jolace-2017-0022

Haider, Z. and**.** Chowdhury. Takad. A. (2012), A Need-based Evaluation of the EAP Courses for the Pharmacy Students in the University of Asia Pacific, Bangladesh. *Asian Social*

Science, 8(15):93-107, December 2012. ISSN 1911-2017 (Print)   ISSN 1911-2025 (Online), doi:10.5539/ass.v8n15p93 URL: http://dx.doi.org/10.5539/ass.v8n15p93

Haider, Z. and**.** Chowdhury. Takad. A. (2012)Promoting CLT Within a Computer-assisted Learning Environment: A Survey of the Communicative English Course of FLTC. *English Language Teaching*, 5(8):91-102, 2012. ISSN 1916-4742 (Print)   ISSN 1916-4750 (Online),doi:10.5539/elt.v5n8p91. URL: http://dx.doi.org/10.5539/elt.v5n8p91

Haider, Z. and**.** Chowdhury. Takad. A. (2012)Repositioning of CLT from Curriculum to Classroom: A Review of the English Language Instructions at Bangladeshi Secondary Schools. *International Journal of English Linguistics*, 2(4):12-22, 2012.ISSN 1923-869X (Print)   ISSN   1923-8703   (Online),   doi:10.5539/ijel.v2n4p12   URL: http://dx.doi.org/10.5539/ijel.v2n4p12

Khan F. Rahman, and Chowdhury. Takad. A (2011). Structuralism: Through Literature to Anthropology. *The Journal of Social Studies,* No. 132: 56-60.

S. Akter, A. Ara, and Chowdhury. Takad. A (2010). Using Newspaper as an Authentic Material in EFL/ESL. *Spectrum, Journal of the Department of English, University of Dhaka*, 6(7): 85-95.

 Chowdhury. Takad. A (2010)**.** Error Identification and Error correction in EFL Classroom. *Journal of Science and Arts,*I(I): 103-118, 2004. ISSN 1813-9957.

WORKSHOPS/CONFERENCES/PROFESSIONAL DEVELOPMENT TRAININGS ATTENDED:

1. **Takad Ahmed Chowdhury, Associate Professor and Head, Department of English**

ULAB-THT-BELTA Programme*Innovations in Education & ELT*, a two-day training programme conducted by international educators from USA, Canada, Australia, Japan & Middle East representing THT (Teachers Helping Teachers http://www.tht-japan.org) on September 14-15, 2012.

South Asian English Educators Programme *Stimulating Innovative Practices in ELT*, a three-day ELT training seminar organized by BELTA in collaboration with US Embassy, Dhaka, conducted by trainers from India, Pakistan, Nepal Bangladesh and USA on August 31-September 2, 2012.

Applied Academic Research Training Programme, a three-day scientific research method workshop for university academics organized by World Business Institute (www.wbiworld.org), and conducted by academics from Australia, USA and Bangladesh on December 26-28, 2011.

Workshop on Faculty Development, a semester-long teacher training seminar on how to teach different genres and courses of English literature and language, organized by Eastern University, Bangladesh, and conducted by eminent resource persons from Dhaka University and Jahangirnagar University on May 5-July 7, 2010.

Workshop on Postcolonial Literature, Theory, and Pedagogy, a workshop for university teachers of English literature, organized by BRAC University, Bangladesh, and conducted by Dr. Sharmila Sen, Professor of English, Harvard University (ssen@fas.harvard.edu) on February 17-28, 2002.

Teaching Strategies for the ESL Classroom, English Language teacher training programmes organized by BELTA and conducted by International Teacher Training Specialists on March 25-30, 2005 and March 20-25, 2006.

Teachers' Appreciation Workshop, organized by Directorate of Continuing Education, BUET, Bangladesh, and conducted by eminent resource persons from BUET on February 26-27, 2005.

Problems of Motivations and Self-investment in Classroom, presented at the 1st IML International Conference on Language and Teaching, 2017, organized by the Institute of Modern Languages, University of Dhaka, Bangladesh, November 24-25, 2017

A Survey of the Assessment Requirements of MA in ELT in Bangladesh, presented at the 10th Asia TEFL International Conference, organized by Asia TEFL (Asian Association of Teaching English as a Foreign Language), Delhi, India. October 4-6, 2012.

Ensuring Fairness in Marking Students' Writing: Question of Inter-Marker Reliability at the 17th NELTA International Annual Conference, organized by Nepal English Language Teachers' Association, in Kathmandu, Nepal. February 17-20, 2012.

Need Based EAP Courses at Tertiary Level: Myth or Reality**?** at the 3rd BELTA National Conference, jointly organized by Bangladesh English Language Teachers' Association (BELTA) and the British Council, January 4-5, 2004.

Ara A., Hossain, K.A., &Kabir, T.S. (2017) The Effects of Social Networking Sites on the Academic Language Usage of the Tertiary Level of Students of Bangladesh. *National Conference on New Media and Identity Formation*. East West University Conference, Dhaka.

Ara A., Presented a paper titled "Alternative Ways to Assess Students: Opportunities and Obstacles" in the Universal Academic Cluster (UAC) in Bangkok, Thailand on January 2017.

