SEMINAR PROCEEDINGS (Excerpt)

"APPROACHES FOR QUALITY NEEDS IN HIGHER EDUCATION: BANGLADESH PERSPECTIVE"

22 March 2011

Introduction

The Bangladesh University of Professionals (BUP) organized a day long national seminar on "**Approaches for Quality Needs in Higher Education: Bangladesh Perspective**" at A2 Hall, DSCSC, Mirpur, on 22 March 2011. The areas of interest of the seminar were as follows: developing approaches for quality assessment in higher education, identification of quality needs in universities of Bangladesh, credibility and reliability of quality performance measures in university education, quality assurance regime in universities leading to accreditation and ranking, various effective tools for ensuring quality education (computerized university management system, academic calendar, evaluation of faculty or students or facilities or curriculum or teaching or learning etc), and appraisal of quality assurance model followed in different universities of the world. While the aim of the seminar was to integrate the concept of quality assurance in higher learning with enhanced levels of international compatibility through capacity building, the objectives were to: raise awareness of managing quality in higher education systems via minimal quality requirements, acquaint with evaluation and assessment criteria for quality assurance in higher education, and start preliminary work for establishing different mechanism for ensuring quality education in public universities. The target audience and participants for the seminar were the stakeholders from the higher education sector including policy makers. Almost 200 participants participated from both public and private universities.

The seminar was comprised of two sessions: inaugural session and business session. The inaugural session consists of welcome address and introduction, key note paper, addresses by special and chief guests, and speech by the chair. The business session comprised of 8 paper

presentations, an open forum, remarks and closing remark statements by the session chair, and finally vote of thanks.

Address of Welcome

Commodore Jasim Uddin Bhuiyan, Dean FSSS, BUP delivered the address of welcome. First, he welcomed everyone to the seminar. Especially he showed gratitude towards the Chief Guest, Chair and the session Chair. The Commodore then said that at the beginning of March 2011, a seminar on "Quality assurance and enhancement higher education: Experience in the UK and possible implications for Bangladesh at Dhaka was jointly organized by UGC and British Council. Today's seminar by BUP on "Approaches For Quality Needs In Higher Education: Bangladesh Perspective" will inspire the educators to be on the same platform to move forward in effectively enhancing the quality of higher education in Bangladesh, he remarked.

 It is in fact the single most important component of quality assurance. Commodore Jasim went on to add that participation of three experts from Australia would be of immense help. The Commodore believes that the outcome of the seminar through presentation and discussions would be beneficial for the country. Investment in tertiary education can result in profitable return as the graduates usually get the better jobs and help the companies to compete in global market. The graduates who are more creative can become entrepreneurs, Commodore Jasim Uddin said. Finally, he hoped that the business session would provide a set of policy recommendations for the government.

Address by the Special Guest

The address of the Special Guest **Professor Nazrul Islam**, Chairman, University Grant Comission (UGC) was more general in nature. Based on his professional experience, Professor Islam expressed his apprehension about the quality tertiary education in Bangladesh. Lack of governance, he said, is a major problem for both public and private universities for promoting quality. Most of private universities fail to satisfy the requirements of the government. Hence, to ensure quality the first requirement for any university is the full compliance to government regulation, the Special Guest remarked. Most private universities are driven by commercial interest. Hence the lack of quality in the education system. Professor Nazrul then explained the triangle of higher education. The first side or arm of the higher education triangle is the gross enrolment ratio, which is low (5%) in Bangladesh as opposed to higher proportion in neighboring nations such as India and Pakistan (30%), Thailand (40%), Australia (70%). The second side of the triangle is education quality. And the third side is affordability. On allocation for education in national budget, Professor Islam said that though the share of education in Bangladesh's budget is quite big it is only 2% compared with the GDP. The share of higher education in GDP is even meager, only 0.4%. It must be raised to 6%, the Professor suggested. Lack of Infrastructure is another issue that does not help the cause of higher education in Bangladesh. However, some initiative has been taken to enhance tertiary education quality, the Professor stated. For example, the government approved the National Education Policy which among other things promises to increase quality of the higher education. Last year the government approved Private University Act 2010 which also ensures quality. Professor Nazrul

asked whether the country needs more universities or needs to upgrade the existing ones. In the context of the macro situation Bangladeshi universities should formulate a proper evaluation method. Finally, the Special Guest informed the audience about UGC's initiative in ensuring higher education quality. UGC currently with World Bank is trying to implement a project titled, Higher Education Quality Ensurance Project.

