Self-Assessment Report (SAR)
of
LLB (Hons) Program
Department of Law and Human Rights
University of Asia Pacific

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Abbreviations and Acronyms

AMCC	Academic Monitoring & Coordination Committee
CCC	Career Counseling Center
CGPA	Cumulative Grade Point Average
DSW	Directorate of Student's Welfare
DL&HR	Department of Law and Human Rights
FGD	Focused Group Discussion
IEERD	Institute for Energy, Environment, Research and Development
HEQEP	Higher Education Quality Enhancement Project
HoD	Head of the Department
ILTS	Improving Learning and Teaching Skill
IQAC	Institutional Quality Assurance Cell
LO	Learning Outcomes
L&HR	Law and Human Rights
OBE	Outcome-Based Education
PEO	Program Educational Objectives
PO	Program Outcomes
PSAC	Program Self-Assessment Committee
QAC	Quality Assurance Committee
SA	Self-Assessment
SAC	Self-Assessment Committee
SAR	Self-Assessment Report
SCC	Social Counseling Centre
SWOT	Strengths Weakness Opportunities Threats
UAP	University of Asia Pacific
UGC	University Grants Commission

CHAPTER I

INTRODUCTION

1.1 Significance of Program Self-Assessment

The Oxford Dictionary defines Self-Assessment as "Assessment or evaluation of oneself or one's actions and attitudes, in particular, of one's performance at a job or learning task considered in relation to an objective standard."[1] According to the SA Manual, "The quality of education refers to the fitness of the university graduates to meet the needs of stakeholders in terms of knowledge, skills, attitudes and performance. Quality of education depends on the institutional fitness for the purposes in terms of capacity & process to attain intended learning outcomes (ILOs). The institutional capacity & process includes quality of learners with commitment and interest, environments, content that is reflected in relevant curricula and processes to facilitate attainment of learning outcomes. Governance, curriculum design and review process, physical facilities, quality of students, progress and achievement, teaching-learning and assessment etc. have immense impact on the capacity of the educational institutions and process to provide quality education"[2].

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

Advantages of self-assessment

Given the appropriate conditions and support, self-assessment can have the following advantages[3]:

[1] 'Self-Assessment | Definition Of Self-Assessment In US English By Oxford Dictionaries' (*Oxford Dictionaries | English*, 2017) <https://en.oxforddictionaries.com/definition/us/self-assessment>.
[2] 'Self - Assessment Manual' (*Heqep-ugc.gov.bd*, 2016) <http://www.qau.gov.bd/system/files/publication/SA%20MANIAL_2016%202nd%20edition%20%20FINAL_0.p>
[3] 'Student Self-Assessment In Higher Education: Alone Or Plus?' (*Files.eric.ed.gov*, 2017) <http://files.eric.ed.gov/fulltext/ED513289.pdf>.

- It enhances student's awareness of their own learning and thinking processes (Zohar, 2004).
- It provides direction for future learning (Chamot and O'Malley, 1994).
- It makes teachers aware of their students' needs and provides them with an additional lens through which to view their achievement (Blanche, 1988).
- It helps learners see gaps in their own learning and initiate self-repair to redirect their learning toward the learning goal (Liang, 2006).
- It stimulates learners to consider course content critically and helps them achieve a high level of academic thinking skills (Teh, 2006).
- It promotes learners' autonomy and brings a sense of responsibility and accountability to them (Asadoorian and Batty, 2005)
- It increases learners' knowledge of their learning goals and thus enhances their motivation and goal orientation (Liang, 2006)

Why self-assessment is necessary in our Department /UAP?

1) Whether the Department of Law and Human Rights, University of Asia Pacific provides appropriate facilities to provide education?
2) Whether the Department of Law and Human Rights, University of Asia Pacific is maintaining appropriate standard to provide quality education??
3) Has the Department of Law and Human Rights, University of Asia Pacific name clearly defined goals to achieve?
4) Whether the process guiding the Department of Law and Human Rights, University of Asia Pacific is adequate to achieve the goal?

Specific Objectives of Self-Assessment

Self-Assessment has examined 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. Specific objectives of Self-Assessment are:

- To evaluate the governance, institutional structures & facilities, intended learning outcomes (ILO), faculty members, research and extension of the Department of Law.

- To evaluate the curriculum, teaching-learning environment, assessment and student support of the LLB (Hons) programs.
- To assess the quality of the law graduates to fulfill the demands of stakeholders and overall needs of the society in terms of knowledge, skills, performance and attitude.
- To identify the strengths and good practices of LLB (Hons) programs and underline the shortcomings of the Department of Law.
- To put forward recommendations for quality assurance and further development.

1.2 Process of Assessment (Self-Assessment of LLB (Hons) of Law Department)

Final Report of Self-Assessment is the outcome of a long process which has continuing for one year. Self-Assessment has followed the following systematic process:

- Upon receiving the request from **IQAC** Director, the Head of L&HR set a meeting with all faculty members to present the function and role of **IQAC** as part of **HEQEP**. In the same meeting, a committee consisting of three members was formed as **Program Self-Assessment Committee (PSAC)**. As one committee member left for his higher studies after having worked for six months, another faculty member had to co-opted.
- Preparing and customizing the structured questionnaires (provided in the **Annexure-A**) provided by the Self-Assessment Manual.
- Organizing first teachers' workshop to disseminate the questionnaires and finalizing them in light of the teachers' views.
- Conducting orientation of the students and instructing them to conduct the survey on employers and alumni (surveys on teachers, students and non-academic staffs were conducted by the "SAC" members).
- Organizing second workshop of the law teachers and disseminating the outcome of the survey.
- In addition, 19 alumni were invited for Focus Group Discussion (**FGD)** sessions by the SA committee. The responses of the Alumni were written by the coordinators and taped to transcribe at a later date.
- The members of SA committee along with other faculties went through the process of data input.

- Writing the Final Report of the Self-Assessment of the LLB (Hons) Programs on the basis of survey outcome.

The aim of learning is to spread knowledge as well as to improve intellect. However it is not easy to measure accurately one's depth of knowledge or state of intellect. To bridge this gap, certain criterion has been chosen so that an objective scenario can be visualized. The dimension that have been accepted as the standard of assessment are–

1. Governance
2. Curriculum design & review
3. Teaching learning and assessment
4. Students admission
5. Infrastructures (physical facilities)
6. Support service
7. Research & extension
8. Faculty-member & teaching
9. Staff & facilities
10. Quality & performance of the graduates

Self-Assessment (SA) Methodology

Self-Assessment of the LLB (Hons) and LLM programs are based on primary data as the SA members of the Department of Law has collected information and evidences from the employers, alumni, students, faculty members and non-academic staffs by questionnaires. Both the qualitative and quantitative tools are used in the study. Self-Assessment has used the following methods:

- Surveys on Stakeholder by Structured Questionnaires.
- Consultation with the faculty members.
- Review and analysis of the survey data and information.

Considering these criteria as a standard, model survey-questionnaire was developed. Then the following categories were chosen as stakeholders–

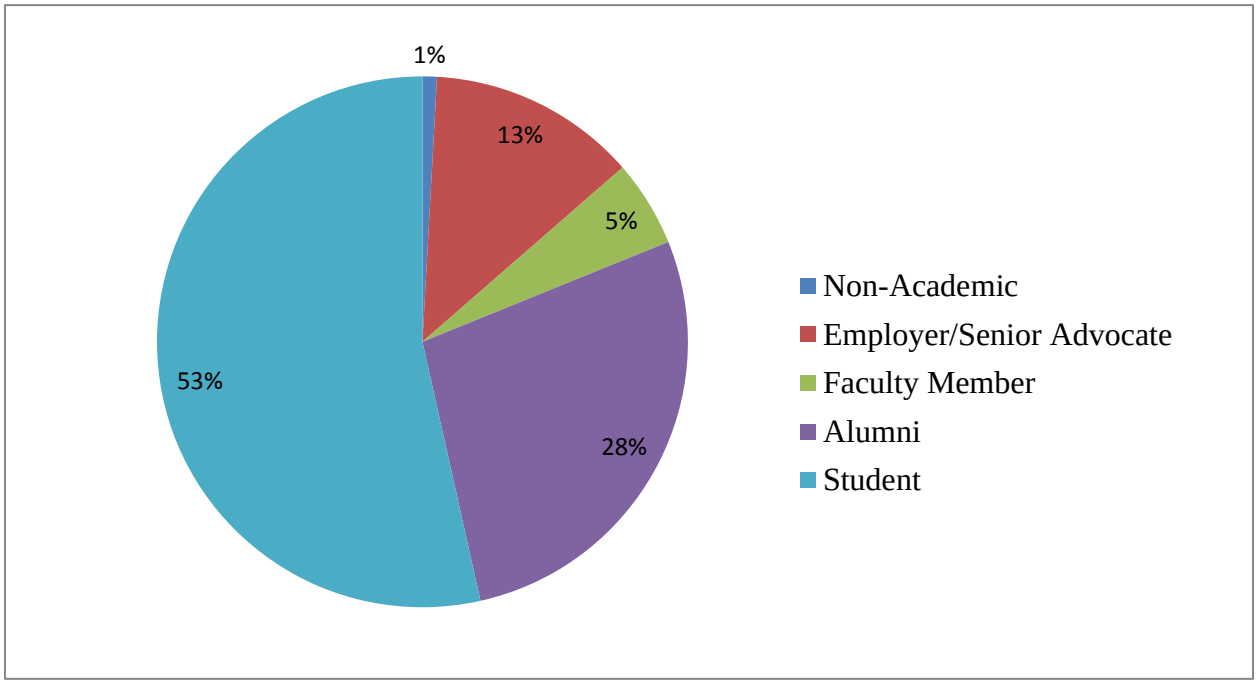
- student
- alumni

- faculty-member
- non-academic staff
- employer

The survey-questionnaire has been distributed among the 5 categories of stake-holders. The numbers of final respondents were–

- student-122
- alumnai-63
- faculty members-12
- non-academic staff-2
- employer-29

Figure 1.1: Distribution of 228 respondents of survey



The collected data was processed and analyzed using a standard statistical method. This report has been prepared using the analysis of the received data.

1.3 Overview of the university

University of Asia Pacific has been functioning as a unique institution for approximately two decade 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 as a private university under the Private University Act 1992, with a vision to enhance the opportunities for higher education in Bangladesh. Its curriculum has been approved by The University Grants Commission of the Government of the People's Republic of Bangladesh. The university started its operation, i.e. the first semester of classes, in 1996, and offered four-year bachelor degree programs in Computer Science and Technology and Business Administration only. Now UAP offers undergraduate programs in Architecture, Business Administration, Civil and Environmental Engineering, Computer Science and Engineering and Pharmacy.

UAP has been sponsored by University of Asia Pacific Foundation, a non-profit, non-commercial organization based in Dhaka, Bangladesh. The principal aim of the Foundation is to promote human and social development through, inter alia, improved educational opportunities, innovative educational programs relevant to the needs of an emerging society and to develop skills, knowhow and awareness of the youth through appropriate institutional means. The foundation has been established by a group of eminent educationists, industrialists and administrators who share the same vision and social commitments. The University of Asia Pacific is the first project of the foundation aimed at realizing these noble goals.

Eminent educationists, industrialists, businessmen, social workers and administrators established the foundation for higher cause of building the nation by qualified, knowledgeable and skilled graduates. Late Hedayet Ahmed, Former secretary to the government of Bangladesh, Ambassador to Saudi Arabia, and former director of UNESCO for Asia Pacific Region in Bangkok was the founder Vice Chancellor of the university. After his demise, Mr. A. S. M. Shahjahan, Ex-IGP and former Advisor of the Caretaker Government played the role of Vice Chancellor till March, 2003. Prof. Dr. M. R. Kabir was acting Vice Chancellor till September 2004.

Then Prof. Dr. Abdul Matin Patwari, former Vice Chancellor of BUET and DG IIT (IUT), a renowned educationist and administrator joined UAP as Vice-Chancellor on 7 September 2004.

He has the distinction of serving as Vice Chancellor and Chief Executive for a total of more than twenty three years, the longest serving Vice Chancellor and Chief Executive among all Commonwealth countries. He continued Vice Chancellorship with UAP till 2012. On May 02, 2012 eminent educationist, engineer and former Adviser to the Caretaker Government Prof. Dr. Jamilur Reza Choudhury joined University of Asia Pacific as the Vice Chancellor. He is well known as an eminent educationist, engineer and former Advisor to the care taker Government. At present, UAP is privileged and honored to have him as the Vice Chancellor who in 2017 had also received "Ekushe Padak" recognized as the highest honor & reward nationally. UAP is always respectful to the laws of the country. It has a well-structured governing body. At present UAP has a Vice-Chancellor, Pro-VC, Registrar, Treasurer and their office.

a) Academic Programs

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

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

b) Institute of Energy, Environment, Research and Development (IEERD)

IEERD is the multi-disciplinary research institute of the UAP. During a short span of time, IEERD has organized several seminars on Energy and Environment by nationally and internationally known speakers at the UAP. From 2015-2017 TK. 14, 00,000/- (Fourteen Lac) Taka has been sanctioned for research and development works for the institute.

c) The Campus

The campus consists of own building at 74/A, Green Road, Farmgate, Dhaka - 1215, Bangladesh. In addition to its own building the University conducts its activities in an adjacent building which is identified as City Campus Annex. The campus architecture is established in accordance with the Building Code and UGC Guideline to make it highly convenient for quality education.

d. Vision and Mission of the University

Vision

UAP holds steadfastly its passion to do better in fulfilling our younger generation's needs and aspirations for quality education in casting their future career.

Mission

UAP's mission is to offer best possible education to our younger generation. Towards this 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 collaboration with 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 support 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.

1.4 Overview of the Department of Law and Human Rights

Department of Law and Human Rights started its journey in 2005. To meet the demand of the expanding and exciting branch of legal education, the Department of Law and Human Rights had introduced two programs namely, LL.B (Hons), LL.M (Regular). These two programs have since been going on smoothly.

a) Mission and Vision of Department of Law and Human Rights: The Department of Law & Human Rights has its clearly defined missions and visions.

Vision

Farsightedness of the UAP Department of Law and Human Rights extends to the aim of continuing excellence in creating law professionals, advancing legal scholarship, involving in public service and fostering justice through implementation of human rights.

Mission

Mission of the Department of Law and Human Rights is to remain dedicated in promoting human rights, while advancing human dignity, social welfare and social justice through endorsement of legal knowledge. In doing so, L&HR is determined to provide all necessary support to students and lead them to become competent law graduates who will work to shape the future of law and human rights in Bangladeshi society. By utilizing the state-of-the-art best practices this department targets to develop the skills required to use legal knowledge in practice, as a priority. At the same time, ingraining the ability to conduct cutting-edge legal research within the potential lawyers is also considered essential. The well-rounded legal education consisting of the curriculum of L&HR is designed to teach students about the reality of law and its impact, while constantly updating it to stay ahead in national sphere of education.

b) Department of Law at a Glance:

Total No of Faculty Members	23 (Full Time: 11, Part Time: 12)
Total No of Current Students	319
Total No of Alumni (Law Graduates who passed LLB (Hons) & LLM from the Department of Law since 2005)	Total: 925 (LLB: 597 & LLM: 328)
Total No of Non-academic Staffs	5
No of Journal	1

c) Best Practices and areas of strength

- The Department of Law & Human Rights arranges **Distinguished Law Lecturer Series** in each semester. During this time, the Department arranged 7 (Seven) Distinguished Law Lectures. The distinguished speakers of programs were Eminent Jurist Dr. Kamal Hossain, Senior Advocate Supreme Court of Bangladesh, Justice Surendra Kumar Shinha, Chief

Justice Supreme Court of Bangladesh, Barrister M. Amir-Ul Islam, Senior Advocate, Supreme Court of Bangladesh, A. F. Hassan Ariff, Senior Advocate Supreme Court of Bangladesh, Dr. Shamsul Bari, Chairman of Research Initiatives, Bangladesh, Mr. Justice Syed Refaat Ahmaed, Hon'ble Justice of the Supreme Court of Bangladesh.

- The Department publishes a **peer-reviewed law journal titled "UAP Journal of Law and Policy**" having scholarly articles by renowned scholars from home and abroad. Professor Werner Menski of SOAS University, London, is a contributor to the journal, and praised the quality of the journal.

    - One of the faculty members, Dr. Chowdhury Israk Ahmed Siddiky, was a visiting Scholar at Cornell University, Ithaca, New York, USA. During his time in Cornell, Dr. Siddiky undertook research and also taught an intensive course on environmental law at the LLM program at the University.

- The best practices of the department also include co-curricular and extra-curricular activities like moot, debate, study tour, cultural programs etc.

Department achievement: We have a number of students who have successfully enrolled both in Lower Courts and the Supreme Court of Bangladesh. Some achievements of our department-

- From Spring 2015 to Spring 2017 168 students have obtained LLB (Hons.) Degree and 117 students have obtained LLM Degree from the Department. During this time total number of recipients for Dean's Award and vice-chancellors award is approximately 100. In the last Bar Council enrollment exam, 32 out of 34 UAP Law Alumni get enrolled in the Bangladesh Bar Council and 13 out of 14 in the Supreme Court Bar Association.
- Team UAP L&HR had reached up to the quarter final level in the 11th National Henry Dunant Memorial Moot Court Competition, 2015.
- Four of our students participated in 5th Biennial Conference of AsianSIL during 26-28 November 2015 at Plaza Athenee Hotel, Bangkok organized by The Asian Society of International Law (AsianSIL) with full scholarship.

- Five of our students attended “AsianSIL Inter-Sessional Regional Conference 2015” organized by The Thailand Institute of Justice (TIJ) co-organized with the Asian Society of International Law (AsianSIL) and the Ministry of Justice Thailand (MOJ) with full stipend.
- One of our students presented her paper in a conference titled “Crossing Boarders in a Troubled world: Youth’s Perspective on Transnational migration related Issues” on 31st March, 2016 organized by the National University of Singapore.
- Another student presented his paper in "Bangladesh Law Students' Symposium" organized by NSU, which was held on 13 July, 2017.
- Two of our students presented their poster in the 5th International Conference On Bangladesh Genocide and justice, organized by Bangladesh war museum.
- One of our students was faculty of L&HR, UAP, thereafter he was faculty of ASA University. Now he is a human rights activists and working for Youth for Human Rights.
- Many of our students are currently working in different reputed NGO's in Bangladesh as advocate like Nari Pokkho, Ain o Salish Kenro, Bangladesh Environmental Lawyers Association (BELA) and so on, as a legal officer in different pharmaceutical companies, different renowned law firms. Many of our students are currently working as law officer in different Banks. Like Agriculture Bank, City Bank, Brack Bank and so on.
- One of our students is currently working as a research assistant in Bangladesh Institute of Law and International Affairs (BILIA).
- Many of our students are working independently as advocates in lower courts.

1.5 Program Educational Objectives (PEO)

The Department of law and Human Rights embeds the roots for professional and personal development of the graduates that are expected to come after completion of their degree. The graduates are expected to:

i) Apply legal knowledge in practical fields especially in courts.
ii) Take lifelong learning as motto.
iii) Demonstrate leadership qualities.
iv) Present and express themselves as skilled communicators.

1.6 Intended Learning Outcomes of the program

The University and the Department of Law and Human Rights, is under the project of Higher Education Quality Enhancement Project (HEQEP). IQAC and SA have already taken diverse initiatives for implementing Intended Learning Outcomes (ILO) based education. For this, The IQAC organized different workshop on ILO, course outline, curriculum, questions setting and moderations.

Important feedbacks were received through the different meetings, trainings and workshops which were incorporated in the formulated program outcomes. The final outcomes are given below.

Program Outcomes

The Department of Law and Human Rights (L&HR) expects that the graduates will have intellectual skills, advocacy and case management skills, scientific and analytical skills, research, Innovation, and Entrepreneurship skills, communication, negotiation, & IT skills, values, ethics and morality, teamwork and Leadership skills, professionalism, social skills and responsibilities ,life-long learning skills, to enable them to succeed in their respective lives.

L&HR set graduate profile (Program Outcomes) as follows:

No.	Program Outcomes
1.	Intellectual skills
2.	Advocacy and case management skills
3.	Scientific and Analytical skills
4.	Research, Innovation, and Entrepreneurship skills
5.	Communication, negotiation, & IT skills
6.	Values, Ethics and Morality
7.	Teamwork and Leadership skills
8.	Professionalism
9.	Social skills and responsibilities
10.	Life-long Learning skills

Upon Completion of the program, each graduate will demonstrate the following abilities:

The courses that the students register, the thesis that they pursue, the group works and assignments that they carry out and the post graduate seminars they attend would help them to

achieve the above outcomes. It was also felt that separate orientation for the students would be necessary to understand their professional and ethical responsibilities.

1.7 Mapping between Mission Vs PEOs

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

Mission	PEO-1	PEO-2	PEO-3	PEO-4
L&HR is determined to provide all necessary support to students and lead them to become competent law graduates who will work to shape the future of law and human rights in Bangladeshi society.	√	√		
Department targets to develop the skills required to use legal knowledge in practice, as a priority	√	√		
Department aims at ingraining the ability to conduct cutting-edge legal research within the potential lawyers is also considered essential.	√		√	√
Department is designed to teach students about the reality of law and its impact, while constantly updating it to stay ahead in national sphere of education.	√	√		

1.8 Brief Description of the program(s) under review

The Department of Law and Human Rights offers two programs, LLB (Hons.) and LLM (Regular). Both LLB and LLM syllabuses have UGC approval. LLB (Hons.) is a four years degree. At present, for completion of the LLB degree, students have to complete 144 credits. For degree completion undergraduate students must submit a dissertation to the Department and they have to pass the defense board. The defense board is constituted by both internal and external examiners. For the LLM degree, students have to complete 26 credits. Our degree also has the approval of the Bangladesh Bar Council. The standards are provided in the SA manual for different areas of Self-assessment. At the end of the each chapter, the status of the program against relevant standards based is discussion is summarized as bellow:

Summary as per standards

Standard 1-1: Mission and objectives are defined in respect of national relevance in compliance with the legal requirements, QA requirements and external reference standards. **Status:** *The University of Asia Pacific and the Department of Law and Human Rights have specific Mission and Vision considering the above requirement.*
Standard 1-2: Intended learning outcomes must satisfy the mission and objectives of the program and institution. **Status:** *ILO has not been formally developed but the Department of Law and Human Rights started their activities in this regard.*

CHAPTER II
GOVERNANCE

The governance or management of the department embraces the key for healthier administration which is vital for well-organized running of the program, an encouraging learning environment, fairness and transparency in all decision-making, timely publication of results and democratic and informative environment. The perception of students, alumni, faulty members & non-academic staffs on governance are analyzed in this chapter. According to the SA Manual, "Governance at university encompasses the organizational structures, legislative framework and processes through which, policies and programs are developed, managed and delivered. Governance facilitates the achievement of the stated mission and objectives of the university. The central administration and statutory bodies like the Vice Chancellor, Board of Trustees, Syndicate, and Academic Council are the powerful actors in university's governance system. The players involved in ensuring the governance at the university include all the administrative layers from top management to the program level management."[4]

2.1 Program Management

In compliance with the UGC requirement UAP has set up a 2,80,000 sft state-of-the-art permanent campus at Green Road. UAP, with an aspiration to integrate higher education with the process of national development, put paramount importance in maintaining a high scholastic standard and accredit UAP's academic programs by relevant accreditation bodies. UAP takes meticulous care in updating its statues in compliance with national relevance to carry out administrative, academic and other necessary functions in order to fulfill the objectives of the university as a teaching, examining and research body.

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

[4] 'Self - Assessment Manual' (*Heqep-ugc.gov.bd*, 2014) <http://www.heqep-ugc.gov.bd/download_file/downloadfile_1421145948.pdf>.

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

The Pro Vice-chancellor is appointed by the Chancellor on the recommendation of the Board of Trustees. 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 Trustees. The Treasurer exercises general supervision over the funds of the University and renders advice in regard to its financial policy.

Authorities of the University are: Board of Trustees, Syndicate, Academic Council, Schools of Studies, Committees of Courses and Studies, Finance Committee, Selection Boards, such other authorities as is formed in accordance with the Private University Act. No. 35 of 2010. [vide Section 14

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

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

The Syndicate, which is the executive body of the university, is constituted by the Board of Trustees in accordance with the provisions of the Private University Act, 2010, 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 Trustees is the Chairman of the UAP Syndicate. Vice-Chancellor is an ex-officio member and Co-Chairman of the Syndicate.

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

Currently UAP has seven schools comprising related disciplines and fields of study namely School of Humanities and Social Sciences, School of Business, School of Sciences, School of Environmental Sciences & Design, School of Engineering, School of Medicine and School of Law. In each school of study there is a committee of courses which is responsible for preparation of courses and syllabi and such other work as may be assigned to it by the school, the Academic Council or the university statutes.

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

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

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

UAP has a specific Code of conduct. At present the amendment procedure of the existing code of

conduct is pending. There are three tiers of forums in the University of Asia Pacific for maintaining disciplines in the campus premises. University Discipline Committee comprising of member of BOT, Vice Chancellor, Pro vice Chancellor and senior faculty members including Proctor is the highest body in this regard and the Proctoral Body comprising of a Proctor and some Assistant Proctors and the Departmental Disciplinary Committee comprising of departmental faculty members are involved with maintenance of disciplines in the university. There is a specific Code of Conducts to be followed by the students, academic staff and non-academic staff and it is well circulated among the stakeholders. If any student is found to have violated any rule which is punishable as per the Code of Conducts the Departmental Disciplinary Committee, after primary investigation, refers the matter to the Proctoral Body of UAP for further investigation and necessary steps.

The Proctoral Body holds thorough investigation of the facts and circumstances of the incident and examines the persons concerned with the incident and finally submits its report (findings and recommendations) to the University Discipline Committee for consideration and necessary actions. The final decision as to acquittal or conviction of the accused is taken by the University Discipline Committee as per UAP Code of Conducts. Here it is mentionable that the Proctoral Body may initiate its proceeding against students, academic staff and non-academic staff of UAP on its own motion or on the basis of allegation made to it.

Besides there is an active anti-sexual harassment protecting and preventing committee in the university (which is formed by following High Court Guidelines) to deal with the allegations relating to sexual harassment occurred at the university.

The President of the Republic of Bangladesh is the Chancellor of the University of Asia Pacific who presides over the convocations of the University for awarding of academic & honorary degrees. The Vice-chancellor is the whole time chief executive of the university who ensures the manifestation of the UAP statutes and regulations. The general control over the teachers and academic discipline in the university are in the discretion of the Vice-chancellor. The Board of Trustees is the highest authority of the university which formulates policies, gives decisions and monitors implementation of the policies and decisions given. The Syndicate is the executive

body of the university that exercises the authority of general management and oversees the dissemination of the provisions of the university statutes and the regulations in force.

The Department of Law and Human Rights, University of Asia Pacific has the UGC and Bangladesh Bar Council approval. The Department takes its academic decisions with fairness and transparency.

The Department ensures a conductive learning environment. Results are published timely in compliance with the ordinance and academic calendars are maintained strictly by the Department.

2.2 **Academic Documentation**

The Department of Law and Human Rights, UAP maintains its documentations (decisions of committees, class attendance registers, questions, answer scripts, marks, examination results, students' progress etc.) properly.

UAP's website (http://www.uap-bd.edu) manifests the different schools and their respective programs , course curricula & syllabus, class schedule, grading system, faculty profiles, resources of different departments, and academic calendars (given in **Annexure-B**) of different programs. Also depicted in the UAP website are admission requirements, admission test schedule, admission procedures, fees & waiver, and all the salient admission information features in different programs. The website also makes available a list of papers & publications by faculties, and provides links to some essential and reputed e-journals. It provides login options to all the members of UAP for the results, transcripts, advising and filling out different forms. The website notice board continuously disseminates the updated information & announcements, and presents latest news & events as well as UAP media releases and news-letters. The university and the department updated in the website regularly. Department of L&HR also has its well-structured website (http://uap-bd.edu/lhr/).

The vision and mission of the Department and the University are clearly stated in its website and curriculum.

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

The minutes of meetings, decisions of different committees, are duly preserved. The minutes of the meetings of the Board of Trustees (BOT), Syndicate, Finance Committee, Purchase & Procurement Committee, and other committees consisted of BOT 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.

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

The course instructors are to submit course plans (elaborating course contents, evaluation system, course objectives, learning outcomes), grade-sheets, graphical analysis of the grades, and other relevant documents of the respective courses to the concerned teacher of the department at the end of the semester for archiving course files.

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

2.3 Peer Observation & Feedback Process

The Department reviews its policies and procedures periodically for further improvement. Students' opinions regarding academic and extra-academic matters are addressed properly. Our students regularly evaluate their teachers. Recently, the Department arranged a Focused Group Discussion (FGD) with the alumni to get feedback and in return the alumni's suggestions were helpful. The Department is now under the Project of HEQEP to ensure continuous compliance of the policy initiatives adopted by the IQAC of the UAP and SA committee of the Department of Law and Human Rights.

2.4 Internal Quality Assurance Process:

The University and the Department of Law and Human Rights, is under the project of Higher Education Quality Enhancement Project (HEQEP). Hence, the University has a specific Institutional Quality Assurance cell (IQAC). The formation of our IQAC is as follows:

Name	Designation
Dr. Mahbubul Haque	Associate Professor, DBA and Director of IQAC
Mr. Golam Rasul Ahmed Jamal	Associate Professor, DEEE and Additional Director of IQAC

The Self-Assessment Committee of the Department of Law and Human Rights comprises the following members:

Name	Designation
Ms. Nazia Wahab	Assistant Professor, DL&HR and Convener of SA committee
Md. Saleh Akram	Lecturer, DL&HR and Member of SA committee
Md. Lokman Hussain	Lecturer, DL&HR and Member of SA committee

Subsequently two senior faculties of the department were engaged for SA report writing:

Names	Designation
Dr. Chowdhury Ishrak Ahmed Siddiky	Assistant Professor & Coordinator, LL.M. Program, DL&HR, Members of SA (Responsible only for Report Writing)
Md. Abdur Rahim	Assistant Professor, DL&HR, Members of SA

	(Responsible for only for Report Writing)

The IQAC and SA have already taken a number of initiatives for implementing Intended Learning Outcomes (ILO) based education. For this, the IQAC organized different workshop on ILO, Course outline, curriculum, questions setting and moderations and so on.

