



Outcomes of Institutional Self-Assessment

[Conducted by Rajshahi College under College Education Development Project]

- **Institutional Self-Assessment Report (ISAR)**
- **External Peer Review Report (EPRR)**
- **Post Self-Assessment Improvement Plan (PSAIP)**

Submitted to
College Education Development Project (CEDP)
Secondary and Higher Education Division, Ministry of Education
Government of the People's Republic of Bangladesh
National University

Rajshahi College
Rajshahi 6000, Bangladesh



Institutional Self-Assessment Report

**Outcomes of Institutional Self-Assessment Conducted by Rajshahi
College, Rajshahi under College Education Development Project,
Secondary and Higher Education Division, Ministry of Education and
Initiation of Sub-Sequent Action Plan**

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Certification

This Institutional Self-Assessment Report (ISAR) of Rajshahi College has been prepared by the IDG Management Team (IDGMT) of the college on the basis on the outcomes of the Institutional Self-Assessment (ISA) conducted under College Education Development Project (CEDP) of the Secondary and Higher Education Division, Ministry of Education and jointly implemented by University Grants Commission of Bangladesh and National University.

The ISA exercise involved collection of primary quantitative data through survey among major stakeholders, namely students, teachers, alumni and employers while the secondary data were collected through review of relevant documents. Moreover, several sessions of Focus Group Discussion (FGD) with selected students, teachers and non-academic staff of the college and Key Informant Interview with the top management of the college were conducted to get qualitative data that supplemented the quantitative data. The ISA process also involved physical verification of the college facilities by site visit. Tools, formats and guidelines provided in *Institutional Self-Assessment Manual* as well as those provided time to time by the Project Management Unit, CEDP in various meetings and workshops were followed during data collection, processing, analysis and report writing.

The ISAR presents an objective analysis of the current status of the college in light of the perceptions of various stakeholder groups and information extracted from evidential documents with reference to the 57 ISA criteria under 10 standards, so nothing contained in this report represents anyone's personal opinion or belief. In order to get the ISA process and outcomes validated, the college will arrange an external peer review program. Upon receipt of the External Peer Review Report (EPRR), the college will prepare an improvement plan in light of the EPRR recommendations as well as those provided in this report, and implement the plan within the specified timeframe subject to availability of fund and policy support from the government.



Professor Md. Abdul Khaleque
Principal
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Acknowledgments

Self-Assessment is an important thing for quality enhancement of an institute. College Education Development Project (CEDP), a jointly implemented venture of the National University and the Ministry of Education, provides us the scope to conduct such a great measure to explore academic, research, administrative and extra-curricular activities' status of Rajshahi College. The project allocates fund, and provides instructions and logistic support to carry out the work. We gratefully acknowledge our indebtedness to the project officials, especially to Professor Dr. Md. Moshir Rahman, Honorable Vice-chancellor of the National University, and Mr. Khalid Rahim, Project Director of CEDP, for their continuous support and helps. We are also grateful to Mr. Md. Moniruzzaman, ISA specialist of CEDP, for his valuable suggestions and instructions that impressively help to make our scheme materialized.

All the college stakeholders, students, teachers, employers, and alumni, were the population of this study for collecting data. They spontaneously gave their opinion in the survey, and took part in the FGD's and other meetings throughout the data collection process. Their data on the respective areas and suggestions for further development and quality enhancement of the college, were invaluable. We thankfully acknowledge their role in ISA of the college.

We express our hearties gratitude to the administration of the college, the principal (Professor Md. Abdul Khaleque) and the Vice Principal (Professor Md. Oliur Rahman), for making necessary initiatives in every stages of ISA of the college that fruitfully materialize the program. Indeed, without their active and impressive role, it was simply impossible.

Two of our colleagues, Mr. Mominul Islam (Assistant Professor, Management) and Mr. Shimul Kumar (Assistant Professor, Economics), helped us for collecting data that makes our work easier. We thankfully acknowledge their role in this regard what they deserve.

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Executive Summary

Self-assessment rectifies the effectiveness of the institute, its existing policies, procedures and practices through stakeholders' feedbacks. As one of the key indicators of the modern quality assurance system, it adopts, with the spirit of quality assurance, corrective measures to meet the need and expectations of the parties involved therein. The institutional quality assurance requires continuous efforts aiming assess the present condition of the institute through a systematic and structured procedure, and taking initiative to improve it.

Rajshahi College, a leading education institute under the National University of Bangladesh, assesses its present state; the condition of its academic, research, administrative and extra-curricular activities, though the guidelines of College Education Development Project (CEDP). The college at where exactly stands on- is the aim. The main objective of institutional self-assessment is to enhance institutional standards, effectiveness and capacity of the college in providing quality education in order to produce competent graduates in response to the needs of the country, economy and stakeholders. Data were collected from the stakeholders over the issues of 10 Quality Assurance (QA) areas (governance; leadership, responsibility and autonomy; institutional integrity and transparency; curriculum; teaching-learning and assessment; student admission and support service; faculty and professional staff; facilities and resources; research and scholarly activities) following mixed methods. It follows structured survey, Focus Group Discussion (FGD), Key Informant Interview (KII), documents review and physical verification of the institute's facilities.

Students of various departments, studying in Rajshahi College for their Bachelor (Honors 3rd year and 4th year) or Master's (final year) degrees, were purposively selected for collecting data (sample size 250) so that all groups could be accommodated. Teachers, staffs, employers and alumni are also considered therein (no. of teacher 56, staff 12, employers 21 and alumnus 31). Collected data through structured questionnaire were analyzed by the software and rectified by the data from FGD and KII before drafting the

report. The prepared draft report was also followed a stakeholders' feedback meeting to be finalized.

The main findings of governance (Standard 1) of RC is in satisfactory level (students' views $3.63 < 10$ and teachers' views $3.63 < 10$). All the academic functions and their implementation are performed in a good and transparent processes. Vision, mission and objectives of RC are clearly stated in printed documents like handbook/ brochure or on the college website; an academic calendar is provided at the beginning of every academic year in printed or electronic form. RC highly maintain the health, hygiene and safety management policy to ensure overall healthy and safe environment in campus. On the other hand, strategic plan of policy, teacher-student ratio, class size, monitoring colleges compliance, academic and administrative decision making, supporting from DSHE condition are not satisfactory level. In this case it should be recommended that post creation of teachers and staffs is need for reduce teacher-student ratio, and good governess. The service quality of DSHE and NU should be improved. Non-teaching staffs and teachers and other stakeholders' opinion should be considered in administrative process.

The leadership, responsibility and autonomy position (Standard 2) of RC is moderately good level (Students' view $4.24 < 10$ and Teachers' view $3.77 < 10$; FGD opinion of the teacher and student admit the state, while principal claimed it in good position in the KII). Maintaining ethical values, principles and social responsibilities, human rights, gender, culture, and religious and ethnic differences, autonomy in administrative and financial decision making, autonomy of teaching-learning techniques are good position. But the organizational structure in website and staff handbook, timely support from NU is not satisfactory level. It is recommended that teachers and principals should be needed leadership training, develop infrastructure, MIS related staff should be posted. Awareness program of leadership, responsibility and autonomy should be produce in college for teaches, staffs and students and principals.

Institutional integrity and transparency (Standard 3) position of RC is satisfactory level (Students' view $4.07 < 10$ and Teachers' view $3.48 < 10$). Representation of teachers in academic and administrative decisions, documentation of all academic and decisions,

necessary academic and administrative information in website are good position. But recruitment of non-academic staffing procedure, code of conduct and disciplinary rules in hand book and website, update faculty and staff hand book, well-designed of website, provision for the students and other stakeholders to submit feedbacks, suggestions and complaints online, necessary information of NU, MIS of academic and administrative management information and access condition are not good position. These criteria should be developed. Specially, online feedback option should be included in website and college website should be regularly update. Again, code of conduct and disciplinary rules of RC should be provided in handbook of RC and MIS software should be fully utilized for academic and administrative purposes.

Curriculum (Standard 4) of RC is not in a satisfactory level (Students' view $2.94 < 10$ and Teachers' view $2.98 < 10$) because students and teachers can't give opinion about curriculum and NU do not review its curriculum at regular intervals. Soft skills and effectiveness of RC is in mixing level from the alumni's point of view. Students' fundamental subject knowledge is not in satisfactory level (Mean score $41.63 < 100$); social skills and attribute is in moderately good level (Mean score $63.99 < 100$); thinking skills is not in satisfactory level (Mean score $35.12 < 100$); Personal skills and attributes is satisfactory level (Mean score $50.84 < 100$). The analytical ability, ability to apply theories, ICT skills, research knowledge and skills, adaptation skills, awareness of cultural, governmental and environmental issues in the local, regional and global contexts, commitment to community, oral communication skills in English, written communication skills in English, presentation skills, solving problems with innovative ideas, motivation of lifelong learning should be updated in according with the requirement of the job market because these criteria are not the satisfactory level. Again, NU should take the initiatives for modernization of curriculum and assessment system.

Teaching learning and assessment (Standard 5) condition of the college is moderately good (students view $3.87 < 10$, Teachers view $3.67 < 10$ that co-relates the opinion of the FGD of the both groups). The prevailing assessment condition is not fully satisfactory in modern sense. On the other hand, the teaching-learning process, required number of class, records of continuous assessment, course plan conditions is in a good level. The course plan clearly states class-wise distribution of the subject matter and the topics,

gives the schedule of tutorial classes, and provides instructions on continuous assessment activities. However, it does not state the learning outcomes, or give any assessment rubrics, the official feedback of the tests. The teacher-student ratio is logical but exclusively high from the standard level. The college should develop and introduce assessment rubric, the modern assessment feedback system, and NU should take initiative for increasing the number of teaching posts.

The survey places standard 6 (Student admission and support service) of the college in a moderately good level. Below 40% of the respondents admit in this issue (students view $3.98 < 10$, Teachers view $3.64 < 10$), and they expressed same opinion in the discussion of FGD. Especially, the teachers are not satisfied with the existing admission process of the NU, but want competitive admission test. RC follows the admission policy of NU and conducts the orientation program, co-curricular and extra-curricular activities; engages students in the social activities, and organizes job fair effectively. However, the academic guidance, psycho-social counselling, physical facilities, laboratories and equipment, internship program are not at a good level. The college should take initiative to meet the required standards of these criteria, and MOE should allocate adequate fund in this regard.

Faculty and professional staff (Standard 7) is not in a good level (Students view $3.90 < 10$, Teachers view $3.18 < 10$). To ensure smooth operations of the academic programs, there is a system of fulfilling vacant posts of teachers as per need and in a timely manner. The number of teachers, their efficiency in using modern technology, service of the non-academic staffs, retirement benefits of the teachers, and training quality are at the satisfactory level. Conversely, the institute does not meet the expected level of standard in pedagogic and andragogic requirements, such as flipped classroom and blended learning training, rubric based feedback system, or teachers' performance measurement on the stakeholders' feedback. Beside these, RC does not meet the satisfactory level of standard in quality service of the non-academic staff. It has no adequate system of filling up the vacancy or creating post as per need of the academic and non-academic staff. It has no functional committee of body to take care research activities of the faculties.

Faculty members are not highly satisfied with the present condition of the staffs' service (Standard 10). Facilities and resources of the college are not quite satisfactory also

(Students' view 3.70<10, Teachers' view 3.21<10; teachers express the same opinion in FGD). The college ensures adequate number of spacious classrooms with furniture and fixture, comfortable and noise-free in environment with multimedia projectors and smartboards. It provides female common rooms and gender friendly washrooms, a large playground, and supplies safe drinking water to the students. Nonetheless, high speed internet connection, specious cafeteria for students, teachers and staffs, latest edition e-books and e-journals, friendly facilities to the disable students, day-care/mother care facilities, the automation software facilities are yet to be improved up to the standard level. However, there is a scope of improving existing firefighting and safety system in the campus in general and the laboratories in particular. In addition, the budget for maintaining resources and their improvement is insufficient.

Notwithstanding the arrangement of several workshops on various subjects and the publication of three journals (twice in a year), research and scholarly activities (Standard 9) of college are not expectedly satisfactory (Students' view 3.50<10, Teachers' view 3.34< 10; teachers' opinion in FGD concede it). Majority of the students and teachers are not involved in research activities. Similarly, college-industry collaboration for need-based research do not met the satisfactory level. Above one-third (34%) of the respondent suggested the college to initiate venture for college-industry collaboration for research projects.

Monitoring, evaluation and continual improvement (Standard 10) measures of the college are not in a good state (Students' view 3.51<10, Teachers' view 3.12< 10; students' and teachers' FGD reveal the same statement). There are some committees for monitoring operations of the college. Improvement measures are adopted by the two councils of the teachers (staff council, a body of the teachers, and academic council, consisting heads of the departments) and implemented by these committees. However, these are scarcely follow any masterplan or continue the measure to the destination. In addition, there is no formal body, and a grand plan for monitoring, evaluation and continual improvement of the college.

To conclude, governance; leadership, responsibility and autonomy; and Institutional integrity and transparency of the college are quite satisfactory. Teaching-learning and assessment condition; and student admission and support service are in a moderately

good condition. However, there is no scope of participation of the stakeholders to the curriculum and its evaluation, considered as a great limitation. In addition, faculty and professional staff of the college, and their research and scholarly activities, are not in a satisfactory level, similarly, facilities and resources are not fairly sufficient. There is a lack in monitoring, evaluation and continual improvement measures of the college that should be improved thereof. Prioritizing these suggestions, creating a special Quality Assurance Cell, and creating well-defined plans for execution are all necessary for the college to improve quality assurance. Achieving real improvements and guaranteeing enhanced learning opportunities for students and a more encouraging work environment for teachers and other staff will depend on involving all stakeholders in the process and upholding transparency.

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Chapter 1: Introduction

1.1 Context and Significance of Institutional Self-Assessment

Rajshahi College is currently implementing a sub-project under College Education Development Project (CEDP), a project of the Secondary and Higher Education Division jointly implemented by University Grants Commission of Bangladesh and National University and funded by the World Bank and Government of Bangladesh. The sub-project has the following objectives (CEDP, 2022, p. 5):

1. Enhance teaching skills and academic knowledge of college teachers for providing high quality teaching;
2. Modernize the teaching and learning facilities and equipment through renovation and refurbishment of lecture rooms, laboratories, and library, and through procurement of scientific instruments, multimedia, Journal publication and other teaching tools;
3. Introduce the institution-based quality assurance mechanism;
4. Establish campus network as well as internet connectivity through existing Bangladesh Research and Education Networks (BdREN) and other network services;
5. Develop soft skills programs;
6. Introduce and enhance institution-industry linkages; and
7. Strengthen planning and management capacity for institutional development.

In order to achieve these objectives Rajshahi College is implementing various development activities with the support of Institutional Development Grant (IDG) from CEDP. As a part of those activities, the college has initiated Institutional Self-Assessment exercise for introducing formalized quality assurance mechanism which will contribute to the 3rd objective of the sub-project.

Institutional quality assurance involves an institution's continuous and systematic efforts to monitor and assess whether certain quality attributes are present in its policies, procedures

and practices and whether they are met up to a certain standard in all aspects of its operations. There are different attributes and dimensions of quality. A formal quality assurance system must identify the areas where and to what extent quality needs to be assured. Most common areas of intervention in higher education quality assurance system include governance; leadership, autonomy; institutional integrity and transparency; curriculum design and review process; teaching-learning and assessment system; committed and quality students, academic and professional staff; facilities and resources; research; and existence of a formalized culture of monitoring, evaluation and continual improvement. Any attempt to determine the quality attributes and standards must be guided by global best practices and national relevance (CEDP, 2023, p. 1-2).

Quality assurance in education is not a one-time event; rather it requires an institution to give continuous efforts in assessing the presence of quality in all aspects of its educational system through a systematic and structured procedure and take remedial measures to address the gaps. Here lies the need for a systematic self-assessment practice that can identify the strengths and weaknesses in the current practice and formulate a future plan to address the areas that need further improvement to meet the needs of the stakeholders (CEDP 2023, p. 1).

Self-assessment involves collection of relevant stakeholders' feedbacks on the effectiveness of the existing policies, procedures and practices and adoption of corrective measures to match their expectations with the spirit of quality assurance. Self-assessment exercise is one of the key indicators of the existence of a quality assurance system within an institution. A robust quality assurance system requires self-assessment to be conducted at regular intervals to continuously strive for excellence by upgrading institutional standards (CEDP, 2023, p. 1).

Rajshahi College runs higher education programs affiliated with National University (NU). At present, there are 2,257 colleges affiliated with National University of which 881 colleges offer Bachelor's (Honors) programs and 291 colleges offer Master's programs (177 Master's Final and 114 Preliminary to Master's) and the rest are general degree colleges and technical or specialized colleges. The NU-affiliated colleges accommodate 68.16%, i.e. about two-thirds of the student body pursuing higher education and, therefore, they have the major share in the supply of graduates every year (UGC, 2020, p.47). However, though NU-affiliated colleges produce the highest number of graduates, their employment rate, especially employment in

the expected types of job, is very low. In order to increase the employability of the college graduates, it is crucial to conduct systematic self-assessment of the colleges at regular intervals to understand the skill needs in the job market and review the policy, procedures, curricula, and teaching-learning-assessment strategies of the colleges accordingly (CEDP, 2023, p. 8). Therefore, the Government of Bangladesh took the first ever initiative to conduct systematic self-assessment on a pilot basis at 35 colleges under CEDP to introduce institutional quality assurance system, and Rajshahi College is one of them.

1.2 Objectives of Institutional Self-Assessment

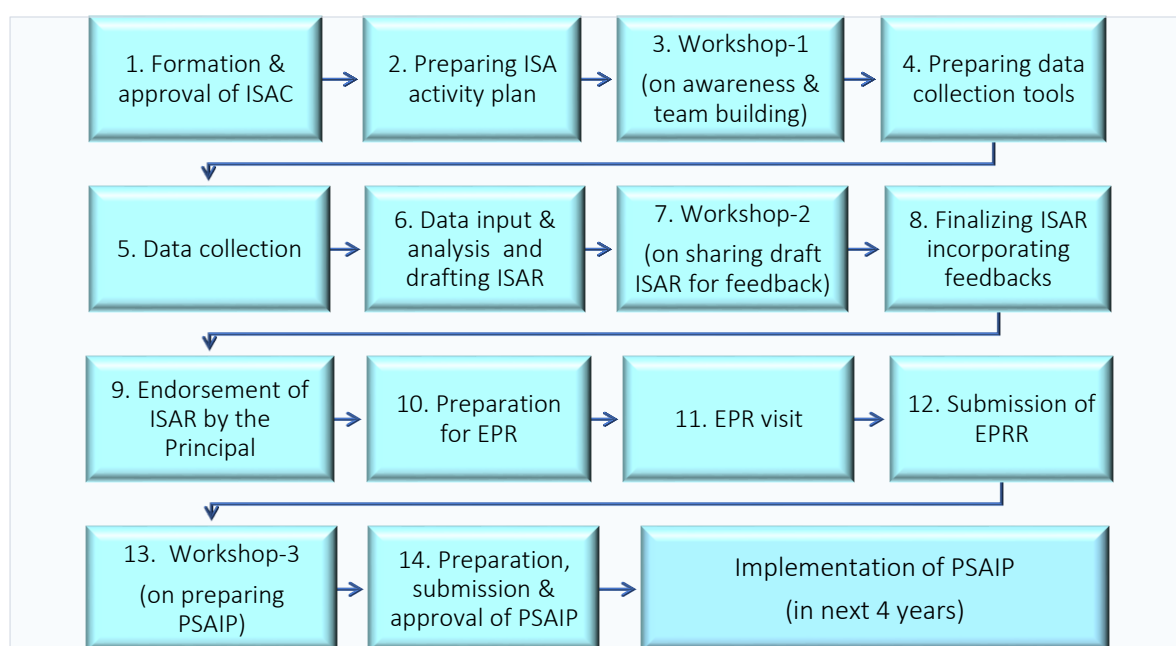
The general objective of institutional self-assessment is to enhance institutional standards, effectiveness and capacity of the college in providing quality education in order to produce competent graduates in response to the needs of the country, economy and stakeholders. Specific objectives are to:

- (a) Ensure that the college follows diligently the existing policies and procedures on QA formulated by SHED, UGC, BAC and NU with a view to achieving the vision, mission and objectives of higher education as delineated in various policy documents including National Education Policy, the Five-Year Plan, the Perspective Plan, and the SDGs;
- (b) Review the relevance of the curricula formulated by NU and implemented by the college in its academic programs;
- (c) Assess the readiness of the college in terms of human, physical, financial and technological resources for providing quality education in accordance with the needs of the country, economy and stakeholders;
- (d) Assess the effectiveness of the existing teaching-learning and assessment methods followed by the college in imparting lessons to students, and skills and attitudes needed for equipping them for the needs of the country, economy and the world;
- (e) Identify the areas that the institution needs to improve for delivering quality education;
- (f) Create a basis for external validation with reference to national and international standards and best practices; and
- (g) Draft guidelines for strategic planning.

1.3 Institutional Self-Assessment Process

Institutional self-assessment is a systematic and structured process that involves series of activities with specific goals and outcomes. It is not the case that an institution conducts self-assessment once or twice in its lifetime; rather it is a cyclic process and a part of the institution's formalized culture of continuous effort to improve the quality of education and effectiveness of its policies, procedures and practice. Self-assessment cannot be done alone. It needs involvement and ownership of all the relevant stakeholders (CEDP, 2023, p. 19). The following flow chart taken from the *Institutional Self-Assessment Manual* of CEDP explains the key steps followed in ISA process. Rajshahi College conducted ISA in compliance with the Manual. However, as per the decision of the Project Management Unit (PMU), CEDP, instead of forming a separate Institutional Self-Assessment Committee (ISAC) the ISA of the college was conducted by the IDG Management Team (IDGMT).

Figure 1: Key Steps in Institutional Self-Assessment



(Source: *ISA Manual*, CEDP, p. 19)

1.3.1 ISA Activity Plan

The overall activity plan for conducting self-assessment at Rajshahi College was as follows:

Table 1: ISA Activity Plan

Sl. No.	Activity	Timeline
1	Preparation of ISA activity plan	22/08/2022 – 07/09/2022
2	Workshop on Awareness and team building for ISA	08/09/2022 – 30/09/2022
3	Preparing and customizing data collection tools & collecting supporting documents	01/10/2022 – 07/02/2023
4	Data collection through structured survey, FGD, KII, document review & physical verification	08/02/2023 – 07/04/2023
5	Data input, analysis & drafting ISAR	08/04/2023 – 14/06/2023
6	Workshop on Sharing ISA findings and draft ISAR	15/06/2023 – 30/06/2023
7	Finalizing ISAR by incorporating feedbacks and suggestions and submission for Principal's endorsement	01/07/2023 – 31/07/2023
8	Endorsement of ISAR by the Principal	01/08/2023 – 14/08/2023
9	Preparing for EPR: scheduling EPR visit & selecting EPRT members	15/08/2023 – 31/08/2023
10	EPR visit	01/09/2023 – 15/09/2023
11	Submission of the External Peer Review Report (EPRR)	16/09/2023 – 30/09/2023
12	Workshop on preparing Post-Self-Assessment Improvement Plan (PSAIP)	01/10/2023 – 15/10/2023
13	Preparation and approval of the PSAIP	16/10/2023 – 30/11/2023

1.3.2 Data Collection, Processing and Analysis

Self-assessment data were collected from various sources on the effectiveness the policy, procedure and practice of the college as well as its affiliating university with reference to the 57 ISA criteria under 10 areas of quality assurance.

1.3.2.1 Sources of data

Data for ISA were collected from several sources. The primary data came from the key stakeholder groups' perceptions of the effectiveness of the existing policies, procedures, curriculum, teaching-learning-assessment methods and strategies, and other institutional arrangements, as well as on the current and emerging skill needs in the industry and job market. Their perceptions were analyzed with reference to the ISA standards and criteria. In addition to that, primary data also came from the physical verification of the existing facilities and resources provided by the college to ensure its functional operations and quality education. The stakeholders from whom the primary data were collected include (i) current students; (ii) teachers; (iii) alumni; (iii) employers; (iv) non-academic staff of the; and (v) top management of the college. On the other hand, the secondary data came from evidential documents related to policies, procedures and practices that reflect a college's quality culture and commitment to maintain institutional standards. A list of the documents the college consulted for ISA is given in Appendix 5.

1.3.2.2 Data collection methods and tools

ISA data were collected in the following methods:

- (a) Structured survey;
- (b) Focus Group Discussion (FGD);
- (c) Key Informant Interview (KII);
- (d) Document review; and
- (e) Physical verification of college facilities by site visit.

Structured survey was conducted to get quantitative data, whereas FGD and KII provided qualitative data to supplement the quantitative data. Physical verification yielded both quantitative and qualitative data.

Structured survey was conducted among mainly four groups of stakeholders—current students, teachers and alumni of the college and employers. The survey questionnaire for students and teachers contained a set of statements against ISA criteria, and the respondents were asked to express their level of agreement with the statements on a 5-point Likert scale.

Survey questionnaires for these four groups are given in the Appendixes 1, 2, 3 and 4 respectively. The survey questionnaires for alumni and employers contained a list of soft skills in light of Bangladesh National Qualifications Framework (BNFQ) and the respondents were asked to rank the skills in terms of their importance in the industry/job market and also rank the effectiveness of college education in developing those skills among the graduates on a 10-point scale.

FGD was conducted mainly for two purposes—firstly, to supplement the quantitative data acquired by structured survey, and secondly, to cover those groups of stakeholders that could not be brought under the survey for some practical reason. Some selected representatives of the students, teachers and alumni were involved in FGD to get more in-depth insights. In the structured survey, responses are confined within the given statements and their controlled response framework, so there always remains a possibility of missing some perspectives of respondents' thoughts and perceptions. This gap can be addressed by FGD where respondents can freely express their opinions on some specific topics and relevant QA issues.

Since the college has a small number of non-academic staff members and most of them are not be competent enough to respond to a structured survey questionnaire, they were brought under FGD using only those prompts of discussion which were relevant to their services. On the other hand, KII was conducted with the Principal and Vice Principal of the college.