Address by the VC, BUP

At the beginning of his address the Vice Chancellor of BUP **Brigadier General Hayat** stated that in the advent of increased globalization and ICT the higher education is being challenged. The new era is driven by knowledge economy based on ICT. Thus higher education now days ensures steady supply of skilled people with the most advanced knowledge. The developed economies generally posses the best universities, the VC remarked. He stated that BUP underscores the importance of quality education since its establishment. The VC further said that the word quality is significant. Quality is a broad concept beyond the obtainment of mere educational certificates. To promote quality, it remains a question whether the higher educational institutes are committed to teach students about equity, discipline, unity, character, aims, truthfulness, intelligence, obedience, and nobility. In order to put forward the importance of education, General Hayat mentioned that education inspires personal, social and economic development. He further added in a globalized world it is important for Bangladesh higher education system to find various aspects to increase tertiary education quality. That is a challenge for Bangladesh. The VC believes that the outcome of the seminar through guidance and suggestions would help to achieve its objectives. The intellectual contributions and

concerted efforts are keys in this regard. Finally, he thanked all the resource persons and participants, particularly the three Australian experts from Australian National University and Australian Defense Force Academy, to participate in the seminar.

Key Note Paper

Professor Dr. Charles C. Villanueva, Dean, Faculty of Business Administration, American International University-Bangladesh (AIUB), Dhaka, Bangladesh, delivered Key Note Paper on **'Quality Assurance cum Accreditation of Academic Programs: A Novel Approach in the Academia'**. He said that quality assurance is closely associated with characteristics of growth and development. In view of the limited highly skilled human and nonhuman resources to cope with development requirements of a country and the desire of the people to advance professionally and obtain highly standard education, quality assurance cum accreditation finds its way to every higher education institutions. Using various approaches and modes, quality assurance provides benefits, opportunities and promises to immensely contribute to the improvement and greater access to quality education. Prof. Villanueva stated that accreditation should not be a reason to discourage the existing educational institutions to continuously improve its standards until it reaches the international level but rather a challenge to face. The increasing trend of transition from one level to another level of education is an open market to both the national and international providers to serve and meet the stakeholders' high expectations and demands commensurate of their investments. Towards the end, accreditation should be viewed more in an even field perspectives. Contemporary rather than competitive, mutual rather than a threat, opportunity rather than a constraint and above all a joint and agreed partnership to promote the values, contributions and recognition of accreditation as an effective strategy of copying with the fast changing social milieu and technological advancements. Certain

conditions have emerged in view of the rapid changes taking place in all sphere of society. Prevalent notion that students are consumers should therefore be satisfied.

Finally, he raised some critical questions. Should the students/alumni be involved as co-producers of outputs? Should quality assurance be gauged in terms of the agreed and common parameters to gain ownership and confidence of the results? How can the different accreditation bodies be harmonized and made complementing rather than competing with each other at the expense of the university and its stakeholders? Can we develop mutual and common quality measures or standards so that what is quality using one's agency standard can be recognized by another body? Can we establish a super body to serve as an umbrella to accredit all accrediting or auditing bodies? What benefits are in stored should a university embark on accreditation as an approach to quality assurance? Can we use the same yardstick or standard for both the public and private or a separate one for each sector? With these questions, Prof. Villanueva suggested looking forward to the far reaching impact of quality assurance and its sustainable contribution to the improvement of higher education in Bangladesh.

Address by Chief Guest

Professor Dr. Alauddin Ahmed, Adviser (Education, Social Development and Political Affairs) to the Honorable Prime Minister, Government of the People's Republic of Bangladesh, stated that quality in higher education and the need for effective quality assurance mechanisms are becoming priority themes in all national strategies for higher education worldwide. This quest for quality is mainly due to several changes taking place recently in the sector namely: a. the

increased importance attached to higher education as a major driver of economic growth; b. the ever increasing social demand for higher education; c. globalization of economic activities; d. the immense business potential arising from supply of higher education; e. cross border supply of higher education; f. the elimination of malpractices and fraud in higher education. To cope with these various key imperatives, many countries have been driven to ensure and assure quality of higher education at a nationally comparable and internationally acceptable standard. The increase in the internationalization and globalization of higher education, particularly the swift development of cross border higher education, has underlined an urgent need to establish robust frameworks for quality assurance in tertiary education. Professor Ahmed informed that in the last decade, Bangladesh's higher education system has experienced an overall trend of expansion, which, in many instances, is due to the growing social demand for higher education. The year 2000-2010 witnessed further consolidation of the higher education sector in Bangladesh with the enhancement of the tertiary education where several private universities have joined the sector.

