

**University of Asia Pacific
Dhaka, Bangladesh**

**External Peer Review Report
on
English Department**

External Peer Review Team (EPRT)

Professor B V Babu, International QA Expert, EPRT Leader

Professor Sukumar Saha, Local QA Expert, EPRT Member

Professor Tahmina Ahmed, Subject Expert, EPRT Member

**Visit of the External Peer Review Team (EPRT)
January 07-09, 2018**

Contents

| | |
|---|-----------|
| Chapter-1 | 3 |
| 1.1. Main Principles of Program Review | 3 |
| 1.2. List of Aspects of under Review | 3 |
| 1.3. The Peer Review Process | 4 |
| 1.3.1 Scope of the External Peer Review | 6 |
| Chapter-2 | 9 |
| 2.1. Brief History of the University | 9 |
| 2.2. Overview of English Department | 10 |
| 2.3. Details of Programs being reviewed | 11 |
| 2.4. POE Data | 12 |
| 2.4.1. Overview of POE | 12 |
| 2.4.2. Academic Staff and Students | 12 |
| 2.4.3. Program Summary | 14 |
| Chapter-3 | 15 |
| 3.1. Aims of Programs offered at English Department | 15 |
| 3.2. Learning Outcomes of the Programs offered at English Department | 15 |
| 3.3. Graduate Profile | 15 |
| Chapter-4 | 17 |
| 4.1. Summary of Findings | 17 |
| 4.2. Criteria-wise Judgement | 21 |
| Chapter-5 | 43 |
| 5.1. Concluding Remarks | 43 |
| 5.2. Specific Recommendations for Further Improvement & to Overcome the Limitations | 44 |
| 5.3. Judgement on Overall Performance in Specified Aspects | 47 |
| 5.4. Overall Judgement | 48 |
| 5.5. Acknowledgement and Affirmation of External Peer Review Report | 49 |
| References | 50 |

Chapter-1

This chapter outlines the main principles of program review, lists the aspects under review and describes the peer review process.

1.1. Main Principles of Program Review

To enhance and ensure quality in higher education, educational institutions are required to be more responsive to the changing needs of the stakeholders. It is very important for the educational institutions to know how well they are doing and how can they do even better to meet the needs of the stakeholders. The self-assessment exercise is an effective approach to gain a clear understanding of current situation by an informative SWOT analysis. Thus, self-assessment becomes one of the core activities of credible quality assurance system. This is followed by an External Peer Review Team's visit to the Institute and review by finding facts of self-assessment report.

1.2. List of Aspects under Review

External review is one of the internationally accepted critical component of Quality Assurance (QA). A panel of experts or internationally credible QA agency (for institutional self-assessment) taking part in the process of reviewing the self-assessment of any institution or program is generally known as External Peer Review Team (EPRT). In case of external peer review the host university invites the peer reviewers beyond the university to review the academic process as reflected in the self-assessment report. In response, the peer review team will share internationally accepted standards and good practices, their experiences and observations as the outcomes of an onsite visit and critical review. The visit by the review team gives the institution or program offering entity an opportunity to discuss and find ways of consolidating and improving the academic environment.

The nine aspects under review are:

Criteria 1: Governance

Criteria 2: Curriculum Content Design & Review

Criteria 3: Student Admission, Progress and Achievements

Criteria 4: Physical Facilities

Criteria 5: Teaching - Learning and Assessment

Criteria 6: Student Support Services

Criteria 7: Staff and Facilities

Criteria 8: Research and Extension

Criteria 9: Process Management & Continuous Improvement

1.3. The Peer Review Process

Key features of the external peer review process include:

1. Critical analysis of the Self-Assessment Report (SAR);
2. Peer observation of the key aspects of the self-assessment exercise;
3. Gathering information on activities relating to quality assurance in higher education through discussions with major stakeholders, i.e., students, faculty members, staff members, alumni, university administration and management (academic and non-academic) and employers;
4. Identifying the strengths and weaknesses of the program offering entity or the university;
5. Identifying the areas that need further improvement for quality enhancement of higher education;
6. Providing guidelines for effective quality assurance in education.

As per Self-Assessment Manual, the External Peer Review Team consists of one as subject expert (for program review) one recognized QA expert and one International QA expert. The peer review panel members visited the university and facilities as stated in the SA report. It was a three-day visit under a well-structured schedule. The university/program offering entity under self-assessment made the arrangement for peer review. External peer review is based on the SA Report prepared by concerned program offering entity or university and other documents made available during the external peer review. Subsequently, the review panel prepared and submitted the peer review and validation report collectively to the Director-IQAC. The Director-IQAC will place the reports in the QAC meeting and forward one copy of

the report to the QAU. The sequential activities related to the external peer review process are as follows:

The Director IQAC requests PSAC to submit three sets of CVs, each set consists of three experts, to construct the external peer review team (EPRT) consisting panel members as described above. The IQAC in consultation with the concerned SAC, selects and appoint three experts, one from each set, following the World Bank guidelines for procuring services of consultants. In case of institutional self-assessment, IQAC takes the responsibility to propose and hire the external peer review team by following relevant procurement of services guidelines of the World Bank. The concerned SAC sends the SAR to the external peers at least 15 (fifteen) days before the scheduled visit so that they can go through the SAR and plan their activities earlier.

The concerned SAC planned and scheduled the EPRT visit in consultation with the Director IQAC. The EPRT using the given checklist gone through the physical facilities, observed the classroom teaching, reviewed the documents made available to them during the visit, and met the representatives of major stakeholders separately.

At the end of the peer review visit the external reviewers presented their critical observations in an exit meeting that is attended by the concerned SAC, faculty members of the entity, Dean and IQAC personnel.

The EPRT submits their peer review report, both soft and hard copy, to the concerned Head of the SAC and copy to Director IQAC with specific recommendations within next 03 (three) weeks of their visit.

The External Peer Review Team (EPRT) reviewed the Self-Assessment Report (SAR) that has been prepared by the Self-Assessment Committee (SAC) of the Department of English (DoE), University of Asia Pacific (UAP), Dhaka, Bangladesh. The team also noted that a SWOT analysis has been undertaken and that program assessment has been conducted by obtaining feedback from multiple stakeholders, in order to gauge the value and effectiveness of the program thus far, and to determine opportunities for improvement.

The site visit took place during January 07-09, 2018. The report is compiled based on the observations and findings of the EPR team on various relevant aspects of the BA (Hons) programme offered at the Department of English, School of Humanities and Social Sciences, University of Asia Pacific, Dhaka, Bangladesh.

1.3.1 Scope of the External Peer Review

The team consisted of three members as follows:

1. Prof Dr B V Babu [Former Vice Chancellor, Galgotias University (GU) and Graphic Era University (GEU), India] – International QA Expert: Team Leader-EPRT
2. Prof Dr Sukumar Saha [Professor of Microbiology and Hygiene, Additional Director-IQAC, Bangladesh Agricultural University (BAU), Mymensingh, Bangladesh] – Local QA Expert: Member-EPRT
3. Prof Tahmina Ahmed [Professor of English, University of Dhaka (DU), Dhaka, Bangladesh]– Subject Expert: Member-EPRT

The academic audit was implemented using the following audit strategy:

| Methods | Entities |
|--------------------|---|
| 1. Meetings | Top management (Pro Vice Chancellor, Treasurer, Registrar, Controller of Examinations, Director-IEERD, Director of Student Welfare and Head of the Department), SAC members, Librarian, Proctor, Medical Centre Doctor, Stake holders consisting of the members of academic and non-academic staff, students, alumni and employers, and Student club members. |
| 2. Documents audit | Meeting/discussion notes, Student's Handbook, Sample Question Papers and Answer Scripts, etc. |
| 3. Site visits | Observation of the teaching process, teaching and learning facilities and recreational facilities |

The peer review considered the national requirements as provided in the Self-Assessment Manual (SA Manual; *SAOM Annex 10*). It covered the following criteria: (1) Governance, (2) Curriculum Content, Design and Review, (3) Student Admission, Progress and Achievements, (4) Physical Facilities, (5) Teaching-Learning and Assessment, (6) Student Support Services, (7) Staff and Facilities, (8) Research and Extension, (9) Process Management and Continuous Improvement.

