



**Feasibility Study on Establishing a Private University in Bangladesh**

by  
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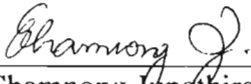
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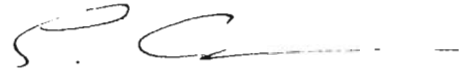
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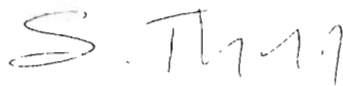
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## ABSTRACT

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This project is conducted to meet the purpose of studying the possibility of establishing a private university in Bangladesh. In order for the investor to make sure that this private university can survive in the market with success and give them the desired return, feasibility study must be conducted as it is a way to analyze data, information, situation, objectives and calculate system performance.

This project focuses on three main considerations- market research, financial analysis and operational analysis. A research was conducted with well-designed questionnaire, as research tool with 132 sampling population, focused on their personal opinion in respect of higher education in Bangladesh. All data from questionnaires have been analyzed by frequency distribution and descriptive statistics by percentage. Furthermore, the SPSS software program was applied to analyze and produce the survey result in the form of tables and pie chart. Another main consideration is the financial analysis by the calculation of a university system performance, according to Churchman's formula, the system performance was efficient, which would help in decision making to invest or establish a private university in Bangladesh. In operational part analyzed organizational chart, mission, vision, goals, objectives, strategic plans for establishing a private university in Bangladesh, which would be fruitful for feasibility study of establishing a private university in Bangladesh.

Besides the feasibility study, this project also emphasized the situation of private higher education, role of private higher education, accreditation process in United States, Europe, Asia and Bangladesh, too. This study also provides the information by case studies about three topmost private universities of Bangladesh and another one, first International University of Thailand.

## ACKNOWLEDGEMENTS

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# I. INTRODUCTION

## 1.1 Background of the Project

Private higher education plays a significant role in the development of manpower and good citizenry. This private sector alleviates a great burden from the government in terms of budget funding for higher education in its own country. However, the development of private higher education in some of the Asian countries is not yet firmly established. At the turn of new century, a massive increase in enrolments at universities was predicted. The demand for higher education in the knowledge society will soar immensely. One possible solution way out is to promote private higher education.

Education in Bangladesh is highly subsidized by the Government, which operates many schools and colleges in the primary, secondary and higher secondary level as well as many public universities. The literacy rate in Bangladesh is approximately 37.34%. There are 22 public universities in Bangladesh. In the last one-decade education in higher studies were boomed by the help of the private universities. There are now 54 private universities in Bangladesh providing general, engineering and medical education. Private university until the enactment of the Private University Act 1992, all universities in Bangladesh were in the public sector only. The act was amended in 1998. Upto 2001, the government sanctioned 27 private universities to operate. Currently total number of private universities stands at 54.

Establishment of private universities released the pressure of large-scale admission seekers on the limited number of seats available in public universities. The Private University Act 1992 mentions this as a special point and says that the main

objectives of private universities are to meet the growing demand for higher education and to create skilled manpower for the economic development of the country.

Until 1992, Bangladesh had a purely public system of eleven (11) universities that could accommodate a limited number of eligible aspirants, disappointing about 75 percent of the nearly 80,000 who applied for admission. This forced many affluent Bangladeshis to seek university degrees abroad in places such as India and the United States, while others pursued the limited alternatives at home or entered into the local labor force without a degree.

Violence at public universities in Bangladesh claims many students' lives each year, and causes countless unscheduled closures or "session jams," sometimes preventing class meetings for more than 100 days per year. The result: at the foremost university, BUET (Bangladesh University of Engineering & Technology), a four-year honors degree takes an average of six years to complete. In contrast, the private universities have never experienced an unscheduled closure due to unrest and students are proceeding through private degree programs without delay.

The private university is a proven alternative and provides a new avenue for higher education all over the world. In the United Kingdom, after the establishment of Buckingham University as the first private university, most public universities diversified their sources of revenue, incorporating finances from business and industry, and thereby experienced a great advancement. The pioneers were the relatively lesser known universities or previous technical schools that were raised to university status in the '60s. The list now includes Oxford.

For Bangladesh, this can become an alternative strategy of higher education. A

well-funded and professionally managed private university can provide flexible options of forging global linkages, both for students and institutions, and impart the highest quality education at home.

A feasibility study is designed to provide an overview of the primary issues related to a business idea. In other words, a feasibility study determines whether the business idea makes sense. A thorough feasibility analysis provides a lot of information necessary for the business plan.

## **1.2 Objectives of the Study**

The objectives of this research are as follows:

- a. Highlights the private higher education concepts in United States, Europe, Asia & also in Bangladesh
- b. Discuss the necessity of higher education in Bangladesh
- c. Analyze the role of private higher education in United States, Europe, Asia & also in Bangladesh
- d. Analyze the accreditation process for quality monitoring of private higher education in United States, Europe, Asia & also in Bangladesh
- e. Feasibility study in terms of finance, marketing, operation for establishing a private university in Bangladesh
- f. Emphasize the role of existing private universities for extending higher education in Bangladesh.

## **1.3 Scope of the Study**

This paper will be mainly focusing on the feasibility study by doing the system performance of an educational institution by the Churchman's Formula, with keeping Bangladesh private higher education situation and the operational cost in mind. Another

portion of this paper will focus on the market analysis by the survey. In survey, the opinion of the respondents will be based on Bangladesh education system. For operational part, this paper will focus goals, mission, vision, strategic plans for objectives, and organizational chart of a proposed private university in Bangladesh. Other part of this paper will attach documents of three topmost private universities (NSU, AIUB, and EWU) of Bangladesh & another one is Assumption University of Thailand, first International University in Thailand. The scope of the study and analysis is bound within the secondary source of information except survey part in marketing analysis. The information will be summarized from different private universities in Bangladesh & Thailand, raw data gathered from several text books, journals, research papers, analysis of the experts and the internet.

#### **1.4 Outline of the Project**

This project consists of six chapters' altogether. Chapter 1 is the introduction part of this paper. It mainly states the background, objectives & scope of this study.

Chapter 2 is the literature review section, which consists of necessity of higher education, concept of private higher education, situation of private higher education in United States, Europe, and Asia. This chapter also consists of Bangladesh Education system, Higher education in Bangladesh, Private higher education in Bangladesh, Role of private higher education. The other part of this chapter is the Accreditation process for quality monitoring of private higher education in United States, Europe, Asia and Bangladesh.

Chapter 3 is dealing with the collection of information that is based on Articles, books, journals, internet, interviews, research works, thesis & project reports, white papers etc. In this chapter, quantity analysis of these documents is shown.

Chapter 4 is highlighted the case studies of three topmost private universities of Bangladesh—North South University, American International University Bangladesh, East West University. Another part of this chapter emphasized Assumption University of Thailand, first International University in Thailand. These two parts is based on the collections which gathered from those universities.

Chapter 5 is the analysis of feasibility study in respect of financial feasibility, operational feasibility—organizational, technical issues, marketing feasibility for this particular project. Feasibility analysis is based on the fictitious system performance of an educational institution & income and expenditure statement of a proposed private university in Bangladesh. Marketing analysis is based on survey by the opinion of the respondents. Operational analysis is based on organizational chart, goal, objectives, mission & vision of a fictitious university.

Finally, Chapter 6 is the conclusion & recommendation based on the study obtained. The conclusion will give audiences the picture of whether it is feasible to establish private university in particular environment as mentioned. The recommendation will cover other important aspects that must be taken into account by the management in making decision.



## II. LITERATURE REVIEW:

### 2.1 Higher Education

Higher education is education provided by universities and other institutions that awards academic degrees. Higher education includes both the teaching and the research activities of universities, and within the realm of teaching, it includes both the *undergraduate* level (sometimes referred to as tertiary education) and the *graduate* (or *postgraduate*) level (sometimes referred to as quaternary education or graduate school). Higher education differs from other forms of post-secondary education such as vocational education. However, most professional education is included within higher education, and many postgraduate qualifications are strongly vocationally or professionally oriented, for example in disciplines.

In most developed countries a high proportion of the population (up to 50%) now enters higher education at some time in their lives. Higher education is therefore very important to national economies, both as a significant industry in its own right, and as a source of trained and educated personnel for the rest of the economy; it is often argued that in a modern economy the quantity and quality of such human capital is the most important factor underlying economic growth.

There is a universal acceptance of the extremely important role of higher education in the organization and functioning of a modern society. With socio-economic, political and technological development becoming more and more knowledge intensive and relying tremendously on development and managerial skills and knowledge, higher education acquires even a key role in any sustainable development programme for efficient and effective functioning of a modern society. Thus, aside from the basic missions of teaching, research and community service, other

roles and responsibilities are expected of higher education institutions in the present and future. There is a strong need for higher education to act more responsively to the global trends and should provide prospective graduates with diversified academic and cultural surroundings so as to enrich and enhance their global awareness and competence.

The demand for a country to survive and thrive in this globalized fast-changing world requires not only equal educational opportunities for its people, but the development of new knowledge to serve as the base for the country's sustainable development. These requirements have accentuated the importance of higher education in the way it has never done before, and thus its role and duty have to be reconsidered in order to set a new paradigm that responds to the rising demands of the country.

There is ample evidence that higher education is one of the most important institutions in any society. Higher education provides benefits to both the society as a whole and individuals within the society. Individual benefits include wealth and a better life for those who are educated; social benefits are usually in terms of economic growth and prosperity of the society.

During the last decade, technology, globalization and competition have caused the ground to shift under higher education, defying national borders and calling into question honored traditions and long-held assumptions----creating a brave new world for higher education. (Green, Eckel and Barblan, 2002)

## **2.2 Private Higher Education**

A private university is a university that is run without the control of any government entity. Private universities are common in Japan and the United States, but do not exist in some countries. Tuition at private universities tends to be much higher than at public universities.

Privatization in higher education began early in the 1980s and has been gathering force ever since. It assumes three possible forms:

- 1) An increased reliance on private rather than public resources, particularly in supporting public institutions.
- 2) Increasing cooperation and interaction with private industry. And
- 3) Relative increase in importance of private institutions of higher education, whether in size, prestige, or influence.

During the 1980s in most of the world the first two processes were probably more evident than the third. Certainly, as governments struggled (or refused) to maintain funding for systems of mass higher education, the idea of student fees, market coordination, or partnerships with industry became far more attractive. (Geiger, 2004)

The Various types of privatization of higher education systems can be classified into four kinds:

- a) “Extreme” degree of privatization, represented by profit-seeking private education institutions with no financial assistance from the state and very limited government control and regulation, often resulting in vulgar forms of commercialization of higher education systems.
- b) “Strong” degree of privatization, represented by private institutions receiving no financial assistance from the state and the characterized by full cost recovery from the students.
- c) “Pseudo” private higher education institutions represented by private institutions that depend upon the state for most of their expenditure.
- d) “Moderate” form of privatization represented by private as well as public institutions, financed partly by state and partly by non-governmental sources, including fees, community contributions and donations. It was argued that

while every socio-economic system has to choose an appropriate form of privatization, the most desirable form seems to be the last one.

There are various types and forms of private higher education systems and institutions. Importantly, they include university level institutions and colleges. They also include recognized and unrecognized institutions. Among the recognized ones also, there are several types: recognized only as institutions fit for imparting higher education, recognized for awarding degrees/diplomas/certificates (which includes recognition of the earlier two types). Thirdly, private institutions are of two other types: privately managed and publicly funded and privately managed and privately funded.

Most of them private higher education institutions in the region are either aided by the state or are self-financing in nature. While self-financing institutions generally do not receive, by definition, any assistance from state, state aided private higher education institutions receive assistance of various types. Government assistance to private higher education institutions towards capital costs is somewhat rare. Even if such assistance is given, it is partial. But most institutions of this category receive assistance towards meeting recurring expenditure; in some cases very high proportions of recurring costs are met by state grants, and in some cases very limited assistance is provided. It is also noted that often state assistance is only provided a few years after commencement of the institutions by private management.

### **2.3 Private Higher Education in the World**

The worldwide patterns of private higher education tell us much about the growth and development of this increasingly important branch of post-secondary education. Private higher education, in many countries, will be the growth area for the first part of the 21<sup>st</sup> century. Private universities are expanding at a more rapid rate than public institutions, and they are serving ever-larger segments of the population. In such

countries as South Korea, Japan, Taiwan and the Philippines, private universities educate the large majority of those going on to post-secondary education---80 percent overall.

The private sector in higher education is diverse. Some of the world's best universities are private. In Latin America, many of the most prestigious universities are private, and many of these are affiliated with Catholic Church. In Asia, prestigious private universities such as Yonsei in Korea, Waseda in Japan and De La Salle and the Ateneo de Manila in the Philippines have long stood alongside well-regarded public universities. In general, they have more in common with other top universities in the public sector than with lower-prestige institutions in the private sector. (Altbach, 1998)

In the western world, particularly in the USA, both systems of the provision higher education, namely, government-owned and private-owned, have succeeded in creating a competitive atmosphere in promoting better quality in higher education, pushing both types of providers to never stop improving their services. Interestingly, a number of private higher education institutions have been reported to outdo their counterparts in the government in achieving and maintaining academic excellence. This success story from west has triggered confidence and reliability in the governments of less experienced countries to grant permission to the private sector to become partners to make higher education opportunities widely available.

Private higher education is emerging as one of the most dynamic segments of post-secondary education at the turn of the 21<sup>st</sup> century. Its prominence is linked with the ideology of privatization that is so influential at present and with the trend worldwide to cut public spending. While private higher education has a long historical tradition and in some countries is a dominant force, its new influence has caught the

world of post-secondary education unprepared. This is an opportune time to focus attention on private education. (Altbach, 1998)

### **2.3.1 Private Higher Education in United States**

In Latin America, the private sector is growing quickly in many countries---more than half the enrollments in Brazil, Chile and Colombia are in private universities. If the non-university post-secondary institutions are also included, the proportions increase and other countries can be added. In 1997, half of the total post-secondary enrollments in Argentina, Brazil, Columbia, Mexico, Peru and Venezuela were in private institutions. Although 80 percent of American students are studying in public universities and colleges, many most prestigious universities are private----such institutions as Harvard, Yale, Stanford, Chicago, and others. These universities are stable and firmly entrenched at the top of the academic hierarchy.

In U.S, despite vital exceptional characteristics in other respects, bolsters our observation about systems with established private sectors and moreover, bolsters our general theme about private roles that are not centrally designed or anticipated. The roles pursued by U.S private higher education have continued to increase and change. This has occurred partly through evolution of existing institutions. Moreover, as some private institutions die, others are born and the mix of roles changes. The most striking recent growth, as in many countries with much less extensive private higher education traditions, lies in for-profit higher education. The for-profit surge comes as a surprise(a true surprise, since the for-profit forms are multifaceted) especially after many observers thought that legal and media reactions to U.S “DIPLOMA MILLS” had led by the 1980s to an unfavorable climate for for-profit higher education. Alongside the for-profit surge, U.S (and other) private nonprofit institutions became much more entrepreneurial, in many respects like for-profit institutions.



For such a major evolution in U.S private higher education roles, no higher education master plan inaugurates or basically maps the way, notwithstanding the common existence of statewide higher education coordinating boards and plans. And even though there is much more literature on U.S than on other private higher education sectors, analysis of roles is largely reactive; scrambling to try to figure out what is going on. This is a common sign that change proceeds without a central blueprint. (Levy, 2002)

In the United States, the balance between public and private has gradually shifted so that now 80 percent of students attend public universities and colleges. U.S private universities are included among the most prestigious and most substantially endowed institutions. Nevertheless, a majority of U.S private schools remain fully dependent on tuition for survival. In Latin America, the oldest universities are the private institutions founded by the Catholic Church, but the public sector has grown in the 20<sup>th</sup> century and dominates higher education in nearly all countries in the region.

In the United States, private universities are subject to a variety of external controls. If they accept any funds from government sources---in the form of student loans, research grants, contracts, and the like---they are subject not only to a variety of government regulations relating to the specific funding arrangements but also to a large number of other reporting and regulatory requirements. (Altbach, 1998)

It is an axiom of marketing theory that firms can obtain advantages through product differentiation or through becoming the low-cost producer, but that mixed strategies will fail. Something like this seems to have occurred through the marketization of U.S. higher education. Using public funds to enlarge the purchasing power of students has produced great rewards for selective private colleges and universities, those able to differentiate qualitatively and thereby raise prices. Corporate

universities have also been able to exploit this system by effectively competing for highly subsidized (hence, price insensitive) lower-income students. The loser in this kind of system has been public higher education, which has seen its subsidies siphoned off by increasing public support for the private sector. And this has compromised its ability to maintain reasonably low costs and reasonably high quality for the majority of traditional students. (Geiger, 2004)

### **2.3.2 Private Higher Education in Europe**

Private universities and other post-secondary institutions are developing rapidly in Central and Eastern Europe and in the former Soviet Union, with growth at all levels of the academic system. This expansion is in general unplanned and regulated.

In much of Europe, post-secondary education is almost exclusively state supported, with only a very limited private sector—mainly comprised of religious institutions that provide theological education. Tuition is nominal, with virtually the whole higher education budget coming from the state. It is mainly in Western Europe that private institutions are relatively rare. In Western Europe, there is no significant trend toward the expansion of private universities, whereas in Central and Eastern Europe, private initiatives are showing the largest growth. (Altbach, 1998)

Since 1990, the number of private higher education institutions has substantially increased in Europe, especially in Central and Eastern Europe. In the case of this region, one may even argue that such a development has led to the emergence of a new systemic paradigm of higher education. According to currently available information, enrolments in the private sector of higher education reached about 25 percent of the total number of students in countries such as Poland, Romania and Estonia, while the share of private institutions in the Central and Eastern European systems of higher



education in general is quite substantial. In these countries, total private-sector enrollments have expanded from less than 12,000 students in 1990 to more than 320,000 students in fall 1997.

The steep growth curve of private higher education in East Central Europe is a clear signal of the public's frustration over the availability of higher education offerings in the state-operated sector. It reflects the extent of pent-up demand for academic programs in fields that were not available to students until communism's demise. Moreover, the substantial enrollment increases posted by private-sector institutions are indicative of the former East Bloc countries' relatively low "college-go-ing" rates and the increasing public recognition that market-oriented education and training are necessary for individual competitiveness in the new economic environments now coming into play. (Giesecke, 1999)

Due to historical and other reasons, the institutional and student shares of the private sector in the Western European systems of higher education are much smaller. However, more recently private higher education institutions have been established in countries like Spain, Italy, Portugal, Austria and Germany.

In no other region was the private sector inaugurated by such a singular event as the fall of communism. Within a couple of years most Central and Eastern European countries had a significant private higher education sector. The expansion was particularly rapid in Romania, Poland, Georgia and Ukraine and more moderate in Hungary, Russia and Czech Republic-increasing quickly from zero to 10, 20 or 30 percent. Some of the countries with the most explosive growth of the private sector faced the greatest problems of legitimacy (e.g., Romania). Expansion resulted from

many factors, including the low cohort enrollments that had characterized public higher education in the region. Although certain countries had some history of private higher education in the procommunist period, others (such as Russia) basically did not. (Levy, 2005)

### **2.3.3 Private Higher Education in Asia**

Privatization is one of the main trends in higher education world wide. New private institutions are rapidly expanding, especially in developing countries and in nations of the former Soviet bloc. When the state is unable or unwilling to provide the necessary support for an expanding postsecondary sector, privatization fills the gap. A central reality of massification is increased reliance on private higher education institutions. Private higher education is the fastest-growing segment of postsecondary education sector; it is more useful to draw on the Asian experience. Only 20 percent of U.S. enrollments are at private colleges and universities, whereas in several Asian countries 80 percent study at private institutions. Asia's private institutions face problems that are typical of the regions in which private higher education is most rapidly expanding.

In Asia, private institutions have long been a central part of higher education provision. In Japan, South Korea, Taiwan, the Philippines and Indonesia, private universities enroll the majority of students---in some cases upwards of 80 percent. The large majority of Indian students attend private colleges, although these institutions are heavily subsidized by government funds. The private sector is also a growing force in parts of Asia where it has thus far not been active—such as China, Vietnam and the central Asian republics. (Altbach, 2002)

On the whole, massive expansion of higher education in the countries of the Asia

and the Pacific region has taken place with the active participation of the private sector. It is believed that but for the involvement of the private sector, such an impressive growth could not have been experienced. This has been necessitated by the inelasticity of public funds to the growing needs of the higher education systems. Recent and evolving state policies in most of these countries in the region favor expansion of the private higher education system to meet the growing social demand for higher education.

### 2.3.3.1 Private Higher Education in Japan

In Japan, where higher education has rapidly developed in terms of volume and diversity since the Second World War, private higher education has played an important role in its tertiary education. As of May 2000, there are 649 universities with 2,740 thousand students, 572 junior colleges with 328 thousand students, 62 colleges of technology with 57 thousand students. In addition to these types of higher education institutions, there are 3,003 specialized training colleges providing practical training for various professions. Now-a-days, more than two-thirds of the young generations go to some form of Higher education institutions.

Table 2.1. Number of Higher Education Institutions as of May 2000 in Japan.

Type of HEI	Number of Institutions			Total	%
	Private	National	Local Public		
University	478	99	72	649	73.70%
Junior College	497	20	55	572	86.90%
College of Technology	3	54	5	62	48%
Specialized Training College	2,665	130	208	3,003	88.70%
Total	3,643	303	340	4,286	85%

The advancement rate to universities (undergraduate) rose to a level of 30% in the 1990's and stood at 39.7% in 2000. (Ito, 2001)

### **2.3.3.2 Private Higher Education in Philippines**

Going back to the Spanish era, especially to the founding of the University of Santo Tomas in 1611, private education has been an integral part of the Philippine education policy. Higher education has been dramatically expanding in the Philippines in view of the fact that the private sector continues to have extensive participation in providing higher education in the Philippines, maintaining a one-third proportion compared to other countries in Southeast Asia.

The private sector dominates the higher education sector and their presence is not limited to large urban centers, such as National Capital Region, but rather they are spread across all the geographical regions in the country. Private Higher Education Institutions are large and small, religious and non-religious, non-profit and for profit, including individual entities and franchises. The private sector in higher education is regulated by the government through the Philippines Commission on higher education (CHED), the main agency with a specific responsibility to private education. The main features of the laws governing private HEIs are:

-- All private HEIs desiring to operate other educational programmes are required to seek the approval of the CHED for the permit to operate and recognition status following a probation period. (Permit phase)

-- A private voluntary accreditation system exists in the Philippines and is subsidized by the CHED. The government through CHED deregulates accredited programmes of HEIs.

-- Financial assistance for students enrolling in private HEIs is available on a limited Study Now Pay Later Plan.

-- Likewise, faculty members of private HEIs can receive assistance from the college and Faculty development Fund from CHED which is managed by the Fund for Assistance to Private Education (FAPE)

-- The employment of the members of the faculty of HEIs is governed by the Labor Code of the Philippines as well as the rules set down by CHED.

In table 2.2, the distribution of higher educational institutions (HEIs) by Geographical Region and Sector as of the academic year 2000-2001, as can be shown by the table, the proportion of private HETs numbering about 1,189 represents about 88% out of the total number of HEIs which is 1,353. There are 164 public HEIs or 12% of the total. (Valisno, 2001)

Table 2.2. Distribution of Higher Education Institutions (2000-2001) in Philippines.

Region	Public	Private	Total
1	7	63	70
2	8	40	48
3	15	120	135
4	18	162	180
5	17	91	108
6	16	70	86
7	7	83	90
8	14	41	55
9	4	34	38
10	7	47	54
11	6	79	85

Table 2.2. Distribution of Higher Education Institutions (2000-2001) in Philippines (Continued)

Region	Public	Private	Total
12	6	66	72
NCR	19	225	244
CAR	7	19	26
ARMM	9	14	23
CARAGA	4	35	39
Total	164	1189	1353

NCR: National Capital Region

The latest report indicates that the number of students enrolled in private Higher education institutions stood at 1,721,331 or roughly 72% of the projected 2.4 million total numbers of students enrolled in the higher education sector. There is, however, a wide range of private HEIs in the Philippines, in size and more importantly, in the quality of educational programmes each private HEI provides.

### 2.3.3.3 Private Higher Education in Indonesia

The relatively short history of the higher education system in Indonesia has noted significant contributions of the private sector in the early establishment, as well as the more recent development of post-secondary learning. The first two higher education institutions established right after Indonesian independence were private universities, namely Indonesian Islamic University in Yogyakarta (1945) and National University in Jakarta (1949). The first national public university was Gadjah Mada University in Yogyakarta (1949), followed by University of Indonesia in Jakarta (1950). In the following three decades higher education development was dominated by the

establishment of public universities in every province, with a handful of private institutions concentrated mainly in Java. The Education Law No. 15/1961 marked the new beginning of private participation in higher education development by allowing private foundations to establish new institutions of post-secondary learning. (Sukanto, 2001)

Table 2.3. Development of Private Higher Education (1996-2000) in Indonesia.

Year	Academy	Polytechnic	Colleges	Institutes	Universities	Total
1996	407	9	571	44	262	1,293
1997	432	14	608	42	269	1,365
1998	465	17	652	41	274	1,449
1999	494	22	717	42	283	1,558
2000	533	29	841	42	303	1,748

#### 2.3.3.4 Private Higher Education in China

In China, private higher education is a somewhat new concept—at least in so far as it disappeared after the 1949 revolution only to reemerge in 1978 with the adoption of reforms and policy of opening to the outside world. Since the early 1980's private higher education in China has been in an environment conducive to further development. The Decision of the Central Committee Party and the State Council on Deepening Educational Reform and Promoting Quality Education (June, 1999) has paved the way for various measures towards that aim. Also, in this educational reform scheme the role of private higher education is formally recognized.



### 2.3.3.5 Private Higher Education in Malaysia

Unlike many other countries in the Asia-Pacific region, private higher education is a relatively recent development in Malaysia. It was not until the early 1980s that private institutions began to offer academic and professional programmes at the tertiary level. The growth of private higher education can be attributed to several factors. First and foremost, the democratization of secondary education has resulted in more students knocking at the doors of institutions of high learning. The public educational institutions, due to government budgetary constraints, could not meet this great demand for higher education. This problem was and still is further exacerbated by the ethnic quota system for admission to public institutions of higher learning.

Table 2.4. Estimates of Total Number Students at Tertiary Level in Malaysia (1990-1999).

Types of Institutions	1990	1995	1999
Public Institutions	122,340 (53.0%)	189,020 (51.5%)	296,889 (51.5%)
Private Institutions	35,600 (15.4%)	127,594 (34.7%)	250,000 (43.3%)
Overseas Institutions	73,000 (31.6%)	50,600 (13.8%)	30,000 (5.2%)
Total	230,940 (100%)	367,214 (100%)	576,889 (100%)

The rapid expansion of private higher education can be seen in the increased number of Private Higher Education Institutions and the wide range of programmes of study that are being offered. The increase in the number of private universities is even more dramatic, from 0 in 1995 to 12 in 2001. Three of these universities are actually run



by government corporations, namely Universiti Tenaga Nasional, Universiti Teknologi Petronas and Multimedia University. (Lee, 2001)

### **2.3.3.6 Private Higher Education in India**

Higher education in India began with private initiatives, but soon after independence educational institutions were nationalized. However, by the early 1980's, a saturation of government support for higher education had been reached and this has provided a crucial rationale for the reemergence of private higher education. Catering to only about 10 percent of the total student enrolment in India, private higher education has come to stay and play a larger role in the near future mainly because of the decline in government support for higher education. Given the potential of private higher education to provide quality education with the least public expenses, further formal arrangements are required for these institutions to function more independently and to gain public support for their expansion.

### **2.3.3.7 Private Higher Education in Thailand**

Historically, the Thai higher education system was characterized by predominantly public sector initiatives. Over the last two decades, private higher education institutions in Thailand have matured considerably. In 1965, the cabinet officially approved, in principle, to allow the private sector to provide higher education and the Private College Act was promulgated in 1969. That was the beginning of the official participation of private higher education.

The Private College Act 1969 limited the role of private institutions to teach only undergraduate programmes in some areas in the social sciences and humanities. The programme that private colleges were not allowed to offer was education. In 1979, however, the private College Act was revised by the Ministry of University Affairs to be the Private Higher Education Institution Act 1979 in response to the changing

situations. Under this Act, the private sector could play a greater role in higher education and it provided more flexibility to the institutions. (Boonprasert, 2001)

Diversification has characterized private growth in higher education worldwide. As in many nations where diversification is a policy imperative to facilitate growth, private higher education institutions in Thailand have evolved diversely in their institutional configuration since the sector was legally created in 1969. Thai private higher education has become a principal industry producing labor for the job markets. (Praphamontripong, 2005)

The role of growth in Thai private higher education institutions can be identified and analyzed using Daniel Levy's 1986 three-part typology—Wave-1: Catholic Universities, Wave-2: Elite Universities, Wave-3: Demand-absorbing Institutions. Additionally, however, it is useful to develop a modified category—hybrid. The hybrids can blend any two of the above—and even have aspects of all three.

To begin with, the growth of Thai private higher education institutions follows much that has been seen in other countries and conceptualized in international literature. There are eight religion-oriented institutions—all are Christian, except one that is Islamic. As Thailand is mostly Buddhist, we see a reflection of an international pattern in which minority religions (or ethnic groups) develop their own institutions.

Private elite universities are rare in Thailand—as it is the case in most countries outside the America. We can identify up to four such universities (three clearly secular). They constitute providers of advanced professional training for specialized business elite groups. These universities differ from others as they are the oldest among the private institutions and have a longstanding reputation in business-related fields. As to access, even though elite status is often perceived as involving limited access, Thai

private elite universities have been consistently large, each encompassing approximately 10 percent of total private enrollments.

Following the increasingly global pattern, the bulk of Thai private higher education institutions can be regarded as demand absorbing. Generally, demand-absorbing institutions intend to accommodate an overabundant demand for higher education and are often concerned more with quantity than quality. Demand-absorbing institutions may be divided into two subcategories: (a) the ones offering programs emulating those in public or private elite universities and (b) those focusing on professional training in limited specific areas. Both generally have high student: faculty ratios. Some have no faculty holding doctoral degrees in the entire institution. (Praphamontripong, 2005)

### **Summary of Thai Private University Act B.E. 2546 (2003)**

Private higher education institutions in Thailand are governed by a national law, "Private University Act B.E. 2546 (2003)," stipulated and countersigned by the Prime Minister on October 13, 2003 under the proclamation of His Majesty King Bhumibol Adulyadej. Superseding the previous laws of 1979 and 1992, the 2003 law contains 9 chapters including 130 sections.

The general statement of this law signifies such essential definitions as private university, licensee, Board of Committee, University Council, and so forth. It is stated that a private higher education institution founded under the first law (1979) shall abide by this 2003 law and retain its juridical person status. Nonetheless, the new law affects only private institutions at the university level while excluding those established under an agreement between the Thai Government and other international organizations. The

ultimate authority, the Minister of Education, is in charge of the execution of this law and supplementing ministerial regulations.

The first chapter refers to procedures for establishment of a private institution, whether 1) University; 2) Institute; and 3) College. The institution's objectives shall be to promote academic and advanced professional studies including teaching and research, to provide education to society, and to sustain national culture. A private institution shall be licensed and in so doing, its licensee shall submit a project proposal covering such particulars as management, finance, academic and curriculum, and personnel. Until the rector is appointed, the licensee shall be the representative of the private institution and shall transfer the ownership of land to the private institution. Moreover, the donation and transfer of non-movable assets to the private institution shall be tax exempt. In terms of administration, a private institution's internal systems shall be under regulations of the University Council. Additionally, despite being unprotected by Labor Law and Related Labor Law, employees of private institution shall receive benefits akin to those prescribed by the coverage of Labor Law and the Ministerial Regulations.

The second chapter features the power and duties of the Board of Committee in such various areas as approval, provision of comments and advice to the Minister on the issues relating to the private institution, clarification of academic curriculum, and the issuing of rules and regulations relating to this Act.

The third chapter specifies administration of the private institution. The Private University Council is composed of the president proposed by the licensee, the rector, qualified members of not more than fourteen but not fewer than seven persons proposed by the licensee and the Minister, and at least one half of the members shall have Thai nationality. Members of the University Council must have at least a bachelor degree and

shall hold office for a four-year term. Any decision of the meeting must be finalized by the majority of votes, and for equal votes, the Chairperson's vote can be counted as final decision. The duties of the University Council are to approve development plans, to issue rules and regulations, to allocate funds, to approve financial plans and other related financial documents, to approve the amendments of curriculum, to approve student admission, to confer honorary degrees, to approve issues related to internal organizations, to approve academic operation, to appoint and remove the rector, vice rector, honorary professors, and full time faculty members, to formulate regulations on personnel administration, to provide quality assurance system, and so forth. The private institution shall also have an Academic Title Committee consisting of at least six qualified members but not exceeding twelve members from outside the institution. They shall hold position for three years, and their powers and duties shall be in regards with academic matters. Additionally, the powers and duties of the Rector and faculty are also specified in this chapter.