The overall governance of UAP' is reflected in the survey results provided in the table below.

Student

The Department conducted survey among 122 students by following a specific questionnaire provided in the SA manual.

Table: 2.1: Percentage distribution of students' evaluation about governance

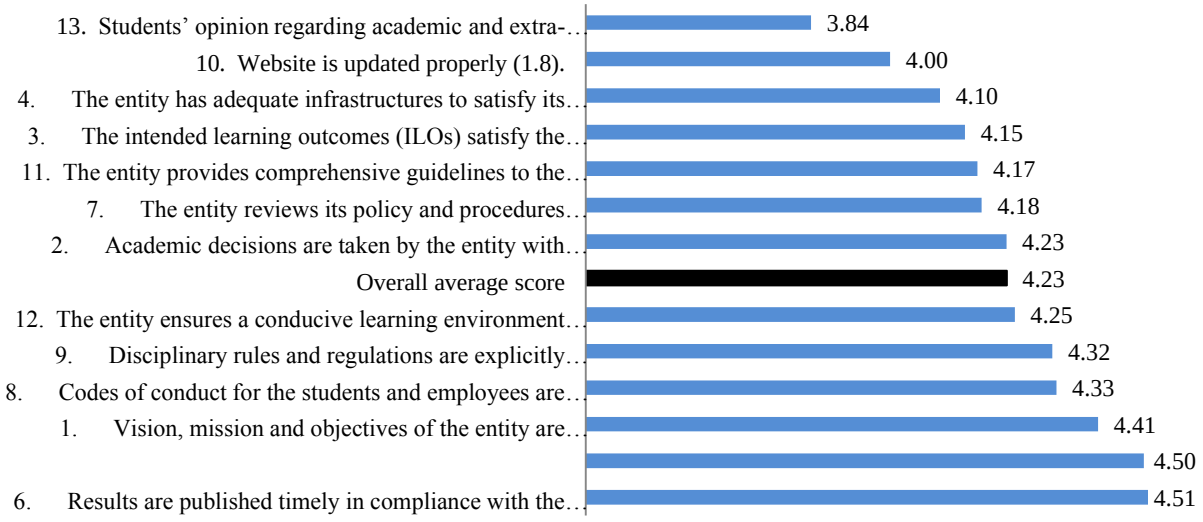
Area of evaluation	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***
6.Results are published timely in compliance with the ordinance (1.5)	3 2%	2 2%	3 2%	36 29%	78 63%
5.Academic calendars are maintained strictly by the entity (1.5)	3 2%	2 2%	4 3%	35 28%	78 63%
1. Vision, mission and objectives of the entity are clearly stated (1.1)	6 5%	0 0%	4 3%	40 33%	72 59%
8. Codes of conduct for the students and employees are well communicated (1.7)	5 4%	3 2%	5 4%	43 35%	66 54%
9. Disciplinary rules and regulations are explicitly defined and well circulated (1.7)	4 3%	4 3%	7 6%	41 33%	66 54%
12.The entity ensures a conducive learning environment (1.12)	7 6%	2 2%	5 4%	48 39%	60 49%
2. Academic decisions are taken by the entity with fairness and transparency (1.2)	3 2%	4 3%	15 12%	40 33%	60 49%
7. The entity reviews its policy and procedures periodically for further improvement (1.6)	3 2%	3 2%	14 11%	51 41%	51 41%
11.The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.9)	6 5%	3 2%	12 10%	44 36%	57 46%
3.The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.4)	4 3%	1 1%	15 12%	55 45%	47 38%
4.The entity has adequate infrastructures to satisfy its mission and objectives (1.5)	7 6%	4 3%	8 7%	54 44%	49 40%
10. Website is updated properly (1.8).	8 7%	13 11%	8 7%	35 28%	58 47%
13. Students' opinion regarding academic and extra-academic matters are addressed properly (1.13)	8 7%	12 10%	12 10%	49 40%	41 33%

Students were asked to evaluate the governance of the academic program. 92% students agree that the Department has published its results timely in compliance with the Ordinance.71% students opined that academic calendars are maintained strictly by the Department.Moreover, 92% Students stated that, the vision, mission and the objectives of the Department are clearly stated. 89% students think that the Codes of Conduct for the students and employees are well

communicated.87% students believe that disciplinary rules and regulations are explicitly defined and well circulated.88% students stated the entity ensures a conducive learning environment. In this regards, 82% students agreed academic decisions are taken by the Department with fairness and transparency.

82% students are opined that the Department reviews its policy and procedures periodically for further improvement.82% students said that the Department provides comprehensive guidelines to the students in advance by means of a brochure/handbook. On the other hand, 83% students agreed that the department intended learning outcomes (ILOs) satisfy the stated mission and objectives of the Department. In this regards 84% agreed that UAP has adequate infrastructures to satisfy its mission and objectives. While 9% have their opposite views. Moreover, 75% stated that the Department's website is updated properly, which 18% students disagreed with this statement. 73% students think that the Students' are of the opinion regarding academic and extra-academic matters are addressed properly, however 17% students disagreed with this issue.

Figure: 2.1. Overall and item wise average score of students' evaluation about governance



The average score presented in Figure-2.1. ranges from 3.84 to 4.51. Overall examination further identified some strengths as well as weakness in the governance system of the department. The

indicators with average score higher than the overall score of governance (4.23) can be considered as one of the strength the governance.

Alumni

The survey was conducted among 63 alumni.

Table: 2.2: Percentage distribution of alumni members' evaluation about governance.

Table 2.2 (above) presents the perception of the alumni about governance of the Department.

Area of evaluation	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***
1. Vision, mission and objectives of the entity are clearly stated (1.1)	1 2%	1 2%	8 13%	20 32%	33 52%
5. Academic calendars are maintained strictly by the entity (1.5)	1 2%	1 2%	9 14%	26 41%	26 41%
6. Results are published timely in compliance with the ordinance (1.5)	0 0%	3 5%	8 13%	29 45%	23 36%
2. Academic decisions are taken by the entity with fairness and transparency (1.2)	0 0%	3 5%	10 16%	27 42%	23 36%
7. The entity reviews its policy and procedures periodically for further improvement (1.6)	0 0%	4 6%	8 13%	31 48%	20 31%
12. The entity ensures a conducive learning environment (1.12)	0 0%	4 6%	8 13%	31 48%	20 31%
13. Students' opinion regarding academic and extra-academic matters are addressed properly (1.13)	1 2%	7 11%	7 11%	25 39%	23 36%
3. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.4)	0 0%	5 8%	13 20%	25 39%	20 31%
11. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.9)	0 0%	5 8%	14 22%	24 38%	20 31%
4. The entity has adequate infrastructures to satisfy its mission and objectives (1.5)	0 0%	4 6%	16 25%	24 38%	19 30%
9. Disciplinary rules and regulations are explicitly defined and well circulated (1.7)	1 2%	9 14%	6 9%	25 39%	22 34%
8. Codes of conduct for the students and employees are well communicated (1.7)	1 2%	7 11%	10 16%	24 38%	21 33%
10. Website is updated properly (1.8).	1 2%	8 13%	8 13%	29 45%	17 27%

84% alumni agreed that the vision, mission and objectives of the Department are clearly stated.

82% alumni said that the Department maintained academic calendars are strictly by the entity. 81% alumni stated the department published Results timely in compliance with the Ordinance. 78% alumni opined that the Department provides academic decisions by the Department with fairness and transparency.

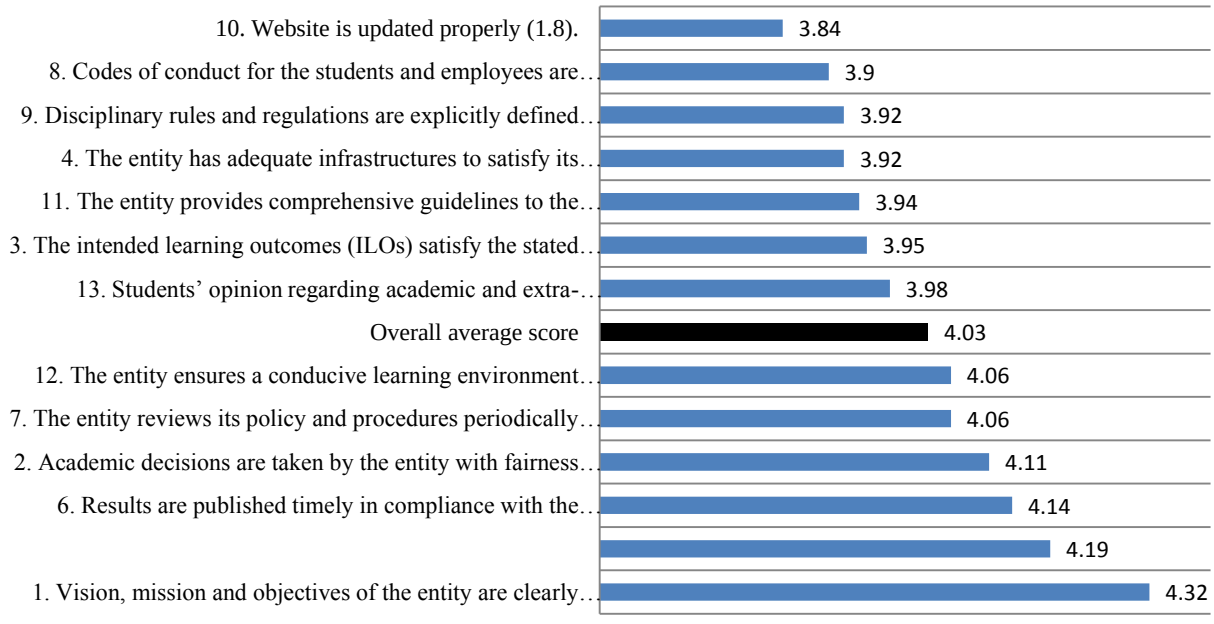
79% alumni think the entity reviews its policy and procedures periodically for further improvement.79% alumni opined that the Department ensures a conducive learning environment.

75% opines that the students' opinions regarding academic and extra-academic matters are addressed properly. 13% disagreed with this opinion.

70% stated that the intended learning outcomes (ILOs) satisfy the stated mission and objectives of the Department. However 8% have different views. 69% opined that the Department provides comprehensive guidelines to the students in advance through brochure/handbook.73% students said that the Department has adequate infrastructures to satisfy its mission and objectives. 73% alumni think that the disciplinary rules and regulations are explicitly defined and well circulated. 13% have different views. 71% alumni believe that codes of conduct for the students and employees are well communicated. However 13% disagreed with this statement. 72% opined that the Department's Website is updated properly. However 15% think differently.

The average score presented in Figure-2.2 ranges from 3.84 to 4.32. Overall examination further identified some strengths as well as weakness in the governance system of the Department based on the alumni's perception. The indicators with average score higher than the overall score of governance (4.03) can be considered as one of the strengths of the governance.

Figure 2.2: Overall and item wise average score of alumni members' evaluation about governance



Faculty members

Faculty members were requested to evaluate the governance of the academic program. All the faculty members agreed that the Department's Academic calendars are maintained strictly by the Department and documentations (decisions of committees, class attendance registers, questions, answer scripts, marks, examination results, students' progress etc.) were maintained properly. There was no opposite view in this respect.

92% of faculty members believe that results were published timely in compliance with the ordinance. There was no disagreement on this issue. 91% agreed that the academic decisions were taken by the Department with fairness and transparency. All the faculty members agreed that the departmental website is updated properly and the Department provides comprehensive guidelines to the students in advance through brochure/handbook and the decision making procedure in the Department was participatory. There was no disagreement on these issues. Further 84% of the faculty members stated that the disciplinary rules and regulations are explicitly defined and well circulated.

92% faculty members agreed that the codes of conduct for the students and employees are well communicated. There was no opposite view in this issue. 91% believe that the vision, mission and objectives of the department are clearly stated.

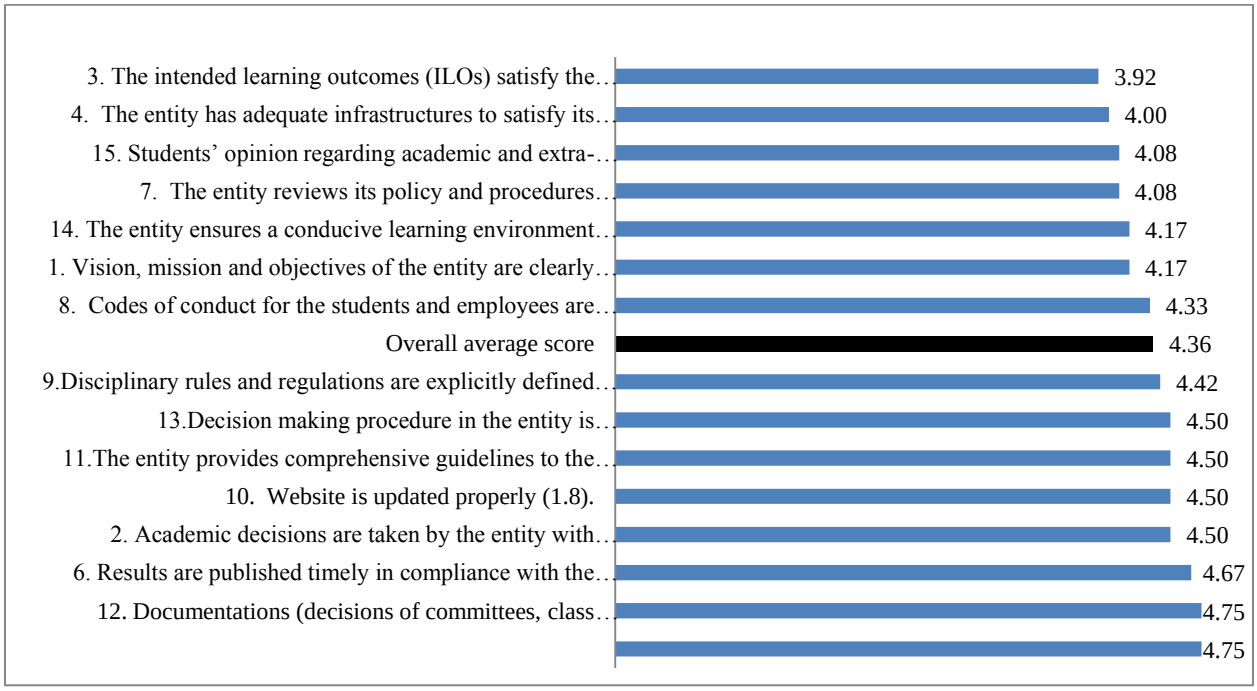
92% consider that the department ensures a conducive learning environment. There was no difference in this respect. 75% faculty members agreed that the department reviews its policy and procedures periodically for further improvement and the same percentage of faculty members think that the students' opinion regarding academic and extra-academic matters were addressed properly. There was no disagreement in these issues.

75% think that the Department has adequate infrastructures to satisfy its mission and objectives. 66% gave their opinion in favor of the opinion that the department intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity. 25% faculty members remains neutral on the issue that the department reviews its policy and procedures periodically for further improvement and students' opinion regarding academic and extra-academic matters are addressed properly and the intended learning outcomes (ILOs) satisfy the stated mission and objectives of the Department.

Table: 2.3 Percentage distribution of faculty member's evaluation about governance.

Area of evaluation	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***
5. Academic calendars are maintained strictly by the entity (1.5)	0 0%	0 0%	0 0%	3 25%	9 75%
12. Documentations (decisions of committees, class attendance registers, questions, answer scripts, marks, examination results, students' progress etc.) are maintained properly (1.10)	0 0%	0 0%	0 0%	3 25%	9 75%
6. Results are published timely in compliance with the ordinance (1.5)	0 0%	0 0%	1 8%	2 17%	9 75%
2. Academic decisions are taken by the entity with fairness and transparency (1.2)	0 0%	0 0%	1 8%	4 33%	7 58%
10. Website is updated properly (1.8)	0 0%	0 0%	0 0%	6 50%	6 50%
11.The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.9)	0 0%	0 0%	0 0%	6 50%	6 50%
13.Decision making procedure in the entity is participatory (1.11)	0 0%	0 0%	0 0%	6 50%	6 50%
9. Disciplinary rules and regulations are explicitly defined and well circulated (1.7)	0 0%	1 8%	1 8%	2 17%	8 67%
8. Codes of conduct for the students and employees are well communicated (1.7)	0 0%	0 0%	1 8%	6 50%	5 42%
1. Vision, mission and objectives of the entity are clearly stated (1.1)	0 0%	1 8%	0 0%	7 58%	4 33%
14. The entity ensures a conducive learning environment (1.12)	0 0%	0 0%	1 8%	8 67%	3 25%
7. The entity reviews its policy and procedures periodically for further improvement (1.6)	0 0%	0 0%	3 25%	5 42%	4 33%
15. Students' opinion regarding academic and extra-academic matters are addressed properly (1.13)	0 0%	0 0%	3 25%	5 42%	4 33%
4.The entity has adequate infrastructures to satisfy its mission and objectives (1.5)	1 8%	0 0%	2 17%	4 33%	5 42%
3. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.4)	0 0%	1 8%	3 25%	4 33%	4 33%

Figure 2.3: Overall and item wise average score of faculty members' evaluation about governance



The average score presented in Figure-2.3, ranges between 3.92 to 4.75 The figures gathers identified some strengths as well as weakness in the governance system of the department. The indicators with average score higher than the overall score of governance (4.36) was considered as one of the strengths of the governance.

Non-Academics

The survey conducted among two non-academic members of the department.

All the non-academic members of the Department opined that the department maintained their academic calendars strictly and results were published timely in compliance with the ordinance. There were no disagreements over these issues. 50% believed that the department's vision, mission and objectives are clearly stated, website was updated regularly and the Department provided comprehensive guidelines to the students in advance by means of a brochure/handbook.

On the other hand 50% remained neutral in these issues. 50% agreed that the department has adequate infrastructures to satisfy its mission. 50% had opposite view in this respect. 50% considered that the objectives and department reviews its policy and procedures periodically for further improvement and the codes of conduct for the students and employees were well communicated. Whereas 50% of them were remained neutral in this issues.

50% agreed that the academic decisions were taken by the Department with fairness and transparency and the disciplinary rules and regulations of the Department were explicitly defined and well circulated. 50% had opposite views on these issues. All of participants of the survey disagree that the intended learning outcomes (ILOs) satisfy the stated mission and objectives of the Department.

Table 2.4: Percentage distribution of non-academic staffs' evaluation about governance

Area of evaluation	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***
5. Academic calendars are maintained strictly by the entity (1.5)	0 0%	0 0%	0 0%	1 50%	1 50%
6. Results are published timely in compliance with the ordinance (1.5)	0 0%	0 0%	0 0%	1 50%	1 50%
1. Vision, mission and objectives of the entity are clearly stated (1.1)	0 0%	0 0%	1 50%	0 0%	1 50%
10. Website is updated properly (1.8).	0 0%	0 0%	1 50%	0 0%	1 50%
11. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.9)	0 0%	0 0%	1 50%	0 0%	1 50%
4. The entity has adequate infrastructures to satisfy its mission and objectives (1.5)	0 0%	1 50%	0 0%	0 0%	1 50%
7. The entity reviews its policy and procedures periodically for further improvement (1.6)	0 0%	0 0%	1 50%	1 50%	0 0%
8. Codes of conduct for the students and employees are well communicated (1.7)	0 0%	0 0%	1 50%	1 50%	0 0%
2. Academic decisions are taken by the entity with fairness and transparency (1.2)	0 0%	1 50%	0 0%	1 50%	0 0%
3. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.4)	0 0%	0 0%	2 100%	0 0%	0 0%
9. Disciplinary rules and regulations are explicitly defined and well circulated (1.7)	0 0%	1 50%	0 0%	1 50%	0 0%

Figure 2.4: Overall and item wise average score of non-academic staffs' evaluation on governance

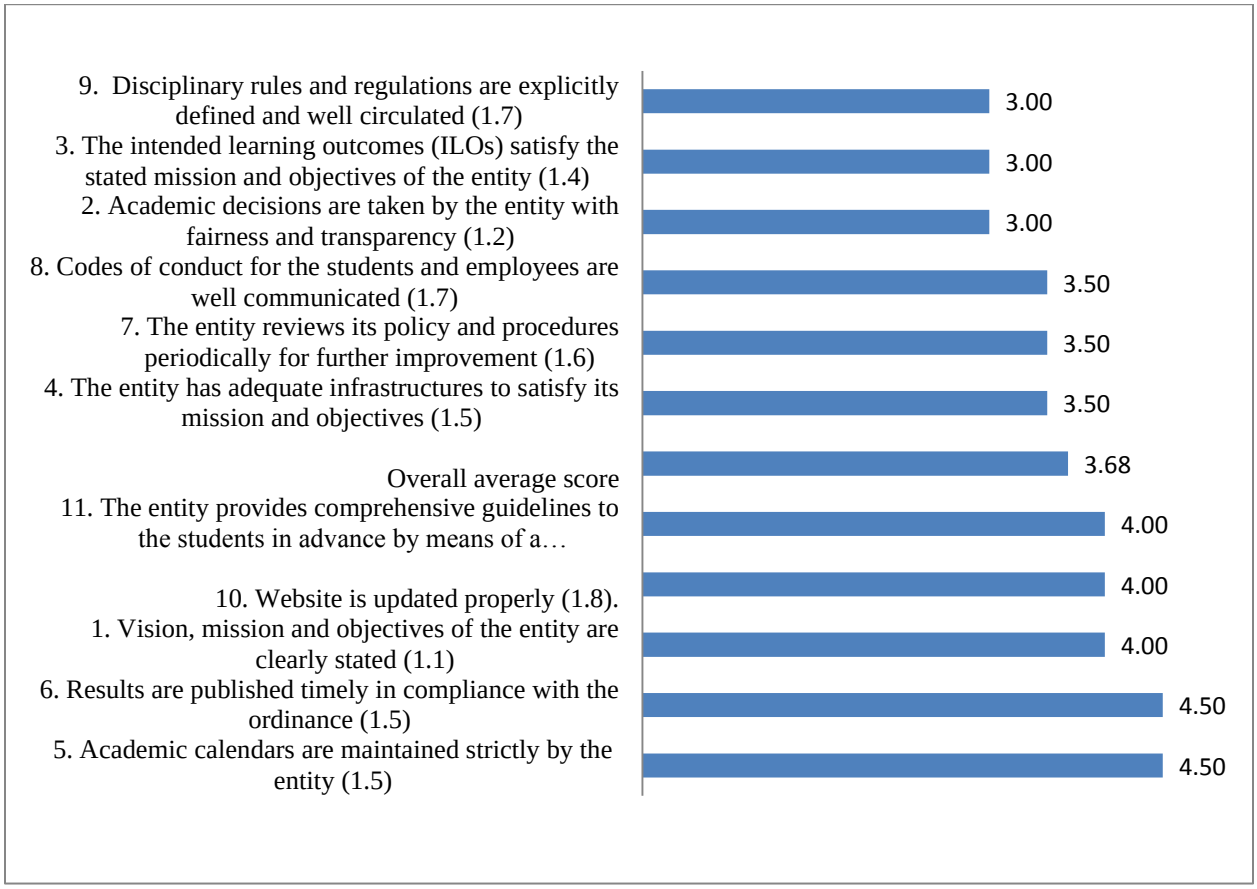


Figure-2.4 illustrates the overall average score and component wise average score to identify the strengths and weaknesses of governance system at the Department from the non-academic staffs' perspective. The average score varied from 3.00 to 4.5, while the overall average score was 3.68. The indicators with higher average score were higher than the overall score of governance (3.68) and they were considered as the strengths of the governance.

Summary of Standards

Standard 1-3: The University must have an organizational structure and organizational units with defined responsibilities in compliance with the legal framework under which the university is established. Status: *Is has clearly defined.*
Standard 1-4: The institution/program offering entity must review and ratify the policies and

procedures periodically with an objective of further improvement. Status: *it reviews and ratifies policies when required.*
Standard 1-5: Code of conduct for the students and code of conduct for staff members and disciplinary rules and regulations are well defined and well communicated. Status: *Need improvement.*
Standard 1-6: The University must have a well-designed website, which will contain all sorts of information of the university and programs with easy access to the stakeholders. Status: *The Department has well designed website but it needs improvement*.
Standard 1-7: A student handbook containing mission, objectives, graduate profile, academic calendar, rules ,regulations and program related information in details. Status: *The Department provides students handbook and academic calendar regularly but it needs improvement as per the IQAC policies.*
Standard 1-8: Documentation at all levels of university administration from central to individual faculty members. Status: *satisfactory but need improvement.*
Standard 1-9: In order to be responsive to the emerging changes and needs universities and the academic units of the university must have effective institutional leadership and sufficient autonomy. Status: *The University enjoys efficient leadership and sufficient autonomy.*
Standard 1-10: The academic leaders and the faculty members must be judicious and guided by the values of quality assurance. Status: *Faculty strongly values quality assurance*.
Standard 1-11: Management of stakeholder's feedback to get useful insights for the purpose of improvement in all aspects of teaching learning and research. Status: *It needs improvement*.

CHAPTER III
CURRICULUM DESIGN AND REVIEW

3.1 Introduction

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

The Department has specific curriculum both for its LLB and LLM degree(s). Its syllabus and curriculum have UGC approval. The curriculum review process at the Department of L&HR is observed on the stakeholder needs and their in-depth assessment.

3.2 Need Assessment

The present curriculum of the Department has been prepared and reviewed after assessing the recent developments in legal arenas in domestic and international level. Considering the necessities of knowledge in legal profession either as judges or lawyers there are some core law courses, some interdisciplinary courses to meet the demand of cross knowledge. The survey report of the faculty members conducted by SAC reveals that seventy five (75) percent of faculty member agree that curriculum addresses the program objectives and program learning outcomes and sixty six (66) percent participants agree that opinion from relevant stakeholders are duly considered during review of the curriculum.

Table: 3.2-Survey report on need assessment

Participants	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***
Faculty members (12 participants)	Curriculum addresses the program objectives and program learning outcomes	1 8%	0 0%	2 17%	5 42%	4 33%
	Opinions from the relevant stakeholders (students, teachers, employers and alumni) are duly considered during review of the curriculum	0 0%	1 8%	3 25%	4 33%	4 33%

3.3 Curriculum Design:

In accordance with the direction of University Grant Commission (UGC), the four years LL.B. (Hons) degree which is offered by Department is divided into eight (8) semesters and each semester contains six (6) courses amounting to eighteen (18) credits. The curriculum is structure based and the there are no provisions of options for students in taking course loads in a semester. Courses are arranged in a pyramidal scheme from base level to pivot with a view to creating ready graduates for practical fields. The curriculum contains some interdisciplinary courses which are closely related with legal professions and they focus only on the fundamental aspects of the disciplines not overweighing the core courses (five (5) interdisciplinary courses out of forty eight (48) courses in total). In order to develop practical skills among graduates, courses of last semester (4^{th} year 2^{nd} semester) are designed to include teaching and learning in practical environments such as moot court practice and dissertation.

At present, Department has two syllabi. The current syllabi consisting of old and new ones are given in **Annexure-C.**

Apart from some courses in the last semester where classes are conducted through practical sessions, most of the classes are conducted through lectures and students work through a combination of lectures, seminar group and written assignment. Students receive instruction in the research and writing skills required and are given the opportunity to apply this skill as the course progresses. Assessment strategies are also explicitly mentioned at the Rules and Regulation part of the curriculum. It provides that the total performance of a student in a given course is based on a scheme of continuous assessment, which may be different for theoretical and sessional courses. The assessment rules have been elaborately discussed in the chapter six of this report.

The survey report indicates that current students, alumni and faculty members are satisfied with the present curriculum of the Department.

As regards the consistent arrangement of the courses from lower level to higher level in the curriculum, eighty seven (87) percent of current students, eighty (80) percent of alumni, eighty four (84) percent of faculty members agree and only ten (10) percent of current students disagree with this view.

The survey report on teaching strategies reveals that eighty three (83) percent of current students, seventy five (75) percent of alumni and faculty members agree that the teaching strategies are explicit in the curriculum and only seven (7) percent of current students disagree with this view.

The survey report on assessment strategy indicates that seventy five (75) percent of current students, seventy four (74) percent of alumni and ninety two (92) percent of faculty member agree that the assessment strategies are explicit in the curriculum.

As regards the curriculum load sixty two (62) percent of current students, sixty six (66) percent of alumni and forty two (42) percent of faculty members agree that curriculum load is optimum and it does not exert pressure.

Table: 3.3-Survey report on curriculum design

Participants	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***
Students (122 participants)	Courses in the curriculum from lower to higher levels are consistently arranged.	4 3%	8 7%	11 9%	43 35%	56 46%
Alumni (63 participants)		0 0%	1 2%	11 17%	27 42%	24 38%
Faculty member (12 participants)		0 0%	0 0%	2 17%	5 42%	5 42%
Students (122 participants)	Teaching strategies are clearly stated in the curriculum	6 5%	3 2%	6 5%	53 43%	54 44%
Alumni (63 participants)		0 0%	3 5%	12 19%	29 45%	19 30%
Faculty member (12 participants)		0 0%	2 17%	1 8%	3 25%	6 50%
Students (122 participants)	Assessment strategies are explicit in the curriculum.	3 2%	7 6%	20 16%	43 35%	49 40%
Alumni (63 participants)		1 2%	1 2%	14 22%	23 36%	24 38%
Faculty member (12) participants		0 0%	0 0%	1 8%	6 50%	5 42%
Students (122 participants)	Curriculum load is optimum and exerts no pressure	7 6%	20 16%	18 15%	43 35%	33 27%
Alumni (63 participants)		0 0%	4 6%	17 27%	26 41%	16 25%
Faculty member (12) participants		1 8%	2 17%	4 33%	3 25%	2 17%

3.4 Curriculum Review Process:

The curricula of the department of Law and Human Rights, UAP are reviewed regularly considering the changes and developments in the legal arena. The Departmental curriculum committee takes necessary initiatives to update the curriculum through addition, substitution of courses within framework passed by the authority and adoption of a new curriculum in place of present one. At present, the Department is running its academic activities under two curricula simultaneously and the old one had been reviewed several times and current one was introduced in 2015.