A very significant portion of ISA data also came through document review and physical verification of the college facilities including classrooms, office rooms, libraries, laboratories, common rooms, wash rooms, playground, cafeteria, medical center, and Mental health center etc.

Table 2: Data Type, Source and Method of Collection

Data Source		Data Collection Method	Data Type	
			Quantitative	Qualitative
1	Students	Structured survey	✓	
		FGD		✓
2	Teachers	Structured survey	✓	
		FGD		✓
3	Alumni	Structured survey	✓	
		FGD		✓
4	Employers	Structured survey	✓	
		KII		✓
5	Non-academic staff	FGD		✓
6	Top management & internal policy makers	KII		✓
7	Evidential documents	Document review	✓	✓
8	Assets & facilities	Physical verification	✓	✓

1.3.2.3 Population and Sampling

For ISA the population size was 12000 students. Students from the 3rd year and 4th year of Bachelor's program and from Master's final year of all the departments were selected for population. For the current student group, purposive sampling was used. The sample size of students participated in the survey is 250. Further, students' percentage of attendance was applied as a selection criterion to screen out irregular students because their participation would increase the possibility of invalid and unreliable data. Students having 60% and above attendance were selected. The selected students represented 2.083% of the population. The total number of teachers in Rajshahi College is 250, and 56 of them were selected for the study. In addition, 31 ex-student (alumni) and 21 job providers were considered as the sample size where population of ex-student and job providers were unknown.

1.3.2.4 Data processing and analysis

The quantitative data collected through structured survey were processed and analyzed using MS Excel software. Stakeholders' responses to the statements were calculated with weighted score and percentage. Percent of respondents agreed or disagreed with a statement was

interpreted as their level of satisfaction related to the college's maintenance of quality with reference to the corresponding ISA criteria. On the other hand, qualitative data collected through FGD, KII, document review and physical verification were analyzed to supplement the gaps and clarify the assumed wrong perceptions identified in the findings from the quantitative data.

1.3.3 Drafting ISAR

Based on the findings of the assessment, the college drafted the ISAR. The draft was prepared as per the outlines given in the ISA Manual and following other relevant guidelines provided by the PMU, CEDP from time to time in various meetings and workshops.

1.3.4 Sharing ISA Findings with Stakeholders for Feedback

The draft ISAR was shared with relevant stakeholders in an internal workshop held on 25th June, 2023. 60 teachers, 4 ex-students, and 6 job providers participated in the workshop. In the workshop, the key outcomes of the ISA exercise were presented before the participants and they were asked to provide feedback and further suggestions for the improvement and finalization of the report. The feedbacks and suggestions from the stakeholders were recorded in a proceeding so that they could be addressed while finalizing the ISAR.

1.3.5 Finalizing ISAR

The draft ISAR was finalized through several cycles of revision and correction. Moreover, relevant feedbacks and suggestions provided by the stakeholders in the draft sharing workshop were incorporated in the final version.

1.3.6 External Peer Review

The college will arrange an external peer review program in order to validate the process and outcomes of the self-assessment. In consultation with the PMU, CEDP, two QA experts and one college education system expert will be invited for peer review. Following the peer review, the college will prepare an improvement plan in light of the recommendations made by the external peer reviewers as well as the recommendations given in this report.

1.3.7 Limitation of the Assessment

Quantitative data were collected through perception survey, and perceptions may not always be accurate. Perceptions of the same respondent may vary from occasion to occasion and from context to context. Therefore, the survey data may not always indicate the real picture. However, efforts have been made to minimize the effect of such gap in the data by verifying the survey results with the findings from FGD, KII, document review and physical verification. Moreover, feedbacks from the stakeholders in the draft ISAR sharing workshop have also been addressed to clarify all the assumed wrong perceptions and contradictions. Another limitation of the study was that it was not possible for the college to conduct KII with the top management of DSHE, NU and NAEM on issues related to governance, curriculum and training as it would be quite challenging for them to give schedule to all the 35 colleges. In that case, PMU, CEDP decided to conduct the KII centrally and incorporate the findings in the consolidated report to be prepared on the basis of the findings from the 35 colleges.

Chapter 2: Overview of the College

2.1 Background and Establishment

Rajshahi College, situated at the city of Rajshahi (in the North-Western division of Bangladesh), is one of Bangladesh's oldest higher education institutes. It was established in 1873 in Rajshahi city with the financial assistance of Raja Haralal Roy Bahadur of Dubalhati. Raja Haranath Roy donated land for the establishment of the college and the annual income from the property was five thousand rupees. Local landlords and other eminent people also helped for this college.

The College originated from Baulia English School a private institution founded in 1828. The school was taken over by the provincial government of Bengal and was converted into the Government Zilla School in 1836. In 1873, the institute was upgraded to an Intermediate College by introducing F.A. courses into its curriculum. Of the first batch of students appearing in the FA examinations in 1875 only two passed. The government wanted to abolish the college but had to abandon the idea thanks to the efforts of the Rajshahi Association, which rather pressed for transforming it into an upgraded college by introducing BA courses. The founder president of the Rajshahi Association Raja Promothnath Roy Bahadur of Dhigapathia gave Rs 150,000 to the government through the Rajshahi Association for introducing a Degree program in the college. The college got affiliated with the Degree program in October 1877 and introduced BA courses in 1878. The college accorded the first-grade rank by adopting B. A. courses this year and was named after the city of Rajshahi. MA classes were introduced in the college in 1881 and BL classes were added in it in 1883. Within a few years, eight students earned their MA and sixty students took their BL degrees from the College. However, for some time, the postgraduate courses in Arts and in Law were discontinued (from 1909) due to the new regulations of the University of Calcutta.

In 1947 the Bengal province of British India was divided into two parts, the East and the West. The former joined the newly created Pakistan, while the latter remained in India. Accordingly, the College was detached from Calcutta University and affiliated with the University of Dhaka. In 1953, it shifted its affiliation to the newly established University of Rajshahi. The National

University was established in the early nineties of the late century, and all the graduate and post-graduate colleges were transferred to its jurisdiction. Consequently, the college was affiliated with National University.

Although the college started its journey in the 1870s, the commerce courses were not incorporated into its programs. The Courses in I Com, B Com (Pass), and B Com (Honors) were introduced here in 1952, 1954, and 1961 respectively. The Master's degree courses were re-introduced in this institution in 1994. It is to be mentioned that the college closed down the higher secondary courses in 1996 that has been re-introduced in 2010. As a government institute, the college runs by the guidelines of the Ministry of Education, however, it is affiliated with the National University for its educational programs.

Rajshahi college is a renowned college in the Bangladesh. The students of Rajshahi division are benefited from this college. Specially, this college has to contribute socio economic condition in this Northern are of Bangladesh.

2.2 Vision, Mission and Objectives

Vision of the College

The vision of Rajshahi College is to create skilled human resources to meet global challenges by ensuring quality education.

Mission

To ensure an education-friendly campus and conducive work environment; expansion of educational opportunities and improvement of quality of education; creation of academic and information technology skills, and increasing the ability of students to face the ongoing world through co-educational activities.

Objectives

The aim of the college is to provide the quality education in the students that is helpful to achieve the sustainable development goal of Bangladesh.

Philosophy

Rajshahi College strongly believes that all people have an equal right to self-development and to increase their knowledge and skills. The college strives to implement this concept by fixing

minimum tuition fees and providing financial assistance (to a limited extent) in the field. However, the institute enrolls the student through open competition by following government rules and regulations. The college is committed to ensuring a conducive academic environment to provide equal opportunities for successful academic advancement for all students.

In order to acquire practical skills, Rajshahi College ensures students' participation in the teaching-learning process. In the college, they are regularly evaluated and given feedback through a formative assessment system. In fact, the college strives to realize the potential of the students through various programs and services. It helps students to build mutual understanding with their classmates and other people and contributes to their interest in higher education. Besides, the college develops practical technical capabilities of the students and takes special care in developing communication skills to fit the students for jobs and careers.

2.3 Academic Departments and Programs

Currently Rajshahi College runs 4 academic program, Bachelor (Degree Pass), Certificate Courses on various subjects, Bachelor Honors, Masters under 25 departments of which 23 have undergraduate programs and 22 have post graduate programs. It got affiliated with National University in 1992 to run Bachelor and Honors [Bangla, English, Sanskrit, History, Islamic History, Philosophy, Islamic Studies, Political Science, Sociology, Social Work, Economics, Physics, Chemistry, Mathematics, Botany, Zoology, Psychology, Statistics, Geography, Management, Accounting, Marketing, Finance & Banking] programs, and later on, in 1994, got approval to open Masters [Bangla, English, History, Islamic History, Philosophy, Islamic Studies, Political Science, Sociology, Social Work, Economics, Physics, Chemistry, Mathematics, Botany, Zoology, Psychology, Statistics, Geography, Management, Accounting, Marketing, Finance & Banking] programs. The details related to the current academic programs are as follows:

Table 3: Academic Profile of Rajshahi College

Sl. No.	Name of Department	Name of Program		Number of Students			First Year Dropout Rate in Under-graduate Program * (% average of last 3 years)	Graduation Rate in Under-graduate Program** (% average of last 3 years)	Number of Teachers		
		Under-graduate	Graduate	Under-graduate	Graduate	Total			Full-time	Part-time	Total
1	Bangla	BA Honors	MA	605	397	1002	28.42	71.58	11	0	12
2	English	BA Honors	MA	509	205	714	46.67	48.54	11	0	14
3	Sanskrit	BA Honors	--	35	00	35	34.81	81.25	4	0	4
4	Urdu	--	--	00	00	00	00	00	2	0	2
5	History	BA Honors	MA	837	356	1193	18.30	70.89	12	0	12
6	Islamic History	BA Honors	MA	791	399	1190	19.15	72.20	12	0	12
7	Philosophy	BA Honors	MA	851	284	1135	27.22	59.81	11	0	11
8	Arabic & Islamic Studies	BA Honors	MA	210	32	242	34.81	51.11	9	0	9
9	Political Science	BSS Honors	MSS	778	805	1583	20.71	78.72	12	0	12
10	Sociology	BSS Honors	MSS	777	692	1469	18.58	75.32	12	0	8
11	Social Work	BSS Honors	MSS	662	346	1008	20.53	75.44	12	0	12
12	Economics	BSS Honors	MSS	800	256	1059	37.45	56.03	12	0	12
13	Physics	BSc Honors	MSc	411	168	579	46.25	35.96	12	0	12
14	Chemistry	BSc Honors	MSc	347	180	527	66.00	29.33	12	0	12

Sl. No.	Name of Department	Name of Program		Number of Students			First Year Dropout Rate in Under-graduate Program * (% average of last 3 years)	Graduation Rate in Under-graduate Program** (% average of last 3 years)	Number of Teachers		
		Under-graduate	Graduate	Under-graduate	Graduate	Total			Full-time	Part-time	Total
15	Mathematics	BSc Honors	MSc	502	279	781	58.50	45.85	12	0	12
16	Botany	BSc Honors	MSc	446	525	971	44.12	40.78	13	0	13
17	Zoology	BSc Honors	MSc	433	267	700	54.05	58.56	13	0	13
18	Psychology	BSc Honors	MSc	786	224	1010	27.11	54.20	10	0	10
19	Statistics	BSc Honors	MSc	286	83	369	47.50	43.01	9	0	9
20	Geography	BSc Honors	MSc	599	408	1007	20.81	76.41	11	0	11
21	Management	BBA Honors	MBA	742	553	1295	31.91	51.77	10	0	10
22	Accounting	BBA Honors	MBA	746	409	1155	29.15	65.96	11	0	11
23	Marketing	BBA Honors	MBA	422	63	499	23.57	40.24	0	3	3
24	Finance & Banking	BBA Honors	MBA	412	59	471	36.78	38.57	0		0
25	ICT			0	0	0	0	0	0	1	1
Total/average		23	22	12987	7007	19994	34.45	57.46	233	4	237

*First year dropout rate indicates what percent of the students enrolled in the first year of an undergraduate program discontinue their studies in the second year.

**Graduation rate indicates what percent of students enrolled in a program successfully complete the program towards conferment of the degree.

2.4 Campus and Facilities Overview

There are about twenty-two thousand students studying in this college. The institution has the following infrastructure and facility profile:

Total Campus Area: 35 Acor

Number of academic and administrative buildings:

- a) Academic buildings: 09
- b) Administrative building: 01

Number of classrooms and their capacity: 115

Library Facility:

- a) Central: 01
- b) Seminar: 23

Laboratory Facility:

- a) Computer Lab:
 - i. Central ICT lab: 04 (well-furnished with desktop computers)
 - ii. Departmental ICT lab: 2 (Statistics, Mathematics)
 - iii. GIS Lab: 1 (Geography)
- b) Science lab

There are 8 science departments at Rajshahi College, and they have separate laboratories for practical scientific experiments.

Cafeteria: 01

Playground: 01

Indoor games and recreational facilities

Medical facilities

- a) Physical health facilities: 01
- b) Mental health facilities: 01

Students and teacher's residential facilities:

Number of Dormitories

- c) **Student Dormitories:** The number of dormitories is 11 of which 9 for male and 2 for female. Number of seats in these dormitories are 1,283{male: Muslim 615 (HSC 132;

rest 483), Hindu 45, and female 623}.

d) **Teachers' Dormitories:** 02 (1 bachelor and 1 Family)

Other facilities:

Auditorium

The college has a teachers' meeting hall and a large convention center, the central auditorium (Rajshahi College Auditorium). The accommodation capacity of Rajshahi College Auditorium is 1500 at a time. The auditorium is well-furnished and air-conditioned. They are connected to broadband internet (Wi-Fi and LAN) and have a digital sound system

Gymnasium: 01

Common Room

There are two central common rooms for the students, one for males and another for females. Besides these, there are 11 common rooms for the students in the hostels (8 in the boy's and 2 in the girl's hostels).

Teachers' Room:

e) Central: 01

f) Department-wise: 23

Internet Access Facilities:

All teachers and students avail Internet facilities through Wi-Fi and LAN connection. However, LAN is only limited to the selected persons who are engaged in the special works.

Digital Teaching Facilities in Classrooms

All the classrooms have digital facilities. The teachers are conducting classes using multi-media projectors and Smart Boards. Only 22 class are supported by Smart Boards. All the classrooms have Wi-Fi facilities. However, LAN connections are limited.

Availability of Wi-Fi/Hotspots

All the teachers, administrators avail internet facility.

Motor Vehicle

Bus: The College has only one bus. Whereas, seven rental buses are being run for the students' transportation.

Chapter 3: ISA Findings and Recommendations

3.1 Governance

3.1.1 ISA Standards and Criteria Related to Governance

The governance of the college must reflect strong commitment to achieve its vision, mission and objectives and fulfill the expectations of the stakeholders. It must run on the basis of documented policies and procedures and effective coordination with relevant policy making bodies at the national level.

Criterion 1.1: The college has well-defined vision, mission and objectives that are aligned with the vision, mission and objectives of its affiliating university and overall vision, mission and objectives of the higher education sector set by the Government of Bangladesh.

Criterion 1.2: The college has a well-formulated strategic plan aligned with such plans of its affiliating university and DSHE. The plan is implemented with systematic monitoring and follow-up to achieve the vision, mission and objectives.

Criterion 1.3: The college strictly maintains an academic calendar in all of its academic activities in coordination with the academic calendar of its affiliating university.

Criterion 1.4: The college as well as its affiliating university has documented policy and procedure to determine appropriate class size and teacher-student ratio for effective, interactive and inclusive teaching-learning and assessment.

Criterion 1.5: Effective coordination relating to academic and administrative decision making is maintained among the college, its affiliating university and DSHE through documented policy and procedure.

Criterion 1.6: DSHE plays effective roles in ensuring institutional oversight and continuous support to the colleges for implementing government policies, identifying challenges and taking remedial measures accordingly.

Criterion 1.7: The college has a functional governing body constituted as per the government regulation that acts in line with the vision mission and objectives of the college (applies to non-government colleges only).

Criterion 1.8: The college has a health, hygiene and safety management policy to ensure overall healthy and safe environment on the campus both in normal situations as well as in emergencies including epidemic/pandemic.

3.1.2 Vision, Mission, Objectives and Strategic Planning

The college has well-defined and documented vision, mission and objectives which is exhibited in the academic calendar and web page of the college. RC's vision, mission and objective are aligned with the vision, mission and objectives of its affiliating university and overall vision, mission and objectives of the higher education sector set by the Government of Bangladesh. In setting these things, however, the college hardly consults with the stakeholder. In addition, it has no well-formulated strategic plan to achieve the vision, mission and objectives, and is aligned with the plans of NU and DSHE.

Governance refers to how the administration and academic programs of the RC are being run. It is one of the most important Quality Assurance (QA) areas that plays a vital role for establishing policies, enhancing the potentiality and capability of Higher Education Institutions. It facilitates with the achievements of the mission and objectives of the programs and institute, and ensures the accountability and transparency of the entity as well as institution. Therefore, governance is considered as the first criterion of Quality Assurance areas in the current Self-Assessment process. The factors involved in ensuring the governance at the college include Management of College, its Policy and Procedure, and their proper documentation.

3.1.3 Management of College: Policy and Procedure

Rajshahi College is a government college. So it follows the government law and rules. Education ministry and National University provided the various circulars which are followed this college for operation of academic and administrative activities. On the other hand, Principal has taken decision with the help of academic and staff council. Principal, vice-principal, departmental head, and hostel supers are the member of academic council and all

teachers are the member of staff council. Majority decision are taken after discussion in academic and staff council. The minutes of meeting preserve in office.

3.1.4 Internal and External Coordination

Principal coordinates all external activities with the help of vice-principal and office staffs. He also coordinates the internal activities with the help of departmental heads and office staffs.

3.1.5 Documentation

Documentation is essential at all levels of college administration from central to individual faculty member. The RC maintains documentations at the central level, the principal's office. Beside this, the department level offices of the college maintain a substantial volumes of documents. These are given below:

- Academic ordinance
- Syllabus
- Prospectus/Brochure
- Meeting proceedings of academic, non-academic committees
- Notices from head of the department, principal, hostel supers, DSHE. SHED etc.
- Enrolled student register, salary register, leave register, book register, cash book etc.
- Students' orientation and other programs documents.

For being government employees the teachers and other government staff are obliged to follow the code of conduct and leave rules of the government. The college (principal office and departments) preserves Bangladesh Service Rules. However, there are no such written documents for the students and master role staff mentioning their duties and responsibilities.

The academic programs, examination rules, promotion criteria to the next year, course evaluation and GPA calculation processes are presented in the Academic Calendar. The schedule of the in-course examination and tentative date of the NU examination are also given in this written document (Academic Calendar). These are exhibited in the notice

boards of the principal office, the departments, and in the college web page.

Decisions are made formally in a participatory manner through meetings, and the decisions of meetings are recorded in the form of minutes/proceedings and disseminated properly. Principal makes committees formally to implement the decisions and disseminates them to the respective departments. The committees' works are properly documented in the college office. However, RC hardly includes all of its stakeholders in decision making process, but confined within the teaching staff. Similarly, it does not disseminate decisions to the other stakeholders except the teachers.

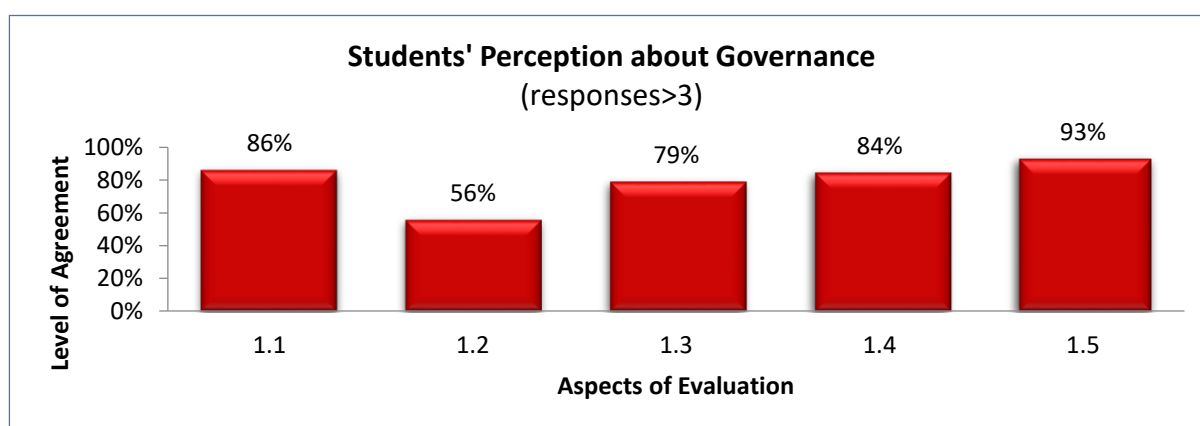
3.1.6 Stakeholders' Views on Governance

Table 4: Students' Views on Governance

Agreement Scale 1= Strongly disagree 2= Disagree 3= Neutral/Do not know about it 4= Agree 5= Strongly agree	Population size	12000
	Sample size	250
	Sampling method	Purposive
	Number of evaluation criteria	5
	Possible range of score	250 - 1250
	Possible range of sum of score	1250 - 6250
	Range of mean score	1 - 5

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
1.1	The vision, mission and objectives of the college are clearly stated in printed documents like handbook/brochure/leaflet or on the college website.	2%	2%	11%	40%	46%	86%	5	4.06
1.2	The college provides students with an academic calendar (in printed or electronic format) at the beginning of every academic year.	14%	17%	14%	25%	31%	56%	5	
1.3	The academic calendar is maintained strictly (i.e. classes and exams are held and results are published on time as per the calendar).	3%	9%	9%	32%	47%	79%	5	
1.4	The college maintains appropriate number of students in a class for effective teaching-learning and close interaction between teacher and students.	2%	5%	8%	57%	28%	84%	4	
1.5	The college takes appropriate measures to ensure students' healthy and safe stay on the campus.	2%	0%	5%	33%	60%	93%	5	

Figure 2: Students' Views on Governance



The students' point of views, it is found vision, mission and objectives are clearly stated in website. Departments moderately provides the academic calendar at the beginning of every academic year. All department can't maintain the academic calendar strictly.

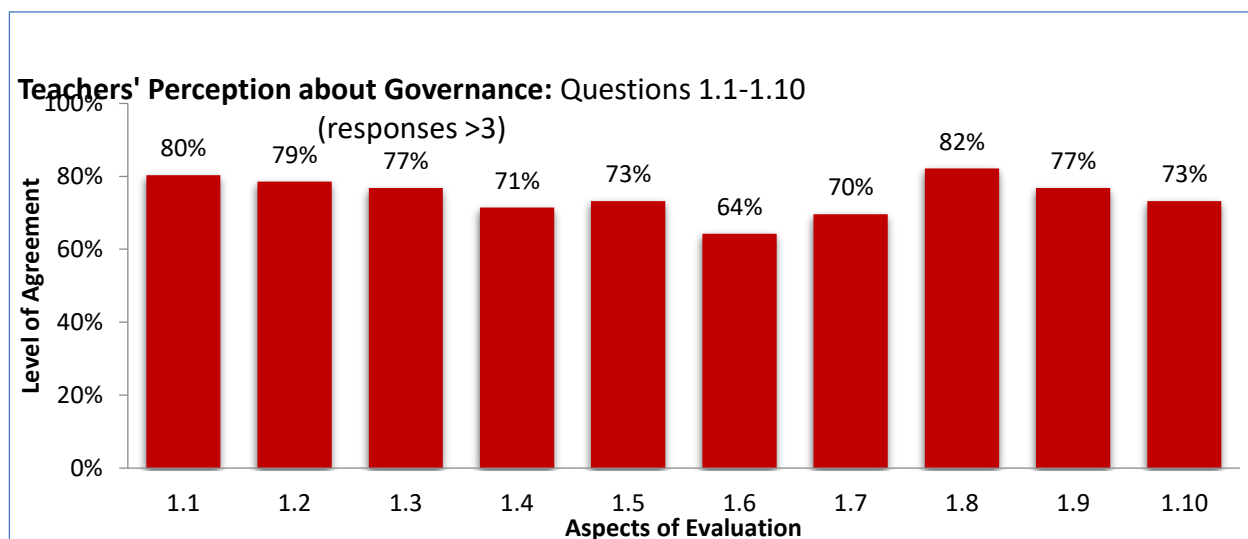
Table 5: Teachers' Views on Governance

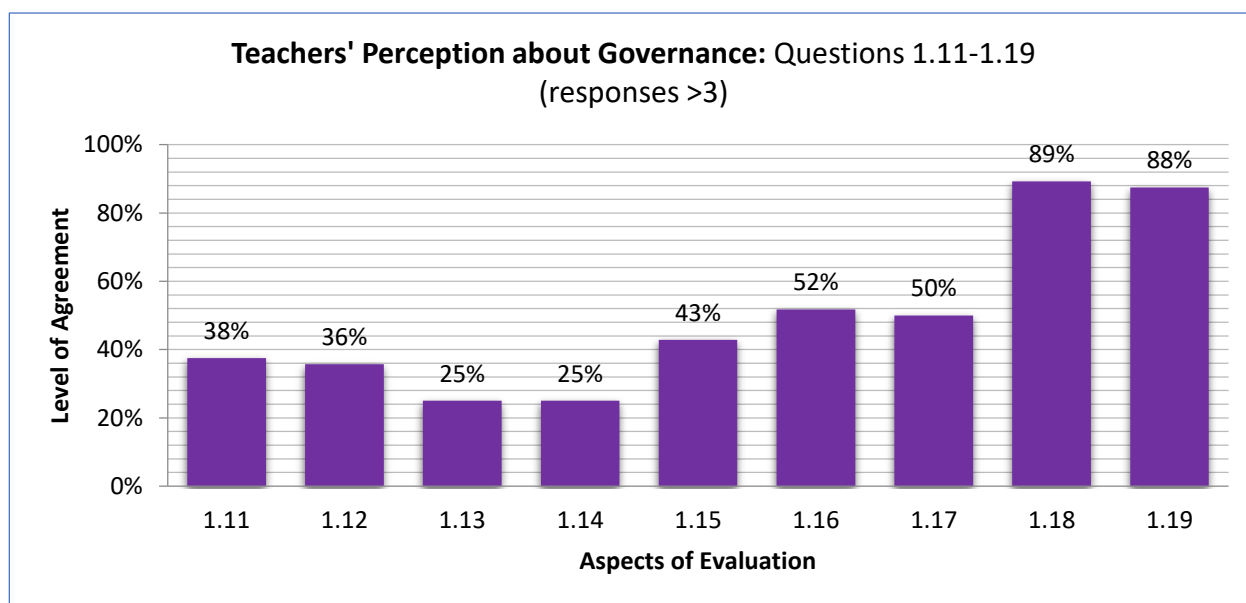
Agreement Scale	Population size	250
1= Strongly disagree	Sample size	56
2= Disagree	Sampling method	Purposive
3= Neutral/Do not know about it	Number of evaluation criteria	19
4= Agree	Possible range of score	56 – 280
5= Strongly agree	Possible range of sum of score	1064 – 5320
	Range of mean score	1 – 5