The fourth chapter contains regulations on degrees and academic insignia. The private institution shall teach any accredited field of study at any level of degrees. It shall also have power to confer any accredited degree ranging from certificates for completion of studies, Junior Degrees, Bachelor's, Master's, Doctoral, or honorary degrees in any accredited field of study.

The fifth chapter involves regulations on assets and accounting of the private institution. Sources of capital of the private institution shall include 1) funds and assets according to the provision when it was first established and later additional funds and assets obtained; 2) donations or contributions to the private institution stipulating under the use of specific interests; and 3) funds and other assets from past performance of

activities of the private institution. The allocation of funds shall be categorized into seven areas: 1) General Funds; 2) Permanent Assets Funds; 3) Research Funds; 4) Technology and Library Funds; 5) Human Resource Development Funds; 6) Aiding Funds; and 7) Fixed Capital or other Funds. The private institution's revenues stem from 1) Benefit Funds, Tuition Fees, and other fees; 2) Other funds and assets donated without specific condition; 3) Subsidiary Funds from the State; 4) Benefits from investment; and 5) Other revenues and benefits.

The sixth chapter deals with subsidies and other governmental support. The government shall subsidize the private institution by allowing governmental officials to work in the private institution, establishing Development Funds for the private institution, exempting import tax for goods and equipment related to academic and research, and promoting resource usage among public and private universities.

The seventh chapter stresses regulations on supervision and control. The private institution shall facilitate the authorized officers in any visits with or without permission for inspection during office hours. The Board of Committee shall approve such matters as receiving gifts, borrowing money, leasing assets, purchasing/ disposing of assets whose value exceeds the specified amount by the Board of Committee. Further, the private institution shall notify in writing to the office of Higher Education Commission in matters such as classes suspended for more than three consecutive days and the retirement of full-time faculty members. Not only shall the Minister have the power to warn or order the private institution to stop teaching if it is found that the building and the campus do not conform to health or insecure conditions, but he shall also appoint a Controlling Board of Committee to monitor the private institution if there is one of the following reasons: 1) lack of sufficient capital; 2) violation or failure to comply with the

provisions of this Act and the ministerial regulations; 3) cessation of instruction for more than two consecutive months; 4) conducting of activities that endanger national security. Aside from that, the Minister shall have the power to appoint an Appeal Deliberating Committee in the case that the private institution appeals against the control order of the Minister. When the private institution under control is found to deserve its continuity of operation, the Minister shall withdraw the control order and announce that withdrawal publicly. In turn, if it is found guilty, the Minister shall have the authority to withdraw its license.

The eighth chapter discusses dissolution and transfer of business of the private institution, stressing that if the licensee wishes to either dissolve or transfer the business, he/she shall notify the Board of Committee in writing along with appropriate justifications and that the dissolution of business and the transfer of license shall be announced in the Government Gazette.

The last chapter contains regulations on punishment. Whoever fails to comply with the Act shall be punished with imprisonment or fine or both. The level of punishment depends on each section stated in the Act.

#### **2.3.3.8 Private Higher Education in Korea**

Private higher education in Korea has grown substantially since the 1960's, but this has nevertheless resulted in some kind of inequality between the national and public higher education system on the one hand and the private higher education system, on the other. Korea is currently reforming its private higher education system to solve the existing problems, particularly those relating to the quality, finance and public



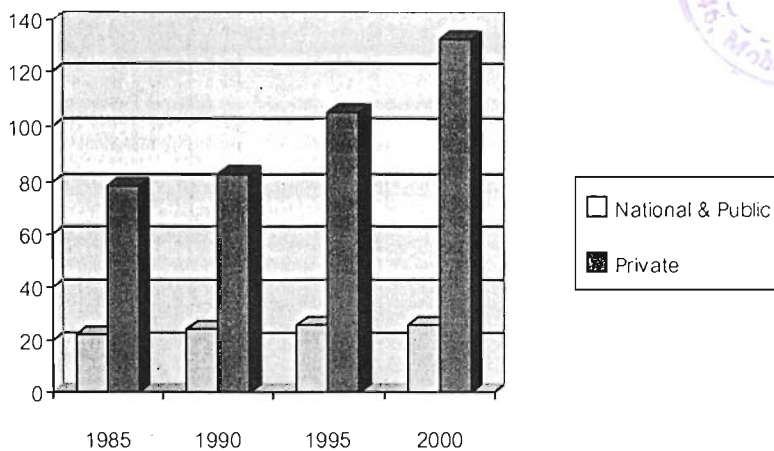


Figure 2.1. Increase in the Number of Private Universities in Korea.

accountability. The latter issue involves the need to maintain a balance between autonomy and public accountability. Private Higher Education has contributed to expanding the access to higher education in the past few decades. At the moment PHE comprises 73% of higher education in Korea. (Chon-Hong, 2001)

#### 2.4 About Bangladesh

The People's Republic of Bangladesh is a South Asian country bordering India, Myanmar and the Bay of Bengal. Together with the West Bengal state of India, it comprises the ethno-linguistic region of *Bengal*. Bangladesh means "Country of Bengal" but the origin of the word *Bangla* (Bengal) is obscure.

The borders of Bangladesh were demarcated in 1947 when it became the eastern wing, separated by 1000 miles, of Pakistan. Despite their common religion, the ethnic and linguistic gulf between east and west was compounded by the ruling west's neglect and persecution. Bangladesh won its independence in 1971, after a bloody war supported by India.



Bangladesh is belied by its modest land area (only 10% bigger than Greece with 1/14th the population). Its population ranks 7th in the world though it ranks 100th in area. It is 3rd among Muslim-majority nations, though it has slightly smaller Muslim population than the Muslim minority in India. It is the most densely populated country in the world, apart from a handful of city-states and small island nations. Geographically dominated by the fertile Ganges-Brahmaputra Delta the country undergoes annual monsoon floods and cyclones are also common. Bangladesh is one of the founding members of SAARC and a member of the OIC and the D-8.

From the time of the English rule to Pakistani regime and finally Bangladeshi system, education has evolved not only in methods but also in fundamental aspects like language and governance. In other words, through history, Bangladesh has gone through various phases of education systems.

During the British rule, education was mainly kept for the wealthy class. The language of pedagogy was English as religious nuns and other British people ran schools. The few natives who were fortunate to receive education were either from wealthy families (Nawabs) or whose family had ties with the British governing body. For one to receive higher education, such as a university degree, to become a professional, one had to attend schools in England. As native people were treated as second-class citizens, education was largely deprived from the general population.

After the British had left the Indian Subcontinent, the territory presently known as Bangladesh came under Pakistani regime as the state of East Pakistan. Education during this period was still very scarce but those who had the means of acquiring it were no longer considered second-class citizens. The state language, however, was Urdu: the mother tongue of Pakistan. In the region of East Pakistan, the native language was Bengali and not Urdu. Hence, a conflict over language was eminent. During that period

school systems were largely functioned in the English language and few such schools, like the Notre Dame, Holy Cross and numerous Catholic schools and colleges, were still taught by the Christian Missionaries.

However, in order to obtain government jobs, one had to know Urdu as it was the state language. Bengalis did not want to learn Urdu as they felt obliged to submit their rights to the Pakistanis. As such, after a long and bloody language movement, Bengalis were given the practice, the language Bengali in their own homeland. So, to recap, during the Pakistani era, the educational system was mainly to indoctrinate students to the Urdu language.

After the liberation war of Bangladesh in 1971, the People's Republic of Bangladesh became an independent nation free to choose its own educational destiny. As Bangladesh was, and still is, a secular state, many forms of education were permitted to co-exist. The formidable British system was, and still is, largely practiced. In fact, presently, the Bangladeshi system of education is divided into three different branches. Students are free to choose anyone of them provided that they have the means. These branches are: a) The English Medium, b) The Bengali Medium, and c) The Religious Branch.

## **2.5 Bangladesh Education System**

At present, the mainstream education system in Bangladesh is structured as follows:

- a. One or two year pre-primary education imparted in private schools/ Kindergartens, and informally in government primary schools for six months.
- b. Five-year compulsory primary education for the 6-10 year age group. imparted mainly in government and non-government primary schools. In

metropolitan cities, however, government and non-government primary schools cater to the educational needs only of the poorer sections of the people, as the better-off families usually send their children to Private English Medium schools/ secondary schools that run primary sections as well. There, however, exist a substantial number of NGO run non-formal schools catering mainly for the dropouts of the government and non-5-year primary education cycle.

c. On completion of primary education, students (11+) enroll for junior secondary education that spans over 3 years. At the end of this phase of education, some students branch out to join the vocational stream, offered at Vocational Training Institutes (VTI) and Technical Training Centers (TTC) run by the Ministry of Education, and the Ministry of Labor and Employment respectively. While, students in the mainstream continue in government and non-government secondary schools for a 2-year secondary education in their respective areas of specialization, i.e. humanities, science, commerce, etc. At the end of their secondary education, the students sit for their first public examination (S.S.C) under the supervision of seven education boards. (Barishal, Chittagong, Comilla, Dhaka, Jessore, Rajshahi and Sylhet Education Boards)

The students of religious education and English medium streams also sit for their respective public examinations, Dakhil and 'O' level, conducted by the Madrasah Education Board, and London/Cambridge University respectively, facilitated by the British Council in case of the latter.

d. After 10 years of schooling at primary and secondary level, students

(16+) who succeed in passing the Secondary School Certificate (S.S.C) examination have the option of joining a college for a 2-year higher secondary education in their respective areas of specialization, or enroll in technical/ poly technical institutes for technical education. After 2-year higher secondary education, one has to sit for another public examination called Higher Secondary Certificate (H.S.C) Examination conducted by the Education Boards to qualify for further education.

Students of Religious and English Medium streams also sit for their respective public examinations, Alim and 'A' level, conducted by the Madrasah Education Board and London/Cambridge University respectively to qualify for further education.

e. Under-graduate education of various duration (2 to 4 years) is offered to 18+ students at a number of public and private universities/degree colleges/technical colleges/specialized institutions. Successful completion of a degree course is a pre-requisite for appointment to a white-collar civilian job.

f. Post-graduate education normally of 1-2 year duration is provided at universities and selected degree colleges and institutions stems.

## **2.6 Higher Education in Bangladesh**

Higher education is also subsidized by the government, and most of the students seeking college education are enrolled in a public institution. Dhaka University is the largest and oldest of public universities, and there are 22 such public universities in Bangladesh. The recently formed National University regulates all the public colleges in the country; hence a student receiving undergraduate education from a public college receives a degree from the National University.

Bangladesh University of Engineering and Technology (BUET), located in Dhaka, is the foremost institution for technology in the country. There are newer universities in Chittagong, Khulna, Gazipur, Rajshahi and Sylhet that also provide engineering education. Public education in medical sciences is provided by Medical Colleges, each regulated by a public university. Postgraduate education in medical sciences is provided by Bangabandhu Shaikh Mujib Medical (BSMM) University in Dhaka. Bangladesh Agricultural University in Mymensingh is the premier institution for agricultural studies, though other institutes exist as well. There are also a number of polytechnic institutes providing diplomas in specific technologies. Bangladesh also has a leather institute, a textile institute and other specialized education centers.

In the last one decade education in higher studies were boomed by the help of the Private Universities. There are now 54 private universities in Bangladesh, providing general, engineering and medical education. About 6 universities offer bachelor, masters and Ph.D. in EE Engineering and more than 25 universities offer Computer Science & Engineering degree.

Public universities, which charge nominal tuition fees from the students, are almost entirely state financed. Private universities on the other hand receive no financial support from the government, and run their academic programs charging high tuition fees from their students. Education in Bangladesh is highly subsidized by the Government, which operates many schools and colleges in the primary, secondary and higher secondary level as well as many public universities. Private university until the enactment of the Private University Act 1992, all universities in Bangladesh were in the public sector only.

Until 1992, Bangladesh had a purely public system of eight universities that could

accommodate a limited number of eligible aspirants, disappointing about 75 percent of the nearly 80,000 who applied for admission. This forced many affluent Bangladeshis to seek university degrees abroad in places such as India and the United States, while others pursued the limited alternatives at home or entered into the local labor force without a degree.

Violence at public universities in Bangladesh claims many students' lives each year, and causes countless unscheduled closures or "session jams," sometimes preventing class meetings for more than 100 days per year. The result: at the foremost Dhaka University, a four-year honors degree takes an average of six years to complete. In contrast, the private universities have never experienced an unscheduled closure due to unrest and students are proceeding through private degree programs without delay. (Hopper, 1998)

## **2.7 Private Higher Education in Bangladesh**

Private University until the enactment of the Private University Act 1992, all universities in Bangladesh were in the public sector only. The act was amended in 1998. Up to 2001, the government sanctioned 27 private universities to operate. Eighteen of them started functioning up to July 2001. Currently total number of private universities stands at 54. All private universities except six are located in Dhaka. Among the six that are outside Dhaka, three are in Chittagong, one in Comilla, and two in Sylhet.

Establishment of private universities released the pressure of large-scale admission seekers on the limited number of seats available in public universities. The Private University Act 1992 mentions this as a special point and says that the main objectives of private universities are to meet the growing demand for higher education and to create skilled manpower for the economic development of the country. The Act



also mandates that 5 percent of all seats be reserved for “poor but meritorious” students, who are exempt from tuition charges. Such financial aid is intended to insure a minimum of diversity in the student body. Some of the new private universities, however, go beyond the minimum financial aid requirement. The Ahsanullah University of Science & Technology (AUST) claims to offer a 50 percent of its students.

Sponsors of a private university in Bangladesh get a *sanad* (government sanction) and the permission to run such university only upon the recommendation of the University Grants Commission (UGC). UGC also controls and monitors the functioning of private universities. The government can cancel the sanad of a private university if, after an inquiry, a judge of the High Court recommends so. The university, however, can submit an appeal petition to review and revise the decision. Before starting its academic programmes, a private university needs to get the programme approved by the UGC, frame rules relating to creation of faculties/departments and appointment of teachers, develop the syllabi, and have necessary arrangements for running at least two faculties with qualified teachers. The rules, as well as the syllabi, also require to be approved by the UGC.

The President of the country is the chancellor of all private universities. The main executive body of a private university is its syndicate, or a board of governors, a regency council, or a trustee board. Whatever is the name of the executive body, it must have at least nine members. A private university is to have an academic council, also comprising at least nine members, headed by the vice-chancellor. According to the Private University Act, a pro vice-chancellor is to be appointed for assisting the vice-chancellor and for supervision, co-ordination and monitoring of activities of the faculties or schools of studies of a private university. Matters relating to assets of a private university and its finance are to be taken care of by a finance committee of at

least five members headed by a treasurer. Also in a private university, there should be a registrar. Other important academic and administrative positions in a private university include deans of faculties, a controller of examinations and chairpersons of departments.

In addition to the above authorities/offices, a private university can set up other bodies only with the consent of the chancellor. The syndicate/board of governors/regency/trustee board is constituted with people who have long experience in education, culture, industry, science, technology and administration. A private university has the power to frame statute, if necessary for academic, administrative and for other affairs, with the approval of the chancellor.

The syllabi and curricula of some private universities of Bangladesh compare well with those of foreign universities of high standard. Most private universities run their academic programme on semester system and have introduced four-year undergraduate courses. A number of private universities have academic link programmes with foreign universities with provision of credit transfer. Private universities generally give little importance on the study of liberal arts and social sciences. Most common courses offered are on Business Administration, Computer Science and English Language. A couple of them specialize in medical and engineering education.

The first private university that started functioning in Bangladesh is the North South University (NSU). It was established by the North South University Foundation in 1992. In the first academic semester, NSU admitted 137 students in three departments. The total number of enrolled students is approximately 6000.

The first private university established outside the capital was the University of Science and Technology, Chittagong (1993). At present, annual intake in the private universities of the country is nearly 8,000. The annual intake in them is growing at nearly 20%. However, the number of graduates of the private universities till 1999 was



only 1% of all graduates from all universities of the country. At present, the enrolment in the private universities is 12% or so of the total university student population. (Chowdhury, 2004)

The establishment of a private university requires the formation of a nonprofit corporation or foundation, with a board and a security deposit of about \$250,000 in an interest-bearing government account. Support has come mostly from generous individuals with personal interest in education or with personal connections to trustees. These new private institutions are permitted by law to rent classroom and office spaces only for their first five years of operation and must acquire deeded land for university development within that time limit. These requirements present a major challenge to institutions without additional capital, government land grants or a major infusion of philanthropy.

Many of these institutions would cease to function were it not for the generosity and dedication of the individuals who founded and work for them. The Vice-chancellors of East West University- EWU (Dr. Mohammed Farashuddin) and Central Women's University both retired civil servants, work force of charge, as do many of the faculty and administrators at some of the private universities. A few private universities attract faculty by offering higher salaries than the public sector. However, the University Grants Commission (UGC), the higher education oversight body of the national government, finds the full-time teacher/student ratio to be alarmingly low at most of the private universities. Private institutions are forced to engage mostly part-time professors who are reluctant to leave the security of their full-time positions at public universities for risky private-sector jobs. As a result, a large number of retired professors can be found working as full-time faculty at the emerging private institutions.

While all private universities exhibit a wide range of educational quality, they have many similarities. Most noteworthy is the universal adoption of the American model of higher education, with a four-year bachelor's degree, a credit-hour system and an academic calendar patterned after that in the United States. The majority of these, however, are hollow credit transfer agreements. The driving force behind these arrangements appears to be the legitimization and prestige that often come with foreign academic associations and the chance that international relationships will increase the likelihood of studying abroad. However, some of the private universities, such as NSU, have had very successful experiences with visiting faculty from abroad. It will take these institutions time to establish truly productive cooperative relationships. One private institution in Dhaka, AMA International University, is a successful Philippine-Bangladesh joint venture with 330 students (1998). New name of this university is American International University-Bangladesh (AIUB) & at present, app. 5000 students are studying here. (Hopper, 1998)

## **2.8 Role of Private Higher Education**

Private higher education plays a significant role in the development of manpower and good citizenry. This private sector alleviates a great burden from the government in terms of budget funding for higher education in its own country. However, the development of private higher education in some of the Asian countries is not yet firmly established. At the turn of new century, a massive increase in enrolments at universities was predicted. The demand for higher education in the knowledge society will soar immensely. One possible solution way out is to promote private higher education.

Private higher education has assumed an increasing role in meeting the rapidly growing demand for access to higher education opportunities. The assumption of this critical task, which is due partly to the public sector's inability to fully accommodate

such a demand, means that private higher education has been critical in human resource development. In today's knowledge-driven economy, where higher education is a major source of critical knowledge and skills, the role of private higher education has become even more crucial.

The World Bank has stated that

Private institutions are an important element of some of the strongest higher education systems to be found today....They can respond efficiently and effectively to changing demand and they increase educational opportunities with little or no educational cost.

Private higher education has an important role to play. In course of the development, there will be three important issues: Control, Quality and finance. The first issue deals with the relationship between the government and private higher education institutions. The second is about quality assurance. The third is concerned with financing private higher education. (Wongsothorn, 1995)

Private higher education has been thrust into the limelight at the end of the 20<sup>th</sup> century, largely because of the decline of the state sector. Governments are reluctant to spend public funds on post-secondary education while at the same time demands for access and skilled personnel remain high. Private institutions are providing both access and skills needed for the economy of the 21<sup>st</sup> century. Public institutions are being "privatized" as public funds shrink and universities are forced to find alternative sources of support. Public universities increasingly resemble private institutions in funding patterns. The idea of an academic degree as a "private good" that benefits the individual rather than a "public good" for society is gaining acceptance. The "logic" of today's market economies and an ideology of privatization have contributed to the resurgence of private higher education and the establishment of private institutions where none

existed before. In the former Soviet Union and in Central and Eastern Europe, private universities and specialized post-secondary institutions are the fastest-growing part of post-secondary education. Even China and Vietnam, which retain Communist regimes, are encouraging the growth of private post-secondary institutions. (Altbach, 1998)

The rapidly expanding world of private higher education is quite diverse. While academic institutions tend to copy from one another and seek to emulate the most prestigious universities, there is great diversity among private institutions, within national and worldwide. As new private universities and postsecondary institutions seek to establish a niche in a highly competitive and expanding marketplace, there is likely to be more diversity. Private institutions now exist at all levels of the academic hierarchy, although most growth seems to be at the bottom of the academic hierarchy. The private sector is, with only a few exceptions, the growth area worldwide. It is important to understand the complexities of the new reality of private higher education.

## **2.9 Role of Private Higher Education in Bangladesh**

The prospects of private higher education in Bangladesh, which inherited an educational structure, hollowed of qualified human resources. Those who progressively filled the vacuum, either as teachers or students, were torn between focusing on the search for knowledge or becoming instant politicians – conflicting values inherited from their association with the freedom movement till 1947, and the Bengali independence movement since.

Unfortunately, during the post-independence period, the participation of students in politics was indiscriminate; this created an anarchic atmosphere in education, resulting in a steep slide in quality. In all educational institutions, education and politics became synonymous. Today, every political party maintains a student cadre, mainly as campaign workers, to ignite the fire of agitation and bear the brunt of any violent

consequences. Hard cash is used to buy loyalty and firearms supplied for their operations. The resulting mix of politics on the campus and the government's reaction to it has given rise to factionalism and inter-group conflict leading to a serious erosion of academic discipline.

At the post-secondary level, thousands of students leave the country every year under a variety of arrangements. Undergraduate study abroad is an entirely new phenomenon for which the English medium tutorial centers provide the major backward links. Hundreds of students are sent abroad, mainly to the United States or India, by their guardians. Much of this involves private transfer of funds from rich relatives. The expenses are justified against the prospects of future employment and migration. (A. Majeed Khan, 2002)

Bangladesh is encumbered with a large population with a density 32 times that of the United States. It faces an enormous task of developing its human resources. An eminent economist, with decades of experience in economic planning, recently remarked that 'more than capital and natural resources, knowledge has emerged as the most important factor of production. Perhaps, the only option is to develop a partnership with civil society and encourage non-profit investment in the educational development of the country. (Nurul Islam, 1999)

Policymakers and administrators should refer to history and note that education in the subcontinent had in the main been private and philanthropic. It was poverty and bad management that progressively led to the nationalization of education in Bangladesh. However, the fact that at least a part of secondary education is private, about half a dozen private universities operate in the country, and that thousands of students currently study in India and the West, demonstrates that private education is back with a vengeance, accounting for a large part of private expenditure. The half-a-dozen private

universities together have an annual turnover of over \$10 million. This new money is entirely generated locally, educates approximately 6000 students annually, and provides jobs to several hundred-faculty members and an equal or a larger number of staff. (A. Majeed Khan, 2002)

The private university is a proven alternative and provides a new avenue for higher education all over the world. In the United Kingdom, after the establishment of Buckingham University as the first private university, most public universities diversified their sources of revenue, incorporating finances from business and industry, and thereby experienced a great advancement. The pioneers were the relatively lesser known universities or previous technical schools that were raised to university status in the '60s. The list now includes Oxford.

For Bangladesh, this can become an alternative strategy of higher education. A well-funded and professionally managed private university can provide flexible options of forging global linkages, both for students and institutions, and impart the highest quality education at home.

Besides, it can (i) share with the public sector responsibility for providing education with a programme diversity that suits market needs; (ii) share the sector cost by generating new resources through non-profit private funding; (iii) save foreign exchange, if not earn it, by admitting international students; (iv) be more flexible in designing curricula and syllabi to suit the job market in the country and abroad; (v) being dependent on product value (i.e. graduates), it is more likely to experiment with teaching methods and application of technology; (vi) provide a channel for the return of expatriate scholars for short or long term association (a reversal of the 'brain drain'); (vii) culturally equip adolescents forced to live abroad and thereby reduce resultant emotional strain on families; and (viii) catalyze reforms in public universities.



However, private universities cannot thrive without radical cultural reorientation and the development of a clear understanding, at least among the leadership, about the differences between a secondary school and a university. The core difference between the two is that while the former imparts skills for socialization (the curriculum packages knowledge and information for the acculturation of the youth), the latter places emphasis on knowledge building through research and innovation.

Schools and colleges have historically been profitable enterprises, including in Bangladesh. But in the case of a university, the collection of tuition fee may not meet even half of the annual budget requirements. Across the board, students find it difficult to pay the full cost of higher education. Consequently, expenditure on the university must be viewed as an investment for the future growth of society, and the fiscal burden shared by the entire community.

Both private sponsors and government need to be fully aware of the economics of higher education and its impact on total societal development. The private universities in Bangladesh will probably degenerate to the level of a college; become another tutorial shop, unless they can find resources other than tuition fees to fund academic and physical development. The government would do well to not only repeal the 1992 tax order, but encourage the creation of funds and foundations by granting differential tax relief and concessions. It should provide matching funds for the promotion of national projects like science education, library development, and advances in communication technology. Fortunately, the climate for all this is improving. (A. Majeed Khan, 2002)

Supporters of the private universities argue that in the long run private universities will improve access for economically disadvantaged students. They point out that the 1992 Private University Act requires that at least 5 percent of the student body receive full tuition waivers, which are intended to help poor students take advantage of these

institutions. Additionally, the choice of a private university by students from rich families may possibly create vacancies in the public universities for poor students. Therefore, proponents' reason, in Bangladesh, an expansion of private universities would improve access to tertiary education for all students. (Quddus, 1999)

## **2.10 Accreditation**

Accreditation is a process of external quality review. Accrediting agencies develop standards of excellence in areas such as faculty, curriculum, administration, and student services. Institutions and programs that meet the standards and that are granted accreditation continue on a path toward ongoing improvement.

Accreditation and quality assurance are not synonymous. Accreditation includes quality assurance but there may be quality assurance procedures without formal accreditation. Formal accreditation is in today's world the political face of quality assurance, a form of public acknowledgement from a body of respected professionals that procedures of quality control have been carried out and the results deemed good.

Accreditation as a movement has received a boost from public officials demanding increased accountability from the institutions that they fund. When institutions of higher learning have been accused of being detached, self-serving and inner-directed, adopting a time-tested, quality assurance mechanism controlled by academics, employers and practitioners has been a means of assuring the public that their monies are being well spent. (Oberst & Jones, 2000)

Accreditation may be "the most fully developed institutionalization of the idea of accountability in higher education" (Vught, 1994, p.42)

The United States accreditation structure is decentralized and complex. Private, nonprofit organizations designed to do this. External quality review of higher education



is a non-governmental enterprise. In other countries, governments typically carry out accreditation and quality assurance activities.

### **Structure of Accreditation**

a) Regional accreditors:

- New England Association of Schools and Colleges Commission on Institutions of Higher Education

b) National accreditors:

- Accrediting Council for Independent Colleges and Schools

c) Specialized and professional accreditors:

- AACSB International–The Association to Advance Collegiate Schools of Business
- ABET- Accreditation Board for Engineering and Technology
- EQUIS- The European Quality Improvement system

a) Regional Accreditors:

- Accredit public and private, nonprofit and for-profit, two and four-year institutions.
- Comprehensive review of all institutional functions.

Regional accreditors examine:

- Library
- Course materials
- Scope & sequence of courses
- Research activities
- Activities of Faculty
- Course Quality Control processes

- Administrative Control procedures
- Student complaint procedures

• National Accreditors:

- Accredite public and private, nonprofit and for-profit institutions, frequently single-purpose institutions, including distance learning
- Colleges and universities,
- Private career institutions and
- Faith-based colleges and universities

• Specialized and Professional Accreditors:

- Accredite specific programs or schools including
  - law schools,
  - medical schools,
  - engineering schools and programs, and
  - Health profession programs.

The accreditation process has at least five steps (Kells, 1992, p.32)

1. The accreditation body sets standards, produces guidelines and often provides training to peers in the program review process.
2. The program describes its goals and objectives, its faculty, facilities and courses of study and evaluates its strength and weakness relative to its goals.
3. An evaluation team of peers identified by the accrediting body visits the program, using the guidelines and standards to examine faculty, facilities, students and administrators. The team provides oral commentary followed by a written report to the accrediting body and to

the institution housing the program under review.

4. The institution and its faculty respond to the report, providing supplement evidence where questions remain, and indicating if and where they take exception with the findings of the report.
5. The accrediting body decides to grant, reaffirm or deny accreditation to the program based on the self-study, the visiting team's findings and the institutional reply. Frequently accreditation is reaffirmed with the accrediting body making specific recommendations or suggestions for improvement during the forth-coming accrediting period.

### **AACSB International**

AACSB stands for Association to Advance Collegiate Schools of Business.

AACSB International accreditation assures stakeholders those business schools:

- Manage resources to achieve a vibrant and relevant mission.
- Advance business and management knowledge through faculty scholarship.
- Provide high-caliber teaching of quality and current curricula.
- Cultivate meaningful interaction between students and a qualified faculty.
- Produce graduates who have achieved specified learning goals.

### **ABET**

ABET stands for the Accreditation Board for Engineering and Technology.

ABET, the recognized accreditor for college and university programs in applied science, computing, engineering and technology, is a federation of 31 professional and technical societies representing these fields. Among the most respected accreditation organizations in the U.S., ABET has provided leadership and quality assurance in

higher education for over 70 years. ABET currently accredits some 2,500 programs at over 550 colleges and universities nationwide.

ABET is a professional accrediting organization that accredits programs (not departments, colleges, or institutions). A team of ABET reviewers will visit the department to review the two programs and make a recommendation. The results of that visit will be a recommendation to:

- Accredit until the next general review (a period of six years)
- Accredit until the next general review but require an interim visit or report after three years to determine whether identified deficiencies have been resolved
- Not accredit

ABET has a so-called "grandfather clause" that allows students that have graduated in the year prior to the granting of accreditation to be included as having graduated under an ABET accredited program. There remains a great deal of work ahead of the department in readying itself for this visit. This site will provide information about the progress the department is making in developing it's ABET process.

The preceding chart illustrates the process for implementation of EC 2000 by the ECE department for its two programs, electrical engineering and computer engineering, as per the Two Loops of EC 2000, and shows the linkages between the key elements. Note that there are three components for the entire process, as indicated by the larger boxes labeled "PEO & Evaluation," "Programs," and "Outcomes Assessment."

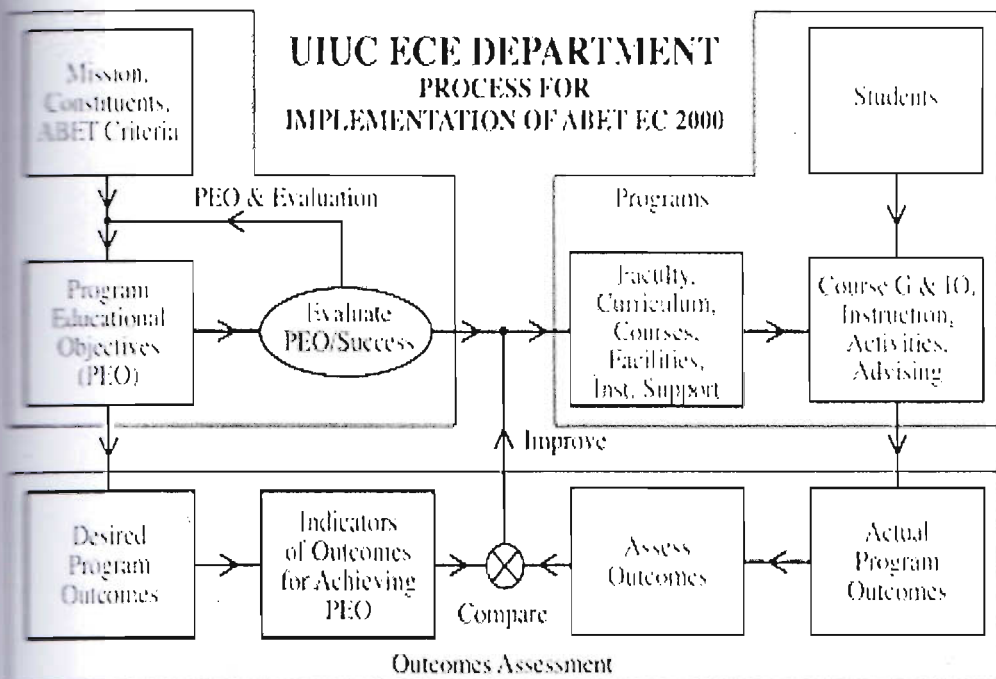


Figure 2.2. ECE Process for Implementation of ECE 2000.

### Engineering Criteria 2000

There are two sets of criteria: General Criteria and Program Criteria

1. GENERAL CRITERIA: It is the responsibility of the institution seeking accreditation of an engineering program to demonstrate clearly that the program meets the following criteria.