To ensure quality within tertiary education system, the Tertiary Education Commission may be set up with a robust Regulatory Framework for Higher Education as soon as possible. This framework may be adjusted from time to suit requirement. The Tertiary Education Commission may oversee both public and private higher education institutions, through registration of institutions, accreditation of their programs and quality assessment cell for assuring quality in these institutions. All public tertiary education institutions are required to undergo external verification of their institutional quality assurance systems as per internationally established practices. In this line, Quality Auditing is the most common and widely used process of such verification. The first cycle of academic self assessment followed by audit may start by any university as soon as possible volunteering to be the first institution to be audited. Our public institutions need to undergo quality audits. In a constant effort towards quality and objectivity, formation of quality audit cell is formed in order to start quality audit process, with the help of high level international institutions, if needed. Dr. Alauddin concluded by thanking BUP for organizing this timely seminar and declared the seminar 'open' and wished a complete success of the seminar.

Proceedings on Paper 1

Shirley Gregor, Professor, Australian National University (ANU), Australia, made a presentation on '**Managing for Quality in Tertiary Institutions in Curriculum Planning and Delivery'.** Quality management includes all the activities that organizations use to direct, control, and coordinate quality. These activities include formulating a quality policy and setting quality objectives. They also include quality planning, quality control, quality assurance, and quality improvement. Quality management principles are: customer focus, leadership, involvement of people, process approach, system approach to management, continual improvement, factual approach to decision making, and mutually beneficial supplier relationships. In regards to international accreditation for business schools, she recognized AACSB Accreditation (Association to Advance Collegiate Schools of Business) Standards are used as the basis to evaluate a business school's mission, operations, faculty qualifications and contributions, programs, and other critical areas. AACSB accreditation ensures students and parents that the business school is providing a top-quality education. For Business School Accreditation, she also spoke on EQUIS (European Quality Improvement System) that assesses institutions as a whole. It assesses not just degree programmes but all the activities and sub-units of the institution, including research, e-learning units, executive education provision and community outreach. Institutions must be primarily devoted to management education. EQUIS looks for a balance between high academic quality and the professional relevance provided by close interaction with the corporate world.

Professor Shirley Gregor discussed international accreditation for professional. Here, she, with an example for Information Technology programs, discussed Seoul Accord - an international organization for the mutual recognition of accreditation agencies for computing programs. The Seoul Accord is a multi-lateral mutual-recognition agreement among agencies responsible for accreditation or recognition of tertiary-level computing and IT-related qualifications. It means an accredited degree from one country is recognized in another e.g. for migration purposes. For the national level, she highlighted Australian University Quality Assurance (AUQA) that is regular intensive auditing of all universities. While discussing on national professional accreditation, Professor Shirley made example from Information Technology (particularly from Australian Computer Society) and said that the accreditation process examines staffing levels, facilities (library, labs), expected graduate outcomes, course design to meet outcomes – needs coverage of core areas plus breadth and depth, and covers Core Body of Knowledge (CBOK). She then highlighted Association of Computing Machinery (an international curriculum on information technology) that specifies curricula for different branches of computing. It is very useful across countries when designing courses, and it helps avoid lecturer bias/lack of knowledge in designing programs. Finally, she focused on useful mechanisms at the local level (external): external advisory boards, external examiners, and periodic reviews by expert panels. On the contrary, at the local level (internal), agreed standard includes – pass rates, proportion of group work versus individual assessment, and – moderation (2nd person assigned to check course outline, assignments, exams, marking, overall grading).

Open Discussion

After the presentation, a few questions were raised by the audience. **Dr. Khaja Ahmed** from United international university, asked about the cohesive training. While **Dr. Kamrul Hasan**,

East West University, asked about the Australian national professional accreditation, **Dr. Shafiullah,** Eastern University, asked about the cost involvement of accreditation. On the contrary, **Shardar Masud Karim**, Bangladesh University, asked about accreditation bodies, their legislative bases in Australia and also in Bangladesh in case of Architecture. In response to the questions, Professor Shirley said that organizations should be the store of knowledge and ensure uniformity in managing the quality even if the process is highly costly. On legislation, she said that they are self-regulating and accreditation bodies and legislature bases vary profession to profession.