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
1.1	The vision, mission and objectives of the college are clearly stated in printed documents like handbook/brochure/leaflet or on the college website.	5%	5%	9%	36%	45%	80%	5	3.63
1.2	The vision, mission and objectives of the college are aligned with those of National University (NU).	4%	2%	16%	45%	34%	79%	4	
1.3	The vision, mission and objectives of the college reflect the vision, mission and objectives of higher education stated in National Education Policy 2010.	4%	4%	16%	43%	34%	77%	4	
1.4	The college has a well-formulated and time-bound strategic plan to achieve its vision, mission and objectives.	5%	5%	18%	41%	30%	71%	4	
1.5	The strategic plan of the college is aligned with such plans of NU.	4%	2%	21%	48%	25%	73%	4	
1.6	The strategic plan of the college reflects Bangladesh's strategies for higher education adopted in National Education Policy 2010.	4%	7%	25%	36%	29%	64%	4	
1.7	The strategic plan is properly implemented with systematic monitoring.	4%	4%	23%	46%	23%	70%	4	

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
1.8	The college gives students and teachers an academic calendar at the beginning of every academic year (in printed or electronic form).	0%	4%	14%	36%	46%	82%	5	
1.9	The college's academic calendar is prepared in coordination with NU's academic calendar.	0%	4%	20%	41%	36%	77%	4	
1.10	The academic calendar is strictly maintained in all academic activities.	2%	11%	14%	38%	36%	73%	4	
1.11	The college has a class size policy to maintain standard teacher-student ratio (e.g. around 1:30) for ensuring effective and interactive teaching-learning.	21%	9%	32%	32%	5%	38%	3	
1.12	The college maintains a standard class size in all the classes.	25%	16%	23%	25%	11%	36%	4	
1.13	NU regularly monitors college's compliance with the class size policy.	32%	21%	21%	16%	9%	25%	1	
1.14	Directorate of Secondary and Higher Education (DSHE) monitors college's compliance with the class size policy.	23%	16%	36%	20%	5%	25%	3	
1.15	Effective coordination relating to academic and administrative decision making is maintained among the college, NU and DSHE through documented policy and procedure.	13%	16%	29%	36%	7%	43%	4	
1.16	DSHE plays effective roles in ensuring institutional oversight of the college's compliance with government rules and policies.	4%	9%	36%	39%	13%	52%	4	
1.17	The college gets timely support from DSHE in identifying and overcoming challenges related to implementation of government policies.	5%	13%	32%	36%	14%	50%	4	
1.18	The college has a documented health, hygiene and safety management policy to ensure overall healthy and safe environment on the campus both in normal situations and in emergencies including epidemic/pandemic.	2%	4%	5%	52%	38%	89%	4	
1.19	The health, hygiene and safety management policy is appropriate for ensuring overall healthy and safe campus life of students, teachers and other employees.	2%	2%	9%	48%	39%	88%	4	

Figure 3: Teachers' Views on Governance





From Teachers' Perception, it is found that College has the vision, mission and objectives which is shown in website but not in documented from fro graduate students. Departments prepare and maintain the academic calendar but not maintain properly for NU crash program. It also maintains the health and safety environment. It has not strategic plan. Class size and teachers-student's ratio are very high. Higher authority (NU, MOE, DSHE) of college do not solve the crucial problems and issues.

3.1.7 Strengths, Scope of Improvement and Recommendations

3.1.7.1 Strengths

- (a) College has the vision, mission and objectives in website.
- (b) Academic calendar is available which is given at the beginning of the academic year.
- (c) Healthy, hygiene and safety in the campus are ensured.

3.1.7.2 Scope of improvement

- (a) Unawareness of students about the vision, mission and objectives of the college.
- (b) Unawareness of teachers about the strategic plan of the college.
- (c) Lack of ideal student-teacher ratio in the classroom.

- (d) Teachers lack of knowledge regarding co-ordination process among the college, NU, MOE and DSHE.

3.1.7.3 Recommendations

- (a) The vision, mission and objective of college should be provided at the orientation class in written form.
- (b) Workshop/in-house training must be arranged for preparing strategic plan of the college and every department, education policy and administrative procedure.
- (c) College should communicate to NU, MOE and DSHE for reducing teachers-students' ratio.

3.2 Leadership, Responsibility and Autonomy

3.2.1 ISA Standards and Criteria Related to Leadership, Responsibility and Autonomy

The college as well as all entities within it must play effective leadership role with defined responsibilities and sufficient autonomy to contribute to its vision, mission and objectives and fulfill the expectations of the stakeholders.

Criterion 2.1: The college has a documented organizational structure with clearly defined roles and responsibilities of each academic and administrative position.

Criterion 2.2: The manpower in the key academic and administrative positions of National University as per its current organizational structure is adequate and appropriate for supporting and monitoring the operations of the academic programs at the affiliated colleges.

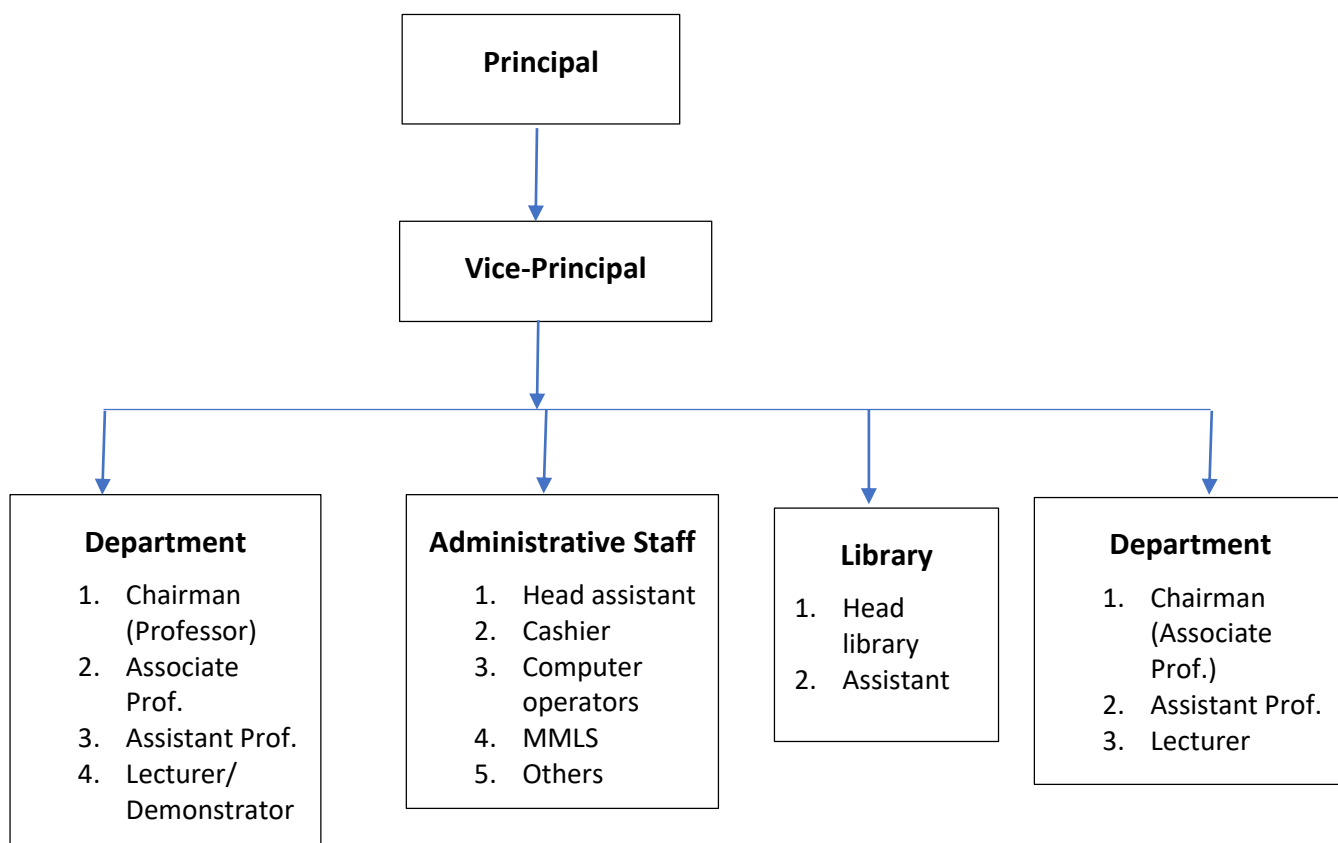
Criterion 2.3: The college maintains clearly defined and documented values and principles in order to promote ethical values, respect for human rights and diversity of gender, culture, religions and ethnicity among its students, teachers and other employees.

Criterion 2.4: The Principal and heads of the academic departments have sufficient autonomy in academic, administrative and financial operations of the college.

3.2.2 Organizational Structure

There is a well-defined and a documented organizational structure with clearly defined roles and responsibilities of each academic and administrative position. In the organogram (Fig. 3.1), the Principal is the head of the institute, and a vice-principal assists him. There are heads of the departments, below them, implement administrative and administrative decisions with

their man powers. Every department has some posts, the professors, Associate professors, Assistant professors, lecturers, and demonstrators (in the science departments). In addition, there are assisting posts like head clerk, office assistants, computer operators, and peons who college authority to run the institute.



The manpower in the key academic and administrative positions of National University as per its current organizational structure is inadequate and inappropriate for supporting and monitoring the operations of the academic programs at the affiliated colleges as they deal with a huge number of students. As for example, there are 12 teachers deal with about 2000 students (1000 in honors, 350 MA final year, 125 MA part 1, and a huge number in BA pass course) in the department of English. Accordingly, the student-teacher ratio is unusually high. In addition, 236 supporting staff service to the large number stakeholders. It is noted that government allocated staffs and teachers are not sufficient for well operations. So, some official staffs for administrative staffs and departmental staffs, medical officer, physiologist and per-time teachers appointed in the college.

3.2.3 Roles, Responsibilities and Autonomy

The Principal and heads of the academic departments have sufficient autonomy in academic, administrative and financial operations of the college within the limit of the rules and regulation.

3.2.4 Ethical Values and Principles

The college maintains values and principles in order to promote ethical values, respect for human rights and diversity of gender, culture, religions and ethnicity among its students, teachers and other employees. However, they are clearly defined and documented.

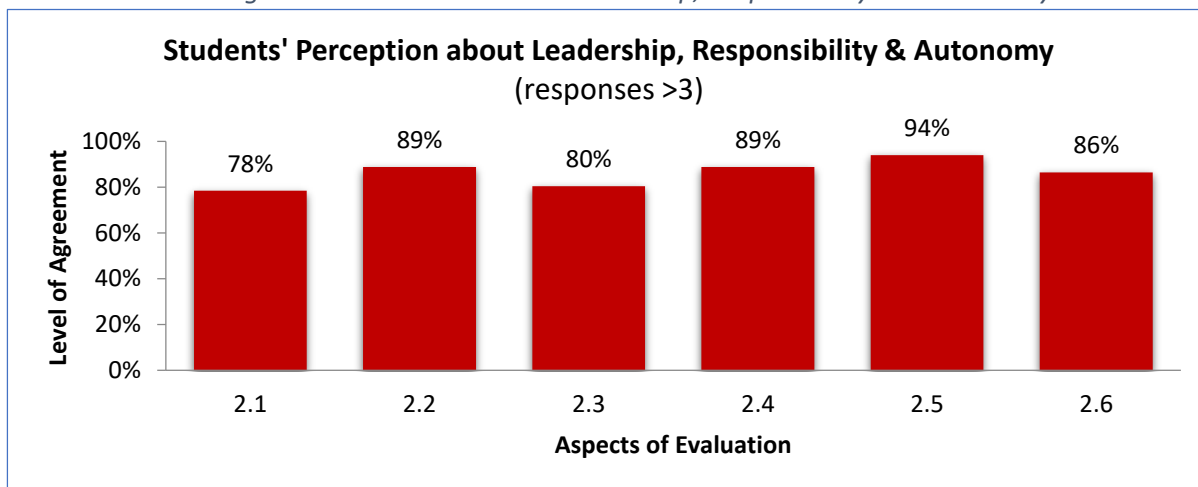
3.2.5 Stakeholders' Views on Leadership, Responsibilities and Autonomy

Table 6: Students' Views on Leadership, Responsibility and Autonomy

Agreement Scale 1= Strongly disagree 2= Disagree 3= Neutral/Do not know about it 4= Agree 5= Strongly agree	Population size	12000
	Sample size	250
	Sampling method	Purposive
	Number of evaluation criteria	6
	Possible range of score	250 – 1250
	Possible range of sum of score	1500 – 7500
	Range of mean score	1 – 5

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
2.1	The organizational structure of the college is available in the form of chart/tree diagram on its website/in student handbook.	2%	4%	15%	48%	30%	78%	4	4.24
2.2	The organizational structure of the college is displayed at a prominent place of the campus.	2%	4%	5%	38%	50%	89%	5	
2.3	The college's ethical values and principles are documented in its handbooks/brochure or on the website.	2%	4%	13%	47%	34%	80%	4	
2.4	The college's ethical values and principles are displayed at the prominent places of the campus.	2%	2%	8%	37%	52%	89%	5	
2.5	The college maintains ethical values, principles and social responsibilities in its day-to-day activities.	2%	1%	3%	48%	46%	94%	4	
2.6	The college promotes respect for human rights, gender, culture, and religious and ethnic differences in its activities.	1%	2%	10%	34%	52%	86%	5	

Figure 4: Students' Views on Leadership, Responsibility and Autonomy



From the students point of views, it is found that organizational structure is not display in website. The ethical values and principles are not documented from in hand book.

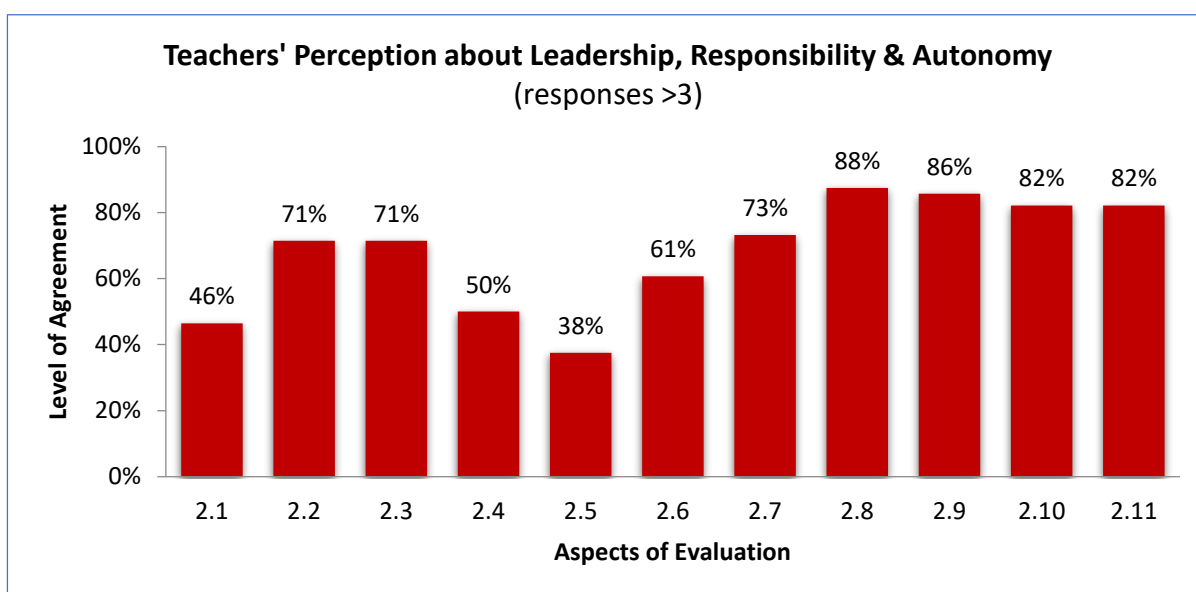
Table 7: Teachers' Views on Leadership, Responsibility and Autonomy

Agreement Scale 1= Strongly disagree 2= Disagree 3= Neutral/Do not know about it 4= Agree 5= Strongly agree	Population size	250
	Sample size	56
	Sampling method	Purposive
	Number of evaluation criteria	11
	Possible range of score	56 – 280
	Possible range of sum of score	616 – 3080
	Range of mean score	1 – 5

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
2.1	The organizational structure of the college is available in the form of chart/tree diagram on its website/in the faculty and staff handbook.	4%	9%	41%	36%	11%	46%	3	3.77
2.2	The organizational structure of the college is displayed at a prominent place of the campus.	9%	2%	18%	46%	25%	71%	4	
2.3	Roles and responsibilities of the key academic and administrative positions of the college is available in documented form (printed or electronic, e.g. in handbook/on college website).	4%	2%	23%	45%	27%	71%	4	
2.4	The college gets timely support from NU regarding academic affairs.	4%	7%	39%	43%	7%	50%	4	
2.5	NU has adequate administrative staff to provide support to the affiliated colleges.	9%	13%	41%	27%	11%	38%	3	
2.6	The college's ethical values and principles are available in documented form in its handbooks/brochures or on the website.	7%	5%	27%	48%	13%	61%	4	

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
2.7	The college's ethical values and principles are displayed at the prominent places of the campus.	5%	4%	18%	48%	25%	73%	4	
2.8	The college maintains ethical values, principles and social responsibilities in its day-to-day activities.	0%	2%	11%	55%	32%	88%	4	
2.9	The college promotes respect for human rights, gender, culture, and religious and ethnic differences in its activities.	4%	2%	9%	54%	32%	86%	4	
2.10	The Principal of the college has sufficient autonomy in administrative and financial decision making in the best interest of the college.	0%	4%	14%	43%	39%	82%	4	
2.11	Heads of the academic departments have sufficient autonomy in initiating innovative teaching-learning techniques.	4%	2%	13%	59%	23%	82%	4	

Figure 5: Teachers' Views on Leadership, Responsibility and Autonomy



From Teachers' Perception, it is found that the organizational structure of the college is not displayed in the campus. Roles and responsibilities of the key academic and administrative positions of the college is not available in documented form. The college's ethical values and principles are displayed are not in documented from.

3.2.6 Strengths, Scope of Improvement and Recommendations

3.2.6.1 Strengths

- (a) The College maintains ethical values, principles and social responsibilities, promotes respect for human rights, gender, culture, and religious and ethnic differences in its day-to-day activities.
- (b) The Principal and head of the department of the college has sufficient autonomy in administrative and financial decision making in the best interest of the college.

3.2.6.2 Scope of improvement

- (a) The organizational structure, ethical values and principles of college are not documented from.
- (b) Lack of Teachers administrative knowledge.

3.2.6.3 Recommendations

- (a) College authority should be necessary action to develop the organization structure, ethical values and principles in documented from and show in website, handbook and open place.
- (b) Arrange in-house training on office management.

3.3 Institutional Integrity and Transparency

3.3.1 ISA Standards and Criteria Related to Institutional Integrity and Transparency

To gain stakeholders' confidence, the college must maintain institutional integrity and transparency in its operations by ensuring compliance with the set policies and procedures, accountability, participatory decision making and proper documentation.

Criterion 3.1: There are transparent and fair policies and procedures for the recruitment of teachers and other employees that ensure selection of the most deserving candidates.

Criterion 3.2: Academic and administrative decisions at the college are made in a participatory manner, properly documented and disseminated in accordance with the set policies and procedures.

Criterion 3.3: The college has documented and well-communicated code of conduct and disciplinary rules for students and employees to prevent indiscipline and unethical practices, and ensure overall safe and secure environment within the college.

Criterion 3.4: The college effectively responds to students' grievances and complaints related to bullying, cybercrime, sexual harassment and other disciplinary issues through an established grievance redress mechanism in accordance with the disciplinary rules and code of conduct.

Criterion 3.5: The college publishes, regularly updates, and disseminates student handbook containing relevant information for the students including the college's vision, mission and objectives, academic calendar, academic rules and procedures, disciplinary rules and code of conduct.

Criterion 3.6: The college publishes, regularly updates, and disseminates faculty and staff handbook containing relevant policies, procedures, rules and code of conduct for the employees and the roles and responsibilities of academic and administrative positions.

Criterion 3.7: The college, its affiliating university and the policy making authorities like SHED and DSHE have well-designed, informative and responsive websites with easy access for all. The websites are regularly updated with necessary information in accordance with the needs of the stakeholders.

Criterion 3.8: The college maintains an automation-based integrated management information system and database for processing and storing all academic, administrative and financial management related information to ensure better efficiency and transparency in its activities and procedures.

3.3.2 Transparency in Recruitment and Admission

The government college teachers are recruited through the BPSC, while the supporting staff are by the DSHE. There are some daily-based staff who are appointed by the college authority (principal). The appointment policies and procedures for the recruitment of teachers and other employees are transparent. However, the system fails to ensure selection of the most deserving candidates for the set qualification and the content of the selection test.

In terms of students' admission, the college follows the NU's policy and procedure. Currently, students are being selected by the NU. The main criterion is students' previous result, especially their result in HSC examination. The NU publish the list of student eligible to be admitted to RC,

and the college ensures their admission only. The whole process of student selection is IT based, and therefore, considered to be transparent.

3.3.3 Decision Making Procedure

The principal is the academic and administrative authority of the college. He runs the college through academic council and staff council, consist of head of the departments and the teachers respectively. Firstly, to run the college, staff council makes decision within the rules and regulations, and the instruction of the DSHE and Shed, the higher authorities. The academic council approves the decision to implement, and the principal materializes them in action through the head of the departments and the committees formed time to time. Decisions of making committees are recorded in the form of minutes/proceedings, however, these are hardly disseminated among the stakeholders.

3.3.4 Code of Conduct and Disciplinary Rules

The college has code of conduct and disciplinary rules for students and employees to prevent indiscipline and unethical practices, and ensure overall safe and secure environment within the college. It publishes, and disseminates student handbook containing relevant information for the students including the college's vision, mission and objectives, academic rules and procedures.

However, the disciplinary rules and code of conduct are not well-defined properly communicated to the students and employees of the college that reveals in the students' and teachers' perception. In response to admit these issues they response poorly (see table 8 & 9).

3.3.5 Grievance Redress Mechanism

There is no formal disciplinary committee of the college to respond effectively to students' grievances and complaints related to bullying, cybercrime, sexual harassment and other disciplinary issues. However, the college authority, with the assistance of academic council and staff council, makes committees to redress grievances of the students.

3.3.6 Documentation and Information Management

The college maintains documents related to academic and administrative activities and decisions through the principal's office and head of the departments' offices. The offices classify the documents and preserve them categorically. The college maintain a web-site, and updates it regularly with necessary information of the stakeholders. College's affiliating university and the policy making authorities the SHED and DSHE have also well-designed, informative and responsive websites with easy access for all.