#### Criterion 1. Students

The quality and performance of the students and graduates are important considerations in the evaluation of an engineering program. The institution must evaluate, advise, and monitor students to determine its success in meeting program objectives.

The institution must have and enforce policies for the acceptance of transfer

students and for the validation of courses taken for credit elsewhere. The institution must also have and enforce procedures to assure that all students meet all program requirements.

### Criterion 2. Program Educational Objectives

Each engineering program for which an institution seeks accreditation or reaccreditation must have in place:

- a. Detailed published educational objectives that are consistent with the mission of the institution and these criteria
- b. A process based on the needs of the program's various constituencies in which the objectives are determined and periodically evaluated
- c. A curriculum and processes that ensure the achievement of these objectives.
- d. A system of ongoing evaluation that demonstrates achievement of these objectives and uses the results to improve the effectiveness of the program.

### Criterion 3. Program Outcomes and Assessment

Engineering programs must demonstrate that their graduates have:

- (a) An ability to apply knowledge of mathematics, science, and engineering
- (b) An ability to design and conduct experiments, as well as to analyze and interpret data
- (c) An ability to design a system, component, or process to meet desired needs
- (d) An ability to function on multi-disciplinary teams
- (e) An ability to identify, formulate, and solve engineering problems
- (f) An understanding of professional and ethical responsibility
- (g) An ability to communicate effectively
- (h) The broad education necessary to understand the impact of engineering solutions in a global and societal context

- (i) A recognition of the need for, and an ability to engage in life-long learning
- (j) A knowledge of contemporary issues
- (k) An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Each program must have an assessment process with documented results. Evidence must be given that the results are applied to the further development and improvement of the program. The assessment process must demonstrate that the outcomes important to the mission of the institution and the objectives of the program, including those listed above, are being measured. Evidence that may be used includes, but is not limited to the following: student portfolios, including design projects; nationally-norm subject content examinations; alumni surveys that document professional accomplishments and career development activities; employer surveys; and placement data of graduates.

#### Criterion 4. Professional Component

The professional component requirements specify subject areas appropriate to engineering but do not prescribe specific courses. The engineering faculty must assure that the program curriculum devotes adequate attention and time to each component, consistent with the objectives of the program and institution. Students must be prepared for engineering practice through the curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating engineering standards and realistic constraints that include most of the following considerations: economic; environmental; sustainability; manufacturability; ethical; health and safety; social; and political. The professional component must include

- (a) One year of a combination of college level mathematics and basic sciences

(some with experimental experience) appropriate to the discipline

- (b) One and one-half years of engineering topics, consisting of engineering sciences and engineering design appropriate to the student's field of study
- (c) A general education component that complements the technical content of the curriculum and is consistent with the program and institution objectives.

#### Criterion 5. Faculty

The faculty is the heart of any educational program. The faculty must be of sufficient number; and must have the competencies to cover all of the curricular areas of the program. There must be sufficient faculty to accommodate adequate levels of student-faculty interaction, student advising and counseling, university service activities, professional development, and interactions with industrial and professional practitioners, as well as employers of students.

The faculty must have sufficient qualifications and must ensure the proper guidance of the program and its evaluation and development. The overall competence of the faculty may be judged by such factors as education, diversity of backgrounds, engineering experience, teaching experience, ability to communicate, enthusiasm for developing more effective programs, level of scholarship, participation in professional societies, and registration as Professional Engineers.

#### Criterion 6. Facilities

Classrooms, laboratories, and associated equipment must be adequate to accomplish the program objectives and provide an atmosphere conducive to learning. Appropriate facilities must be available to foster faculty-student interaction and to create a climate that encourages professional development and professional activities. Programs must provide opportunities for students to learn the use of modern engineering tools. Computing and information infrastructures must be in place to



support the scholarly activities of the students and faculty and the educational objectives of the institution.

### Criterion 7. Institutional Support and Financial Resources

Institutional support, financial resources, and constructive leadership must be adequate to assure the quality and continuity of the engineering program. Resources must be sufficient to attract, retain, and provide for the continued professional development of a well-qualified faculty. Resources also must be sufficient to acquire, maintain, and operate facilities and equipment appropriate for the engineering program. In addition, support personnel and institutional services must be adequate to meet program needs.

### Criterion 8. Program Criteria

Each program must satisfy applicable Program Criteria (if any). Program Criteria provide the specificity needed for interpretation of the basic level criteria as

## The Two Loops of EC2000

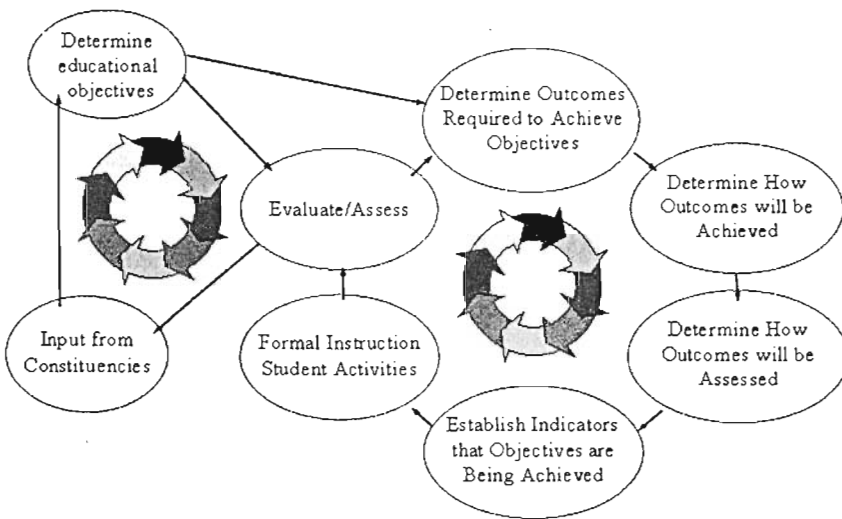


Figure 2.3. The Two Loops of EC 2000.

applicable to a given discipline. Requirements stipulated in the Program Criteria are limited to the areas of curricular topics and faculty qualifications. If a program, by virtue of its title, becomes subject to two or more sets of Program Criteria, then that program must satisfy each set of Program Criteria; however, overlapping requirements need to be satisfied only once.

## 2. PROGRAM CRITERIA

Program Criteria for electrical, computer and similarly named engineering programs, which is submitted by the Institute of Electrical and Electronics Engineers, Inc. These program criteria apply to engineering programs, which include electrical, electronic, computer, or similar modifiers in their titles.

### Curriculum:

The structure of the curriculum must provide both breadth and depth across the range of engineering topics implied by the title of the program. The program must demonstrate that graduates have: knowledge of probability and statistics, including applications appropriate to the program name and objectives; knowledge of mathematics through differential and integral calculus, basic sciences, computer science, and engineering sciences necessary to analyze and design complex electrical and electronic devices, software, and systems containing hardware and software components, as appropriate to program objectives.

Programs containing the modifier "electrical" in the title must also demonstrate that graduates have knowledge of advanced mathematics, typically including differential equations, linear algebra, complex variables, and discrete mathematics. Programs containing the modifier "computer" in the title must also demonstrate that graduates have knowledge of discrete mathematics.

In some countries, accreditation of engineering programs has a considerable history. In the UK, accreditation began in the 1960s. The Canadian Accreditation Board was established in 1965. In the US the Accreditation Board for Engineering and Technology (ABET) has been in existence since 1932. (Oberst & Jones, 2000)

Motivation for these early efforts was varied. In the US, for example, where there is no centralized Ministry of Education, there is nonetheless intense interest on the part of the Federal and state governments in higher education and how it runs. The entire tradition of voluntary self-regulation in US higher education can be seen as a trade-off meant to keep governmental meddling to a minimum. Fortunately, this effort was begun before the huge boom in US college enrollments after the end of World War II.

In many places, however, engineering accreditation began only in the past decade, frequently under considerable external pressure, and applied to large numbers of existing programs. Accreditation plays a role in establishing the quality of the education offered and thus influence enrollment patterns. But whether a country has a long tradition of engineering accreditation or has only recently set it in place, the procedures governing this elaborate and very public form of quality assurance are continuing to evolve. And while there is some convergence toward models associated with ABET, there is also recognition that local circumstances must influence procedures.

Within the context of accreditation there are several definitions of quality and methods of measuring it. The newest buzzword in international engineering accreditation is outcomes assessment as a means of insuring quality. These approaches, formalized by ABET and scheduled to be implemented in the US full-scale beginning in 2001, include the requirement that engineering programs have in place permanent procedures for quality assurance. Through a variety of international activities and agreements, ABET is actively advocating outcomes assessment as a means of moving

away from the imposition of monolithic lists of standards and criteria imposed on institutions and toward greater emphasis on the responsibility of engineering programs to prepare fully competent entry-level engineers.

Despite the powerful attraction of the outcomes approach, and the advantages inherent in coalescing under Abets umbrella of accreditation, quality assurance procedures used in various countries still differ greatly depending on where the country is in the development of its educational system. It is interesting to examine a spectrum of quality assurance approaches in several countries, from criteria based to outcomes based, and to determine the appropriateness of each to the local circumstances. (Oberst & Jones, 2000)

## **EQUIS**

EQUIS stands for European Quality Improvement System. EQUIS is the leading international system of quality assessment, improvement, and accreditation of higher education institutions in management and business administration. Its fundamental objective, linked to the mission of EFMD (European Foundation for Management Development), is to raise the standard of management education worldwide.

EQUIS is not primarily focused on the MBA or any other specific programme. Its scope covers all programmes offered by an institution from the first degree up to the Ph.D. EQUIS has established its prestige and recognition worldwide. In its first seven years of existence, EQUIS has accredited 84 institutions in 28 countries.

Institutions that are accredited by EQUIS must demonstrate not only high general quality in all dimensions of their activities, but also a high degree of internationalization. With companies recruiting worldwide, with students choosing to get their education outside their home countries, and with schools building alliances across borders and continents, there is a rapidly growing need for them to be able to

identify those institutions in other countries that deliver high quality education in international management.

EQUIS 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. A strong interface with the world of business is, therefore, as much a requirement as a strong research potential. EQUIS attaches particular importance to the creation of an effective learning environment that favors the development of students' managerial and entrepreneurial skills, and fosters their sense of global responsibility. It also looks for innovation in all respects, including programme design and pedagogy.

EQUIS is supported by a broad international body of academics and professionals. Deans of reputed academic institutions, HR and MD directors of major corporations, heads of national professional associations, consultants, and assessment experts form the pool from which the international peer review teams are drawn.

#### Recognition of Accreditors

- The Council for Higher Education Accreditation CHEA,
  - a national coordinating body
  - for national, regional and specialized accreditation), or
- Periodic reviews of accrediting organizations
- Carried out either by CHEA, another private organization or
- United States, Department of Education (USDE).

- Although accreditation is strictly a non-governmental activity, recognition is not.
- USDE recognition is required for accreditors whose institutions or programs seek eligibility for federal student aid funds.

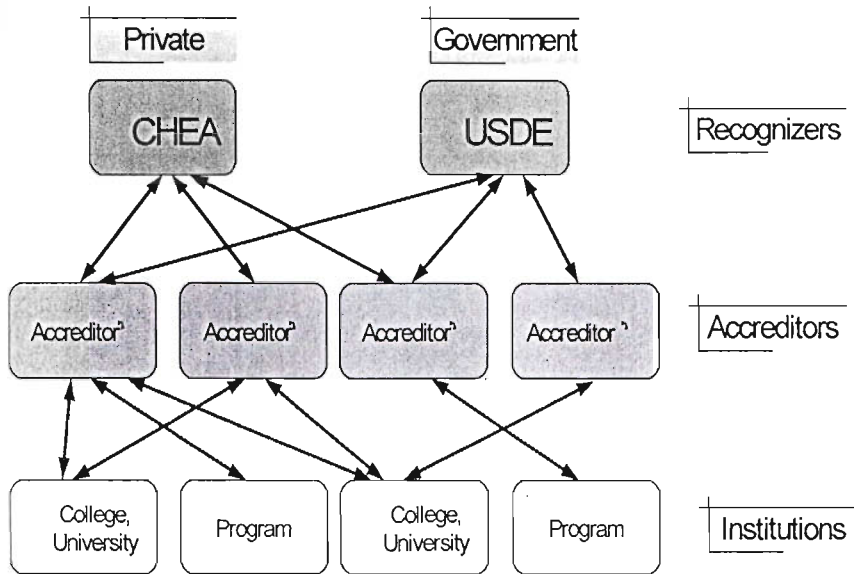


Figure 2.4. Structure of Schematic Recognition of Accreditors.

- CHEA recognition confers an academic legitimacy on accrediting organizations.
  - Helps place these organizations and their institutions and programs in the national higher education community.

### 2.10.1 Accreditation in United States

The Accreditation process of United States is more than 100 years old. In the United States, accreditation is an entirely voluntary process, done by private, non-governmental agencies. As a result of this lack of central control or authority, there have been evolved good accrediting agencies and bad ones, recognized ones and unrecognized ones, legitimate ones and phony ones.



Within the context of the United States, accreditation has the following purposes:

- Fostering excellence through the development of criteria and guidelines for assessing effectiveness.
- Encouraging improvement through ongoing self-study and planning.
- Ensuring external constituents that a program has clearly defined goals and appropriate objectives, maintains faculty and facilities to attain them, demonstrates it is accomplishing them and has the prospect for continuing to do so.
- Provides advice and counsel to new and establish programs in the accrediting process.
- Ensures that programs receive sufficient support and are free from external influence that may impede their effectiveness and their freedom of inquiry.

In the United States, regional bodies accredit institutions of higher education. These have separate and different standards and guidelines from program accrediting agencies (Ratcliff, 1998). Whereas a program review may serve as a basis for reallocation of resources toward a specific program, the institutional accreditation assists in achieving a balance of human and financial resources among the various programs.

One of the strengths of the American educational system is the diversity of educational programs. Accreditation is the quality assurance that education is meeting minimum standards. In the United States, accreditation is a non-governmental, peer review process that ensures educational quality. Educational institutions or programs volunteer to periodically undergo this review to determine if minimum criteria are being met. Accreditation verifies that an institution or program meets the criteria, ensuring quality educational experience.

There are two types of accreditation: institutional and specialized. Institutional accreditation evaluates overall institutional quality. Regional accreditation of institutions is one form of this. Specialized accreditation, however, examines specific programs of study to determine if graduates are prepared to enter the profession. This type of accreditation is granted to specific programs at specific levels. Programs of architecture, nursing, law, medicine and engineering are often evaluated through this type of accreditation. In the United States, the Accreditation Board for Engineering and Technology (ABET) is responsible for the specialized accreditation of educational programs in engineering, engineering technology and engineering-related fields. Programs either receive accreditation or are denied, but they are not ranked.

ABET began in 1932 as the Engineers' Council for Professional Development (ECPD) and was formed to promote the status of the engineering profession and enhance the quality of engineering education. In 1980, the ECPD became the Accreditation Board for Engineering and Technology, focusing its efforts on the accreditation of educational programs. ABET now accredits some 2,300 engineering, engineering technology and engineering-related educational programs at over 500 colleges and universities in the U.S. ABET is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA) for its responsibility in these areas. In 1997, ABET expanded its mission to include the accreditation of applied science programs.

In U.S.A, thousands of institutions and programs engage in a similar process of periodic external quality review. While details vary, these reviews are made up of the same fundamentals: self-study, peer review and a judgment based on standards. The accreditation process frames the quality dialogue throughout higher education.



Accreditation standards themselves are built on and reflect certain core values of the academy that are longstanding and central to their self-perception. Of these, the most important are 1) the centrality of institutional mission, (2) the autonomy of institutions and (3) the academic freedom of the faculty. These values, too, are part of the shared quality dialogue.

All accreditation starts with mission. A mission-based approach means that expectations of the quality and performance of individual institutions are grounded in the purposes that each college and university had been created to serve. In U.S.A., academic expectations of the nearby private Liberal Arts College, for example, differ from expectations of a local institute of technology. This commitment has unleashed a rich and diverse array of more than 7,000 accredited colleges and universities in the United States, ranging from open admission training institutions to their most selective research universities and liberal arts colleges – each focused on serving students in its particular way.

Accreditation standards embrace “institutional autonomy,” calling for responsible self-direction from colleges and universities in academic decision making and the conclusions reach about, e.g., curriculum and academic standards. “Autonomy” does not mean that colleges and universities act alone and ignore others, but that they have a responsibility to provide leadership in academic matters in consultation with U.S.A. constituents.

Accreditation standards that focus on “academic freedom” address the longstanding and respected tradition of independent inquiry in higher education. Responsible use of this freedom is fundamental to the robustness and diversity of the academic climate. When properly used, academic freedom has helped to produce significant intellectual accomplishment on the part of academic faculty. Academic

freedom has been part of attracting outstanding scholars from around the world to the United States.

In sum, accreditation helps hold together because all participate in its processes and because its standards are built upon and reinforce their core values. Expectations of quality derive from the fundamental purposes of a college or university, supporting the commitment to mission. Accreditation standards, through the obligation that colleges and universities maintain institutional autonomy as well as sustain a vibrant commitment to academic freedom, help to preserve the responsible self determination of both institutions and faculty in matters related to academic quality.

### **2.10.2 Accreditation in Europe**

In UK, the Quality Assurance Agency (QAA) for higher education was set up in 1997 as a private limited company. It aims to promote public confidence that quality of provision and standards of awards (degrees) in higher education are being safeguarded and enhanced QAA's activities include-

- a. Promoting / supporting continuous enhancement in the standards and quality of higher education.
- b. informing the students, employers and others about standards and quality of higher education.
- c. helping the higher education institutions to develop and manage the qualifications framework including facilitation of development of benchmark standards.
- d. advising on the grant of degree awarding power and university statutes.
- e. determining codes of practice and examples of good practice; and
- f. operating systems of reviews of performance at institutional and program levels. ( M. Farashuddin, 2005)

Management of QAA resets with a fourteen member Board of Directors—four chosen by each of the higher education funding councils in England and Northern Ireland and six independent members chosen by the Board itself. The Chairman of the

QAA Board is chosen from amongst the independent members. All the fourteen directors are non-executive and work on an honorary basis drawing only travel expenses.

The System of Quality Assurance and Accreditation works on two levels—internal & external. A strict internal quality control and assessment is undertaken by the interaction between the teachers and the students as well as through a collective integrity and professionalism of an academic committee. Ultimate responsibility for the quality and standards of the teaching and learning offered by a higher education institution rests with its own council or governing body. Institutions also frequently involve outside assessors in course approval, review procedures and in getting advice on course design and delivery.

The second part of the System of Quality Assurance and Accreditation is external in the form of auditing of the institution; it is designed and administered by the Quality Assurance Agency for Higher Education, a body formally owned by all the higher education institutions of UK but has a wider representation including substantial independent membership in the Board of Directors. The audit covers a. the design and review of programs, b. teaching, learning and student experience, c. recruitment, training, development and evaluation of the teaching staff, d. system of examination and assessment of students, e. academic standards and f. feedback and verification systems. (M. Farashuddin, 2005)

European accreditation is seen as a possible answer to (Damme, 2000)

- Make QA systems less domestic, more international
- Make QA systems more effective (and sanctioning)
- Provide a solid and “trustworthy” basis for new bachelor and master degrees
- Create more transparency in the HE market

-- Develop a sound basis for credit transfer and recognition of degrees

- Improve mobility, cooperation and exchange
- Increase international completion with regard to quality

Principles in establishing European Accreditation:

- Convergence without harmonization; respect for national and cultural diversity
- Flexibility in adapting to changing environment
- Respect for institutional autonomy
- Bottom-up approach with ownership at institutional level
- Balance of (internal) improvement and (external) accountability functions
- Value-added to existing QA systems; building upon methodological experiences with QA

Possible European Models (Damme, 2000):

- A European accreditation agency, controlled by states and/or European Commission
- National accreditation agencies validated by a meta-accreditation at European level
- Multiplicity of accreditation models and practices with a validation procedure at European level
- Agreements within inter-institutional networks on QA and mutual accreditation with a European registration
- Freedom of (multiple) accreditation at institutional level with a European clearing-house

The European Consortium for Accreditation in Higher Education (ECA) was founded by twelve accreditation organizations from eight countries to help realize the European Higher Education Area, by means of mutual recognition of accreditation

decisions. Mutual recognition of these decisions should lead to a greater mobility of students and staff; should inform the labor market on the values of degrees; and, should contribute to the recognition of higher education credits and degrees.

The European Ministers for Education can contribute to these goals by creating the conditions under which mutual recognition of accreditation decisions can be realized. Therefore, the European Ministers should call upon the Bologna signatory states to recognize accreditation decisions which are based on shared guidelines, practices and standards for accreditation organizations; to implement accreditation decisions in national recognition procedures; and, to apply the practice of accreditation to both public and private programmes and institutions of higher education.

ECA calls upon the European accreditation organizations to act independently, according to the Code of Good Practice; to publish accreditation decisions in a standardized format; and, to look for ways to keep the costs and the administrative burdens of accreditation as low as possible.

The ECA members call upon the European Ministers for Education to decide on the following in the Meeting of Bergen 2005:

1. Governments of Bologna signatory states should recognize the accreditation decisions in all member states where an underlying agreement on common guidelines, practices and standards exists between the accreditation organizations.
2. In accordance with the Lisbon Recognition Convention and its subsidiary texts, accreditation decisions should be incorporated into the national recognition procedures of degrees and qualifications in the domain of higher education.
3. Accreditation should be an essential part of the recognition of private higher

education institutions and of their programmes. It should be equally essential for mainly privately financed programmes of public higher education institutions.

4. Accreditation organizations should extend their activities both to public as well as to private post-secondary educational institutions/programmes. They should be flexible and willing to adapt their procedures to new developments in academic teaching (e.g. accreditation of study programmes offered in the area of distance learning/E-learning).

The ECA members call upon the European accreditation organizations to respect the following issues:

1. Accreditation organizations must be independent from government, from higher education institutions as well as from business, industry and professional associations.
2. With respect to the variety of European higher education systems and traditions, accreditation processes and policies in the European Higher Education Area should be governed by a "Code of good practice" which should be binding for all accreditation organizations in Europe. The Code shall establish basic guidelines for accreditation procedures and list quality assurance measures for accreditation organizations.
3. Accreditation decisions should be published in a standardized format within Europe. This publication should provide all stakeholders with the relevant information about the quality of the unit or programme undergoing accreditation.
4. The cost of accreditation and bureaucracy associated with the process should not unduly burden the unit being accredited or outweigh the advantages of

accreditation.

### **ECA Code of Good Practice: The Standards**

The accreditation organization:

1. Has an explicit mission statement.
2. Is recognized as a national accreditation body by the competent public authorities.
3. Must be sufficiently independent from government, from higher education institutions as well as from business, industry and professional associations.
4. Must be rigorous, fair and consistent in decision-making.
5. Has adequate and credible resources, both human and financial.
6. Has its own internal quality assurance system that emphasizes its quality improvement.
7. Has to be evaluated externally on a cyclical basis.
8. Can demonstrate public accountability, has public and officially available policies, procedures, guidelines and criteria.
9. Informs the public in an appropriate way about accreditation decisions.
10. A method for appeal against its decisions is provided.
11. Collaborates with other national, international and/or professional accreditation organizations.

The accreditation procedures:

12. Accreditation procedures and methods must be defined by the accreditation organization itself.
13. Must be undertaken at institutional and/or programme level on a regular basis.
14. Must include self-documentation/-evaluation by the higher education institution and external review (as a rule on site).
15. Must guarantee the independence and competence of the external panels or teams.



16. Must be geared at enhancement of quality.

The accreditation standards:

17. Must be made public and be compatible with European practices taking into account the development of agreed sets of quality standards.

### **2.10.3 Accreditation in Asia**

#### **Accreditation in India**

In India, the National Assessment and Accreditation Council (NAAC) was initiated in 1994 by the University Grants Commission and was registered as an autonomous organization registered under section 12 of the Karnataka Societies Registration Act 1960. NAAC aims—

- a. to be a catalyst for achieving a well functioning, diversified, self-sustaining and self-reviewing system of higher education at all levels of teaching, learning and research so that the system is equitable, efficient and of high quality and
- b. to ensure that the idea of accountability is explicit, supportive and non-threatening.

NAAC which is an enabling rather than a punitive body to assess/accredit an institution as a whole or a specific program of the institution which voluntarily submits itself or a program for such accreditation/assessment. NAAC operates at two levels to develop procedures and techniques for self-evaluation against stagnation, complacency and diffidence and in devising and establishing mechanism for periodic assessment and accreditation of institutions of higher education or of specific programs there of. NAAC undertakes research to evolve and improve processes assessment and accreditation of the institutions of higher education or component programs. The end result of the exercise is a grade of the higher education institution a specific program clearly



indicating its location in the “quality way” and suggesting macro-level policy-remedial-strategies to improve “quality functioning”.

NAAC functions autonomously with a General Council (GC) and an Executive Committee (EC). The membership of the GC is chosen (a) from Vice Chancellors, Principals, Teachers, Scientists, Technocrats and Professional; Bodies and (b) from the Ministry of Human Resource Development, University Grants Commission, All India Council for Technical Education, Association of India Universities and Distance Education Council. The General Council appoints an Executive Committee for carrying out the functions of NAAC.

The academic and administrative head of NAAC is a director with status of the Vice Chancellor of a Central University. The Director acts as the Member Secretary of the GC and the EC, the Chairperson of both are being a senior academic working on an honorary basis. NAAC has a core academic, technical and administrative staff and consultants to pursue its objectives of analysis and assessment of various data on the different aspects of a higher education institution, which has volunteered to be so assessed and ranked by ACC. NAAC maintains formal contacts with the University Grants Commission as well as with the institutions under the assessment/ accreditation process. (M. Farashuddin, 2005)

### **Accreditation in Thailand**

The processes and mechanisms of quality control and quality assurance of the private higher education institutions can be classified into two systems:

1. The internal system and mechanism set up by the institution
2. The external system and mechanism set up by the Ministry of University Affairs

(MUA)

All the private higher education institutions must satisfy both systems. For the external system, once the academic programme has been approved by the Ministry of University Affairs, the External Examination Committee of the Programme monitors the quality of the programme. The Committee will review the test items of all subjects every semester before they are administered to see that the test items are valid and reliable. Also, the Committee will visit the institution to review and approve the test scores of the students before the official announcement of grade reports. This process lasts for seven years. The reports of the External Examination Committee are important in that they will be used by the accreditation committee for the programme's operation. Once the programme has been accredited, the External Examination Committee will continue their duties for another three years to help maintain the quality of the programme. After that, if there are no requirements for major improvements, the institution will carry on with the quality control and assurance system by itself. The MUA committee will visit the institution every five years to evaluate the performance of the programme. (Boonprasert, 2001)

### **Accreditation in Japan**

Quality Assurance and evaluation:

#### **1. Authorization & Supervision of the National Government:**

According to the Japanese legal framework, the primary responsibility of quality assurance in higher education lies with the national government, namely the MEXT. The establishment of local public and private HEIs needs the approval of the Minister of the MEXT. The MEXT continues to supervise the activities of new institutions for several years after they are established. Thereafter, the quality of their activities is entrusted to institutions, as autonomous bodies with academic freedom, except for the collection of general information and occasional visit of MEXT inspectors.

## 2. Institution's Own Internal Assurance System & Self-Monitoring & Evaluation:

Higher education institutions in Japan are autonomous organizations and have the ultimate responsibility for their activities. Faculty members and the faculty council work together to maintain and to improve the quality of their educational and research activities in various forms. In 1991, the Ministry changed the national standard for establishing universities to recommend HEIs implement a process of self-monitoring and evaluation. The self-monitoring and evaluation process has been widely spread out among public and private HEIs and the new standard revised in 1999 made it an obligation of all HEIs.

## 3. Evaluation by the NIAD:

The government reorganized the National Institution for Academic Degrees (NIAD) to allow it to implement an university evaluation process. The object of the evaluation is universities and inter-university research institutes, however, for a certain time, the object is restricted to only public universities since they operate mainly with public funds.

## 4. Voluntary Accreditation:

In addition to these procedures related to quality assurance activities, more than one-third of universities participate in the Japan University Accreditation Association (JUAA) established in 1947 as voluntary accreditation efforts. As all HEIs are authorized by the MEXT, there is no substantial difference between JUAA members and non-members. However, its membership is honorable because the JUAA's standard is higher than the MEXT standard from some points of view and its membership has been increasing these days. (Ito, 2001)



Table 2.5. The Outline of Japanese Higher Education Quality Assurance System.

Functions	Undertaken by
Authorization & supervision of institutions - Approval of establishment of institutions - Supervision	MEXT on the advice of the Council
Internal QA, self-monitoring & evaluation	HEIs including outside administrative advisors & evaluators
Voluntary Accreditation	JUAA for universities, AACJ for private junior colleges
University evaluation for national universities	NIAD

### Accreditation in Malaysia

After an initial period of unregulated expansion, the Malaysian government took steps to regulate and consolidate the development of private higher education in the mid-1990s. Following the 1996 PHEI Act, before a PHEI can be established it has to obtain a license from the Ministry of Education, register with the State Education Department and the courses it offers must be approved by the National Accreditation Board. In the past, a private company with any amount of paid-up capital could set up a PHEI, but now the minimum paid-up capital would have to be RM200, 000.

The National Accreditation Board, often referred to as LAN (Lembaga Akreditasi Nasional), is a statutory body that was established in 1997, and it is responsible for monitoring the standard and quality of higher education provided by all PHEIs. LAN has two primary functions, namely

1. To ensure that all the programmes offered by the PHEIs meet the minimum standards as determined by LAN; and

2. To award certificate of accreditations to the certificates, diplomas and degrees conferred by PHEIs.

The criteria to determine the achievement and accreditation of minimum standard level requirements and based on the courses of study, teaching staff, syllabi for all subjects, the available facilities, management systems and the rationale for conducting the courses of study (Education Guide Malaysia,2000). Although the set criteria are the same, the grade or points necessary to obtain the minimum standard level of achievement and accreditation are different as the grade or score requirement for the former is lower than the latter. (Lee, 2001)

### **Accreditation in Philippines**

#### Accreditation in General:

The Commission on Higher Education (CHED) provides incentives to HEIs whose programmes have attained accreditation on the equivalent status, or whose needs are for accreditation or equivalent purposes. The CHED encourages the development of other quality assurance processes designed to upgrade and improve the status of higher education programmes in various programme clusters being addressed currently by the different technical panels.

#### Accreditation in Aid of Excellence:

#### Policy

- The CHED encourages and assists HEIs that desire to attain standards of quality over and above the minimum required by the state.
- The CHED encourages the use of voluntary accreditation systems in aid of the exercise of its regulatory functions.
- The CHED promotes a policy environment that supports the non-governmental and voluntary character of the accreditation process.

- The CHED recognizes the pioneering work and efforts of the different accrediting agencies now federated under the Federation of Accrediting Agencies of the Philippines (FAAP), namely, the Association of Christian Schools and Colleges Accrediting Agency (ACSC-AAI); The Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU); The Philippine Association of Colleges and Universities Commission on Accreditation (PACU-COA); and the Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACUP). This recognition is without prejudice to the subsequent inclusion of such additional accrediting agencies, or certifying agencies providing equivalent status that may be recognized by the Commission.
- The CHED shall demand responsibility and accountability from FAAP for its certificate of the quality of education offered in the accredited programmes of HEIs.

As the Certifying Agency whose purpose is to grant accreditation status and other benefits, the CHED recognizes the FAAP as the coordinating agency that certifies it to achieve its standards, which are duly accepted by the CHED, and accrediting status of HEIs and their programmes.

### **Accreditation in Indonesia**

Prior to 1996, the Directorate General for Higher Education (DGHE) established a quality control and accreditation system through an office called Directorate for Higher Education at the national level, and the office of the Coordinator for Private Higher Education (Kopertis) at the provincial level. The process of establishing a new institution or evaluating the already existing institutions was managed through a system by which only private higher education institutions were subjected to successive



accreditation categories (namely 'registered', 'recognized' and 'equivalent'). Naturally the system experienced operational problems such as lengthy processes and inefficient bureaucracy, in addition to instrumental problems, such as the development of clearly distinctive criteria among classifications and comparative measures between public and private institutions.