UAP has a very well-defined procedure in place that facilitates periodic review of various academic programs. It has eight degree awarding departments, and in each of the department, there is a course and curriculum committee (as per the provision of section 24 of Private University Act, 2010). The course & curriculum committee comprises the departmental Head/Director and all full-time teachers and two subject-matter external experts from other universities, as nominated by the Dean of the school / Head/Director of the Department.

Thereafter, departmental committee reviews and proposes any changes to the curriculum, it presents to the Academic Monitoring and Coordination Committee (AMCC). The AMCC meets every month and discusses any issues pertaining to academic, in general.

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

The survey report on the curriculum review process shows that hundred (100) percent of faculty members agree that curriculum is reviewed and updated at regular intervals in compliance with the rules of the university. Again sixty six (66) percent of faculty members agree that opinions from the relevant stakeholders are duly considered during review of the curriculum and eighty (80) percent disagree and twenty five (25) percent remain neutral.

Table: 3.4- Survey report on curriculum review process						
Participants	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***
Faculty member (12 participants)	Curriculum is reviewed and updated at regular intervals in compliance with the rules of the universities.	0 0%	0 0%	0 0%	7 58%	5 42%
	Opinions from the relevant stakeholders (students, teachers, employers and alumni) are duly considered during review of the curriculum.	0 0%	1 8%	3 25%	4 33%	4 33%

3.5 Curriculum Alignment/Skill Mapping: The graduates of the Department of Law and Human Rights are working in various job fields with reputation which reflects that curriculum of the Department is well equipped to produce skilled graduates. The core law courses of the curriculum help the graduates expose their competency in law professions and interdisciplinary courses make them ready to show their adaptability in other professions as well. The theory based courses of the curriculum enable the learners to attain the some basic skills including remembering, understanding, applying, analyzing, evaluating and creating, whereas the sessional courses help them achieve practical learning including imitation, execution, articulation, manipulation, precision and naturalization. The mapping of program Outcomes (PO) with explanation is given below:

Table 3.5(a): Program Outcomes with Their Definitions/Explanations

No.	**Program Outcomes**	**Explanations**
1.	Intellectual skills	Analyze complex and real life Law professional environment, identify problems, and apply knowledge in seeking solutions
2.	Advocacy and case management skills	Able to analysis the problem. Developed the communicating skill and knowledge to collect, visualize and analyze information.
3.	Scientific and Analytical skills	Able to apply existing knowledge in their practical field.
4.	Research, Innovation, and Entrepreneurship skills	Able to function effectively as a team member or a leader in a diversified, multi-disciplinary team settings
5.	Communication, negotiation, & IT skills	Communicate effectively within the professional field and the society at large that include but not limited to writing effective reports and documentation, delivering effective presentations as well as giving and receiving clear instructions
6.	Values, Ethics and Morality	Inculcate a higher level of ethical values and moral behavior in professional conduct
7.	Teamwork and Leadership skills	Helpful to lead their professional arena.
8.	Professionalism	Display highest level of professionalism (such as

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

The survey report on the effectiveness of the curriculum demonstrates that sixty six (66) percent of alumni and sixty seven (67) percent of the faculty member agree that the curriculum is effective in achieving day one skill at the job place while twenty seven (27) of alumni and seventeen (17) percent of faculty member remain neutral and six (6) percent of alumni disagree with this view.

Table:3.5(b) Survey report on the effectiveness of the curriculum

Participants	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***
Alumni (63 participants)	The curriculum is effective in achieving day-one skill (which happens right at the beginning in the first day at job place)	0 0%	1 6%	11 27%	27 41%	24 25%
Faculty member (12 participants)	The curriculum is effective in achieving day-one skill (which happens right at the beginning in the first day at job place)	0 0%	2 17%	2 17%	6 50%	2 17%

However, the survey result derived from the employers on graduate skills provides a positive perception that curriculum of the department is good enough to create skilled graduates. Though, they remain neutral in certain issues, i.e Job knowledge (knowledge on the subject matter), and Innovative knowledge, Presentation skills, written communication, Motivation ability, Empathy, Empathy, Collecting and analyzing appropriate data. There are still scopes for the improvement from our end.

Table: 3.5 (c) - Survey report on the effectiveness of the curriculum

Participants	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***
Employer (29 participants)	Job knowledge (knowledge on the subject matter)	0 0%	0 0%	5 17%	10 34%	14 48%
	IT Knowledge	1 3%	1 3%	4 14%	11 38%	12 41%
	Innovative knowledge	0 0%	1 3%	7 24%	14 48%	7 24%

	Presentation skills	0 0%	0 0%	3 10%	11 38%	15 52%
	Oral communication	0 0%	1 3%	3 10%	14 48%	11 38%
	Written communication	0 0%	0 0%	6 21%	14 48%	9 31%
	Appreciation of ethical values	0 0%	0 0%	3 10%	7 24%	19 66%
	Reliability	0 0%	1 3%	3 10%	8 28%	17 59%
	Adaptability	0 0%	0 0%	5 17%	10 34%	14 48%
	Ability to work in teams	0 0%	1 3%	3 10%	12 41%	13 45%
	Leadership	0 0%	0 0%	6 21%	11 38%	12 41%
	Motivation ability	0 0%	0 0%	10 34%	13 45%	6 21%
	Empathy	0 0%	2 7%	12 41%	9 31%	6 21%
	Time management	0 0%	1 3%	5 17%	11 38%	12 41%
	Judgment	0 0%	1 3%	5 17%	11 38%	12 41%
	Empathy	0 0%	2 7%	6 21%	11 38%	10 34%
	Discipline	1 3%	0 0%	3 10%	6 21%	19 66%
	Sense of Responsibility	0 0%	1 3%	2 7%	7 24%	19 66%
	Collecting and analyzing appropriate data	0 0%	0 0%	8 28%	12 41%	9 31%
	Problem formulation, solving and decision making skills	0 0%	1 3%	3 10%	13 45%	12 41%

3.6 Gaps in Curriculum: Adequacy to Meet the Needs

Legal education has always practical utilities and the lessons taught in the class room can be made more explicit by giving concrete examples. There should be predominance of practical oriented courses in a law curriculum so that the graduates can adapt themselves readily at the first day of their working assignments. The present curriculum of the Department of Law and Human Rights lacks some important aspects of quality education especially in respect of curriculum structure, course schedule, contents, teaching and learning methodology, and assessment strategy. The present curriculum is semester structure based and the students do not have any options to choose the courses that they are interested to learn; there is also no provision

of seminar classes, open book examination, viva voce examination, moreover there is no requirement of internship as partial fulfillment of the degree.

Summary as per Standards

Standard 2-1: University must have a well-defined procedure to design and review the curriculum of academic programs periodically. **Status:** *The University of Asia Pacific has well defined procedures to design and review the curriculum. Having been scrutinized and passed by the Departmental Curriculum Committee the curriculum/review proposal is sent to the Academic Council of the University for approval and then Registrar office submits it to the UGC for final approval.*
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. **Status:** *Departmental Curriculum Committee comprising of senior faculty members and internal and external expert members is responsible to design and review the curriculum.*
Standard 2-3: Designed curriculum with valid basis and all changes in the curriculum with specific reasons must be properly documented. **Status:** *The departmental curriculum committee takes decisions after detailed discussion on the changes in the present curriculum and adoption of new one and the discussions are recorded as minutes of the meeting.*
Standard 2-4: Curriculum must the aligned with program objectives, intended learning outcomes through proper skill mapping. **Status:** *The present curriculum of the department of Law and Human Rights does not contain such provisions.*
Standard 2-5: Designed curriculum must satisfy the mission and defined graduate profile. **Status:** *The present curriculum is expected to satisfy the mission of the Department and graduate profile.*

CHAPTER IV
STUDENTS: ENTRY QUALIFICATIONS, ADMISSION PROCEDURE, PROGRESS AND ACHIEVEMENTS

4.1 Introduction

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

Entry qualification is a guideline to assess the eligibility of the student for the program. It also demonstrates the level of academic ability necessary for the completion of the program successfully. For this, entry requirements must be quantifiable and it is imperative that prospective students are well communicated with the requirements. The Department of Law and Human Rights of the University of Asia Pacific started its journey in 2005 with its LLB Program.

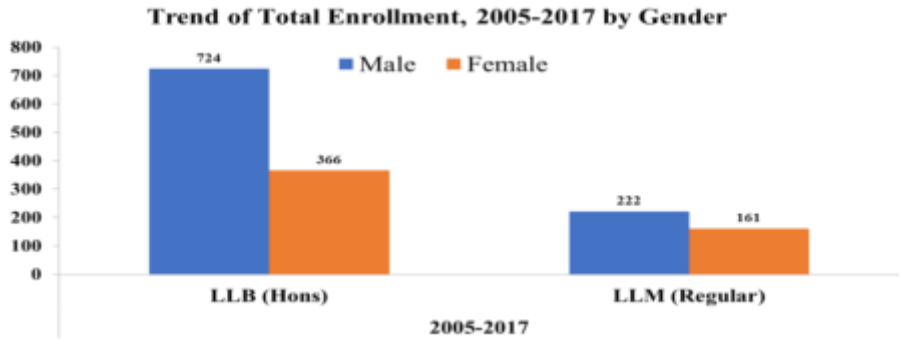


Figure 4.1 (a) The trend of Enrollment (Both in LLB and LLM Program) from 2005-2017(Spring-2017) by Gender. LLB (Hons) the figure is 1080 (Male 714 and Female 366). LLM (Regular) the total figure is 383 (Male: 222 and Female: 161).

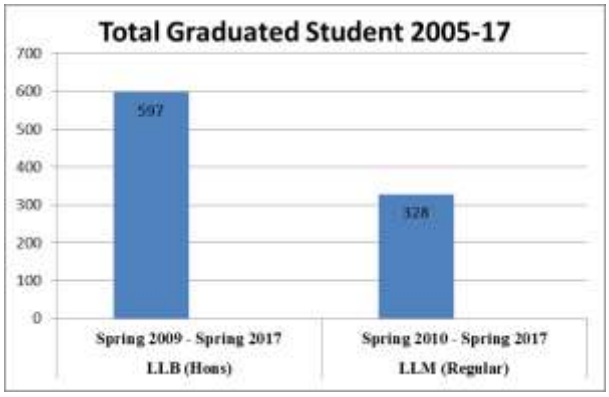


Figure: 4.1 (b): The number of total graduated students from 2009 to 2017 is 925 (LLB: 557 and LLM: 328)

4.2 Entry Qualifications

Minimum requirements for application for admission are declared prior to admission announcement. Normally a minimum of points in the results of SSC and HSC is required for eligibility to apply for admission test. The minimum requirements in the result of SSC and HSC examinations are decided by the Departmental examination committee.

4.3 **Admission Procedure:**

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

Entry qualification implies minimum requirements for a student to get admitted into any particular program. L&HR has some criteria that ensure applicants possess the skills and knowledge to successfully complete the program. These requirements are as follows:

- After fulfillment the minimum requirement both (which is decided by the departmental exam committee) SSC and HSC or equivalent public examinations can sit for the admission test in LLB program. However, in each semester department specifies the minimum requirement for application.
- Candidates with minimum GPA of 2.5 in O level in five subjects and A level in two subjects and total GPA of 6.0 according to UAP scale are eligible to apply for admission.
- GED candidates would be eligible to get admission if they have a cumulative score of 2250 and not less than 410 in individual modules.
- Candidates having a break of study of not more than two years may apply for admission. Candidates transferring credits from any other university with a system similar to UAP are allowed to apply with the required documents and the matter will be decided by the Equivalence Committee of L&HR. In addition, that particular student must appear in the admission test.
- Candidates successfully completing school abroad are required to submit their applications and verified/attested copies of previous academic documents/transcripts from their institute/Foreign Ministry & Equivalence Certificate from Secondary & Higher Secondary Education Board, Dhaka.
- L&HR ensures the competency level of the eligible candidates by conducting admission test in two phases. In the first phase, student appears for written (MCQ) test and in the second phase, the selected candidates in the written test (MCQ Type question) are called for viva-voce.

MCQ test comprising of questions relating to English (40 Marks), general knowledge (30 Marks), Bangla (10 Marks), and logical reasoning (20 Marks) (the question sample is given in **Annexure-D**), is taken and a viva voce examination is arranged to check the academic certificates and demeanor of the candidates. Sample questions and mark distributions are made available in admission office for prior knowledge of prospective candidates.

- Results of SSC, HSC examinations and marks obtained in admission test are assessed for selecting prospective candidates. In L&HR, marks distribution for admission into LLB program is as follows:
  20% marks from SSC exam
  30% marks from HSC exam and

50% marks from Admission test

- In LLB program, admission test is carried out by the Admission Test Committee in following two phases:
  Written Test
  Viva Voce

For conducting the written test, the committee divides the total tasks into several duties. Such duties are: question setting, question moderating, seat planning, invigilating, script checking, scrutinizing, preparing result which is published by the admission office. Admission office then posted the date and venue of viva voce on the website. L&HR maintains ultimate transparency throughout the admission procedure. L&HR ensures that it maintains integrity in completing the admission process. As mentioned earlier, a separate committee is formed to handle the admission process. The departmental examination committee is responsible to carry out all the activities regarding admission test. Members of the committee are responsible for preparing the admission test questions, photocopying the questions; seat planning, checking the scripts and preparing the written test results. Admission committee also announces the viva-voce date for the selected students. Except the members of the admission committee, no other faculty member is involved with the process. Confidentiality is strictly maintained in every phase from preparing the question to scrutinizing the script by each of the members of admission committee.

The survey report on the admission criteria and procedure exposes that eighty three (83) percent of current student, seventy five (75) percent of alumni and eighty four (84) percent of faculty agree that the admission procedure of the department is quite fair while five (5) percent of current student, three (3) percent of alumni disagree with this view.

The survey report on the admission policy for entry of quality students shows that eighty (80) percent of current students, seventy two (72) percent of alumni and forty two (42) percent of faculty members agree that the admission policy of the Department of Law and Human Rights ensures entry of quality students while ten (10) percent of students, sixteen (16) percent of alumni and twenty five (25) percent of faculty members disagree with this view

Table: 4.3 Survey report on student entry qualifications and admission procedure						
Participants	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***
Students	Admission procedure is quite fair.	3 2%	4 3%	13 11%	41 33%	61 50%
Alumni		1 2%	2 3%	12 19%	25 39%	23 36%
Faculty members		0 0%	0 0%	2 17%	5 42%	5 42%
Students	Admission policy ensures entry of quality students.	4 3%	9 7%	10 8%	35 28%	64 52%
Alumni		5 8%	5 8%	7 11%	24 38%	22 34%
Faculty members		1 8%	2 17%	4 33%	3 25%	2 17%

4.4 Progress and Achievement:

Recording student progress and achievements: The department does not maintain any records of students' achievements and progress. The office of controller of examinations keeps records of students' achievements and progress semester wise and the result is available in the automation system as well. Moreover, a student adviser is assigned among departmental faculty members to look after the academic affairs of the students of a particular batch and the adviser maintains records of detailed academic information of the students.

Monitoring student progress and achievements: The result of final examination of each student is prepared in the scale of both GPA and CGPA except in the case of first year first semester. L&HR has strong advising system. Both Course teacher and adviser give feedback to the students for their respective subject regularly. To encourage the better achievement and progress, the university authority provides the students with Vice Chancellor Award and Deans Award for certain results in every semester. Tuition fee waiver is also given to the students on result in every final examination to inspire them to achieve good grades and progress in their academic track. UAP has a waiver policy which is given on the basis of Semester GPA. Tuition fee waiver (only for merit-based) is awarded based on GPA as per the following table.

Table 4.4 (a): Tuition Fee Waiver based on GPA

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

Normally the student advisers formally meet their respective students thrice in a semester to monitor student problems, progress and achievement.

Minimum requirement: Every student is required to have minimum a CGPA of 2.25 for eligibility of graduation.

Stakeholders' perception about student progress and achievement

Table: 4.4 (b)-Survey report on student progress and achievement						
Participants	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***
Students	The entity maintains individual student's records properly	7 6%	9 7%	9 7%	42 34%	55 45%
Alumni		1 2%	3 5%	13 20%	28 44%	18 28%
Faculty members		0 0%	3 25%	0 0%	3 25%	6 50%
Students	Students' progress are regularly recorded and monitored.	4 3%	6 5%	18 15%	42 34%	52 42%
Alumni		1 2%	3 5%	8 13%	32 50%	18 28%
Faculty members		0 0%	2 17%	1 8%	7 58%	2 17%
Students	Commitment among students is observed to ensure desired progress and achievement.	5 4%	5 4%	15 12%	42 34%	55 45%
Alumni		1 2%	4 6%	15 23%	23 36%	20 31%
Faculty members		1 8%	1 8%	3 25%	4 33%	3 25%
Students	Teachers provide regular feedback to the students about their progress.	10 8%	7 6%	9 7%	37 30%	59 48%
Alumni		7 11%	3 5%	9 14%	31 48%	13 20%
Faculty members		0 0%	1 8%	1 8%	7 58%	3 25%

The survey report on student progress and achievement provides a positive picture that department is well aware on student progress and achievement. The report identifies that seventy nine (79) percent of students, seventy two (72) percent of alumni and seventy five (75) percent faculty members agree that the department maintains individual student's records properly while thirteen (13) percent of students, seven (7) percent of alumni and twenty five (25) percent of faculty member disagree with this view.

Seventy six (76) percent of students, seventy eight (78) percent of alumni and seventy five (75) percent of faculty members agree that student progress are regularly recorded and monitored while eight (8) percent, four (4) percent and seventeen (17) percent respectively disagree with this view.

As to the progress and achievement, seventy nine (9) percent of students, sixty seven (67) percent of alumni and fifty five (55) percent of faculty members agree that commitment among students is observed to ensure desired progress and achievement while eight (8) percent of students and alumni and sixteen (16) percent of faculty members do comply with this view.

Seventy eight (78) percent of students, sixty eight (68) percent of alumni and forty two (42) percent of faculty members agree that the teachers provide regular feedback to the students about their progress while fourteen (14) percent, sixteen (16) percent and eight (8) percent disagree with this view.

Summary as per standards

Standard 3-1: Entry requirements must be well defined, measurable and communicable to the potential candidates for admission. Status: *Eligibility criteria for admission in the Department are stated in the admission advertisement. Minimum grades in the results of SSC and HSC are required.*
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. Status: *Normally an average level of results in SSC and HSC*
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. Status: *Admission process of the Department of Law and Human Rights is quite fair and transparent and is conducted by Departmental examination committee.*
Standard 3-4: 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. Status: *The office of controller of examinations, office of Registrar and department of student welfare of the University of Asia Pacific monitor students' achievement and progress*.
Standard 3-5: The quality assurance system of the University maintains a record of the total number of years, semester, and credits, for each student, to be eligible for certification and other credentials. Status: *The office of controller of examinations maintains records of each student for certification and credentials.*

CHAPTER V
PHYSICAL FACILITIES

The University of Asia Pacific (UAP) operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the educational programs, support services, and other mission-related activities. The Department is serving approximately 320 students. The program is running from the UAP City Campus Building (9th Floor). The campus contains modern facilities with state-of-the-art technology support, as reflected in the Information Technology Strategic Plan.

5.1 Classroom

The classrooms are adequate and well equipped with modern teaching aids. There are only 4 class rooms (including Moot Court Lab) out of which two are located in the main building and the others two are located in the adjacent building of UAP. However, each room is equipped with multimedia and screen. The class rooms are covered with internet facilities although the Wi-Fi connection is not satisfactory.

Figure 1 - Scene of Class Room

Perceptions of the Stakeholders about Classroom

Table 5.1 shows that 92% of students, 72% of graduates and 84% of faculty members agree that classroom facilities are suitable for ensuring effective learning. However, 5% of the students disagree with this. In Focus Group Discussion (FGD) students and graduates have expressed the same view as that of the majority opinion above.

Table 5.1: Perceptions of the teachers about Classroom							
Participants type	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***	***Mean***
Students (122)	Classroom facilities are suitable for ensuring effective learning (4.1).	3 2%	4 3%	4 3%	33 28%	78 64%	4.47
Alumni Members (63)		6 9%	7 11%	5 8%	21 34%	24 38%	3.79
Faculty Members (12)		1 8%	1 8%	0 0%	6 50%	4 34%	3.92

5.2 Library Facilities

There is a library for all the students and faculty members of the University which is located in the main campus and also a seminar library which is located in the annex building for the students of the Department and also faculty members. Students can issue two books at a time from the central library. Dhaka Law Reports (DLR), Bangladesh Legal Decisions (BLD), text books, journals, and e-learning materials are available in the library.

Figure 2 - A view of the central library

Perceptions of the Stakeholders about Library Facilities

Table 5.2 shows that 68% of students, 77% of graduates and 50% of faculty members agree that the library has adequate up-to-date reading and reference materials to meet the academic & research needs. However, 25% of the faculty members disagree with this view.

Table 5.2: Perceptions of the teachers about Library Facilities							
Participants type	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***	***Mean***
Students (122)	4.The library has adequate up-to-date reading and reference materials to meet the academic & research needs (4.1)	7 6%	10 8%	22 18%	35 29%	48 39%	3.88
Alumni Members (63)		2 3%	6 9%	7 11%	31 48%	17 27%	3.87
Faculty Members (12)		1 8%	2 17%	3 25%	3 25%	3 25%	3.42

5.3 Moot Court Lab and Computer Lab Facilities

There is a moot court lab which is located in the main building. The Department has also a computer lab for the students with internet facilities. In the Computer lab there is only one staff.

Figure 3 - Moot Court Lab

Perceptions of the Stakeholders about Moot Court Lab and Computer Lab Facilities

Table 5.3 shows that 73% of students, 69% of graduates and 92% of faculty members agree laboratory facilities are congenial for practical teaching and learning. However, 15% of the alumni members disagree with this view.

Table 5.3: Perceptions of the teachers about *Moot Court Lab and Computer Lab Facilities*							
Participants type	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***	***Mean***
Students (122)	2. Laboratory facilities are congenial for practical teaching-learning (4.1)	9 7%	10 8%	14 11%	39 32%	50 41%	3.91
Alumni Members (63)		7 11%	5 8%	7 11%	28 44%	16 25%	3.65
Faculty Members (12)		1 8%	0 0%	0 0%	8 67%	3 25%	4.00

5.4 Medical Facilities

Medical facilities are adequate. One male and one female doctor provide the medical facilities to the students of UAP. The problem is that for a large number of students only two medical officers are not sufficient. University also has a contact with Medinova Medical Services which allow University students' to get 30% discount for any service from the Medinova Medical Services.

Figure 4 - Inside University's Medical Centre

Perceptions of the Stakeholders about Medical Facilities

Table 5.4 shows that 52% of students, 66% of graduates and 67% of faculty members agree that indoor and outdoor medical facilities are adequate. However, 30% of the students, 19% of graduates and 16% of faculty members disagree with this view.

Table 5.4: Perceptions of the teachers about Medical Facilities							
Participants type	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***	***Mean***
Students (122)	5.Indoor and outdoor medical facilities are adequate (4.1)	18 15%	18 15%	22 18%	23 19%	41 33%	3.42
Alumni Members (63)		7 11%	5 8%	9 14%	30 47%	12 19%	3.56
Faculty Members (12)		1 8%	1 8%	2 17%	5 42%	3 25%	3.67

5.5 Research Facilities

The faculty members regularly publish articles in various national and international journals, newspapers and blogs though they have excessive administrative work-load. University has a Department named Institute of Energy, Environment Research and Development (IEERD) which provide the faculty members and students funds for publishing articles in national and international journals, conference registration fees, air fare etc.

Perceptions of the Stakeholders about Research Facilities

Table 5.5 shows that 72% of students, 69% of graduates and 42% of faculty members agree that facilities for conducting research are adequate. However, 14% of the students, 8% of graduates and 16% of faculty members disagree with this view.

Table 5.5: Perceptions of the teachers about Research Facilities							
Participants type	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***	***Mean***
Students (122)	3. Facilities for conducting research are adequate (4.1)	7 6%	10 8%	17 14%	44 36%	44 36%	3.89
Alumni Members (63)		1 2%	6 6%	12 19%	28 44%	16 25%	3.83
Faculty Members (12)		1 8%	1 8%	5 42%	2 17%	3 25%	3.42

5.6 Leisure Room and Sports Room Facilities

There is no leisure room for the male students as well as for the females. Only a sports room is available for both male and female students for common use of all departments. Sports and game facilities are not adequate. The department arranges inter discipline competition for cricket, football and indoor sports as well as inter-university tournaments.

Perceptions of the Stakeholders about Leisure Room Sports Room Facilities

Table 5.6 shows that 64% of students, 66% of graduates and 34% of faculty members agree that there are adequate sports facilities (indoor and outdoor). However, 23% of the students, 19% of graduates and 25% of faculty members disagree with this view.

Table 5.6: Perceptions of the teachers about Leisure Room Sports Room Facilities

Participants type	*Area of evaluation*	*Strongly disagree*	*Disagree*	*Neutral*	*Agree*	*Strongly agree*	*Mean*
Students (122)	6. There are adequate sports facilities (indoor and outdoor) (4.1)	17 14%	11 9%	15 12%	36 29%	43 35%	3.63
Alumni Members (63)		7 11%	5 8%	9 14%	30 47%	12 19%	3.56
Faculty Members (12)		2 17%	1 8%	5 42%	2 17%	2 17%	3.08

5.7 Gymnasium and Swimming Pool Facilities

The department has no gymnasium and swimming pool for the students. But UAP has a sports room for indoor games.

Perceptions of the Stakeholders about Gymnasium and Swimming Pool Facilities

Table 5.7 shows that 40% of students, 54% of alumni and 34% of faculty members agree that there are adequate sports facilities (indoor and outdoor). However, 37% of the students, 30% of alumni and 59% of faculty members disagree with this view.

Table 5.7: Perceptions of the teachers about Gymnasium and Swimming Pool Facilities

Participants type	*Area of evaluation*	*Strongly disagree*	*Disagree*	*Neutral*	*Agree*	*Strongly agree*	*Mean*
Students (122)	7. Existing gymnasium facilities are good enough (4.1)	33 27%	12 10%	16 13%	22 18%	39 32%	3.18
Alumni Members (63)		9 14%	10 16%	9 14%	22 34%	13 20%	3.32
Faculty Members (12)		5 42%	2 17%	1 8%	2 17%	2 17%	2.50

5.8 Cafeteria Facilities

The University has a central cafeteria which is situated at level 1. The students, faculties and staffs enjoy their breakfast and lunch at the cafeteria.

Figure 5 - Cafeteria of the University

5.9 Residence Facilities

There are no residence facilities for the students in this University.

5.10 Cultural Facilities

The Department cultural committee looks after the overall cultural facilities of the Department. Facilities for cultural activities are inadequate. There also no Teacher-Student center. In every semester, a cultural program is arranged by the Departmental cultural committee.

5.11 Transport Service Facilities

All the students residing outside and within the campus have no transport service.

5.12 Office Equipment and Manpower

Two officers and two master roll employees are working in the Department. Manpower for proper academic support is very inadequate. Inadequate office space impedes proper staff services to the students.

Perceptions of the Stakeholders about Office Equipment and Manpower

Table 5.12 shows that, according to 58% faculty members, office equipment's are adequate to support the students' need, while 17% of them expressed neutral position. According to 66%

faculty members, the Department has competent manpower to run the academic affairs, while 17% of them expressed neutral position.

Table 5.12: Perceptions of the teachers about Office Equipment and Manpower							
Participants type	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***	***Mean***
Faculty Members (12)	8. Office equipment's are adequate to support the students' need (4.2)	2 17%	1 8%	2 17%	6 50%	1 8%	3.25
Faculty Members (12)	9. Entity has competent manpower to run the academic affairs (4.1)	0 0%	2 17%	2 17%	4 33%	4 33%	3.83

5.13 Seminar Room or Auditorium Facilities:

There is no seminar room or auditorium for the Department as a result the department arranges seminars, workshops and other programs in the class room.

5.14 Internet Facilities

The University is covered with internet and Wi-Fi facilities. In Focus Group Discussion (FGD), the Graduate students opine that they are not satisfied with the institutional structure and facilities currently provided. They are facing poor internet, class room, and library facilities which are extremely important for teaching and learning. As a result for better environment and quality education, all the essential and supporting facilities need to be improved.