3.3.7 Stakeholders' Views on Institutional Integrity and Transparency

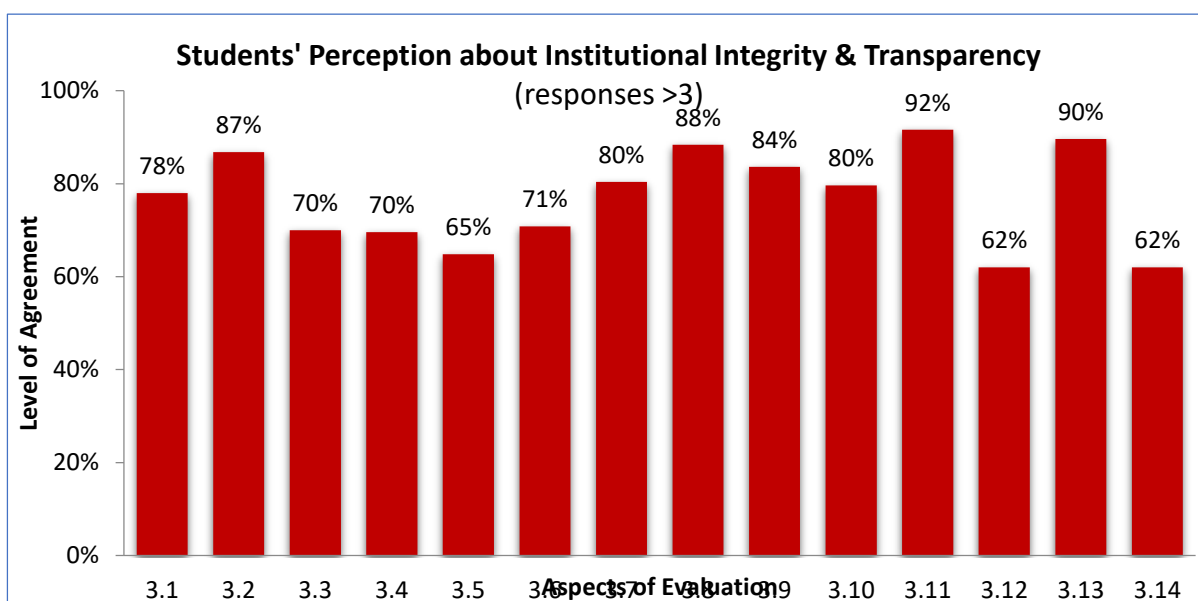
Table 8: Students' Views on Institutional Integrity and Transparency

Agreement Scale 1= Strongly disagree 2= Disagree 3= Neutral/Do not know about it 4= Agree 5= Strongly agree	Population size	12000
	Sample size	250
	Sampling method	Purposive
	Number of evaluation criteria	14
	Possible range of score	250 – 1250
	Possible range of sum of score	3500 – 17500
	Range of mean score	1 – 5

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
3.1	Academic and administrative decisions concerning matters related to students' interest are made by relevant committees/bodies.	2%	3%	17%	50%	28%	78%	4	4.07
3.2	Students are informed about the decisions concerning matters related to their interest through written notification.	1%	2%	10%	40%	47%	87%	5	
3.3	The code of conduct and disciplinary rules for students are available in documented form (e.g. in the student handbook/on the college website).	4%	5%	21%	45%	25%	70%	4	
3.4	Provisions of the code of conduct/disciplinary rules are fair.	4%	4%	23%	30%	39%	70%	5	
3.5	Students' grievance and complaints are dealt with in a transparent procedure by a disciplinary committee.	4%	10%	21%	46%	19%	65%	4	
3.6	The college provides students with student handbook at the beginning of their first academic year.	5%	8%	17%	40%	30%	71%	4	
3.7	The college website is well-designed with appropriate graphics and lay out.	1%	2%	16%	38%	42%	80%	5	
3.8	The college website contains all the necessary information for the academic programs run by the college.	1%	2%	9%	31%	58%	88%	5	
3.9	The college website contains profiles of the teachers and non-academic staff along with their contact information.	2%	2%	12%	35%	48%	84%	5	

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
3.10	The college website is updated regularly with latest information.	2%	2%	16%	36%	44%	80%	5	
3.11	The college website allows students' easy access to necessary information from different types of devices (e.g. desktop, laptop, tablet, smartphone).	1%	1%	6%	34%	58%	92%	5	
3.12	The college website has a provision for students to submit feedbacks, suggestions and complaints online.	9%	4%	24%	39%	23%	62%	4	
3.13	The website of National University (NU) contains all the necessary information.	3%	2%	5%	33%	56%	90%	5	
3.14	NU's website allows students' easy access from different types of devices.	1%	4%	33%	30%	32%	62%	3	

Figure 6: Students' Views on Institutional Integrity and Transparency



Form the Students' point of view, it is found that they found information from written notice, massage from website and Facebook. The website of college is well designed and regularly update information and easily access. Academic and administrative decisions easily inform to the students. The code of conduct and disciplinary rules are no written from. Students can't to submit feedbacks, suggestions and complaints online.

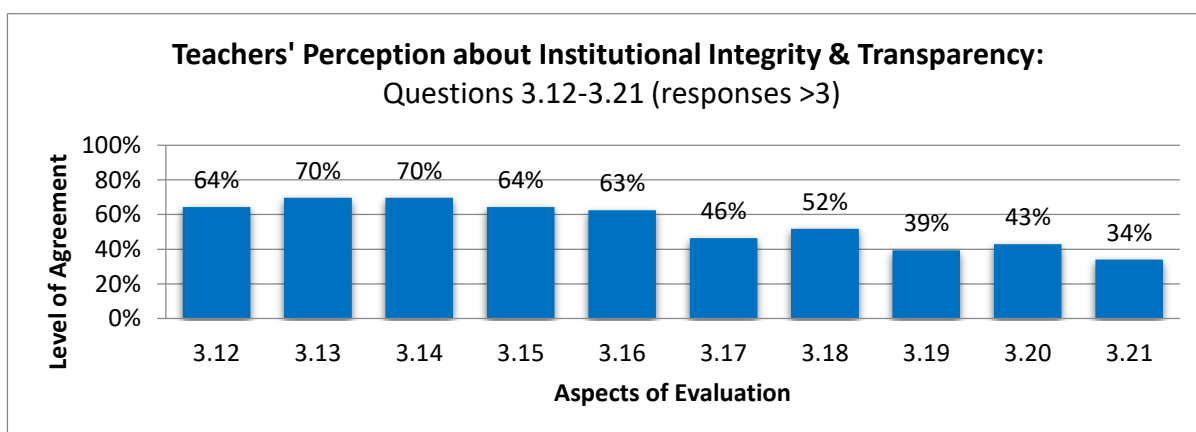
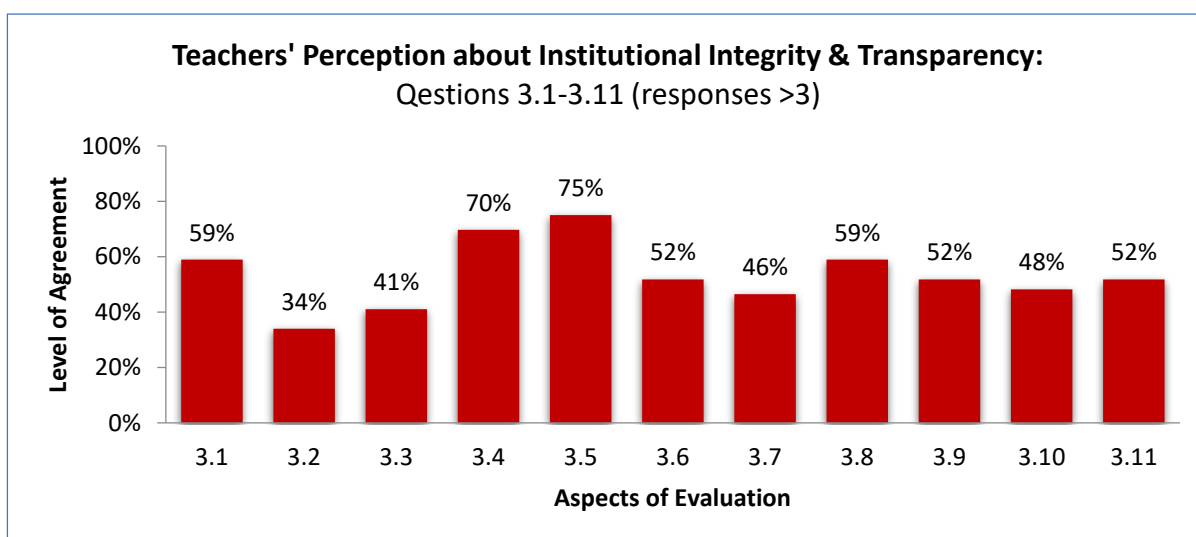
Table 9: Teachers' Views on Institutional Integrity and Transparency

Agreement Scale 1= Strongly disagree 2= Disagree 3= Neutral/Do not know about it 4= Agree 5= Strongly agree	Population size	250
	Sample size	56
	Sampling method	Purposive
	Number of evaluation criteria	21
	Possible range of score	56 – 280
	Possible range of sum of score	1176 – 5880
	Range of mean score	1 – 5

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
3.1	The existing policy for teacher recruitment is appropriate for selecting the most deserving candidates.	4%	7%	30%	46%	13%	59%	4	3.48
3.2	The policy for recruitment of non-academic staff is appropriate for selecting suitable candidates.	5%	9%	52%	25%	9%	34%	3	
3.3	Non-academic staff members are recruited in a transparent procedure.	11%	4%	45%	29%	13%	41%	3	
3.4	All academic and administrative decisions are made by relevant committees/bodies formally represented by teachers and others concerned.	2%	7%	21%	43%	27%	70%	4	
3.5	All academic and administrative decisions are communicated to all concerned in properly documented form.	2%	7%	16%	41%	34%	75%	4	
3.6	The code of conduct and disciplinary rules are available in documented form (e.g. in the student handbook, teacher and professional staff handbook/on the college website).	11%	5%	32%	39%	13%	52%	4	
3.7	The provisions of the code of conduct and disciplinary rules are fair.	0%	7%	46%	39%	7%	46%	3	
3.8	Students' grievance and complaints are dealt with in a transparent procedure by a disciplinary committee.	2%	9%	30%	38%	21%	59%	4	
3.9	The college provides teachers with faculty and staff handbook immediately after joining.	7%	20%	21%	38%	14%	52%	4	
3.10	The faculty and staff handbook is updated regularly to incorporate changes in the policies, rules and procedures.	7%	11%	34%	32%	16%	48%	3	
3.11	When the faculty and staff handbook is updated it is disseminated among the teachers and non-academic staff.	9%	16%	23%	38%	14%	52%	4	
3.12	The college website is well-designed with appropriate graphics and lay out.	5%	13%	18%	41%	23%	64%	4	
3.13	The college website contains all the necessary information related to the academic programs run by the college.	2%	14%	14%	43%	27%	70%	4	
3.14	The college website contains the profiles of the teachers and non-academic staff along with their contact information.	2%	7%	21%	46%	23%	70%	4	
3.15	The college website is updated regularly with latest information.	5%	18%	13%	41%	23%	64%	4	
3.16	The college website allows easy access to necessary information from different types of devices (e.g. desktop, laptop, tablet, smartphone).	4%	20%	14%	39%	23%	63%	4	

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
3.17	The college website has a provision for the students and other stakeholders to submit feedbacks, suggestions and complaints online.	4%	13%	38%	39%	7%	46%	4	
3.18	The website of National University (NU) contains all the necessary information.	5%	25%	18%	34%	18%	52%	4	
3.19	NU website allows easy access to necessary information from all types of devices.	0%	27%	34%	25%	14%	39%	3	
3.20	The college processes and stores its academic and administrative management related information through automation-based online management information system (MIS).	0%	20%	38%	36%	7%	43%	3	
3.21	The MIS allows teachers' easy access to their relevant parts from different types of devices.	13%	32%	21%	27%	7%	34%	2	

Figure 7: Teachers' Views on Institutional Integrity and Transparency



From the Teachers' Perception , it is found that all academic and administrative decision are taken decumbently and formally. All academic information provides to the students. Informative website is existing in the college. Non-academic staff recruitment policy is not appropriate for selecting suitable candidates. The code of conduct and disciplinary rules are not available in documented form.

3.3.8 Strengths, Scope of Improvement and Recommendations

3.3.8.1 Strengths

- (a) An appropriate and transparent policy for recruiting most deserving candidates as teachers.
- (b) All academic and administrative decisions in participatory way are made by academic council and staff council.
- (c) A well design and easy to access website which provides necessary information both for teachers and students.

3.3.8.2 Scope of improvement

- (a) Non-academic staff's recruitment policy is not appropriate for college operation.
- (b) Lack of the code of conduct and disciplinary rules in written from.
- (c) Insufficient MIS in college.

3.3.8.3 Recommendations

- (a) MOE should take necessary action to develop the non-academic staff's recruitment policy.
- (b) The code of conduct and disciplinary rules for students should be incorporated in the college website.
- (c) MIS should be developed.

3.4 Curriculum

3.4.1 ISA Standards and Criteria Related to Curriculum

The curriculum design and review process must involve mechanism for identifying stakeholders' needs, and the designed curricula must conform to the minimum credit hours, learning outcomes and graduate profile prescribed by BNQF.

Criterion 4.1: National University maintains a well-defined and documented procedure to design and review curriculum that involves representation from both academia and industry including curriculum experts, subject matter experts, and representatives from employers and alumni.

Criterion 4.2: Curriculum design and review are done in compliance with the requirements set in Bangladesh National Qualifications Framework (BNQF).

Criterion 4.3: The curricula of respective programs are updated at regular intervals as per the defined and documented procedure in response to the local, national and global needs of the stakeholders.

Criterion 4.4: Well-defined mechanism is in place to systematically evaluate the relevance of the exiting curricula and identify the challenges related to their implementation by collecting feedbacks from college teachers and students at regular intervals.

3.4.2 Curriculum Design and Review Procedure

National University maintains a well-defined and documented procedure to design and review curriculum that involves representation curriculum experts, subject experts who are hired from other universities. However, the involvement of the college teachers, the practical implementers, are extremely limited within selecting the syllabus. The NU hardly updates the curricula of respective programs at regular intervals as per the defined and documented procedure in response to the local, national and global needs of the stakeholders. There is no practice of incorporation of the industry to where the graduates go for their jobs. In addition, the curricula are not designed in compliance with Bangladesh National Qualifications Framework (BNQF), and they are not based on the requirements set in Bangladesh National Qualifications Framework (BNQF).

3.4.3 Curriculum Evaluation and Identification of Challenge Related to Implementation

Notwithstanding the NU tries to improve its curricula, and efforts time to time, there is no well-defined mechanism in place to systematically evaluate the relevance of the exiting curricula and identify the challenges related to their implementation by collecting feedbacks from college teachers and students at regular intervals.

3.4.4 Stakeholders' Views on Curriculum

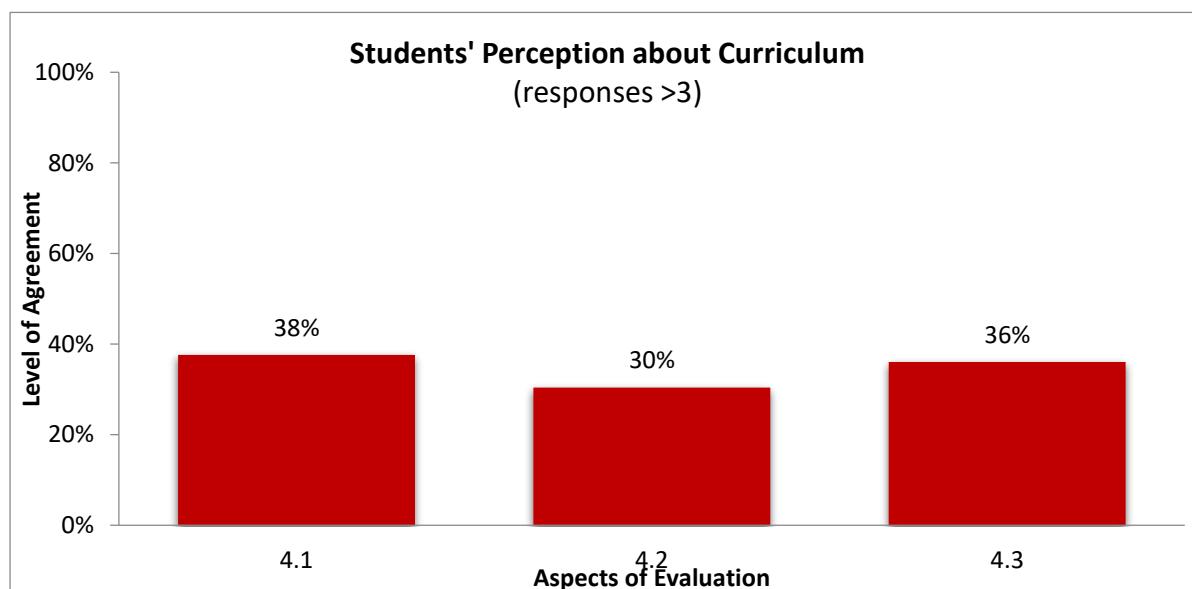
3.4.4.1 Students' and teachers; views on curriculum design, review and evaluation

Table 10: Students' Views on Curriculum

Agreement Scale 1= Strongly disagree 2= Disagree 3= Neutral/Do not know about it 4= Agree 5= Strongly agree	Population size	12000
	Sample size	250
	Sampling method	Purposive
	Number of evaluation criteria	3
	Possible range of score	250 – 1250
	Possible range of sum of score	750 – 3750
	Range of mean score	1 - 5

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
4.1	NU collects students' opinions in order to identify their learning needs while designing new curriculum.	16%	13%	34%	26%	11%	38%	3	2.94
4.2	NU collects students' feedbacks on the relevance of its existing curriculum.	16%	19%	34%	22%	8%	30%	3	
4.3	NU collects feedback from students on the challenges faced by them in their study based on the existing curriculum.	20%	18%	26%	24%	12%	36%	3	

Figure 8: Students' Views on Curriculum



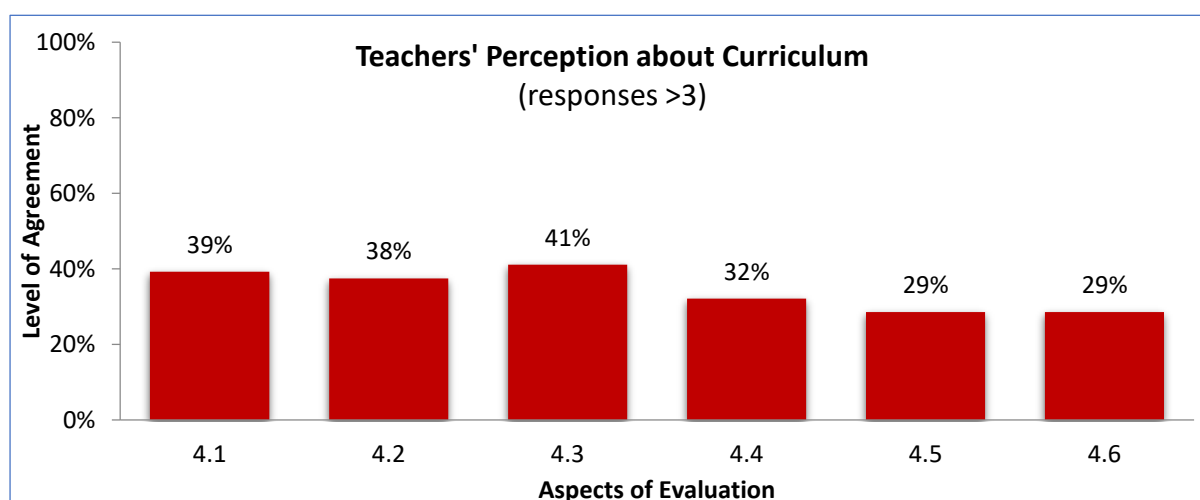
Base on Students' Perception, it is found that existing curriculum is not good and it is not upgraded on regular basis. Students feedback is not reflected in the curriculum.

Table 11: Teachers' Views on Curriculum

Agreement Scale 1= Strongly disagree 2= Disagree 3= Neutral/Do not know about it 4= Agree 5= Strongly agree	Population size	250
	Sample size	56
	Sampling method	Purposive
	Number of evaluation criteria	6
	Possible range of score	56 – 280
	Possible range of sum of score	336 – 1680
	Range of mean score	1 – 5

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
4.1	NU collects opinions of major stakeholders of higher education (students, teachers, alumni and employers) to identify skill needs while designing any new curriculum and reviewing the existing curriculum.	14%	20%	27%	34%	5%	39%	4	2.98
4.2	You are familiar with the requirements set by Bangladesh National Qualifications Framework (BNQF) regarding the minimum credit hours, learning outcomes and graduate profile that are to be maintained in the curriculum of your discipline.	9%	18%	36%	30%	7%	38%	3	
4.3	The curriculum of your discipline is designed in compliance with BNQF.	4%	13%	43%	36%	5%	41%	3	
4.4	The curriculum of your discipline is updated regularly in response to the emerging needs in the industry/employers and society.	11%	14%	43%	23%	9%	32%	3	
4.5	NU collects feedback from students and teachers on the relevance of the existing curriculum.	16%	27%	29%	25%	4%	29%	3	
4.6	NU collects feedback from students and teachers on the challenges faced by them while implementing the existing curriculum.	16%	23%	32%	23%	5%	29%	3	

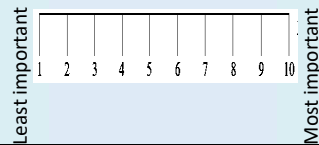
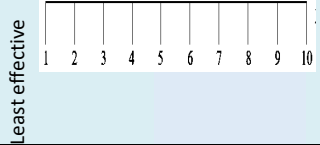
Figure 9: Teachers' Views on Curriculum

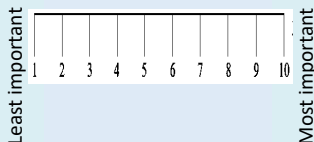
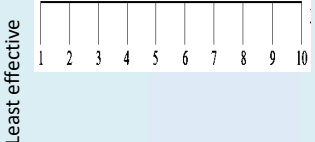


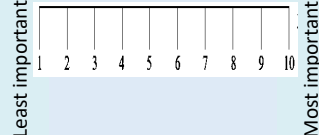
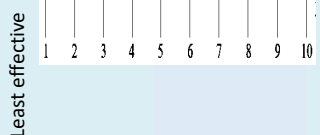
From Teachers' Perception, it is found that Curriculum is not upgraded on regular basis. They are not familiar to BNQF. Teachers and students can't give feedback about developing curriculum.

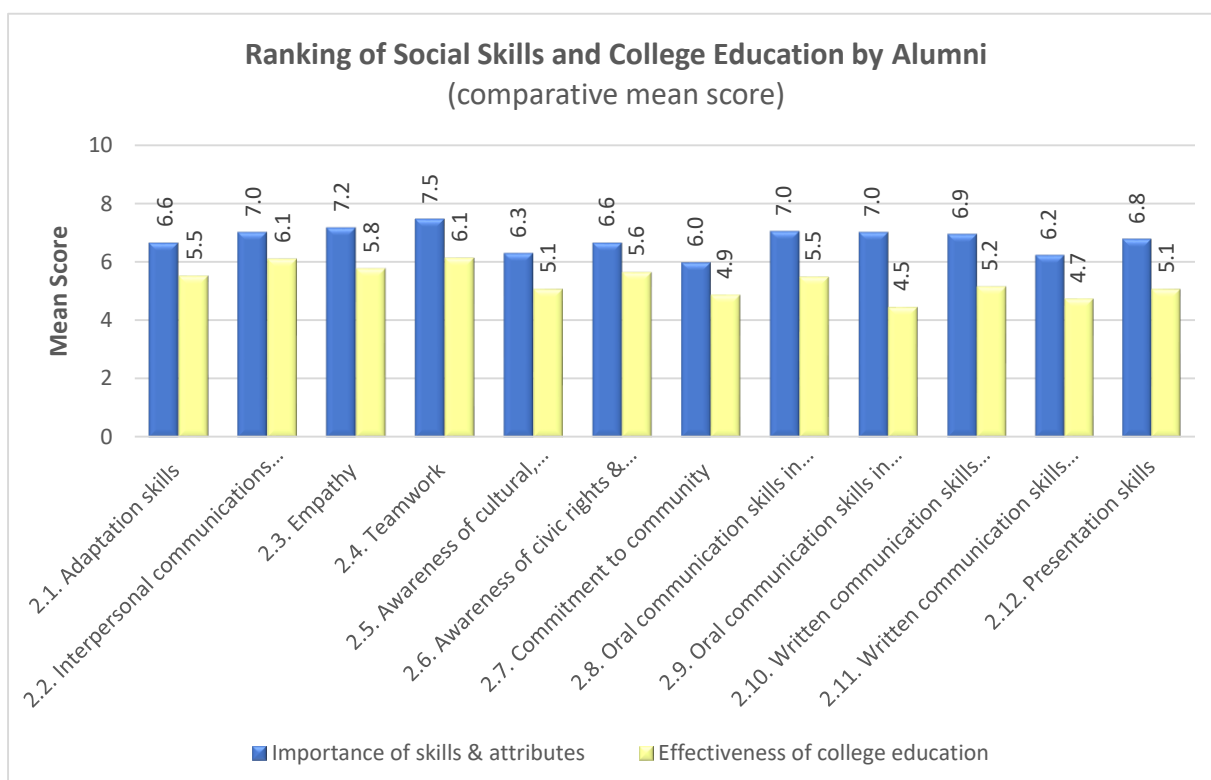
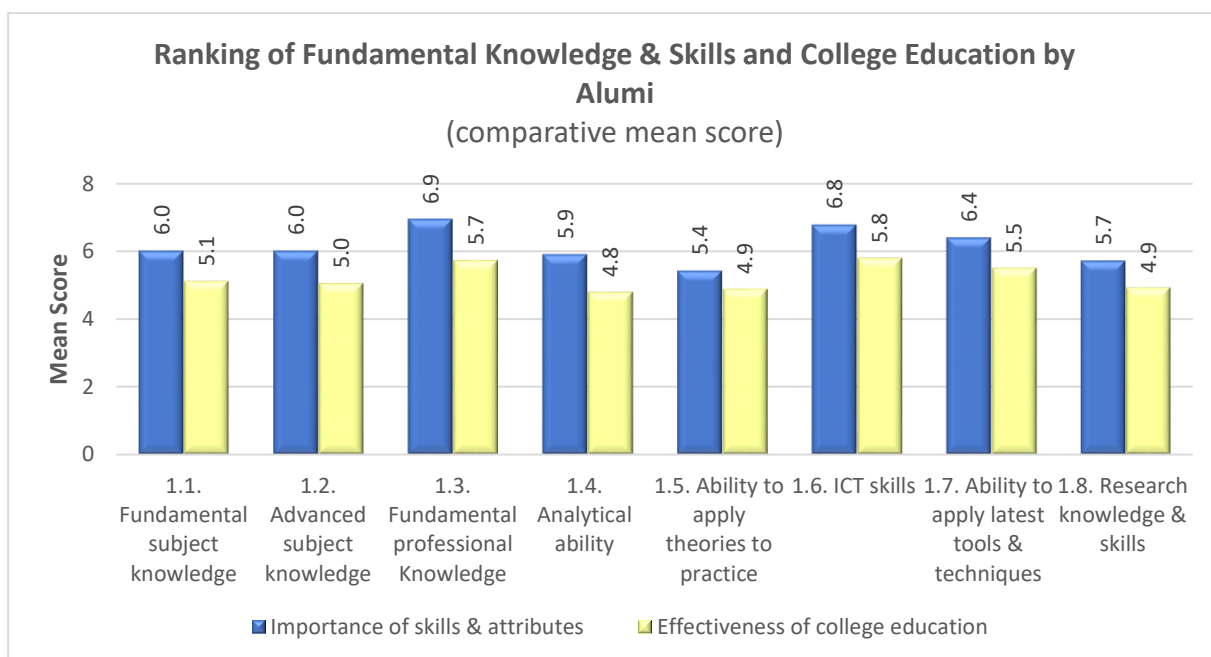
Table 12: Alumni's Ranking of the Soft Skills and Effectiveness of College Education

Population size	Unknown
Sample size	31
Sampling method	Purposive sampling
Range of mean score	1 — 10