Proceedings on Paper 2

The second paper of the business sessions was presented by **Prof. A M M Safiullah,** Former Vice Chancellor, Bangladesh University of Engineering & Technology (BUET) titled **Accrediting Engineering Education In Bangladesh.** He provided a brief background of engineering education in Bangladesh. Five Public Universities in Bangladesh have been offering degree programs in various branches of Engineering. The oldest one is BUET. Graduates from any of the 5 major public technical universities can apply for membership of Institution of Engineers Bangladesh (IEB). Professor Safiullah presented the rational for accreditation for engineering education. Accreditation is an appropriate means of enhancing quality of engineering education in countries where major changes in education pattern are occurring, and in developing countries where improvement in quality of engineering graduates is seen as a major way of building an indigenous technological base upon which economic growth in the world marketplace can be achieved, he argued. The presenter also threw light on international

agreement like engineers mobility forum (EMF), which is a multi-national Agreement between engineering organizations in the member jurisdictions which creates the frame work for establishment of an international standard of competence for professional engineering, and them empowers each member organization to establish a section of the International Register of Professional Engineers. Focus was also on the Washington Accord. Signed in 1989, the Accord recognizes the substantial equivalency of programs accredited by those bodies and recommends that graduates of programs accredited by any of the signatory bodies be recognized by the other bodies as having met the academic requirements for entry to the practice of engineering. The presentation shifted to the issue of Board of Accreditation for Engineering & Technical Education (BAETE), the sole professional body of graduate engineers in Bangladesh (around 20,000 members) for global recognition of engineering degrees. It evaluates whether programs in engineering education conducted by institutions of higher education such as universities reach the levels expected by society and accredit those programs that reach such levels, the Professor said. The presentation also focused on objectives and process of accreditation in Bangladesh. The process contains self study report, peer review, site visit, ongoing external review. One of the important aspects of the process is the visit by teams or visiting team. For each program to be accredited, the Board appoints a Visiting Team. The Chairman of the Visiting Team is responsible for maintaining all necessary communications with the accrediting institution. The accreditation is based on some specific parameters which have particular weights. Certain steps have to be followed for accreditation process. The overall evaluation is based on self study report and on site visit. The Self-Study Report will be supplemented by an on-site visit by a carefully selected team representing BAETE and its Participating Bodies. The visit report usually includes various statements of facts, concerns, compliance, weakness, deficiency, and observation. It is BAETE that takes the final decision based on visit report. Professor Safiullah also provided a detailed picture of trends in engineering accreditation in Germany, Japan, Jordan, Latin America, USA. The US accreditation board Accreditation Board for Engineering and Technology (ABET) got special attention in the presentation. He showed ABET's 8 criteria. He also talked about Seoul Accord, a multi-lateral mutual-recognition agreement among agencies responsible for accreditation or recognition of tertiary-level computing and IT-related qualifications. In addition, a detailed account on Federation of Engineering Institution of Asia and the Pacific (FEIAP) was presented. FEIAP is an independent umbrella organization for the engineering institutions in the

Southeast Asia and the Pacific region, the objectives of FEISEAP were to encourage the application of technical progress to economic and social advancement throughout the world; to advance engineering as a profession in the interest of all people; and to foster peace throughout the world, the presenter went on to explain. Finally, the Professor stressed on common educational base for student mobility; and harmonization of accreditation system.

Open Discussion

After the presentation a number interventions were made in forms of **questions** and **comments**. **Mr. Kamrul Hasan** from East West University asked whether accreditation system explained by the presenter can be applied to all education. The presenter replied that this procedure is only applicable for engineering education. Another participant from the **Ahsanullah Engineering University of Science and Technology** asked which body evaluates education of architecture. The answer was that the same body that evaluates engineering education in Bangladesh that is BAETE. Another question was when visit takes place. The Chair responded this question by saying that the visit takes place 6 months after the submission of the self study report.

Proceedings on Paper 3

Dr. Tim Turner, Australian Defence Force Academy, UNSW, Australia made a presentation on "**Locking in quality: Linking student assessment to graduate attributes**". He said that engineering degrees are minimum standard for professional engineers in Australia. Each degree is accredited by Engineers Australia (EA) that sets graduate attributes to represent the minimum standard. Each round of accreditation assesses the degree's likelihood of producing graduates with those attributes. School of Engineering and IT (SEIT) needs to prove that degrees meet minimum standard. Also, need to balance between range of issues to teach and time taken to achieve graduate attributes. Furthermore, need a way to ensure that enough is taught across all courses to develop all graduate attributes. So, lock in quality by ensuring that all courses in a degree deliver learning outcomes that support graduate attributes. Graduates from an accredited program should have the following attributes: ability to apply knowledge of basic science and engineering fundamentals; ability to communicate effectively, not only with engineers but also with the community at large; in-depth technical competence in at least one engineering discipline; ability to undertake problem identification, formulation and solution; ability to utilise a systems approach to design and operational performance; ability to function effectively as an individual and in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member; understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development; understanding of the principles of sustainable design and development; understanding of professional and ethical responsibilities and commitment to them; and expectation of the need to undertake lifelong learning, and capacity to do so.