Perceptions of the Stakeholders about Internet Facilities

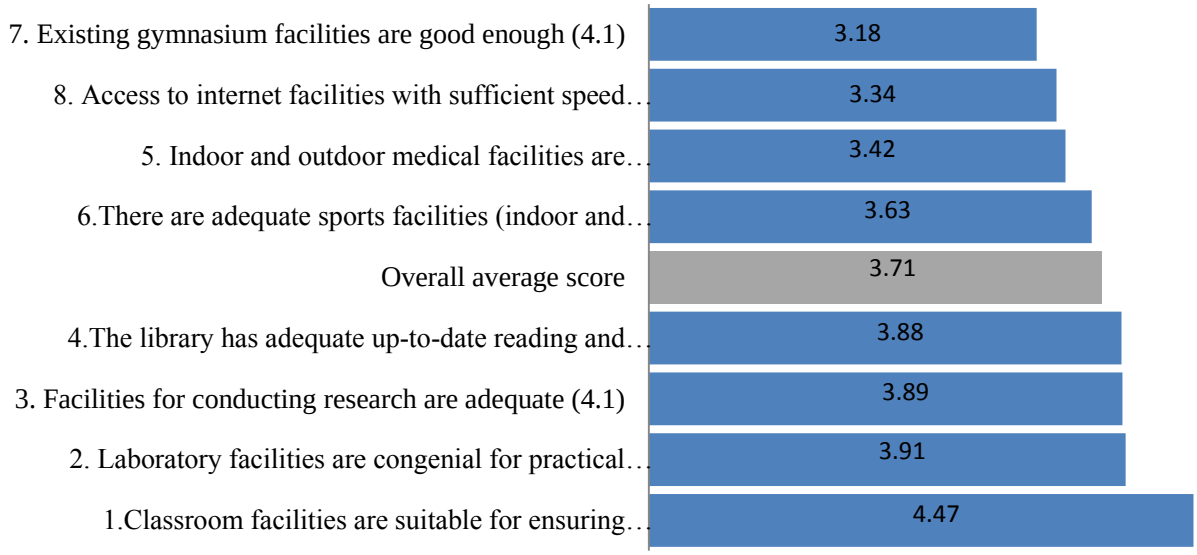
Table 5.14 shows that 59% of students, 64% of graduates and 75% of faculty members agree that access to internet facilities with sufficient speed are available. However, 35% of the students disagree with this view.

Table 5.14: Perceptions of the teachers about Internet Facilities							
Participants type	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***	***Mean***
Students (122)	10. Access to internet facilities with sufficient speed are available (4.2)	21 17%	22 18%	7 6%	38 31%	34 28%	3.34
Alumni Members (63)		8 13%	6 9%	8 13%	28 44%	13 20%	3.51
Faculty Members (12)		1 8%	0 0%	2 17%	4 33%	5 42%	4.00

Overall perception of the students about infrastructural support

The average score presented in Figure-5.15 ranges from 3.18 to 4.47. Overall, the examination further identified some strengths as well as weakness about the infrastructural support of the Department. The indicators with average score higher than the overall score on physical facility (3.71) were considered as the strengths of assessment strategy.

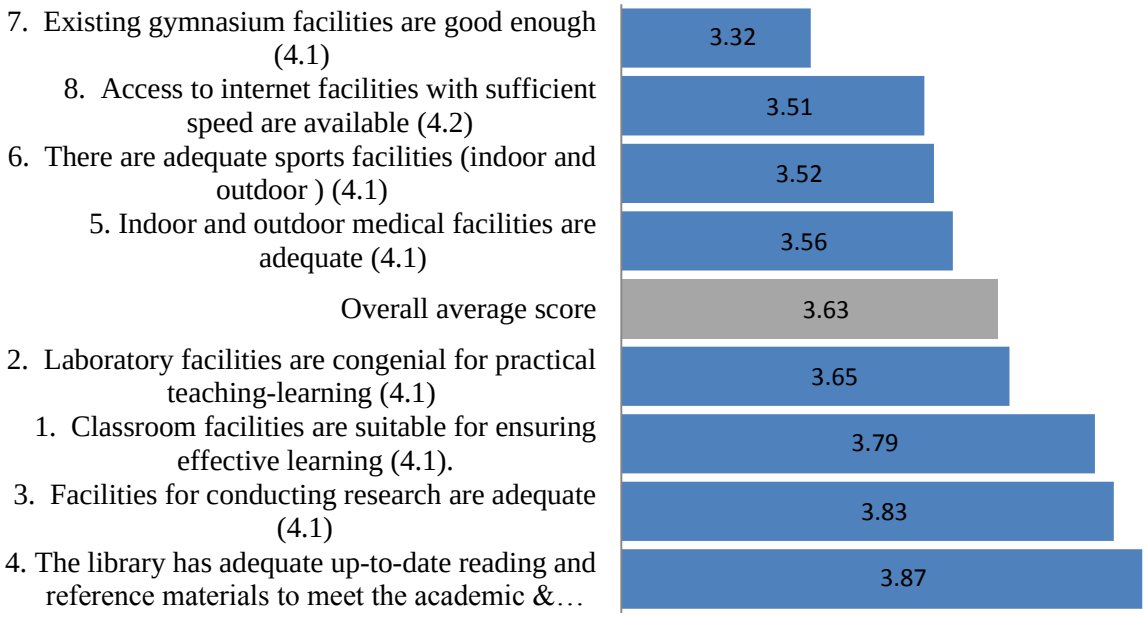
Figure 5.15: Overall and item wise average score of students' evaluation about infrastructural support



Overall perception of the alumni about infrastructural support

Figure: 5.16 presents the average score against each indicator involved to measure the availability of physical facilities in the Department. Result shows that the average value varied from 3.32 to 3.87. The indicators with average score higher than the overall score on physical facility (3.63) were considered as the strengths of assessment strategy.

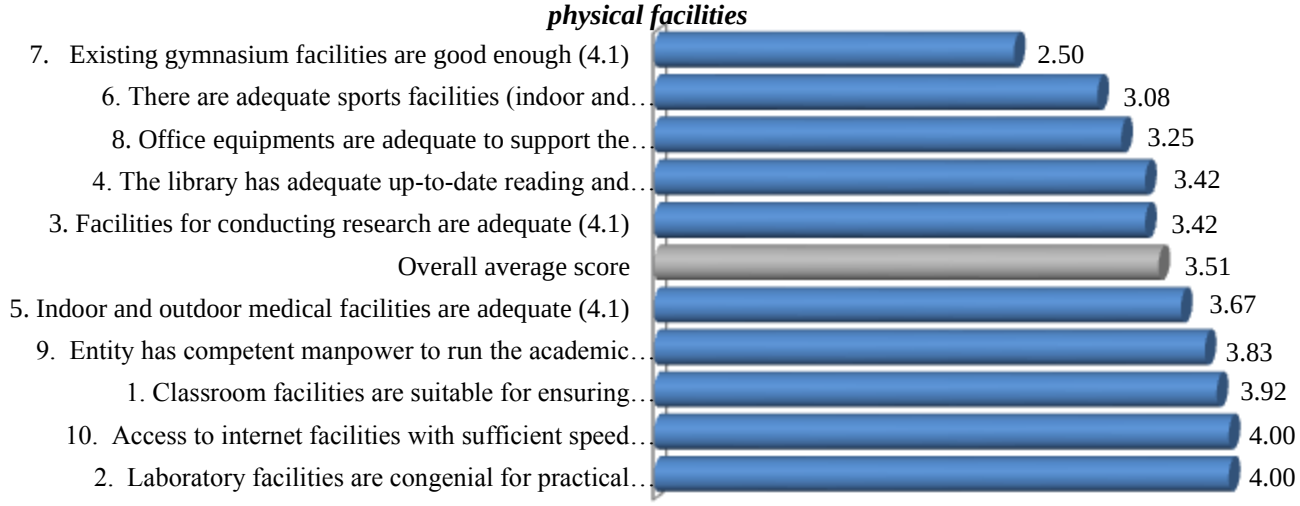
Figure 5.16: Overall and item wise average score of alumni members' evaluation about Physical facility



Overall perception of the faculty members about infrastructural support

The average score presented in Figure-5.17 ranges between 2.50 to 4.00. Overall, the examination further identified some strengths as well as weaknesses of available physical facility of the Department. The indicators with average score higher than the overall score on physical facility (3.51) were considered as the strengths of the assessment strategy.

Figure 5.17: Overall and item wise average score of faculty members' evaluation about physical facilities



Summary as to standards:

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. *Status: It has clearly defined.*
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. *Status: Needs improvement.*

CHAPTER VI

TEACHING - LEARNING AND ASSESSMENT

6.1 Teaching Learning

The Department always gives its reflection on the learning outcome for each course. The existence of teachers teaching students and the assessment of learning by which achievement of learning outcomes can be measured have been around for time immemorial. However the teaching strategy, tools, learners' skill measurement tools and learning assessment tools have not always been articulated.

6.1.1 Quality Staff

The staffs of the Department are adequate and skilled. The detail process of appointments and entry qualifications of the staff, discussed in chapter 8 of the report, reflects that the Department has quality staff.

6.1.2 Teaching Learning Methods

The faculties train their students for publishing and presenting their new knowledge. They analyze and synthesize the information and present it professionally. It becomes an integral part of how the classroom functions. There are well equipped computer labs to teach computer programs like Microsoft word, Excel and other relevant software.

Learning outcomes are provided to the students. The students evaluated the teachers as well as teachers evaluated the students in two ways: one is by taking examinations and another process is assessment. Different teacher follows methods of their own and that. However, teachers use lecture, reading assignment, group assignment, role playing, presentation, interactive teaching, seminar in theory courses and for practical courses they use demonstration, assignment, court visit. If the methods are articulated in the curriculum against the learning outcomes, it is expected that teaching learning would be more effective. For better leaning students should get enough time to read which is not also defined in the curriculum.

6.1.3 Use of Lesson Plan

All the faculties of the Department use lesson plan. They provide the students with course outlines. (Sample is given in **Annexure E**)

6.1.4 Technology Integration

The teaching aids that are used by the teachers are: multimedia projector, whiteboard, internet but now-a-days mostly multimedia projector is used.

6.1.5 Focus

All the faculties of the Department have a target to provide the students with all the cognitive skills.

6.1.6 Skill Development Mechanism

The students not only gain knowledge from the text books but they also gain practical knowledge from the teachers. In most of the cases, teachers set the question paper with 60% (approximately) creative questions and try to teach students on any subject through practical exercise. The teaching and learning method (including questions) compromises the following six hierarchical (lower to higher) levels:

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluation
- Creation

6.2 Assessment of Student Performance

Assessment is the essential part of teaching-learning process. Learning changes students' behavior. Whether the students have learnt or whether there are changes in the behavior of the students or whether the intended learning outcomes are achieved must be assessed through effective assessment strategies. In the common examination ordinance of the University there is a provision of class tests, mid semester examination and final examination.

Class tests are considered as continuous assessment. However, the teachers follow class room assessment, written examination, viva voce, assignment and presentation. Here also, which

assessment strategy is to be followed depends on the respective teacher. Same course taught by different teachers may be assessed in different ways as there are no directions in the curriculum to assess the achieved intended learning outcomes.

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

Table 6.1.5: Learning Objectives and Assessment Procedures

Learning Objectives	**Examples of Assessments**
Remember Students will be able to: • Recall • recognize	• Definitions • Interpretation of legislations
Understand Students will be able to: • Interpret • Exemplify • Classify • Summarize • Infer • Compare • explain	Papers, oral/written exam questions, problems, class discussions, assignments that require: Summarizing • Comparing and/or contrasting two or more theories, events, processes, etc. Classifying or categorizing elements, events, etc., using established criteria • Paraphrasing documents or speeches • Finding or identifying examples or illustrations of a concept
Apply Students will be able to: • Execute • implement	Activities include: Problem sets, Computer lab activities, Simulations
Analyze Students will be able to: • Differentiate • Organize • attribute	Activities that require students to discriminate or select relevant from irrelevant parts, determine how elements function together, or determine bias, values or underlying intent in presented materials. These might include: Case studies, Critiques, Debates, Concept based questions etc.
Create Students will be able to: • Generate • Plan • produce	Research projects.

Performance evaluation: Assessments

The total performance of a student in a given course is based on a scheme of continuous assessments, which may be different for theoretical course and sessional course.

Mark distributions are given bellow:

Name of the Exam	**Mark Distributions**
Assessment	30%
Mid-Term	20%
Final Exam	50%

Grading system of UAP

Each course has a letter grade equivalent to a certain number of grade points. Letter grades and their corresponding grade points are as follows:

Numerical 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
Exemption	E	--
Incomplete	I	--
Satisfactory	S	--

Grade ‘E’: Grade ‘E’ means exemption. A student admitted to the UAP with credits earned by him or her in other University/Academic Institution and are therefore exempted at the UAP.

Grade ‘I’: Grade ‘I’ means incomplete work. Grade ‘I’ may be given to a candidate when S/he fails to appear at the semester final examinations only for reasons beyond his/her control. Grade `I' shall be converted to the actual grade obtained by the students when available by the following semester. Otherwise grade ‘I’ shall be converted to an ‘F’ grade and the student has to register for the particular course with payment of usual fees.

Calculation of grade point average

A student's performance is evaluated by the number of credits that S/he has completed satisfactorily and the weighted average of the grade points that S/he has achieved. The Grade Point Average (GPA) is computed in the following manner:

$$\text{GPA} = \frac{\Sigma \text{ (Grade Points X Credits)}}{\Sigma \text{ Credits}}$$

The grade points are points against letter grades A, A-, B+, B, B-, C+, C, C- and D. Credits are for those courses attempted at this university only.

If a student fails to achieve at least 40% mark in a course S/he will get 'F' grade in that course. Absence in the final examination held at the end of each academic semester will also result in 'F' grade.

Academic Transcript contains the courses studied, credit(s), Grades, GPA's ans CGPS earned or obtained by the student at this university.

Repeat examinations

A student would be allowed to appear at the Repeat Examinations in case S/he fails in three theory courses or less but not exceeding 10 credit hours. The results of Repeat Examinations would be published within three weeks from the date of publication of the results of the Semester Final Examination concerned. The respective departments would arrange such Repeat Examinations.

Candidates willing to appear at such Repeat Examinations must apply to the respective heads of departments through the advisors stating their willingness to appear at the said examination with the receipt of payment @ Tk 3000/- per course within five working days after the semester final results are published.

Repeat Examinations on theory courses would be held on 50 percent of marks for each course and the marks for Class Assessment and Mid Semester Examination would be carried. There shall be no repeat examinations for sessional courses. The maximum grade to be obtained by a student in a repeat examination would be 'B'- (equivalent to 60%). The

following grading system would be followed in the repeat examinations:

60% and above B
55% to less than 60% B-
50% to less than 55% C +
45% to less than 50% C
40% to less than 45% D
Less than 40% F

Re-examination of answer scripts

Re-examination of final examination answer scripts may be permissible. A candidate can apply for re-examination of any answer script of final examination to the Controller of Examinations through their advisor and the head of the department on payment of Tk.1000/- only per script within 7 (seven) working days from the publication of final results. No such application shall be entertained after the time. No such re-examination is allowed for moot court / court attendance/ legal research. While re-examining such answer scripts the examiner shall re- examine the scripts thoroughly and shall award a grade, which shall be treated as final.

Improvement of grades

The provision for improvement of grades applies to those only who obtained a grade C or lower in any course. Such candidates may be allowed to improve their grades by surrendering the earlier grade obtained by him or her. This provision for improvement of grades in any semester final examination can be divided into two categories:

Category A:

1. For grade improvement purpose, the student will be allowed to repeat a maximum of four courses for four-year programs and a maximum of five courses for five year programs.
2. For availing such provision of grade improvement a candidate will apply to the Controller of the Examinations through the Head of the respective department with a fee of Tk.3,000 /- (taka three thousand only) per credit hour. A student may apply for such provision any time during his or her study in the University of Asia Pacific but not beyond two weeks after the publication of his/her final semester results.

Category B:

1. A cumulative Grade Point Average (CGPA) of minimum 2.50 is required for graduation. A candidate whose CGPA is below 2.50 shall have to increase his or her CGPA to the minimum requirement within two consecutive semesters failing which S/he shall be placed under academic provision.
2. Candidates requiring to increase their CGPA under this category shall apply to the Controller of Examinations through the Head of the Department concerned with the payment of Tk.3,000/- (taka three thousand only) per credit hour.

Students' perception about teaching-learning

Table 6.1 illustrates students' perception about teaching-learning and average score against each indicator involved to measure teaching-learning outcomes. Teaching-learning approach was interactive and supportive for 83% student, but it was not interactive and supportive for 8% of them. 81% students opined that lesson plans/course outlines are provided to the students in advance, while 11% of them opined in the opposite direction. Moreover83% of the total students confirmed that the number of students per class was supportive and adequate for effective teaching-learning, students' interaction and feedback, while 9% had opposite view. For 78%, modern devices were used to improve the teaching-learning process while 9% held opposite view. Almost 80% students stated that diverse methods are practiced to achieve learning objectives while 11% of them had negative view. 73% students confirmed that the Department provides adequate opportunities for practical exercises to apply in real life situation while 11% believed in the opposite direction.

Table 6.1: Percentage distribution of students' evaluation about teaching-learning

Area of evaluation	*Strongly disagree*	*Disagree*	*Neutral*	*Agree*	*Strongly agree*	*Mean*
1.Teaching-learning is interactive and supportive (5.1)	7 6%	3 2%	9 7%	35 28%	68 55%	4.26
6. Lesson plans/course outlines are provided to the students in advance (5.6)	9 7%	2 2%	10 8%	36 29%	64 52%	4.20
2. Class size is optimum for interactive teaching learning (5.2)	6 5%	4 3%	10 8%	53 43%	49 40%	4.11
4. Modern devices are used to improve teaching-learning process(5.4)	3 2%	9 7%	13 11%	46 37%	51 41%	4.09
5. Diverse methods are practiced to achieve learning objectives (5.5)	9 7%	4 3%	11 9%	50 41%	48 39%	4.02
3. Entity provides adequate opportunities for practical exercises to apply in real life situation. (5.2)	10 8%	4 3%	19 15%	50 41%	39 32%	3.85

The average score presented in Figure- 6.2 ranges between 3.85 to 4.26. Overall, the examination further identified some strengths as well as weaknesses about the teaching and learning of the Department. The indicators with average score higher than the overall score of teaching-learning (4.09) were considered as the strengths of teaching and learning.

Figure 6.2: Overall and item wise average score of students' evaluation about teaching learning

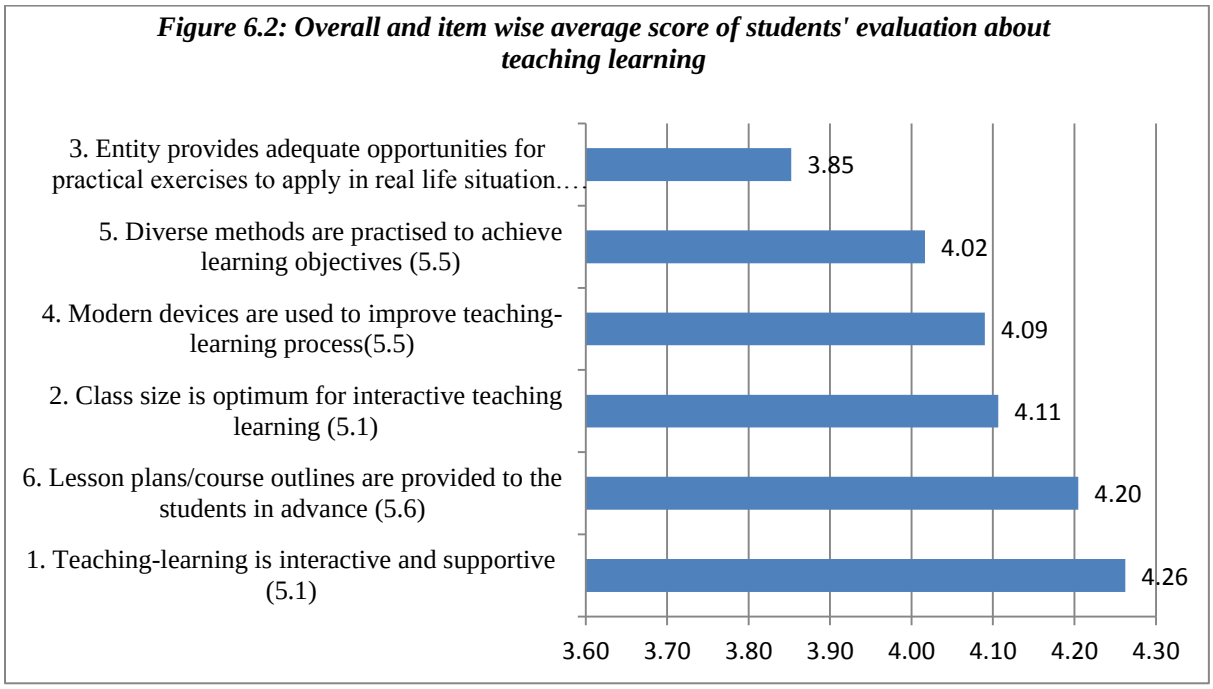


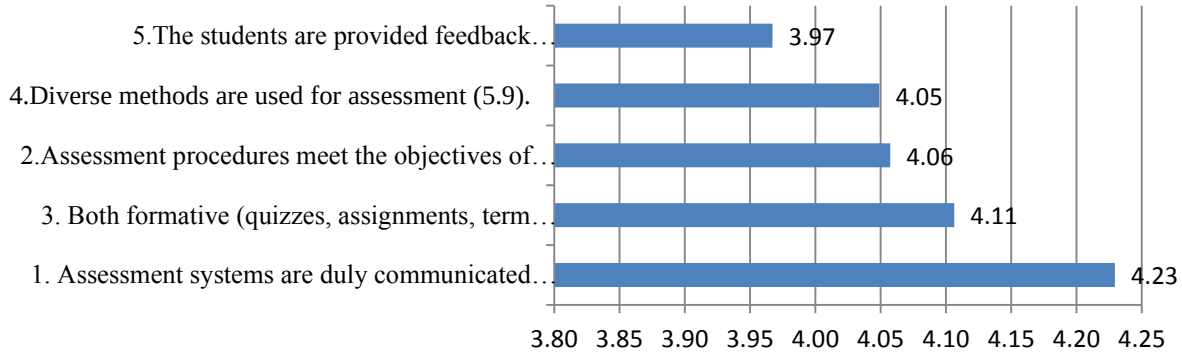
Table 6.3 illustrates percentage distribution of students' perception about current assessment methods and average score of each indicator involved in the measurement process. According to 82% students, assessment systems are duly communicated to students at the outset of the term/semester, while 7% of them disagreed with this statement. 74% students opined that both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed, whereas 5% of them did not agree on this issue. 84% students stated that assessment procedures meet the objectives of the course, while 8% of them disagreed with this view. Almost 80% students stated that diverse methods are used for assessment, while 8% disagreed about this view. Around 77% of them quantified that the students are provided feedback immediately after assessment while 13% of them disagreed with this statement.

Table 6.3: Overall and item wise average score of students' evaluation about learning assessment

Area of evaluation	*Strongly disagree*	*Disagree*	*Neutral*	*Agree*	*Strongly agree*	*Mean*
1. Assessment systems are duly communicated to students at the outset of the term/semester (5.7).	4 3%	5 4%	12 10%	39 32%	62 50%	4.23
3. Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed (5.8).	2 2%	4 3%	25 20%	39 32%	52 42%	4.11
2. Assessment procedures meet the objectives of the course (5.8)	3 2%	7 6%	9 7%	64 52%	39 32%	4.06
4. Diverse methods are used for assessment (5.9).	4 3%	6 5%	14 11%	54 44%	44 36%	4.05
5. The students are provided feedback immediately after assessment (5.10).	10 8%	6 5%	12 10%	44 36%	50 41%	3.97

The average score presented in Figure-6.4 ranges between 3.97 to 4.23. Overall examination further identified some strengths as well as weaknesses about the assessment criteria of the Department. The indicators with average score higher than the overall score of assessment criteria (4.08) were considered as the strengths of the assessment criteria.

Figure 6.4: Overall and item wise average score of students' evaluation about learning assessment



Alumni's perception about teaching-learning

Table 6.5 illustrates alumni members' perception about teaching-learning involved to measure the teaching-learning outcomes. Around 83% alumni members stated that the lesson plans/course outlines are provided to the students in advance, while 5% disagreed with this statement. In 84% cases, class size is adequate for interactive teaching learning, however, 13% alumni members were neutral. 74% of the alumni members confirmed that the teaching-learning is interactive and

supportive, while 23% alumni members were neutral. According to 78% of the alumni members, students attained additional practical ideas apart from class room teaching. However, 7% of them did not agree with this statement. 73% of the total alumni stated that modern devices were used to improve teaching-learning process while 14% had a negative view. 71% alumni members confirmed that the Department provides adequate opportunities for practical exercises to apply in real life situation while 10% of them believed in the opposite direction. Almost 70% alumni members stated that diverse methods are practiced to achieve learning objectives while 9% of them had different view.

Table 6.5: Percentage distribution of alumni members' evaluation about teaching-learning

Area of evaluation	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***	***Mean***
7.Lesson plans/course outlines are provided to the students in advance (5.6)	0 0%	3 5%	7 11%	28 44%	25 39%	4.19
2.Class size is optimum for interactive teaching learning (5.1)	1 2%	0 0%	8 13%	36 56%	18 28%	4.11
1.Teaching-learning is interactive and supportive (5.1)	1 2%	0 0%	15 23%	24 38%	23 36%	4.08
4.Students attained additional practical ideas apart from class room teaching (5.3)	3 5%	1 2%	9 14%	27 42%	23 36%	4.05
5.Modern devices are used to improve teaching-learning process(5.5)	0 0%	9 14%	7 11%	22 34%	25 39%	4.00
3. Entity provides adequate opportunities for practical exercises to apply in real life situation. (5.2)	3 5%	3 5%	12 19%	26 41%	19 30%	3.87
6.Diverse methods are practiced to achieve learning objectives (5.5)	0 0%	6 9%	12 19%	32 50%	13 20%	3.83

Figure 6.6: Overall and item wise average score of alumni members' evaluation about teaching-learning

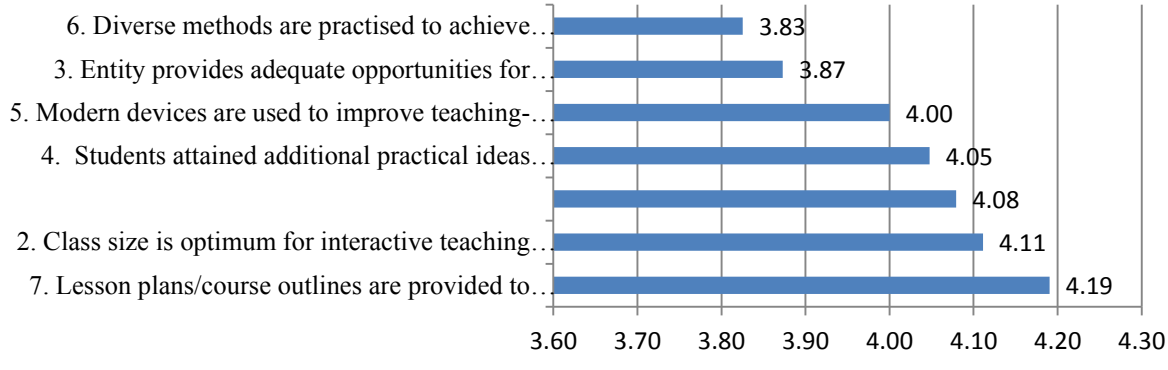


Figure 6.6 presents the average score against each indicator to measure effective teaching-learning. Result shows that the value varied between 3.83 to 4.19. The strengths of the curriculum included those items' whose average score was found higher than the overall average score of teaching-learning (4.02).

Alumni members' perception about current assessment methods

Table 6.7 illustrates percentage distribution of alumni members' perception about current assessment methods involved in measurement process. 79% alumni members stated that assessment procedures meet the objectives of the course, while 3% of them disagreed with this view. According to 77% alumni members, assessment systems are duly communicated to students at the outset of the term/semester, while 6% of them disagreed with this statement. 80% alumni members opined that both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed, whereas 3% of them did not agree on this issue. Around 74% of them quantified that the students are provided feedback immediately after assessment while 10% of them disagreed with this statement. Almost 66% alumni members stated that diverse methods are used for assessment, while 14% had a regular view.

Table 6.7: Percentage distribution of alumni members' evaluation about learning assessment

Area of evaluation	*Strongly disagree*	*Disagree*	*Neutral*	*Agree*	*Strongly agree*	*Mean*
2. Assessment procedures meet the objectives of the course (5.8)	0 0%	2 3%	10 16%	29 45%	22 34%	4.13
1. Assessment systems are duly communicated to students at the outset of the term/semester (5.7).	0 0%	4 6%	10 16%	26 41%	23 36%	4.08
3. Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed (5.8).	0 0%	2 3%	10 16%	33 52%	18 28%	4.06
5. The students are provided feedback immediately after assessment (5.10).	1 2%	5 8%	10 16%	28 44%	19 30%	3.94
4. Diverse methods are used for assessment (5.9).	5 8%	4 6%	12 19%	33 52%	9 14%	3.59

Figure 6.8: Overall and item wise average score of alumni members' evaluation on learning assessment

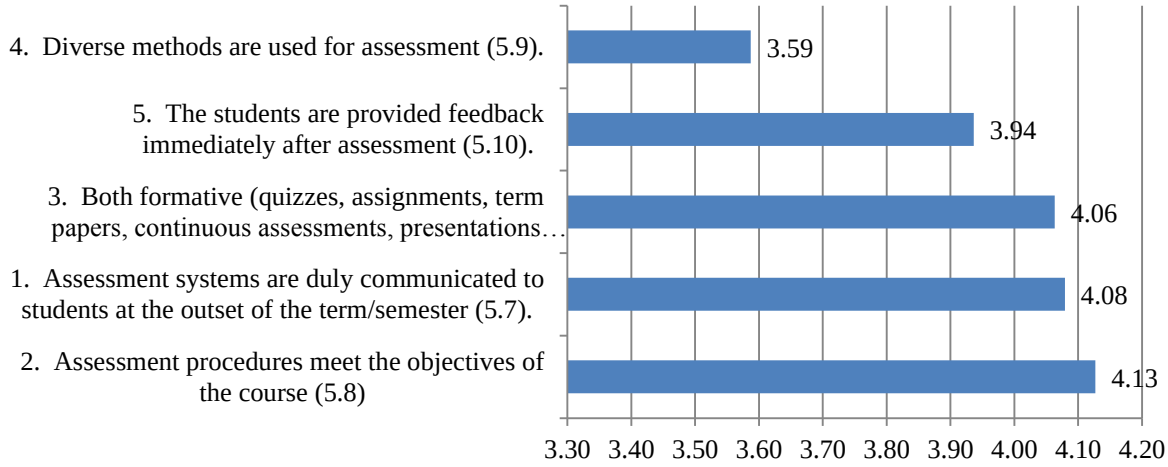


Figure 6.8 presents the average score against each indicator involved to measure assessment criteria. Result shows that the average value varied between 3.59 to 4.13. Out of the five indicators, the average score of three components was found higher than the overall average of assessment indicators (3.96)

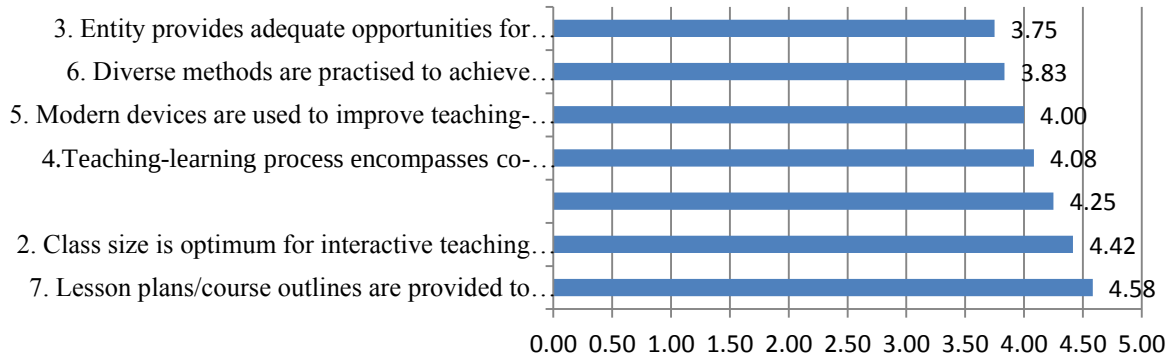
Faculty members' perception about teaching and learning

Faculty members' perception about teaching and learning is presented in table 6.9. All the faculty members stated that lesson plans/course outlines were provided to the students in advance and the class size was adequate for interactive teaching learning. 84% of the faculty members confirmed that teaching-learning is interactive and supportive, while 17% faculty members had neutral view. According to 84% of the faculty members, teaching-learning process encompasses co-curricular activities to enrich students' personal development. However, 17% of them did not agree with this statement. For 83% modern devices were used to improve teaching-learning process while 17% had a negative view. Almost 75% faculty members opined that diverse methods are practiced to achieve learning objectives while 25% of them have had different view. 66% faculty members confirmed that the Department provides adequate opportunities for practical exercises to apply in real life situation while 25% of them had different view.