The EPRT visited the following facilities:

- i. Class rooms
- ii. Laboratories
- iii. Teachers Seating Rooms
- iv. Seminar Library
- v. Administrative Office
- vi. Student Activity Clubs
- vii. Central Library
- viii. Boys Common Room
- ix. Girls Common Room
- x. Medical Centre
- xi. University Data Centre (Central Computer Centre)
- xii. Sports Facilities
- xiii. Gymnasium
- xiv. Auditorium
- xv. Cafeteria, etc.

The EPRT also examined the following records and documents:

- i. Exam procedures
- ii. Minutes of meetings of Statutory Bodies
- iii. List of Academic Staff members and their qualifications
- iv. List of publications

- v. Documents for fund hunting
- vi. Syllabus
- vii. Activities of Committee of Courses & Studies
- viii. Sample of exam questions
- ix. Sample of term papers
- x. Student attendance file/record
- xi. Class schedule
- xii. Course Files
- xiii. Ordinance for UG Program.
- xiv. Evidence of extra and co-curricular activities, etc.

The EPR team also witnessed a nice short cultural program organized at the department where the students of English Department have performed extremely well.

Chapter-2

This Chapter provides a brief history of University of Asia Pacific (UAP) and Department of English (DoE), and describes the program(s) offering entity and the program(s) in details being reviewed. Program Offering Entity (POE) data is provided at the end of this chapter.

2.1. Brief History of the University

For more than a decade University of Asia Pacific has been functioning as a unique institution of higher learning. Its reputation has grown rapidly, as it has already achieved eminence above most of the seats of higher learning of the country. Its commitment to excellence is demonstrated through the quality of its academic services and its invaluable contribution to learning. With its eminent administrators and excellent faculty members it is assuming a leading role in the educational arena of Bangladesh.

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

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

UAP is sponsored by the Foundation for Human and Social Development, a non-profit, non-commercial organization based in Dhaka. The foundation has been established in 1995 by a group of eminent educationists, industrialists and administrators who share the same vision and social commitments to promote improved and innovative educational opportunities to the society. UAP is the project of such noble goals. The main campus of UAP is located in the

heart of Dhaka city, Farmgate consisting of its own building. The campus offers idyllic environment for an academic institution. Plenty of open spaces are available around the campus for the students to move about for rest and recreation.

2.1.1. Vision

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

2.1.2. Mission

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

2.2. Overview of Department of English (DoE)

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

The department has 14 full time highly qualified teachers under whose supervision the students are completing their honors and masters. The honors program consists of 40 courses

of 3 hours which amount to 120 credit hours. Students can complete their MA in applied linguistics and ELT from this department. The MA course offered here is divided into 2 years, with three semesters in each. Each semester consists of 4 courses of 3 credits, which makes it 72 hours to complete their MA.

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

2.2.1. Vision

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

2.2.2. Mission

To realize the vision, we aim to

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

2.3. Details of Programs being reviewed

A degree in English language and literature provides with varieties of opportunities in a vast open field of career. While planning the outcome of the project, the entity keeps it in their head. So it tries to make its students competent in the practical aspects of language English

and its literature. The students are supposed to be competent in using the language – while reading, writing, speaking and listening to it. There are some extra skills that they develop through attending some co-curricular activities like debate and public speaking, presentations, critically analyzing literary texts and even through creative writing.

2.4. POE Data

2.4.1. Overview of POE

Table 2.1 shows the basic information on Programs offering entity.

Table 2.1: Basic information of POE

| | | |
|---|---------------------------------|--|
| 1 | Background of POE establishment | Started functioning as a separate department with an undergraduate program. |
| 2 | Year of establishment | 2011 |
| 3 | Purpose of establishment | Introduce undergraduate and graduate programs in English Language and Literature. |
| 4 | Degrees offered | BA Honours in English Language and Literature MA in Applied Linguistics and ELT |

2.4.2. Academic Staff and Students

Table 2.2 shows the information on staff and students of POE. The information makes positive indication on students' enrolment and academic research.

Table 2.2: Information on staff and students

| | | |
|----|--|--|
| 1 | Total number of present students | 220 |
| 2 | First Year enrolment (this year) | Fall 2017 -50, Spring 2017-70 |
| 3 | First year enrolment (Last year) | Fall 2016-24 , Spring 2016-30 |
| 4 | Average HSC GPA score of enrolled students (Last year) | GPA 4.22 |
| 5 | Yearly first year pass rate (Last year) | 53.62% |
| 6 | Yearly first year transfer rate (Last year) | unrecorded |
| 7 | Yearly Number of undergraduates passed | 9 (Spring 2017 & Fall 2016) 29 (Spring 2016 & Fall 2015) 29 (Spring 2015 & Fall 2014) 4 (Spring 2014) |
| 8 | Yearly undergraduate drop-out | 8 |
| 9 | Yearly first year retention rate | 99% |
| 10 | Yearly Total enrolment in Masters | This year: 14 Last year: 21 |
| 11 | Yearly Total enrolment in MPhil/PhD | Last year: N/A |
| 12 | Yearly Number of Masters passed | This year: 17 Last year: 13 |
| 13 | Yearly Number of MPhil/PhD passed | This year MPhil: N/A This year PhD: N/A |
| 14 | Total number of full time academic staff | On Rolls: 14 On Study Leave: None |
| 15 | Total number full time academic staff with PhD | 02 (Ongoing) |
| 16 | Staff on study leave for Masters/PhD | Academic: N/A Non-Academic: N/A |
| 17 | Total number of external (other than GoB) funded research projects | Last year: 01 Since Beginning:2016-2017 |
| 18 | Total number of (GoB) funded research projects | Last year: N/A Since Beginning: |
| 19 | Number of theses/research monographs/ publications | Professor: None Associate Professor: 7 Assistant Professor: 19 Lecturer: 17 |
| 20 | Teacher-student ratio | 14:1 |
| 21 | Number of training programmes organized for Staff | Academic: 01 (ILTS) Non-Academic:02 (HEQEP) |

2.4.3. Program Summary

This department offers the following Program:

| No. | Name of the Program | No of Students Sanctioned | Duration (years) | Course work (Credits) | Remarks (No of students admitted in 2017) |
|-----|--|---------------------------|------------------|-----------------------|---|
| 1. | BA (Hons) in English Language and Literature | 200 | 4 | 120 | 121 |

The Graduates are anticipated to have a solid foundation in the workings of English language and how the language is used in both literary and non-literary contexts. They are also supposed to be professionals with practical skills and well-rounded personalities. The graduates are expected to have a firm grounding in the analysis of the language to form an understanding of the constantly evolving nature of language; apply their analytical skills and creative thinking to tailor their degrees in their professional interests; develop as autonomous learners; function ethically in their professional fields as skilled communicators having a strong IT knowledge base; and contribute to general education and become trainers of the next generation language teachers and researchers.