During his presentation, Dr. Turner informed the way of knowing the attributes are attained. He stated that for each course, specific learning objectives are described. Three or four key things that the student is expected to learn over the whole course. Course material and practical work are aimed at these objectives. A graduate is expected to have attained these objectives. Let's say: students attend the entire course. All the material is presented. All the practical work is completed. What evidence that the students have actually attained the outcomes? Courses offer assessment as a means of demonstrating completion. Typically, attainment of learning objectives is validated through assessment. Each assessment item should test that (part of) a learning objective(s) is attained. Cumulatively, passing the assessment represents attainment of the objectives. Various grades in each assessment represent the quality of the student's learning. Finally, Dr. Turner talked about the resulting structure for each course and also for whole program. He concluded saying that schools may adopt deliberately the approach for two reasons: to demonstrate compliance with EA requirements, and to help program coordinators and course convenors ensure that quality is built in. This process may seem too simple to be effective, but do not be deceived.

Open Discussion

After the presentation, some **questions** and **comments** were raised from the floor, and they were responded by the presenter. **Shardar Masud Karim** from Bangladesh University asked about the delivery of teaching quality. Tim Turner responded that persons who love teaching and are interested to work on teaching, should be selected (through right process) rightly first and then should give them intensive training. The process would help developing the quality teaching.

Proceedings on Paper 4

Dr. Ahmed Imran from the Australian National University presented the fourth paper of the business session bearing the title **Challenges to instil deep learning for universities and possible strategies.** He delivered lecture on some fundamental issues of university learning for stimulating some thoughts and questions. He said that there are some distinct and major differences in terms of method and philosophy of learning. Mr. Imran then focused on various types of learning methods. The methods or styles include Abstract – concrete, Deep - surface learning, Active — Reflective, Sensing — Intuitive, Visual — Verbal, Sequential — Global. He also explained Benjamin Bloom's classification of levels of thinking which was developed in 1956 and remains an influential system. Bloom classified learning into 6 categories, which are knowledge, comprehension, application, analysis, synthesis and evaluation. The presenter at the same time described the changing roles of teachers and students. No longer a teacher can blame the students when they fail perform well. It is increasingly being recognised that good teaching is as much of a function of an institution wide infrastructure as it is a gift, Mr. Imran argued. Expert teaching includes mastery of variety of ways in teaching. By contrast, learning depends on students' active participation. Then with the help of a video the presenter showed that currently the education system provides more below-quality students. Learning has become an important component in education system. The research of the past 25 years has seen learning and the learner become of central importance in the teaching/learning interaction - i.e. what the learner does has become more important for student learning than what the teacher does. This has led to the redefinition of teaching as the facilitation of student learning. And there are a number of learning approaches which are outcome based learning, outcome based teaching and learning,

and problem based learning. One of the major concepts to emerge from this research was the idea that students can take different approaches to learning. These approaches are not stable traits in individuals, although some students will tend towards taking a deep approach while others will tend towards taking a surface approach, Mr. Imran said. A comprehensive analysis was done on assessment and learning objectives. It is commonly thought that assessment is the most powerful influence of all on how students approach learning in a subject and where they decide to put their energy. So if the assessment tasks reward memorising and rote learning then that is what students will do in order to succeed in assessment. In other words, in this situation they are being rewarded for taking a surface approach to learning in the subject. The presenter suggested to Avoid spoon feeding that is teachers should restrict your lecture to that which is essential, and expect that students will do the research themselves. Finally, the presenter mentioned that enthusiasm on the part of teachers is vital also for it is a potent way to encourage enthusiasm and interest in students is to demonstrate teachers' own enthusiasm and interest in the subject.

Proceedings on Paper 5

Professor Syed Farhat Anwar, Institute of Business Studies (IBA), Dhaka University, made a presentation on "**Impact of introducing university ranking system: the case of Bangladesh**". He said that university ranking was first initiated in 1983 in the United States by the US News and World Reports. Today, more than 100 different ranking systems are practiced accross the world. Ranking are a mix of subjectively perceived "quality," with a topping of statistical manipulation. Informants are usually: educators, scholars, students, or civil society. Ranking based upon both qualitative judgement and statistics may have some biases. They have two fold

impact: they provide an impetus for institutions to perform better; and they provide a tool that helps prospective students choose a tertiary education provider of their choice. There are some criticism: lack of standard format, criticism of all; subjectivity; and bias towards size. Professor Anwar then informed and described a number of popular methods of ranking system, and also 2010-11 world ranking criteria.