As part of a strategy to improve higher education in Indonesia the DGHE introduced a new paradigm for higher education management, capitalizing on greater institutional autonomy, greater public accountability, a continuous and more comprehensive evaluation and a national accreditation system. A National Accreditation Board for Higher Education (BAN-PT) was established in 1994 and so far 2826 Sarjana (S-1) programmes have been reviewed and evaluated, while 996 programmes are still in the process, from a total of 6010 programmes. The accreditation system essentially consists of desk evaluation of proposals; followed by site visits DGHE also solicits policy inputs from related parties, such as the Board of Higher Education, the Discipline-Based Commissions and professional organizations. Both public and private higher education institutions are subjected as well as a quality assurance system, which in the long run will function both as an assessment as well as a quality assurance system. (Sukanto, 2001)

### **Accreditation in Bangladesh**

Any discussion on an accreditation arrangement in a country like Bangladesh would do well to recognize that the private universities are supposed to work in a 'market environment'; the role of the government need not go beyond promotion and guidance. Such a role would, however, seek an assurance that the quality of education meets a certain standard; the infrastructures as well as the facilities are not below certain minimum levels and basic principles of the state are not militated. The next natural

question is relating to the sponsorship of an Accreditation Council type mechanism. Ideally, this type of an institution should be set up in the private sector; unfortunately so far this did not happen in Bangladesh. Rather than leaving the quality issue to be sorted out by the market, which may take very long, the government may facilitate the process by actively promoting the establishment of the first accreditation mechanism. (M. Farashuddin, 2005)

Should such an accreditation council initiated by the government be a hundred percent government institution or should it be an autonomous or even an independent entity. And why an independent or autonomous entity should be promoted by government! Since the governments in the contemporary time were not perceived to be rising above a political vision, the public interest necessity would point to a major government initiate to set up an accreditation council and as autonomous entity for its universal acceptance.

Accreditation Process in Bangladesh (Shahidul Islam Khan, 2004):

- The Government has the authority to accredit a university or an institution.
- Programs are approved by UGC/BUET/DTE/ UETs.
- Universities having Electrical and Computer Engineering are accredited.
- Public Universities are accredited by Government & Private universities are accredited by Mainly by IEB
- Phenomenal growth in the number and variety of engineering institution and programs in the last 15years in the country mostly in the private sector.
- Without an exercise of quality assessment and assurance, it is not possible to meaningfully sustain the present growth.



- In March, 2003 Institute of Engineers of Bangladesh, (IEB) which is the only professional body of engineers formed Board of Accreditation of Engineering and Technical Education (BAETE) to oversee growth and quality of Engineering and technical education in the country.
- BAETE formed to recognize and acknowledge the value addition in transforming the admitted raw student into a capable engineer having sound knowledge of fundamental and an acceptable level of professional competence for ready employment in responsible engineering assignments.
- Major Policy: To accord Accreditation, not to institution as a whole, but at the program level, such as four year UG degree program.

## **BAETE**

Accreditation Criteria:

Programs approved by UGC/BUET/DTE/UET which have graduated at least two batches as students are to apply for accreditation.

Action Plan:

- Develop necessary infrastructure for initiating the process of Accreditation.
- Disseminate awareness by various workshops and seminars all over the country.
- Provide a set of minimum essential requirements for starting a new program.

Policies:

- Undertake evaluation at regular intervals not exceeding 6 years.
- Provide feedback information to the Institution on innovative activities and commendable achievements to assist further improvement.
- Communicate recommendations and give reasons for intended action including “No Accreditation”.

- Publish a list of accredited programs.
- If, at any time, the Board considers the accredited programs are no longer in conformity with the required criteria, the Accreditation can be revoked.
- Major Policy shift from the conventional one is to focus the Accreditation process on the individual degree rather on the institution itself, Students usually aim for making a career in specific engineering disciplines.

***Accreditation Parameters & Criteria:***

ORGANIZATIONAL INFRASTRUCTURAL INDICES:

Criterion 1: MISSION, GOALS AND ORGANIZATION

- Management:* Mission, Goal, Commitment, Attitude, Incentives
- Organization and Governance:* Leadership, Motivation, Transparency, Efficiency

Criterion 2: FINANCIAL & PHYSICAL RESOURCES & UTILIZATION

- Capital Resources:* Operational Budget, Maintenance Budget etc.
- Others:* Land, Building, Canteen, Transport, Medical Facilities.

ACADEMIC PERFORMANCE INDICES:

Criterion 3: HUMAN RESOURCES- FACULTY & STAFF

- Faculty:* Numbers, Qualification, Work load, Faculty development (QIP, conference, Sabbatical leave, Industrial Exposure)
- Supporting Staff:* Numbers, Qualification, Recruitment Procedure.

Criterion 4: HUMAN RESOURCES- STUDENTS

- Admission:* Central or institutional Criteria, Admission policy for lateral entry (in any)
- Academic Results:* Performance in competitive examinations, Admission to

PG courses, Employment of Graduating students during the post years, Feedback from employers, Intake of qualified candidates, Dropouts in past 3 years.

Criterion 5: TEACHING-LEARNING PROCESSES

Syllabus (contents, frequency of revision), academic calendar, registration announcement, Contact hour per week, Evaluation Process, Laboratories, IT facilities, Maintenance of Course files, Workshop, Laboratory Classes, Colloquia projects, Teaching aids, Removal of obsolete experiments and introduction of contemporary examinations, System of Academic record, Answer books, Project reports.

Criterion 6: SUPPLEMENTAR PROCESSES

Extra and co-curriculum activities, Student counseling and guidance, Professional Society activities, Entrepreneurship development, Alumni information, Campus recruitment, Training and Placement activities.

INDUSTRY-INTERACTION INDICES:

Criterion 7: INDUSTRY-INSTITUTION INTERACTION:

Industrial participation in curriculum planning, Continuing education and industrial internship for faculty, Consultancy, Industry visits and training, Project work, Extension lectures and Placement.

Criterion 8: RESEARCH AND DEVELOPMENT

- a. Institutional budget for R&D, Academic/ Sponsored/ Industrial Research & Development, Publication & Patents.
- b. Recognition as Centre of Excellence/Special Assistance/ Department Support Programs, Fellowship/Assistantship, Joint Guidance with

industry/ R&D Labs/other institution for PhD thesis/ M.Tech projects,

Criteria for Evaluation for PhD thesis/ M.Tech Project.

### **University Grant Commission (UGC), Bangladesh**

Recent Developments:

- Rated the 54 Universities.
- Canceled registration of some of the universities.
- Accreditation Council is on-going.

### III. RESEARCH METHODOLOGY

This feasibility study for establishing a private university in Bangladesh studied in three aspects, those are Marketing, Financial and Operational; each one has different tools and methods to interpret the information. This research is solely based on the secondary source of information except survey part in Marketing Analysis. The main focus of the study was based on the internet and journals supported by text books, interviews of experts, white papers, research papers of others and reviews.

A tremendous amount of information on the private higher education all over the world were available, especially if take into account the prediction of various macro factors related to financial, operational, marketing, organizational and technical trends and advances in establishing private university. By the research, the author mentioned the conditions of private higher education in United States, Europe, and Asia and also in Bangladesh. As a result the greatest challenge was to filter and collect the most likely future scenarios and predictions. Since this study is focused on establishing private university in Bangladesh, the author ignored all publications and secondary source of information that are not directly tied to this specific area.

The total source of information including the books, journals, articles, reviews, private universities documents, whitepapers, interviews and the internet yielded a total of approximately 166 publications. The first review was filtered for relevance and importance and the list dropped down to 85 publications. The second and final review led to the elimination of more publications, resulting in a final set of 57 publications. I gathered the documents of the three topmost private universities of Bangladesh (North South University, American International University-Bangladesh, East West University) & also from another renowned private university of Thailand (Assumption University),

which is the first International University in Thailand. I took the interviews of top management of those private universities.

The data analysis has been done in the following manner:

Step-1: Gather raw data on higher education & private higher education from all possible sources

Step-2: Sort the articles based on relevance and importance.

Step-3: Compile the selected articles into homogeneous groups.

Step-4: After review of the articles, get the theme out of them

Step-5: Try to depict the theme of different writers into own words.

Step-6: Case studies by the documents of three topmost private universities of Bangladesh & another one is private university of Thailand, which is the first International University in Thailand.

Step-7: Feasibility Analysis:

- Marketing Analysis: The analysis of respondents' opinion in the projected area by the survey and questionnaire analysis by frequency distribution & descriptive statistics by percentage. Furthermore, the SPSS software program was applied to analyze and produce the survey result in the form of tables and pie chart.
- Financial Analysis: The analysis of system performance of a private university by Churchman's formula and fictitious income & expenditure statement of a private university.
- Operational Analysis: The analysis of mission, vision, goals, strategic plans for objectives, organizational chart, proposed accreditation council for private higher education in Bangladesh.

The sources of data are as follows:

Table 3.1. Data Source Table.

<i>Data Sources</i>	<i>Collected</i>	<i>After Initial Screening</i>	<i>Final Screening and Final Selection</i>
Articles	30	20	15
Books	4	2	2
Case Studies	5	4	4
Internet	80	28	10
Interviews	8	6	5
Journals	25	16	12
Reviews	2	1	1
White Papers	12	8	8
<b>Total</b>	<b>166</b>	<b>85</b>	<b>57</b>

## IV. CASE STUDIES

### 4.1 North South University (NSU), Bangladesh

North South University (NSU), the first private university in Bangladesh was established by the NSU Foundation with the initiative of a group of philanthropists, industrialists, bureaucrats and academics. The government of Bangladesh approved the establishment of North South University in 1992 under Private University Act 1992.

The President of People's Republic of Bangladesh is the Chancellor of NSU.

Table 4.1. NSU Facts & Figures.

Established	1992, first private university in Bangladesh
NSU Charter Awarded	November 5, 1992
Classes Started	January, 1993
Formally Inaugurated	February 10, 1993 by the then Honorable Prime Minister

### Mission

The mission of NSU is to excel in providing higher education in Bangladesh keeping in view the Challenges of the twenty-first century. Its vision is to become a top university in the South Asian region. As a center of excellence it aims to attract students from all countries of the region. This mission is achieved by imparting world class education and training, and by research and public service, so that individuals can achieve their intellectual, social, and personal potential. NSU is committed to developing human capital by sharpening creative thinking of individuals.



## Strategies

To fulfill its mission, NSU applies four basic strategies: offers a set of programs/curricula which meets the needs of the students coming from different backgrounds; hires highly qualified and internationally experienced teachers to teach courses relevant to a continuously changing environment; selects students who demonstrate, at NSU-administered tests, the potential to complete the program of study; and provides the necessary infrastructural and logistic support and an environment in campus conducive to teaching and learning endeavors.

The Vice Chancellor, as the chief executive officer, runs the university with the help of the following statutory bodies: Academic Council, Finance Committee, Curriculum Committee, Planning and Development Committee, Disciplinary Committee, Dean's Committee, Library Committee, Faculty Search Committee, Degree Review Committee and Faculty Selection Committee as defined in the PUA (Private University Act) 1992. All statutory bodies operate under the provision of the statutes prepared within the framework of PUA 1992. The Registrar maintains the university records and keeps liaison with University Grants Commission (UGC), Ministry of Education and other relevant authorities.

The university follows an American system, including semesters; credit hours etc. and parallel the academic calendar in North America. Its curricula have been reviewed by relevant departments of University of Illinois, Urbana-Campaign, and University of California at Berkeley in USA and duly approved by UGC.

The academic programs have been revised and adapted to meet the local needs. Since joining NSU in 1993, Dr. Hafiz G.A. Siddiqi, the current Vice Chancellor, provided leadership in improving, expanding and diversifying various academic programs. NSU now has 81 core faculties who teach 73% of the courses offered. All

Faculty members have higher degrees from good foreign universities, with over 90% from US and Canadian Universities. Visiting faculty from foreign universities including US and Canadian universities also teach courses at NSU.

## Faculty

The first freshman classes of January 1993 had 137 students enrolled in three Departments: Business Administration, Computer Science and Economics. New departments have been added and academic programs diversified. Department of Environmental Studies (DES) was introduced in 1994 and two other departments, English and General and Continuing Education (GCE) were added in 1997. The Masters Program in Economics was introduced in spring 1994. The MBA Program was launched in summer 1997. Masters in Development Studies (MDS) and Bachelor in Computer Engineering were introduced in 2002. Degrees awarded are Bachelors and Masters in Business Administration, BS in Computer Science, Computer Engineering & Economics, MS in Economics and Master in Development Studies, BA in English and BA/BS in Environmental Studies. MS in Computer Science program is introduced from summer 2003. Under graduate programs in Electronics and Telecommunication Engineering and Architecture have been introduced in 2004. Masters in English was launched in spring 2005. Civil and Environmental Engineering and Pharmacy (Undergraduate) and Executive MBA (EMBA) program have been introduced in spring 2006.

NSU has four institutes:

- (i) Institute of Development, Environment and Strategic Studies (IDESS), a research entity
- (ii) The English Institute
- (iii) Center of Information & Communication Technology (CICT) AND

(iv) Confucius Institute

NSU has so far produced 2108 graduates. The credits obtained at NSU are acceptable to most of the better known universities of USA, Canada, Australia and other countries. NSU graduates have been accepted in the Graduate programs of Harvard, Cornell, University of Pennsylvania, University of Minnesota, George Washington, UT-Austin, University of Manitoba, York University, University of Calgary in Canada and University of Melbourne, University of New South Wales, University of Western Sydney, Canberra University, Monash University in Australia, among others. Many are well placed in local and multinational companies and other substantive and gainful employment.

**Students**

The total number of enrolled students is approximately 6000. Students are admitted on the basis of public exam results and a rigorous admission test, very similar in content and characteristics to SAT. NSU attracts foreign students from India, Pakistan, Sri Lanka, Nepal, China, Thailand, Malaysia, Sudan, and Nigeria. Under the Study Abroad and Group Exchange program students from world class institutions of

Table 4.2. NSU Students & Faculty.

Students in 1993	137
Number of Students	6000 (Approx.)
Core (Full-time) Faculty	118
Course taught by core faculty	73%
Part-time faculty	74

the USA and Canada like Brown University, University of Illinois, Urbana-Champaign, Smith College, Windsor University, York University, Mt. Holyoke College and other similar institutions attend summer semester at NSU and transfer credits back to parent institutions.

### Faculty Members

NSU stresses teaching excellence and strives to recruit highly skilled teachers. The university requires a foreign Masters Degree for the Lecturer position. Teachers with rank of Assistant Professor or above require foreign Ph D Degree. NSU currently has 118 core (fulltime) and 74 part-time faculty members. Core faculties teach roughly 73% of the courses offered. Visiting faculty from foreign universities including Canadian universities and US teach courses at NSU. The university is committed to high quality education.

Table 4.3. NSU Labs/Computer Labs.

GIS & Environmental Lab	1 each
Computer Labs	15
Business Exclusive Computer Lab	1
MBA Exclusive Computer Lab	1
PCs in Computer Labs	Around 400
Number of PCs on Campus	Around 700 (Including labs)
Basic Electronics & Digital Lab	1 each

The temporary NSU campus is located in 6 separate buildings in Banani, Dhaka.

Latest technology is utilized in classrooms (multimedia video), labs and library. There

are 17 computer labs, including separate Business and MBA labs. There are currently around 700 PCs (including labs) at NSU.

Table 4.4. NSU Library.

Books	Over 30,000 continuously increasing
Online Journals	150
Prints Journals	98
Magazines/newspapers	59
Cyber Corner PCs	23 (online/internet browsing, downloading etc.)

NSU is poised for a bright and thriving future. The goal is to become a premier institution of higher learning in the region.

Table 4.5. NSU New Permanent Campus.

Land Area	5.5 acres in Bashundhara, Dhaka
Students & Departments	6,000 and 24 respectively
Floor Area	8,50,000 Sq. ft.
Foundation Stone Laid	January 30, 2003 by the then Honorable Prime Minister

### Accreditation

North South University is accredited by The University Grants Commission of Bangladesh (UGC), the accreditation authority of the Ministry of Education, Government of People's Republic of Bangladesh.

Table 4.6. NSU Academic Departments & Programs.

<b>Undergraduate Programs</b>	
BS in Economics	Spring 1993
Bachelor of Business Administration (BBA)	Spring 1993
BS in Computer Science	Spring 1993
BS & BA in Environment Studies	Summer 1994
General & Continuing Education (Non-degree program)	Summer 1997
BA in English	Summer 1997
BS in Computer Engineering	Fall 2002
BS in Electronics and Telecommunication Engineering	Spring 2004
Bachelor of Architecture (B.Arch)	Fall 2004
BS in Pharmacy (B.Pharm)	Spring 2006
BS in Civil & Environmental Engineering	Spring 2006
BS in Microbiology	Awaiting UGC approval
BS in Biochemistry and Biotechnology	Awaiting UGC approval
<b>Graduate Programs</b>	
MS in Economics	Spring 1994
Master of Business Administration (MBA)	Summer 1997
Master in Development Studies (MDS)	Spring 2002
MS in Computer Science and Engineering	Summer 2003
MA in English	Spring 2005
Executive MBA (EMBA)	Spring 2006

Table 4.6. NSU Academic Departments & Programs (Continued).

Master in Biotechnology	Summer 2006 (Expected)
Master in Public Health (MPH)	Summer 2006 (Expected)
Master in Electronics & Telecommunication Engineering	Summer 2006 (Expected)

#### 4.2 American International University-Bangladesh (AIUB)

American International University Bangladesh (AIUB) is a non-profit, non-sectarian private university pioneering in quality computer based education. The University Grants Commission evaluated and approved the academic program of AIUB on November 8, 1994 and the Government permission was obtained on November 6, 1995. The medium of instruction of all academic programs at AIUB is English. Each course focuses on the intellectual development of the students, and incorporates a variety of teaching methods in order to make the students proficient in the course.

##### **At a Glance of AIUB**

- Concerned for quality output
- Internationally affiliated institution
- World Class State-of-the-art facilities
- Full time faculty with adequate academic and professional exposure
- Qualified and accommodating academic and non-academic staff
- Medium of instruction is English

- Located in a serene part of the cosmopolitan city
- Friendly and exciting campus life
- Guidance and counseling services
- Air-conditioned class rooms with audio-visual facilities
- Fully air-conditioned library with regularly updated collection of reference books, journals and periodicals
- One campus cafeteria

### **Facilities for International Students**

- Presently international students make 6% of the total enrollment
- Exclusive support by the Student Services Department
- Students are escorted from the airport
- Students are assisted in getting proper accommodation
- Due orientation is given on living and studying in Bangladesh
- Students are regularly counseled
- All-out cooperation is provided in completing Immigration formalities

### **Mission**

AMERICAN INTERNATIONAL UNIVERSITY BANGLADESH (AIUB) is committed to provide quality and excellent computer-based academic programs responsive to the emerging challenges of the rapid technological advancements. The



AIUB is dedicated to nurture and develop world-class professionals imbued with strong sense of ethical values and competence ready to face the competitive world of business, service and employment.

## **Vision**

AMERICAN INTERNATIONAL UNIVERSITY BANGLADESH (AIUB) envisions promoting and creating a learning environment through state-of-the-art facilities and tools; highly competent faculty and staff; expanded frontier of research-based knowledge; and international standards supportive of the new horizons in the diverse fields of disciplines and the enunciated development perspectives of the country.

## **Goals**

- Sustain development and progress of the university
- Continue to upgrade educational services and facilities responsive of the demands for change and needs of the society
- Inculcate professional culture among management, faculty and personnel in the attainment of the institution's vision, mission and goals
- Enhance research consciousness in discovering new dimensions for curriculum development and enrichment
- Implement meaningful and relevant community outreach programs reflective of the available resources and expertise of the university
- Establish strong networking of programs, sharing of resources and expertise with local and international educational institutions and organizations

- Accelerate the participation of alumni, students and professionals in the implementation of educational programs and development of projects designed to expand and improve global academic standards

### **Linkage & Networking**

- The Agribusiness MBA is offered in partnership with Wisconsin University in USA.
- A special program on CCNA and IT Essentials in collaboration with CISCO International are presently offered by the IT department of the university.
- Economics as major in partnership with Australian national university (ANU)

### **Faculty**

#### Faculty of Science:

Computer Science is the Study and Design of computer systems. Undergraduate students of this course are primarily concerned with design of algorithms, programming languages, memory management, hardware architecture, system software, software tools and application. The four-year course is designed to further provide the basic foundation of programming theory and methodology, system architecture, data structures, data base, operation system, computer graphics, data communications and software engineering.

#### Faculty of Engineering:

This program covers thorough and up-to-date engineering concept to analyze and design advanced computer systems. Students go through comprehensive engineering

courses leading to the mastery of all computer applications, skills in computer system architecture, software designs and programming, cellular/mobile and satellite etc.

#### Faculty of Business:

The program offers a balanced comprehension of the organization of computer, machine, and management of human behavior, technology of data organization, structure and nature of corporate environments. The program aims to help students develop the practical skills in business and industry to meet the managerial challenges of the 21st century. Graduates will be professionals in areas of computer technology and Management Information System.

#### **IT Facilities**

AIUB gives every student, a wide range of world-class facilities and laboratories, which are equipped and continuously renovated with the latest technology. Since its inception, AIUB has been building and developing the practice to regularly update its state-of-the-art machines for their classes and operation. Simultaneously, it maintains hardware and software libraries, digital and drafting laboratories and Local Area Networking (LAN) computing environment in AIX, OS/400, Windows 2000 Advanced Server and NOVELL. AIUB keeps pace with the fast changing world of Information Technology and retains its leadership, as it is the only academic institution in Bangladesh using IBM Application System/400 (AS/400), RS/6000, HP Net Server (LH 3000) and HP Net Server (LH 6000).

The University's IT department is equipped with the latest hardware and software facilities. After starting its activities in September of 2001, IT department has gone through rapid development. At present, the IT Department has 10 powerful servers

including AS/400e series, Sun Fire V440, Micron HP LH600, Micron MV 500, IBM RS/6000 E30 & E20, Four Micro HP LH3000 and Micron Vetix EL2000N AS/400 Series. There are more than 300 workstations in the state-of-the-art computer laboratories for students' use. One lab, equipped with 40 Sun Ray-150 with Sun Fire V250 JES Server, is dedicated for java. Another lab is dedicated for Sun Solaris training and is equipped with Sun Blade 150 and Java Workstation 1100Z.

The network backbone uses a fiber optic cable for optimum bandwidth of 1000 MBPS to connect and make use of other resources through file and print sharing. AIUB is the first university to have its own VSAT with 521/384K bandwidth. All computer facilities of the university are maintained and supported by the IT Department.

### **Library**

The library of AIUB is the collection of the knowledge and built up a balanced and rich collection in Business Administration, Science and Technology, Computer and Social Science. It is an open library system to students of AIUB, which provides rich collection of books including journals, newsletter, thesis works and CDs. At present the library has more than 18,000 books, and a student sitting capacity of more than 350. AIUB library has "AIUB Library system" the software which has been created by university IT department and now the system is operational i.e., students are now getting the modern facilities.

## **4.3 East West University (EWU), Bangladesh**

### **History & Development**

The idea of establishing a private university to provide quality education at an affordable cost in Bangladesh was first mooted by a group of prominent academics, business leaders, professionals and education enthusiasts led by Dr. Mohammed Farashuddin. With this end in view, this group formed a non-profit, non-political, charitable organization called Progoti Foundation for Education and Development (PFED). East West University is its first major project. After being accorded permission by the Government under the Private University Act of 1992, East West University was launched in 1996. Classes started in September, 1996 with 6 faculty members and 20 students in the present campus of Mohakhali Commercial Area, Dhaka.

### **Mission**

An institution that promotes eastern culture and values and meaningful blends eastern and western thought and innovation.

### **Vision**

To create an institution of higher learning that will be the best of its kind in the country and the region.

### **Goals**

East West University aims at excellence in education and is striving to produce graduates who will be equipped with knowledge and skills that will take Bangladesh ahead in the new millennium. We intend to maintain high quality in instruction and research and contribute to higher education in the country in a significant manner.

Table 4.7. Facts & Figures of EWU.

<b>Number of Students</b>	
Undergraduate	4610
Graduate	946
Total	5556
<b>Number of Faculty Members</b>	
Full Time	108
Part Time	51
Total	159
<b>Number of Officers &amp; Supporting Staff</b>	
Administrative Staff	77
Supporting Staff	68
Total	145

### **Accreditation**

East West University has been accredited by the Government of the People's Republic of Bangladesh, and its curricula as well as programs have been approved by the Bangladesh University Grants Commission. The President of the People's Republic of Bangladesh is the Chancellor of EWU. The Vice Chancellor, the Pro-Vice Chancellor, and the Treasurer are appointees of the President of the country in his capacity as the Chancellor of the University.

## **Faculty**

East West University started its journey with 20 students and 6 full-time faculty members in fall 1996 semester. At present, about 5000 students are enrolled in 8 undergraduate and 4 graduate programs. EWU offers these programs through 8 degree offering departments operating under three Faculties. The three Faculties are:

### 1. Faculty of Science and Engineering:

- Department of Computer Science & Engineering
- Department of Electrical & Electronic Engineering
- Department of Applied Physics and Communications Engineering
- Department of Pharmacy

### 2. Faculty of Business and Economics:

- Department of Business Administration
- Department of Economics

### 3. Faculty of Liberal Arts and Social Sciences:

- Department of English
- Department of Social Sciences

## **Scholarship & Financial Aid**

East West University offers merit scholarships and need-based financial assistance to deserving students. Every semester the university distributes at least 7% of its total earnings among 17% or more of its regular students. In order to be able to



further support and nurture the middle class merit, particularly from outside the metropolis, the Board of Directors of East West University have set up a fund called "The East West University Medha Lalon Fund " with an initial endowment of Taka one and a half core. According to the provision of the Private University Act 1992, Private universities must provide scholarship to 5 (five) percent of its enrolled who are poor but meritorious students. Since its inception, the founders of East West University adopted a policy of not paying any profit or dividend to themselves but to use a good part of its operating surplus towards nurturing merit and providing financial support to those in need. In the last eight years, the scholarship and financial aid policy adopted by East West University has become a source of great encouragement to meritorious but financial income deficient students. The academic would have greeted this policy pursued by East West University enthusiastically.

### **Labs & Amenities**

#### *Digital Lab:*

The university, besides the computational facility, is equipped with modern digital laboratory and state of the art Physics Laboratory. Digital Laboratory is housed with equipment ranging from Digital Storage Oscilloscope, Digital Trainer Boards, Micro-Controllers, Interfacing Adapters, and other supporting peripherals. Students are engaged in transforming ideas and creating computer interfaces like Digital Meter for three wheelers etc.

### **Network Infrastructure**

East West University provides a unique opportunity for the computational demand of the ever increasing technology savvy society. The campus wide fiber optic network

with servers of different brand helps students to acquire skills for the IT industry world-wide. The faculty members are keeping up with the technology and extend IT services to the nation.

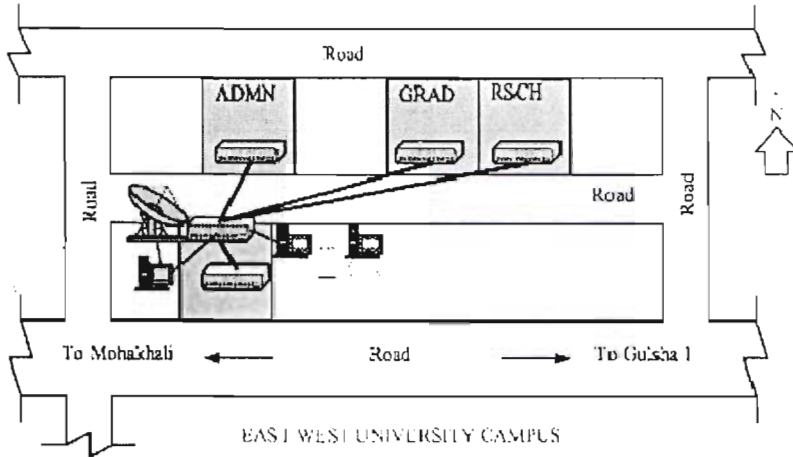


Figure 4.1. Campus Network of East-West University.

**Legends:**

- FNDN: Foundation Building;                      ADMN: Administrative Building
- GRAD: Graduate Building;                      RSCH: Research Building

The campus is equipped with more than 300 computers both the server and workstation connected to the central networking infrastructure for the usage of the students, faculty members, admin officer and top executives. The computational facility for the students also includes: Internet browsing and E-mail, CD archiving, Software Project development with SDC, On-line ACM Programming Competition.

**Library**

The library is the back bone of the research and development activities of East West University (EWU). The East West University Library holds a unique place among the private university libraries of the country. It provides an array of distinctive facilities

to library users with the help of state-of-the-art techniques and technologies. At present the library has more than 10,500 books. It subscribes to more than thirty different journals, magazines and newsletters.

Table 4.8. Library of EWU.

Types of collection	Added in Summer, 2005	Total Collection
Books	718	11,989
Journals, Periodicals Magazine	3	39
Newspapers	-	11
CDs & Cassettes	-	980
Spccial maps	-	6

The Library has been completely automated by the Software Development Centre (SDC) of East West University. Features include issue/circulation based on barcodes and automatic fine calculations as well as other useful features. The most exciting part of the automaton is the web component. Students and faculty members use the web module for study and research purposes. Faculty members post requisition for books using the web modules throughout the semester.

### Faculty Members

Faculty members are chosen through a rigorous selection process. Applications are first scrutinized at the department level, and then processed through an Appointment Committee of the university. Acting on the recommendations of the Appointment Committee, the Board finally appoints Faculty members. At the moment about 80% of the Faculty members of East West University work full time.

## Financial Report

Increase of Revenue: Net revenue for the year 2003 is TK.210087581 which is 38.57% higher than the previous year revenue of TK. 151614548.

Change of Investment & Bank Balance: Total investment as FDR with bank balance up to the year 2003 is TK. 161830573 which is 52.22% higher than the previous year's cumulative Investment & Bank balance of TK. 106311381.

Increase of Fixed Assets: Fixed Assets of the University have been increased over the previous 5 years period due to increase of students, Faculty Members and Administrative Staff.

Table 4.9. Balance Sheet of EWU.

Property & Assets	2004 (Taka)	2003 (Taka)
Fixed Assets less Depreciation	93,260,913	75,083,345
Advance, Deposits & Prepayments	43,876,555	42,186,491
Accounts Receivable	2,244,320	3,180,645
Fixed Deposit Receipts (FDR)	249,740,177	75,566,535
Fixed Deposit Receipts (Scholarship Fund)	312,726	291,701
Fixed Deposit Receipts (Reserve Fund)	10,000,000	10,000,000
Fixed Deposit Receipts (Gratuity Fund)	4,300,000	-
Closing Cash in Hand	21,167	5,943
Closing Cash in Bank	24,238,040	83,978,205
<b>TOTAL</b>	<b>427,993,898</b>	<b>290,292,865</b>
<b>Fund &amp; Liabilities</b>		
Fund Account	411,556,469	282,436,805
Scholarship Fund	312,726	291,701
Gratuity Fund	4,374,570	2,636,640
Provident Fund	366,991	-
Others Liabilities	9,722,264	3,566,187

Table 4.9. Balance Sheet of EWU (Continued).

<b>Fund &amp; Liabilities</b>	<b>2004 (Taka)</b>	<b>2003 (Taka)</b>
Security Deposit	1,610,878	1,341,332
Zakat Fund	-	20,000
<b>TOTAL</b>	<b>427,993,898</b>	<b>290,292,865</b>

Table 4.10. Income & Expenditure Account of EWU.

<b>Income</b>	<b>2004 (Taka)</b>	<b>2003 (Taka)</b>
Admission Fees	16,561,250	12,413,000
Tuition Fees	239,718,266	175,326,955
Lab Fees	6,397,000	4,907,400
Activity Fees	4,167,000	1,703,5000
Library Fees	692,500	505,500
Late Fees	355,500	294,000
Semester Drop Fine	307,865	252,050
Sale of Admission Forms	2,276,000	1,295,200
Sale of Brochure	7,800	13,100
Sale of Schedule	29,500	41,500
Cafeteria Rent	236,321	64,258
Interest of FDR	15,402,997	10,501,571
Interest on STD A/C	3,021,743	1,503,116
Interest on SB A/C	33,906	-

Table 4.10. Income & Expenditure Account of EWU (Continued).

<b>Income</b>	<b>2004 (Taka)</b>	<b>2003 (Taka)</b>
Other Income	2,401,010	1,266,431
<b>Total</b>	<b>291,608,658</b>	<b>210,087,581</b>

Table 4.11. Income & Expenditure Account of EWU (Continued).