Domain	Skills and Quality Attributes	Ranking of the Soft Skills & College Education by Alumni (Mean Score on 10-point Scale)	
		Importance of skills in the industry/job market 	Effectiveness of College Education 
1. Fundamental Knowledge & Skills	1.1. Fundamental knowledge of the theories, concepts and principles related to the field of study	6.00	5.10
	1.2. Advanced knowledge of the theories, concepts and principles related to the field of study	6.00	5.03
	1.3. Fundamental Knowledge of the nature of the job and the roles and responsibilities related to the position	6.94	5.71
	1.4. Analytical ability (ability to analyze, synthesize and evaluate theories, concepts and principles related to the field of study and professional activities)	5.90	4.77
	1.5. Ability to apply theories, concepts and principles to practical professional contexts	5.42	4.87
	1.6. ICT skills (competency in use of suitable software and ICT to enhance study, research and performance in day-to-day professional activities)	6.77	5.77
	1.7. Ability to apply latest tools, techniques and practical skills	6.39	5.48
	1.8. Research knowledge and skills (ability to systematically collect and analyze data and write report)	5.71	4.90
2. Social Skills &	2.1. Adaptation skills (ability to work in different environments and with different groups of people)	6.65	5.52

Domain	Skills and Quality Attributes	Ranking of the Soft Skills & College Education by Alumni (Mean Score on 10-point Scale)	
		Importance of skills in the industry/job market 	Effectiveness of College Education 
	2.2. Interpersonal communications skills (ability to interact smoothly with peers, colleagues and the members of community showing mutual respect)	7.00	6.10
	2.3. Empathy towards fellow workers and others	7.16	5.77
	2.4. Teamwork (active participation, sharing, cooperation and contributing towards a collective goal)	7.45	6.13
	2.5. Awareness of cultural, governmental and environmental issues in the local, regional and global contexts	6.29	5.06
	2.6. Awareness of civic rights and obligations	6.65	5.65
	2.7. Commitment to community	5.97	4.87
	2.8. Oral communication skills in Bangla (ability to self-express fluently and spontaneously in an appropriate style)	7.03	5.48
	2.9. Oral communication skills in English (ability to self-express fluently and spontaneously in an appropriate style)	7.00	4.45
	2.10. Written communication skills in Bangla (ability to produce clear, concise, well-structured and coherent texts on complex issues)	6.94	5.16
	2.11. Written communication skills in English (ability to produce clear, concise, well-structured and coherent texts on complex issues)	6.23	4.74
	2.12. Presentation skills (ability to clearly and convincingly communicate ideas to a wide range of audience in an appropriate tone and body language)	6.77	5.06
3. Thinking Skills	3.1. Ability to judge and make quick decision in a critical situation	6.65	5.23
	3.2. Solving problems with innovative ideas	6.52	4.74
	3.3. Ability to work independently with responsibility within a structured professional context	6.00	5.06

Domain	Skills and Quality Attributes	Ranking of the Soft Skills & College Education by Alumni (Mean Score on 10-point Scale)	
		Importance of skills in the industry/job market 	Effectiveness of College Education 
	3.4. Ability to work independently with responsibility in a wide variety of contexts	6.71	4.61
	3.5. Leadership and team management skills: ability to lead teams and get the best output by engaging other team members effectively	7.13	5.48
	3.6. Efficient planning and resource management skills	7.00	4.65
	3.7. Ability to supervise performance of others	7.29	5.35
4. Personal Skills & Attributes	4.1. Motivation and Self-direction for lifelong learning and continuous academic and professional development	6.77	5.61
	4.2. Global knowledge and competencies	7.06	5.48
	4.3. Entrepreneurial skills	7.06	5.58
	4.4. Compliance with legal, ethical and professional codes and values	6.97	5.68
	4.5. Appreciation of cultural, religious and ethnical diversities	6.71	5.52
	4.6. Discipline	7.58	6.39
	4.7. Honesty and integrity	6.94	5.81
	4.8. Reliability	6.87	5.90
	4.9. Time management and punctuality	7.10	4.87



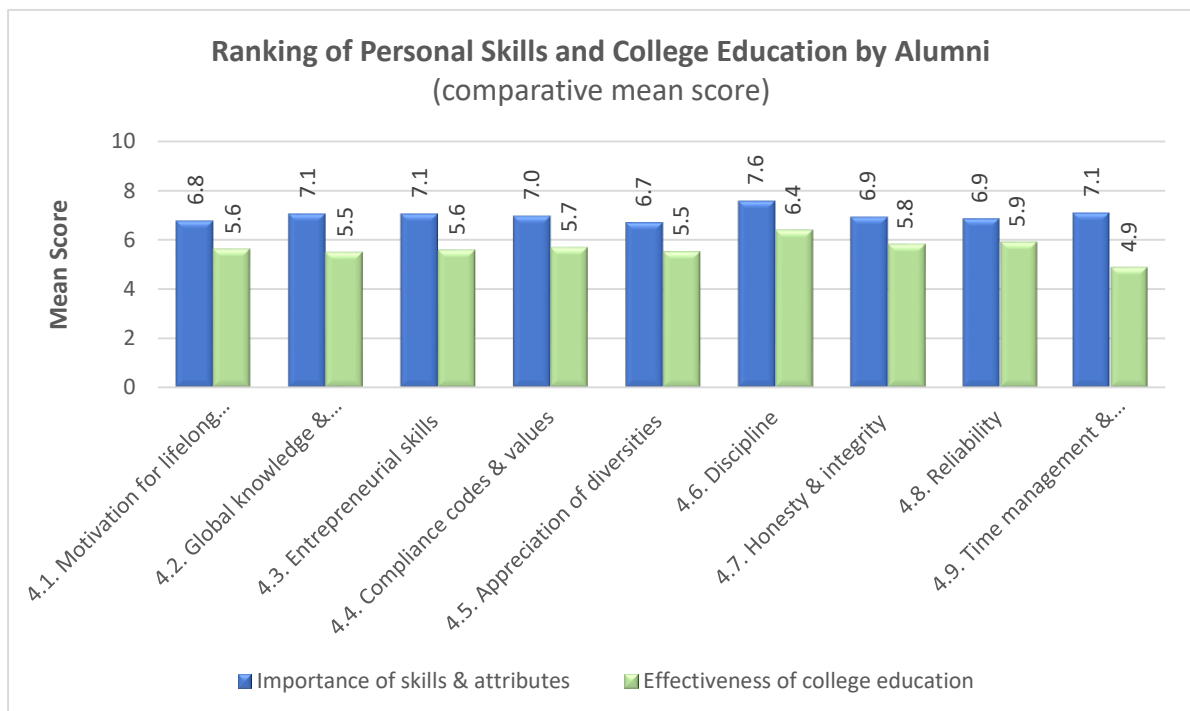
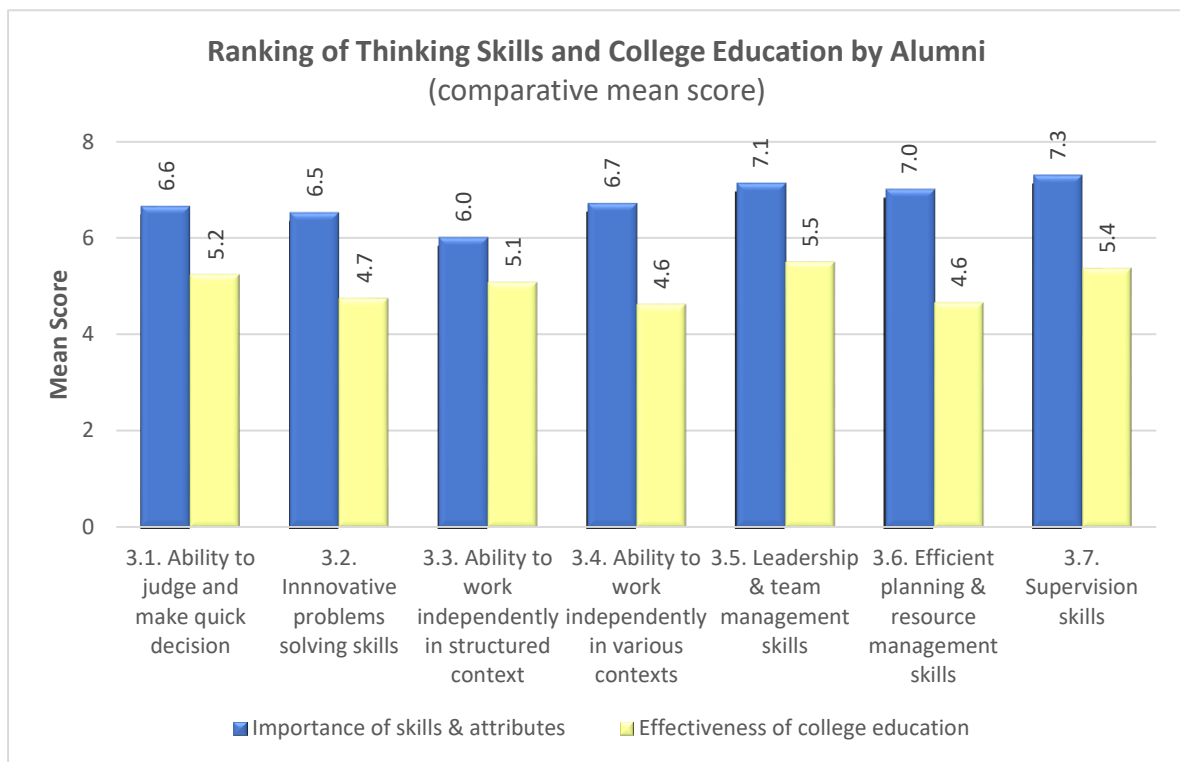
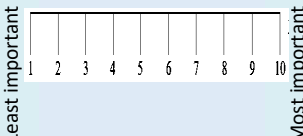
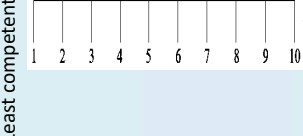
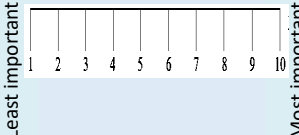
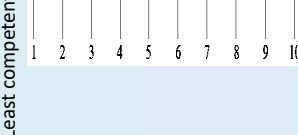
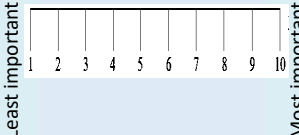
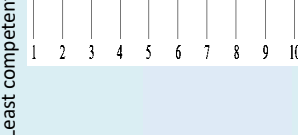


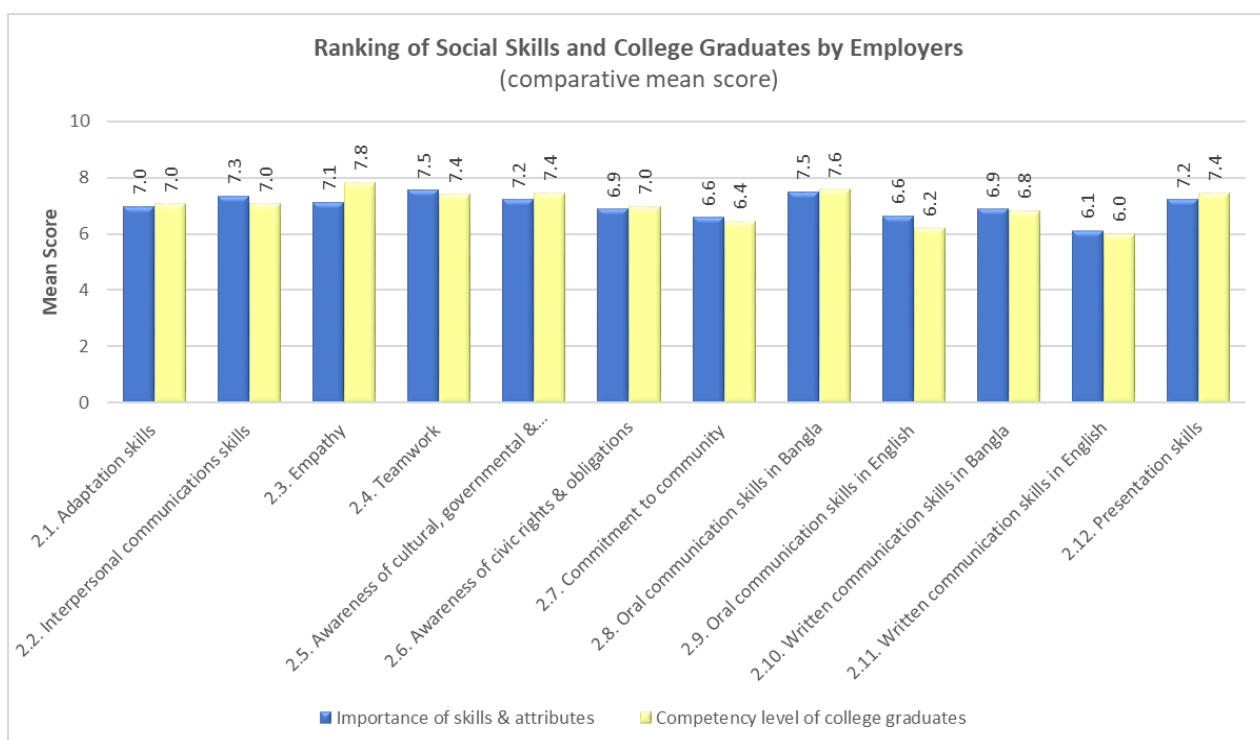
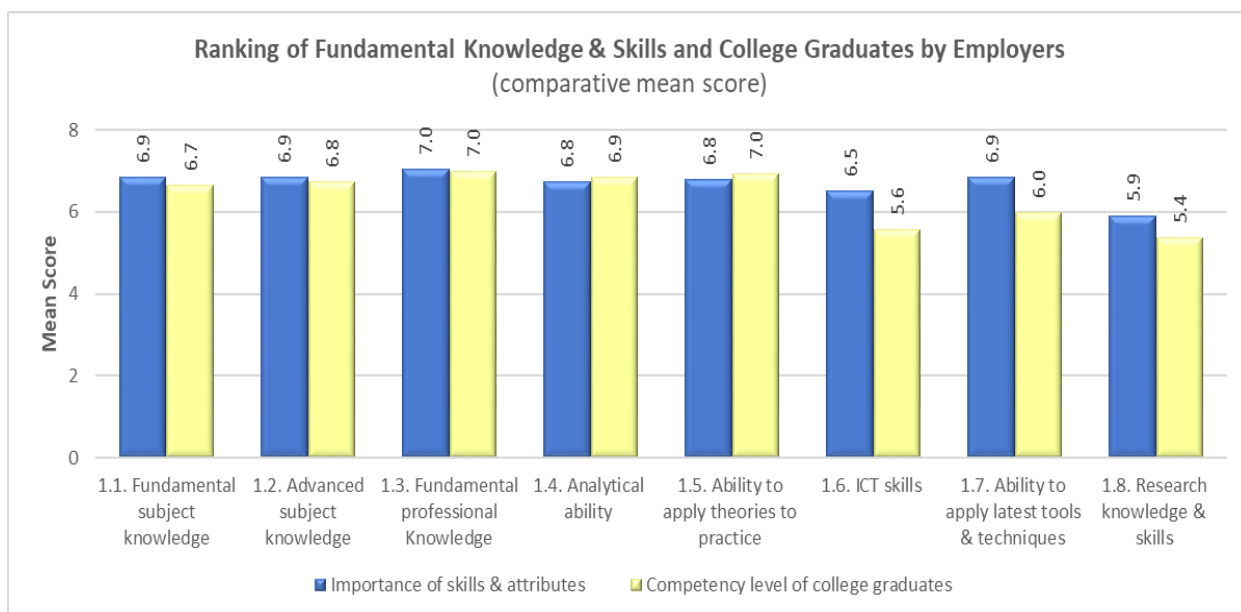
Table 13: Employers' Ranking of the Soft Skills and Effectiveness of College Education

Population size	Unknown
Sample size	21
Sampling method	Purposive sampling
Range of mean score	1 – 10

Domain	Skills and Quality Attributes	Ranking of the Soft Skills & College Education by Employers (Mean Score on 10-point Scale)	
		Importance of skills in the industry/job market 	Competency Level of College Graduates 
1. Fundamental Knowledge & Skills	1.1. Fundamental knowledge of the theories, concepts and principles related to the field of study	6.86	6.67
	1.2. Advanced knowledge of the theories, concepts and principles related to the field of study	6.86	6.76
	1.3. Fundamental Knowledge of the nature of the job and the roles and responsibilities related to the position	7.05	7.00
	1.4. Analytical ability (ability to analyze, synthesize and evaluate theories, concepts and principles related to the field of study and professional activities)	6.76	6.86
	1.5. Ability to apply theories, concepts and principles to practical professional contexts	6.81	6.95
	1.6. ICT skills (competency in use of suitable software and ICT to enhance study, research and performance in day-to-day professional activities)	6.52	5.57
	1.7. Ability to apply latest tools, techniques and practical skills	6.86	6.00
	1.8. Research knowledge and skills (ability to systematically collect and analyze data and write report)	5.90	5.38
2. Social Skills & Attributes	2.1. Adaptation skills (ability to work in different environments and with different groups of people)	6.95	7.05
	2.2. Interpersonal communications skills (ability to interact smoothly with peers,	7.33	7.05

Domain	Skills and Quality Attributes	Ranking of the Soft Skills & College Education by Employers (Mean Score on 10-point Scale)	
		Importance of skills in the industry/job market 	Competency Level of College Graduates 
	colleagues and the members of community showing mutual respect)		
	2.3. Empathy towards fellow workers and others	7.10	7.81
	2.4. Teamwork (active participation, sharing, cooperation and contributing towards a collective goal)	7.52	7.38
	2.5. Awareness of cultural, governmental and environmental issues in the local, regional and global contexts	7.19	7.43
	2.6. Awareness of civic rights and obligations	6.86	6.95
	2.7. Commitment to community	6.57	6.43
	2.8. Oral communication skills in Bangla (ability to self-express fluently and spontaneously in an appropriate style)	7.48	7.57
	2.9. Oral communication skills in English (ability to self-express fluently and spontaneously in an appropriate style)	6.62	6.19
	2.10. Written communication skills in Bangla (ability to produce clear, concise, well-structured and coherent texts on complex issues)	6.86	6.81
	2.11. Written communication skills in English (ability to produce clear, concise, well-structured and coherent texts on complex issues)	6.10	6.00
	2.12. Presentation skills (ability to clearly and convincingly communicate ideas to a wide range of audience in an appropriate tone and body language)	7.19	7.43
3. Thinking Skills	3.1. Ability to judge and make quick decision in a critical situation	7.14	7.10
	3.2. Solving problems with innovative ideas	7.10	7.14

Domain	Skills and Quality Attributes	Ranking of the Soft Skills & College Education by Employers (Mean Score on 10-point Scale)	
		Importance of skills in the industry/job market 	Competency Level of College Graduates 
	3.3. Ability to work independently with responsibility within a structured professional context	6.57	7.43
	3.4. Ability to work independently with responsibility in a wide variety of contexts	7.19	7.52
	3.5. Leadership and team management skills: ability to lead teams and get the best output by engaging other team members effectively	7.38	7.29
	3.6. Efficient planning and resource management skills	6.86	7.24
	3.7. Ability to supervise performance of others	7.29	7.29
4. Personal Skills & Attributes	4.1. Motivation and Self-direction for lifelong learning and continuous academic and professional development	7.19	6.86
	4.2. Global knowledge and competencies	6.86	6.48
	4.3. Entrepreneurial skills	6.67	5.67
	4.4. Compliance with legal, ethical and professional codes and values	7.10	7.05
	4.5. Appreciation of cultural, religious and ethnical diversities	7.57	6.95
	4.6. Discipline	7.95	7.62
	4.7. Honesty and integrity	7.62	7.52
	4.8. Reliability	7.81	7.76
	4.9. Time management and punctuality	7.10	7.10



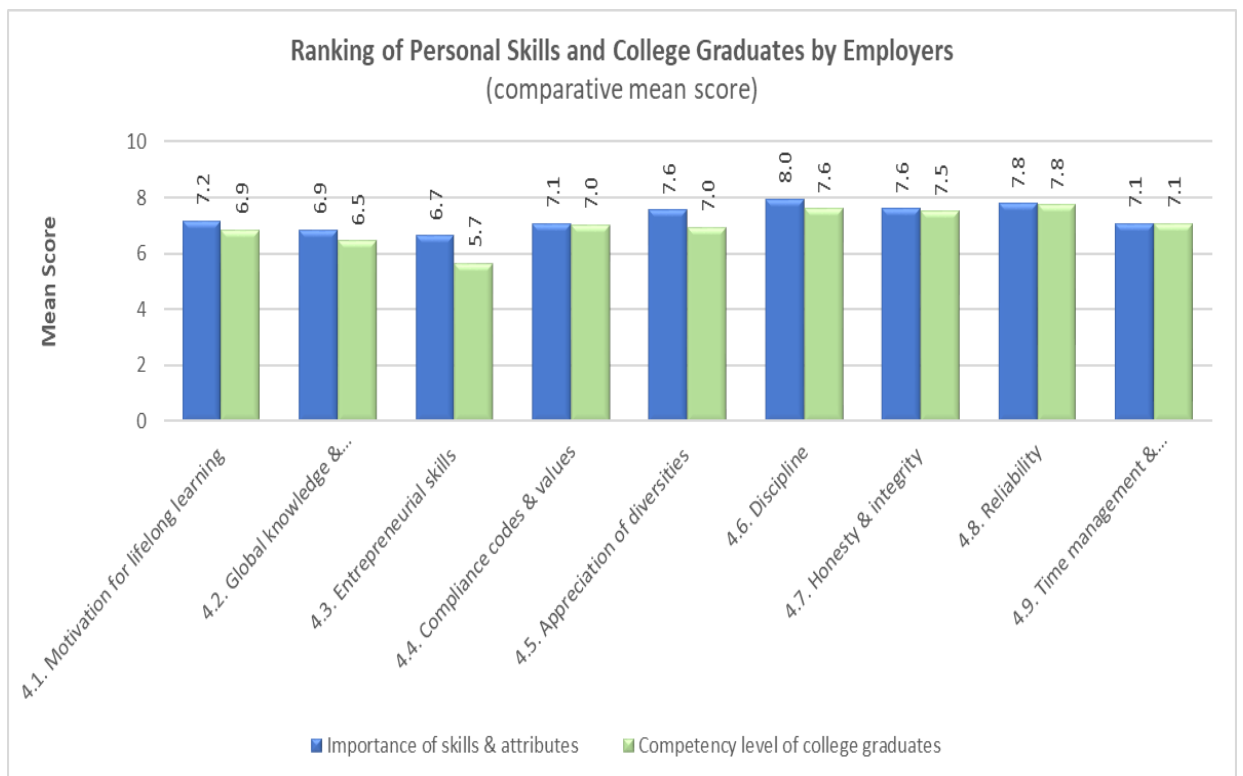
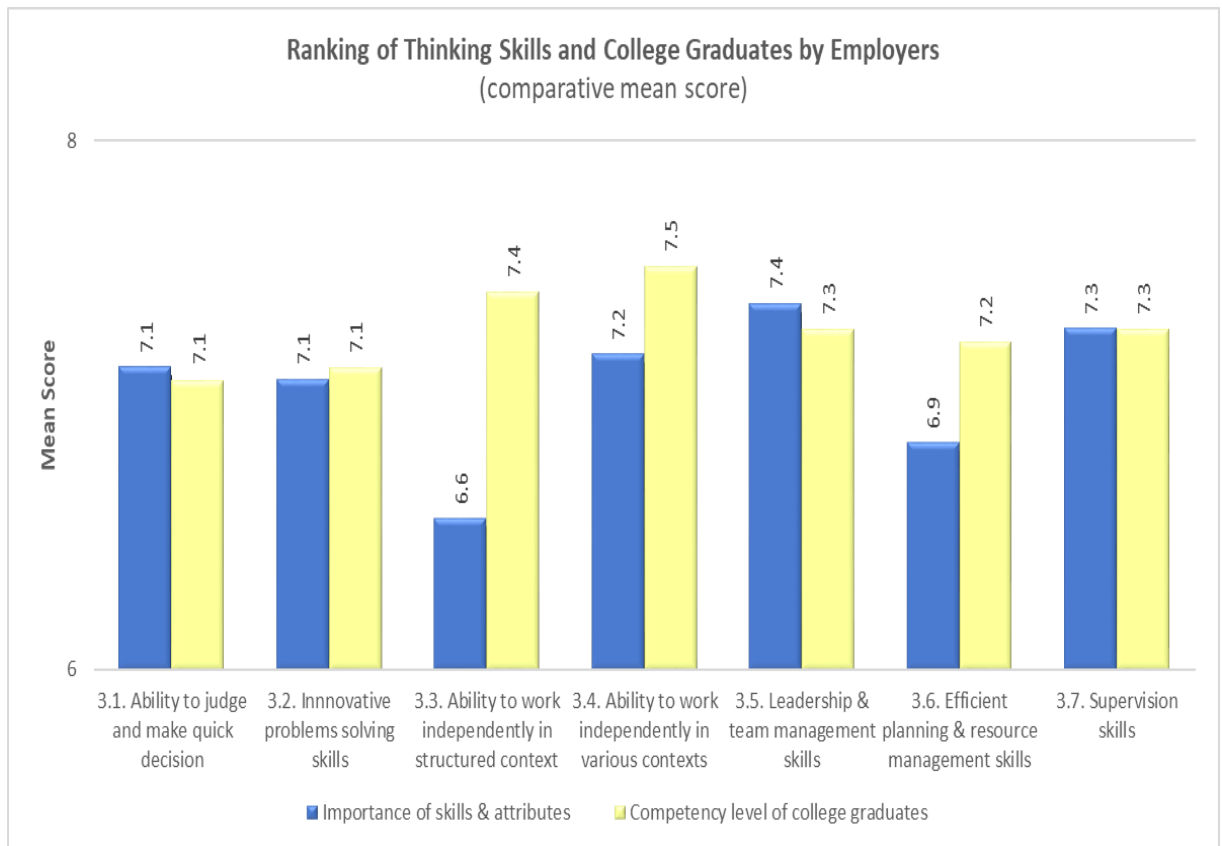