Table 6.9: Percentage distribution of faculty members' evaluation about teaching- learning

Area of evaluation	*Strongly disagree*	*Disagree*	*Neutral*	*Agree*	*Strongly agree*	*Mean*
7.Lesson plans/course outlines are provided to the students in advance (5.6)	0 0%	0 0%	0 0%	5 42%	7 58%	4.58
2.Class size is optimum for interactive teaching learning (5.1)	0 0%	0 0%	0 0%	7 58%	5 42%	4.42
1. Teaching-learning is interactive and supportive (5.1)	0 0%	0 0%	2 17%	5 42%	5 42%	4.25
4. Teaching-learning process encompasses co-curricular activities to enrich students' personal development. (5.4)	0 0%	2 17%	0 0%	5 42%	5 42%	4.08
5.Modern devices are used to improve teaching-learning process(5.5)	0 0%	2 17%	0 0%	6 50%	4 33%	4.00
6.Diverse methods are practiced to achieve learning objectives (5.5)	0 0%	3 25%	0 0%	5 42%	4 33%	3.83
3. Entity provides adequate opportunities for practical exercises to apply in real life situation. (5.2)	0 0%	3 25%	1 8%	4 33%	4 33%	3.75

Figure 6.10: Overall and item wise average score of teachers' evaluation about teaching- learning



The average score presented in Figure-6.10 ranges between 3.75 to 4.58. Overall, the examination further identified some strengths as well as weakness in teaching and learning for the program. The indicators with average score higher than the overall score on teaching and learning (4.13) were considered as the strengths of teaching and learning.

Faculty members' opinion about the assessment strategy

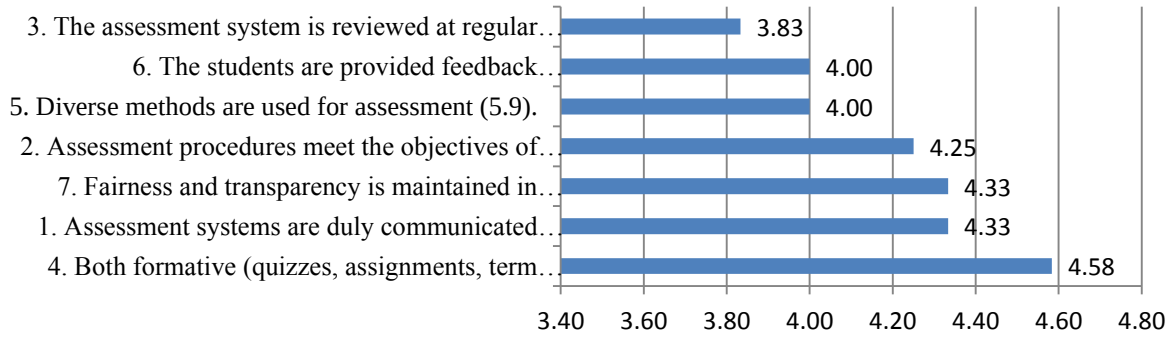
Table 6.11 demonstrates faculty members' opinion about the assessment strategy. All the faculty members confirmed that both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed and assessment systems are duly communicated to students at the outset of the

term/semester. Around 92% faculty members stated that fairness and transparency is maintained in the assessment system. However, 8% of them argued in a different way. Further 91% of faculty members, assessment procedures meet the objectives of the course though 8% viewed this issue differently. 83% faculty members stated that diverse methods were used for assessment, while 8% viewed differently. In 83% cases, assessment procedures meet the objectives of the course though in 17% cases, different opinion was given. The assessment system is reviewed at regular intervals in 75% cases. However, 8% had a different view.

Table 6.11: Percentage distribution of faculty members' evaluation about learning assessment

Area of evaluation	*Strongly disagree*	*Disagree*	*Neutral*	*Agree*	*Strongly agree*	*Mean*
4. Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed (5.8).	0 0%	0 0%	0 0%	5 42%	7 58%	4.58
1. Assessment systems are duly communicated to students at the outset of the term/semester (5.7).	0 0%	0 0%	0 0%	8 67%	4 33%	4.33
7. Fairness and transparency is maintained in assessment system (5.9)	0 0%	1 8%	0 0%	5 42%	6 50%	4.33
2. Assessment procedures meet the objectives of the course (5.8)	0 0%	0 0%	1 8%	7 58%	4 33%	4.25
5. Diverse methods are used for assessment (5.9).	0 0%	1 8%	1 8%	7 58%	3 25%	4.00
6. The students are provided feedback immediately after assessment (5.10).	0 0%	2 17%	0 0%	6 50%	4 33%	4.00
3. The assessment system is reviewed at regular intervals (5.8)	1 8%	1 8%	1 8%	5 42%	4 33%	3.83

Figure 6.12: Overall and item wise average score of teachers' evaluation about learning assessment



The average score presented in Figure-6.12, ranges between 3.83 to 4.58. Overall, examinations further identified some strengths as well as weaknesses in the assessment strategy of the

Department. The indicators with average score higher than the overall score on assessment strategy (4.19) were considered as one of the strengths of the assessment strategy.

Summary as to standards:

Standard 5-1: Teaching learning practice is interactive, motivating, promoting sense of responsibility and commitment. *Status: It has clearly defined.*
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. *Status: The Department reviews and ratifies policies regularly.*
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. *Status: Needs improvement.*
Standard 5-4: Teaching learning practices provide enough scope to integrate co-curricular and extra-curricular activities for intended skill development. *Status: Needs improvement.*
Standard 5-5: The teaching learning methods and opportunities must ensure that the identified skills are transferred to students. *Status: Needs improvement.*
Standard 5-6: Use of lesson plan should be formalized in teaching learning practice with proper documentation and access. *Status: Needs improvement.*

CHAPTER VII
STUDENT SUPPORT SERVICES

7.1 Co-curricular and Extra-curricular Activities

The University of Asia Pacific, in general, and the Department of Law and Human Rights, in particular, have several co-curricular and extra-curricular arrangements. Students are provided with this facility in an organized way. The co-curricular and extra-curricular activities are organized through two layers of clubs, University's central clubs and clubs in the department. (Detail list of Central Clubs are given in **Annexure-F(a)** and Departmental Club lists are given in **Annexure F(b**)).

Central Clubs under DSW

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

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

Department of Law and Human Rights has its own club activities. The followings are regular clubs and events organized by the Department of Law and Human Rights.

a) L&HR Moot Court Club

Moot is both a curricular and co-curricular activity in the Department. While the trial advocacy courses in the 8th semester deal with the curricular part of mooting, the UAP Moot Court Club nurtures the students' advocacy skill through competitions and workshops. Since 2014 the Club has been organizing moot court workshops every year.

The teams from the department have successfully participated in the 10th and 11th Henry Dunant Memorial Moot Court Competitions in 2014 and 2015 respectively. They have competed in the quarter final rounds of this prestigious competition. Beside this national competition, an inter semester constitutional law moot court competition has taken place in spring 2017. Notably, there is a well-designed permanent moot court room in the Department which facilitates mooting.

Figure 6 Inter Department Moot Competition, Spring 2017

b) Law & Human Rights Debating Club

The Department has a very active debating club, which regularly organizes workshops and inter semester debate competitions. The club participates in different national debate competitions including BTV national debate competition. In 2014, the team of the club was Runner Up position in the inter department debate competition of the University. The students of the department are actively involved in the Debating and Public Speaking Club (central debating club of UAP) as well.

c) Law & Human Rights Cultural Club

Under this club, students engage in various activities. Students regularly organize cultural events like cultural program, pitha utsob, farewell program etc. While the students participate in different performing arts in the farewell program of outgoing batch, all the semesters setup stalls in the pitha utsob with participation of nearly all the students of the Department.

Figure 7 Pitha Utsob, Fall 2016

d) Sports Club

Since the beginning of the Department in 2005, students of the Department have been successfully participating in sports and indoor games. (Annex: List of achievements of the students of the Department in inter-department tournaments). Beside the inter Department tournaments, the Department regularly organizes the inter semester sports and indoor games competitions. Although there is an indoor games room for students, the University does not have any play ground or gymnasium.

Figure 8 Department's Football Team for Inter Department Tournament, Fall 2015

e) Study Tour, Court Visit and Picnic

In each semester, the students of the 8th semester participate in a court visit and a study tour. They travel to a district town where for one day they observe the court activities with the permission of the concerned district judge. Beside this, the Department organizes a picnic with the participation of all the students of the Department in each year.

Figure 9 Picnic, Fall 2016

Perceptions of the Stakeholders about co-curricular and extra-curricular activities

Table 7.1 shows that 74% of students, 83% of graduates and 92 of faculty members agree that the Department provides co-curricular and extra-curricular exposures to the students. However, 10% of the students disagree with this. In a Focus Group Discussion (FGD) students and graduates have expressed the same view as that of the majority's opinion above. They opined that debating and mooting are very helpful in their professional life and as a result, scope should be created so that each and every student can participate in debating and mooting. But they opined that, the schedule of the semester is very tight and it sometimes creates stress upon the students to cope up with the curricular activities and to participate in the co-curricular and extra-curricular activities at the same time.

Table 7.1: Perceptions of the Stakeholders about co-curricular and extra-curricular activities

Participants type	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***	***Mean***
Students (122)	The entity provides co-curricular and extra-curricular exposures to the students (6.3)	9 7%	4 3%	18 15%	37 30%	54 44%	4.01
Alumni (63)		0 0%	2 3%	8 13%	34 53%	19 30%	4.11
Faculty (12)		0 0%	0 0%	1 8%	6 50%	5 42%	4.33

7.2 Academic Guidance and Counseling

The University provides extensive support in academic guidance and counseling. The Admission Office, located in the 1st floor of the UAP City campus, provides admission related supports to the prospective and current students. Students are assisted for payment and fees related issues through Departmental Administrative Officers (DAOs) and the Central Finance and Accounts Section of UAP.

Student Advisor Policy and Practice

As a policy of the University, one faculty member is designated as an advisor for the students of a particular semester, covering all the students of the Department. Student advisors assist in course registration, course selection, academic progress, providing guidance and counseling in all academic related matters. Students can share their academic and related personal problems with their respective advisor and get advice from him/her. As of rule, each student meets the

advisor twice in a semester.

The faculty advisors play a central role for student's academic counseling helping with the following issues:

- Dates and deadlines
- University policies & procedures
- Transfer of credits
- Academic withdrawals
- Letters of permission
- Exam policies
- Understanding grades and academic records
- Registration procedures
- Withdrawal procedures
- Program requirements
- Emotional and personal support
- Dealing with specific problems

Social Counseling Center (SCC)

With the mission of promoting the psychological, educational, and social well-being of the student of UAP and to help prepare them to be productive members of society, UAP sets the Social Counseling Centre. The Centre provides personal counseling, psychotherapy, and psychological outreach and consultation services along with organizing workshops on psycho-social issues (e.g. stress and anger management, self- respect and self-confidence), trainings on group dynamics, and motivational lectures. The services of the center are extended to the faculty, staff and even the parents/spouse of the students, when needed.

Services for Students

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

Services for Faculty and Staff

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

Stakeholders perception about Academic Guidance and Counseling

The table (7.2) shows that most of the stakeholders agree with the view that the Department has arrangement to provide academic guidance and counseling. In percentage it is 79 percent of students, 85 percent of graduates and 91 percent of faculty members hold this view in a survey sample of 122, 63 and 12 respectively. However, 13% of students and 8% of graduates and of faculty members disagree with this view. In FGD students and graduates have opined that all support services of the Department are good enough except library support needing improvement.

Table 7.2: Perceptions of the Stakeholders about Academic Guidance and Counseling

Participants type	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***	***Mean***
Students (122)	There is an arrangement in the entity to provide an academic guidance and counseling (6.1).	10 8%	6 5%	9 7%	36 29%	61 50%	4.08
Alumni (63)		0 0%	5 8%	10 16%	30 47%	18 28%	3.97
Faculty (12)		1 8%	0 0%	0 0%	7 58%	4 33%	4.08

7.3 Career & Placement

The Department does not have any institutional career and placement mechanism. Centrally the University has the Directorate of Student Welfare which is developing a mechanism for career and placement.

However, the Career Counseling Centre (CCC), established under DSW is specially designed to provide career advisory services to the students, and to the alumni, of the University. The CCC performs its activities through arranging lectures, seminars, workshops, discussions, mock interviews etc with the purpose to hone skills of the students according to the market need for the best job opportunities. CCC is responsible for the following functions:

- Internship Placement
- Job Placement
- Arranging workshops & seminars
- Training Program
- Job Fair & Career Fair
- Graduate Database/Profile

- Employer Database
- Company Visit
- Relationship Development
- Career Planning

7.4 Alumni Services

There is an alumni association in the Department. The graduates are the members of the association. The alumni association and the Department maintain a good relation with each other. Alumni association determines its plan and performs in accordance with that. The alumni supports the fresh graduates in job placement. The association as a community has a strong bond which is reflected through their mutual assistance in court practices.

TABLE 7.4 (A): PERCEPTION ABOUT ORGANIZED AND SUPPORTIVE ALUMNI ASSOCIATION

There were two questions in the survey about alumni services in the Department. The table above (7.4 (A)) shows that most the stakeholders opined that there is an organized and supportive alumni association in the Department. 80% of graduates, 81% of students and 83% faculty members hold this view. While none of the faculty members disagree with this but less than 10% of the graduates and students disagree with this view.

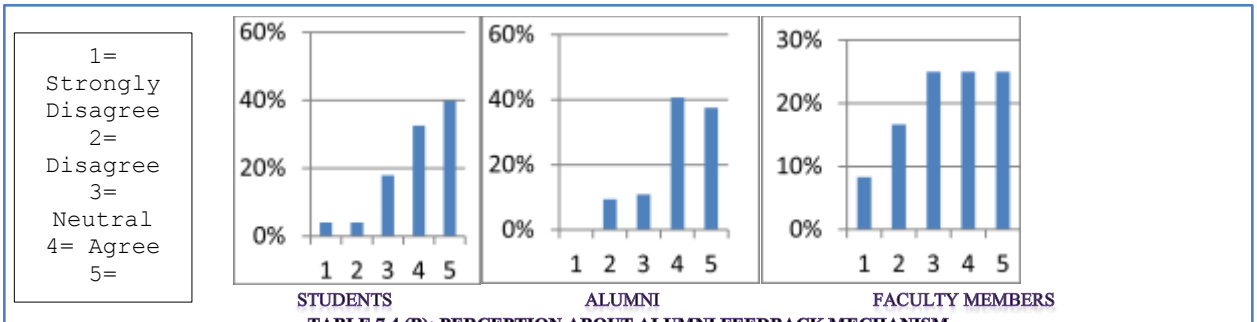


TABLE 7.4 (B): PERCEPTION ABOUT ALUMNI FEEDBACK MECHANISM

alumni feedback to update the learning outcomes of the program, more than 80% of the graduates and students and 50% of the faculty members agreed that the feedback is collected. However, there is no formal mechanism in the Department to collect such feedback. 25% of faculty members, 9% of graduates and 8% of students think that the Department does not collect the feedback while 25% of the faculty members, 18% of the students and 11% of the graduates remain neutral in answering this question.

7.5 Community Services

Though there is no strong institutional arrangement for engaging in community services, the Department gets engaged in the community services primarily through awareness building and dissemination. For example, there is a student body in the Department that works for awareness building for government legal aid services. Students were also engaged in awareness building for human rights and clean environment campaign. On the other hand the Department organizes special law lecture series and Distinguished Law Lecture series.

Table 7.5: Perceptions of the Stakeholders about Community Services

Participants type	*Area of evaluation*	*Strongly disagree*	*Disagree*	*Neutral*	*Agree*	*Strongly agree*	*Mean*
Students (122)	There are opportunities to be involved with community services (6.6).	8 7%	5 4%	16 13%	45 37%	48 39%	3.98
Alumni (63)		1 2%	5 8%	12 19%	30 47%	15 23%	3.84
Faculty (12)		0 0%	1 8%	4 33%	5 42%	2 17%	3.67

The table (7.5) shows the stakeholders' perception about the opportunities to be involved with the community services. More than 70% of the students and graduates and almost 60% of the faculty members opined that there are such opportunities while a remarkable number of participants (one third of the faculty members, 19% of graduates and 13% of students) remain neutral in answering the question. Around 10% of the stakeholders disagree with this view.

7.6 Financial Grants for students

Though there is no separate mechanism for financial grants from the Department the University has a policy of waiver for students. Students get waiver in their tuition fees based upon their results. Female students have special or extra waiver opportunity for a gender balanced

development policy of the University. Children of freedom fighters also get a special waiver. Also at the same time students get waiver for financial hardship.

According to the survey (table 7.6) 77% students, 66% graduates and 81% faculty members agree that financial grants are available to the students in case of hardship. On contrary more than 10% of students and graduates (13% and 12% respectively) opined that financial grants are not available in case of hardship. Nearly 10% of students and faculty members and 20% of graduates remain neutral in answering this question.

Table 7.6: Perceptions of the Stakeholders about Community Services

Participants type	*Area of evaluation*	*Strongly disagree*	*Disagree*	*Neutral*	*Agree*	*Strongly agree*	*Mean*
Students (122)	Financial grants are available to the students in case of hardship (6.2)	6 5%	10 8%	11 9%	54 44%	41 33%	3.93
Alumni (63)		4 6%	4 6%	13 20%	24 38%	18 28%	3.76
Faculty (12)		0 0%	0 0%	1 8%	7 58%	4 33%	4.25

Summary as per standards

Standard 6-1: Academic guidance and counseling should be formalized with proper documentation. *Status: System is available. Needs improvement in proper documentation.*
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. *Status: The Department has meets this standard.*
Standard 6-3: Co-curricular and Extra-curricular activities should be encouraged with reasonable time to participate. *Status: The Department meets the standard. Needs to be strengthened.*
Standard 6-4: Career counseling and activities relating to placement of graduates need to be done on a regular basis under the management of a permanent administrative setup. *Status: Needs to be developed.*
Standard 6-5: The university and program offering entities should have well organized and meaningful alumni association to support the quality education efforts. *Status: The Department meets the standard. Needs improvement.*
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. *Status: Informal system is available. Needs to be developed.*
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. *Status: Needs improvement.*
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. *Status: Needs improvement.*

CHAPTER VIII

STAFF AND FACILITIES: RECRUITMENT AND STAFF DEVELOPMENT

8.1 Entry Qualification and Recruitment

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

The University administration maintains fair and transparent recruitment process. Vacancy announcement is circulated in the prominent daily newspapers and it is also circulated in the University website. Applicants download the CV from the website and after filling the form, submit it to the University. There is a selection committee headed by the Vice Chancellor of the University for the purpose of selecting the candidates. Newly recruited teaching and administrative staffs participate in an orientation program and are trained by the University. Non-academic staffs are appointed on the basis of competence through a fair process.

General Principles Applicable to All Departments

Title	***Description***
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	• Publications in recognized and referred journals/proceedings are counted. • Publications in other proceedings of major national and international conferences and seminars may also be counted. • Books written in the relevant field for Undergraduate/Postgraduate levels are considered as publications. • Research monographs, Patents and contributions in standard published books may also be considered as publications. • Outstanding design works (judged by external experts) carried out officially are considered as publications

Calculation of Experience	
Teaching experience:	Teaching experience in a position of lecturer or equivalent and above in the relevant discipline at any reputable University/Institution of higher learning including the UAP in graduate/undergraduate level is recognized as "Teaching Experience". In calculating the length of Teaching Experience the time spent on deputation to a non-teaching post, study leave and leave without pay (extra-ordinary leave), during which the person was not pursuing full time teaching at University level are not counted.
Professional experience:	Time spent on full time regular or ad-hoc professional job other than teaching, in the relevant discipline, are counted as Professional Experience. Professional experience of two years is counted as equivalent to one year of teaching experience while calculating the length of service experience (but is not counted as Teaching Experience).
Service experience	Length of service experience includes 100% of teaching and 50% of professional experience. Half of the time spent on study leave (for study purposes to attain higher degrees), EL, ML and DL are added in calculating the length of service experience (not as Teaching Experience). Time spent for study purposes (SL) refer to the actual duration of the higher degree program, subject to a maximum of 2 (two) years for Master Degree program and 3 (three) years for Ph.D Program. Note: Period of part time teaching or part time experience is not counted in calculating the length of service experience.

- 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.
- 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.

Application qualification for faculty of L&HR

Qualification for Lecturer: 1st class/CGPA: 3.00 in both Bachelors and Master's Degree.

Qualification for Assistant Professor: First Class / CGPA 3.00 in LL.B (Hons) & LL.M

Experience: Lecturer 03 (Three) Years

Publication: Total No. 01

Qualification for Associate Professor: PhD in relevant discipline with minimum 8 Years Teaching Experience of which 5 years as Assistant Professor, and at least 05 publications. Experience may be relaxed in case of applicant with excellent publication records.

Qualification Professor: PhD in relevant discipline with minimum 11 Years Teaching Experience including 8 years as Assistant Professor or above , of which 03 years must be as Associate Professor, and at least 10 publications. Experience may be relaxed in case of applicant with excellent publication records.

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

Qualifications for non-academic staffs

Position	***Qualifications***
Administrative Officer	Master degree with good academic Background. Ability to run offices, maintain records and files and produce quality staff work. Computer literacy and good command over English are essential.
Assistant Administrative Officer	Must have Master degree with at least two years relevant experience and having good command over English language and computer proficiency in Word processing (English and Bangla) and Database Management.
Office Assistant	Graduation in any discipline. Computer Literacy is essential.

Salary

The University revises salary of academic and nonacademic staffs to maintain it at satisfactory level. Though, senior faculty members have dissatisfaction in this respect. Academic and non-academic staffs receive two festival bonuses in a year.

Provident Fund (PF)

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

Provident Fund Rules: University of Asia Pacific

Provident Fund	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. 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	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.

UAP Leave Rules

The following rules are effective from 1st July 2003 and applicable for faculty members as well as management staff.

SL No.	Name of Leave	Description
1	**Casual Leave**	10 days in a calendar year. Not exceeding 3 days at a time. This leave will not accumulate.
2	***Earned Leave (EL)**	14 days per 1 full year of service. Accumulation: 45 days (max.)
3	**Sick Leave**	Included in Earned leave.
4	**Duty Leave**	The duration of leave are determined by the sanctioning authority on the basis of the mode of job
5	****Study Leave**	Maximum 5 years (2 years for M. Sc./MS/M. Phil. & 3 years for Ph.D. 25% of the last drawn basic pay is paid for total duration of leave which are subject to joining at the UAP and submission of bond regarding

		further continuation of active teaching of not less than 2 years of the total active teaching of 5 years at UAP. Total amount of 25% is paid as per the following procedure. I. 25% of the amount is paid in the first month of joining. II. Rest 75% is paid in equal monthly installments during the next 2 years.
6	***Maternity Leave**	60 days with full pay and 30 days without pay

*Those, who have availed no leave up-to 30-06-2003, are deemed to have accumulated leave up to that date to the extent of 28 days @ 14 days each completed year of service.
Those who have availed leave of less than 28 days up-to 30-06-2003 then the period of leave enjoyed are deducted from the leave that falls due to him @ 14 days each completed year of service, maximum 28 days, and up-to that date and the balance, if any, will be credited in his leave account. If the leave enjoyed up-to 30-06-2003 is more than 28 days, then the matter are ignored.

**Study leave are entitled to a full-time faculty serving the UAP for not less than 1 year. Study leave implies no break in study during leave period.

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

- Weekly and public holidays can be prefixed and suffixed or both with Casual Leave/Earned Leave/ Maternity Leave.
- 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.

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.

Perceptions of the Stakeholders about Entry Qualification and Recruitment

Table 8.1 shows that according to all the faculty members and non-academic staffs, recruitment policy and practices are good enough for recruitment of competent academic and non-academic

staff and good team spirit exists among the different academic staff. Evenly, 67% of the faculty members and 50% of the non-academic staffs stated that salary and incentives are attractive enough to retain the academic and non-academic staff.

Table 8.1: Perceptions of the Stakeholders about Entry Qualification and Recruitment							
Participants type	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***	***Mean***
Faculty Members (12)	1. Recruitment policy and practices are good enough for recruitment of competent academic and non-academic staff (7.1)	0 0%	0 0%	0 0%	5 42%	7 58/%	4.58
Non-Academic Staffs (2)		0 0%	0 0%	0 0%	1 50%	1 50%	4.50
Faculty Members (12)	2. Salary and incentives are attractive enough to retain the academic and non-academic staff (7.2).	1 8%	2 17%	1 8%	3 25%	5 42%	3.75
Non-Academic Staffs (2)		0 0%	1 50%	0 0%	1 50%	0 0%	3.00

8.2 Work Environment

The University has good working environments for the faculty members and non-academic staffs. Each for the staffs has separate desk with computer facilities along with fast internet connections.

Perceptions of the Stakeholders about Work Environment

Table 8.2 shows that according to all the faculty members and 50% the non-academic staffs, good team spirit exists among different academic staff while 50% non-academic staffs expressed neutral position.

Table 8.2: Perceptions of the Stakeholders about Work Environment							
Participants type	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***	***Mean***
Faculty Members (12)	3. Good team spirit exists among different academic staff (7.4).	0 0%	0 0%	0 0%	6 50%	6 50%	4.50
Non-Academic Staffs (2)		0 0%	0 0%	1 50%	0 0%	1 50%	4.00

8.3 Staff Development

Faculty development supports that are provided to the faculty members of the department:

- The new faculty members are offered a day-long orientation program.
- Newly appointed faculties also offered for an intensive training organized by the university authority. The name of this training is Improving Learning and Teaching Skills (ILTS). After completion this training university authority provides them a certificate.
- The faculty members also attended training sessions on legal research conducted by Dr. Rizwanul Islam, Associate Professor North South University, Department of Law, Dr. Rumana Islam, Associate Professor, Department of Law, University of Dhaka
- They have attended training sessions by IT section of UAP about 'How to use Orbund' the tools to carry out registration and assessment.
- The Department hosted the Director of Law Higher Degree Research (PhD & MPhil degrees) of Macquire, Law School, Australia, Professor Muhammad Rafiqul Islam, who delivered lectures on effective teaching methods, research methodology, and external funding for foreign students in Australian Universities.
- The Department invited renowned professors from to deliver seminars in the field of their expertise.
- The Department allowed young and qualified faculty members to take study leave to pursue their higher education abroad.

At present, Department of Law and Human Rights, University of Asia Pacific has no full-time PhD-holder as Assistant Professor. There are three part-time PhD-holder Professors from the University of Dhaka and one PhD-holder practicing in the Supreme Court of Bangladesh. Faculties in this Department regularly publish in the journals and newspapers of both home and abroad. One of the part time Assistant Professor of the Department regularly publishes in peer reviewed journals and he published books from routledge and Kluwer. The Department regularly arranges seminars and workshops to share new knowledge and explore innovations. At the end of each semester, teachers' performance evaluation is taken place by the students. The Department does not officially have any Community Service Policy (CSP). Nevertheless, the Department has affiliation with Students' Legal Aid Forum (SLAF).

Perceptions of the Stakeholders about Staff Development

The table above shows that a congenial atmosphere prevails to enhance professional knowledge through research and higher studies as stated by 75% of faculty members and 50% non-academic staffs and another 17% of faculty members and 50% non-academic staffs expressed opposite views. Academics have enough opportunity to take part in different seminar/workshop/training programs for skill development in 66% and 50% cases respectively. According to 50% faculty members and non-academic staffs, non-academics have enough opportunity to take part in different training programs for skill development, while 25% of faculty members and 50% of non-academic staffs expressed neutral position. As per 58% of the faculty members and all the non-academic staffs, the Department has a policy to provide mentoring/continuous guidance for new academic staff, while 25% of faculty members had different perception. According to 75% of faculty members and 50% non-academic staffs, the Department practices seminars and workshops to share knowledge and experience among the faculty members and another 8% of faculty members and 50% of the non-academic staffs expressed neutral position.