Chapter-3

This Chapter presents the Aims, Learning Outcomes of the program(s) provided by the department in its Self-Assessment Report (SAR).

3.1. Aims of Programs offered at Department of English (DoE)

Undergraduate and Postgraduate programs are offered at English department for producing skilled and competent personnel in the field of English language and Literature and to enhance research activities and disseminate the research outputs in the above fields.

3.2. Learning Outcomes of the Programs offered at DoE

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

3.3. Graduate Profile

Neither the department nor the university does have an organized graduate profiles through which the graduates can understand what they are going to learn their future education or employment, or the description of curriculum, guideline for the development of learning outcomes, teaching activities, assessment etc. However, the department of English has taken some initiatives to review the course curricula and incorporate an effective graduate profile.

The Graduates are expected to have a solid foundation in the workings of English language and how the language is used in both literary and non-literary contexts. They are also

supposed to be professionals with practical skills and well-rounded personalities. The graduates are expected to:

PEO 1: have a firm grounding in the analysis of the language to form an understanding of the constantly evolving nature of language;

PEO 2: apply their analytical skills and creative thinking to tailor their degrees in their professional interests;

PEO 3: develop as autonomous learners;

PEO 4: function ethically in their professional fields as skilled communicators having a strong IT knowledge base;

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

Chapter-4

This chapter is the main body of the report that summarizes the findings as the outcomes of the external peer review in each of the aspects of self-assessment. This chapter clearly highlight the strengths and good practices found by the reviewers in each aspect; clearly describe any weaknesses identified by the team; and identify the possibilities and scope of further improvements.

The External Peer Review Team (EPRT) reviewed the Self-Assessment Report (SAR) that has been prepared by the Self-Assessment Committee (SAC) of the Department of English (DoE), School of Humanities and Social Sciences, University of Asia Pacific (UAP), Dhaka, Bangladesh. The team also noted that a SWOT analysis has been undertaken and that program assessment has been conducted by obtaining feedback from multiple stakeholders, in order to gauge the value and effectiveness of the program thus far, and to determine opportunities for improvement.

The site visit took place during January 07-09, 2018. The report is compiled based on the observations and findings of the EPR team on various relevant aspects of the BA Program offered by the Department of English (DoE), School of Humanities and Social Sciences, University of Asia Pacific (UAP), Dhaka, Bangladesh.

4.1. Summary of Findings

Summary of Commendations, Affirmations and Recommendations are presented for all the identified criteria:

Self-Assessment (SA) is arguably the most powerful means for a tertiary education to understand and improve its educational performance. Program review process involves evaluating the quality of education within a specific subject or discipline, focusing on the student learning experience and on students' achievement related to the following programs of Department of English:

| No. | Name of the Program | No of Students Sanctioned | Duration (years) | Course work (Credits) | Remarks (No of students admitted in 2017) |
|-----|--|---------------------------|------------------|-----------------------|---|
| 1. | BA (Hons) in English Language and Literature | 200 | 4 | 120 | 121 |

Program review process at the Department of English of the University of Asia Pacific was conducted following the guidelines described in the Self-Assessment Manual provided by the University Grants Commission under HEQEP. The quality of education was reviewed at the Program level according to the 9 (nine) criterion listed below as given in the Self-Assessment Report (SAR):

1. Governance
2. Curriculum Content Design and Review
3. Student: Admission, Progress and Achievements
4. Physical Facilities
5. Teaching, Learning and Assessment Methods
6. Student Support Services
7. Staff and Faculties
8. Research and Extension
9. Process Management & Continuous Improvement

The Review Team visited the Department of English for three days, from 07th to 09th January 2018. The team consists of three team members as follows:

1. Prof Dr B V Babu [Former Vice Chancellor, Galgotias University (GU) and Graphic Era University (GEU), India] – International QA Expert: Team Leader-EPRT
2. Prof Dr Sukumar Saha [Professor of Microbiology and Hygiene, Additional Director-IQAC, Bangladesh Agricultural University (BAU), Mymensingh, Bangladesh] – Local QA Expert: Member-EPRT
3. Prof Tahmina Ahmed [Professor of English, University of Dhaka (DU), Dhaka, Bangladesh]– Subject Expert: Member-EPRT

The academic audit was implemented using the following audit strategy:

| Methods | Entities |
|--------------------|---|
| 1. Meetings | Top management (Pro Vice Chancellor, Treasurer, Registrar, Controller of Examinations, Director-IEERD, Director of Student Welfare and Head of the Department), SAC members, Librarian, Proctor, Medical Centre Doctor, Stake holders consisting of the members of academic and non-academic staff, students, alumni and employers, and Student club members. |
| 2. Documents audit | Meeting/discussion notes, Student's Handbook, Sample Question Papers and Answer Scripts, etc. |
| 3. Site visits | Observation of the teaching process, teaching and learning facilities and recreational facilities |

The peer review considered the national requirements as provided in the Self-Assessment Manual (SA Manual; *SAOM Annex 10*). It covered the following criteria: (1) Governance, (2) Curriculum Content, Design and Review, (3) Student Admission, Progress and Achievements, (4) Physical Facilities, (5) Teaching-Learning and Assessment, (6) Student Support Services, (7) Staff and Facilities, (8) Research and Extension, (9) Process Management and Continuous Improvement.

The EPRT visited the following facilities:

- i. Class rooms
- ii. Laboratories
- iii. Teachers Seating Rooms
- iv. Seminar Library
- v. Administrative Office
- vi. Student Activity Clubs

- vii. Central Library
- viii. Boys Common Room
- ix. Girls Common Room
- x. Medical Centre
- xi. University Data Centre (Central Computer Centre)
- xii. Sports Facilities
- xiii. Gymnasium
- xiv. Auditorium
- xv. Cafeteria, etc.

The EPRT also examined the following records and documents:

- i. Exam procedures
- ii. Minutes of meetings of Statutory Bodies
- iii. List of Academic Staff members and their qualifications
- iv. List of publications
- v. Documents for fund hunting
- vi. Syllabus
- vii. Activities of Committee of Courses & Studies
- viii. Sample of exam questions
- ix. Sample of term papers
- x. Student attendance file/record
- xi. Class schedule
- xii. Course Files
- xiii. Ordinance for UG Program.
- xiv. Evidence of extra and co-curricular activities, etc.

The EPR team also witnessed a nice short cultural program organized at the department where the students of English Department have performed extremely well.

4.2 Criteria-wise Judgement

Review Outcomes

The findings are highlighted under the following descriptors:

| | |
|-----------------------|--|
| Commendation | Something that the Entity is doing well and should be recognised. |
| Affirmation | Something that the Entity has started or aspires to achieve that is positive and should be developed and enhanced. |
| Recommendation | Something that the Entity should give serious consideration for improvement. |

Review Findings

Commendation

1. There is a specific IQAC Office in the university, which signifies the seriousness the university takes in the aspects of Quality Assurance (QA).
2. The peer review was well organized with general adherence to the activity schedule, management of intensive discussions with sincerity and transparency. The IQAC and the Department took great efforts to ensure a smooth flow of the review exercise.
3. The Department's selection of representatives of the stakeholders to meet with the EPRT was an appropriate one and provided fair insight into the program.

Affirmation

1. Quality assurance activities have been initiated at UAP and ongoing work is evident.
2. Academic and non-academic staff of the Program Offering Entity (POE) show awareness of the need for continuous improvement, and efforts towards this should be pursued.

Recommendation

1. UAP authority should speed up QA activities and support initiatives and requests made by the department.
2. IQAC of UAP should put efforts into supporting the implementation of the Department's improvement plan, once it is finalized by the POE.
3. There is a certain gap among the opinion of the current students, alumni and that of faculty members and the gap is evident in almost all the aspects covered in the survey. Therefore, the Department should analyze this difference very carefully and take steps, as required.