<b>Expenditure</b>	<b>2004 (Taka)</b>	<b>2003 (Taka)</b>
Salary & Allowances	78,855,253	57,231,059
Provident Fund Expenses	1,738,493	1,194,308
Gratuity	2,264,880	2,819,540
House Rent	26,305,084	21,647,161
Building Renovation	70,330	982,076
Advertisement	1,762,026	1,044,535
Printing & Stationary	2,286,841	1,509,643
Fax & Telephone Bill	144,880	142,891
Telephone & Telephone Shifting Expenses	-	162,438
Electricity Bill	3,695,831	2,254,116
WASA Bill	463,110	384,986
Internet Bill	101,484	253,525
VSAT Service Charge	2,088,000	1,392,000

<b>Expenditure</b>	<b>2004 (Taka)</b>	<b>2003 (Taka)</b>
VSAT Maintenance	255,976	-
ICT Incubator Service Charge	5,230	13,875
Repairs & Maintenance	217,732	445,229
Photocopier Maintenance	575,300	547,500
Computer Repairs & Maintenance	1,371,590	925,559
Vehicles Repairs & Maintenance	271,379	274,889
Overhead Projector Maintenance	146,272	134,600
Digital Lab Maintenance	520,219	852,995
Language Lab Maintenance	-	11,000
Pharmacy Lab Maintenance	635,564	-
Networking Lab Maintenance	15,100	-
Telecommunication Lab Maintenance	26,010	-
Generator Repairing & Maintenance	34,075	41,400
Transformer Repairs & Maintenance	6,200	-
PABX Repair & Maintenance	32,749	-
Air Cooler Servicing	434,850	311,649
Admission Text Expenses & Remuneration	788,113	369,834
Seminar, Conference etc.	267,072	457,016
<b>Sub-Total</b>	<b>125,379,643</b>	<b>95,403,824</b>

Table 4.12. Income &amp; Expenditure Account of EWU (Continued).

<b>Expenditure</b>	<b>2004 (Taka)</b>	<b>2003 (Taka)</b>
<b>Balance B/F</b>	<b>125,379,643</b>	<b>95,403,824</b>
Faculty Development	78,000	45,000
Student Activities	1,104,790	1,000,850
River Cruise	-	111,600
University Souvenir	315,657	153,815
Festive Get-together	41,920	-
Scholarship	17,759,101	10,422,925
Contribution to Medha Lalon Fund	1,035,000	1,000,000
Educational Tours	726,744	586,868
Student Evaluation	-	138,000
EWU Grant for CERBET	-	500,000
Automation of Accounts	5,000	50,000
Library Automation	80,000	-
Insurance Premium	582,829	456,225
Fuel	461,099	513,348
Relief Activity Expenses	34,183	-
ACM ICPC-2004	2,700	-
Exhibition & Trade Fair	99,969	-
Convocation- 2005	598,644	-
Convocation- 2003 & 2004	2,256,588	3,162,584
ICCIT- 2002	-	668,974
ICCIT- 2004	26,000	-
ICECE-2004	12,500	-
Audit Fees	15,000	-
Electrical Works and Materials	197,011	252,996
Sanitary Works and Materials	10,947	15,171



<b>Expenditure</b>	<b>2004 (Taka)</b>	<b>2003 (Taka)</b>
Training & Certificate Course Expenses	8,100	-
Postage & Telegram	121,228	101,119
<b>Sub-Total</b>	<b>150,952,653</b>	<b>114,599,875</b>

Table 4.13. Income & Expenditure Account of EWU (Continued).

<b>Expenditure</b>	<b>2004 (Taka)</b>	<b>2003 (Taka)</b>
<b>Balance B/F</b>	<b>150,952,653</b>	<b>114,599,875</b>
Board & Other Meeting Expenses	91,232	79,314
Drinking Water	341,870	316,250
Notice Board & White Board	16,800	112,400
Play Card Bards	-	3,300
Bank Charges	1,724	6,898
Excise Duty	30,000	-
Legal Charges	290,714	156,200
Academic Council Meeting	25,725	37,680
General Expenses	2,345,070	1,924,336
Depreciation on Fixed Assets	8,393,244	6,025,011
Excess of Income over Expenditure Transferred to Fund Account	129,119,626	86,826,317
<b>Total</b>	<b>291,608,658</b>	<b>210,087,581</b>

#### 4.4 Assumption University of Thailand (AU)

##### History & Development

Assumption University was initially originated from Assumption Commercial College in 1969 as an autonomous higher education institution under the name of "Assumption School of Business". In 1972, with the approval of the Ministry of Education, it was officially established as "Assumption Business Administration College or ABAC". In May 1975, it was accredited by the Ministry of University Affairs. In 1990, it was granted new status as "Assumption University" by the Ministry of University Affairs.

Table 4.14. Facts & Figures of AU.

No. of Students	Approximately 20,000
No. of Faculty Members	Approximately 1,178
No. of Faculty Staff & Administrative Staff	App. 564
No. of International Students	App. 1,200

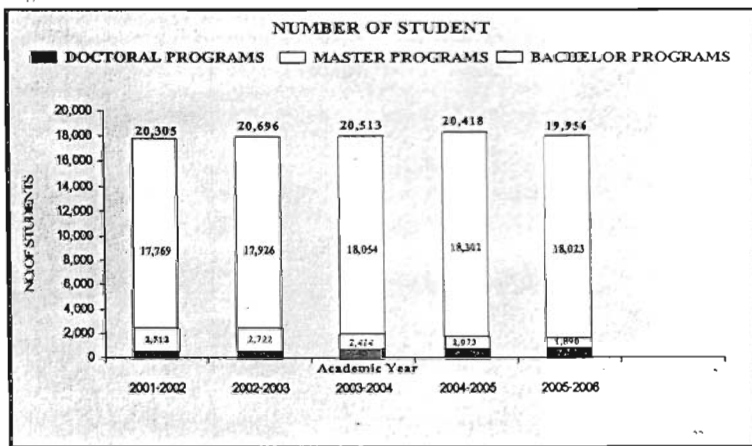


Figure 4.2. Trend of Students in Assumption University of Thailand.

It is the first International University in Thailand and employs English as the medium of instruction for all courses. Curriculum, instruction and qualities of graduates are designed to measure up to international standards. The university is recognized in the United States and other countries where transfer of students and graduates are readily accepted. The university community is a truly international body made up of instructors from 30 countries which constitutes 525 of the faculty and it has over 1,200 students from more than 50 countries. Furthermore, there are more than 2,000 Thai students with international backgrounds pursuing their studies at Assumption University.

Assumption University is well known for its leading role in innovation & information Technology. In 1993, the University became one of the Founding Members of The Internet Society, the only such institution in South-East Asia. CISCO Networking Academy has chosen Au as its training agent in the Asian region. Sun Microsystems, whose programs had expanded to several key universities around the world, appointed Assumption University as the 3<sup>rd</sup> Sun SITE in Asia and the 8<sup>th</sup> Sun SITE in the world. These advances in Information Technology enhance the students' knowledge and competence and continuous improvement of facilities and training is undertaken in order to achieve sustained development.

### **Philosophy**

In loyalty to its Christian mission, Assumption University stands for

- The inculcation of respect for the three institutions of the Nation: Religion, Country, the King and a democratic way of life.
- The belief that a man justifies himself and his existence by the nobility of his work.

- The commitment to be a light that leads men towards the true source of all knowledge and life.

The philosophical cornerstones of the University are:

- Academic excellence,
- Social responsibility,
- Freedom of expression,
- Integrity,
- Rationality.

### **Mission**

Assumption University exists for the main purpose of serving the nation through generation, dissemination and application of business, scientific, technological and humanistic knowledge through research and interdisciplinary collaborations and partnerships that build on a strong foundation of strong interdisciplinary scholarship.

Assumption University teaches students to think critically, objectively and creatively, and to be life long learners, leaders and productive ethical citizens; pursues research to advance knowledge, to meet local, national and international challenges in a knowledge based and technologically dynamic society.

### **Vision 2000**

Assumption University of Thailand envisions its graduates as:

- Healthy\* and open-minded persons, characterized by personal integrity, an independent mind, and creative thinking,
- Professionally competent, willing to exercise responsible leadership for economic progress in a just society,



- Able to communicate effectively with people from other nations and to participate in globalization process.

\*means sana in corpore sano (healthy Mind in a healthy Body)

### **Vision 2000 Strategies**

In the beginning of the new millennium, the university has set forth its Vision 2000 strategies as the uniting force and direction for the university to achieve its placement alongside its world-class peers in the strive of its Vision 2000 and academic excellence. The strategies are:

- Innovative student-centered teaching
- Participation in ongoing research
- Leadership training
- Professional ethics
- State-of-art education in language and cyber technology
- International environment, and
- Service activities.

### **Objectives**

Assumption University exists for the main purpose of serving the nation by proving business, scientific and humanistic knowledge though research and interdisciplinary approaches. To this end it aims at forming intellectually competent graduates:

- Who are morally sound, committed to acting justly and open to further growth;
- Who appreciate freedom of expression, imbue right integrated curriculum of Ethics, Science, Languages and Business Management; and
- Who achieve academic excellence through hard work, analytical thinking and effective decision-making

To meet the above objectives, all University academic programs are geared for creation of up-to-date and upright business and social leaders who are:

- Known to possess the ability to systematically think, analyze and solve problems;
- Imbued with love and respect for law, country, religion and the monarchy;
- Conscious of their place in an increasingly interdependent world and who manifest their worth as individuals and as members of the community through their work (Assumption University, 1999, pp. 7 – 9).

### **University Motto**

The university's strive for excellence and quality is enshrined in its motto of "*Labor Omnia Vincit*". Success through hard work.

### **Quality goals**

AU aims at the 4 key tenets of Education Excellence through:

- Quality graduates,
- Quality faculty,
- Quality curriculum, and
- Quality infrastructure.

### **Accreditation**

The University is fully accredited by the Ministry of University Affairs. Its graduates enjoy the privileges accorded to State University graduates. Its academic standards are accepted by the Civil Service Commission of Thailand. Assumption University is recognized in the USA and other countries and the transfer of credits from the University are accepted abroad. Graduates from the University can pursue advanced Degrees anywhere in the world. Assumption University is listed in the Handbook of

Universities and other Institutions of the INTERNATIONAL ASSOCIATION OF UNIVERSITIES in Paris, France.

The University is recognized by:

- The Association of Christian Universities and Colleges in Asia (ACUCA)
- The Association of Southeast Asian Institution of Higher Learning (ASAIHL)
- The International Federation of Catholic Universities (IFCU)

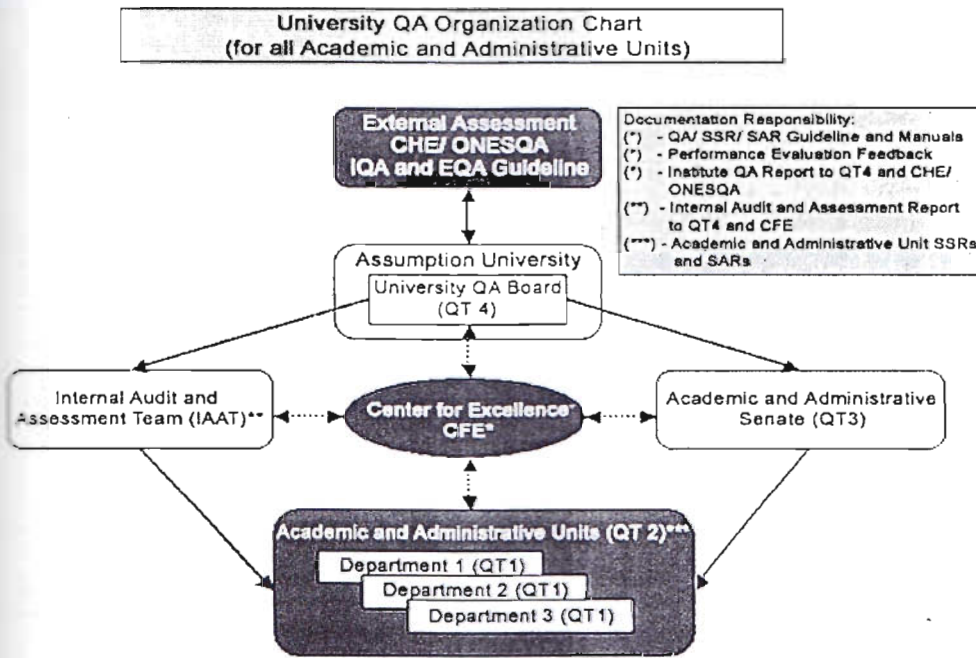


Figure 4.3. Quality Management and Information and Planning System of AU.

### University Quality Assurance Board

Chairman: Rev. Bro. Dr. Bancha Saenghiran

Members: Rev. Bro. Dr. Visith Srivichairatana

Prof. Dr. Srisakdi Charmonman

Dr. Chavalit Meennuch

## Responsibilities of the QA teams University QA Board (QT4)

The responsibilities of QT4 are:

- To represent the university as the highest level of QA authority university wide to external stakeholders,  
To establish and institute any policies as recommended by ONESQA and CHE,
- To monitor the performance of the CFE to ensure that the AuQS 2000 is successfully managed and implemented.

To appoint the chairs of the internal audit and assessment team will appoint members of their team and appoint a member of the team as the secretary. Each team will be responsible for certain academic and administrative units as assigned by the chair.

Table 4.15. Revenues & Expenses Statement of Assumption University.

Condensed Statement of Revenues & Expenses					
(For the Year Ended May 31, 2005 & 2004)			( Million Baht )		
Revenues & Expenses		2004 -2005		2003 -2004	
		Baht	%	Baht	%
<b>Revenues</b>					
1.	Tuition Fees	1,238.17	60.10	1,207.88	62.09
2.	University Fees	227.93	11.06	168.65	8.67
3.	Registration Fees	88.09	4.28	54.75	2.81
4.	Other Fees	506.13	24.57	514.18	26.43
5.	Total Revenues	2,060.32	100.00	1,945.45	100.00
6.	Repairs & Maintenance	706.93	34.31	619.40	31.84



Table 4.15. Revenues & Expenses Statement of Assumption University (Continued).

Revenues		2004 -2005		2003 -2004	
		Baht	%	Baht	%
7.	Educational Expenses	561.16	27.24	499.52	25.68
8.	Administrative Expenses	404.24	19.62	467.69	24.04
9.	Research & Library	33.16	1.61	23.71	1.22
10.	Contribution & Pension	139.44	6.77	121.71	6.26
11.	Total Expenses	1,844.92	89.55	1,732.03	89.03
12.	Net Income From Operation	215.40	10.45	213.43	10.97
13.	Interest Revenues	3.09	0.15	3.25	0.17
14.	Interest Expenses	(76.02)	(3.69)	(77.78)	(4.00)
15.	Excess of Income over Expenditure Transferred to Fund account	142.46	6.91	138.90	7.14

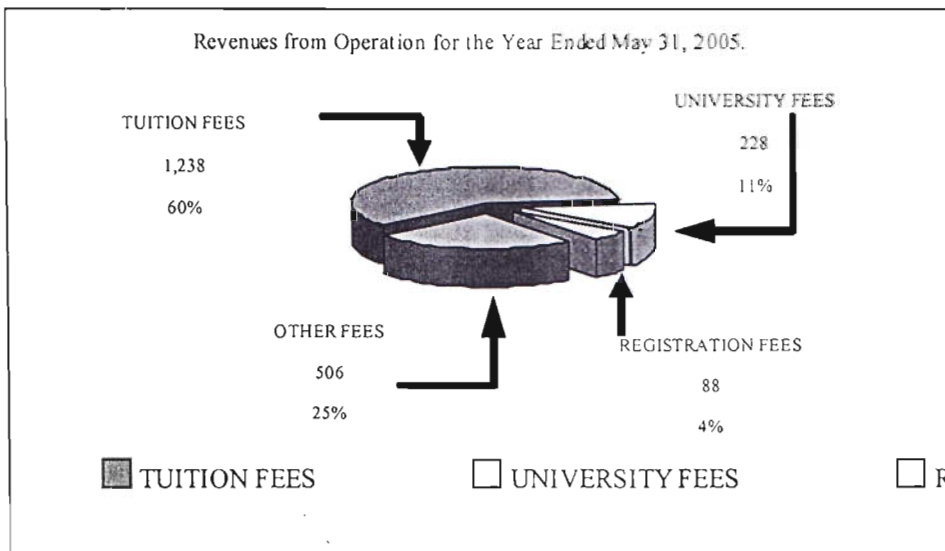


Figure 4.4. Revenues from Operation of AU.

### Operating Expenses for the Year Ended May 31, 2005

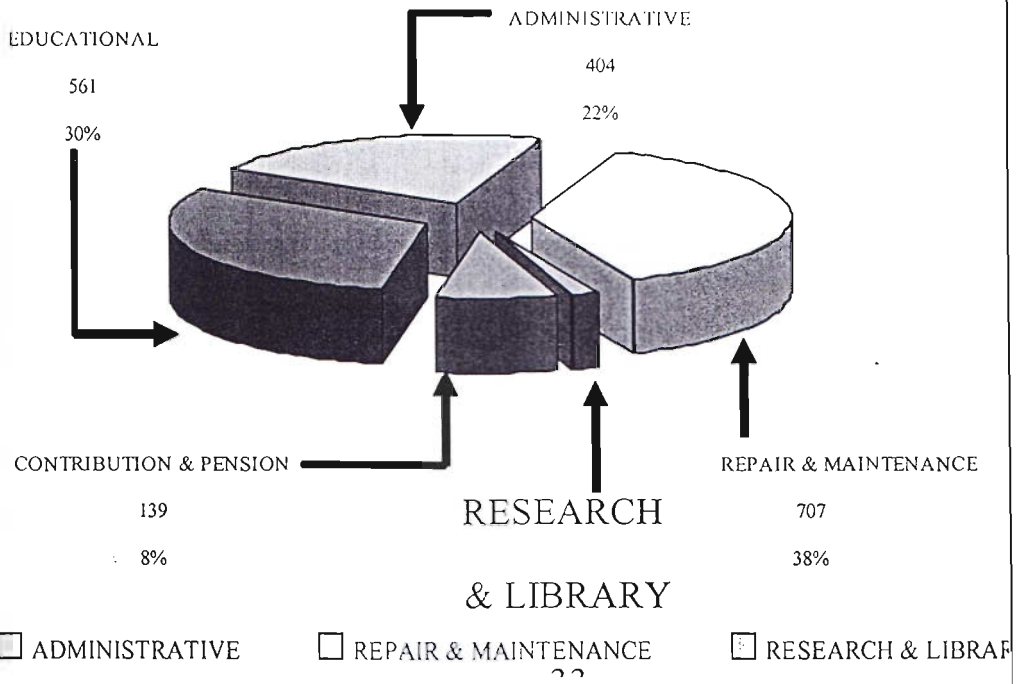


Figure 4.5. Operating Expenses of AU.

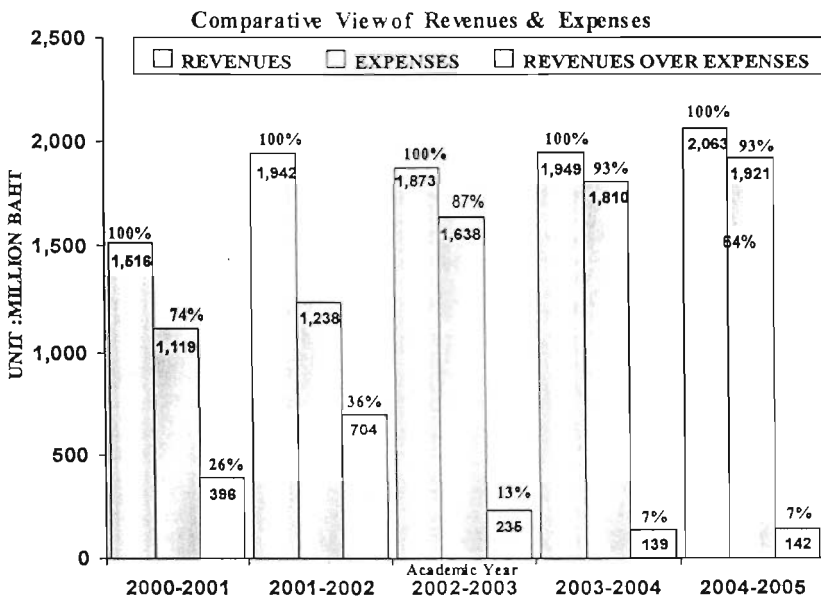
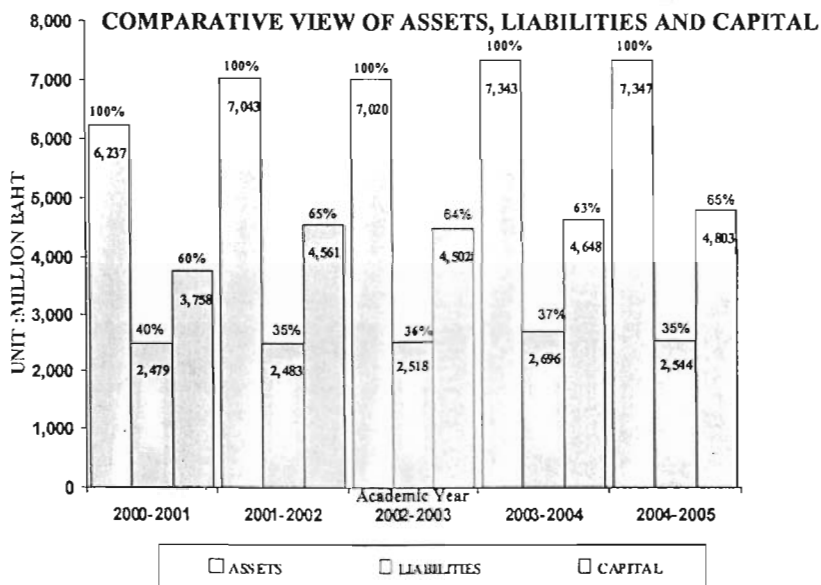


Figure 4.6. Comparative View of Revenues & Expenses of AU.



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Figure 4.7. Comparative View of Assets, Liabilities & Capital of AU.

Table 4.16. Condensed Balance Sheet of AU.

(As of May 31, 2005 & 2004)

(Million Baht)

Assets	2004 -2005		2003 -2004	
	Baht	%	Baht	%
<b>Current Assets</b>				
Cash on Hand & Cash in Bank	561.17	7.64	584.74	7.96
Accounts Receivable	66.28	0.90	107.35	1.46
Prepaid Expenses	0.00	0.00	0.00	0.00
Stationery (Cost Price)	24.33	0.33	28.65	0.39
Supplies	4.07	0.06	2.73	0.04
Other Current Assets	12.80	0.17	6.46	0.09

	2004 -2005		2003 - 2004	
	Baht	%	Baht	%
<b>Total Current Assets</b>	668.64	9.10	729.93	9.94
<b>Plant &amp; Equipment</b>				
Land	674.30	9.18	673.27	9.17
Land Development	280.44	3.82	272.59	3.71
Building	4,852.59	66.05	4,252.13	57.91
Construction In Progress	292.44	3.98	746.93	10.17
Vehicle	7.93	0.11	9.22	0.13
Office Equipment	559.94	7.62	642.63	8.75
<b>Total Plant &amp; Equipment</b>	6,667.65	90.75	6,596.78	89.83
<b>Other Assets</b>				
Library Books	7.90	0.11	13.26	0.18
Others	2.92	0.04	3.28	0.04
<b>Total Other Assets</b>	10.81	0.15	16.55	0.23
<b>Total Assets</b>	7,347.10	100.00	7,343.26	100.00
<b>Liabilities</b>				
<b>Current Liabilities</b>				
Accounts Payable	14.55	0.20	33.67	0.46
Deferred Revenues	655.02	8.92	661.89	9.01

	2004 - 2005		2003 - 2004	
	Baht	%	Baht	%
Tax payable	3.75	0.05	4.43	0.06
Other Current Liabilities	685.57	9.33	676.30	9.21
<b>Total Current Liabilities</b>	1,358.89	18.50	1,376.28	18.74
<b>Long Term Liabilities</b>	1,184.63	16.12	1,319.34	17.97
<b>Total Liabilities</b>	2,543.52	34.62	2,695.63	36.71
<b>Capital</b>				
<b>Initial Capital</b>				
General Fund	0.20	0.00	0.20	0.00
Fixed Assets Fund	8.99	0.12	8.99	0.12
Research & Library Fund	0.00	0.00	0.42	0.01
Research Fund	0.21	0.00	0.00	0.00
Library & Technology Fund	0.21	0.00	0.00	0.00
Human Resource Development Fund	0.01	0.00	0.00	0.00
Aiding Fund	0.01	0.00	0.03	0.00
Endowment Fund	0.00	0.00	0.00	0.00
<b>Total Initial Capital</b>	9.63	0.13	9.63	0.13
<b>Donation Capital</b>				
General Fund	4.20	0.06	3.03	0.04

	2004 - 2005		2003 - 2004	
	Baht	%	Baht	%
Fixed Assets Fund	356.03	4.85	356.03	4.85
Research & Library Fund	0.00	0.00	10.83	0.15
Research Fund	10.83	0.15	0.00	0.00
Library & Technology Fund	0.00	0.00	0.00	0.00
Human Resource Development Fund	0.00	0.00	0.00	0.00
Aiding Fund	3.20	0.04	3.19	0.04
Endowment Fund	12.31	0.17	0.00	0.00
<b>Total Donation Capital</b>	386.57	5.26	373.08	5.08
<b>Cumulative Capital</b>				
General Fund	1,806.10	24.58	1,079.68	14.70
Fixed Assets Fund	2,664.85	36.27	3,106.73	42.31
Research & Library Fund	0.00	0.00	87.28	1.19
Research Fund	23.15	0.32	0.00	0.00
Library & Technology Fund	43.68	0.59	0.00	0.00
Human Resource Development Fund	(28.26)	(0.38)	0.00	0.00
Aiding Fund	(102.20)	(1.39)	(8.77)	(0.12)
Endowment Fund	0.06	0.00	0.00	0.00
<b>Total Cumulative Capital</b>	<b>4,407.38</b>	<b>59.99</b>	<b>4,264.92</b>	<b>58.08</b>

Table 4.16. Condensed Balance Sheet of AU (Continued).

	2004 – 2005		2003 - 2004	
	Baht	%	Baht	%
<b>Total Capital</b>	<b>4,803.58</b>	<b>65.38</b>	<b>4,647.63</b>	<b>63.29</b>
<b>Total Liabilities &amp; Capital</b>	<b>7,347.10</b>	<b>100.00</b>	<b>7,343.26</b>	<b>100.00</b>

## V. FEASIBILITY ANALYSIS

“The best preparation for tomorrow is to do today’s work superbly well” (Sir William Osler). Feasibility Study is a work like that.

A feasibility study is designed to provide an overview of the primary issues related to a business idea. In other words, a feasibility study determines whether the business idea makes sense. A thorough feasibility analysis provides a lot of information necessary for the business plan.

In this paper, a feasibility study looks at three major areas for establishing a private university in Bangladesh.

- a. Market issues
- b. Operation--Organizational/Technical issues
- c. Finance issues

### 5.1 Marketing Analysis

Private higher education is very much influenced by the market. Even the prestigious private universities in the United States and Japan must concern themselves with their reputation and their place among the other universities, both nationally and internationally. Less prestigious and newer private institutions must be even more concerned about market forces, competition from other educational institutions, trends in the employment market and other factors. Serious miscalculation can jeopardize institutional survival.

The market for education is exceedingly imperfect. It is hard to predict trends in employment and even harder to ensure that institutional programs are relevant to these



trends. Vocationally oriented private institutions are directly involved in predicting labor markets and the specific needs for specialists. Private universities that focus on the traditional arts and science fields are more insulated from the direct labor market, but they are competing with other academic institutions and are dependent on the market for university graduates.

The discipline of the market shapes private universities. At the end of the 1990s, with an increased emphasis on education market forces generally, the ethos of private colleges & universities is spreading throughout the systems of all countries. There are, of course, costs and benefits to a purely market orientation in education. Traditionally, the university has provided education in a range of subjects and disciplines, not all of which might appeal to the market. The education of how basic research, which may not yield immediate results in the market place, will be supported remains to be answered if the academic system continues to move toward a stronger market orientation.

The emergence of private universities in Bangladesh began with the enactment of a series of laws governing higher education in 1992. In just the first five years these non-governmental institutions have become a pervasive part of the academic landscape, satisfying the soaring demand for higher education and presenting new challenges for a troubled public system. The current state of private universities in Bangladesh, however, suggests that these initiatives may complement more than they threaten the traditional publicly financed system.

Bangladesh's image of poverty and natural disasters seems a world away from the air-conditioned computer lab at the private North South University (NSU) in Dhaka. Here undergraduate students of business administration—in spite of the crowded squalor

on the streets below—work at computer terminals with Pentium processors and laser printers. The students at NSU also enjoy a spacious library with a surprising array of textbooks, scholarly journals and periodicals. Several hundred miles to the south in the city of Chittagong, 3 of the 625 medical students at the private University of Science & Technology, Chittagong (USTC) assist in an emergency hysterectomy in the fifth-floor operating room of their 250-bed teaching hospital, while a group of classmates dissects a human cadaver in the school's anatomy lab.

Private Universities have made a conscious effort to satisfy the demand for subjects that are perceived as highly remunerative in Bangladesh and therefore popular with students such as business administration, computer science, engineering and medicine. Several private universities are beginning programs in disaster management, physiotherapy and textile engineering. Nearly all the private universities give the universal impression that their institutions have created competition for the public universities, compelling Dhaka and Chittagong to begin offering similar programs or risk losing their popularity.

Table 5.1. Trend of Private University in Bangladesh.

<b>Year</b>	<b>No. of Private University in Bangladesh</b>
1992	None
1996	5
1998	16
2001	27
2006	54

Table 5.2. Trend of Private University in Bangladesh in Respect of Students & Faculties.

Name of University	Establishment	No. of Students at initial	No. of Faculties at initial	No. of Students at present	No. of Faculties at present
North South University (NSU)	1993	137	3	6000	24
American International University-Bangladesh (AIUB)	1995	App. 100	3	App. 5000	16
East West University (EWU)	1996	20	2	5556	17
Total		App. 257	8	App.16,556	57

In table 5.1 & 5.2, we can oversee the demanding situation of private university in Bangladesh. At initial condition, in these three private universities only few students were studying there, now at present just only these three universities are providing around 16,556 students for their tertiary level studies. Overall situation depicts that in future a demandable market place of private university in Bangladesh, in deed.

### Survey Report

Engineering Education & Career Program – EECP ([www.eecp-edu.org](http://www.eecp-edu.org)) is an educational organization of under graduate & graduate level students in Bangladesh. Six main activities of EECP are Career Development Center (C.D.C), Information Center, Health Services - free medical treatment, Scholarship - for poor & merit students,

Graduate Teaching, and Engineering Admission Teaching. Besides these, EECP have future plans & activities for social welfare of Bangladesh. Feasibility study on establishing a private university in Bangladesh, Survey forms was distributed between the members of EECP. Distributed 150 survey papers, 132 survey papers were returned from them.

(1) General Information of Respondents

Table 5.3. The Number of Population Classified by Gender.

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	84	63.64	63.64	63.64
Valid Female	48	36.36	36.36	36.36

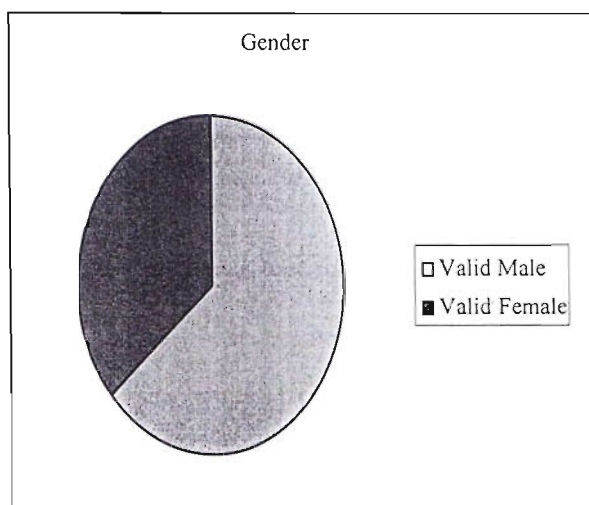


Figure 5.1. The Number of Population Classified by Gender.

As the Table 5.3, the number & percentage of gender classification shows that the two-third respondents are male & one-third respondents are female.

Table 5.4. The Number of Population Classified by Age.