Table 8.3: Perceptions of the Stakeholders about Staff Development

Participants type	*Area of evaluation*	*Strongly disagree*	*Disagree*	*Neutral*	*Agree*	*Strongly agree*	*Mean*
Faculty Members (12)	4. A congenial atmosphere prevails to enhance professional knowledge through research and higher studies (7.5)	0 0%	2 17%	1 8%	5 42%	4 33%	3.92
Non-Academic Staffs (2)		0 0%	1 50%	0 0%	1 50%	0 0%	3.00
Faculty Members (12)	5. Academics have enough opportunity to take part in different seminar/workshop/training programs for skill development (7.7)	0 0%	2 17%	2 17%	4 33%	4 33%	3.83
Non-Academic Staffs (2)		0 0%	1 50%	0 0%	0 0%	1 50%	3.50
Faculty Members (12)	6. Non-academics have enough opportunity to take part in different training programs for skill development (7.7)	1 8%	2 17%	3 25%	3 25%	3 25%	3.42
Non-Academic Staffs (2)		0 0%	0 0%	1 50%	1 50%	0 0%	3.50
Faculty Members (12)	7. The entity has a policy to provide mentoring/continuous guidance for new academic	1 8%	2 17%	2 17%	4 33%	3 25%	3.50

Non-Academic Staffs (2)	staff.*(*7.8)	0 0%	0 0%	0 0%	1 50%	1 50%	4.50
Faculty Members (12)	8. The entity practices seminars and workshops to share knowledge and experience among the faculty members (7.11)	1 8%	1 8%	1 8%	4 33%	5 42%	3.92
Non-Academic Staffs (2)		0 0%	0 0%	1 50%	1 50%	0 0%	3.50

8.4 Key Performance Indicator

Rules relating to recruitment and promotion are fair. Rules for assisting the staffs as to their service and improvement are in place on behalf of the Faculty/Department. There are sufficient opportunities for the staffs to take part in different types of training for enhancing their professional competence. Teachers work load in teaching and research is unjustified. Academics have enough opportunity to take part in different training program for skill development. Nonacademic staffs are competent and responsive. Though they need professional training and workshop. Teacher student ratio is not appropriate. The Department has a policy to complement academic staffs related to service, development and appraisal. The Department provides mentoring and formative guidance for new academic staff as part of its staff development program. The Department provides necessary training, tools and technology for self-learning, access to information and for communication to the academic staffs.

Perceptions of the Stakeholders about Key Performance Indicator

The table above shows that the Department has a performance award policy to inspire academic staff, 59% of faculty members and 50% of non-academic staffs and 33% faculties and 50% of non-academic staffs agreed and disagreed respectively. Performance indicators are the criteria for promotion as stated by 50% faculty members and non-academic staffs respectively.

Table 8.4: Perceptions of the Stakeholders about Key Performance Indicator

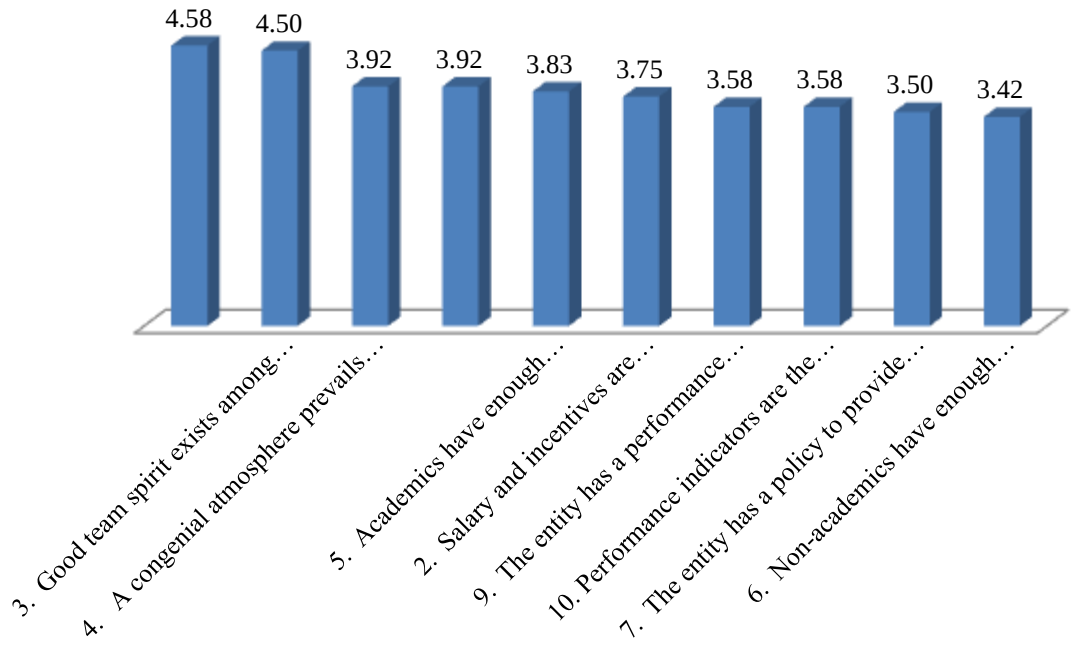
Participants type	*Area of evaluation*	*Strongly disagree*	*Disagree*	*Neutral*	*Agree*	*Strongly agree*	*Mean*
Faculty Members (12)	9. The entity has a performance award policy to inspire academic staff	1 8%	3 25%	1 8%	2 17%	5 42%	3.58
Non-Academic		0	1	0	1	0	3.00

Staffs (2)	(7.12)	0%	50%	0%	50%	0%	
Faculty Members (12)	10. Performance indicators are the criteria for promotion/up-gradation (7.12)	1 8%	1 8%	4 33%	2 17%	4 33%	3.58
Non-Academic Staffs (2)		0 0%	0 0%	1 50%	1 50%	0 0%	3.50

Faculty members' perception about recruitment and staff development

Figure-8.5 illustrates the overall average score and component wise average score to identify the strengths and weaknesses for recruitment and development of non-academic staff. The average score varied between 3.42 to 4.58 and the overall score was found to be 3.86. The indicators with higher average score than the overall score (3.86) for recruitment and development of non-academic staff were considered as the strengths of governance.

Figure 8.5: Overall and item wise average score of faculty members' recruitment and development

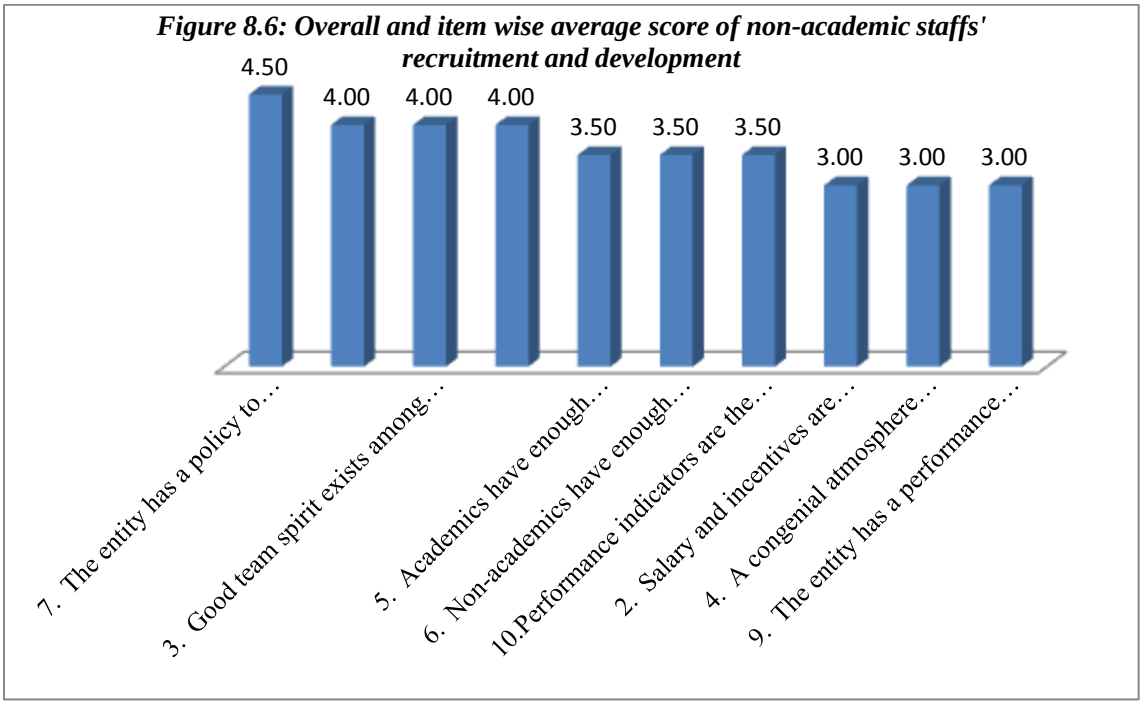


Non-academic Staffs

Figure-8.6 illustrates the overall average score and component wise average score to identify the strengths and weaknesses for recruitment and development of non-academic staff. The average

score varied between 3.0 to 4.50and the overall score was found to be 3.60. The indicators with higher average score than the overall score (3.60) for recruitment and development of non-academic staff were considered as the strength of governance.

Figure 8.6: Overall and item wise average score of non-academic staffs' recruitment and development



Summary as to standards

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. *Status: Needs improvement.*
Standard 7-2: Salary and incentives should be reasonable to attractive and retain the talented and experienced staff members. *Status: Needs improvement.*
Standard 7-3: Academic staff is working as a team with highest level commitment and sincerity. *Status: Needs improvement.*
Standard 7-4: Faculty is very serious and keen to enhance professional knowledge and skills through research and higher study leading to PhD degree. *Status: Needs improvement.*
Standard 7-5: All academic staff must have training or orientation for effective academic guidance and counseling. *Status: Needs improvement.*
Standard 7-6: Formal and documented peer observation is in practice in the entity. *Status: Needs improvement.*

Standard 7-7: University should have provisions for holding seminars and workshops to share new knowledge among the faculty and explore innovations. *Status: Needs improvement.*
Standard 7-8: Promotion or appointment to any higher position or assigning any responsibility in the university must be on the basis of well-defined key performance indicator (KPI). *Status: Good documentation exists.*

CHAPTER IX
RESEARCH AND EXTENSION

9.1 Policy and program

The University as a whole has a very rigorous approach to Research and Extension. The Department of Law and Human Rights in particular is also working in consonance with the University's approach through different activities.

Faculty Research

The faculty members are required to publish research works in order to get promotion and/or increment. Administration appreciates the faculty members publishing their works. On the part of the students there are mandatory researches as part of the completion of their degree. Law reports and online case law search database (Manupatra) is available from the Department. There is access to international journal databases (e.g. OARE, ARDI etc) through the INASP. One weakness in policy is that faculty research is not mandatory for all the faculty members, unless they apply for promotion or increment. However, faculty members are regularly engaged in research. A list of research of the faculty members done in recent semesters is annexed towards the end of the report.

Students' Research

Students are required to conduct noncredit researches as a part of their degree both in LL.B. and LL.M. programs. According to the UGC approved curriculum of the Department, students are under a requirement to conduct research guided by the faculty members (known as research advisors). This is usually done in their final semester of study. The copies of the research are kept in the library repository of the University. A list of recent semesters' students' research of LL.B. (Hon's) is hereafter annexed as examples:

Example - Research of Final Semester students in Spring 2017 (Table 9.1 (A).

Sl. No.	Reg. No.	Title of Dissertation	Name of Author
1	11111042	An appraisal of Human rights violation of Rohingya Refugee of Bangladesh: Existing Legal Frameworks and its Defects.	Jobaer Ahmed

2	12111064	Law relating to child marriage in Bangladesh : A critical analysis	Md. Saiful Islam Hridoy
3	12211040	16th Amendment of the Constitution Bangladesh and Impeachment of the Judges.	Zisan Shahriar
4	13111048	Laws relating to child marriage: Prohibition and protection of child marriage in Bangladesh- A critical analysis	Md. Habibullah Bahar
5	13211001	Protection of child and women workers under the Bangladesh labour Act 2006	Fatema Tuz Zuhura
6	13211004	A legal analysis on child trafficking in Bangladesh	Debashis Sarkar Dipon
7	13211006	Laws relating Enforcement of Human Rights in Bangladesh: Constitutional limitations in light of International law.	Md. Amirul Islam
8	13211008	Extra Judicial killing : Comparative study through national & international perspective	Nahid Najia Mou
9	13211011	Role of Anti-corruption commission of Bangladesh in prevention of corruption: A legal and regulatory review	Md. Imad Uddin Khan
10	13211013	Juvenile delinquency in Bangladesh: An Assessment of law and practice with reference to Judicial decision.	Md. Nafis Iqbal
11	13211015	The compliance of labour Laws by the Readymade Garment in Bangladesh: An Analysis.	Raju Ghosh
12	13211016	Article 70 and Freedom of Speech: A critical analysis of Law with Reference of Bangladesh.	Md. Mustafizur Rahman
13	13211018	Equal rights of woman in inheritance: A legal analysis in the context of Bangladesh	Syed Azizul Iqbal
14	13211019	Sixteen amendment of the constitution of Bangladesh and Independence of Judiciary: A Critical Analysis.	Afroza Haque
15	13211023	Criminal cases in Nari O Shishu Nirjatan Damon Tribunal for Oppression for Dowry: Critical review	Md. Saidur Rahman
16	13211024	Is the Judiciary independence in Bangladesh?	Taslima Nasrin
17	13211025	Legal Aid in Bangladesh: A tool for access to Justice.	Sadia Islam
18	13211026	Eve teasing : Laws and practice in Bangladesh perspective	Lulu -Al- Marjany

19	13211027	Laws for prevention of dowry in Bangladesh: Theory and practice	Saiful Islam Pias
20	13211028	Rights of the migrant workers of Bangladesh: A comparative study national and international perspective.	Rubina Kodor
21	13111023	"Judicial Independence in Bangladesh: A Critical Analysis"	Mst. Jerin Sayma Juy
22	13111024	Protecting Child Labour in Bangladesh Analysis between Domestic Law and International Laws	Mohua Islam
23	13111033	"Is ADR an effective way to resolve the dispute?	Md. Sujon Mia
24	12111065	Role of Law in Bangladesh: A Critical Analysis	Md. Kamran Hasan
25	12211039	Success and Failure of Alternative Dispute Resolution System in Family Court of Bangladesh	Sheik Shamsul Hoda
26	09211043	Extra-Judicial killing and Violation of Fundamental Rights.	Sakhawat Hossain
27	10111078	Critical Analysis on public interest Environment Litigation of Bangladesh	Mostaf Rabiul Alam

***** Serial as per registration number of the students.

Stakeholders' perception about research and development policy

Table 9.1 (B): Perceptions of the Stakeholders about research and development policy

Participants type	*Area of evaluation*	*Strongly disagree*	*Disagree*	*Neutral*	*Agree*	*Strongly agree*	*Mean*
Students (122)	The entity has a well-defined research and development policy (8.1)	7 6%	4 3%	11 9%	41 33%	59 48%	4.16
Alumni (63)		1 2%	2 3%	12 19%	18 28%	30 47%	4.17
Faculty (12)		0 0%	3 25%	4 33%	3 25%	2 17%	3.33

However, according to the survey around 80% of students and graduates and only 42% of faculty members think that the Department has a well-defined research and development policy. While one fourth of the faculty members disagree with this view and one third of them remain neutral in answering this question. Also nearly 20% of graduates and nearly 10% of students are neutral on this question while 5% of graduates and 9% of students disagree with the majority's view.

Stakeholders' perception about mechanism for engaging students in research and development

Table 9.1 (C): Perceptions of the Stakeholders about mechanism for engaging students in research and development							
Participants type	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***	***Mean***
Students (122)	Mechanism exists for engaging the students in research and development (8.2)	6 5%	9 7%	13 11%	46 37%	48 39%	3.99
Alumni (63)		2 3%	5 8%	8 13%	19 30%	29 45%	4.08
Faculty (12)		1 8%	2 17%	5 42%	2 17%	2 17%	3.17

Around 75% of the students and graduates and only 34% of the faculty members opined that the Department has a mechanism for engaging the students in research and development. 25% of faculty members, 11% of graduates and 12% of students disagree with the view that the majority of the stakeholders holds while 42% of the faculty members, 13% of graduates remain neutral while answering this question.

Stakeholders' perception of community service policy

Table 9.1(D): Perceptions of the Stakeholders about community service policy							
Participants type	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***	***Mean***
Students (122)	The entity has a community service policy (8.3)	7 6%	6 5%	15 12%	45 37%	49 40%	4.01
Alumni (63)		3 5%	5 8%	7 11%	28 44%	20 31%	3.90
Faculty (12)		0 0%	3 25%	6 50%	1 8%	2 17%	3.17

Around 75% of the graduates and students agree with the view that the Department has a community service policy while more than 10% of them disagree with this view and another 10% remains neutral. The perceptions of the faculty members are different than that of the graduates and students, as one fourth of the faculty members agree and equal number of them disagrees with this view while 50% of them remain neutral about this question.

9.2 Fund and facilities

University has an institutional mechanism to facilitate and fund research. The Institute for Energy, Environment, Research and Development (IEERD) supports research with funds. 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:

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

According to the Department's record, the following list shows the IEERD Funding in research, conference participation and article publication:

Funding in researches From IEERD and the University (Table 9.2)

Serial No.	Faculty Name	Designation	Name of Topic	Amount	Date
1.	Dr. ANM Atahar Ali	Head	Improper Labeling of Manufacturing and Expired Date on Packet: A Legal Study on Safety and Quality of Food Products in Bangladesh	50,000/-	15.04.2015
2.	Mohammad Irfan Aziz	Lecturer			
3.	Shahnewaj	RA/TA			
4.	Md. Lokman Hussain	Lecturer	"Consumer Related Aspects of Intellectual Property Rights"	5,000/-	22.12.2016
5.	Md. Saleh Akram	Lecturer	" A Critical Analysis of Access to Justice in Bangladesh"	7,837/-	02.10.2017
Funding From the University in research (other than IEERD)					
6	Dr. ANM Atahar Ali	Assistant Professor	To attend the conference at Harvard University, USA	1,23,900/-	11.03.2015
7	Ms. Nazia Wahab	Assistant Professor	To attend Fifth International Research Conference on Humanities and Social Sciences (IRCHSS-2016) in Sri Lanka	40,000/-	05.09.2016
8	Abdur Rahim	Assistant Professor	To attend in 'International Conference in Administration Criminal Law in India' at Galgotias University Uttar Pradesh	20,000/-	16.11.2016

It is the responsibility of IEERD to cater to the fund requirements of UAP for carrying out research works. From July 2015 to June 2017 total budget allocation of IEERD was TK. 14,00,000 (Fourteen 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. However, Department of Law and HR has their own budget for research and extension. Last 2015-2016 financial year this budget was 4,50,000/ (Four Lac and Fifty Thousand Taka Only) and in this financial year (2016-2016) the budget is 6,50,000/- (six lac and Fifty Thousand taka only). Department, is spending this budget for research, seminar conference and publication. (The list of the latest faculty publications is given in **Annexure-G.)**

9.3 Grants for research

It is relatively difficult for the law departments of private universities to hunt and gather funds in Bangladesh as there is a tendency to give priority to the public universities in investment/ allocation of funds in research. Legal NGOs and the Public Universities in Bangladesh have taken the leading place of getting research funds. However, faculty members try to hunt funds for their research and also try to get externally funded research projects as well. According to the survey, half of the faculty members remain neutral in answering this question while one third of them strongly agree with the view that the teachers always take initiative to hunt research fund for smooth running of the research and 17 % of them disagree with this view.

Table 9.3: Perceptions of the teachers about fund hunting

Participants type	*Area of evaluation*	*Strongly disagree*	*Disagree*	*Neutral*	*Agree*	*Strongly agree*	*Mean*
Faculty (12)	Teachers always take initiative to hunt research fund for smooth running of the research (8.3)	0 0%	2 17%	6 50%	0 0%	4 33%	3.50

9.4 Dissemination of research findings

Department disseminates the research findings in different ways. Faculty members publish their research works in reputed journals; present them in national and international seminars both in

Bangladesh and abroad. Sometimes the Department organizes seminar on research findings. For example, in 2014 and 2015 two seminars have been taken place in the Department. Most notably the Department publishes an annual journal, the UAP Journal of Law and Policy with ISSN 2518-024).

Summary of Standards

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. *Status: Needs improvement.*
Standard 8-2: University should have institutional approach to explore the possibility of corporate funding through university industry research collaboration. *Status: Needs to be developed.*
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. *Status: The system partially exists. Needs to be improved.*
Standard 8-4: Initiative to have patent of innovations need to be encouraged and supported by the university authority. *Status: This criteria is not directly applicable to the discipline of law and human rights.*

CHAPTER X
PROCESS MANAGEMENT AND CONTINUOUS IMPROVEMENT

For ensuring quality education, defining, developing, and improving processes of education systems are imperative. This chapter describes the process management and continuous improvement strategies applied and further incorporation needed at the Department of Law and Human Rights (L&HR), University of Asia Pacific (UAP).

The Institutional Quality Assurance Cell (IQAC) has been set up in the University in 2015. Department of Law and Human Rights has been involved in the process through formation of its (Self-Assessment Committee) SAC in October 2016. Beside and also before IQAC, the University takes her different initiatives in ensuring quality. The University would arrange day long workshops for newly appointed faculty members. Recently the University started arranging month long training and workshops for newly appointed faculty members while there are occasional workshops for faculty members under the activity plan of SA Committee of the Department. Curriculum was updated in 2015 with effect from spring 2016, which has already been discussed in this report. Faculty members of the Department regularly submit and follow the course outlines. The system of teachers' evaluation by the students is also a part of that quality assurance.

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

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

UAP has its own policy for conducting exam procedure. This was sanctioned on 2003 and which has been updated from time to time. (Exam rules of UAP is given here as **Annexure-H.)**

10.1 Self-assessment

Self-Assessment has been a preeminent general issue for the university and for the department in particular. The Department follows the university's direction and conduct self-assessments. Moreover, the department assesses different issues of the department and takes necessary actions and formulates policies for continuous assessment. For example, the Department of Law and Human Rights has a Quality Assurance Committee for observing and monitoring the condition of quality education in the department including self-assessment related activities.

Table 10.1: Perceptions of the teachers about Self-assessment

Participants type	*Area of evaluation*	*Strongly disagree*	*Disagree*	*Neutral*	*Agree*	*Strongly agree*	*Mean*
Faculty (12)	The entity embraces the spirit of continual quality improvement (9.2).	1 8%	0 0%	0 0%	6 50%	5 42%	4.17
	The entity always acts in compliance with the decision of the university regarding continuous quality improvement (9.1)	1 8%	0 0%	2 17%	7 58%	2 17%	3.75
	Academic programs are reviewed by the entity for the enhancement students' learning (9.3).	1 8%	1 8%	2 17%	5 42%	3 25%	3.67

According to the survey more than 90% faculty members opined that the Department embraces the spirit of continual quality improvement while 8% of them strongly disagree with this view. Three fourth (3/4) of the faculty members opined that the Department always acts in compliance with the decision of the University regarding continuous quality improvement while 8% disagree with and 17% remain neutral about this view. 67% teachers opined that the academic programs are reviewed by the Department for the enhancement of the students' learning while 17% disagree with and another 17% remain neutral about this view.

10.2 Improvement plan

There is After the SA Report and review, the Department will have an improvement plan. The University has formed a body named Strategic Planning Committee (SPC) comprising with the Board of Trustees, Registrar, Treasurer and all heads and Deans of UAP. 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.

10.3 Stakeholders feedback

Table 9.3: Perceptions of the teachers about stakeholders feedback							
Participants type	***Area of evaluation***	***Strongly disagree***	***Disagree***	***Neutral***	***Agree***	***Strongly agree***	***Mean***
Faculty (12)	The entity ensures a usual practice for students'/ Alumni's feedback as a culture (9.4)	1 8%	1 8%	6 50%	1 8%	3 25%	3.33

There are informal practice of students and alumni's feedback for process management and continuous improvement. The system is yet to be properly developed. Only one third (1/3) of the faculty members opined that the Department ensures a usual practice for students'/ alumni's feedback as a culture while half (1/2) of them remain neutral in answering the question and 16% disagree with this view.

10.4 Use of peer observation results and feedback

The Department does not have established mechanism for this. However the SA committee is working under the IQAC and after this review, the Department will appropriately use the peer observation and all feedbacks according to the guidelines of the University.

Summary of standards:

Standard 9-1: University or the entity must have internal quality assurance system with set policies and procedures for quality assurance. *Status: The system has recently been set up. Needs to be continued.*
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. *Status: The system has recently been set up. It will be followed in the future.*
Standard 9-3: The University or the entity continually and systematically reviews the effectiveness of the procedures to meet the objectives. *Status: It will be followed.*

CHAPTER XI
SWOT ANALYSIS

A SWOT analysis is a structured assessment of an institution's strengths, weaknesses, opportunities, and threats. SWOT is an acronym that stands for Strengths, Weaknesses, Opportunities, and Threats. Strengths and weaknesses are internal to the company and can be changed over time with proper strategies. Opportunities and threats are external dimensions and organizations have little control over these factors; however, strategies must adapt and adjust to different situations by administering applicable strategies. Any organization can perform SWOT analysis at any time to assess a changing environment and develop strategies accordingly. Thus, Department of L&HR decided to go through brainstorming sessions to identify the factors affecting Department of L&HR in each of the four categories mentioned above. After completion of brainstorming sessions, the entity finalized the SWOT analysis by listing the factors in each category in order of importance as identified by the team members.

11.1 Strengths

Governance

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

- Department has commitment, sense of responsibility, team work, collaboration and Co-ordination among the top management, academic, administrative and support units of the university.
- Good interaction among the teachers, students and non-academic staffs. Students have found that some of the teachers are cooperative and friendly in making their career plan and placing them in their fit places after completion of education.
- The entity has a well-designed website.
- The entity authority provides student's handbook (academic calendar, and program related information in details)
- The entity followed the documentation process at all levels of university administration from central to Individual faculty members.
- In UAP, academic leaders and the faculty members are judicious and guided by the values of quality assurance.
- Our existing students have an opportunity to evaluate their faculties.
- L&HR have an well-structured alumni association.

Curriculum Design & Review

- University has a well-defined procedure that ensures periodic review of various academic programs.
- Course contents, assessment strategies, prerequisites, clearly stated in the curriculum.
- L&HR has a well-structured course and curriculum committee, which carries out the responsibility of assigning the distribution of the course load among the faculty members.
- Department's Program and syllabus are UGC and Bangladesh Bar Council approved

Student Admission Progress & Achievement

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

Teaching Learning & Assessment

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

Staff & Facilities

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

Physical Facilities

- UAP has its exquisite permanent campus at the heart of the capital.
- Department of L&HR runs its programs from its city campus. It's class rooms are equipped with modern amenities.
- The department has also internet connectivity both for the faculty members and students, separate departmental seminar room, a state of the art computer laboratory.
- UAP has a well-equipped central medical center to meet medical emergency.

- There are separate rooms for professors, associate professors, assistant professors and cubicles for lecturers, conference room and lounge with modern facilities.
- There is a spacious and well ventilated cafeteria to provide foods at an affordable rate.

Student Support Services

- UAP has a separate directorate named "Directorate of Student Welfare (DSW)" to provide necessary student support. DSW is in charge of organizing co-curricular activities, personal & professional development programs and providing financial support for underprivileged students.
- To cope with the current industry demands, the department takes initiatives which includes various workshops, seminars, symposium, law lecture series, moot cour competition, debate competitions, sports competitions, and Job fair.
- Department of L&HR strive to continually impart knowledge to the students beyond classroom teaching. As part of this, the department has introduced 'Entrepreneurship Lecture Series' to learn and realize entrepreneurial qualities of eminent Law personalities.

Research & Extension

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

Process Management & Continuous Improvement

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

11.2 Weaknesses

Governance

- At present depart doesn't have any senior faculty (associate professor and Professor) having Phd degree. Though recently former attorney general has joined as the Director of Law School.
- The existing administrative staff needs to be more efficient and competent in carrying out the responsibilities.
- The filing and documentations are not up to the mark.
- Peer Observation & Feedback Process can play a vital role in quality improvement which has not been introduced yet.
- The entity doesn't have any specific Code of Conduct for faculties & Staffs.
- UAP doesn't provide any opportunity for the employers to participate in evaluation process.
- There is unanimity among the alumni, students, teachers, and non-academic staffs about the insufficiency of the institutional structures and facilities.
- High dissatisfaction has been found among the faculty members, students and alumni as to the research & extension of the Department of Law
- As to institutional facilities students have suggested for providing efficient library, E-library, access to online legal materials, sufficient reference books/journals/reports in the seminar library.

Curriculum Design & Review

- Although the department recently has revised its curriculum, still have some anomaly.

Student Admission Progress & Achievement

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

Teaching Learning & Assessment

- The number of full time faculty members is not enough so the department depends on some adjunct faculty members of public universities and reputed professionals. The adjunct faculty members are not able to allocate enough time for student counseling and guidance regarding the subject matter.

Staff & Facilities

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

Physical Facilities

- UAP doesn't provide any student's common room for the students.
- The university has indoor sport center; however it does not have its own outdoor sport field for arranging outdoor sports.
- There are no facilities for transportation and accommodation for students.
- Ambulance service is not available in the institution.

Student Support Services

- Nonacademic departmental support staff needs to be groomed and more professional in providing better services.
- Placement cell is not fully functional.
- Club activities are not yet broad enough to fully prepare students to become aware of their social commitments.