Criteria 1: Governance

Commendation

1. The department of English is established in 2010 with departmental objectives.
2. The department works as a cohesive group with harmonious and healthy relationship among students, faculty members, non-academic staff under the dynamic leadership of HOD.
3. The department has a well-developed website linked from the University website.
4. Under the current Governance structure, UAP is operating smoothly, as per the ordinance.
5. Academic decisions are taken with fairness and transparency.
6. All documents are properly maintained.
7. Exams are conducted as scheduled and as given in the academic calendar.
8. Results are published on time.
9. Teachers recruitment is fair and transparent.
10. Students obtain a Prospectus at the point of registration at the university, which contains an overview of the department and university, admission requirements, information about academic staff and general rules and regulations.
11. The university has well defined organizational structure, and different policies are periodically reviewed for further improvement.
12. All the committees for academic and non-academic activities exist in the university as per the ordinance of the university and UGC guidelines.
13. Act, Statute, and Ordinance are followed properly.

14. The department is currently having required number of teaching staff.
15. The department maintains adequate transparencies in conducting admission, teaching-learning and student evaluation process.
16. There is strong commitment of the university authority for quality education.
17. The authority ensures financial transparency in all stages.

Affirmation

1. UAP-Dhaka is a 10-storied building constructed in a 1-acre area in the heart of the city of Dhaka. With visionary leadership and proper maintenance budget, the campus can create a perfect ambience for higher education learning.
2. The vision and mission statements at the University and department level have been formulated, but the same must be formulated for the School also with proper alignment. Vision and mission statements should be disseminated and understood by all stakeholders.
3. Department is operated through functional academic bodies including the Curriculum Committee, Examination Committee and several others.
4. Semester system is followed since its inception.
5. The University has documented service rules for both academic and non-academic staff.
6. Staff recruitment and promotion systems are in place, but should be made more transparent.
7. There is a provision of partial financial support for faculty members for attending conferences/seminars, but it needs to be increased.
8. IQAC arranged some training workshops on teaching-learning, curriculum development and quality assurance matter, but more such workshops are needed by inviting global experts in the field.

Recommendation

1. The position of Dean of School of Humanities and Social Sciences needs to be created and filled.
2. Curriculum review and skill mapping should be done with the participation of all the relevant stakeholders

3. Peer observation practice should be initiated for the improvement of quality teaching-learning.
4. The authority can consider to establish a staff development centre for academic and non-academic staff at the university.
5. At regular interval meeting with stakeholders are needed and stakeholders' view need to be documented and addressed accordingly.
6. Daily schedule of the faculty members need to be more efficient and effective. It shall comprise of student guidance, mentoring, counselling, teaching and research.
7. The department should set measurable and realistic KPIs. Facilitation should be provided towards the achievement of the KPIs.
8. Departmental documentation is reasonably maintained but is mainly conventional (manual). More electronic documentation is needed.
9. Feedback from stakeholders (during syllabus review, teaching-learning, and other processes) for the purpose of improvement needs to be sought in a structured manner.
10. Fieldwork, which is an important part of the learning process, should be carried out well. It could be each semester/year.
11. Department has produced good graduates, but job fairs and career counselling are also need to be carried out.
12. A formal Student progress monitoring (sessional results) needs to be carried out.
13. Departmental teachers are relatively young and qualified but a formal training on pedagogical methods needs to be given to them.
14. There is a keen interest to carry out research. However, research support, particularly financial research support, needs to be substantially increased.
15. While academic staffs are given provision to improve their expertise from time to time, there is no such provision for non-academic staff development in the department.
16. Student grievance policies should be followed as per the university rules.
17. Apart from faculty deans, functional dean positions may be introduced for proper governance.
18. Career Development Centre needs to be established.
19. All the university systems & processes should be automated by using a Professional Business Intelligence (BI) based Learning Management Systems (LMS) & Enterprise Resource Planning (ERP) systems.

20. While recruiting the faculty members, equal emphasis should be given for teaching ability along with research capabilities.
21. Incentives and Awards are to be introduced for faculty members for their research publications in journals with impact factors.
22. Annual appraisal at three levels (self, controlling officer and vice chancellor) should be initiated incorporating API scores and students feedback for their contribution in teaching, research & consultancy, administrative responsibilities and institutional development work for faculty members of the University to sustain their motivation and encourage them by timely promotions.
23. Library budget for the University, in general, and for the department, in particular, should be increased.
24. Digitization process of books needs to be started in the library so as to increase the longevity of the books which usually get damaged due to aging.
25. A separate section for Rare books is to be created in the library.
26. Establishment of a well-defined research system in the university is essential to enhance the research culture at the university.

Criteria 2: Curriculum Content, Design and Review

Commendation

1. The inclusion of subjects such as Computer skills, sociology, and history is excellent
2. Syllabus was prepared to meet the goals and objectives of the programs offered by the department.
3. Syllabus for all courses were developed and generally followed by the faculty members.

Affirmation

1. The Department realises the importance of a properly designed curriculum and the need to have one properly documented. Stakeholders' views must be considered in this endeavour.

2. There needs to be a clear understanding of the ILOs (Intended Learning Outcomes) and the way in which the ILO statements should be written.
3. The content of the syllabus is well organized according to the level of understanding of the students. However, the present form of the curriculum is not a complete one as is globally defined. It can be denoted as syllabus.
4. The department is expecting to update its syllabus transforming it into actual curriculum by incorporating all other necessary components after getting feedback from the EPRT.

Recommendation

1. The curriculum has to be updated regularly using bench marking as it is very traditional as of now and new courses should be included. Content repetition should be avoided.
2. Invitation of potential employers/ successful alumni for special talks needs further strengthening.
3. The department should consider some open elective courses for the students to develop their knowledge and skills in the field of their interest.
4. Courses on foreign literature, social media language and research methodology need to be introduced.
5. Courses on Business communication and creative writing needs to be updated and further strengthening.
6. Major and minor options in English language and Literature disciplines with appropriate elective options should be given to students to specialize as per their interest.
7. Course curriculum needs to be realigned to implement Outcome Based Education (OBE) in toto. Vision & Mission of the University, Vision & Mission of the School, Vision & Mission of the department, Graduate Attributes (GAs), Program Educational Objectives (PEOs), Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) should be in synchronisation with each other. The PEOs and POs are to be mapped with the courses at 3 levels of attainment (low, medium and high). The POs and COs should be measured using direct and indirect methods and analysis of the results should be used for taking corrective measures for improvement on a continuous basis. There is a need to explicitly define in the course syllabus the skills (in addition to knowledge) that the students are expected to hone, and how this can be done. This can be implemented by

mapping them against the graduate profile. Prior to this however, the graduate profile needs to be established by involving the stakeholders.