Figure 10: Domain-wise Comparative Mean Score of Alumni's Ranking of the Soft Skills and College Education

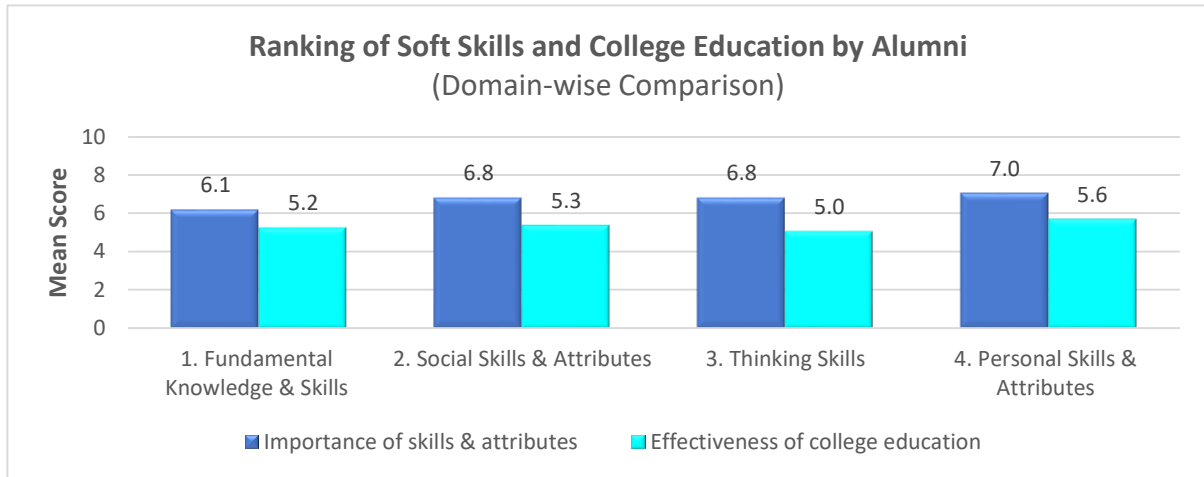
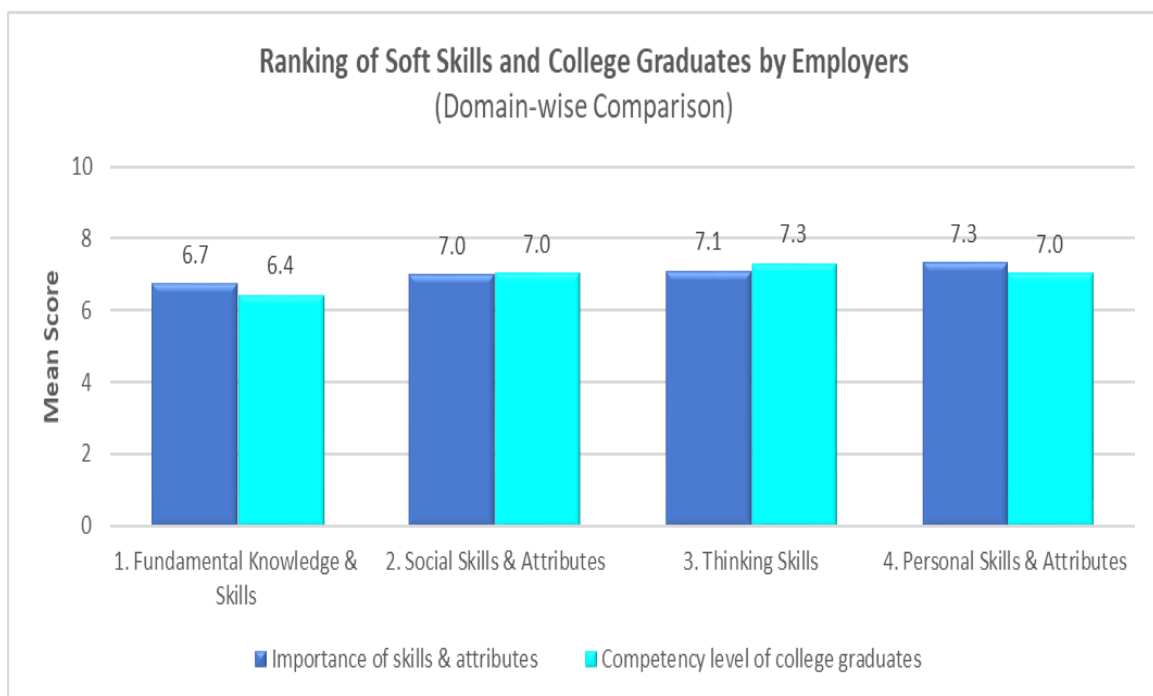


Figure 11: Domain-wise Comparative Mean Score of Employers' Ranking of the Soft Skills and College Education



Importance of skills and attributes in the industry/job market and effectiveness of college education are measured on four domains. Data are presented in the following tables and charts. According to Alumni, there is a significant gap between the importance of skills in the

in the industry/job market and effectiveness of college education. It is found that fundamental knowledge and skills is small gap (0.8) between the required skills and the skills that students receive in the college education. Social skills and attributes, thinking skills and personal skills attributes are significant gap respectively 1.5,1.8 and 1.4 between required skills and achieved skills. The survey and FGD indicate that achieving skills and knowledge from college are not sufficient for getting good job.

On the other hand, based on employers' point of view fundamental knowledge and skills, social skills and attributes and personal skills and attributes are not significant difference between importance of skills and attributes and competency level of college graduates. But thinking skills of competency level of college graduates is better than importance of skills and attributes. It is revealed that students of this college are not taking desired job. They have gotten the lower standard job.

3.4.5 Strengths, Scope of Improvement and Recommendations

3.4.5.1 Strengths

- (a) Student have sufficient Interpersonal communications skills, Teamwork , Discipline , Reliability,
- (b) Adequate fundamental knowledge of the subject
- (c) Opportunity to take the basic ICT training.

3.4.5.2 Scope of improvement

- (a) Inadequate Analytical ability
- (b) Lack of ability to apply theories to working field.
- (c) Lack of Research knowledge and skills .
- (d) Inadequate Presentation skills
- (e) Lack of Solving problems with innovative ideas
- (f) Lack of ability to work independently.
- (g) Lack of Time management and punctuality.

3.4.5.3 Recommendations

- (a) College should take necessary action to develop fundamental knowledge and skills, social skills, thinking skills and personal skills of students so that they have good or required job.

3.4.6 ISA Standards and Criteria Related to Teaching-learning and Assessment

ISA Standards and Criteria Related to Teaching-Learning and Assessment
Teaching-learning practice must be interactive, supportive, inclusive and practice oriented. It should encourage the use of available and affordable technology. Assessment methods must ensure fairness, validity and reliability, and emphasize the attainment of learning outcomes instead of memorization of content.

Criterion 5.1: Teaching-learning is interactive and encouraging for students to ask questions and actively participate in discussion, presentation, group works, projects etc.

Criterion 5.2: The college has an IT based integrated academic management system that supports online teaching-learning and assessment, group works, projects, sharing teaching-learning materials and keeping records of attendance, missed classes and make-up classes.

Criterion 5.3: The college has formalized the use of course plan to inform students in advance about course objectives, learning outcomes, contents, teaching-learning and assessment strategies, and assessment rubrics.

Criterion 5.4: The college formally arranges tutorial classes for students to provide them opportunity for close interaction in smaller groups and further support with difficult topics.

Criterion 5.5: The assessment system ensures significant focus on continuous assessment and use of diverse and appropriate assessment strategies to assess the attainment of learning outcomes.

Criterion 5.6: Teachers provide rubric-based written feedbacks on students' performance without delay and explain them verbally to support learning enhancement and further improvement towards the attainment of learning outcomes.

3.4.7 Teaching-learning Methods and Focus

RC launches student centered learning (SCL) and a good number of classrooms are converted therein. All the classrooms have multi-media projectors and teachers conduct class by using power point (PPT) slides. Students limitedly ask questions to clarify the subject matter and actively participate in discussion, presentation, group works, projects etc. The system of teaching-learning is hardly interactive and encouraging for students.

Usually the departments arrange tutorial classes for students to provide them opportunity for close interaction in smaller groups and further support with difficult topics. Nevertheless, these are not formally coordinated efforts.

3.4.8 Use of Course Plan

There is formalized use of course plan to inform students about the course contents and the course plan. In some cases, it includes the objectives of the course and it's teaching learning system. However, there is no scope of the students to be informed the learning outcomes and assessment strategies.

3.4.9 Use of Modern Technology in Teaching-learning

The college provides a free Wi-Fi facility to the teachers. It maintains multimedia classes ensure SCL and D-Alert to convey messages to the stakeholders, especially the students. However, the college has no IT based integrated academic management system that supports online teaching-learning and assessment, group works, projects, sharing teaching-learning materials, and keeps records of attendance, missed classes and make-up classes.

3.4.10 Assessment Methods and Focus

The college follows the assessment system of NU. According to the marks distribution, 20% is allocated for formative assessment. Most of the departments take two in-course examinations of 20 marks and average them. There is no such a system that could ensure significant focus on continuous assessment, and no use of diverse and appropriate assessment strategies to assess the attainment of learning outcomes. The following tables exhibit the marks distribution (table 14), and the grading scale (table 15)

Table 14: Assessment Focus and Marks Distribution

Item		Marks
Continuous Assessment	Class test	15%
	Attendance	5%
	Assignment/project	0%
	Presentation	0%
Final Examination		80%
Total		100

Table 15: Grading Scale

Marks (%)	Letter Grade	Grade Point
80 - 100	A+	5.00
75 - 79	A	3.75
70 - 74	A-	3.50
65 – 69	B+	3.25
60 – 64	B	3.00
55 – 59	B-	2.75
50- 54	C+	2.50
45 - 49	C	2.25
40 – 44	D	2.00
Less than 40	F	0.00

3.4.11 Use of Assessment Rubrics and Feedback on Student Performance

Like other institutions affiliated with the NU, RC maintains no rubrics. Consequently, teachers of the college do not provide any rubric-based written feedbacks to the students on their performance. Nevertheless, the teachers explain verbally their performance to support learning enhancement and further improvement.

3.4.12 Stakeholders' Views on Teaching-learning and Assessment

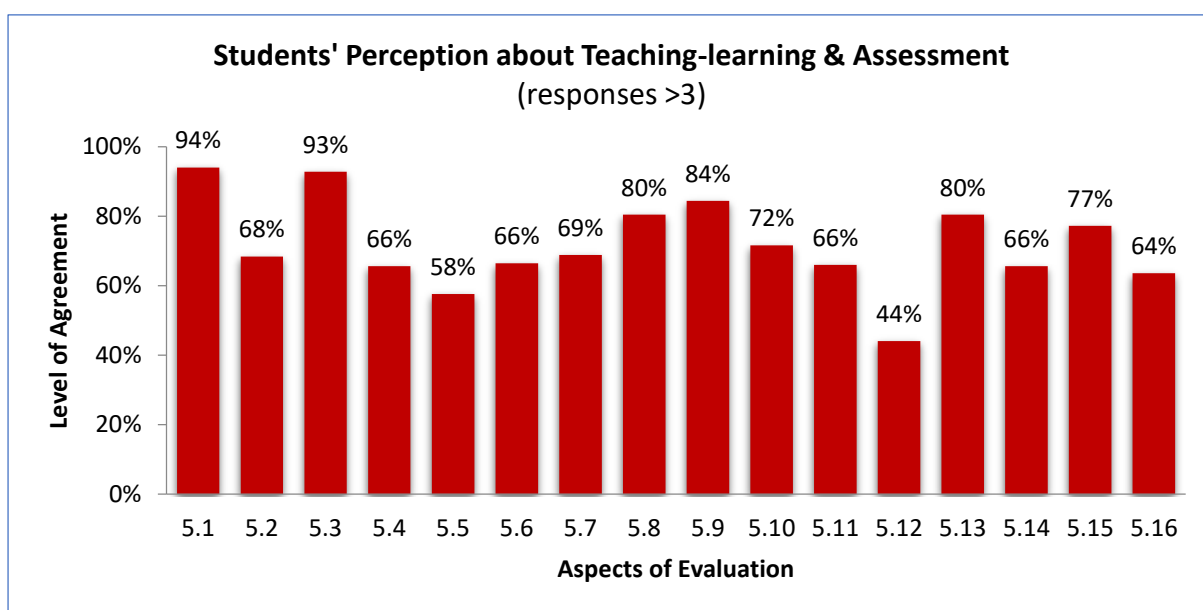
Table 16: Students' Views on Teaching-learning and Assessment

Agreement Scale 1= Strongly disagree 2= Disagree 3= Neutral/Do not know about it 4= Agree 5= Strongly agree	Population size	12000		
	Sample size	250		
	Sampling method	Purposive		
	Number of evaluation criteria	16		
	Possible range of score	250	—	1250
	Possible range of sum of score	4000	—	20000
	Range of mean score	1	—	5

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
5.1	Students get adequate opportunity to ask questions and express their opinions on the lessons taught in the class (i.e. classes are interactive).	1%	1%	4%	32%	62%	94%	5	3.87
5.2	In the teaching-learning process, students are involved in activities like group works and project works.	6%	12%	13%	36%	33%	68%	4	
5.3	Required number of class is held as per the class routine.	2%	2%	4%	29%	64%	93%	5	
5.4	If any class is missed, make-up class is held without delay.	14%	9%	11%	36%	30%	66%	4	
5.5	The college uses an integrated IT based academic management system with provision for online class, lesson sharing, keeping records of attendance, missed classes, make-up classes etc.	10%	10%	22%	32%	25%	58%	4	
5.6	The academic management system is user-friendly (i.e. it allows easy access from all types of device like desktop, laptop, tablet & smartphone).	3%	11%	20%	35%	32%	66%	4	
5.7	Records of class attendance, postponed classes and make-up classes are properly maintained by the college.	8%	9%	14%	38%	30%	69%	4	
5.8	Records of continuous assessment (e.g. class test, assignment, presentation, project works etc.) are properly maintained by the college.	3%	6%	10%	43%	37%	80%	4	
5.9	Students are given course plan at the beginning of every academic year.	3%	5%	8%	35%	49%	84%	5	
5.10	The course plans clearly state class-wise distribution of learning outcomes and topics.	5%	11%	12%	35%	36%	72%	5	
5.11	Teaching-learning-assessment strategies along with assessment rubrics are clearly stated in the course plan.	4%	9%	21%	35%	31%	66%	4	

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
5.12	The college arranges tutorial classes for students in small groups to help them clarify difficult topics.	16%	15%	25%	24%	20%	44%	3	
5.13	In the current examination system, student performance is assessed through continuous assessment (e.g. class test, presentation, assignment, project, etc.).	6%	5%	9%	42%	38%	80%	4	
5.14	The continuous assessment activities currently used by your college are sufficient for students' skills development.	6%	11%	18%	43%	23%	66%	4	
5.15	Course teachers properly explain the assessment rubrics to students.	4%	2%	17%	46%	31%	77%	4	
5.16	Teachers provide rubric-based written and verbal feedback to students on their performance in the continuous assessment.	4%	14%	18%	40%	24%	64%	4	

Figure 12: Students' Views on Teaching-learning and Assessment



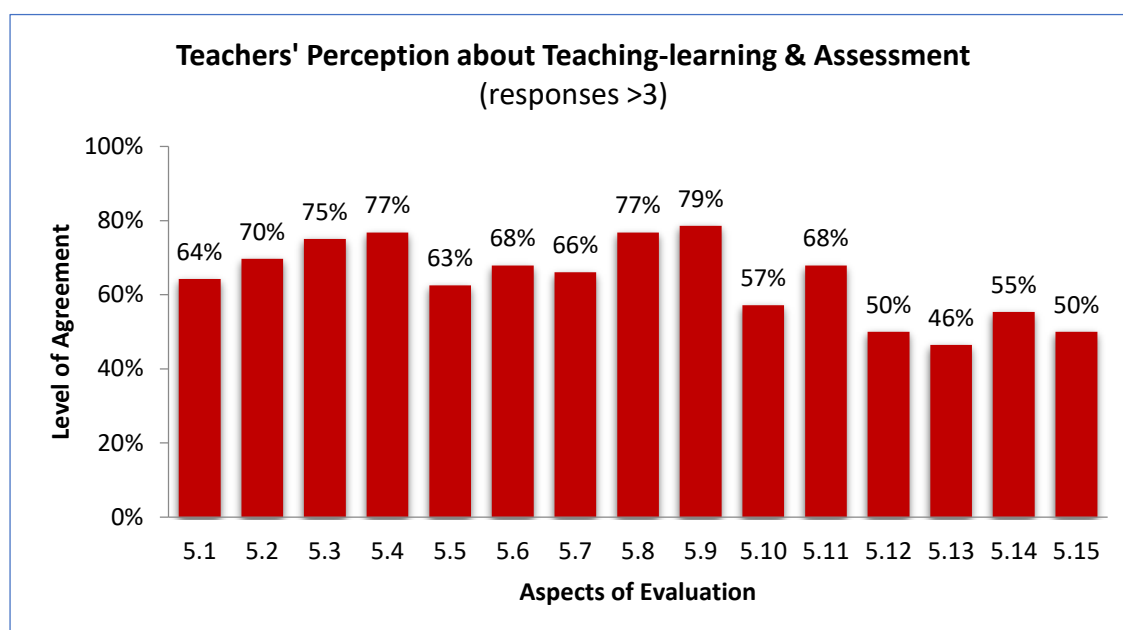
From Students' Perception, it is found that they think class held as per routine, continuance assessment record, course plan in beginning activities are good position. Opportunities to ask question, teaching-learning process is moderately good position. IT base academic system, assessment rubrics, makeup class/tutorial class are absent in the college.

Table 17: Teachers' Views on Teaching-learning and Assessment

Agreement Scale 1= Strongly disagree 2= Disagree 3= Neutral/Do not know about it 4= Agree 5= Strongly agree	Population size	250
	Sample size	56
	Sampling method	Purposive
	Number of evaluation criteria	15
	Possible range of score	56 - 280
	Possible range of sum of score	840 – 4200
	Range of mean score	1 - 5

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
5.1	Students get adequate opportunity to ask questions and express their opinions on the lessons taught in the class (i.e. classes are interactive).	4%	4%	29%	39%	25%	64%	4	3.67
5.2	In the teaching-learning process, students are encouraged to engage in activities like group works and project works.	4%	9%	18%	52%	18%	70%	4	
5.3	Required number of class is held as per the class routine.	4%	5%	16%	41%	34%	75%	4	
5.4	If any class is missed, make-up class is held without delay.	2%	2%	20%	63%	14%	77%	4	
5.5	The college uses an integrated IT based academic management system with provision for online class, lesson sharing, keeping records of attendance, missed classes, make-up classes etc.	5%	4%	29%	39%	23%	63%	4	
5.6	The academic management system allows teachers' easy access from all types of device (e.g. desktop, laptop, tablet & smartphone).	5%	5%	21%	46%	21%	68%	4	
5.7	Records of class attendance, postponed classes and make-up classes are properly maintained by the college.	4%	5%	25%	46%	20%	66%	4	
5.8	Records of continuous assessment (e.g. class test, assignment, presentation, project works etc.) are properly maintained by the college.	4%	2%	18%	50%	27%	77%	4	
5.9	Students are provided with course plan at the beginning of every academic year.	4%	5%	13%	55%	23%	79%	4	
5.10	The course plan clearly states class-wise distribution of learning outcomes and topics.	4%	5%	34%	48%	9%	57%	4	
5.11	Teaching-learning-assessment strategies along with assessment rubrics are clearly stated in the course plan.	5%	0%	27%	61%	7%	68%	4	
5.12	The college arranges tutorial classes for students in small groups to help them with difficult topics.	5%	11%	34%	48%	2%	50%	4	
5.13	The continuous assessment activities currently used by your college are sufficient for students' skills development.	4%	16%	34%	41%	5%	46%	4	
5.14	Course teachers properly explain the assessment rubrics to the students.	2%	13%	30%	50%	5%	55%	4	
5.15	Course teachers provide rubric-based written and verbal feedbacks to students on their performance in the continuous assessment.	2%	4%	45%	46%	4%	50%	4	

Figure 13: Teachers' Views on Teaching-learning and Assessment



From Teachers' Perception, it is found that they think teaching-learning process, class held as per routine, continuance assessment record, course plan in beginning activities are good position. Opportunities to ask question is moderately good position. IT base academic system, assessment rubrics, makeup class/tutorial class are absent in the college.

3.4.13 Strengths, Scope of Improvement and Recommendations

3.4.13.1 Strengths

- (a) Class are held as per requirement.
- (b) Teaching-learning process.
- (c) Viva-voice preparation class.
- (d) Properly maintain the continuous assessment.
- (e) Provided course plan at the beginning of every academic year.

3.4.13.2 Scope of improvement

- (a) Absent of clearly states class-wise distribution of learning outcomes and topics
- (b) Absent of makeup class/Tutorial classes

- (c) Absent of Assessment rubrics.
- (d) There is no an integrated IT based academic management system.

3.4.13.3 Recommendations

- (a) Instruct and encourage teachers to prepare and distributed to students the learning outcome base course plan.
- (b) Encourage teachers to take makeup class/Tutorial class.
- (c) Teachers should be preparing and provided the assessment rubrics.
- (d) Integrate IT based academic management system should be needed.

3.4.14 ISA Standards and Criteria Related to Student Admission and Support Services

The college and its affiliating university must maintain fair and transparent admission policy and procedure. The entry requirements must be consistent with the nature of respective programs and encourage selection of such type of students who are fit for studying the chosen program. The college must ensure all kinds of support services for students in both academic and non-academic matters. Adequate opportunity must be there for all students to participate in extra-curricular activities and community service programs.

Criterion 6.1: The college, in collaboration with its affiliating university, maintains documented, transparent and fair admission policy and procedure that allow the selection of such students who are capable of taking the academic loads of the respective programs and successful graduation.

Criterion 6.2: The college enrolls students in the academic programs as per its capacity in terms of approved number of seats, number of teachers, as well as adequate and functional physical facilities and library resources.

Criterion 6.3: The college regularly organizes awareness programs on physical and mental health, hygiene practice, food safety, vaccination, fire safety, digital security, relevant social and human rights issues, civic rights and obligations, disciplinary issues, environment and climate change, etc.

Criterion 6.4: The college organizes orientation programs for the fresher at the beginning of every academic year/semester to introduce them to the academic rules and procedures, disciplinary rules and code of conduct, college facilities, curriculum of respective programs, career prospects and career pathways. Students are also updated whenever any change takes place in this regard.

Criterion 6.5: The college monitors and tracks students' academic progress and achievement and provides academic guidance and psycho-social counseling in a formalized manner.

Criterion 6.6: The college has well-organized and functional alumni association(s) through which alumni are meaningfully engaged to contribute to the development efforts of the college and facilitate college-industry collaboration.

Criterion 6.7: The college facilitates students' participation in co-curricular and extra-curricular activities and community services with necessary funds, space, equipment, and institutional arrangement to develop their leadership quality, creativity and sense of social responsibility.

Criterion 6.8: The college provides career counseling, job placement and internship placement services to the graduating students and organizes seminars, workshops, training sessions and job fair in collaboration with the industry/job market.

Criterion 6.9: The college has policy and practice related to the provision of support to students having financial difficulties and those who come from the disadvantaged parts of the society.

3.4.15 Student Admission Policy and Procedure

Students are the key elements in higher educational institutions. It is very important that the students' who are interested in higher education for a particular program to have the eligibility to afford the study load, understand the subject matter and comply with the program requirements. Therefore, it is important to set some entry requirements for the admitting students which define the minimum qualifications, knowledge, skill and/or experience that an applicant must have for a particular academic program.

As an educational institution Rajshahi college is designed for instruction and assessment of students in many branches of advanced learning. It confers degrees in various subjects under the NU which determines the entry qualification of the student. Being number one college in ranking, RC is the first choice of the applicant of NU. Accordingly, top scorers in the merit list enroll here. However, there is no test but the higher secondary examination (HSC) result is the only parameter in choosing a student to admit. NU publish a merit list of the students with subjects and college, and the respective college enrolls them accordingly. A good number of students come for higher education from many streams, e.g. colleges, madrasahs, and technical schools (vocational schools). However, there is no chance of the college to participate in the student selection process. College administration makes a committee to look after and conducting the clerical works to complete the admission of the students from the NU's list.

Rajshahi college, like other colleges affiliated with NU, maintains documented, transparent and fair admission policy and procedure in collaboration with NU. It also follows documented and transparent procedure. The number of seats of enrollment is determined according to the capacity of the institute. Therefore, RC enrolls students in the academic programs according to its capacity in terms of approved number of seats, number of teachers. In addition, there is an adequate and functional physical facilities and library resources of the college. However, there is little scope of testing admission-seekers' wish and ability to their allocated programs and subjects.

3.4.16 Orientation and Awareness Programs

All of the departments of Rajshahi college provide orientation to the fresher students at the very beginning of their academic year. At that time departments give them a copy of syllabus of the respective courses and the academic calendar so that they could be able to know the institute and the program they are going to deal with. The syllabus exhibits the subjects to be taught in the academic year while academic calendar provides them the schedule of the study and assessment. Notwithstanding modern pieces of documents the academic calendars, with some exception, hardly include academic rules and procedures. In addition, they do not comprise other essential things like disciplinary rules and code of conduct of the college, curriculum of respective programs or prospects and pathways of the carrier. There is a little

scope of the students to participate in updating rules, curriculum or the content of their syllabus.

There are 32 students' clubs in RC campus involve in raising awareness in students in various matters. They organize programs on physical and mental health, hygiene practice, food safety, vaccination, fire safety, digital security, relevant social and human rights issues, civic rights and obligations, disciplinary issues, environment and climate change, etc. Beside these, RC observes many programs on these issues that raise awareness of the students.