On Bangladesh experience, he said that no structured ranking system is as of today. UGC has about 53 criterion that are considered essential for private universities. None exists for public universities. Some of the universities have been ranked by international bodies infrequently. It seems essential for quality enhancement of all universities. UGC has recently has taken steps on ranking and has provided some notion on private university ranking. Major criteria has been campus and land. This has resulted in big debate. What should be done? A mix of qualitative and quantitave methodology is proposed. The qualitative method may include: web site study - to assess the professionalism and dynamism in the university; research articles published; peer study - qualitative assessment resulting in assigning weights to the factors of assessment presented later from teachers, administrators, allumni, employers, and the civil society representatives. The quantitative dimensions may use factor analysis of dynamic factors based on rating. Survey of parents, students, faculty, and prospective employees is essential. The factors may include entrance requirement, faculty records, curricula dynamism, passing rate, job status, fees structure, scholarship structure, library facility, computing facility, space per students, participation in extra-curricular activity, publications, social service, gender equity, disadvantaged ratio, and rural: urban ratio, etc.

Open Discussion

After the presentation, there were few questions and comments. **Dr. Shafiullah** commented that political influence is visible on ranking in both public and private universities of Bangladesh. In this respect, Professor Anwar emphasized on transparency and accuracy. **Abdul Hai**, North South University, asked about whether ensuring quality is possible without quality enhancement in the primary level. Professor Anwar agreed on the issue and said that there will be global impact on tertiary level. Karim Rai, City University,

asked a question: why ranking criteria for private university, why not for public universities? Professor Anwar commented that first a standard criteria should be chosen and then enforce on both type of universities.

Proceedings on Paper 6

Md. Khaled, Secretary, University Grants Commission of Bangladesh presented the sixth paper entitled **Roadmap to Formation of an Accreditation Council for Quality Assurance in Bangladesh.** First, Mr. Khaled gave a few ways to create an accreditation body in Bangladesh. Educators need to understand the different issues across different nations relating to higher education quality. Initiatives can also be taken by private sector and laws should be enacted in the parliament regarding creating an accreditation council. He then provided a brief account on Quality Assurance (Internal and external); Quality control; Quality assessment/evaluation; Quality Audit; and Accreditation. After that the focus shifted on to accreditation. The presenter defined accreditation as a process by which a government or private body evaluates the quality of a higher education institution as a whole or a specific educational program in order to formally recognize it as having met certain predetermined minimal criteria or standards. Three steps are involved with this process, namely, a self-evaluation report prepared by the faculty, the administrators, and the staff of the institution or academic program; study visit conducted by a team of peers selected by the accrediting organization; and examination by the commission of the evidence and recommendation on the basis of the given set of criteria concerning quality and resulting in a final judgment. Mr. Khaled then provided the arguments in favor of accreditation. Accreditation provides easy access to internationally recognized and reputed universities; brings global acceptance to a particular program or institutions; strengthens the trust and confidence of the stakeholders; and earns the respect and admiration of the academic community. Accreditation is conducted through 5 steps involving Institution Self-Survey, Pre-survey Visit, Formal Survey Visit, Initial Accreditation, Full Accreditation and Periodic Resurvey. The entire process of

accreditation and its final evaluation report help government, students, donor agency, employers and the higher education institute *per se* to understand the strengths, weaknesses and overall quality of the higher education of a particular institute. The presenter then shaded light on the gray areas regarding accreditation in Bangladesh as no initiative came out from private sector/government until the year 2003.In the year 2003 UGC (a quasi-government body) came forward for establishment of accreditation body and it placed one draft of proposed regulation on Accreditation Council for Private Universities of Bangladesh to the Ministry of Education (MoE) for approval. But despite several reiterated attempts it could not be brought into light. At the end of the year 2005, UGC stared giving a fresh drive to bring it to light. With a view to achieving the goal an amendment in the relevant law (Private University Act) was also sent to the government. The interim Caretaker Government (CG) came to the power at the beginning of the year 2006. It did not take decision on it during their two year regime. The new law(Private University Act, 2010) includes a provision in it to the effect that each private university shall have internal quality assurance cell of its own and each of them must include a chapter or description in its annual report about measures taken by the university to ensure quality of higher education, Mr. Khaled told the audience. There is another provision in the Private University Act which is very much significant towards initiating self-development and competition spirit in private universities of Bangladesh in the question of quality of education. As per new act, a separate and fully independent accreditation council has to be established by the government. It will act as an external quality assurance body. Then he provided the composition of the proposed accreditation council for Bangladesh. It will have general and executive council, executive committee, program committee and peer review team. The main functions would be program accreditation and institutional accreditation. He ended the presentation by urging the government to approve regulation under the provision of Private University Act 2010 to bring into reality an independent, fully autonomous accreditation body in Bangladesh.