8. Faculty should be trained on concept and constituents of OBE. Understanding of the OBE system may be disseminated to all stakeholders, especially the students.
9. The current syllabus should be reviewed to convert into a complete curriculum and should include generic skills, analytical skills etc. There has to be skills mapping for the program. Courses on basic communication, professional communication, soft skills, aptitude building and campus-to-corporate should be incorporated as a part of the curriculum structure.
10. Although the syllabus is well structured and organized, there is, however, room for improvement.
11. Department can consider to include language lab and also arrange some field trips and internships programs.
12. More emphasis should be given to areas where jobs for the graduates are traditionally available.
13. Computer skills should be further developed.
14. Soft skills like project writing, business proposal writing, skill development on presentation of report etc. can be increased.
15. Faculty should encourage the students to come up with ideas for project oriented practical and research work.
16. The curriculum lacks in modern teaching–learning and assessment strategies. Diverse methods of teaching-learning and assessment methods such as usage of MOOCs (Massive Online Open Source Courses), giving self-learning task, routine and surprise quizzes and tests, home and instant assignments, group discussion and presentation should be introduced.
17. Credit hours must be properly calculated and implemented by providing required number of lectures and language lab experiments.
18. Access to free online journals should be provided to both faculty members and students to strengthen current knowledge in theory and research.
19. Computer Lab space is severely scanty for covering required credits.

20. Arrangement of scientific conference, seminar, and workshops on regular basis is warranted further to strengthen practical and research knowledge of students and the faculties.
21. Courses on environment & energy sustenance and other allied courses are to be included in the curriculum.
22. The department may think of incorporating some contents related to other allied fields such as economics, commerce, etc. in the curriculum to widen the horizon of job opportunities for the students.
23. There should be optional courses offered (departmental electives and open electives) to the students in all programs. The provision will enable students to choose from a variety of courses that is related to their interests. The department should consider increasing the proportion of interdisciplinary courses in its curriculum.
24. The graduate profile should be linked to the program learning outcomes.
25. Teachers should receive training on curriculum design & development and teaching pedagogy. This should be sustained and ongoing so as to ensure quality curriculum.
26. Project based and research based learning should be introduced, which will allow students to practise relevant skills and allow them to get a feeling of the world of work, so as to prepare them towards employment.
27. The references and reading lists in each course should be updated.
28. In reviewing or designing any curriculum, feedback from employers and alumni representative should also be considered. Meaningful curriculum review should be done on a regular basis.
29. Teaching strategy for every course need to be developed.
30. The course content of English courses offered for various departments should be different and department specific.
31. Masters program in literature should be started in the department.

Criteria 3: Student Admission, Progress and Achievements

Commendation

1. The department goes through an intensive and fair admission test for selecting students.
2. The entity maintains individual student records properly.
3. There is policy to cater for students who are underprivileged.
4. Scholarships are offered to students who perform in their academics.
5. Students of UAP have good adaptability, resilience and level of professionalism.

Affirmation

1. Academic staff of the department recognizes the need for more emphasis on formative assessment and this should now be implemented in the department.

Recommendation

1. The university might think to set admission test centres outside Dhaka region to attract more non-local students to maintain diversity.
2. Course files should be maintained by the faculty members for each and every course offered in a program of the department. The contents should include detailed lesson plan, records of student performance in various evaluation components, minutes of quality circle meetings (QCM), question papers and solutions of all the evaluation components, etc. to monitor the progress of students.
3. While the admission process is transparent, it should also satisfy students' priorities in program selection.
4. While students feel that they are cared for by the teachers, a formal policy towards students who show poor progress except informal counselling should be in place.
5. Teachers are keen and committed in their work, but their workload needs to be re-assessed to ensure proper delivery of the courses and counselling services.
6. Students' recognition system (for excellence in certain fields or areas) is not in place but should be increased to encourage as many students as possible to do better in all undertakings.

7. Student progress should be monitored through structured mentoring system on regular basis and the faculty members should provide regular academic counselling to the students about their academic progress.
8. Dialogues between the faculty members and students are needed to improve the academic performance of the students and to prevent the drop-out rate.
9. The department can introduce series of workshop focusing on the career for the students.

Criteria 4: Physical Facilities

Commendation

1. A new 10 storied building owned by the university equipped with good facilities.
2. Cafeteria and wash room facilities are hygienic.
3. Wi-Fi facilities are available throughout the campus.
4. E-journals are available for the students and faculty members.

Affirmation

1. The university library is well-equipped with sufficient books, comfortable reading space and internet facilities. There are some textbooks available in the library. However, additional updated collection on literature should be considered based on the demand and number of students. New editions should be made available. The journal and periodical collection needs to be updated.
2. A common room in one of the buildings at the university exists, however, a gymnasium should additionally be provided for the physical and mental well-being of the students.

Recommendation

1. The size of the class room and the sitting arrangement for the students should be improved.
2. The journal and periodical collection should be updated in the library.

3. University has internet connection. However, internet bandwidth should be improved for faster connectivity.
4. Computer labs should be established within the Department and the number of computers needs to be increased to develop students' IT skills.
5. The university should provide residential halls for students.
6. Assistant Professor and above should be provided with independent office space and printing facility.
7. Language Lab needs to be established with professional software packages loaded onto the systems.
8. The quality of food in the cafeteria needs improvement with reasonable pricing of items.
9. Research lab facility to be provided for students to ensure project & research based learning (PBL & RBL).
10. Separate Prayer Room facility for girls needs to be created.
11. Computer lab should be established to enhance teaching-learning for betterment of students.
12. There is a need to provide individual office space for all teachers so as to provide privacy for teachers to discuss matters with students and carry out their individual research.
13. Health care facilities needs strengthening for all (academic and non-academic staff and students).
14. Outdoor sports facility needs to be created.
15. Library ambience should be made conducive for learning by providing carrels to serious readers and maintaining strict silence.

Criteria 5: Teaching, Learning and Assessment

Commendation

1. Qualified, young and energetic faculty members run the departmental programs smoothly.
2. Classes are interactive in nature.
3. Teachers provide handouts to students to help them with their learning.

4. The university authority is taking students' feedback after completion of each course and communicating the results with the course teachers.
5. Teacher:student ratio is good and the workload is manageable for the teachers.

Affirmation

1. While department has 7 class rooms allotted centrally by the University, it becomes operationally difficult at times to find vacant class rooms in case of need for conducting extra classes as no dedicated class rooms are provided to the department.
2. Sample viewed indicates that exam questions incorporate mostly lower order thinking skills (LOTS) with few higher order ones (HOTS). The department should ensure that there is appropriate application of Bloom's taxonomy in teaching-learning and assessment.
3. There is a good seminar library but the number of books should be increased to cater for more number of students.
4. There is an advisor for each batch of students on yearly basis. However, mentoring system should be in place by allotting a few students to each and every faculty member of the department with regular interaction, monitoring, mentoring and counselling.

Recommendation

1. At the beginning of each semester, a course handout with full lesson plan (for the duration of the course) should be made available to the students. The course handout should include Course title, Course code, Aim & Objectives of the Course, Names of the Instructors/Faculty members, Prescribed Text Books & Reference Books in standard format, Detailed Lecture Plan Specifying Lecture number, Learning outcomes, Topics covered in each Lecture, References, Evaluation Scheme, Chamber consultation hour, Notices, etc.
2. The concept of credit-hour system needs to be understood complete with contact hours and additional notional hours of efforts students need to put in for earning credits.
3. Teaching should be made more interactive and student-centric to have experiential learning for the students.
4. Rubrics/ marking criteria should be defined for assessment to ensure objectivity in the marking. These should also relate closely to the learning outcomes of the course. Assessment and teaching strategies should be carefully aligned with ILOs.