	Age	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-19 years	10	7.57	7.69	7.69
	20-22 years	60	45.45	46.15	53.84
	23-25 years	40	30.30	30.77	84.61
	Above 25 years	20	15.15	15.38	100.0
Sub Total		130	98.48	100.00	
Missing	No Answer	2	1.52		
Total		132	100.00		

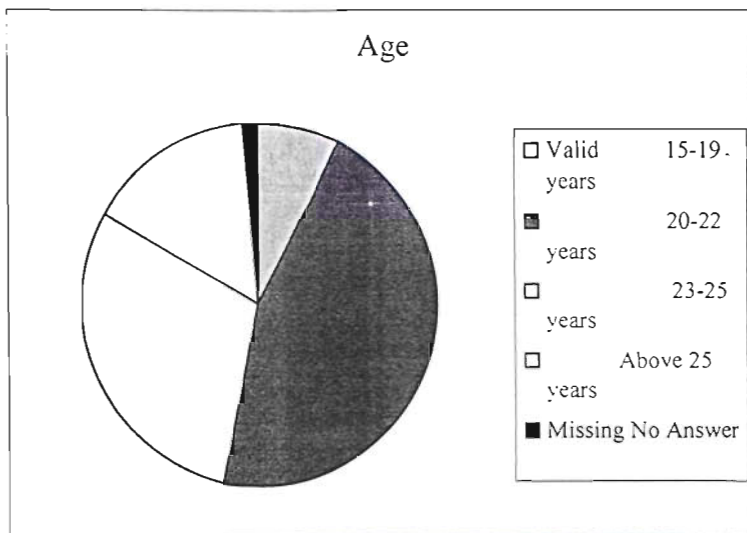


Figure 5.2. The Number of Population Classified by Age.

As they are the members of EECP which is the organization of Undergraduate & Graduate students, so they all are young. As the table 5.4, the number and percentage of age classification shows that the number of questionnaire respondent's ages between 20-22 years is the largest size which is equal to 45.45%. The second place is between 23-25 years, which is equal to 30.30%.

Table 5.5. The Number of Population Classified by Education.

Education	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Undergraduate Students	90	68.18	68.70	68.7
Graduate Students	20	15.15	15.26	83.96
College Students	18	13.64	13.74	97.70
Doctorate Students	3	2.27	2.3	100.0
Sub Total	131	99.24	100.0	
Missing No Answer	1	.757		
Total	132	100.0		

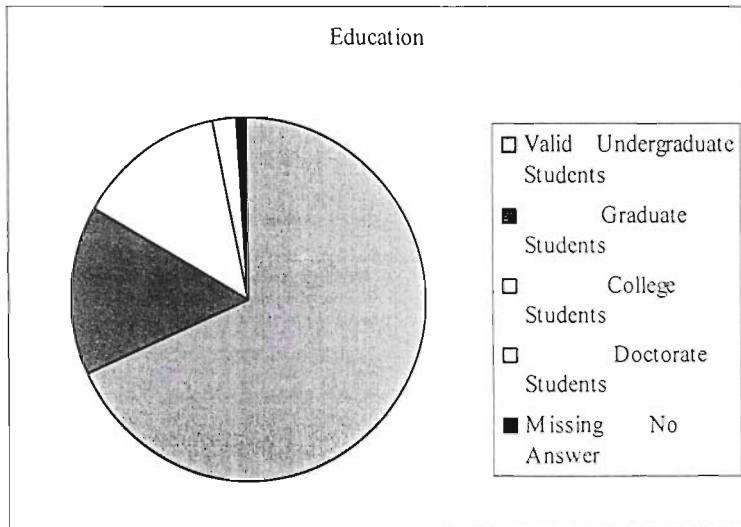


Figure 5.3. The Number of Population Classified by Education.

As the table 5.5, the number and percentage of education classification shows that the number of questionnaire respondents of undergraduate students is the largest size

which is equal to 68.18%. The second place is graduate students which is equal to 15.15%. Target groups are those who have been passed from college & undergraduate students.

Table 5.6. The Number of Population Classified by Type of University.

Type of University	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Public University	85	64.4	65.38	65.38
Private University	45	34.1	34.62	100.0
Sub Total	130	98.5	100	
Missing No Answer	2	1.5		
Total	132	100.0		

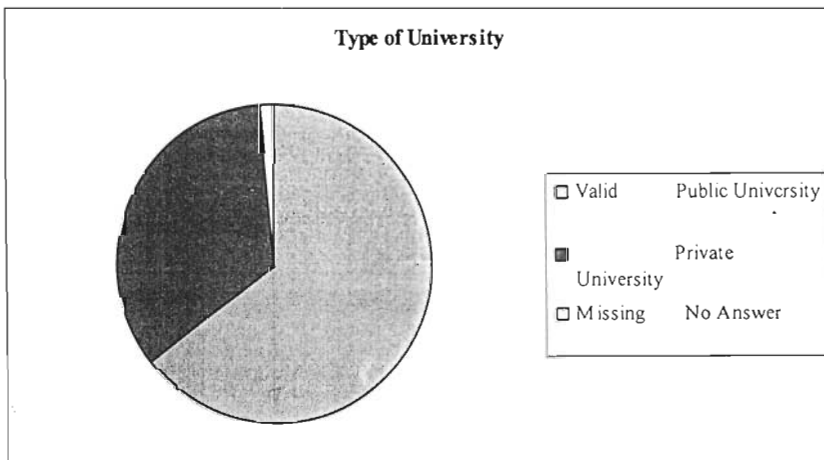


Figure 5.4. The Number of Population Classified by Type of University.

As the Table 5.6, the number and percentage of population classified by type of university shows that, the number the questionnaire respondents from Public university

is the largest size which is equal to 65.38%. From them, we can get the education standard of public university which will be beneficial for me to study the feasibility study of private university.

(2) The Attitude of Respondents towards Higher Education

Table 5.7. The Number of People classified by the Way of Thinking about Higher Education in Bangladesh.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	10	7.58	7.69	7.69
	Good	50	37.88	38.46	46.15
	Fair	60	45.45	46.15	92.3
	Bad	10	7.58	7.70	100.0
Sub Total		130	98.48	100.0	
Missing	No Answer	2	1.5		
Total		132	100.0		

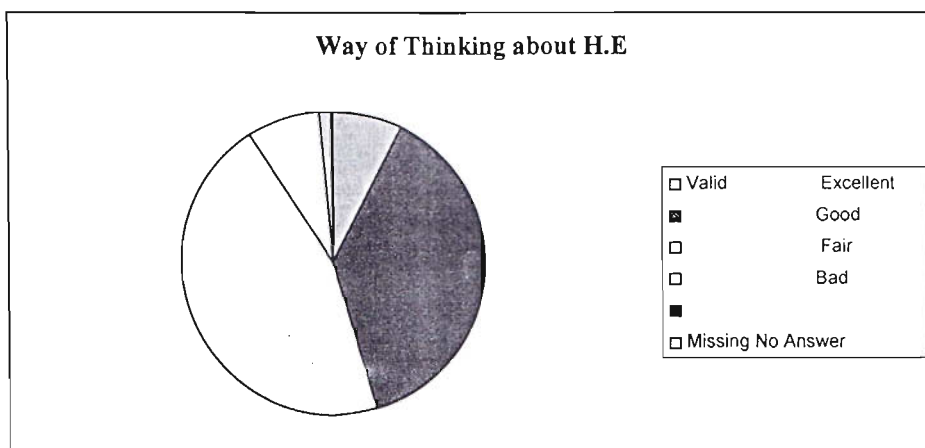


Figure 5.5. The Number of People Classified by the Way of Thinking about Higher Education in Bangladesh.



As the Table 5.7, the number of people classified by the way of thinking about higher education shows that the highest number of questionnaire respondents is higher education in Bangladesh is fair which is equal to 45.45%. Second is the higher education in Bangladesh is good which is equal to 37.88%. It depicts that, still now higher education in Bangladesh is not quite satisfactory, it should be improved.

Table 5.8. The Number of People Classified by the Way of Thinking about Public University in Bangladesh.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	5	3.79	3.85	3.85
	Good	40	30.30	30.77	34.62
	Fair	55	41.67	42.31	76.93
	Bad	30	22.73	23.1	100.0
Sub Total		130	98.48	100.0	
Missing	No Answer	2	1.5		
Total		132	100.0		

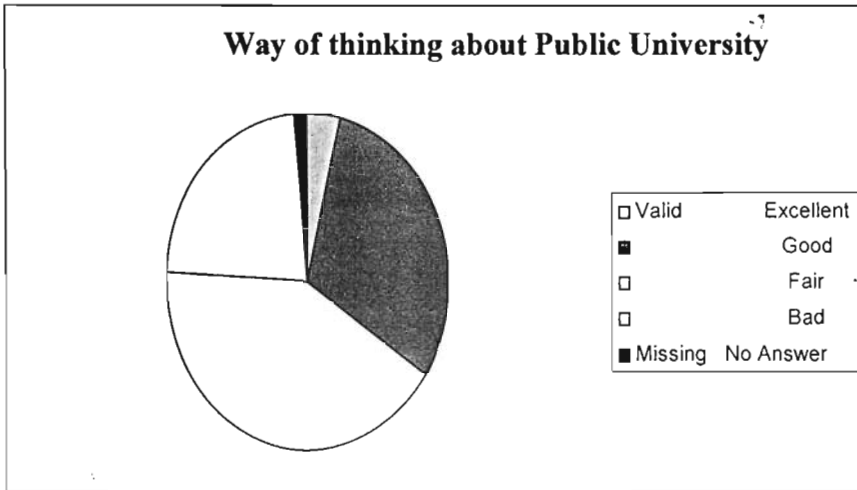


Figure 5.6. The Number of People Classified by the Way of Thinking about Public University in Bangladesh.

As the Table 5.8, the number of people classified by the way of thinking about public university in Bangladesh shows that the highest number of questionnaire respondents is public university in Bangladesh is fair which is equal to 41.67%. Second is the public university in Bangladesh is good which is equal to 30.30%. It depicts that, still now public university in Bangladesh is not quite satisfactory, it should be improved. It also denotes that, private university should be established more & more.

Table 5.9. The Number of People Classified by the Way of Thinking about Private University in Bangladesh.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid    Excellent	10	7.57	7.7	7.7
Good	50	37.88	38.46	46.16
Fair	50	37.88	38.46	84.62

	Frequency	Percent	Valid Percent	Cumulative Percent
Bad	20	15.15	15.38	100.0
Sub Total	130	98.48	100.0	
Missing No Answer	2	1.5		
Total	132	100.0		

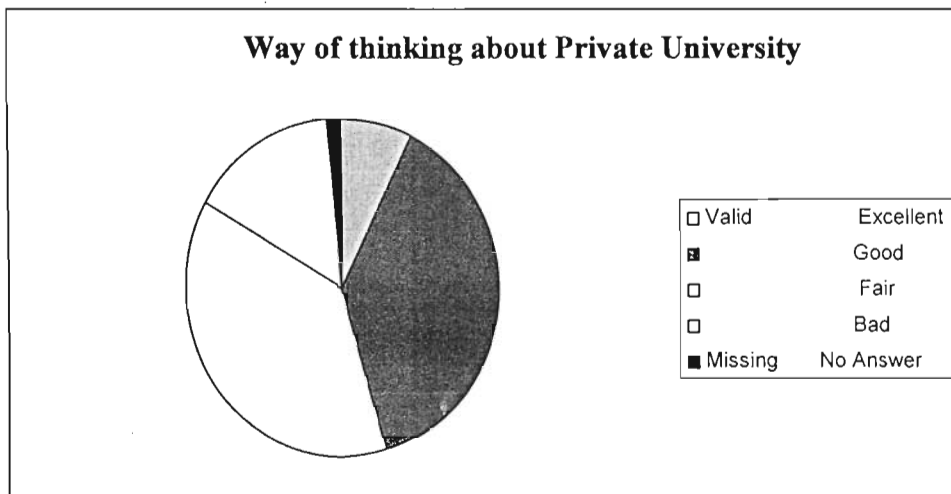


Table 5.7. The Number of People Classified by the Way of Thinking about Private University in Bangladesh.

As the Table 5.9, the number of people classified by the way of thinking about private university in Bangladesh shows that the highest number of questionnaire respondents is private university in Bangladesh is fair & good both which is equal to 37.88%. With the comparison of table 5.8 & 5.9, it is strongly recommended that private university is better than public university. So we can get a good market for private university in Bangladesh.

Table 5.10. The Number of People Classified by the Way of Thinking about Engineering Education in Bangladesh.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	6	4.54	4.8	4.8
	Good	40	30.30	32.0	36.8
	Fair	64	48.48	51.2	88.0
	Bad	15	11.36	12.0	100.0
Sub Total		125	94.7	100.0	
Missing	No Answer	7	5.3		
Total		132	100.0		

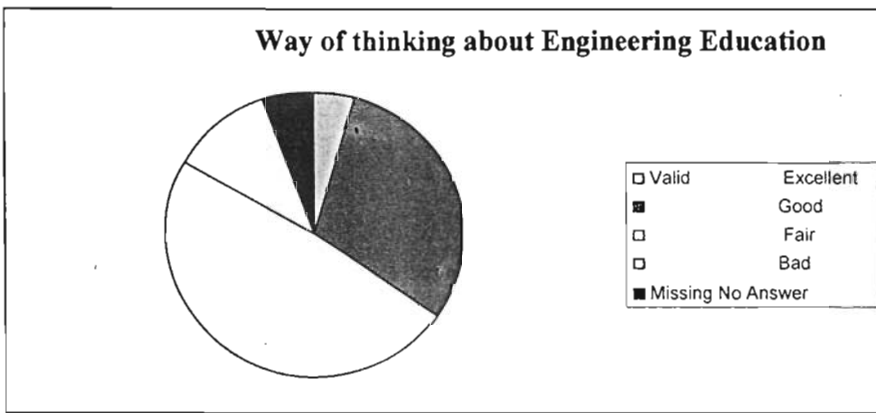


Figure 5.8. The Number of People Classified by the Way of Thinking about Engineering Education in Bangladesh.

As the Table 5.10, the number of people classified by the way of thinking about engineering education in Bangladesh shows that the highest number of questionnaire respondents is engineering education in Bangladesh is fair which is equal to 48.48%. Second is the engineering education in Bangladesh is good which is equal to 30.30%. It

depicts that, still now engineering education in Bangladesh is not quite satisfactory, it should be improved. So, engineering education can be developed by the establishing a standard private university.

Table 5.11. The Number of People Classified by the Way of Thinking about Business Education in Bangladesh.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid    Excellent	10	7.57	7.69	7.69
Good	50	37.88	38.46	46.15
Fair	60	45.45	46.15	92.3
Bad	10	7.57	7.69	100.0
Sub Total	130	98.48	100.0	
Missing    No Answer	2	1.5		
Total	132	100.0		

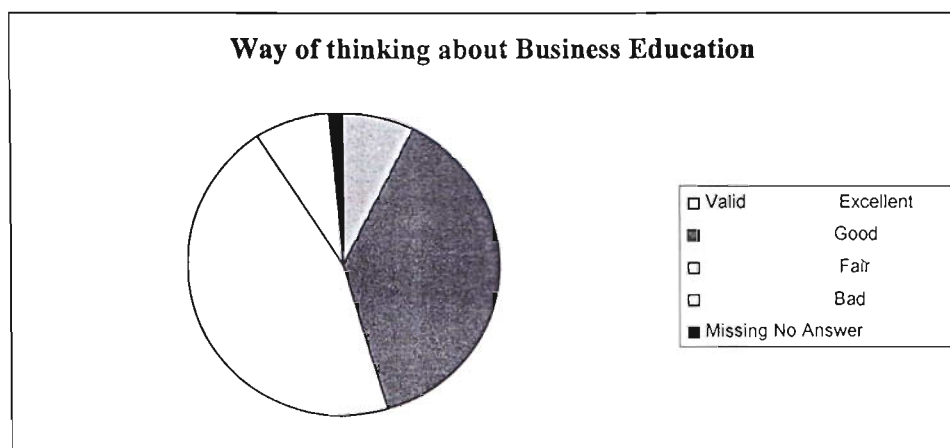


Figure 5.9. The Number of People Classified by the Way of Thinking about Business Education in Bangladesh.

As the Table 5.11, the number of people classified by the way of thinking about business education in Bangladesh shows that the highest number of questionnaire respondents is business education in Bangladesh is fair which is equal to 47.45%. Second is the business education in Bangladesh is good which is equal to 37.88%. It depicts that, still now business education in Bangladesh is not quite satisfactory, it should be improved. So, business education can be developed by the establishing a standard private university.

Table 5.12. The Number of People Classified by the Opinion of New Private University is Feasible in Bangladesh.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	94	71.21	71.21	71.21
No	18	13.64	13.64	84.85
Other	20	15.15	15.15	100.0
Total	132	100.0	100.0	

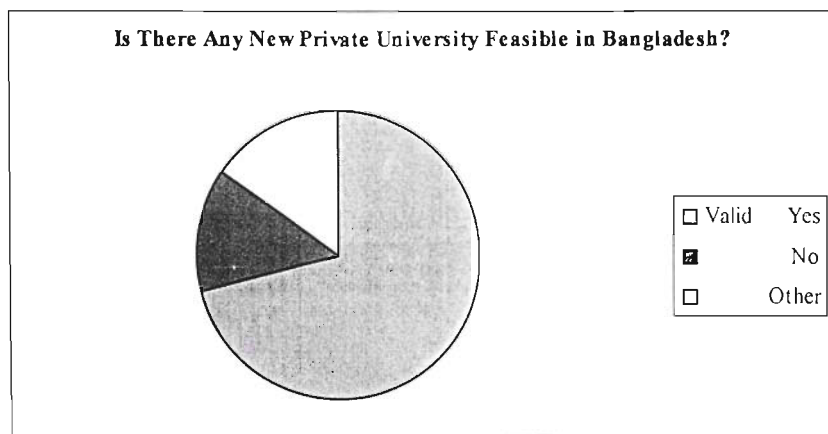


Figure 5.10. The Number of People Classified by the Opinion of New Private University is Feasible in Bangladesh.

As the Table 5.12, the number of people classified by the opinion of new private university is feasible in Bangladesh shows that the highest number of questionnaire respondents is any new private university is feasible in Bangladesh which is equal to 71.21%. Not only that, opinion from others (15.15%) is also that new private university is feasible in Bangladesh but it should maintain international standardized level. So, from the respondent's opinion, it is strongly recommended that, establishing a private university in Bangladesh is highly feasible.

Table 5.13. The Number of People Classified by the Opinion of What Type of Private University is Feasible for Bangladesh.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Business	18	13.64	13.64	13.64
Agricultural	6	4.54	4.54	18.18
Technical	20	15.15	15.15	33.33
Business & Technical	70	53.03	53.03	86.36
Technical & Agricultural	10	7.57	7.57	93.93
Business & Agricultural	8	6.06	6.06	100.0
Total	132	100.0	100.0	

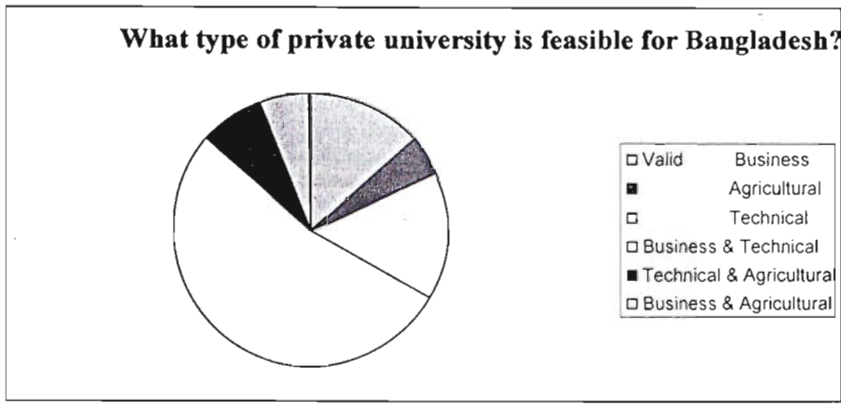


Figure 5.11. The Number of People Classified by the Opinion of What Type of Private University is Feasible for Bangladesh.

As the Table 5.13, the number of people classified by the opinion of what type of private university is feasible for Bangladesh shows that the highest number of questionnaire respondents is business & technical type private university which is equal to 53.03%. This depicts that, technical & business type private university is feasible for Bangladesh.

Table 5.14. The Number of People Classified by the Opinion for Type of Technical Education in Bangladesh.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Engineering	65	49.24	50.0	50.0
Bio Technology	15	11.36	11.54	61.54
Architecture	25	18.94	19.23	80.77
Textile	20	15.15	15.38	96.15
Other	5	3.85	3.85	100.0



	Frequency	Percent	Valid Percent	Cumulative Percent
Sub Total	130	98.5	100.0	
Missing No Answer	2	1.5		
Total	132	100.0		

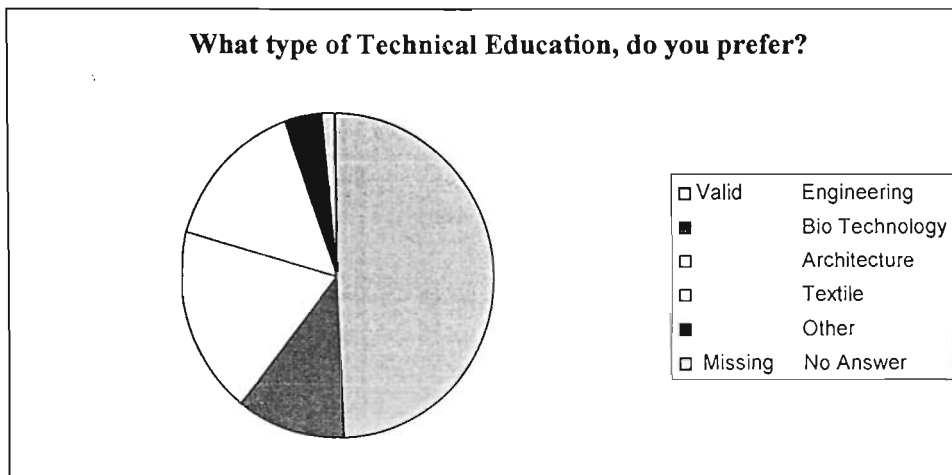


Figure 5.12. The Number of People Classified by the Opinion for Type of Technical Education in Bangladesh.

As the Table 5.14, the number of people classified by the opinion for the type of technical education shows that the highest number of questionnaire respondents is engineering which is equal to 50.0%. This depicts that, as a technical side, engineering education has a very good market in Bangladesh.

Table 5.15. The Number of People Classified by the Opinion of Their University.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	10	7.57	7.69	7.69
	Good	50	37.88	38.46	46.15
	Fair	60	45.45	46.15	92.3
	Bad	10	7.57	7.69	100.0
Sub Total		130	98.48	100.0	
Missing	No Answer	2	1.5		
Total		132	100.0		

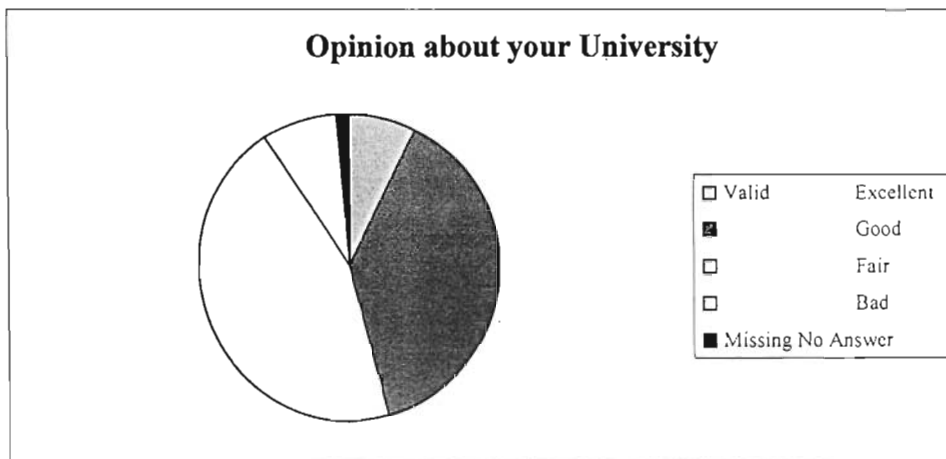


Figure 5.13. The Number of People Classified by the Opinion of Their University.

As the Table 5.15, the number of people classified by the opinion of their university shows that the highest number of questionnaire respondents is fair which is equal to 47.45%. Second is good which is equal to 37.88%. It depicts that, opinion of the respondents about their university is not quite satisfactory.

Table 5.16. The Number of People Classified by the Satisfaction of Their University Services.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	10	7.58	8.33	8.33
Agree	40	30.3	33.33	41.66
Neutral	50	37.88	41.67	83.33
Disagree	12	9.1	10.0	93.33
Strongly Disagree	8	6.06	6.67	100.0
Sub Total	120	90.91	100.0	
Missing No Answer	12	9.09		
Total	132	100.0		

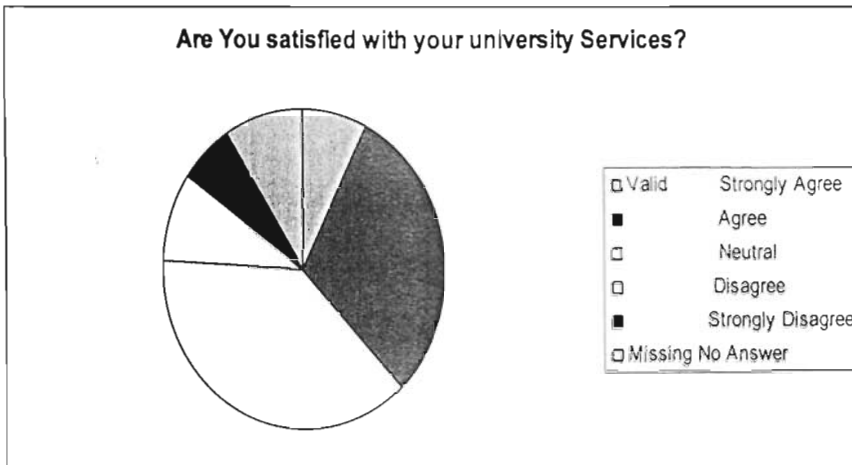


Figure 5.14. The Number of People Classified by the Satisfaction of Their University Services.

As the Table 5.16, the number and percentage of people who are satisfied with their university services shows that 37.88% respondents are neutral & 30.3%

respondents are agreeing with their services, that means, students are not quite satisfactory with the services of their university. So for establishing new private university, authority should maintain the satisfaction of the students.

Table 5.17. The Number of People Classified by the Opinion of Career for the students by the Private University.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid At Least	10	7.57	8.69	8.69
Fair	40	30.3	34.78	43.47
Little	50	37.88	43.48	86.95
Considerable	15	11.36	13.04	100.0
Sub Total	115	87.12	100.0	
Missing No Answer	17	12.88		
Total	132	100.0		

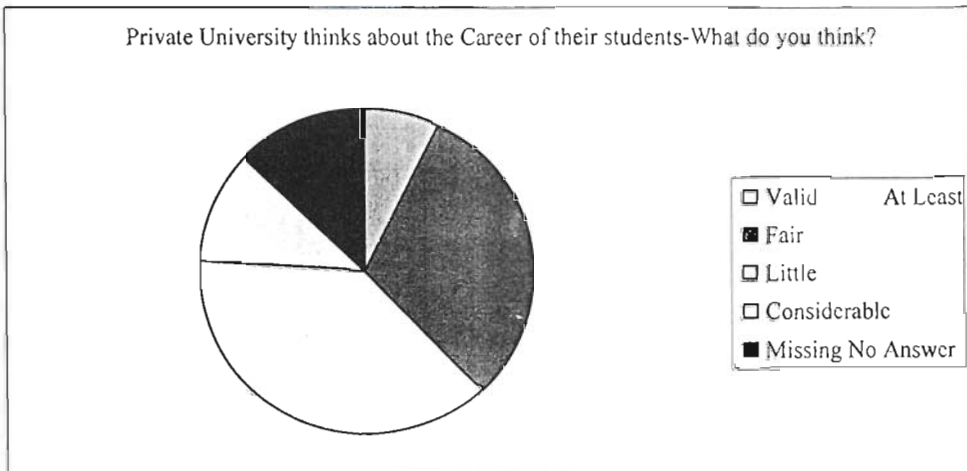


Figure 5.15. The Number of People Classified by the Opinion of Career for the Students by the Private University.

As the Table 5.17, the number of people classified by the opinion of career for the students by the private university shows that the highest number of questionnaire respondents is little which is equal to 37.88%. Second is fair which is equal to 30.3%. It depicts that, at present, in Bangladesh, private university, they do not think too much about the career of the students. So, a new private university must emphasize about the career of the students for their long term goals.

Table 5.18. The Number of People Classified by the Opinion of Career for the Students by the Public University.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid At Least	05	3.79	4.76	4.76
Fair	30	22.73	28.57	33.33
Little	40	30.30	38.1	71.43
Considerable	30	22.73	28.57	100.0
Sub Total	105	79.54	100.0	
Missing No Answer	27	20.45		
Total	132	100.0		

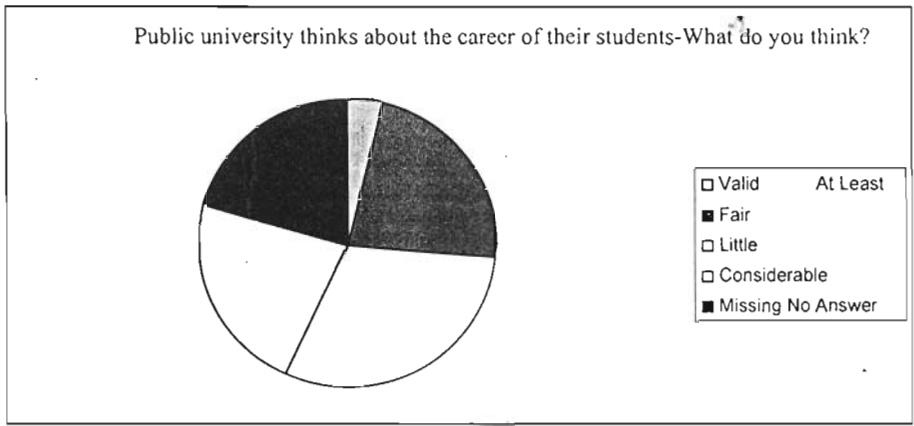


Figure 5.16. The Number of People Classified by the Opinion of Career for the Students by the Public University.

As the Table 5.18, the number of people classified by the opinion of career for the students by the public university shows that the highest number of questionnaire respondents is little which is equal to 30.30%. With the comparison of table 5.17 & table 5.18, in respect of career development for their students, situation of private university is better than public university.

General Information of Respondents: From the research, by the samples of 84 male & 48 female, most of them are 20-22 years who are studying in the undergraduate & graduate level in different public & private university in Bangladesh. By the opinion from their experiences is the milestone decision for feasibility study on establishing a private university in Bangladesh.

The Attitude of Respondents towards Higher Education of Bangladesh: There are 45.45% people who think, higher education in Bangladesh is fair, only 7.57% think higher education is excellent. The condition of private university (Good, 38.46%) is better than public university (Good, 30.30%). Most of the respondents (71.21%) think, in Bangladesh new private university is highly feasible in the base of Technical

(Engineering) & Business education. At present, Technical & Business education is not quite satisfactory. Most of the respondents believe, university should emphasize the career programs for the students for their future long term goals.

## **5.2 Financial Analysis**

In Bangladesh where the average per capita income is estimated to be \$277 per year and where public universities are nearly free, the tuition fees charged by the new private institutions are simply astronomical. The most expensive of the private universities is the Independent University of Bangladesh (IUB); located in the wealthy Baridhara district of Dhaka, home to successful industrialists and expatriate families. From a statistics (1998), it is mentioning, the annual tuition and fees at IUB are nearly \$5,000; NSU is not far behind. In contrast, another private institution of about \$500 for each of its 88 students, but lacks a computer laboratory, library holdings and air conditioning. The majority of private universities, however, are priced for the growing upper middle class with tuition rates between \$1000 and \$2000. From the above statistics, it is strongly recommend that, for establishing a private university in respect of financial; it is also feasible, no doubt.

Given these facts, one could argue that the elite and upper middle classes have virtually privatized education for their needs. Much more private money is now spent on education, though the government too has been increasing its education budget every year. Yet, the latest budgetary allocation (though the highest among the social sectors), is less than 3% of GDP. Further, the increased per capita expense on education cannot ensure quality education at any level, partly because nearly 90% of the budget goes towards meeting teachers' salary and maintenance costs.

## The Measure of a University System Performance

Churchman's Formula:

$$C_1X_1+C_2X_2+C_3X_3+\dots\dots\dots C_n X_n < C$$

= Total budget allowed for the system operations

MINUS Fixed cost

$$C_1C_2\dots\dots\dots C_n = \text{Cost per head of students in each Academic Department}$$

$$X_1X_2\dots\dots\dots X_n = \text{Number of students in each academic department}$$

$$C_1X_1+C_2X_2+C_3X_3+\dots\dots\dots C_n X_n = \text{Operating cost}$$

The measure of a university's system performance, we have to calculate the institutional cost in three areas, namely

- 1) Operating Cost
- 2) Cost per Head of Student
- 3) The Capital Cost or Fixed Cost

Assumptions: For easy manipulation, we assume 600 students. Student: Teacher ratio (30:1), Faculty members 20, Full time 6 members. In terms of Taka, all money transaction will be held. To obtain maximum profit by minimize the cost, we are using 600 students.