Open Discussion

An intense **discussion** took place after the presentation. **Mr. Habibur Rahman** from the Peoples University of Bangladesh asked how education quality can be enhanced by the teachers who are not qualified. Most of the teachers are working with of constraints, he further remarked. Mr. Khaled answered that a concerted effort is needed to ensure the quality of the teachers. By the proposed act a quality assurance cell needs to establish in the universities.

In the same vein **Professor Sattar** from Gono University asked how quality can be ensured by teaching staffs and organizations. Mr. Khaled responded by saying that the mission and vision statements of an educational institution should be clear. This could help to enhance quality.

Proceedings on Paper 7

The seventh paper of the business session entitled **Teaching Performance of the Faculties of Public Universities in Bangladesh** was presented by **Dr. M. Mozahar Ali,** Professor, BAU, Mymensingh & AIF Management Consultant HEQEP, UGC. He resorted to a self conducted study to appraise the teachers' performance of various public universities of Bangladesh. The research drew sample from five universities and performed some statistical methods to draw inferences. He provided some indicators to measure higher education quality. The indicators among others include student learning, quality of teaching, course satisfaction, research fund, research publications. Evaluation of teaching performance is almost absent in public universities of Bangladesh, he remarked at the introduction of paper. Then he outlined the objectives of his study which are to determine some selected attributes of the teachers related to teaching profession; the teaching performance of the public university teachers of Bangladesh; the association between the personal attributes of the teachers and their teaching performance. Professor Ali further added that to assess teachers' performance the study considered five variables, viz, mastery on the subject matter, communication and presentation skills, examination and assessment skills, leadership for students' development, and ethics & professional behavior. Professor Ali devoted a considerable time to explain the statistical methods used in the study. The summary of the findings was presented at the end of presentation. It is identified that 30% faculty members were recruited with below average academic background, and these faculties probably spent less time in office and in research activities. Authority should take corrective measures to overcome these problems, the Professor suggested. 57% faculty members belonged to excellent and good performance categories, while 28% belonged to poor and very poor categories. Authority should take measures for performance improvement of these faculty members. Following the findings some recommendations were provided to carry out future studies. The recommendations were to consider total population instead of sample, focus on total performance instead of teaching performance, to carry future studies on faculties of both private and public universities, to find the differences of faculty performance among universities.

Open Discussion

A number of **comments** were made and **questions** were raised following the presentation. Dr. Muhammad Dulal from AIUB gave example of difficulties with the public university. He asked how one can take measure to remove inefficient teachers. Professor Ali in his response said that the universities must measure quality and in this regard training is required.

Dr. Farhat Anwar asked whether Professor Ali defined a few aspects like politics, solvency in his study. Professor Ali responded that he relied more on students' perception to conduct the study. **Mr. Masud Karim** commented to find reliable results the study should properly define some variables.**Professor Nurun Nabi** from Eastern University

remarked that similar studies must be conducted at private universities. Also teachers' pay scale needs to be improved to ensure quality in the higher education system.

Proceedings on Paper 8

Professor Dr. Charles C. Villanueva, Dean, Faculty of Business Administrations, AIUB, made a presentation on "**Academic Program Accreditation Institution Self-Survey".** He said that accreditation is a process of recognizing an educational institution possessing certain standards of quality and excellence. Basic Characteristics of Accreditation: prevailing sense of volunteerism; strong tradition of self-regulation; reliance on evaluation techniques; and primary concern with quality. Accreditation is essential to earn the respect and admiration of the academic community. There are 5 major steps to conduct accreditation: institution self-survey, pre-survey visit, formal survey visit, initial accreditation, and full accreditation. Besides, optional step is periodic resurvey.