5. The department should consider increasing the weightage of continuous assessment and reduce the existing overemphasis on final (end term) exam.
6. Students should be trained on practical aspects by establishing language lab and strengthening computer lab facilities.
7. Students should be trained in the use of software packages related to language and literature.
8. Various evaluation components such as Quizzes, Surprise Quizzes, Assignments, Seminars, Group Discussions, Group Tasks, Class Tests should be included in continuous assessment.
9. Memory based questions are to be avoided and questions based on thinking & logical skills are to be incorporated in the examinations to test the creativity.
10. Question papers should avoid repetition of questions from previous ones.
11. The department should consider practising peer observation.
12. 24x7 online anonymous Student feedback system should be introduced in the department.
13. The department might think to use relative grading system.
14. Different inputs to slow, normal and fast learners to be provided.
15. Expert lectures from the professionals from industry, and other academic institutions, NGOs, and alumni need to be arranged on regular basis.
16. Answer scripts are to be shown to the students and step-wise marks distribution need to be explained to the students.
17. Experiential learning to be provided to the students through project based and research based learning using the tools of model video lectures from experts of other institutions across the globe, MOOCs (Massive Open Online Courses), etc.
18. Lecture plan should be well distributed throughout the semester so that no extra pressure and load is created prior to the term end exam.
19. Semester long Internship needs to be introduced for the students to have work experience of doing live projects in industry.
20. Transparent evaluation systems and mechanisms should be in place to avoid individual biases.
21. The result processing should be automated which will speed up the result declaration and increase the accessibility for students, parents/guardians and teachers.
22. Grade improvement policy is to be incorporated in the examination regulations.

23. Co-curricular and extra-curricular activities for students should be further strengthened to enrich students' learning experience on regular basis.
24. Workshop and seminars need to be arranged on contemporary issues for the faculty members as well as for the students.
25. Training should be given for teachers on curriculum design and development, on assessment and quality assurance.
26. Teachers should encourage all students to get involved with the co- and extracurricular.

Criteria 6: Student Support Services

Commendation

1. Students are engaged in holding farewell/welcome party for the outgoing and incoming students at least once in a year.
2. There are opportunities provided for students to engage in sports and cultural activities, including regular inter-departmental tournaments and external sports tournament and cultural activities
3. Life insurance policy for the students

Affirmation

1. The university has a broad scholarship scheme for the poor students although it is limited.
2. The Health Centre is equipped to support students' very basic healthcare needs with two part-time doctors, and it should be substantially improved.
3. There is a common prayer rooms for the students & staff. Separate prayer room should be provided for girl students & female faculty members.
4. There is academic advisory service including counseling, careers, students' academic and personality development, societal values, morality, ethics and focusing on generic skills development. A structured mentoring and counseling system should be in place for supporting the students.
5. An alumni association has been formed very recently and should be made more active.

Recommendation

1. The authority should consider establishing gymnasium and playground facilities for better physical and mental health of the students.
2. The alumni can take part in the professional development of future graduates as well as ensuring quality education in the university. Expertise, experience and strengths of the alumni members may be used for capacity building and organizing career counseling sessions on a regular basis for current English department students.
3. The university should consider incorporating co-curricular activities into the curriculum, thus making it compulsory for all students to engage in some sort of co-curricular activities during their studies.
4. Student mentoring system should be in place. Teachers should provide counseling to students, with a certain number of hours allocated for the purpose. Academic guidance and counselling should be formalized with proper documentation.
5. Formal HOD-Student interactions should be arranged periodically to address the student problems & grievances.
6. Professional counselling for students needs further strengthening.
7. Alumni association should be registered and to be made more active.
8. The university should consider the setting up of a specific office to cater to the needs of job placement for future graduates of the university. This office will function to link employers with students, groom students to be job-ready, provide training for interviews, writing resume etc. The department should cooperate and help the students to establish network with Alumni, who are very keen to give supporting hand.
9. Financial support /assistance to be provided to the students to carry on their practical work/field work.
10. The facilities for the students to be involved in the community service needs strengthening.
11. Career counselling and industry visits need to be practiced in the department.
12. University may build a career visioning center to motivate the students towards their work and achievement in their respective fields.
13. To increase the communication skill of the student, the university and the department may introduce 'English Proficiency Club/Clinic'. Moreover, business communication skill need to be improved.

14. University may introduce Annual Job Fair for the students.
15. Alumni association at the department level need to be formed to actively participate in the development of the department.
16. To ensure skill development and quality education, the department need to establish linkages with the industry.
17. Formal system need to be developed to receive feedback from all the stakeholders.
18. Food courts are to be established in the campus.
19. The university should provide transportation facility for students.

Criteria 7: Staff and Facilities

Commendation

1. The teaching staff are qualified and meritorious, as well as having commitment and dedication for the growth of the department.
2. Contributory provident fund for the faculty and staff exists.
3. Life insurance policy for the faculty and staff is provided by the university.
4. Different types of leaves as per the rules of the university are available for teaching and non-academic staff.

Affirmation

1. There are basic infrastructure facilities to support teaching-learning process and needs further strengthening.
2. Some academic staff have been given research grants. The university should provide more opportunities for this. Teachers should also apply for external research funds.
3. Each of the faculty members is provided with sitting space in the department. However, every faculty member should have an independent office chamber.

Recommendation

1. The university should recruit some senior and highly qualified academics to provide effective leadership, good management and effective teaching and learning in the department.

2. The department needs some more supporting staff for conducting routine activities effectively.
3. The university should consider improving the medical facilities in terms of diagnostic tests and cost of drugs for the students.
4. The university should establish a day care centre for infants to support the female academic and non-academic staff.
5. The department should take initiatives for improving the sitting arrangement for the teachers.
6. The maternity leave rules should be revised as per the provision of the government's instruction.
7. Professional development of faculty members is required in the form of training or peer sharing both on teaching pedagogy and Outcome Based Education (OBE).
8. Number of teachers should be increased maintaining the cadre ratio, with appropriate qualifications and experience, based on the number of students and courses. This is essential for quality education and research.
9. Teachers need to be trained in the usage of software packages.
10. The University should consider diversity in terms of location, gender, and varsity, etc., while recruiting teachers for the department.
11. Faculty residences and student hostels are to be provided within the campus to create a continuous learning ambience.
12. Grievance cells for faculty members and students are to be established.
13. Periodic training programs are needed for non-academic staff of the department.
14. Man power (both for faculty members and non-teaching staff) needs to be increased in accordance with the number of students admitted.
15. Staff promotion should be linked to API based on teaching, research & consultancy, administrative contribution and Institutional development effort.
16. The department should maintain and update the list of publication of the academic staff on regular basis.
17. Intensive Teaching Workshops are needed before the newly joined faculty members and the faculty members whose feedback by students is not good. Such workshops must include pedagogical training on various teaching methods, art of constructing question paper, university rules and regulations, etc.

18. University and department should arrange, and encourage the faculty members to participate in the staff development activities.
19. Lecture series, seminar and workshop need to be arranged at regular interval for the skill development of the faculty members.
20. Adequate training for the non-academic staff are needed to keep themselves with the current issues related to their job areas and to be prepared for multi-tasking.
21. University may establish a staff development center to enrich the knowledge of the staff.
22. Existing bureaucratic processes need to be streamlined to make the systems & processes faster.
23. Transport facility should be provided for teaching and non-academic staff.

Criteria 8: Research and Extension

Commendation

1. The department shows interest in research work.
2. A few faculty members published their research findings in some good journals.

Affirmation

1. Some funds are available at the university for research activities and teachers must bid for these. However, further development should consider a research policy to ensure that all faculties are engaged in some kind of research activity, the result of which should go back into the teaching and learning processes.
2. The publication of staff was evident. However, staff should venture into publishing in more reputable and well-known journals.

Recommendation

1. There should be faculty research training to encourage more research activities.
2. The faculty should hunt for research grants from national and international sponsoring agencies.
3. The faculty should establish some collaboration with reputed universities worldwide.