3.4.17 Progress Tracking, Academic Guidance and Counseling

RC monitors students' academic progress and achievement and provides academic guidance. There is a committee for the observation and assessment of the academic matters consisting nine members (teachers) from all faculties, and a Center of Excellence in Teaching and Learning (also nine members) involve in evaluating the progress of the teaching and learning of the college. On the other hand, all department have committees for each academic year to look after the students' problem and to monitor the progress of the respective year. Though there is a formal set up in this regard, the committees hardly give feedback to the students, and ensures their participation in determining the policy for improvement.

A psycho-social counseling center with a professional counselor in the campus deals with the students of RC. It provides services with a formal manner. There is an office of the counselor opens working days, provides services in the office hour. However, the service is not adequate in dealing with a huge number of students. The only psycho-social counselor of the college is a lady that restricts the service of the center solely to the female folk. Male students not feel free to be open in front the female counselor, and accordingly hesitate to get service from her.

3.4.18 Extra-Curricular Activities and Community Services

Extra-curricular activities are the acts that support the curriculum in general and the syllabus in particular, while co-curricular activities are not directly related with the prescribed curriculum (Singh, 2017). Extra-curricular activities include quiz tests, mental mathematics, spell bee, case competitions, study tour, projects in exhibitions, essay competitions etc. to support the curriculum. On the other hand, the co-curricular activities deal with sports, athletics,

scouting, cubing, various hobbies, excursions literary societies, dramatics, debates etc. to bring social and physical adjustments in the students. However, in most cases, both terms are used synonymously to indicate the activities what are not included in the curriculum black and white.

Involvement in the extra- co-curricular or co-curricular activities produces its effect on academic performance of the students. Their participation in these activities have a positive impact in academic achievements (Daniyal, M., Nawaz, T., Hassan, A., & Mubeen, 2012). Hence, RC facilitates students' participation in co-curricular and extra-curricular activities with funds, space, equipment. The institute observes regularly various events of co-curricular and extra-curricular activities so that the students could be developed in leadership quality, creativity and sense of social responsibility. It arranges annual sports, inter-department competition, indoor and outdoor games for the students. It observes many national and international days, and many awareness raising programs. There are formal committees like Sports Committee, and Cultural Committee, and organization like BNCC, Rover Scouts and girls' Guide, and the college performs their activities by them. On the other hand, 32 student clubs act in this regard. However, the budget and instruments are not sufficient.

3.4.19 Career Counseling & Placement

The college provides career counseling, job placement and internship placement services to the graduating students and organizes seminars, workshops, training sessions and job fair in collaboration with the industry/job market.

3.4.20 Scholarship and Waiver

The college has policy and practice related to the provision of support to students having financial difficulties and those who come from the disadvantaged parts of the society.

3.4.21 Alumni Services

The college has well-organized and functional alumni association(s) through which alumni are meaningfully engaged to contribute to the development efforts of the college and facilitate college-industry collaboration.

3.4.22 Stakeholders' Views on Student Admission and Support Services

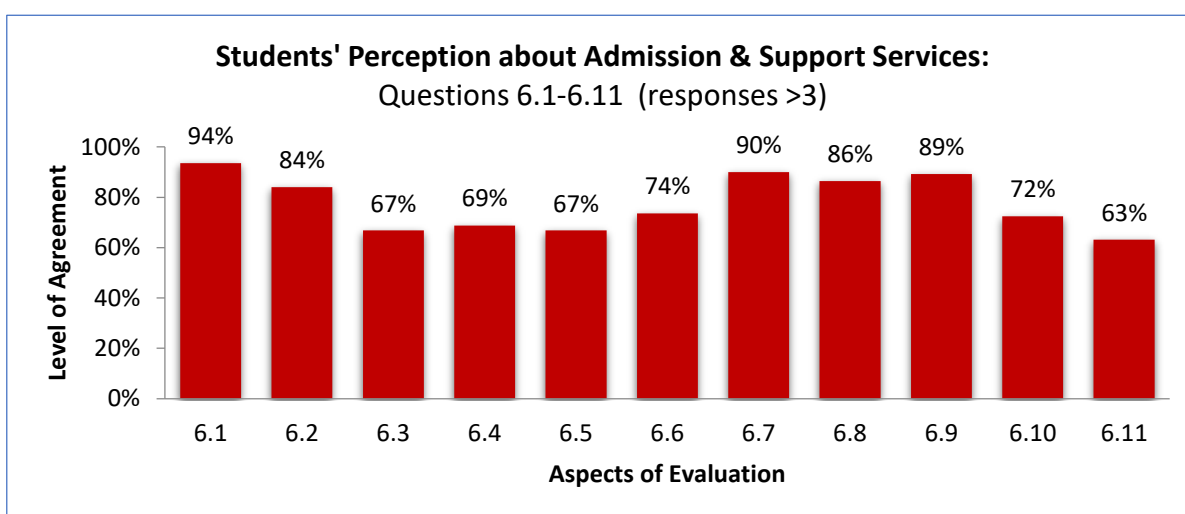
Table 18: Students' Views on Student Admission and Support Services

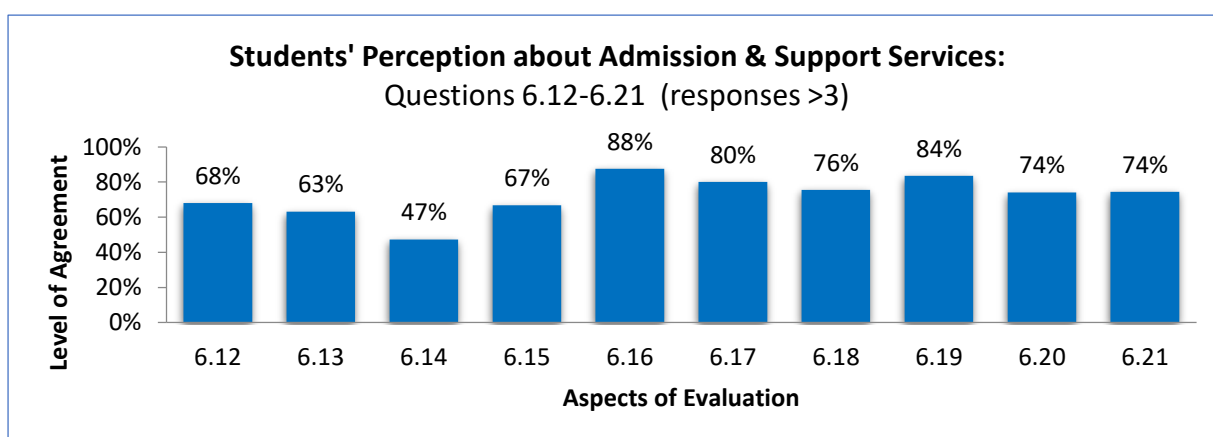
Agreement Scale 1= Strongly disagree 2= Disagree 3= Neutral/Do not know about it 4= Agree 5= Strongly agree	Population size	12000
	Sample size	250
	Sampling method	Purposive
	Number of evaluation criteria	21
	Possible range of score	250 – 1250
	Possible range of sum of score	5250 - 26250
	Range of mean score	1 - 5

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
6.1	A documented admission policy of the college/NU (printed or soft copy on the website) is available to the prospective candidates well in advance before they apply for admission.	1%	1%	4%	46%	48%	94%	5	3.98
6.2	The current admission system is effective in selecting the most deserving candidates for admission into their preferred programs.	3%	5%	8%	36%	48%	84%	5	
6.3	The college limits student intake size (number of seats) as per its capacity in terms of physical facilities including classroom, laboratory, equipment etc.	2%	10%	22%	39%	28%	67%	4	
6.4	The intake size is also determined in accordance with the number of teachers to keep the teacher-student ratio at a standard level (for example, around 1:30).	2%	6%	22%	38%	30%	69%	4	
6.5	The college regularly organizes awareness programs on physical and mental health, hygiene, fire safety etc.	5%	8%	20%	34%	32%	67%	4	
6.6	The college regularly organizes awareness programs on digital security, human rights and disciplinary issues.	5%	8%	13%	36%	38%	74%	5	
6.7	The college organizes orientation program for the fresher at the beginning of their first academic year.	3%	2%	5%	32%	58%	90%	5	
6.8	In the orientation program, students are briefed on the academic rules and procedures.	0%	4%	9%	42%	45%	86%	5	
6.9	In the orientation program, the code of conduct and disciplinary rules are explained to the students in easy language.	0%	2%	9%	46%	43%	89%	4	
6.10	The college organizes programs (like meeting/seminar/workshop) from time-to-time to inform	2%	10%	16%	45%	28%	72%	4	

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
	students about any update or change in the basic policies, procedures and rules.								
6.11	The college provides academic guidance to those students who are facing difficulties with their academic progress.	5%	9%	23%	35%	28%	63%	4	
6.12	Teachers declare in writing their counselling schedule at the beginning of every academic year.	4%	10%	18%	39%	29%	68%	4	
6.13	Teachers are available to students for counseling as per the declared schedule.	6%	12%	18%	41%	22%	63%	4	
6.14	The college provides psycho-social counseling to those students who need it under the care of a professional counselor.	10%	12%	31%	24%	23%	47%	3	
6.15	The college/your department has a functional alumni association.	8%	6%	19%	36%	31%	67%	4	
6.16	The college creates opportunity for students to participate in co-curricular and extra-curricular activities.	3%	2%	8%	46%	42%	88%	4	
6.17	The college in a formalized procedure engages students in community services in order to develop their leadership quality, creativity and sense of social responsibility.	4%	4%	13%	40%	40%	80%	5	
6.18	Students get proper career counseling, job placement and internship placement support from the college.	5%	4%	15%	37%	38%	76%	5	
6.19	The college organizes job fair from time-to-time.	3%	3%	11%	34%	49%	84%	5	
6.20	The college/NU provides stipend/scholarship and fee waiver support to those students who are facing financial difficulties.	3%	8%	15%	36%	38%	74%	5	
6.21	The college/NU provides special waiver to students from socially disadvantaged groups and students having disability.	4%	6%	16%	38%	36%	74%	4	

Figure 14: Students' Views on Student Admission & Support Service





For the Students' Perception, it is found that college have goodly provide security and discipline, meeting, seminar, workshop, orientation program, extra-curriculum activities. It also provides moderately monitoring academic progress, students counseling, mental health program, job fair, scholarship activities. But, it can't run the alumni association.

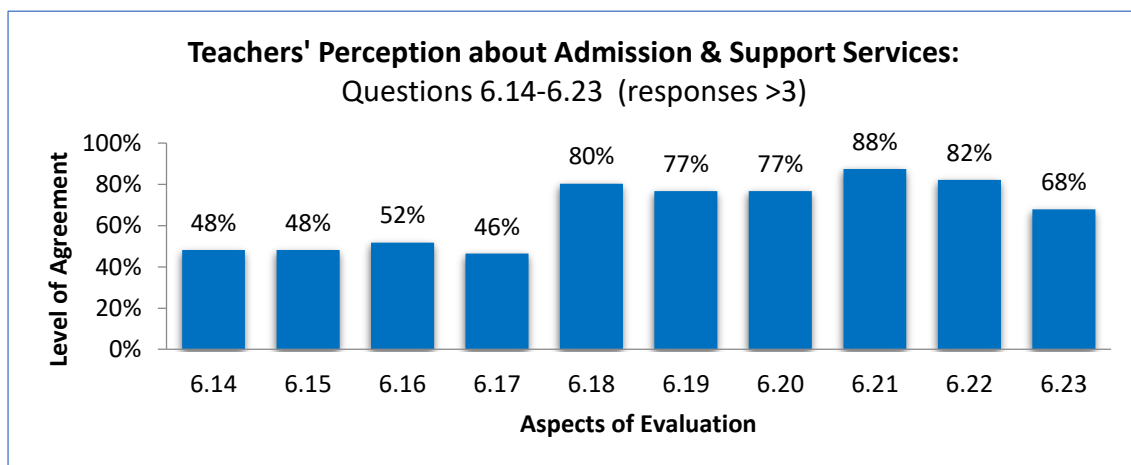
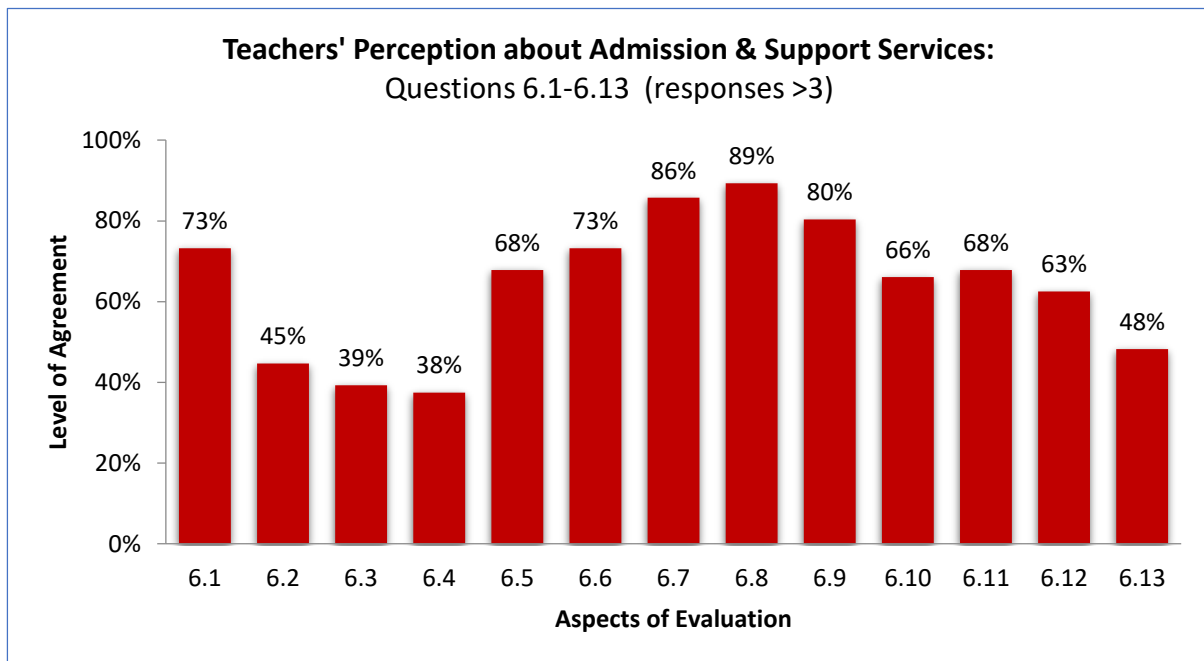
Table 19: Teachers' Views on Student Admission and Support Services

Agreement Scale 1= Strongly disagree 2= Disagree 3= Neutral/Do not know about it 4= Agree 5= Strongly agree	Population size	250
	Sample size	56
	Sampling method	Purposive
	Number of evaluation criteria	23
	Possible range of score	56 – 280
	Possible range of sum of score	1288 – 6440
	Range of mean score	1 - 5

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
6.1	The admission policy of the College/NU (in printed form or on the website) is available to the prospective candidates well in advance before they apply for admission.	2%	7%	18%	48%	25%	73%	4	3.64
6.2	The current admission system is effective in selecting the most deserving candidates for admission into their preferred programs.	18%	23%	14%	32%	13%	45%	4	
6.3	The college limits student intake size (number of seats) as per its capacity in terms of physical facilities including classroom, laboratory and equipment.	27%	9%	25%	29%	11%	39%	4	
6.4	The intake size is also determined in accordance with the existing number of teachers to keep the teacher-student ratio at a standard level (e.g. around 1:30).	32%	11%	20%	25%	13%	38%	1	
6.5	The college regularly organizes awareness programs on physical and mental health, hygiene, fire safety etc.	5%	7%	20%	46%	21%	68%	4	

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
6.6	The college regularly organizes awareness programs on digital security, human rights and disciplinary issues.	4%	11%	13%	57%	16%	73%	4	
6.7	The college organizes orientation program for the fresher at the beginning of their first academic year.	2%	2%	11%	43%	43%	86%	4	
6.8	In the orientation program, students are briefed on the academic rules and procedures.	4%	2%	5%	57%	32%	89%	4	
6.9	In the orientation program, the code of conduct and disciplinary rules are explained to the students in easy language.	5%	2%	13%	45%	36%	80%	4	
6.10	The college organizes programs (like meeting/seminar/workshop) from time-to-time to inform students about any update or change in the basic policies, procedures and rules.	4%	5%	25%	61%	5%	66%	4	
6.11	The college monitors and tracks students' academic progress in a formal system.	5%	7%	20%	57%	11%	68%	4	
6.12	The college provides academic guidance and counseling services to those students who are facing difficulties with their academic progress.	5%	7%	25%	55%	7%	63%	4	
6.13	Teachers declare in writing their counselling schedule at the beginning of every academic year.	2%	14%	36%	41%	7%	48%	4	
6.14	Teachers are available to students for counseling as per their respective schedule.	7%	14%	30%	41%	7%	48%	4	
6.15	The college provides psycho-social counseling service to those students who need it under the care of a professional counselor.	5%	9%	38%	38%	11%	48%	3	
6.16	The college/your department has a functional alumni association.	9%	14%	25%	39%	13%	52%	4	
6.17	The college involves the alumni for supporting the current students in internship placement or industry visit.	5%	13%	36%	34%	13%	46%	3	
6.18	The college creates opportunity for students to participate in extra-curricular activities.	0%	7%	13%	48%	32%	80%	4	
6.19	The college in a formalized system engage students in community services in order to develop their leadership quality, creativity and sense of social responsibility.	2%	0%	21%	41%	36%	77%	4	
6.20	The college provides students with career counseling, job placement and internship placement service.	2%	2%	20%	57%	20%	77%	4	
6.21	The college organizes job fair from time-to-time.	2%	2%	9%	57%	30%	88%	4	
6.22	The college/NU provides stipend/scholarship and fee waiver support to those students who are facing financial difficulties.	0%	4%	14%	55%	27%	82%	4	
6.23	The college/NU provides special waiver to students from socially disadvantaged groups and students having disability.	0%	11%	21%	46%	21%	68%	4	

Figure 15: Teachers' Views on Student Admission and Support Services



From the Teachers' point of view about it is found that security and discipline, meeting, seminar, workshop, mental health program, orientation program, extra-curriculum activities are good position. Monitoring academic progress, students counseling, job fair, scholarship activities are moderately good position. But, admission system, class size, teacher-student ration, alumni, internship program are not satisfactory level.

3.4.23 Strengths, Scope of Improvement and Recommendations

3.4.23.1 Strengths

- (a) A transparent admission policy.
- (b) organized orientation program to brief academic rules and procedure for the fresher at the beginning
- (c) Adequate opportunity for students to participate in co-curricular and extra-curricular activities.
- (d) Students have to develop their leadership quality, creativity and sense of social responsibility.
- (e) Stipend/scholarship and free waiver support to the poor and disabled students.
- (f) The business club of college arrange job fair from time-to-time.
- (g) A professional counsellor(Psychologist) work in mental health center.

3.4.23.2 Scope of improvement

- (a) Absence of Alumni Association.
- (b) Limited service of career counseling, internship placement service.
- (c) Absent of admission test.

3.4.23.3 Recommendations

- (a) Alumni Association should be formed immediately.
- (b) The service of career counseling and internship placement should be increased.
- (c) NU should be take admission test.

3.5 Faculty and Professional Staff

3.5.1 ISA Standards and Criteria Related to Faculty and Professional Staff

The college must have adequate number of qualified teachers as per its organizational structure and class size policy to ensure appropriate teacher-student ratio. The college must also have adequate, qualified and well-trained officials and support staff to provide administrative and support services in an efficient and timely manner.

Criterion 7.1: Posts of teachers are created, and vacancies are fulfilled as per need and in a timely manner in accordance with the approved organizational structure to ensure smooth operations of the academic programs. Effective coordination is maintained among the college, its affiliating university and relevant government authorities in this regard.

Criterion 7.2: The salary structure, incentives and benefits including retirement benefits and insurance coverage are attractive and on a par with similar other occupations to attract and retain the talented and experienced faculty and professional staff.

Criterion 7.3: The college, its affiliating university and SHED have documented policy and practice to encourage teachers and officials to pursue advanced studies and attend seminars, workshops, training and conferences for continuous professional development.

Criterion 7.4: Newly appointed teachers and other employees are provided foundation training for their proper orientation to the academic and administrative policies and procedures, the roles and responsibilities related to their positions, and the use of basic equipment and tools. Teachers are specially trained on pedagogy, andragogy, classroom management and blended learning.

Criterion 7.5: The performance evaluation of the faculty and professional staff is done on the basis of well-defined and documented key performance indicators (KPIs) against teaching, research (only for faculty), administrative services and community services under a comprehensive policy. KPIs are taken account of during decision making related to promotion to higher positions.

3.5.2 Entry Qualification, Recruitment and Transfer

The tertiary level colleges in Bangladesh, especially important government colleges, deal with the curriculum of NU, whereas there is no scope of the NU to take part in teacher recruitment process in these institutes. Even though the NU cannot be able to set the qualification of their teaching staff. Power of the process and the choice vests in hands of the ministry of education, a bureaucratic wing of the Government, runs by the admin cadre. It, in collaboration with the DSHE, fixes up the qualification of the teaching posts, determines number of the posts, and sends demand to the Public Service Commission (BPSC). The BPSC selects the candidates to be recruited to the posts through their own competitive process (e.g. BCS examination) and

procedure, and sends the list to the ministry for recruitment. Accordingly, the ministry appointed them to the posts.

The subject matter of the competition is solely different from what the candidates are being obliged to teach. For example, a graduate of History attaining in the competition must have to take examinations in science subjects along with Bangladesh and global studies and the languages, Bangla and English. Similarly, physics graduates are bound to sit for History examination along other subjects. As a result, the candidates, who are good in his subject, and comparatively weak in others fail to enter in the teaching job. On the other hand, some fellows, weak in the respective subjects, pass successfully and get the teaching job with having no interest in their own subject.

The qualification of a teacher in the tertiary level colleges is a four-year Bachelor Degree. Whereas they are being recruited for the teaching of master's level students who have the same degree, a four-year Honors. In a nutshell, there is a scope of improvement in the teacher recruitment policy and procedure to select the most deserving candidate.

If a post of the teacher is vacant for transfer or retirement, the college informs it to the DSHE, and the DSHE convey it to the SHED of the Ministry of Education. Accordingly, Ministry take initiative to fill the post up by giving new posting of an appointee or by transfer a teacher from other college. The process is lengthy and the SHED does not fill up the vacant post from its own, but by the interest of the posting seekers. There is no visible co-operation among the SHED, NU & College in this regard.

3.5.3 Adequacy and Quality of Faculty and Professional Staff

RC has an adequate number of teachers and professional staff against the approved number of posts. However, the number, in proportion to the number of students, is not sufficient. The following table exhibits the number.

Table 20: Information about Faculty

Sl	Name of Department	Name of Post	Number of Approved Post	Currently Recruited/ Posted	Teacher to Student Ratio
1	Bangla	Professor	1	1	1:84
		Associate Professor	3	3	
		Assistant Professor	4	4	
		Lecturer	4	4	
2	English	Professor	1	1	1:51
		Associate Professor	3	7	
		Assistant Professor	4	5	
		Lecturer	4	1	
3	Urdu	Professor	0	0	00
		Associate Professor	0	0	
		Assistant Professor	1	2	
		Lecturer	1	0	
4	Sanskrit	Professor	0	0	1: 9
		Associate Professor	1	1	
		Assistant Professor	1	1	
		Lecturer	2	2	
5	History	Professor	1	3	1: 99
		Associate Professor	3	3	
		Assistant Professor	4	3	
		Lecturer	4	2	
6	Islamic History & Culture	Professor	1	2	1: 119
		Associate Professor	3	4	
		Assistant Professor	4	2	
		Lecturer	4	2	
7	Islamic Studies	Professor	1	2	1: 27
		Associate Professor	2	0	
		Assistant Professor	3	4	
		Lecturer	3	2	
8	Philosophy	Professor	1	1	1: 103
		Associate Professor	2	3	
		Assistant Professor	4	6	
		Lecturer	4	1	
9	Political Science	Professor	1	2	1: 132
		Associate Professor	3	2	
		Assistant Professor	4	6	
		Lecturer	4	2	
10	Sociology	Professor	1	1	1: 147
		Associate Professor	3	3	
		Assistant Professor	4	5	
		Lecturer	4	1	
11	Social Work	Professor	1	2	1: 84
		Associate Professor	3	4	
		Assistant Professor	4	3	
		Lecturer	4	4	
12	Economics	Professor	1	2	1: 88
		Associate Professor	3	3	
		Assistant Professor	4	5	
		Lecturer	4	2	
13	Physics	Professor	1	2	1: 45
		Associate Professor	3	1	

Sl	Name of Department	Name of Post	Number of Approved Post	Currently Recruited/ Posted	Teacher to Student Ratio
		Assistant Professor	4	5	
		Lecturer	4	3	
14	Chemistry	Professor	1	3	1: 41
		Associate Professor	3	1	
		Assistant Professor	4	4	
		Lecturer	4	4	
15	Mathematics	Professor	1	2	1: 65
		Associate Professor	3	2	
		Assistant Professor	4	8	
		Lecturer	4	0	
16	Botany	Professor	1	3	1: 75
		Associate Professor	3	4	
		Assistant Professor	4	4	
		Lecturer	4	2	
17	Zoology	Professor	1	3	1: 54
		Associate Professor	3	3	
		Assistant Professor	4	3	
		Lecturer	4	4	
18	Psychology	Professor	1	2	1: 101
		Associate Professor	3	2	
		Assistant Professor	4	3	
		Lecturer	4	3	
19	Statistics	Professor	1	1	1: 41
		Associate Professor	2	1	
		Assistant Professor	4	5	
		Lecturer	4	2	
20	Geography	Professor	1	2	1: 92
		Associate Professor	2	2	
		Assistant Professor	4	5	
		Lecturer	4	2	
21	Management	Professor	1	3	1:108
		Associate Professor	3	2	
		Assistant Professor	4	2	
		Lecturer	4	3	
22	Accounting	Professor	1	1	1: 96
		Associate Professor	3	4	
		Assistant Professor	4	3	
		Lecturer	4	3	
23	Marketing	Professor	0	0	1: 250
		Associate Professor	0	1	
		Assistant Professor	0	1	
		Lecturer	0	0	
24	Finance & Banking	Professor	0	0	1: 471
		Associate Professor	0	1	
		Assistant Professor	0	0	
		Lecturer	0	0	
	Average teacher to student ratio				1:99

Table 21: Information about Professional Staff

Sl.	Name of Office	Name of Position	Number of Approved Post	Currently Recruitment/ Posted
1	Central Library	Librarian	1	1
2	Central Library	Assistant Librarian	1	1
3	Principal's Office	Physical Trainer	1	0
4	Principal's Office	Head Assistant	1	1
5	Principal's Office	Accountant	1	1
6	Principal's Office	Cashier	1	1
7	Principal's Office	Account Assistant	2	2
8	Principal's Office	Office Assistant cum Typist	4	4
9	Principal's Office	Mechanic cum Electrician	1	1
10	Principal's Office	Store Keeper	1	1
11	Principal's Office	Expert Bearer	4	4
12	Central Library	Book Sorter	2	2
13	Principal's Office	Cash Pion	1	1
14	Principal's Office	Office Assistant	24	24
15	Principal's Office	Sweeper	2	2
	Total		47	46
16		Master roll staff	190	190
	Grand Total		237	236

3.5.4 Training and Continuous Professional Development

National Academy for Educational Management (NAEM), a training institute provides training for the cadre officers of BCS General Education. There is a provision of having foundation training (FTC) for newly appointed teachers. NAEM. Usually, the FTC is a four months long training designed to build up the carrier of a cadre officers rather than a teacher. In addition, the newly recruited teachers could not get it in short time of their joining. The module also not related to the teaching but for the desk job. Though, FTC meet partially academic and administrative policies and procedures related to the assigned post, and it hardly relates education related issues like the use of basic equipment or tools, pedagogy, andragogy and classroom management.