He said that institution self-survey process is an analysis of the university's educational resources and effectiveness, by its own faculty and staff. It should be viewed as an inherent responsibility for continuing development. It enables the university to see for itself the strengths and shortcomings. It provides basis for improvements, setting up of priorities and indicative areas for future expansions. Steps in the self-survey process: making decision to seek accreditation with accrediting agency of choice; formation of committees and subcommittees with chairman and members in each of the following areas - goals and objectives, faculty, instruction, research, library, students, administration and other resources; formulating or reformulating the university's purposes and objectives; answering the analysis sections of the self-survey form; answering the evaluation section of the self-survey form; answering the comments sections of the self-survey form; preparing the exhibits and attachments; preparing the

best features and recommendations, statistical tables (area rating) and chairman area subcommittee report; preparing the institutional self-survey report (review/refinement) - complete self-survey report by area - chairman's report; submission of the institution self-survey - report and other requirements to PAASCU.

Professor Dr. Charles C. Villanueva informed that institutional self-survey questionnaire analysis consists of provisions, conditions or characteristics found in good institutions. The analysis is intended to provide the factual basis required for the evaluation of the different aspects in this area. Within the parentheses ( ) preceding the items given under analysis, place one of the following letters: E - provision or condition exists extensively; S - provision or condition exists moderately; L - provision or condition is very limited; M - provision or condition is missing but needed; O - provision or condition does not apply. On the contrary, institutional self-survey questionnaire evaluations represent the best judgment of the effectiveness of the implementation of the provisions after all the evidence has been considered. The evaluators should use the rating scale given below: 5 - Excellent: (the provisions or conditions are effectively implemented and are functioning excellently); 4 - Very Good: (the provisions or conditions are implemented and are functioning well); 3 - Good: (the provisions or conditions are moderately implemented and are functioning satisfactorily); 2 - Fair: (the provisions or conditions are implemented to a limited extent and are functioning minimally); 1 - Poor: (the provisions or conditions are not implemented and are not functioning); O - Does not apply: (the provisions or conditions are not applicable). At the end of his presentation, Professor Dr. Charles C. Villanueva detailed the status of AIUB, as a case in review, in regards to vision-mission-goals, community involvement, faculty, curriculum and instruction, library, laboratory, physical plant, student services, and administration.

Open Discussion

After the presentation, questions and comments were raised. **Dr. Kamrul Hasan**, East West University,asked about why AIUB follows Philippine accreditation system and what about the software side in regards to accreditation? In response, Charles identified some reasons: self survey, judge oneself, ownership development, various questions on teacher's and student's issues (salary satisfaction, etc.), library, etc. Hasan Sarwar, United International University, said that should quality accreditation be identified? How can various accreditations be harmonized? In response, Charles said that Asia Pacific Quality Network (APQN) is a common standard that can be used. Professor Jamilur Reza Choudhury, Ex VC, BRAC University, said that there should be no disparity for public and private university in regards to accreditation system. So, distinguish should be disappeared. He also said that by law UGC is not the concerned authority to deal with private university. So, loose decisions are there. The last question came from **Dr. Khaja**, United International University. He asked about how accreditation body judges the freedom and independence? In response, Charles said that academic nature is free; however, freedom is not absolute. Conducive relations are needed between academicians and administration.

Remarks by the Chair

In his concluding remarks, **Professor Dr. Jamilur Reza Choudhury**, Ex-VC BRAC University appreciated the effort of BUP to organize a seminar on an important issue higher education quality enhancement. He thinks it is the first time a seminar held in Bangladesh focused on a topic like this. He then provided some general remarks on all the paper presented during the business sessions. He said that the papers of both Professor A M Shafiullah and Professor Shirley Gregor focused on accreditation for engineering or technical education from Bangladesh, Australian and global perspectives. Dr. Turner in his mainly threw light on stdents' assessment procedure. He gave a check-list to fix the outcome which can be covered by the courses. On the other hand, Dr. Ahmed Imran's paper dealt with learning methodologies. Professor Choudhury told that now a days students come to a class well prepared by the virtue of internet. BRAC University, he added, trained teacher to cope with the state of the art teaching method that encourages students to acquire new knowledge and inspire them to think critically. Regarding the paper presented by Mr. Khaled, the Chair commented it had made an effort to provide the roadmap and update in creating accreditation body in Bangladesh. On Professor Anwar's paper, Dr. Chowdhury said that some criteria used for university ranking have become quite obsolete and non-relevant. Sometimes universities tampered with the parameters to have a favorable ranking. He commended the effort of Professor Mozhar Ali for undertaking an original research on teaching performance of Bangladesh public universities' teachers. However, the study suffered from methodological and definitional limitations. He suggested improving the quality by increasing sample size.

Vote of Thanks

Commodore Jasim Uddin, Dean FSSS, BUP, and organiser of the seminar, thanked all for their active participations.