Research & Extension

- Department lacks the guidance of senior faculty members possessing research acumen and experience.
- Faculty members are engrossed with administrative responsibilities.

Process Management & Continuous Improvement

- Previously Department of L&HR followed a self-assessment system which was not structured and implemented regularly.

11.3 Opportunities

Governance

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

Curriculum Design & Review

- By keeping abreast with recent field practices, taking potential employers perspectives and experts' opinions into account in designing and upgrading curricula, Department of L&HR can gain significant competitive advantages in the professional field.

Student Admission Progress & Achievement

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

Teaching Learning & Assessment

- Department of L&HR can hire more faculty members at senior level with PhD degrees from renowned universities with substantial experience in teaching and research.

Staff & Facilities

- Department of L&HR can attract more experienced senior faculty members by revising the pay scale.

Physical Facilities

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

Student Support Services

- Functional alumni database can ensure the access to the job market for the fresh graduate.

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

Research & Extension

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

Process Management & Continuous Improvement

- By continuous quality improvement, Department of L&HR will be able to meet the upcoming challenges and demands of the professional world.

11.4 Threats

Governance

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

Curriculum Design & Review

- Without having any optional courses, students may find difficulties in their practical field.

Student Admission Progress & Achievement

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

Teaching Learning & Assessment

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

Staff & Facilities

- Some other private universities are recruiting through talent hunt with lucrative compensation that will lead the loss of experienced faculty members.
- Faculties are attracted in public jobs. They think public job are more secured.

Physical Facilities

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

Student Support Services

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

Research & Extension

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

Process Management & Continuous Improvement

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

CHAPTER XII
CONCLUSION AND IMPROVEMENT PLAN

12.1Recommendations for Quality Assurance and Further Development

For the purpose of quality assurance, internationalization of quality and further improvement, the Department of Law and Human Rights needs to take the following initiatives and address the following issues:

- Department of L&HR currently is suffering from a shortage of full-time faculties; this is manifested in the presence of a good number of part-time faculties teaching in the various programs. To address this concern, the department looks forward to recruiting faculty members with PhD in the shortest possible time.
- The department has set forth its vision and mission statements in the curriculum. However, various stakeholders, i.e., students, staff and all the faculty members must embrace and own these well-articulated vision and mission statements. In this regard, the department needs to act for proper dissemination of these statements.
- Institutional structures and facilities of the Department needs to be strengthened. The Department should take initiatives for providing efficient library, E-library, access to online legal materials, sufficient reference books/journals/reports in the seminar library, leisure facilities, student friendly classroom, hygienic toilets for both males and females, and more facilities for sports.
- The Department has to introduce career counseling office.
- The Department should ensure tutorial classes.
- Department should launch exchange programs with prominent international institutions for higher education and research.
- Conducting research and publications by the faculty members is a key ingredient for a thriving Law department. Not only should they perform their teaching responsibilities, faculty members must also involve themselves in cutting-edge research. In this regard, it is of utmost importance that they continuously hone their research skills so that they can publish in journals with high impact factor. Besides, the department needs to arrange faculty training,

both local and overseas, in areas of research methodologies and/or other pedagogical issues on a continuous basis.

- For the purposes of quality assurance, internationalization of quality and further improvement of the Department will either need sufficient budget from the Government or mobilize fund from its internal sources. It is suggested that the Government should allocate sufficient budget for adequate institutional infrastructure & facilities, research & extension, and faculty members' salary, research and seminar allowance, and other professional benefits and facilities. (Or alternatively the University and Department can consider mobilizing internal resources for quality assurance and further development. It may be mentioned that Bangladesh Government's Eighth Pay Commission Report and the University Grants Commission have recommended to collect funds from internal sources.)

12. 2 Strategic plan for further improvement of the Department

Department Goals for the next few years

The Long term Goal of the Department of Law and Human Rights is to place itself among the top law schools in Bangladesh by the year 2021.

In order to realize this long term goal the Department adopted the necessary policy initiatives and action plan in the coming years. In this connection, the department set the following goals for the academic year of 2016-17:

- To ensure continuous compliance of the policy initiatives adopted by the IQAC of the UAP and SA committee of the Department of Law and Human Rights.
- To form an 'Internal Faculty Performance Evaluation Committee' to monitor the performance of the faculty member.
- To arrange regular meetings and workshop to revise and update the present curriculum.
- To ensure rigorous involvement of the faculty members in research works and encourages them to publish regularly.
- To ensure an increase participation of the students in national and international moot court competition as part of developing a healthy environment for co-curriculum activities.
- To maintain the Department's commitment in promoting the extra-curriculum activities.

ANNEXURE-A: SURVEY TOOLS

Survey Questionnaire For Employer

The purpose of this survey is to obtain employers' input on the quality of education of _____ program of _____University. The survey is with regard to **the** graduates of _____University employed at your organization. Your sincere cooperation would enable us to improve the quality of our graduates as per your requirements.

Name of the Institute/Organization:_____

Corporate Office Address_____

Email:_____ **Web:**_____

Nature: Please put tick (√) in appropriate box

☐ Academic ☐ Research ☐ Business Enterprise ☐ Others_____

1. Experience Requirement for Entry Level Employees Please put tick (√) in appropriate box:

   ☐ Highly Experienced ☐ Experience for few years ☐ Fresh ☐ Cannot be generalized

2. Please rate the following dimensions of quality of graduates according to importance in recruitment using the following rating scale:

   5 = extremely important, 4=very important, 3= important, 2=less important, and 1=not at all important

No.	Dimensions of Quality	Rating
A. Knowledge		
3.1	Job knowledge (knowledge on the subject matter)	
3.2	IT Knowledge	
3.3	Innovative knowledge	
B. Communication Skills		
3.4	Oral communication	
3.5	Written communication	
3.6	Presentation skills	
C. Interpersonal Skills		
3.7	Ability to work in teams	
3.8	Leadership	
4.9	Empathy	
3.10	Motivation ability	

3.11	Reliability	
3.12	Appreciation of ethical values	
3.13	Adaptability	
D. Work Skills		
3.14	Time management	
3.15	Judgment	
3.16	Problem formulation, solving and decision making skills	
3.17	Collecting and analyzing appropriate data	
3.18	Ability to link theory to Practice	
3.19	Discipline	
3.20	Sense of Responsibility	

3. Please evaluate the following dimensions of competence of graduates …… program, … University based on their performance at your organization using the following scale:

5 – Excellent 4 – Very Good 3 – Good 2 – Fair 1 – Poor

No.	Dimensions of Quality	
E. Knowledge		
3.1	Job knowledge (knowledge on the subject matter)	
3.2	IT Knowledge	
3.3	Innovative knowledge	
F. Communication Skills		
3.4	Oral communication	
3.5	Written communication	
3.6	Presentation skills	
G. Interpersonal Skills		
3.7	Ability to work in teams	
3.8	Leadership	
4.9	Empathy	
3.10	Motivation ability	
3.11	Reliability	
3.12	Appreciation of ethical values	

3.13	Adaptability	
H. Work Skills		
3.14	Time management	
3.15	Judgment	
3.16	Problem formulation, solving and decision making skills	
3.17	Collecting and analyzing appropriate data	
3.18	Ability to link theory to Practice	
3.19	Discipline	
3.20	Sense of Responsibility	

4. Major weaknesses you have observed in the Graduates of _____ Program _____University working at your organization

5. Do you provide any training just after recruitment before assigning any responsibility: Yes/No
   If yes, please specify:_____

6. General Comments (Please make additional comments or suggestions, which you think would help to strengthen our academic programs for the improvement the quality of graduates).

_____
_____
_____
_____

Survey Questionnaire For Alumni

(To be filled by the Graduates)

This form includes statements for self-assessment at program level. You as a graduate are requested to give your sincere comment against each of the statements by putting a tick (√) mark. Your sincere evaluation will be helpful for correct assessment of the program so that next improvement plan may be undertaken.

Name of the entity (Faculty/Department/Discipline/Institute):_____

University: _____

Degree and service Information:

1. Current status:

   a) Searching Job, b) Employed in an organization c) Engaged with own business

   If the answer is b or c

   Name of present organization _____

   Designation: _____

   Address: _____

2. Year of passing/graduation:
3. Time taken to get the first employment:

Year	Month

4. Recruitment process you faced to get in your present organization

Direct Offer	
Direct Oral Interview	
Written & Oral Interview	
Other (Pls. Specify)	

5. Evaluate the following aspects of the program in terms capacity to provide quality education by marking "√" in the box of corresponding column according to the scale given:

   5–Strongly agree; 4–Agree; 3–Undecided; 2–Disagree; 1–Strongly disagree;

(Note: The figures in the parentheses indicate standards under the assessment criteria)

A. Governance

Aspects of Evaluation	5	4	3	2	1
1. Vision, mission and objectives of the entity are clearly stated (1.1)					
2. Academic decisions are taken by the entity with fairness and transparency (1.2)					

3. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.4)					
4. The entity has adequate infrastructures to satisfy its mission and objectives (1.5)					
5. Academic calendars are maintained strictly by the entity (1.5)					
6. Results are published timely in compliance with the ordinance (1.5)					
7. The entity reviews its policy and procedures periodically for further improvement (1.6)					
8. Codes of conduct for the students and employees are well communicated (1.7)					
9. Disciplinary rules and regulations are explicitly defined and well circulated (1.7)					
10. Website is updated properly (1.8).					
11. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.9)					
12. The entity ensures a conducive learning environment (1.12)					
13. Students' opinion regarding academic and extra-academic matters are addressed properly (1.13)					

B. Curriculum: content, design and review

Aspects of Evaluation	**5**	**4**	**3**	**2**	**1**
1. Courses in the curriculum from lower to higher levels are consistently arranged (2.3)					
2. Teaching strategies are clearly stated in the curriculum (2.3)					
3. Assessment strategies are explicit in the curriculum (2.3)					
4. Curriculum load is optimum and exerts no pressure (2.4)					
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).					

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

Aspects of Evaluation	**5**	**4**	**3**	**2**	**1**
1. Admission policy ensures entry of quality students (3.1).					
2. Commitment among students is observed to ensure desired progress and achievement (3.2)					
3. Admission procedure is quite fair (3.3)					
4. Students' progress are regularly recorded and monitored (3.7)					
5. Teachers provide regular feedback to the students about their progress (3.7)					
6. The entity maintains individual student's records properly (3.8)					

D. Structures and facilities

Aspects of Evaluation	5	4	3	2	1
1. Classroom facilities are suitable for ensuring effective learning (4.1).					
2. Laboratory facilities are congenial for practical teaching-learning (4.1)					
3. Facilities for conducting research are adequate (4.1)					
4. The library has adequate up-to-date reading and reference materials to meet the academic & research needs (4.1)					
5. Indoor and outdoor medical facilities are adequate (4.1)					
6. There are adequate sports facilities (indoor and outdoor) (4.1)					
7. Existing gymnasium facilities are good enough (4.1)					
8. Access to internet facilities with sufficient speed are available (4.2)					

E. Teaching learning and assessment

E.1: Teaching-learning

Aspects of Evaluation	5	4	3	2	1
1. Teaching-learning is interactive and supportive (5.1)					
2. Class size is optimum for interactive teaching learning (5.1)					
3. Entity provides adequate opportunities for practical exercises to apply in real life situation. (5.2)					
4. Students attained additional practical ideas apart from class room teaching (5.3)					
5. Modern devices are used to improve teaching-learning process(5.5)					
6. Diverse methods are practised to achieve learning objectives (5.5)					
7. Lesson plans/course outlines are provided to the students in advance (5.6)					

E.2: Learning Assessment

Aspects of Evaluation	5	4	3	2	1
1. Assessment systems are duly communicated to students at the outset of the term/semester (5.7).					
2. Assessment procedures meet the objectives of the course (5.8)					
3. Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed (5.8).					
4. Diverse methods are used for assessment (5.9).					
5. The students are provided feedback immediately after assessment (5.10).					

F. Student Support Services

Aspects of Evaluation	5	4	3	2	1
a. There is an arrangement in the entity to provide an academic guidance and counseling (6.1).					
b. Financial grants are available to the students in case of hardship (6.1)					
c. The entity provides co-curricular and extra-curricular exposures to the students (6.3)					
d. There is an organized and supportive alumni association (6.5).					
e. The entity collects alumni feedback to update the learning outcomes of the program (6.6)					
f. There are opportunities to be involved with community services (6.8).					

G. Research and Extension Services

Aspects of Evaluation	5	4	3	2	1
1. The entity has a well defined research and development policy (8.1)					
2. Mechanism exists for engaging the students in research and development (8.1)					
3. The entity has a community service policy (8.3)					

Other aspects:

1. What are the best practices of the program?

   _____
   _____

2. What practices of the program need to be improved?

   _____
   _____

3. What courses need to be included to improve the quality of graduates?
   a. _____
   b. _____
   c. _____

Survey Questionnaire For Students

(To be filled by the Existing Students)

This form includes statements for self-assessment at program level. You as a graduating student are requested to give your sincere comment against each of the statements by putting a tick (√) mark. Your sincere evaluation will be helpful for correct assessment of the program so that next improvement plan may be undertaken.

Name of the entity (Faculty/Department/Discipline/Institute):_____

University: _____

1. Evaluate the following aspects of the program in terms capacity to provide quality education by marking "√" in the box of corresponding column according to the scale given:

   5–Strongly agree; 4–Agree; 3–Undecided; 2–Disagree; 1–Strongly disagree;

(Note: The figures in the parentheses indicate standards under the assessment criteria)

A. Governance

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

B. Curriculum: content, design and review

Aspects of Evaluation	**5**	**4**	**3**	**2**	**1**
1. Courses in the curriculum from lower to higher levels are consistently arranged (2.3)					
2. Teaching strategies are clearly stated in the curriculum (2.3)					
3. Assessment strategies are explicit in the curriculum (2.3)					
4. Curriculum load is optimum and exerts no pressure (2.4)					

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

Aspects of Evaluation	5	4	3	2	1
a. Admission policy ensures entry of quality students (3.1).					
b. Commitment among students is observed to ensure desired progress and achievement (3.2)					
c. Admission procedure is quite fair (3.3)					
d. Students' progress are regularly recorded and monitored (3.7)					
e. Teachers provide regular feedback to the students about their progress (3.7)					
f. The entity maintains individual student's records properly (3.8)					

D. Structures and facilities

Aspects of Evaluation	**5**	**4**	**3**	**2**	**1**
1. Classroom facilities are suitable for ensuring effective learning (4.1).					
2. Laboratory facilities are congenial for practical teaching-learning (4.1)					
3. Facilities for conducting research are adequate (4.1)					
4. The library has adequate up-to-date reading and reference materials to meet the academic & research needs (4.1)					
5. Indoor and outdoor medical facilities are adequate (4.1)					
6. There are adequate sports facilities (indoor and outdoor) (4.1)					
7. Existing gymnasium facilities are good enough (4.1)					
8. Access to internet facilities with sufficient speed are available (4.2)					

E. Teaching learning and assessment

E.1: Teaching-learning

Aspects of Evaluation	**5**	**4**	**3**	**2**	**1**
1. Teaching-learning is interactive and supportive (5.1)					
2. Class size is optimum for interactive teaching learning (5.1)					
3. Entity provides adequate opportunities for practical exercises to apply in real life situation. (5.2)					

4. Modern devices are used to improve teaching-learning process(5.5)					
5. Diverse methods are practised to achieve learning objectives (5.5)					
6. Lesson plans/course outlines are provided to the students in advance (5.6)					

E.2: Learning Assessment

Aspects of Evaluation	**5**	**4**	**3**	**2**	**1**
1. Assessment systems are duly communicated to students at the outset of the term/semester (5.7).					
2. Assessment procedures meet the objectives of the course (5.8)					
3. Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed (5.8).					
4. Diverse methods are used for assessment (5.9).					
5. The students are provided feedback immediately after assessment (5.10).					

F. Student Support Services

Aspects of Evaluation	**5**	**4**	**3**	**2**	**1**
1. There is an arrangement in the entity to provide an academic guidance and counseling (6.1).					
2. Financial grants are available to the students in case of hardship (6.1)					
3. The entity provides co-curricular and extra-curricular exposures to the students (6.3)					
4. There is an organized and supportive alumni association (6.5).					
5. The entity collects alumni feedback to update the learning outcomes of the program (6.6)					
6. There are opportunities to be involved with community services (6.8).					

G. Research and Extension Services

Aspects of Evaluation	**5**	**4**	**3**	**2**	**1**
1. The entity has a well defined research and development policy (8.1)					
2. Mechanism exists for engaging the students in research and development (8.1)					
3. The entity has a community service policy (8.3)					

Other aspects:

1. What are the best practices of the program?

_____

2. What practices of the program need to be improved?

_____

_____

3. What courses need to be included to improve the quality of graduates?
    a. _____
    b. _____
    c. _____

Survey Questionnaire For Non-Academics

(To be filled by the non-academic staffs)

This form includes statements for self-assessment at program level. As a non-academic staff you are requested to give your sincere comment against each of the statements by putting a tick (√) mark on appropriate grade-column. Your sincere evaluation will be helpful for correct assessment of the program so that next improvement plan may be undertaken.

Name of the entity (Faculty/Department/Discipline/Institute):_____

University: _____

1. Evaluate the following aspects of the program in terms capacity to provide quality education by marking "√" in the box of corresponding column according to the scale given:

   5–Strongly agree; 4–Agree; 3–Undecided; 2–Disagree; 1–Strongly disagree;

(Note: The figures in the parentheses indicate standards under the assessment criteria)

A. Governance:

Aspects of Evaluation	**5**	**4**	**3**	**2**	**1**
1. Vision, mission and objectives of the entity are clearly stated (1.1)					
2. Academic decisions are taken by the entity with fairness and transparency (1.2)					
3. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.4)					
4. The entity has adequate infrastructures to satisfy its mission and objectives (1.5)					
5. Academic calendars are maintained strictly by the entity (1.5)					
6. Results are published timely in compliance with the ordinance (1.5)					
7. The entity reviews its policy and procedures periodically for further improvement (1.6)					
8. Codes of conduct for the students and employees are well communicated (1.7)					
9. Disciplinary rules and regulations are explicitly defined and well circulated (1.7)					
10. Website is updated properly (1.8).					
11. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.9)					

B. Staff and Facilities: Recruitment and staff development

Aspects of Evaluation	**5**	**4**	**3**	**2**	**1**
1. Recruitment policy and practices are good enough for recruitment of competent academic and non-academic staff (7.1)					
2. Salary and incentives are attractive enough to retain the academic and non-academic staff (7.2).					

3. Good team spirit exists among different non-academic staff (7.4).						
4. A congenial atmosphere prevails to enhance professional knowledge through research and higher studies (7.5)						
5. Academics have enough opportunity to take part in different seminar/workshop/training programs for skill development (7.7)						
6. Non-academics have enough opportunity to take part in different training programs for skill development (7.7)						
7. The entity has a policy to provide mentoring/continuous guidance for new academic staff.*(*7.8)						
8. The entity practices seminars and workshops to share knowledge and experience among the faculty members (7.11)						
9. The entity has a performance award policy to inspire academic staff (7.12)						
10. Performance indicators are the criteria for promotion/up-gradation (7.12)						

Other aspects:

1. What are the major weaknesses you have observed in the entity

   _____
   _____
   _____
   _____
   _____

2. What are your suggestion(s) to improve the teaching learning environment:

   _____
   _____
   _____
   _____

SURVEY QUESTIONNAIRE FOR ACADEMICS

(To be filled by the faculty members)

This form includes statements for self-assessment at program level. You as a teacher are requested to give your sincere comment against each of the statements by putting a tick (√) mark on appropriate grade-column. Your sincere evaluation will be helpful for meaningful assessment of the program so that next improvement plan may be undertaken

Name of the entity (Faculty/Department/Discipline/Institute):_____

University: _____

1. Evaluate the following aspects of the program in terms capacity to provide quality education by marking "√" in the box of corresponding column according to the scale given:

   5–Strongly agree; 4–Agree; 3–Undecided; 2–Disagree; 1–Strongly disagree;

(Note: The figures in the parentheses indicate standards under the assessment criteria)

A. Governance

Aspects of Evaluation	**5**	**4**	**3**	**2**	**1**
1. Vision, mission and objectives of the entity are clearly stated (1.1)					
2. Academic decisions are taken by the entity with fairness and transparency (1.2)					
3. The intended learning outcomes (ILOs) satisfy the stated mission and objectives of the entity (1.4)					
4. The entity has adequate infrastructures to satisfy its mission and objectives (1.5)					
5. Academic calendars are maintained strictly by the entity (1.5)					
6. Results are published timely in compliance with the ordinance (1.5)					
7. The entity reviews its policy and procedures periodically for further improvement (1.6)					
8. Codes of conduct for the students and employees are well communicated (1.7)					
9. Disciplinary rules and regulations are explicitly defined and well circulated (1.7)					
10. Website is updated properly (1.8).					
11. The entity provides comprehensive guidelines to the students in advance by means of a brochure/handbook (1.9)					
12. Documentations (decisions of committees, class attendance registers, questions, answer scripts, marks, examination results, students' progress etc) are maintained properly (1.10)					
13. Decision making procedure in the entity is participatory (1.11)					
14. The entity ensures a conducive learning environment (1.12)					
15. Students' opinion regarding academic and extra-academic matters are addressed properly (1.13)					

B. Curriculum Design and Review

Aspects of Evaluation	5	4	3	2	1
1. Curriculum is reviewed and updated at regular intervals in compliance with the rules of the universities (2.1)					
2. Opinions from the relevant stakeholders (students, teachers, employers and alumni) are duly considered during review of the curriculum (2.2)					
3. Courses in the curriculum from lower to higher levels are consistently arranged (2.3)					
4. Teaching strategies are clearly stated in the curriculum (2.3)					
5. Assessment strategies are explicit in the curriculum (2.3)					
6. Curriculum load is optimum and exerts no pressure (2.4)					
7. Curriculum addresses the program objectives and program learning outcomes (2.4)					
8. The curriculum is effective in achieving day-one skill (which happens right at the beginning in the first day at job place) (2.5).					

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

Aspects of Evaluation	5	4	3	2	1
1. Admission policy ensures entry of quality students (3.1).					
2. Commitment among students is observed to ensure desired progress and achievement (3.2)					
3. Admission procedure is quite fair (3.3)					
4. Students' progress are regularly recorded and monitored (3.7)					
5. Teachers provide regular feedback to the students about their progress (3.7)					
6. The entity maintains individual student's records properly (3.8)					

D. Structure and Facilities

Aspects of Evaluation	5	4	3	2	1
1. Classroom facilities are suitable for ensuring effective learning (4.1).					
2. Laboratory facilities are congenial for practical teaching-learning (4.1)					
3. Facilities for conducting research are adequate (4.1)					
4. The library has adequate up-to-date reading and reference materials to meet the academic & research needs (4.1)					
5. Indoor and outdoor medical facilities are adequate (4.1)					
6. There are adequate sports facilities (indoor and outdoor) (4.1)					
7. Existing gymnasium facilities are good enough (4.1)					

8. Office equipments are adequate to support the students' need (4.1)					
9. Entity has competent manpower to run the academic affairs (4.1)					
10. Access to internet facilities with sufficient speed are available (4.2)					

E. Teaching learning and assessment

E.1: Teaching Learning

Aspects of Evaluation	5	4	3	2	1
1. Teaching-learning is interactive and supportive (5.1)					
2. Class size is optimum for interactive teaching learning (5.1)					
3. Entity provides adequate opportunities for practical exercises to apply in real life situation. (5.2)					
4. Teaching-learning process encompasses co-curricular activities to enrich students' personal development. (5.4)					
5. Modern devices are used to improve teaching-learning process(5.5)					
6. Diverse methods are practised to achieve learning objectives (5.5)					
7. Lesson plans/course outlines are provided to the students in advance (5.6)					

E.2: Learning Assessment

Aspects of Evaluation	5	4	3	2	1
1. Assessment systems are duly communicated to students at the outset of the term/semester (5.7).					
2. Assessment procedures meet the objectives of the course (5.8)					
3. The assessment system is reviewed at regular intervals (5.8)					
4. Both formative (quizzes, assignments, term papers, continuous assessments, presentations etc.) and summative assessment (final examination) strategies are followed (5.8).					
5. Diverse methods are used for assessment (5.9).					
6. The students are provided feedback immediately after assessment (5.10).					
7. Fairness and transparency is maintained in assessment system (5.9)					

F. Students Support Services

Aspects of Evaluation	5	4	3	2	1
1. There is an arrangement in the entity to provide an academic guidance and counseling (6.1).					
2. Financial grants are available to the students in case of hardship (6.1)					

3. The entity provides co-curricular and extra-curricular exposures to the students (6.3)					
4. There is an organized and supportive alumni association (6.5).					
5. The entity collects alumni feedback to update the learning outcomes of the program (6.6)					
6. There are opportunities to be involved with community services (6.8).					

G. Staff and Facilities: Recruitment and staff development

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

H. Research & Extension Services

Aspects of Evaluation	**5**	**4**	**3**	**2**	**1**
1. The entity has a well defined research and development policy (8.1)					
2. Mechanism exists for engaging the students in research and development (8.1)					
3. Teachers always take initiative to hunt research fund for smooth running of the research (8.1)					
4. The entity has a community service policy (8.3)					

I. Process Control Internal (Quality Assurance and Continuous quality Improvement)

Aspects of Evaluation	**5**	**4**	**3**	**2**	**1**
1. The entity always acts in compliance with the decision of the university regarding continuous quality improvement (9.1)					

2. The entity embraces the spirit of continual quality improvement (9.2).					
3. Academic programs are reviewed by the entity for the enhancement students' learning (9.3).					
4. The entity ensures a usual practice for students'/ Alumni's feedback as a culture (9.3)					

Other Aspects:

1. Major weaknesses you have observed in the quality of graduates
   _____
   _____
   _____
   _____

2. Enlist your suggestion(s) to improve the quality of graduates:
   _____
   _____
   _____
   _____
   _____

ANNEXURE-B: ACADEMIC CALENDAR

University of Asia Pacific
Academic Calendar Fall-2017 (DRAFT)

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) – 3 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 2017: Bengali New Year
25 Apr 2017: 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					

ANNEXURE-C: PRESENT SYLLABUS OF LLB (HONS) PROGRAM

First Year: 1st Semester

Course Code	Course Title	Credits
IEC-100	Intensive English Course	**Non Credit**
LAW-101	Introduction to Law and Legal System	**3**
HSS-102	Bangladesh Studies	**3**
CST-103	Fundamentals of Computer Science and Information Technology	**3**
LAW-104	English For Law	**3**
INS-105	Introduction to Natural Sciences	**3**
IIR-106	Introduction to International Relations	**3**

First Year: 2nd Semester

Course Code	Course Title	Credits
LAW-107	Jurisprudence and Legal Theory	**3**
LAW-108	Muslim Personal Law	**3**
LAW-109	Law of Torts	**3**
LAW-110	Hindu and Christian Personal Law	**3**
LAW-111	Government and Politics	**3**
ECN-112	Fundamentals of Economics	**3**

Second Year: 1st Semester

Course Code	Course Title	Credits
LAW-201	Constitutional Law of Bangladesh	**3**
LAW-202	Criminology, Victimology and Restorative Justice	**3**
LAW-203	Employment Law	**3**
LAW-204	Principles of Equity, Law of Trust and Specific Relief	**3**
LAW-205	Law of Contract	**3**
LAW-206	Gender and Development	**3**

Second Year: 2nd Semester

Course Code	Course Title	Credits
LAW-207	Business and Maritime Law	**3**
LAW-208	Law of Transfer of Property and Registration	**3**
LAW-209	Land Law	**3**
LAW-210	Comparative Law of Succession	**3**
LAW-211	Comparative Constitutional Law	**3**
LAW-212	Anti-Corruption and Anti Money Laundering Law	**3**

Third Year: 1st Semester

Course Code	Course Title	Credits
LAW-301	Company and Securities Law	**3**
LAW-302	International Law	**3**
LAW-303	Human Rights and Humanitarian Law	**3**
LAW-304	Fiscal Law	**3**
LAW-305	Intellectual Property Law	**3**
LAW-306	Media and Cyber Law	**3**

Third Year: 2nd Semester

Course Code	Course Title	Credits
LAW-307	Administrative Law	**3**
LAW-308	Food, Health and other Consumer Laws	**3**
LAW-309	Law on Banking, Foreign Exchange and Investment	**3**
LAW-310	Environmental Law	**3**
LAW-311	Real Estate and Construction Law	**3**
LAW-312	Immigration and Refugee Law	**3**

Fourth Year: 1st Semester

Course Code	Course Title	Credits
LAW-401	Criminal Law of Bangladesh	**3**
LAW-402	Law of Criminal Procedure	**3**
LAW-403	Law of Civil Procedure	**3**
LAW-404	Law of Evidence and Limitation	**3**
LAW-405	Legal Research	**3**
LAW-406	Medical and Drug Law	**3**

Fourth Year: 2nd Semester

Course Code	Course Title	Credits
LAW-407	Dissertation	**3**
LAW-408	Alternative Disputes Resolutions and Legal Aid	**3**
LAW-409	International Trade Law	**3**
LAW-410	Conveyancing, Drafting and Professional Ethics	**3**
LAW-411	Trial and Advocacy Training in Civil Justice	**3**
LAW-412	Trial and Advocacy Training in Criminal Justice	**3**

LL.B. (Hon's) (previous one)

THIRD YEAR

Semester Five		**Credits**
LAW - 337	Company Law	4
LAW - 339	Mercantile Law	4
LAW - 341	Tax Law	4
LAW - 343	Public International Law and Human Rights	4
		16

Semester Six		**Credits**
LAW - 345	Legal History of Bangladesh from 1972 to date	4
LAW - 347	Local Government and Administrative Law	4
LAW - 349	Cyber Law and Intellectual Property Law	4
LAW - 351	Real Estate & Construction Laws	4
		16

FOURTH YEAR

Semester Seven		**Credits**
LAW - 453	Penal Laws	3
LAW - 455	The Code of Criminal Procedure	4
LAW - 457	The Code of Civil Procedure	4
LAW - 459	Law of Evidence and Limitation	4
		15

Semester Eight		**Credits**
LAW - 461	Law of Succession	4
LAW - 463	Conveyancing and Drafting	4
LAW - 465	Advocacy Workshop (Civil) & Internship in Civil Justice	5
LAW - 467	Advocacy Workshop (Criminal) & Internship in Criminal Justice	5

ANNEXURE-D SAMPLE ADMISSION TEST'S QUESTION

University of Asia Pacific

Department of Law and Human Rights

Admission Test, Fall -2017

Time: 1 Hour Total Marks: 100

Name:

ID No.: Serial No.:

Date:

Signature of the Applicant:

Signature of the Invigilator:

Marks obtained: _____

Result: _____

Start answering from the next page

Tick (√) the correct answers. Each question values 02 marks

Instruction: Choose the best option to fill in the blanks.