4. The newly joined faculty members should be provided with seed funding for initiation of their research work.
5. Research component has to be incorporated/strengthened in the undergraduate and postgraduate programs.
6. Focused thrust areas are to be identified in the department and senior teachers with experience and expertise in these subject areas need to be recruited.
7. Centres of Excellence (CoEs) with focused thrust areas of research are to be established for bringing the faculty members of various departments together on interdisciplinary & collaborative research in the University.
8. Financial support needs to be increased to the faculty members for attending international conferences.
9. The extension activities are not visible at all in the department, where the entity should place emphasis.
10. The potential sources of research projects of national importance need to be explored.
11. There is a need to have recognition/reward system for the teachers who contribute to quality research.

Criteria 9: Process Management and Continuous Improvement

Commendation

1. The department has conducted SWOT analysis and identified its strengths and weaknesses.
2. There is already a culture for feedback and improvement in place – for example, informal counselling, informal academic feedback, and a process of checks and balances. This culture is suitable to implement improvement programs.
3. The University's IQAC is available for assistance and guidance in quality development programs.
4. The University and the department are committed to go for improvement in order to provide conducive teaching-learning environment for all.
5. Self-assessment of department has started. This is good and should be continued.

6. There is a cordial working relationship between the department and IQAC.

Affirmation

1. IQAC looks very active and provides some relevant training on quality assurance mechanism.
2. Faculty members are qualified but a good cadre ratio of Professor:Associate Professor:Assistant Professor needs to be maintained by attracting highly qualified persons.
3. Quality of students, in general, is good. Diversity of students can be improved by taking policy measures of attracting students from all parts of the country and international students from a few parts of the world by maintaining a balance based on gender, rural/urban, rich/poor, etc.

Recommendation

1. The University may take initiative to review its existing policies and procedures, which are very important for better program management and QA.
2. Grievance redressal systems for students, faculty members and non-academic staff should be in place.
3. Employers inputs to be taken on Governance & Curriculum development also.
4. The department should execute self-assessment periodically.
5. Stakeholders' opinion should be sought on a regular basis on all aspects associated with teaching-learning processes.
6. Parents also one of the most important indirect stakeholders and hence provision has to be made to take their inputs also on all 9 criteria of quality assurance.
7. The university should ensure that all entities at the university have their own website, which are updated and provides key information about the entities.
8. The University/Department might think to introduce performance appraisal system for teaching and non-teaching staff.
9. Training need to be provided to the administrators for improving their inter-personal skills and to create a harmonious work ambience and culture.
10. Some assistance needs to be provided to faculty members in answer book checking so that faculty members can get enough time for carrying out their research activities.

11. Multi-section courses are to be properly coordinated to ensure the same course coverage and quality of teaching in all sections.
12. Infrastructure (both physical and intellectual capital in terms of faculty members) needs to be improved so as to cater to the needs of increasing number of students.
13. The IQAC needs to play a very important and prominent role in ensuring that the faculty members of the department are well-trained and well-versed in teaching-learning, pedagogy and assessment-related matters.
14. Training programs are to be arranged for non-academic staff in multi-tasking to sustain their interest and to break the monotony.
15. Memorandum of understanding/agreement (MoU/MoA) needs to be established with industries/universities to enable students to get internship opportunities and enabling faculty members to establish research collaborations.
16. Training need to be imparted to administrative staff of the department for proper labelling, numbering, tabulating, and maintaining the documents/files.

The information provided above demonstrates that as a technical discipline, it is gaining strengths steadily towards achieving its goal of becoming an advanced academic school comparable in the global context. The affirmations that are identified can be improved by continuous efforts and engagement of the faculties in collective decisions and actions. There are certainly good opportunities and scope for overcoming the current weaknesses in all major academic and governance areas as identified in the table.

If efforts are made to utilize the scope and opportunities identified in the SAR and by the external peer review team, it is expected that the English Department will achieve higher quality in teaching and learning. There are some weaknesses and challenges clearly identified by the peer review team as discussed above. Based on the discussion with the multi-stakeholders at University of Asia Pacific (UAP), the peer review team understands that UAP is committed to face the challenges of overcoming the current weaknesses in its academic environment. It is appreciable that the English Department is making good progress in right direction.

Making resources available for continuous improvement in teaching and learning is a challenge faced by individual academic discipline. The cooperation and collective efforts of

the discipline, the Faculty and the University will create scope for better outcomes in this respect.

The alumni and employers have a positive view about the performance of Department of English. Both stakeholders suggested for more constructive discourses on curriculum improvement between them and the academic entity. This is needed to face the challenges of market demands.

It is appreciable that there is no lack of willingness from all quarters of the University to make improvement to achieve higher standing in education. The English department of UAP has made an appreciable progress towards achieving targeted standards in all indicators. This advancement requires to be continued with utmost care and efficiency with systemic support from the University.

Chapter 5

This chapter provides the concluding remarks and specific recommendations for further improvement and overcome the limitations of the program offering entity by the review team. This chapter also include judgments on overall performance of the entity specifying the judgments for each aspect of self-assessment following the sample format and rating scale given in the annexes 10 & 11 respectively of the SA Manual. In addition, the review report is signed by the review team members with acknowledgement and affirmation.

5.1. Concluding Remarks

The external peer review team members have made an all-out effort to review the quality of English Department of School of Humanities and Social Sciences at University of Asia Pacific during their visit. The following are some specific conclusive remarks of the team.

1. The department of English has its own articulated vision, mission and well-defined learning objectives.
2. Admission process and procedures are competent and transparent.
3. IQAC objectives are known and initiatives are taken at departmental level.
4. Periodic curriculum review process is in place through curriculum committee consisting of all faculty members.
5. Physical infrastructure in terms of most of the central facilities is good.
6. Good, cohesive and qualified team of faculty members with some of them having international exposure.
7. Conducive teaching and learning environment in the department.
8. Inquisitiveness for learning new methods of quality assurance, and teaching-learning processes.
9. Career development programmes are in place for enhancement of qualifications of the junior faculty members.

5.2. Specific Recommendations for Further Improvement & to Overcome the Limitations

The specific recommendations provided below are based on the external peer review team's observations and interactions with the stakeholders and analysis of the Self-Assessment Report and other documents provided by the English Department. The SAR itself has identified a number of areas for improvement together with weaknesses and challenges to achieve desired outcomes in teaching and learning. The external peer review team believes that recommendations provided below will valuably add to the already identified areas for improvement in SAR. The specific recommendations of the team are as follows:

1. University of Asia Pacific should speed up the operations to make the campus fully residential (for students, faculty members and non-academic staff) and to make it an International University.
2. The School of Humanities and Social Sciences should formulate its Vision & Mission Statements in line with those of the University. The department should realign its Vision & Mission statements in synchronization with those of University & Faculty.
3. Infrastructure facilities (class rooms, labs, office space, faculty chambers, seminar library, etc.) needs upgradation both in terms of space and number.
4. Language Lab should be established existing computing equipment needs to be maintained by qualified technical staff.
5. Major/Minor/Combination options should be made available to the students in English Language and Literature.
6. Masters Program in Literature should be offered in the department.
7. A separate prayer room for women faculty and female students to be created.
8. Study leave rules may be relaxed for post-doctoral fellowships of faculty members on a case-by-case basis for genuine cases.
9. Maternity leave needs to be provided as per the government norms.
10. Outdoor sports facility needs to be created.
11. Library ambience needs to be improved with proper control on maintaining silence.
12. Delays due to bureaucratic processes in releasing the sanctioned research projects should be avoided.
13. Seed funding needs to be provided for newly joined faculty members to encourage research in the University.