### 1. University Operating Cost:



For One Year Annual Fictitious Report:

I. Direct Operating Expenses:	1,496,000
1.1 Salary-full time lecturers	1,080,000
1.2 Scholarship for lecturers	80,000
1.3 Scholarship for student	336,000
II. Operating Allocation expenses	1,244,368
2.1 Salary	700,000
-- Part time lecturers	
-- Officer	
-- Janitor	
-- Full time (Administrative work)	
2.2 Other Operating Expenses	544,368
-- Special remuneration	
-- Proctoring & Grading Papers	
-- Office supplies expenses	
-- Repairs & Maintenance	
-- Administrative expenses	
-- Research & Library	

-- Contribution & Pension

**TOTAL OPERATING COST** **2,740,368**

### 2. The Calculation of the Cost per Head of Student:

$$\begin{aligned} \text{Average cost per head of student} &= \frac{\text{Total Operating Cost}}{\text{Number of students per academic year}} \\ &= \frac{2,740,368}{600} = 4567.28 \end{aligned}$$

### 3. The Calculation of Capital Cost or Fixed Cost:

The fixed cost is the annualized cost of Land and building use.

**Total capital cost or fixed cost = cost of Land use + cost of Building use**

The calculation of the cost in using Lands

$$\begin{aligned} \text{Cost of Land use} &= \text{the present value of Land} \times \text{rate of interest} \\ &= 4,419,747 \times 0.08 \\ &= 353,579.76 \end{aligned}$$

The calculation of the cost in using buildings

Mark Blaug's formula:

$$R = \frac{C \times r}{(1+r)^t - 1}$$

R = Capital cost per year; C= Cost of building = 7,111,047 ,

r = Rate of interest = 0.08; t = Time limit for buildings= 50 yrs

$$\text{Capital Cost per year} = \frac{7,111,047 \times 0.08 + 7,111,047 \times 0.08}{(1+0.0125)^{50} - 1}$$

$$= 581,277.31$$

**Total Capital Cost or Fixed Cost = Cost of Land use + Cost of Building use**

$$= 353,579.76 + 581,277.31$$

$$= 934,857.07$$

**4. The Result of the Institutional Cost in 3 areas for the Fictitious Academic Year:**

Taka

1. Operating Cost = 2,740,368

2. Cost per head of Student = 4,567.28

3. The Capital Cost or Fixed Cost = 934,857.07

Finally, the calculation of a university system performance, according to Churchman, if the system is efficient:

$$C_1X_1+C_2X_2+C_3X_3+\dots\dots\dots C_n X_n < C \text{ (Total Budget or income – Fixed cost)}$$

Total Operating cost < C (Total income – Fixed cost)

$$2,740,368.00 < (3,889,644.00 - 934,857.07)$$

$$< 2,954,786.93$$

In conclusion, by the Churchman's system theory, a fictitious university's system performance for one academic year is efficient because it gains the maximum profit by minimizing the cost in transformation process.

### Statement of Revenues & Expenses for a New Private University

An income & expenditure statement for a new private university based on the financial condition of Bangladesh is provided.

Table 5.19. Revenues & Expenses of a New Private University in Bangladesh.

Revenues		Taka	%
1.	Tuition Fees	24,000,00.00	61.70
2.	University Fees	388,964.40	10.00
3.	Registration Fees	155,585.76	4.00
4.	Other Fees	945093.84	24.30
5.	<b>Total Revenues</b>	<b>3,889,644.00</b>	<b>100.00</b>
Expenses			
6.	Repairs & Maintenance	928,899.36	23.88
7.	Educational Expenses	1,548,165.6	39.80
8.	Administrative Expenses	584,862.56	15.04
9.	Research & Library	172,018.4	4.42
10.	Contribution & Pension	206,422.08	5.31
11.	<b>Total Expenses</b>	<b>3,440,368.00</b>	<b>88.45</b>
12.	<b>Net Income From Operation</b>	<b>449,276</b>	<b>11.55</b>

Table 5.19. Revenues & Expenses of a New Private University in Bangladesh (Continued). (1 US \$ = 65 Taka)

Expenses		Taka	%
13.	Interest Revenues	5834.47	0.15
14.	Interest Expenses	132,527.86	3.69
15.	<b>Excess of Income over Expenditure Transferred to Fund Account</b>	<b>322,582.61</b>	<b>8.01</b>

### 5.3 Operational Analysis

During the last decade, technology, globalization and competition have caused the ground to shift under higher education, defying national borders and calling into question honored traditions and long-held assumptions-creating a brave new world for higher education. Many believe that higher education worldwide is the midst of the early stages of a revolution created by technology. Globalization is a tricky term. For some, it connects the free flow of ideas, capital, people and goods around the world. Globalization has also underscored the imperative for institutions to internationalize. For this situation, the author would like to recommend that, in Bangladesh, for establishing any new private university, our foremost priority should be for faculty is Engineering & Business Administration.

In the new economic order, the countries that invest in education research and technology will be the most competitive. In education, the university which will formulate its philosophy, mission, goals and objective, implement strategies to achieve the mission, utilize monitoring and evaluation techniques and develop faculty and staff

to optimum professionalism will have an edge over the others who are also involved in the same field of specialization. A new private university is non-sectarian non-profit private educational institution whose community of students, personnel, teachers and administrators is committed to bring the blessings of Computer technology in Engineering & Business Administration within the reach of the masses. A new private university will be established in Bangladesh to help the country in its efforts of producing manpower that is at pace with the fast changing world of information technology.

### Organizational Chart

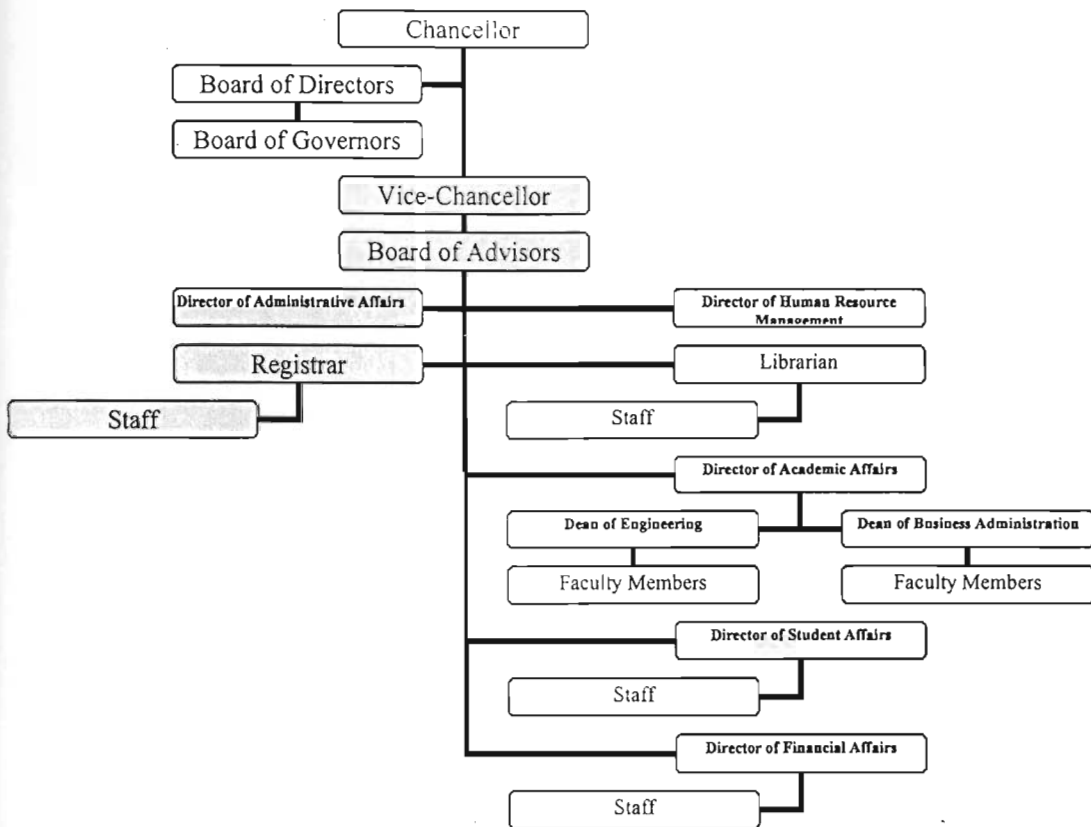


Figure 5.17. Proposed Organizational Chart of a Private University in Bangladesh.

## **Philosophy**

The basic philosophy of the university is to provide computer based higher education to development-oriented student in order to meet the fast-track changes in industry, government and academic in Bangladesh.

## **Mission**

University is dedicated to nurture and develop world-class professionals imbued with strong sense of ethical values and competence ready to face the competitive world of business, service and employment. The mission of a private university is to excel in providing higher education in Bangladesh keeping in view the Challenges of the twenty-first century.

## **Vision**

Its vision is to become a top university in the South Asian region. As a center of excellence it aims to attract students from all countries of the region. It is dedicated to establish World standard higher education in Bangladesh by the year 2020.

## **Goals Objectives**

To achieve the mission & vision, the following objectives are forwarded:

- a) Sustained development and maintenance of academic leadership in computer education and literacy.
- b) Accreditation of all curricular programs.
- c) Expansion of present curricular programs to include Bachelor degree courses in Engineering including Computer Science & Engineering, Electrical &

Electronics Engineering, Mechanical Engineering, Textile Engineering and other computer related fields & also in Business Administrative programs.

- d) Expansion of the network of campuses by way of extension programs through the campus-business linkage mechanism on both undergraduate & graduate levels.
- e) Establishment of a training center for personnel involved in computers from the government, business and academic.
- f) Strengthening of the alumni network and job placement mechanism by the Career Development Center (C.D.C).
- g) Intensifying of student co-curricular activities in sports, cultural and social & other allied areas.
- h) Strengthening of library and guidance services.

### **Strategies for Implementation**

To achieve the objectives earlier identified, the following strategies will be implemented:

- a) Recruitment & development of qualified faculty ratio will be 50% for foreign and 50% for local on its first year of operation; subsequently it will be 20% - 80%.
- b) Acquisition of the state-of-the-art-computers and office/classroom equipment; Government rules and regulations on this matter will strictly be followed.



- c) Operationalization of the Accreditation requirements.
- d) Officering of new courses in the undergraduate & graduate level.
- e) Operation of the various Centers of Excellence.
- f) Establishment of offices for Training & Development, Career Development Center, Sports Development Office.
- g) Recruitment of qualified librarians and sustained acquisition of books, references, periodicals and journals, abiding to all government rules & regulations.
- h) Establishment of professional Chairs in Business and Engineering Sector.
- i) Utilization of Scholarship opportunities.

## **Faculty**

At the initial, in Bangladesh, a new private university can be offered the following Programs in undergraduate & graduate levels. In the course of time, programs will be updated with the compare of world situation & demand of Bangladeshi People.

### Engineering:

- Computer Science & Engineering
- Electrical & Electronics Engineering
- Mechanical Engineering
- Textile Engineering

### Business Administration:

- Major in Management
- Major in Economics
- Major in Finance

Table 5.20. Proposed Schedules of Fees for a New Private University in Bangladesh.

Item	Amount (Taka)
Admission Fees	25,000
Annual Development Fee per Academic Year	15,000
Tuition Fee/ Credit Hour	1,500
Laboratory fee/Semester	5,000
Student Activity	2,000
Internet Fee/Semester	500
Others	1,500

(1 US \$ = 65 Taka)

### Proposal for an Accreditation Council in Bangladesh

A proposal for an accreditation council for higher education in Bangladesh would thus be an ameliorative and enabling rather than a punitive entity. It should be an agency where registration by all private universities would perhaps be made compulsory. Any public university could voluntarily seek the services of the council. The status, nature and structure of the proposed council may be either (a) Wholly government owned, financed and managed body; or (b) A separate wing in the University Grants Commission; or (c) A government initiated but autonomous entity to

be incorporated in the revised Private University Act, 2005; or (d) Privately owned, established and managed.

According to many, the standards and quality of higher education in the country are not at the desired level. We do need a watchdog body for not only ensuring the quality but also for defining benchmarks against which to judge standards and quality. The present socio-economic-cultural state of affairs in Bangladesh would dictate government involvement in one form or the other in setting up the body. An Accreditation Council to ensure maintenance of a minimum standard and guaranteeing of a quality assurance in tertiary/higher education is thus recommended to be set up under government patronage but as an autonomous entity. The body should have universal acceptability and credibility for it to be effective.

### **The Outline**

- 1. Name:** Accreditation Council for Higher Education in Bangladesh (ACHEB)
- 2. Registration:** Under the Societies Act, 1860 as amended
- 3. Vision:** World standard higher education in Bangladesh by the year 2020
- 4. Mission:** Creating an ameliorative and enabling framework for encouraging the higher education providers in Bangladesh to deliver tertiary education according to benchmark standards/ quality with transparency and accountability.
- 5. Objectives:** Evolving a system of assessment and accreditation by
  - (a) Defining parameters or benchmark standards and quality to be achieved by the higher education institutions in all relevant aspects

(b) Encouraging the institutions to set up self-regulating assessment exercise to be undertaken on a periodic, objective and transparent manner

(c) Establishing the critically important mechanism of auditing and assessing the performance of each higher education institution or a program component against the parameter/benchmark already established and for ranking the institution/program accordingly

(d) Informing the stakeholders about the results of the monitoring, assessment and ranking exercise

## **6. Definition of Parameters:**

### **A. Academic:**

Admission: Entry criteria and procedure for testing/scrutinizing the admission seekers.

Teaching Faculty: A teacher : student ratio (let us say 1:30); clear policy recruitment of the best available teaching faculty at different levels; existence of a formal compensation package (defining salary and benefits) and a promotion policy linking length of service, publications, research etc; evaluation of faculty members; faculty member office hours; teaching as a participatory tool.

Curricula: Periodic review, updating and modernization of the existing curricula as well as the bases and procedure for expansion; testing of the relevance of the curricula; general education components; number of Faculties/Schools and number of Departments/Programs.

Academic administration/management: Process of determination of academic direction; examination system – frequency, grading policy, objectivity, comparison, redress mechanism etc.; primacy of the Academic Council; discipline standards, feedback loop involving parents/ guardians.

B. Infrastructure Facilities: Student: space ratio (1:30sft); student: books ratio (1:5); Student: computer ratio (10:1); classroom size and quality; subscription to journals; Internet access for faculty members and students; medical facilities, cafeteria, common rooms, prayer rooms, reading rooms, seminar rooms, outdoor sports; extra-curricular activities; campus plan.

C. Management: Financial records-maintenance, internal control and external auditing; decision making process—the distribution of powers between the Board of Directors and the Vice Chancellor plus the Academic; Academic Council; Statutes; Syndicate; Transparency; Recruitment, Promotion and Leave Rules.

D. Sponsors Credentials; E. Linkages; F. Research

G. Merit Scholarship & Need Based Financial Aid

H. Compliance of Laws and Rules

**7. Membership:** Each of the (54) private universities of Bangladesh shall be a mandatory general member of the council. Public universities, the engineering & technology universities (BAETE - an Accreditation Board for Engineering & Technology Universities already exists) and the Medical and Dental Colleges (Bangladesh Medical and Dental Council already exists) may optionally seek general membership of ACHEB.

## **8. Organization and Management:**

- a) The General Council (GC) comprising of all the 54 general members and the government shall elect a fifteen member Executive Committee (EC) for managing the ACHEB: twelve members - ten from themselves and two externally nominated/elected by the GC and three ex-officio members nominated by the government.
- b) The General Council shall forward a panel of three selected from the amongst the fifteen members of the Executive Committee to the Chancellor for appointment of a Chairman of the Accreditation Council for Higher Education in Bangladesh (ACHEB) for a four year term with the benefits, status and rank of the Chairman of the University Grants Commission which should be elevated to the level of a Justice in the Appellate Division of the Supreme Court along with the existing safeguards.
- c) As per rules framed earlier, the EC shall undertake all activities of ACHEB; it shall appoint its own administrative, finance and audit staff as well as maintain a panel of subject matter specialists.
- d) The General Council shall define the parameters and benchmark quality yardstick for each aspect of higher education. The policy and procedure for assessing and accrediting (determining the rank class) under the above cited benchmark and parameters shall be decided and announced before hand.
- e) In the final meeting of assessment accreditation by the ACHEB, the CEO of the higher education service provider shall be invited to participate.

- f) The delineation of duties and responsibilities between the GC and the EC shall be done in the General Council.
- g) ACHEB shall keep constant liaison with the University Grants Commission and all the universities under assessment/accreditation.
- h) ACHEB shall be liable and accountable for its works to the Chancellor of the private universities (the Hon'ble President of the Republic).
- i) ACHEB will ordinarily have no role in the establishment of new private universities.
- j) On all other matters not covered under the present outline, the General Council of the Accreditation Council for Higher Education in Bangladesh shall be competent to deliberate and decide.

## **9. Financing:**

Financial soundness and self-sufficiency are essential pre-requisites for autonomy. The Government of the People's Republic of Bangladesh may take a major step forward in promoting the Accreditation Council for Higher Education in Bangladesh by the by making to it a one time five core taka endorsement fund. The earnings of the investment from this fund may be declared tax-exempt; these earnings shall be used for meeting the expenses of ACHEB. Each member of ACHEB may be charged a one-time refundable entry fee of take one hundred thousands; the fee may be twice as much for those with enrolment of 1000 (one thousand) or above.

In addition, there shall be a fee charge for each assessment and accreditation.

## VI. CONCLUSIONS AND RECOMMENDATIONS

### 6.1 Conclusions

Expansion of higher education in many countries of the Asia and the Pacific region is essential for economic growth and development. Many economic reform programmes, initiated by the governments in the countries by the region critically depend upon the skilled manpower produced by higher education systems. Since 20 percent seems to be the threshold level of the enrolment ratio of the concerned age-group population in higher education for a country to become a "developed" one, most countries in the region, with a possible exception of Korea and the Philippines (and of course Japan), have to expand their higher education systems rapidly.

The economic reform programmes also will result in more and more demand for higher educated manpower and accordingly social demand for higher education will increase rapidly in the near future. It is neither desirable nor may it be feasible in some of the democratic societies to scuttle the growing social demand for higher education. At the same time, many countries in the region suffer from a severe inadequacy of financial resources.

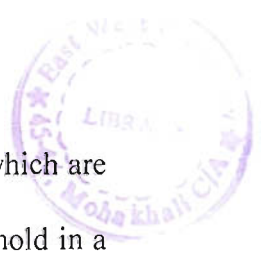
Thus governments in developing countries face serious challenges in the development of higher education. The fiscal conditions are, unfortunately, not very favorable to the development of higher education systems, but at the same time, the demand for higher education is likely to increase very fast in the near future. The countries have to evolve strategies to meet the huge demand for higher education. Otherwise, societies may face social unrest. Further, public higher education systems also have become highly rigid and inelastic to the changing needs and demands of the dynamic socio-economic conditions. All this require an imaginative and long term



perspective with respect to the development of higher education. Thus the task of developing higher education systems in meeting the huge social demand meaningfully poses a great challenge in several countries of the region in general, and in resources, poor countries of the region in particular. In the context, it is generally felt that public and private sectors can meaningfully share the responsibility of meeting these challenges. The role of private sector is becoming particularly important. It can even be expected to play a very significant role in such a way that public higher education systems will be compelled to initiate significant reforms towards improvement in quality, efficiency and overall relevance. As a result, the whole system might become more efficient.

In the whole task, the role of the government also becomes very critical. Governments may have to play a facilitating role by enacting appropriate legislation, a promotional role by adopting policies that stimulate private efforts towards the development of higher education, and also play at the same time, a monitoring role to ensure high quality in private as well as in public higher education institutions. In addition, of course, the governments have an ethical, social and legal obligation to provide higher education for their citizens. They also have an obligation to promote equality and growth for the rapid socio-economic development of their societies.

For private higher education, the government control should be brought in and implemented, in order to realize the double goal: to minimize the possible malpractice of the private sector functioning in a market-driven context and mechanism and in the meantime, to ensure more autonomy enjoyed by those private higher institutions who have reached the minimum standard for their survival and development. This is an art of governance and becomes often a difficult policy choice.



Good quality, management and finance are three interdependent pillars, which are necessary to be built for any private higher education institution to gain a foothold in a competitive higher education system.

In Bangladesh, until 1992, all tertiary level education in the universities used to be in the eleven (11) public universities. Thanks to the Private University Act (Act 34) of 1992, there are now 54 or so private universities, which have been established and have been running with the approval of the relevant authorities. The enrolment in the private universities is 12 percent or so of the total university student population. Thus the efforts at the private universities are at best complementary and not competitive. Because of this and in view of the firm position of the leading universities not to subject themselves to any common scrutiny along with private universities, the thoughts and proposals suggested in this paper are relevant for judging the quality of education in the private universities only. But the scheme is general enough for consideration for adoption by any category of higher education institutions including public universities.

The feasibility study on establishing a private university in Bangladesh has emphasized two main objectives. First, the condition of private Higher education in United States, Europe, Asia and also in Bangladesh, at the same time emphasized Accreditation process in United States, Europe, Asia and Bangladesh, too for measuring quality control towards the private higher education. Second, the feasibility study has been analyzed in three parts, which are marketing, finance and operation.

In Case Studies, the documents of three topmost private universities of Bangladesh is mentioned— (1) North South University (2) American International University-Bangladesh (3) East West University and another one, Assumption University (AU) of Thailand, First International University in Thailand. These four

private universities documents are also fruitful for analyzing feasibility study for establishing a new private university in Bangladesh.

The marketing part of feasibility shows that, survey pointed out that most of the respondents (71.21%) believe any new private university is highly feasible in Bangladesh. As around 1,000,000 students each year passed from higher secondary school (College), but only less than one-tenth students are getting chance to do higher studies, so the opinion of respondents is perfect. The most of the respondents mention that, ensuring quality in private higher education is also most vital part. In the financial part shows that, by the Churchman's system theory, a fictitious private university's system performance for one academic year is efficient because it gains the maximum profit by minimizes the cost in transformation process. In operation part shows that, the goals, mission, vision, strategic plans, organizational chart of a private university. A proposal of Accreditation Council in Bangladesh for private higher education has been adopted in the operational analysis.

## **6.2 Recommendations**

For private university in Bangladesh, UGC (University Grants Commission) should be more vigilant & BAETE (Board of Accreditation of Engineering and Technical Education) should be fully approved by IEB (Institute of Engineers of Bangladesh) and accepted by universities. Accreditation Council should be adopted for quality monitoring of private higher education in Bangladesh.

To become a successful private university, the author would like to recommend few points: Firstly, a private university should have stable sources of funding. Secondly,

there should be a good President or Vice-Chancellor. To have a good university, it is necessary to have a president or Vice Chancellor with excellent knowledge, personality and ability. Thirdly, there should be a group of excellent faculty members & staff. There cannot be a good university without good faculty members & staff. Lastly, there should be a good style of study. In a word, for schools to train individuals, first priority should be given to education.

Few recommendations on private higher education, although they are not applicable to all countries.

(1) Legislations and Government Policies on Private Higher Education:

-- Where it has not yet done so the State shall legislate and adopt policies in the establishment and conversion of higher educational institutions that provide development-oriented and socially responsive quality education to ensure healthy competition and an active partnership between and among private tertiary education providers.

-- The State shall genuinely assist the appropriate higher educational institutions to access the educational opportunities and innovations made available by the information and communications technologies through innovative legislations and adequate incentives.

-- The State shall provide for reasonable systems and transparent procedures in the supervision and monitoring of private higher educational institutions in the maintenance of quality standards.

(2) Financing of Private Higher Education:

The government should consider facilitating loans to the students and institutions, to provide indirect financial support such as tax breaks, and capital investment and to create an environment favorable to the diversification of revenue sources, such as tax exemptions for donations and the facilitation of capital mobilization in the stock market. Private higher educational institutions should also make efforts to generate incomes other than traditional ones, by means of consultancy, university-industry joint ventures, research grants and the like.

(3) Management of Private Higher Education:

- a) Supervision of the State over Private Higher Education: The state has the prerogative to monitor the quality standard assurance that is being obtained in private higher educational institutions, but it should not intervene directly in the internal governance and management of private tertiary institutions.
- b) Structure of Private Higher Educational Institutions: The private higher educational institutions should be properly organized and should show the proper representation of the stake-holders, perhaps through a Board of Directors or Trustees.
- c) Relationships of the Board with the Administrative Body: The working relationship between the Board and the management group should be on the professional level where the Board acts on policy matters and the management headed by the President or the CEO implements the policies on an operational basis.
- d) Management Efficiency and Effectiveness: The efficient and effective management of the fiscal, human and physical resources of private higher

educational institutions is anchored in the organizational vision, mission, strategic goals and performance evaluations.

- e) Performance Evaluation System: The performance evaluation system is a necessary monitoring of standards whose process includes the performance appraisal of the top management by the Board and continues down the organizational ranks with corresponding authority.
- f) Consortium Arrangement in the Private Higher Education Institutions: The context of globalization, interdependence of nations and human institutions calls for the private higher educational institutions to form reputable associations and consortia for maximizing resources, benchmarking standards and peer evaluation.
- g) Management Development Programme: Private higher educational institutions should ensure the provision of professional management within the system by implementing a management development programme, succession plans and career path scheme for the university executives and administrative staff.

**APPENDIX A**

NORTH SOUTH UNIVERSITY (NSU), BANGLADESH

## **North South University (NSU), Bangladesh**

The first convocation of North South University was held on 18 December 1996 conferred degrees upon 96 graduates. The 9<sup>th</sup> Convocation held on 21st December 2005 and Chancellor conferred degrees upon 474 graduates at the event. NSU so far has produced total 2108 graduates. Most of these graduates are employed in internationally reputed companies. Many are pursuing higher education in renowned universities abroad.

### **Library**

NSU library is housed in a four-storied building. This is the first fully automated library in Bangladesh, using customized software. The on-line database provides full access to all users, releases auto email information and facilities navigation and reservation of books from distant work stations of NSU through LAN and internet. The number of books is over 30,000 and is continuously increasing. It subscribes to 150 online research journals and 98 print versions and 59 magazines and dailies from home and abroad. There is a cyber corner for student use with 23 PCs. Facilities include online journal browsing, internet browsing, down loading/copying and CD Rom database browsing etc. without cost. The library has a good number of CD-ROM databases, CD books, audio-video cassettes.

### **International Affiliation**

NSU has agreements for academic cooperation and exchange with:

- University of California, Berkeley, USA
- University of Illinois at Urbana-Champaign, USA
- George Washington University, USA
- Pennsylvania State University, USA



- Indiana University of Pennsylvania, USA
- Colorado State University, USA
- University of Southern Indiana, USA
- St. Xavier University, Chicago, USA
- International Islamic University, Malaysia
- Yarmouk University, Jordan
- Witwatersrand University, South Africa

### **International Recognition**

- NSU students are admitted often with full scholarship in many US and Canadian universities like Harvard, Cornell, Upenn, Syracuse, University Texas at Austin, and other similar institutions.
- Students from world class institutions of USA and Canada like Brown University, University of Illinois at Urbana Champaign, Smith College, Windsor University, York University and other similar institutions attend summer semester at NSU and transfer credits back to parent institutions.
- Visiting faculty from Universities in US, Canada, Australia, Sweden, and New Zealand teach at NSU in different departments on contractual basis.

### **International Advisory Board**

NSU has an International Advisory Board to counsel on academic matters. The Board Members include professors and administrators from universities and international organizations. They are:

Chairman:

Dr. David W. Strangway; Former V.C., University of British Columbia, Canada.

Members:

Prof. Peter J. Drake; Former V.C., Australian Catholic University.

Dr. Alan W. Heston; Professor of Economics, University of Pennsylvania, Philadelphia, USA.

Dr. Herbert J. Davis; Global Research Professor of Business, George Washington University and Executive Director, U.S Bangladesh Business Council, Washington, D.C.

Prof. Earl Kellogg; Agricultural & Consumer Economics, University of Illinois at Urbana- Champaign, USA.

Prof. David Little; Director, Center for Study of Values in Public Life, Harvard University, USA.

Dr. David N. Nelson; University Libraries (South Asia Bibliographer), University of Pennsylvania, Philadelphia, USA.

Prof. Balakrishna Doshi; Architect-Planner, Director, Vastu-Shilpa Foundation for Studies and Research in Environment Design, Ahmedabad, India.

### **Current Academic Programs**

School of Business:

-- BBA Program

-- MBA Program

School of Arts and Social Sciences:

-- Bachelor of Arts in English (BA in Eng.)

-- Bachelor of Science in Economics (BS in ECO.)

-- Master of Science in Economics (MS in ECO.)

-- Master in Development Studies (MDS) and recognition of degrees

School of Applied Sciences:

-- Bachelor of Architecture (B.ARCH.)

### **New Academic Programs**

NSU is launching New Academic Programs starting from Spring 2006 (Subject to UGC Approval)

Undergraduate Programs

1. Bachelor of Science in Pharmacy (School of Applied Sciences)
2. Bachelor of Science in Microbiology (School of Applied Sciences)
3. Bachelor of Science in Biochemistry (School of Applied Sciences)
4. Bachelor of Science in Biotechnology (School of Applied Sciences)
5. Bachelor of Science in Civil & Environmental Engineering (School of Applied Sciences)

Graduate Programs

1. Masters of Science in Biotechnology (School of Applied Sciences)
2. Masters of Science in Public Health (School of Applied Sciences)
3. Masters in Electronics & Telecommunications Engineering (School of Applied Sciences)
4. Executive MBA (School of Business)

**APPENDIX B**

AMERICAN INTERNATIONAL UNIVERSITY-BANGLADESH (AIUB)

## **American International University-Bangladesh (AIUB)**

### **IT Facilities**

AIUB has launched Mail, WWW, FTP and Proxy Server using its own servers. AIUB has implemented the first Virtual University Expert System (VUES) in Bangladesh. Students, teachers and officers can use the system by accessing through the university website ([www.aiub.edu](http://www.aiub.edu)) using their individual account. Necessary software for this purpose have been created and developed by the IT department. By using this system any student can do his registration for every semester by himself. They can also learn about their grades, assignment marks, class schedules, and teacher's consulting time. Using the system students can also download lecture notes, communicate with the teachers and submit their assignment.

AIUB has received the Local Network Academy Status of CISCO. Based on this, the IT department launched the CISCO Certified Network Associate Program so that students can acquire the most sophisticated inter-network knowledge prevailing the IT world and get CCNA certified.

AIUB IT Department is also engaged in software development projects for the purpose of automation and computerization of the university. Recently, the AIUB Inter University Programming Competition (AIPC) was held at the university campus. A total number of 66 participants participate in the contest; The IT dept. has done a good job to make the contest successful. Students are also encouraged to participate in the designing and implementing of the software and hardware projects. Some of the software developed by the IT are the library system, Payroll System, Students Registration and

Management System (SRMS), University Management System (UMS) and On-line Admission Test currently.

The university is using Microwave link for connecting five campuses and one administrative building. In future IT has a plan to keep the class lectures in the form of video lectures, so the students can borrow the lectures to view in their home. All workstations in different laboratories are running under Windows XP and Windows 2000 Operating System with various other software installed for class purpose such as Pascal, C/C++, Java, Oracle, MS SQL, Visual Basic and other course related software. All workstations are constantly being supervised and upgraded by the highly skilled members of the IT department on a regular basis to align with the growth of the current technology and to meet the demands of the up-to-date, well-educated, keen university students.

### **Institutional Member**

International Association of Universities (IAU)

International Association of University Presidents (IAUP)

American Association of University Administrators (AAUA)

Association of Universities of Asia and Pacific (AUAP - Board Member)

### **Member**

American Chamber of Commerce in Bangladesh (Am Cham)

## **Programs**

### Faculty of Science:

- Bachelor of Science in Computer Science
- Bachelor in Software Engineering
- Bachelor in Computer Science and Software Engineering
- Bachelor in Computer Information System
- Bachelor in Computer Science and Engineering

### Faculty of Engineering:

- Bachelor of Science in Computer Engineering
- Bachelor of Science in Electrical and Electronics Engineering
- Bachelor of Architecture

### Faculty of Business:

- Bachelor in Business Administration with majors in:
  - Management Information System
  - Finance
  - Marketing
  - Management
  - Human Resource Management

- Economics

- Hotel and Tourism Management

- Master in Business Administration (Regular)

- Master in Business Administration (Agribusiness)

- Master in Business Administration (Executive)

## **Organization**

The administration and supervision of the University is the responsibility of the Vice Chancellor. The Vice Chancellor is assisted by the Academic Council and an advisory committee on which the Vice Chancellor is chair. All questions concerning admission, candidacy and comprehensive examinations or modifications of programs, must be submitted in writing to the Office of the Vice Chancellor. Decisions of the Vice Chancellor are final.