1. I'm going to do some shopping _____ my grandmother.
   a) to b) in
   c) for d) by

2. It was a real shame _____the bad weather on our trip.
   a) About b) in
   c)by d) of

3. I watched an interesting show _____ lions.
   a) of
   b) by
   c) at
   d) on

4. This pasta consists _____ bacon and mushrooms.
   a) with
   b) in
   c) of
   d) by

5. Yesterday I saw a car _____was really old.
   a) That
   b) Which
   c) Who
   d) it

6. Mandy is the girl _____ I met on Friday.
   a) Whom
   b) Who
   c) No pronoun
   d) that

7. I haven't seen Frank, _____ brother is five, for a long time now.
   a) His
   b) Which
   c) Whose
   d) himself

8. What could be the synonym of "Valliant"
   a) Nervous
   b) Cowardly
   c) Quick
   d) Brave

9. What is the antonym of "Furious"
   a) Enraged
   b) Calm
   c) Frantic
   d) violent

10. Write the synonym of the bold word in the given sentence, "You have put all of our positions in **jeopardy**."
   a) Protection
   b) risk
   c) Certainty
   d) Problem

11. They usually spend their holidays in _____ mountains.
   a) the
   b) No article
   c) A
   d) an

12. I can't live on _____ 500 dollars a month.
   a) The
   b) No article
   c) an
   d) A

13. Los Angeles has _____ ideal climate.
   a) An
   b) The
   c) A
   d) No article

14. Some people say that it is better to _____ for today.
   a) Is living
   b) Living
   c) Lives
   d) Live

15. Have you ever _____ to Canada?
   a) Being
   b) Be

c) Been
d) Have been

16. To end in smoke means_____
a) To come to nothing
b) To gain importance
c) To praise oneself
d) To reach target

17. A cock and bull story means_____
a) Interesting story
b) A detective story
c) An absurd tale
d) A relevant story

18. The sun _____ in the east, and _____ in the west.

a) sets, rises
b) rises, sets
c) will rise, will set
d) answer a & c is correct.

19. He _____ about how hard the quizzes are.

a) always complains
b) was always complain
c) always be complaining
d) complains

20. Choose the correct sentence.

a) Have you been exercising with Glen?
b) Has Glen exercised lately?
c) Is Glen exercising right now?
d) All the answers are correct.

21. Which organization declared 21st February as International Mother Language Day?
a) UNICEF b) UNDP
c) UNESCO d) Bangladesh Government.

22. Which writer came to India after life became difficult for her in Bangladesh after her novel Lajja was published?
a) Anita Desai
b) Kiran Desai
c) Jhumpa Lahiri
d) Taslima Nasreen

23. Who is the current Speaker of the House of Nation?
a) Fazle Rabbi
b) Shirin Sharmin Chowdhury
c) Anisul Haque
d) Rawshon Ershad

24. Which instrument is used to measure depth of ocean?
a) Galvanometer
b) Fluxmeter
c) Endoscope
d) Fathometer

25. Who discovered Atom?
a) Madam Curie
b) James Chadwick
c) Rutherford
d) John Dalton

26. Which one is the Independent day of Bangladesh?
a) 16th December b) 21st February
c) 10th January d) 26th March

27. Which district is the 'Tajin Dong' in?
a) Bandarban b) Cox's Bazar
c) Rangamati d) Rangpur

28. The famous musician who sung for our liberation war in 1971 was-
a) Aiub Bacchu b) Bob Dillon
c) George Harrison d) Pandit Ravi Shankar

29. Who said that "democracy is a government of the people, by the people, and for the people."?
a) Fidel Castro b) Che Guevara
c) Karl Marx d) Abraham Lincon

30. What is the name of Parliament of the Bangladesh?

a) United Nations b) Congress
c) House of Lords d) House of Nation

31. In which year the United Nations was established?
a) 1921 b) 1920
c) 1945 d) 1974

32. Microsoft Word (M.S. WORD) is a
a) Hardware b) Software

c) Mouse d) Keyboard

33. Which party won the elections in Pakistan in 1970 and was not allowed to form government?
a) Awami League
b) Muslim League
c) Justice Party
d) Pakistan People's Party

34. To which Indian Lieutenant General did Pakistani Lieutenant General A. A. K. Niazi surrender?
a) J. F. R. Jacob
b) J. S. Aurora
c) Shankar Roychowdhury
d) S. F. Rodrigues

35. Capital Punishment in legal aspect means-
a) Life imprisonment b) Death Penalty
c) Transportation for life d) fourteen years imprisonment.

৩৬। রবীন্দ্রনাথ ঠাকুর পুরস্কার পান গীতাঞ্জলীর জন্য। অনুবাদ গ্রন্থটির ভূমিকা লিখেছেন কে?

ক) রবার্ট ফ্রস্ট খ) উইলিয়াম শেক্সপিয়ার
গ) ডব্লিউ বি ইয়েটস ঘ) স্যামুয়েল জনসন

৩৭। কাজী নজরুল ইসলামের রাজবন্দীর জবানবন্দী প্রকৃতপক্ষে একটি
ক) অনুবাদ খ) প্রবন্ধ
গ) কবিতা ঘ) সাহিত্য

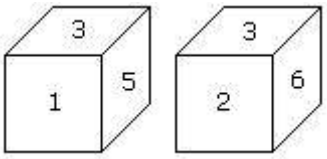
৩৮। আমড়াগাছি বাগধারাটির অর্থ কী ?
ক) অনুরোধে ঢেঁকি খ) বিপদে পড়া
গ) আলসেমি করা ঘ) তোষামোদ করা

৩৯। নিত্য স্ত্রীবাচক শব্দ নয় কোনটি?
ক) বিধাবা খ) ধর্মপত্নী
গ) অঙ্গনা ঘ) শ্রীমতী-

৪০। কোনটি শুদ্ধ বানান?
ক) আষাড় খ) আশার
গ) আষাঢ় ঘ) আসার

41. SAW: CARPENTER
a) Scissors: tailor b) Wagon: farmer
c) Brush: painter d) Typewriter: author

42. Two positions of a dice are shown below. Which number will appear on the face opposite to the face with the number 5?



a) 2/6 b) 2
c) 6 d) 4

43. B, D, F, I, L, P, ?
a) R b) S
c) T d) U

44. AI, BJ, CK, ?
a) DL b) DM
c) GH d) LM

45. Find the odd one out
a) Tempest b) Hurricane
c) Cyclone d) Monsoon

46. Doctor : Patient : : Politician : ?
a) Voter b) Chair
c) Money d)Public

47. Which one is different among these four?
a) New Delhi b) Dhaka
c) Canberra d) Sydney

48. A is the husband of B. E is the daughter of C. A is the father of C. How is B related to E?

a) Mother b) Grandmother
c) Aunt d) Cousin

49. If today is Thursday , after 730 days which will be the day of the week ?
a)Thursday b)Friday c)Saturday d)Monday

50. Choose the best conclusion.
Statement: Death keeps no calendar.
Conclusions: I. Man must die one day.
II. Death can come at any time.
a) only conclusion I follows.
b) only conclusion II follows.
c) neither I nor II follows.
d) both I and II follow

ANNEXURE-E: SAMPLE OF COURSE OUTLINE

University of Asia Pacific (UAP)
Department of Law and Human Rights (LHR)

Course Outline

Program:	Bachelor of Laws (LLB)
Course Title:	Law of Evidence and Limitation
Course Code:	Law-459
Semester:	Spring-17
Level:	4th Year 1st Semester
Credit Hour:	**04**
Name & Designation of Teacher:	Nazia Wahab, Assistant Professor
Office/Room:	**906**
Class Hours:	11:00pm-11:50 am, Room No. 605 4:00am-4:50 am, Room No. 908, 10:00am-10:50 am, Room No. 908 11:00am-11:50 am, Room No. 908
Consultation Hours:	9:00 A.M-01:00 P.M 01: P.M-5:00P.M
e-mail:	**nazia@uap-bd.edu**
Mobile:	
Rationale:	Required and core course. After studying this course students can able to understand and apply the basic of rules of Evidence and Limitation into their practical life.
Pre-requisite (if any)**:**	N/A

Course Synopsis: Law of Evidence: Introductory class, Facts in issue and relevant facts, facts connected with the fact to be proved, Mode of proof, Judicial notice, facts admitted, contents of document and proof of Existence, condition and contents of documents, Presumptions, Burden of proof, competence of witness, Examination of witness, power of the court in relation to examination of witness, Nature of the Law of Limitation and Prescription. Object interpretation and application of statutes of Limitation, Computation of period of Limitation. Grounds of exemption from extension of period of Limitation, Effect of fraud and acknowledgement on limitation. Suspension of Limitation, acquisition of ownership by possession

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

1. Provide basic legislative knowledge of Evidence and Limitation.
2. Discuss about relevant case reference related to Evidence and Limitation.
3. Focus on factual analysis with the help of law of Evidence.

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

1. Explain the basic rules of evidence and limitation.
2. Apply the basic rules of law of evidence and limitation into their practical field.
3. Analyze the facts with the help of the principle of law of evidence.
4. Relate the principle of evidence and limitation applied into the leading case.

Teaching-learning and Assessment Strategy: Lectures, assignments, oral presentations, quizzes, examinations.

Linkage of LO with Assessment Methods & their Weights:

LO	Assessment Method	(%)
3-4	Oral presentation	05
1,2,3	Quiz	05
1-4	Class attendance	10
2,3,4	Assignment	10
1,2,3	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 PO/Generic Skills:

Learning Outcome (LO) of the Course	Generic Skills/Program Outcomes* (Appendix-1)									
	1	2	3	4	5	6	7	8	9	10
Explain the basic rules of evidence and limitation	√									√
Apply the basic rules of law of evidence and limitation into their practical field										
Analyze the facts with the help of the principle of law of evidence.				√			√			
Relate the principle of evidence and limitation applied into the leading case										√

Lecture Schedule

Weeks	Topics	Reading Materials
1	Law of Evidence Introductory class, Facts in issue and relevant facts, facts connected with the fact to be proved, Presumption	• K K Singh and H.P Gupta, *The Indian Evidence Act, 1872*, (Estern Law Book Company,Lucknow 2012) PP 10-16, 18-47 • *The Evidence Act*, 1872 SS 1-4, 5-16
2	Admission, facts admitted, statement by persons who cannot be called as witness, statements made under special circumstance, how much a statement is to be proved,	• K K Singh and H.P Gupta, *The Indian Evidence Act, 1872*, (Estern Law Book Company,Lucknow 2012) PP 48-107 • Muhammad Nazrul Islam, The Reflections on the Law of Evidence, (Al-Afsar Press, Dhaka, 1st ed. 1995)PP 18-152 • *The Evidence Act*, 1872 SS 17-39
3	Judgment of court of justice when relevant, opinion of third person when relevant, character when relevant.	• K K Singh and H.P Gupta, *The Indian Evidence Act, 1872*, (Estern Law Book Company,Lucknow 2012) PP 108-219 • *The Evidence Act*, 1872 SS 40-55
4	Facts which need not to be proved	• K K Singh and H.P Gupta, *The Indian Evidence Act, 1872*, (Estern Law Book Company,Lucknow 2012) PP 131-136 • *The Evidence Act*, 1872 SS 56-136
	QUIZ	
5	Oral Evidence	• K K Singh and H.P Gupta, *The Indian Evidence Act, 1872*, (Estern Law Book Company,Lucknow 2012) PP 136-139 • *The Evidence Act*, 1872 SS 59-60
	MIDTERM EXAM	
6	Documentary evidence, exclusion of oral by documentary evidence, Burden of proof, estoppel	• K K Singh and H.P Gupta, *The Indian Evidence Act, 1872*, (Estern Law Book Company,Lucknow 2012) PP 143-191, 200-237, 238-270, 286-311 • *The Evidence Act*, 1872 SS 61-114, 115-117
7	Witness, Examination of witness, improper	• K K Singh and H.P Gupta, *The Indian*

	admission and rejection of evidence.	*Evidence Act, 1872*, (Estern Law Book Company,Lucknow 2012) PP 323-387 • *The Evidence Act*, 1872 SS 118-166
8	Nature of the Law of Limitation and Prescription. Object interpretation and application of statutes of Limitation Limitation : Introductory	• *The Limitation Act*, 1908, SS1-17 • *Lecture*
9	Effect of fraud and acknowledgement on limitation. Suspension of Limitation. acquisition of ownership by possession	*The Limitation Act*, 1908, SS12-28
	ORAL PRESENTATION	
10	Introductory	• *The Limitation Act*, 1908, SS1-17 • *Lecture*
11	Dismissal of suits, etc., instituted, etc., after period of limitation, Where Court is closed when period expires, Extension of period in certain cases, Legal disability, Disability of one of several plaintiffs or applicants, Special exceptions, Continuous running of time, Suits against express trustees and their representatives, Suits on foreign contracts	*The Limitation Act*, 1908,SS3-11
	ASSIGNMENT/COURT VISIT/PROJECT VISIT	
12	Exclusion of time in legal proceedings, Exclusion of time of defendant's absence from Bangladesh and certain other territories, Exclusion of time of proceeding bona fide in Court without jurisdiction, Exclusion of time during which proceedings are suspended, Exclusion of time during which proceedings to set aside execution-sale are pending, Effect of death before right to sue accrues, Effect of fraud	*The Limitation Act*, 1908, SS12-18
13	Effect of acknowledgement in writing, Effect of payment on account of debt as of interest on legacy, Agent of persons under disability, Effect of substituting or adding new plaintiff or defendant, Continuing breaches and wrongs, Suit for compensation for act not actionable without special damage, Computation of time mentioned in instruments	*The Limitation Act*, 1908,SS19-25
14	Acquisition of right to easements, Exclusion in favour of reversioner of servient tenement, Extinguishment of right to property	*The Limitation Act*, 1908, SS 26-28
	FINAL EXAMINATION	

1. **Required References:** (i) K K Singh and H.P Gupta, *The Indian Evidence Act, 1872*, (Estern Law Book Company,Lucknow 2012)

(ii) Muhammad Nazrul Islam, The Reflections on the Law of Evidence, (Al-Afsar Press, Dhaka, 1st ed. 1995)
(ii) *The Evidence Act*, 1872
(iii) *The Limitation Act*, 1908

2. **Recommended References:** (i) N H Jhabvala, *The Indian Evidence Act*, (C.Jamnadas & Co, Mumbai4th ed. 2008)
(ii) Justice Moonir, *Law of Evidence*, (University Book Agency, Allhabad, 6th ed. 2010)
(iii) *The Evidence Act*, 1872, DLR
(iv) *The Limitation Act*, 1908, DLR

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

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

Prepared by	Checked by	Approved by
Nazia Wahab Assistant Professor, L&HR, UAP	Curriculum Committee LHR	Head/Dean

Appendix-1: Program Outcomes/Generic Skills

No.	Generic Skills/Program Outcomes
1.	Intellectual skills
2.	Advocacy and case management skills
3.	Scientific and Analytical skills
4.	Research, Innovation, and Entrepreneurship skills
5.	Communication, negotiation, & IT skills
6.	Values, Ethics and Morality
7.	Teamwork and Leadership skills
8.	Professionalism
9.	Social skills and responsibilities
10.	Life-long Learning skills

Appendix-2: Grading Policy

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

ANNEXURE-F(a): CENTRAL CLUBS

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

ANNEXURE-F (b): DEPARTMENTAL CLUBS

Law and Human Rights Cultural Club

Designation	Name	Mobile Number
President	Kaniz Fatema Nishu	01990353633
Vice-President	Abir Hasan	01757233243
Vice-president	Sanjana Islam Roksana	01783181620
Vice-president	Samia Sayma Shomi	01681926285
General Secretary	Mehedi Hasan (Anik)	01786434977
Asst. General Secretary	Sadia Karim	01620900568
Asst. General Secretary	kazi Tasnim Jahan	01834401718
Asst. General Secretary	Tasmia Nazmoon	01719104574
Organizing Secretary	Farhatun Mehjabin	01745822031
Program Co-ordinator	Afsana Nusrat Meem	01792495310
Asst. Program Co-ordinator	Noor E Jannat	01748309240
Asst. Program Co-ordinator	Abdullah Al Shovon	01737761273
Office secretary	Joy Das	01836384934
Treasurer	Sazzad Hossain Shimul	01738200976
Media & Publicity	Mehnaz Sharmin Nova	01754384335
Executive Member	S M Forkan	01811515598
Executive Member	Tamim Hasan	01622028349
Executive Member	Abdullah Al Aman	01712298347
Executive Member	Sanjana Farha	01748333699
Executive Member	Tanvira Mridha	01727258313

Law and Human Rights Debating Club

Designation	Name
President	***Md.Farhad Hossain***
Vice-President	Tasmia Nazmoon
Vice-president	Noor E Jannat
General Secretary	**Sanjana Islam**
Asst. General Secretary	Md . Ahsan Habib
Organizing Secretary	Md.Belal Uddin
Program Co-ordinator	Ireen Akter
Asst. Program Co-ordinator	Mahmudul Hasan
Office secretary	MD.Sohel
Treasurer	Tanvira Mridha
Media & Publicity	Tasnia Nishat Mim
Executive Member	Abir Hasan
Executive Member	Sadia Karim
Executive Member	Abudullah Aman
Semester Representative	Md. Forhad
Semester Representative	Zarin Tasnim Jegisha
Semester Representative	Ferdous Raihan
Semester Representative	Jesmul Hasan
Semester Representative	Jakia Mim Chowdhury
Semester Representative	Shakib Alam
Semester Representative	Al-Mustashim Nabi Niku

UAP Moot Court Club
Executive Committee

Name	Designation	Semester
Jarin Tasnim	Co-ordinator	8th
Kazi Tasnim Jahan	Assistant Co-ordinator	8th
S. M. Morsalin Hider	Assistant Co-ordinator	7th
Joy Das	Assistant Co-ordinator	6th
Sadia Karim	Assistant Co-ordinator	5th
Md. Samsujjoha	Assistant Co-ordinator	4th
Jesmul Hasan Paramanik	Assistant Co-ordinator	3rd

Law and Human Rights Sports Club

Designation	Name
President	Asadullah
Vice-President	Abdullah Al Aman
Vice-president	Mamunur Rashid (Sourav)
General Secretary	Abdullah-Ibna-Sakib (Dipto)
Asst. General Secretary	Mizanur Rahman Sakib
Organizing Secretary	Moshiur Rahman
Program Co-ordinator	Md. Belal Uddin
Asst. Program Co-ordinator	Abdullah Al Aman
Office secretary	Arif Isteak
Treasurer	Md. Shahadat Hossain
Media & Publicity	Ahmed Hossen
Executive Member	Wazed Shipu
Executive Member	Ranesh Tripura
Executive Member	Md. Rasel Hossain
Semester Representative	Kaniz Fatema Nishu
Semester Representative	S.M. Morsalin Hider
Semester Representative	Habibullah Bahar
Semester Representative	Jarin Tasnim
Semester Representative	Irin Akter
Semester Representative	Sadia Karim
Semester Representative	Zarrin Tasnim Jegisha
Semester Representative	Nafiza Sultana Bristy

ANNEXURE-G: FACULTY PUBLICATION(S)

Alim, M. A., (2017), (co-author), 'Dilemmas and Intricacies of Law, Society and Religion towards the Empowerment of Women in Bangladesh', *International Journal of Women's Research (IJWR)*, Vol. 3, Issue 2, (February 2017). Available at: https://ijwr.ut.ac.ir/article_60801.html

Wahab, N. Main Author, (2017) 'Women of Bangladesh Struggling against Domestic Violence: Critical Analysis of Existing Legal Framework, Gap and Scopes', 1(2), *Jagannath University Journal of Law.*

Wahab, N, Main Author (2015) 'Will Existing Decentralization Process of Bangladesh Demand for Federalism: Bangladesh on It's Verge for Sustainable Development', PP 366-371, Institute of Jurisprudence and International law (Volodymyr Dahl East Ukrainian National University).

Wahab.N. Main author, *"Adulterated Food Induced Female Infertility in Bangladesh: A Hindrance towards Achieving Sustainable Development Goal (SDGs)"* (Vol.3, No.3) Journal of Asian and African Social Science and Humanities, PP12-28

Hussain, M. L. (2016), 'Consumer Related Aspects of Intellectual Property Rights.' Paper presented in 3rd International Integrative Research Conference on Development, Governance and Transformation on 27-28 December 2016.

Hussain, M. L., (2016), 'Epistemological Basis of Democracy' (গণতন্ত্রের জ্ঞানতত্ত্বীয় ভিত্তি) This paper written in Bangla was presented in a Seminar arranged by the Pathikrit Foundtion in observing its 25th Anniversary, 19 October, 2016.

Husain, M. L., (2015), 'Nature of Authority in the State: Bangladesh Perspective'. A paper presented in INSEARCH (International Conference) 2015, held at BARD, Comilla in December 2015.

Rahim, M. A., (2017) "Removal of the Judges of the Supreme Court by the Parliament under 16th Amendment of the Constitution of Bangladesh: A Tension between Judicial Independence and Accountability" in the *Indian Constitutional Law Review* Edition 2, April 2017; ISSN-2456-8325 published by Agradoot Web Technologies LLP.

Rahman, M. R., (2017), "Human Rights and Corporate Social Responsibility: A Comparative Discourse" in *Law Journal BD*, Vol. 5, Issue 16, [ISSN: 2413-6131], Available online: http://www.lawjournalbd.com/2016/12/human-rights-and-corporate-social-responsibility-a-comparative-discourse/

Rahman, M. R., (2016), "The Effectiveness of the Affirmative Action for the Indigenous People of Bangladesh Under the Notion of "Backward Section": An Analysis" in Law Journal BD, Vol. 4, Issue 5. [ISSN: 2413-6131], Available online: http://www.lawjournalbd.com/2016/06/the-effectiveness-of-the-affirmative-action-for-the-indigenous-people-of-bangladesh-under-the-notion-of-backward-section-an-analysis/.

Rahman, M. R., (2015), (co-author) 'Right to Health: from Rhetoric to Pragmatic Approach' in Jamakon Yearbook 2015, published by National Human Rights Commission, Bangladesh.

Siddiky, Dr. C. I. A. (2015) 'Rooppur Nuclear Plant: Is Bangladesh Ready for Nuclear Power?' *The Journal of World Energy Law and Business*, Oxford University Press.

Siddiky, Dr. C. I. A. (2015) 'The Nuclear Conundrum for Developing Countries: Are They Ready Yet?', *Journal of Energy and natural resources Law*, International Bar Association.

Siddiky, Dr. C. I. A. (2015) 'The regime of Cross Border Pipelines and the Issue of Transit: the Way Forward?', *International Energy Law Review*, Sweet & Maxwell.

Sikder, P. K., (2016), 'Village Courts: A Dilemma within…', *Law & Our Rights, The Daily Star*, on April 5, 2016.

Conference/workshop attended:

Wahab, N, (2016) 'The impact of Environmental Pollution, Women's Empowerment and Achieving Sustainable Development Goals: South Asian Women in Focus' (Fifth International Research Conference on Humanities and Social Sciences), organized by the Faculty of Humanities and Social Sciences, University of Sri Jayewardenepura, Sri Lanka, 10-11 November, 2016.

Rahim, M. A., (2017), 'Alternative Sanctions to Convicted Offenders in Criminal Justice system: A Comparative Study between Bangladesh and India" in an International conference on 'Crime and Investigation: Emerging Issue and Challenge in Criminal Justice Administration' organized by the Faculty of Law, Galgotias University, India, February 4, 2017.

Rahim, M. A., (2015), 'Human Rights in Bangladesh-2016", Round Table Discussion on 'Human Rights Scenario in Bangladesh' organized by Department of Law and Human Rights, University of Asia Pacific, December 2015.

Research Conducted:

Completed Research:

Dr. Chowdhury Ishrak Ahmed Siddiky, 'The Rule of Law in Developing Countries: The Case of Bangladesh' (coming out in February, 2018 by Routledge)

ANNEXURE-H: EXAM RULES

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 **exam starting time**. 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. Cell phones must be turned off and stowed away during the exam.
6. In Mid-Term exams, students are not permitted to exit the room for any reasons before submitting their exam scripts.
7. In Final exams, students might be allowed to exit only for 5 minutes for using washroom. For this purpose, however, they should maintain the log book.
8. No students may be admitted to an examination room after the expiration of **30 minutes** from the commencement of writing.
9. Students are not permitted to roam around the university campus during or after the completion of an examination.
10. University will take stern actions against any kind of unfair activities of the students as per university rules

QUESTION MODERATION POLICY

Department of L&HR follows the following practice regarding moderation process:-

i. Question papers are sought from the respective faculties at least one week before examination begins. The questions are submitted to an official email exam.law@uap-bd.edu
ii. We also give instructions to the question setters to follow the guidelines mentioned in the "Bloom's Taxonomy."
iii. Questions are moderated by the members of the departmental exam committee and the modifications made by the committee are not communicated to the question setter.

Terms of Reference/s (TOR) are as follows:

a) We follow the specific format of question papers.
b) Throughout the process the Departmental Exam Committee maintains strict confidentiality.
c) There is a particular computer, printer and locker maintained only by the members of the exam committee.
d) Printing and packaging process are strictly maintained by the members of the exam committee.
e) Common entrances are restricted during question preparation.
f) At the end of the each exam the committee ensures the packaging procedure of the answer script strictly.

g) We send the answer script to the examiner mentioning the deadline of the submission.
h) The committee ensures result publications with consultation with the exam controller.
i) The committee also checks the percentage (70%) of the students present in the class.
j) The committee also prepares the exam routine, door plan and seat plan.
k) In case of the offence committed by the students during examination the committee takes immediate steps including making reports to the exam controller.
l) Exam committee preserves the questions and answer script.

DISCIPLINES IN EXAMINATION:

Strict discipline is a pre-requisite for the smooth conduct of Examinations. The following activities by the examinee shall constitute an offence or misconduct. Students are liable to be punished according to UAP rules if they are found to have committed any such offence as mentioned hereunder:

Offences	Punishment
1. Any communication between one another	Warned twice and deduction of 5-15 marks depending on the nature and extent of offence, decided by the concerned invigilators (CI)
2. Appearing at the examinations without Admit Cards. 3. Possessing objectionable/illegal/incriminating papers or question paper, materials, electronic gadgets or devices, books, bags, subject related text in the any part of the body or clothes etc. 4. Refusing to hand over/throwing out of reach/swallowing/erasing objectionable/illegal/incriminating papers or question paper, materials, electronic gadgets or devices, books, bags, subject related text in the any part of the body etc.	Cancellation of the particular examination
5. Writing on objectionable/ illegal/ incriminating papers or question paper, materials, electronic gadgets or devices, books, bags, subject related text in any part of the body or clothes etc. and copying from them. 6. Copying from objectionable/ illegal/ incriminating papers or question paper , materials, electronic gadgets or devices, books, bags, subject related text in any part of the body or clothes, handwritten/ printed/cell phone or photocopied materials etc. 7. Writing anything on the wall, desk, bench, clothes, blackboard, floor or in any part of the body and copying from these writings. 8. Changing or exchanging Registration number/ Answer Scripts / question paper between examinees. 9. Intimidating, abusing, taunting or misbehaving with the Invigilator(s) on duty or anybody concerned with the conduct of examinations. 10. Impeding/creating obstruction or disturbance in smooth holding/conducting of examination, or preventing others to take the examination or provocation examinees to leave the examination hall.	Cancellation of the concerned semester/decided by UAP exam board with the consent of CI
11. Assaulting or any such attempt to assault invigilator(s) or any person concerned with the examinations in and outside the examination hall/premises. 12. Trying to smuggle in or out any answer/additional scripts/Question papers or adding such smuggled Answer Scripts/Sheets with the original Answer Scripts. 13. Having handwriting of two different persons in the answer script. 14. Taking a seat illegally in an unauthorized place in lieu of his/her earmarked seat/room and refusing to move to his/her authorized place/room.	Cancellation of the concerned semester as a whole.

15. Changing/Substituting a cover or inside page of the Answer scripts of the university. 16. Writing something objectionable or/and irrelevant things in the Answer scripts to the invigilator.	Expulsion for two semesters immediately including the present one.
17. Leaving the examination hall without submitting the Answer Script to the Invigilator. 18. Damaging/tearing off the Answer Script/ objectionable papers/cell phone or any other electronic device etc or refusing or creating any obstruction to hand over such papers/Cell phone or any other electronic device to the authority. 19. Appearing at the examination illegally through impersonation.	Expulsion for two consecutive semester
20. Trying to avail special advantage illegally by falsification/pretexts of any sort. (fake medical certificate/false incident/ fake documents or any other fraudulent activities.).	Cancellation of the ongoing semester
21. Damaging furniture/gadgets/equipment/vehicles or any other property of the University/ or anyone in the examination hall/premises or trying to set fire on such valuables in the examination hall/premises. 22. Such other acts not mentioned above on the part of an examinee as in the opinion of the authority may be regarded as offence. Disciplinary action in the form of cancellation of the examination and debarring from appearing at the subsequent examinations may be taken by the appropriate authority/Discipline committee of the university.	Appropriate financial realization for the damages made and permanent expulsion from the University