14. Periodic peer review process of the faculty members needs to be formalized.
15. List of Scholarships/stipends to be made available to the students beforehand.
16. Detailed handout including learning objectives, course outcomes, prescribed text book(s) & reference books, lecture wise plan, evaluation scheme, chamber consultation hour, make-up policy (if any) are to be incorporated.
17. Registration and other learning systems & processes including library operations need to be automated using a Business Intelligence (BI) based ERP system.
18. Vision & Mission of the University (VMU), Vision & Mission of the Department (VMG), Graduate Attributes (GAs), Program Educational Objectives (PEOs), Program Outcomes (POs), Specific Program Outcomes (SPOs), Course Outcomes (Cos) are to be in total sync.
19. Curriculum ILOs are to be systematically aligned with mission and objectives of the POE.
20. Training part of education (basic communication, professional communication, soft skills and aptitude building to make the students corporate ready) needs to be incorporated in the program structure.
21. Benchmarking with globally acclaimed institutions for curriculum development with reasoning & justification has to be an integral part of curriculum planning & development.
22. Periodic review of curriculum for the content and structure keeping in pace with technological advancements globally by taking the inputs from industry, alumni and students.
23. Outcome Based Education (OBE) has to be implemented with proper checks & balances in terms of specification and measurement of outcomes using direct and indirect methods.
24. Entrepreneurship as a culture at the University level needs to be initiated.
25. Remoteness and social responsibilities are to be addressed in the entrance examination. Off-campus test centres can mitigate this issue. Diversity of students in terms of geographical distribution of the county needs to be addressed with immediate effect.

26. More interactive methods of learning to make students more engaged and to expose them to experiential learning such as project-based learning (PBL) and research-based learning (RBL).
27. Faculty Offices/Chambers need to be upgraded.
28. Extra space for extra- and co-curricular activities of students may be provided.
29. Lifts and Ramps to be provided to cater to the needs of specially abled students/faculty members/non-academic staff.
30. Electricity Backup to be provided through Generators.
31. Sports facilities need to be improved to cater to the needs of entire student population.
32. Exam questions to test all cognitive categories: recall, understand, apply, analyse, evaluate and create - to avoid the existing practice of overwhelmingly test recall, occasionally understand and rarely others.
33. Updated training of the faculty members in contemporary pedagogy, e.g., Revised Bloom's Taxonomy (RBT).
34. Multi-tasking training for non-academic staff to be initiated to sustain interest and motivate them.
35. 24x7 online feedback system by the students to be in place.
36. Structured counselling & mentoring processes need to be initiated.
37. Different inputs for slow, normal and fast learners to be initiated.
38. Support services need upgradation.
39. To establish systems for Waste Management and Sewage Treatment Plant (STP).
40. To increase the budget for library.
41. To provide a separate common room with wash room facility in the department/faculty division for girl students.
42. Regularization of some of the non-teaching staff who are on probation/daily wages.
43. To specify KPIs and performance appraisal based on API score including teaching, research, consultancy, institutional development and administrative contributions.
44. To avoid academic-inbreeding in recruitment of faculty members.
45. To establish meaningful research and extension policy and procedures.
46. To establish placements division for campus job placements of students.
47. To obtain corporate funding through industrial collaborations.

48. To strengthen student-faculty interaction.
49. To establish registered alumni association.
50. Process definition of knowledge transfer and its continuous improvement plan need to be in place.
51. Program Learning Outcomes (PLO) or Program Outcomes (PO) should be communicated to students so that they can articulate the knowledge and skills they have acquired.
52. Delay in result declaration and resulting session jam should be avoided.
53. Credit-content balance needs to be maintained in the courses and overlapping course content needs to be removed.
54. Centralised and uniform examination system needs to be followed across the departments in the University.
55. Cafeteria needs to be upgraded and quality of food should be hygienic.
56. A formal registered Alumni Association needs to be established in the department.
57. Day care centre should be established in the campus for the infants of faculty and staff members of the University.
58. Transport facility should be provided to students and faculty members.
59. Wash room facilities should be increased.

5.3. Judgements on Overall Performance in Specified Aspects

English Department of University of Asia Pacific has been producing graduates for the past six years and committed to provide quality education in the years to come. The Self-Assessment Report of the Department, site visits, and meetings with various stakeholders at the University and outside the University were the source of information for analysis and review on the performance quality of the academic entity. The external peer review team found successes in some good practices. There are some areas where improvements are required. The team has made judgments on specific and overall performance of self-assessment. Based on the observations during the peer review visit by the Review Team, various aspects were judged using the given rating scale as shown in Table 5.1.

Table 5.1: Numerical weights of judgement in different aspects

| S No | Aspects Reviewed | Judgement Given | Numerical Weight |
|--------------|--|------------------------|-------------------------|
| 1 | Governance | Very Good | 4 |
| 2 | Curriculum Design and Review | Good | 3 |
| 3 | Student: Admission Progress and Achievements | Very Good | 4 |
| 4 | Physical Facilities | Good | 3 |
| 5 | Teaching and Learning | Very Good | 4 |
| 6 | Assessment of Student Performance | Very Good | 4 |
| 7 | Student Support Services | Very Good | 4 |
| 8 | Staff and Facilities | Very Good | 4 |
| 9 | Research and Extension | Poor | 2 |
| 10 | Process Management for Continual Improvement | Very Good | 4 |
| Total | | Very Good | 36 |

5.4. Overall Judgement

The score achieved in different aspects of review was totalled for overall rating of performance. Table 5.2 provides the final score and overall judgement.

Table 5.2: Final score and overall judgement by external peer review team

| S No | Final Score | Overall Judgement |
|-------------|--------------------|--------------------------|
| 1 | 0-15 | Unsatisfactory |
| 2 | 16-25 | Poor |
| 3 | 26-35 | Good |
| 4 | 36-45 | Very Good |
| 5 | 46-50 | Excellent |

Considering the judgements given for the different QA aspects, the Review team is able to give an overall judgement of **Very Good** for the **Department of English (DoE) of School of Humanities and Social Sciences at University of Asia Pacific (UAP), Dhaka, Bangladesh.**

5.5. Acknowledgement and Affirmation of External Peer Review Report

The members of the external peer review team prepared this report of English Department of University of Asia Pacific, Dhaka, Bangladesh. The findings and recommendations of this report are based on the critical observations of the team on various aspects of the entity and its current status of performance stated in the Self-Assessment Report and outcomes of discussions with the representatives of major stakeholders within and outside the University during the visit of the team on January 07-09, 2018.



| | | |
|--------------------------------|---------------------------------------|------------------------------|
| Prof Dr B V Babu | Prof Dr Sukumar Saha | Prof Tahmina Ahmed |
| Overseas Quality Expert | Local QA Expert | Subject Expert |
| EPRT Leader | EPRT Member | EPRT Member |
| Former Vice Chancellor | Professor of MBH & AD-IQAC | Professor of English |
| GU & GEU, India | BAU, Mymensingh, Bangladesh | DU, Dhaka, Bangladesh |
| profbvbabu@gmail.com | Sukumar07@gmail.com | bhoopa1@gmail.com |

References

1. Self-Assessment Report prepared by the Self-Assessment Committee of English Department of University of Asia Pacific, Dhaka, Bangladesh.
2. Self-Assessment Manual, Published by HEQEP, QAU of UGC.
3. Institutional Quality Assurance Cell Operations Manual, Published by HEQEP, QAU of UGC.
4. Website of University of Asia Pacific, Dhaka (<http://www.uap-bd.edu/>).
5. Minutes of meetings/discussions with representatives of major stakeholders.