## **Academic Council**

Chairman:

Mrs. Carmen Z. Lamagna, Vice Chancellor, AIUB

Members:

Prof. Tafazzal Hossain, Pro Vice Chancellor, AIUB

Prof. Dr. Anwar Hossain, Dean, Faculty of Business Administration, AIUB

Prof. Dr. Saiful Islam, Dean Faculty of Engineering, AIUB

Prof. M.A. Quaiyum, Registrar, AIUB



Prof. Dr. A.B.M. Siddique Hossain, Advisor Faculty of Science, AIUB

Dr. Zafrul Mulk, Faculty of Engineering, AIUB

Prof. Dr. Shaikh Suhrabuddin, Department of Mathematics, AIUB

Prof. Dr. A.N. Neaz Ahmed, Faculty of Business Administration, AIUB

Prof. Dr. Md. Abdul Wadud Mondal, Faculty of Science, AIUB

Dr. Hasan Imtiaz Chowdhury, Director, MBA Program, AIUB

Mr. Maksudur Rahaman Sarker, Director BBA Program, AIUB

Dr. Charles C. Villanueva, Faculty of Business Administration, AIUB

Dr. Sudhi Dey Ranjan, Faculty of Business Administration, AIUB

Mr. Neaz Ahmed, Faculty of Business Administration, AIUB

Mr. S. M. Kamal, President, BASIS

Mr. Muhammad Junayadul Munir, Coordinator, Office of Research and Publications

(On special assignment)

Educational Patrons:

Prof. Dr. Anwarul Abedin

On Special Invitations:

Mr. Hasanul A. Hasan

Mr. Ishtiaque Abedin

Mrs. Nadia Anwar

**APPENDIX C**

**EAST WEST UNIVERSITY (EWU), BANGLADESH**

## **East West University (EWU), Bangladesh**

### **Mission**

In keeping with its name, East West University, rated among the top private universities, endeavors to synthesize eastern culture and values with western thought and innovations. As an institution of higher learning that promotes and inculcates ethical standards, values and norms, East West University (EWU) is committed to the ideals of equal opportunity, transparency, and non-discrimination.

The primary mission of EWU is to provide, at a reasonable cost, post-secondary education characterized by academic excellence in a range of subjects that are particularly relevant to current and anticipated societal needs. Central to the university's mission is its intention to provide students with opportunities, resources and expertise to achieve academic, personal and career goals within a stimulating and supportive environment. EWU is striving not only to maintain high quality in both instruction and research, it is also rendering community service through dissemination of information, organization of training programs and other activities. Sensitive to the needs of its students and staff, EWU is committed to providing a humane, responsive and invigorating atmosphere for productive learning and innovative thinking.

Members of the Board of Directors of East West University are: Mr. Jalaluddin Ahmed, Mr. S.M. Nousher Ali, Mr. Farooque B. Chaudhury, Dr. Rafiqul Huda Chaudhury, Mr. Syed Manzur Elahi, Dr. Mohammed Farashuddin, Mr. Mohammed Zahidul Haque R.Ph., Dr. Saidur Rahman Lasker, Dr. Muhammad A. Mannan, Professor M. Mosleh-Uddin, Mr. Shelley A. Mubdi, Mr. M.A. Mumin, Dr. Khalil Rahman, Mr. H.N. Ashequr Rahman and Mrs. Razia Samad.

## **Collaboration**

East West University has formal collaboration agreements with some leading universities in the USA, among those are:

- Pace University (New York)
- Suffolk University (Boston)
- Southern Illinois University at Carbondale
- University of Luton, Bedfordshire, England
- University of Fukui (UF), Japan

It has also entered into collaboration agreements with a number of other well-known Universities in the USA, UK and Australia.

## **Academic Programs**

Seven departments provide opportunities for undergraduate, graduate, and continuing education, all influenced by EWU's distinctive interdisciplinary approach to scholarship and learning.

- Undergraduate studies
  - Computer Science
  - Computer Science and Engineering
  - Electrical and Electronic Engineering
  - Information & Communication Engineering
  - Bachelor of Business Administration
  - B.S.S. in Economics
  - Bachelor of English
  - Bachelor of Pharmacy
- Graduate Studies
  - Master of Business Administration (MBA)

- Executive MBA
- MS in Computer Science and Engineering
- Master of Computer Applications (MCA)
- MS in Telecommunications Engineering
- MA in English
- Master in Law (LLM)
- Master of Bank Management (MBM)
- Master in Development Studies (MDS)

## **Library**

The East West University Library's mission is to support the university community in developing lifelong skills in innovative and analytical thinking, research and information literacy, and by providing distinctive collections, services, facilities and programs.

In addition to a rich collection of more than 10,500 books and other reading materials, the library subscribes regularly to 11 national dailies and more than 30 acclaimed national and international journals and periodicals. It also has a rich collection of CD-ROMs and Audiocassettes on different subjects. Two spacious floors house separate Circulation and Reserve and Reference Sections that can accommodate more than 200 students. There is also a separate air-conditioned Study Room where more than 100 students can hold group discussions.

The Library has open access system, i.e. students and teachers have direct access to book shelves. Faculty members can borrow books for the whole semester. Apart from Current Awareness Service (CAS) and Selective Dissemination of Information (SDI), the library also provides bibliographic, abstracting, database and ready reference

services. The library provides news clipping services on important subjects on a regular basis. It maintains a separate database for newspaper clippings. The library is equipped with all modern facilities including computers, printers, electronic typewriters, etc.

On-line Journals: The Library is the backbone of the research and development activities of East West University. The Library subscribes to the following JSTOR on-line journals i) Business collections and ii) Language and Literature collections. The full-text of more than 100 journals articles can be freely accessed by faculty members, teaching assistants, researchers, and students of East West University (EWU) and the staff of EWU, provided that they are connected to the University LAN.

EWU Library has also arranged to subscribe to ACM (Association for Computing Machinery) Portal Digital Library. All faculty members, teaching assistants, researchers, students, and staff members of EWU may visit the website of ACM Portal Digital Library and download full-text of articles from the journals and proceedings papers. To use the facilities of the ACM portal digital library, interested users are requested to contact the Joint Librarian of EWU Library to obtain further information for getting access to the ACM portal, since the ACM Portal is password protected.

The EWU Library has also access to more than 150 online journals of the Oxford University Press (OUP). The users of EWU Library can use the facilities for searching and browsing publications, and in-house and international databases, including Meddling/ Pubmed, HINARI, and AGORA. Along with the above-mentioned online journals, faculty members utilize many website resources to help them excel in a congenial teaching and learning environment.



**APPENDIX D**  
**ASSUMPTION UNIVERSITY OF THAILAND (AU)**

## **Assumption University of Thailand (AU)**

### **Background**

The University is a non-profit institution administered by the Brothers of St. Gabriel, a worldwide Catholic religious order, founded in France in 1705 by St. Louis Marie De Montfort, devoted to education and philanthropic activities. The congregation has been operating many educational institutions in Thailand since 1901.

The University is an international community of scholars, enlivened by Christian inspiration, engaged in the pursuit of truth and knowledge, serving the human society, especially through the creative use of interdisciplinary approaches and cyber technology.

### **Medium of Instruction**

English is the officially approved medium of instruction at the University. Five courses are in the Thai language but only for Thai speaking students. Students whose native tongue is not Thai follow the same courses in English.

### **Non-Discrimination**

Assumption University does not discriminate in its programs and activities against any person because of race, color, ethnic origin, ancestry, religion, age and sex. This non-discrimination policy applies to admissions, employment, treatment of individuals, and access to programs. Inquiries concerning this policy may be directed to the Personnel office or the Office of the Registrar.

### **University Council**

The University is administered by a Council. The Council provides policy guidance for long-term planning and formulates control procedures. In addition, it



allocates funds and screens proposed budgets as well as curriculum design and revisions to the curriculum. Its functions include institution of new academic disciplines, establishment of satellite campuses, installation or removal of chief executives, and approval of degree and diploma conferment. It gives approval to the academicians that the University engages to carry out its academic and research programs and it guards the honor and integrity of the University.

The Council members are appointed jointly by the Ministry of University Affairs (Thailand) and the Brothers of St. Gabriel.

At present, the Council consists of the following person

Bro. Sakda Kitcharoen	Chairman
Prof. Dr. Bonsom Martin	Vice Chairman
Dr. Chumpol Phornprapha	Member
Prof. Chaiyos Hemarajata	Member
Mr. Chalit Limpanavech	Member
Asst. Prof. Dr. Tanakorn Uan-on	Member
Prof. Dr. Narasri Vaivanijskul	Member
Bro. Bancha Saenghiran	Member
Bro. Prathip M. Komolmas	Member
Mr. Plengsakdi Prakaspesat	Member

Bro. Viriya Chandavarodom	Member
Bro. Visith Srivichairatana	Member
Prof. Dr. Srisakdi Charmonman	Member
Mrs. Sansanee Sirichumsaeng	Member
Bro. Surasit Sukchai	Member
Prof. Dr. Sermsak Wisalaporn	Member
Mr. Chanatt Lauhawattana	Member
Dr. Chavalit Meennuch	Executive Secretary

### **Quality Assurance at AU**

It seems that at the turn of this century every institutional leader in education is picking up quality assurance as one of the key issues on the institutional agenda. This is because the implementation of quality assurance at all levels of education in Thailand is required by law as stipulated in both the 1997 Constitution of the Kingdom of Thailand and the National Education Act of B.E. 2542 (1999) (Chapter 6). At the level of higher education, the Ministry of University Affairs announced its policies and procedures on quality assurance on July 8, 1996.

Assumption University as a private institution of higher learning has been under strict supervision of the Commission of Higher Education, Ministry of Education in the following areas: *broad policies relating to higher education, university regulations, approval of new study programs, setting curriculum standards, overseeing university personnel and administration, approving accreditation and curriculum development,*

*and acting as link the between the university and government of examination papers, and grading consideration.*

On his own initiative and on April 3, 1994, the president of the University, Rev. Bro. Dr. Prathip Martin Komolmas, began formulating the process for a QA system when he issued guidelines in a document entitled, "ABAC Academic Standards." This document and later pronouncements pertaining to basic principles and general objectives of the QA program, gave the impetus for the QA initiative.

### **AuQS 2000 Quality Management System**

#### **Key Performance Indicators:**

Key Performance Indicators for AuQS 2000 Quality Management System  
(Academic Units)

#### **KPI 1 Vision Mission and Strategic plans**

##### *1.1 Vision and Mission*

1.1.1 Faculty vision and mission are in line with AU vision and mission.

1.1.2 Faculty members participated in confirming the vision and mission.

1.1.3 Faculty members, staff, and students are aware of and understand the vision and mission.

##### *1.2 Strategic Plans*

1.2.1 There is a planning system for one-year and five-year plan.

1.2.2 There is a systematic process for the strategic plan analysis and evaluation system.

1.2.3 There exist the operational plan, and it is implemented.

1.2.4 The results are as expected upon the plan implementation.

1.2.5 There exists a plan of the monitoring and assessment system.

## **KPI 2 Learning and Teaching**

### *2.1 Curriculum*

2.1.1 There exist a systematic curriculum development procedures and processes.

### *2.2 Education and Delivery Design Processes*

2.2.1 There is a systematic Educational Design Process.

2.2.2 There is a systematic Educating Process

### *2.3 Learners, Stakeholders, and Employment Markets*

2.3.1 There is a systematic process of maintaining and monitoring the relations and the satisfaction of learners, other stakeholders, and the employment market.

2.3.2 There is a systematic process of assessing the satisfaction of learners, other stakeholders, and the employment market.

### *2.4 Student services*

2.4.1 There is a systematic process of maintaining and monitoring student services.

### *2.5 Support Processes*

2.5.1 There is a systematic process of maintaining and monitoring the supporting processes.

### **KPI 3 Student Activities**

#### *3.1 Student Development Activities*

3.1.1 There are persons or committee in charge of student activities.

3.1.2 There is a plan for the promotion and support of student activities.

#### *3.2 Guidance and Counseling System*

3.2.1 There is a systematic guidance and counseling system.

3.2.2 There is a systematic process for Career counseling.

### **KPI 4 Research**

#### *4.1 Policy, Plan, and Research*

4.1.1 There are clear policies on researches conducted in the university.

4.1.2 There is a joint committee between the research institute and the faculty for the promotion of researches.

#### *4.2 Research Resources*

4.2.1 There is a systematic process of funding resources to support research works.

#### *4.3 Research Results*

4.3.1 There is a systematic process to ensure that Research findings are well known and accepted.

### **KPI 5 Academic services**

#### *5.1 Academic Services*

5.1.1 There is a systematic process for policies, plans, methods, and assessment of academic services.

### *5.2 Social Responsibility*

5.2.1 There is a systematic process for social responsibility.

5.2.2 There is a systematic process for important supports the faculty renders to the society.

## **KPI 6 Promotion of Thai Arts and Cultures**

### *6.1 Promotion of Thai Arts and Cultures*

6.1.1 There are stated policies for the promotion of Thai arts and cultures.

6.1.2 There is a systematic process for the promotional activities of Thai arts and cultures.

## **KPI 7 Administration**

### *7.1 Leadership in the Faculty*

7.1.1 There is a systematic process for Faculty trends set forth by the Dean.

7.1.2 There is a systematic process for Faculty performance assessment.

### *7.2 Information and Information Analysis*

7.2.1 There is a systematic process for performance measurement.

7.2.2 There is a systematic process for performance analysis.

### *7.3 Information Management*

7.3.1 There is a systematic process to maintain data availability.

7.3.2 There is a system to maintain the Hardware and software quality.

#### *7.4 Faculty and Staff*

7.4.1 There is a systematic process for clear division of work.

7.4.2 There is a systematic process for education, training, and faculty development.

7.4.3 There is a systematic process to determine Faculty and personnel satisfaction.

7.4.4 There is a systematic process for maintaining and monitoring of promotion and satisfaction of faculty members and personnel.

### **KPI 8 Finance and Budgeting**

#### *8.1 Financial and Budgeting Source*

8.1.1 There is a systematic process for external funding and budgeting.

#### *8.2 Allocation and Audits*

8.2.1 There is a systematic process for allocation and audits of budgets.

### **KPI 9 Quality Assurance**

#### *9.1 Internal Quality Assurance*

9.1.1 There is a systematic process for maintaining internal quality assurance.

#### *9.2 Student Learning Results*

9.2.1 There is a systematic process to monitor the learning results of the students

9.2.2 There is a systematic process to determine the student-centered results.

### *9.3 Student and Stakeholder Focused Results*

#### *9.4 Employment Market Results*

9.4.1 There is a systematic process to determine the employment market results.

#### *9.5 Faculty and Staff Results*

9.5.1 There is a systematic process to determine the faculty and personnel results.

#### *9.6 Effectiveness Results*

9.6.1 There is a systematic process to determine the effectiveness results.

9.6.2 There is a systematic process to determine outputs from the social responsibility perspective.

### **Education Criteria for Academic Excellence at AU**

2003 Key Performance Indicators and Scoring Point Values:

<b>KPI 1 Vision, Mission, and Strategic Plans</b>	<b>80</b>
1.1 Vision and Mission	30
1.2 Strategic Plans	50
<b>KPI 2 Learning and Teaching</b>	<b>200</b>
2.1 Curriculum	50
2.2 Education and Delivery Design Processes	50
2.3 Learners, Stakeholder, and Employment Markets	50



2.4 Student Services	25	
2.5 Support Processes	25	
<b>KPI 3 Student Activities</b>		<b>80</b>
3.1 Student Development Activities	40	
3.2 Guidance and Counseling System	40	
<b>KPI 4 Research</b>		<b>120</b>
4.1 Policy, Plan and Research	40	
4.2 Research Resources	40	
4.3 Research Results	40	
<b>KPI 5 Academic Services</b>		<b>50</b>
5.1 Academic Services	25	
5.2 Social Responsibility	25	
<b>KPI 6 Promotion of Thai Arts and Cultures</b>		<b>30</b>
6.1 Promotion of Thai Arts and Cultures	30	
<b>KPI 7 Administration</b>		<b>80</b>
7.1 Leadership in the Faculty	20	
7.2 Information and Information Analysis	15	
7.3 Information Management	15	

7.4 Faculty and Staff	30	
<b>KPI 8 Finance and Budgeting</b>		<b>40</b>
8.1 Financial and Budgeting Source	20	
8.2 Allocation and Audit	20	
<b>KPI 9 Quality Assurance and Performance Results</b>		<b>320</b>
9.1 Internal Quality Assurance	20	
9.2 Student Learning Results	60	
9.3 Student and Stakeholder focused Results	60	
9.4 Employment Markets Results	60	
9.5 Faculty and Staff Results	60	
9.6 Effectiveness Results	60	
<b>Total</b>		<b>1000</b>

**Academic Programs**

Faculty/Department:

Architecture:

- Architecture
- Interior Architecture

Arts:

- Business English

- Business French
- Business Chinese
- Business Japanese
- Music Business
- Contemporary Music Performance
- Professional Music
- Contemporary Music Writing & Production
- Business German (Minor)

Biotechnology:

Bachelor Degree Program:

- Food Technology
- Agro-Industry

Master Degree Program:

- Food Biotechnology

Doctorate Degree Program:

- Food Biotechnology (International Program)

Business Administration:

- Marketing
- Management
- Accounting
- Business Information Systems
- Integrated Marketing Communications
- Hospitality and Tourism Management
- International Business Management
- Property Valuation Management

- Business Economics (B. Econ.)

No Major:

- Mathematics Group
- English Group
- General Education Group

Communication Arts:

- Advertising
- Visual Communication Arts
- Public Relations
- Performance Communication
- New Media Communication

Engineering:

Bachelor Degree Program:

- Electrical Engineering
- Electronics Engineering
- Telecommunication Engineering
- Computer Engineering
- Computer & Network Engineering

No Major:

- Basic Science

Master Degree Program:

- Broadband Telecommunication
- Telecommunication Management
- Power Electronics

Education:

Graduate Diploma Program:

- Graduate Diploma in Teacher Education

Master Degree Program:

- Education Administration (M.Ed. –EA)
- Curriculum & instruction (M.Ed.-CI)

Doctorate Degree Program:

- Educational Leadership (Ph. D)

Law:

Bachelor Degree Program:

- Business Law

Master Degree Program:

- Business Law (LL.M)
- Public Law (LL.M)
- Business Law (International Program) (LL.M)
- Business Law (International Program) (M.A)

Nursing Science:

Risk Management & Industrial Services:

Bachelor Degree Program:

- Property & Casualty Insurance
- Life Assurance
- General Lines Insurance
- Marine & Aviation Insurance
- Real Estate
- Industrial Management

Master Degree Program:

- Supply Chain Management (M. Sc.)

Science & Technology:

Bachelor Degree Program:

- Computer Science
- Information Technology
- Telecommunication Science
- Applied Statistics
- Technology Management

Master Degree Program:

- Computer Science
- Information Technology
- Telecommunication Science
- Technology Management (MS-TecM)
- Data Management & Analysis
- Technology Management (MBA-TecM)

Doctorate Degree Program:

- Computer Science
- Information Technology
- Telecommunication Science

**Graduate Schools:**

***Master Degree Program:***

- Business Administration (MBA)
- Computer Information Systems (MS-CIS)
- Computer & Engineering Management (MS-CEM)

- Counseling Psychology (MS-CP)
- Philosophy (MA-Ph)
- Religious Studies (MA-RS)
- Organization Development & Management (MM-OD & M)
- English Language Teaching (MA-ELT)
- English Language & Literature (MA-ELL)
- Internet & E-Commerce Technology (MS-IEC)
- Tourism Management (MA-TRM)
- Management (M.Sc-Mgt.)
- Information & Communication Technology (M.Sc-ICT)

***Doctorate Degree Program:***

- Computer Information Systems (Ph.D.-CIS)
- Computer & Engineering Management (Ph.D.-CEM)
- Philosophy (Ph.D.-Ph)
- Religious Studies (Ph.D.-RS)

**Special features of AU**

It is a tradition handed down for centuries that Christians venerate the Mother of Christ as “the Seat of Wisdom”. (Sedes Sapientiae). Rightly, “Assumption University” is the “Seat of Wisdom”. The name of Assumption University (AU) came from Aurum-Au (Scientific name of Gold), therefore, many pieces of gold have been observed by the visitors in both campus- Huamak & Bangna.

Almost out of nowhere in the middle of the AU Lake, a high jet of fountain spray starts up squirting water into the clear air, Splits-seconds later, water patters on ever-expanding rippling wavelets. It is indeed a beautiful sight. It was meant to be just

that, not only for its immediately distant auditory effect, but more to claim troubled minds and to help meditation in the mysticism of sylvan nature that exists in and around the lake.

The lake and its beautiful surroundings have a purpose: to create a reality in which duty (labor) and beauty (poesie) exist alongside each other. At the campus of Assumption University, the archway leads into clean walk ways, Parisian fountains, flora which form suitable frames enshrining impeccable and deftly architecture buildings. Here, the embryonic expression to man's creativity bears witness.

The rationale behind the creation of such order and maintenance of nature, the buildings of ambience and style can best summed up in the words of Rev. Martin P. Komolmas the creative originator of an environment and beauty-conscious campus: "What we seek to establish is the feeling for our students, of being in a home away from home. It costs money, but it satisfies enormously." In Assumption University, there is a mutual, balanced and enduring respect for man and nature's peaceful co-existence.

### **Monogram**

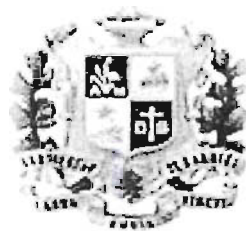


Figure D.1. Monogram of Assumption University.

The Assumption University has adopted the Ashoka Tree as its symbol. The reasons why the university has taken it as its symbol are the following:



1. The Ashoka Tree is an ever-green tree. This fact signifies freshness, coolness and constancy, unwavering with the turning of seasons and the changes of time. Thus, it means that the university is determined to fulfill its mission, giving emphasis to academic excellence together with quality and virtues.
2. The Ashoka Tree has a most beautiful form, majestically tall, like a stupa.
3. The Ashoka Tree is a tree with a beneficial name, because it derives from an Indian word “Ashok”, after the name of King Ashok, the Great the most well-known king during Buddha’s time, full of wisdom both in the secular and religious realm.
4. Lastly, it is the tree first brought from India into Thailand in 1957 by the St.Gabriel Foundation of Thailand, patrons of this university (by Bro.John Mary). The first tree was planted in the compound of St.Gabriel’s, and the Forestry Department of Thailand named it “St. Gabriel Ashoka” on 15<sup>th</sup> December 1969.

The Coat of Arms displayed at Assumption University. “COAT OF ARMS” is a translation of the French COTTE D’ ARMS. Usually it is depicted with the particular heraldic bearings of a person or family on an escutcheon, and from it we can learn much about the person or family which adopted the particular coat of arms. The entrance door of the Assumption University is the Chapel. The Chapel of the Annunciation displays the coat of arms of the Brothers of St.Gabriel.

It is the only institution in Thailand that has introduced “Seminar in Business Ethics” and made them mandatory, “to install in the students ethical concepts in the conduct of business and the various religious philosophies and thoughts in ethical

conduct". Administrators and faculty alike are well aware that they are first and foremost educators. "Mieux vaut une tete bien faite qu'une tete bien pleine", wrote Montaigne a sixteenth century philosopher, "better a well-educated than a well-learned person". The best is obviously to be both well-educated and well-learned.

Assumption University is dedicated to academic excellence and has made it its trademark. For the past three decades its BBA curriculum has been constantly updated and has won the plaudits of academics and business people here and abroad. Other programs have been opened that answer special needs of the market and of the country on a macro level. Facilities are kept in the best condition. Faculty members are given ample opportunities to develop their competence. So AU is much aware of and attends to the needs of the future and is going to stand for long years more as a symbol of knowledge and excellence and progress. The new faculties of Engineering and Science and Technology are definite steps in that direction and will hopefully develop into centers for research adding another star to AU's crown.

# ASSUMPTION UNIVERSITY ORGANIZATION CHART

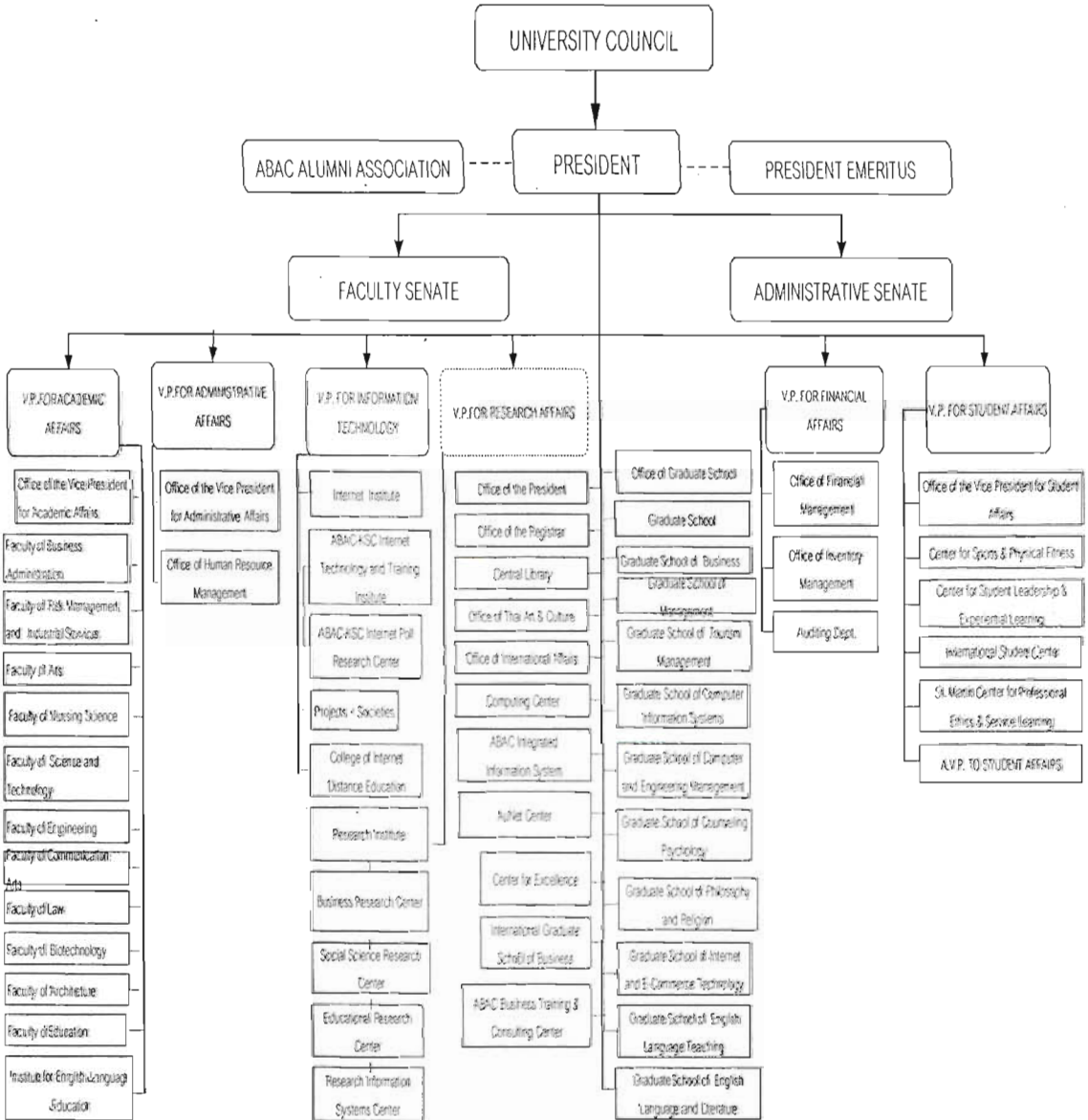


Figure D.2. Organizational Chart of Assumption University.

**APPENDIX E**  
**QUESTIONNAIRE**

## Questionnaire

**Please Fill in the Blank or Mark (X) in Front of Your Answer.**

### Part 1: Personal Data

1. Gender:

a)  Male

b)  Female

2. What is your age between-?

a)  15-19 years old

b)  20-22 years old

c)  23 -25 years old

d)  above 25 years

3. What is your educational qualification?

a)  Undergraduate students

b)  Graduate students

c)  College students

d)  Doctorate students

4. Where are you studying now?

a)  Public university

b)  Private university

## **Part 2: The Attitude of Respondents towards Higher Education of Bangladesh**

1. What do you think about Higher education in Bangladesh?

- a) \_ Excellent
- b) \_ Good
- c) \_ Fair
- d) \_ Bad

2. What do you think about Public University in Bangladesh?

- a) \_ Excellent
- b) \_ Good
- c) \_ Fair
- d) \_ Bad

3. What do you think about Private University in Bangladesh?

- a) \_ Excellent
- b) \_ Good
- c) \_ Fair
- d) \_ Bad

4. What do you think about Engineering Education in Bangladesh?

- a) \_ Excellent
- b) \_ Good
- c) \_ Fair
- d) \_ Bad

5. What do you think about Business Education in Bangladesh?

- a) \_ Excellent
- b) \_ Good
- c) \_ Fair
- d) \_ Bad

6. Is there any new private university feasible for Bangladesh?

- a) \_ Yes
- b) \_ No

c) \_Other, please specify.....

7. What type of private university is feasible for Bangladesh?

a) \_Business

b) \_Technical

c) \_Agricultural

d) \_Business & Technical

e) \_Business & Agricultural

f) \_Technical & Agricultural

8. In Bangladesh, What type of Technical education, do you prefer?

a) \_Engincering

b) \_Bio Technology

c) \_Architecture

d) \_Textile

c) \_Other, please specify.....

9. What is your opinion about your university?

a) \_ Excellent

b) \_ Good

c) \_ Fair

d) \_ bad

10. Are you satisfied with your university services?

a) \_ Strongly Agree

b) \_ Agree

c) \_ Neither agree nor disagree

d) \_ Disagree

e) \_ Strongly disagree

11. In Bangladesh, Private University thinks about their Career of their students, what is your opinion?

a) \_At least

b) \_Fair

c) \_ Little

d) \_ Considerable

12. In Bangladesh, Public University thinks about the Career of their students, what is your opinion?

a) \_At least

b) \_Fair

c) \_ Little

d) \_ Considerable



**APPENDIX F**  
**LIST OF UNIVERSITIES IN BANGLADESH**

## **LIST OF UNIVERSITIES IN BANGLADESH**

### **Public University in Bangladesh**

Dhaka University

Rajshahi University

Bangladesh Agricultural University

Bangladesh University of Engineering and Technology

Chittagong University

Jahangirnagar University

Islamic University

Shahjalal University of Science & Technology

Khulna University

National University

Bangladesh Open University

Bangabandhu Agricultural University

Bangabandhu Sheikh Mujibur Medical University

Sher-e-Bangla Agricultural University

Patuakhali Science and Technology University, Patuakhali

Hajee Mohammad Danesh Science and Technology University

Dinajpur Mawlana Bhasani Science and Technology University, Tangail

Dhaka University of Engineering and Technology, Gazipur

Rajshahi University of Engineering and Technology

Khulna University of Engineering and Technology

Chittagong University of Engineering and Technology

Jaugunnath University, Dhaka

## **Private University in Bangladesh**

North South University

University of Science and Technology, Chittagong

Independent University, Bangladesh

Central Women's University

Darul Ihsan University

International University of Business, Agriculture and Technology (IUBAT)

International Islamic University Chittagong

Ahsanullah University of Science and Technology

American International University - Bangladesh

Comilla University

Asian University of Bangladesh

East - West University

Queens University

The University of Asia Pacific

Gano Bishwabidyalaya

The People's University of Bangladesh

Dhaka International University

Brac University

Manarat International University

Bangladesh University

Leading University

University of Development Alternative

Begum Gulchemonara Trust University

Premier University, Chittagong

Sylhet International University

South East University

Stamford University

Daffodil International University

State University of Bangladesh

City University

IBAIS University

America Bangladesh University

Prime University

Northern University - Bangladesh

Southern University

Pundra University of Science and Technology

Green University of Bangladesh

World University of Bangladesh

Santa Marium University of Creative Technology

The Millenium University

Eastern University

Bangladesh University of Business and Technology (BUBT)

Metropolitan University, Sylhet

United International University

Victoria University of Bangladesh

Uttara University

University of South Asia

Presidency University

University of Information Technology & Sciences

Prime Asia University

Royal University of Dhaka

University of Liberal Arts Bangladesh

Atish Dipankar University of Science & Technology

**International University in Bangladesh**

Islamic University of Technology

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