Ara. A conducted a workshop on IELTS in the conference room of the department as part of the "Fortnightly Lecture Series" organized by English Department, University of Asia Pacific.

Yeasmin, Nellufar, Akter. S, & Rita, R. S. attended a BUP English Department seminar titled 'Literature in Today's Social Context' presented by Dr. Khaliquzzaman M. Elias, Professor, Department of English and Modern Languages, North South University followed by a speech by Dr. FakrulAlam, Pro Vice Chancellor, East West University on Thursday, September 21, 2017

Akter. S & Islam, N. A. participated a two day International Conference on "Redrawing Gender Boundaries in Literary Terrains" by Department of English and Humanities, BRAC University on 18-19 May, 2017. Keynotes Speakers were Susie Tharu, Professor, Department of Cultural Studies, English and Foreign Languages University of Hyderabad,

India, NiazZaman, Professor and Advisor, Independent University, Bangladesh and Ruth Evans, Dorothy McBride Orthwein Professor of English; St. Louis University, Missouri, USA.

Kabir, T.S. Attended International Conference: 'Language Teaching and Learning' organized by Institute of Modern Languages (IML), University of Dhaka in November 2017.

Kabir, T.S. attended International Conference: 'Teaching and Learning English through Technology' organized by Department of English, University of Dhaka in October 2012.

Kabir, T.S. attended English Language Teacher Training program on "Innovations in Education and ELT" organized by THT, ULAB and BELTA in September 2012.

TESOL"ELT Leadership Management Certificate Program" and attended "37th Thailand TESOL Annual International Conference" in Bangkok, Thailand on January 2017.

Chakraborty, Keya. 2017. "Masculinities and Gender Justice: Lessons for Policy and Practice". James P Grant School of Public Health, BRAC University, ICDDRB , Mohakhali, Dhaka, 20th September, 2017.

Abdullah, A. S. (2017). Refusing racial and gendered subjugation: Escaping marginalisation in Maryse Condé's *I, Tituba, Black Witch of Salem.* International Conference on tHepOliticS of dIfferencE: (Re)Locating Subalternity/ Marginality organised by Assam University, Diphu Campus, Diphu, Assam, India. 22-23 September, 2017

Abdullah, A. S. (2017). Healing trauma and reasserting identity through remembrance: A comparative study between Joanne Fedler's*The Dreamcloth* and Toni Morrison's *Beloved*. National Conference on *New Media and Identity Formation*organised by East West University, Dhaka, Bangladesh. 21 January, 2017

Abdullah, A. S. (2017). Fluids, cages, and boisterous femininity: The grotesque transgression of patriarchal norms in Angela Carter's *Nights at the Circus*. National Conference on *New Media and Identity Formation* organized by East West University, Dhaka, Bangladesh. 21 January, 2017

TRANSLATIONS:

Takad A. Chowdhury translated In the Urban Jungle**,** translation of a Bengali short-story into English by MakbulaManzoor, a modern Bengali author and novelist and edited by Dr. NiazZaman, in *The Vultures Are Everywhere and Other Stories*, MouliProkashoni, Dhaka, Bangladesh, 125-137, 2005.

Takad A. Chowdhury translated Finance and Banking, a textbook published by the National Curriculum and Textbook Board, Bangladesh (NCTB) for classes IX and X, which is currently being taught in English version in all the schools of the mainstream education system in Bangladesh.

ArjumandAra translated for *Banglapedia*

ArjumandAra translated the math book of the fifth grade of NCTB

ArjumandAra translated several short stories in the books " 1971and After: Selected Stories", "Under the Krishnachura ", "Arshilata: Women's Fiction from India and Bangladesh", "Contemporary Short Stories from Bangladesh" edited by Niaz Zaman, published by University Press Limited.

ArjumandAra translated an e-book titled "Life in England" and am translating another book " A New Life" both written by John Back (to be published on www.easilang.com)

WRITE-UPS PUBLISHED IN NEWSPAPER:

Puthi Comes to Town: Reviving the Rich Medium of Folk Fables, a write-up on a puthi performance (the art of reciting folk tales), The Daily Star, July 25, 2004.

Musical Presentation of Coleridge's *The Rime of the Ancient Mariner*, a write-up on a performance of S. T. Coleridge's Rime of the Ancient Mariner by English Department Drama Society, The Daily Star, January 29, 2004.

List of Published and in Press Books:

MD Shazed Ul Hoq Khan AbirLecturer, Department of English

SheshBoshonterGolpo (2014), ShabdaShilpa Publications (collection of Short fictions)

Missing Person, anovel by Patrick Modiano (Nobel laureate of literature 2014), translated by me, Ghashful Publication (2015)

AyajAlir Dana (2016) ,ShabdaShilpa Publication (collection of Short fiction)

KartikerGhran (in press for Februay 2018 book fair), Shabdashilpa Publication (Collection of short fiction)

HemanterMarsia(in press for February 2018 book fair), Shabdashilpa Publication (Collection of poems)

State against the Nation- a Brief History of Muslim League in West Bengal (1947-1954) , book by Dr. Ahmed Kamal, Translated by me (in press, supposed to be published from Shanghati Prokashoni on February 2018(