Training for the teachers are not adequate, and before planning trainings, no need assessment is conducted to determine the type of training to be provided. There is no such a

foundation training for other supporting staff. Sometime college administration and department conducted the in-house training and workshop for professional development.

3.5.5 Performance Evaluation System

RC has no KPI for performance evaluation of the teachers and of the other professional staffs. However, the college maintains Annual Confidential Report (ACR) mentioning some performance criteria like obedience, quality and quantity of the task a teacher performing. Head of the departments assess the teachers, giving marks within 100, while principal, approving them by getting counter signature on them. Being the officers of a cadre service, teachers' performance is weighed by the ACR of the cadre officers', and by the parameters set for them, rather performance criteria of the teacher. There is no option of the ACR form of assessing a teacher's class performance, and of his research skills and publications. In addition, there is no scope of stakeholders, participation in the teachers' performance evaluation system. Not the student, nor their guardians or job-providers can assess the teachers. The thing remains on the wish of the superior, the heads and the principals. It is to be mentioned that the superiors are the seniors for the blessing of their service lengths, rather than their service quality or extra-ordinary qualifications. In most cases do not meet internationally authorized qualification for their posts. In the ACR system, there is no provision of giving feedback to the teachers so that they could be aware off to take measures to enhance their service quality.

There is no formal performance evaluation system for the professional staffs, having scope of getting feedback from the recipients, rather their performance depends on the principal's supervision and on his wish.

3.5.6 Salary and Benefits

There is a uniform salary for the cadre post holders in Bangladesh. Lecturers get 9th grade salary like other first class gazetted officers, however the other facilities are not the same. In most cases, a class one officer enjoys vehicles and asylum, but not the teachers. In terms of getting promotion, other cadres are better than that of the education cadre. We have already observed that promotion in the cadre service depends on the length of the service, rather for the performance. In the education cadre the posts are tagged with the subject, and the number of posts and consequently vacant posts vary subject to subject that affect the promotion. A lecturer in Bangladesh, got his last promotion for his 20 year length, where as a teacher of history could not be able to reach the post before 24 years.

Other cadre posts have the lucrative officers, in power and prestige, in facility and in scope of getting promotion, but the education cadre has not. Insurance facilities, the group insurance, is the same for the cadre posts, whereas allowances and retirement benefits differs. The cadre

officers have some extra allowances that not provided to the teachers, and for being an officer of a vacation department teachers have no earn leaves that lessens the gratuity amount getting in the retirement. In a nutshell, the job of a teacher, in comparison with the same other post is not lucrative that reflects in the perception assessment of the teachers (see...). Accordingly, the profession fails to draw the talented to this job.

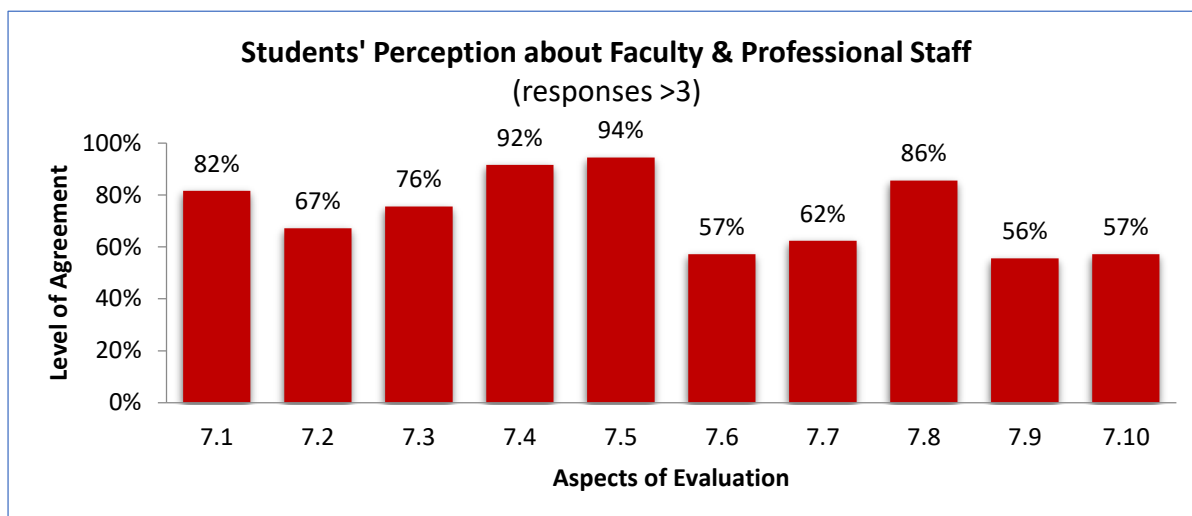
3.5.7 Stakeholders' Views on Faculty and Professional Staff

Table 22: Students' Views on Faculty and Professional Staff

Agreement Scale 1= Strongly disagree 2= Disagree 3= Neutral/Do not know about it 4= Agree 5= Strongly agree	Population size	12000
	Sample size	250
	Sampling method	Purposive
	Number of evaluation criteria	10
	Possible range of score	250 - 1250
	Possible range of sum of score	2500 - 12500
	Range of mean score	1 - 5

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
7.1	Your department has adequate number of teachers in proportion to the number of students.	4%	8%	6%	42%	40%	82%	4	3.90
7.2	The college has adequate non-academic staff members to provide administrative supports to the students.	3%	8%	22%	41%	26%	67%	4	
7.3	Teachers apply innovative teaching and assessment techniques.	3%	6%	16%	46%	30%	76%	4	
7.4	Teachers help students with their lesson by responding to their queries in a friendly manner.	2%	2%	5%	46%	46%	92%	5	
7.5	Teachers frequently use modern technology equipment (multimedia projector, smartboard etc.) in the classes.	1%	0%	4%	32%	62%	94%	5	
7.6	The college, through a formalized system, collects feedbacks from students to evaluate teachers' performance by the end of every academic year.	8%	9%	26%	36%	22%	57%	4	
7.7	The college takes positive remedial measures to improve teachers' performance taking account of student feedback.	8%	7%	22%	40%	22%	62%	4	
7.8	Non-academic staff members provide their services in an efficient and friendly manner.	4%	2%	8%	47%	39%	86%	4	
7.9	The college, through a formalized system, collects feedbacks from students on their level of satisfaction related to the services they receive from the non-academic staff members.	8%	10%	26%	34%	22%	56%	4	
7.10	The college takes positive remedial measures to improve quality of service provided by non-academic staff members taking account of student feedback.	8%	10%	25%	32%	26%	57%	4	

Figure 16: Students' Views on Faculty and Professional Staff



From the Students' Perception , it is found that teaching and assessment quality, teachers service, teachers' technology usability, service of non-academic staffs position are good quality. Feedback system, remedial measures to improve quality of service provided are moderately satisfactory level.

Table 23: Teachers' Views on Faculty and Professional Staff

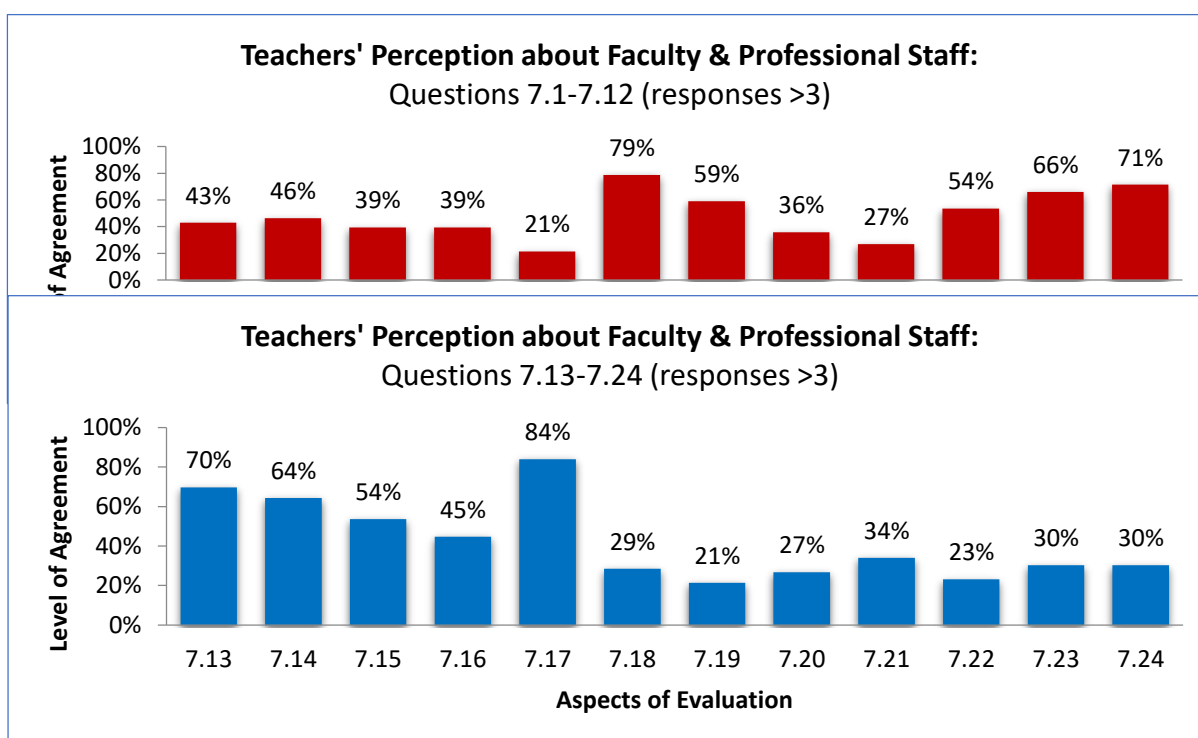
Agreement Scale 1= Strongly disagree 2= Disagree 3= Neutral/Do not know about it 4= Agree 5= Strongly agree	Population size	250
	Sample size	56
	Sampling method	Purposive
	Number of evaluation criteria	24
	Possible range of score	56 – 280
	Possible range of sum of score	1344 – 6720
	Range of mean score	1 - 5

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
7.1	In your department, there are adequate number of teachers in proportion to the number of students.	23%	21%	13%	29%	14%	43%	4	3.18
7.2	When a teacher of your department retires or is transferred to some other college, the vacancy is fulfilled without much delay.	5%	23%	25%	34%	13%	46%	4	
7.3	As per the existing government policy and procedure, it is possible to create a teacher's post without much delay.	18%	11%	32%	20%	20%	39%	3	

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
7.4	The college has adequate number of non-academic staff members to provide necessary administrative support.	7%	38%	16%	32%	7%	39%	2	
7.5	The current salary structure is appropriate for attracting and retaining talented teachers.	25%	29%	25%	11%	11%	21%	2	
7.6	There are retirement benefit schemes (provident fund, gratuity and pension) for teachers.	4%	4%	14%	57%	21%	79%	4	
7.7	The retirement benefit packages are effective in ensuring teachers' old age financial security.	7%	7%	27%	34%	25%	59%	4	
7.8	There are insurance facilities for teachers.	23%	21%	20%	27%	9%	36%	4	
7.9	The insurance facilities are effective in ensuring financial security of teachers and their families in case of unforeseeable incidents (e.g. illness, accident, death).	20%	30%	23%	16%	11%	27%	2	
7.10	The college/Ministry of Education has supportive policy to encourage teachers for continuous professional development (CPD) through advanced studies, training, workshop, seminar and conference.	7%	13%	27%	45%	9%	54%	4	
7.11	Teachers get financial support from the college and/or the Ministry for advanced studies, training, seminar, workshops and conferences.	7%	9%	18%	52%	14%	66%	4	
7.12	You proactively search opportunities for advanced studies, training, seminars, workshops, and conferences to upgrade your knowledge, skills and attitude.	5%	9%	14%	59%	13%	71%	4	
7.13	The training provided to teachers through various training programs under CEDP is effective in developing teachers' knowledge, skills and attitude required for the application of innovative teaching-learning and assessment techniques.	7%	7%	16%	54%	16%	70%	4	
7.14	The college organizes foundation training programs for newly appointed teachers to orient them to the basic policies, procedures and techniques (e.g. academic and administrative policies and procedures, their roles and responsibilities, classroom management techniques and the use of computer, projector etc.).	0%	14%	21%	52%	13%	64%	4	
7.15	The foundation training provided by NAEM is relevant to teachers' day-to-day professional activities.	9%	14%	23%	41%	13%	54%	4	
7.16	Teachers' training needs are properly identified through a formalized training needs assessment (TNA) system before designing the training programs offered by NAEM.	9%	16%	30%	41%	4%	45%	4	
7.17	You frequently use modern technology equipment (computer, multimedia projector, smartboard etc.) in the classes.	2%	5%	9%	41%	43%	84%	5	
7.18	Teacher's performance evaluation is done on the basis of well-defined and documented key performance indicators (KPIs) against teaching, research, administrative services and community services.	5%	20%	46%	23%	5%	29%	3	
7.19	KPI points are considered during a teacher's promotion to higher positions.	14%	16%	48%	20%	2%	21%	3	

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
7.20	The college, through a formalized system, collect feedbacks from students to evaluate teachers' performance by the end of every academic year.	9%	32%	32%	21%	5%	27%	3	
7.21	Positive remedial measures are taken to improve teachers' performance taking account of student feedback.	14%	16%	36%	32%	2%	34%	3	
7.22	Teachers' advanced studies like PhD and an additional Master's degree are given credit while calculating KPI score for their performance evaluation.	13%	20%	45%	18%	5%	23%	3	
7.23	The college, through a formalized system, collects feedbacks from students on their level of satisfaction related to the services they receive from the non-academic staff members.	16%	20%	34%	25%	5%	30%	3	
7.24	Positive remedial measures are taken to improve quality of service provided by the non-academic staff members taking account of student feedback.	13%	25%	32%	25%	5%	30%	3	

Figure 17: Teachers' Views on Faculty and Professional Staff



From Teachers' Perception, it is found that they are satisfied about retired benefit, multimedia, computer, smartboard, foundation training. But they feel that other benefit, CPD training and NAEM training are not sufficient. Teacher proportion, posting policy, number of

non-academic staff, performance evaluation, promotion to higher positions are not good position.

3.5.8 Strengths, Scope of Improvement and Recommendations

3.5.8.1 Strengths

- (a) Adequate number of teachers (7.1)
- (b) Teachers help students with their requirement(7.4).
- (c) Use of modern technologies in the teaching-learning process.
- (d) Non-academic staff members provide sufficient services
- (e) Teachers' satisfaction regarding salary and post-retirement benefit packages.
- (f) Scope of professional development.

3.5.8.2 Scope of improvement

- (a) Improve teacher- student ration
- (b) Training for teachers
- (c) Absence of formalized mechanism to collect feedbacks from the students to identify and address weakness.
- (d) Improve service quality of staff

3.5.8.3 Recommendations

- (a) Immediate steps should be taken to inform the controlling ministry about the emperor teacher-student ratio.
- (b) Mechanism should be developed to collect feedbacks from the students so that weakness in teaching and service can be identified and addressed.
- (c) Rajshahi College should set up more complain box for development the service quality.

3.6 3.8 Facilities and Resources

3.6.1 ISA Standards and Criteria Related to Facilities and Resources

The college must have adequate and appropriate physical facilities and other forms of resources needed for effective teaching-learning, research and extra-curricular activities, and for ensuring safe and comfortable campus life of students, teachers and other employees.

Criterion 8.1: The college has adequate number of classrooms, examination rooms, office rooms and IT labs with sufficient space, comfortable environment, suitable furniture and fixture, modern technology equipment and necessary supplies.

Criterion 8.2: The college has student common room, cafeteria, washrooms, indoor games facilities, playground, open space for recreational activities, and medical facilities in proportion to the number of students and employees.

Criterion 8.3: All the physical facilities are regularly inspected and well-maintained to ensure their functionality, cleanliness, and presence of basic safety and security features including fire and earthquake response system, along with disability-friendly and gender-friendly features.

Criterion 8.4: The college library has adequate collection of updated editions of books and journals in both printed and electronic formats. The library has adequate space, suitable furniture, fixture and IT facilities, and it is managed by well-trained professionals with a user-friendly automation system.

Criterion 8.5: The college has required number of laboratories with adequate and quality modern equipment and supplies appropriate for conducting research and practical experiment related to relevant programs offered by the college. Appropriate safety measures are in place to minimize the risk of accident, health hazard and adverse environmental impact.

Criterion 8.6: The college has adequate resource allocation along with sufficient financial autonomy to plan and implement regular as well as developmental activities for ensuring quality education.

3.6.2 Classroom Facilities

Twenty-five departments of RC are remaining their classes through 72 (Seventy-Two) classrooms distributed in the ten academic buildings. Some of the departments have adequate numbers of classrooms like chemistry, while some of the departments are suffering from constrain of the class conducting spaces. In general, there is a considerable lack of classrooms in the college. RC runs HSC courses along with all courses of the NU, e.g. a 4 year's Bachelor Pass, a 4 year's bachelor honors, one-year Master's and one-year Master's preliminary courses. Every courses have a good number of subjects. We need at least five classrooms for a department to conduct the class smoothly, even though, after splitting the classes into sections.

Seating capacity of the classrooms is in most cases within 80, whereas the enrollment number of the student is much more the accommodation capacity of the classrooms. The classrooms have sufficient light and ventilation. They are also noise free. However, there are scopes of improving these facilities in some of the buildings.

Most of the classrooms have ordinary seating arrangement with benches, and the desks, while some classrooms are furbished with moveable chairs and round tables. All of the classrooms have the multi-media projectors, and some of them have smartboards (23). However, there is a scope of transforming the classrooms into modern learning space by adding digital smartboards.

3.6.3 Office Room Facilities

Most of the dependent office rooms is not specious and well decorated. Although, they have sufficient light and ventilation, they are not fully noise free. Seating arrangement is not proper and not favorable to maintain professional privacy. All of the teachers have a laptop and a smart phone. The former is official, provided by the departments of the college or the college authority through CEDP, while the latter is private.

3.6.4 Library Facilities

There is a big and old library of RC, having a large collection of printed books and periodicals. It has a great collection of old books in antique forms. The latest version of them, however, is

limited. The space to run the library, especially to provide adequate space for the readers, is not enough. A part of the library is occupied for various official causes like students' admission, they form fill up for examination that hampers reading environment.

Operation system of the library is not modern and digitized rather an obsolete register-catalogue system. Therefore, it is difficult to find out a specific book instantly. On the other hand, staff of the library are not properly trained, and computerized system of the library operation is yet to be introduced.

3.6.5 Laboratory Facilities

There are three computer labs in the college. They are well furbished and having sixty-five computers in them each. The labs provide basic ICT trainings to the students. RC accommodates all its students into these trainings that are free of cost. Beside this, mathematics, statistics, and physics departments have their own computers labs.

Eight science departments of RC have their science laboratories, and the students of these departments perform their practical experiment in these labs. RC improves labs' facilities through adding modern equipment, however, they are not sufficient. The accommodation of the huge number of student in a single lab and provide them necessary instrument is indeed difficult.

The labs have firefighting apparatus in them. However, other safety measures are not sufficient. Though RC considers environmental issues to maintain the labs, there is a scope of improving the condition.

3.6.6 Sports and Recreational Facilities

RC has a large playground in its campus. Students play football and cricket on this ground. They can play the both at a time in this space. There is another open space in front of student dormitories, and student use this for the same purpose. Beside these, the is indoor games facilities in the students' common rooms. RC provide the students gaming instruments, e.g. football, bat & ball, and caram board etc. However, budget allocation in sports is not adequate. There is a post of physical teacher in the college which is vacant for long time.

3.6.7 Water, Sanitation and Health Facilities

RC is an example of a neat and clean campus. Every floor of the buildings has two lavatories. Cleaners along with others master role staff clean the toilet every day to keep them healthy and hygienic. RC supply the necessary soap and sanitizers. In addition, the department offices keep their respective toilets clean.

The roads and pathways in the RC campus is also clean. Cleaners clean regularly every corner of the campus. There are many dust bins both sides of the pathway. Teachers and students do not throw their tissues or other wastages here and there but in the dust bin.

In the campus, there are a good number of water tanks containing safe drinking water for the students. Indeed, it is very impressive that RC provides safe drinking water for every of its stakeholders in the campus.

A health center in the RC campus provides health checkup and primary treatment for the students and teachers. It supplies medicines free of cost. A doctor (MBBS) is appointed to serve in the health center. He gives treatment to the stakeholders. In addition, RC has a psychological counselling center to look after the mental health of the students. A psychiatrist is appointed there and serves the student regularly. Therefore, the health facilities in the RC campus satisfactory. However, the allocation in this purpose is inadequate, and accordingly the service is limited. There is no vehicle in the college to transport the critical patients promptly to the hospital. The health center provides cheap medicines like paracetamol and metronidazole. Doctor of the center usually prescribe these instead of valuable but commonly used medicines for the want of sufficient budget.

3.6.8 Maintenance and Inspection of Facilities

RC administration inspects the resources of the college and the facilities provided by the institute. The buildings have fire-fighting apparatus, however, not adequate in number. There is no earth-quake evacuation drill in the college. Furthermore, there is no formal committee for look after the resources and to inspect the facilities. No written schedule of inspection also.

3.6.9 Gender and Disability Friendly Features in Facilities

RC has a gender friendly environment in learning sphere. There are modern common rooms for the female students. They have distinct toilet facilities in the academic building. However, there is no sufficient facility for the handicaps or disable students. There is no special ramp with the staircase in the buildings for handicaps. They have no special toilets also.

3.6.10 Resources Allocation and Financial Autonomy

The college has a good deals of resources and enjoys a considerable financial autonomy in daily operations, and of development works. Its runs by the government's rules and regulations, and by the proper direction and direct take care of the DSHE and of SHED of the ministry of education of the government. There is a fund restrain affecting the budget allocation and development activities. However, there is no committee or responsible body to communicate with and bridge up the external sources like education engineering department (EED), and to help the authority (principal) to determine the need. Similarly, there is no such a committee to develop a plan of action for the college.

3.6.11 Stakeholders' Views on Facilities and Resources

Table 24: Students' Views on Facilities and Resources

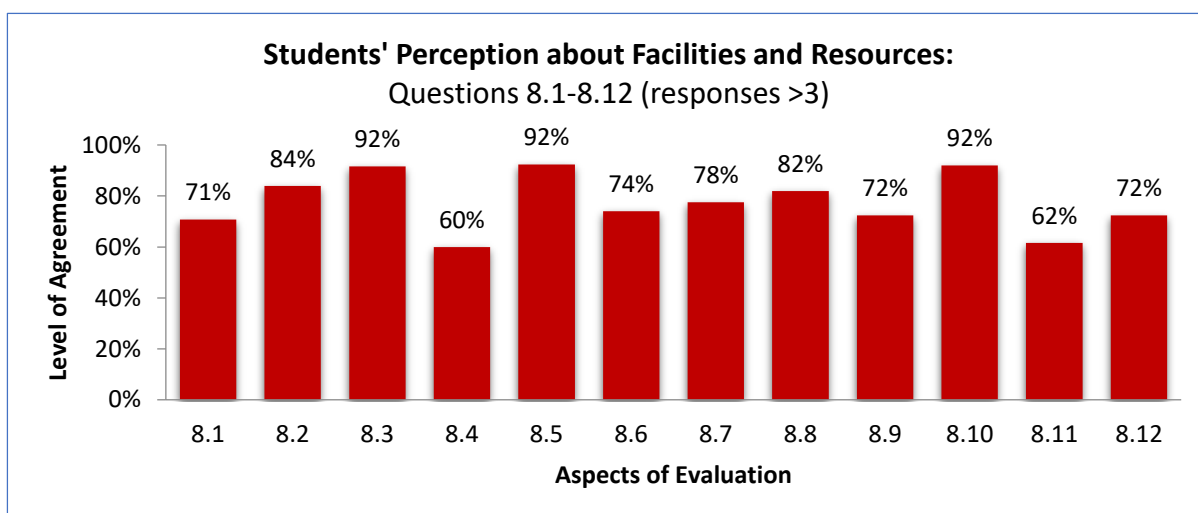
Agreement Scale 1= Strongly disagree 2= Disagree 3= Neutral/Do not know about it 4= Agree 5= Strongly agree	Population size	12000
	Sample size	250
	Sampling method	Purposive
	Number of evaluation criteria	35
	Possible range of score	250 – 1250
	Possible range of sum of score	8750 – 43750
	Range of mean score	1 – 5

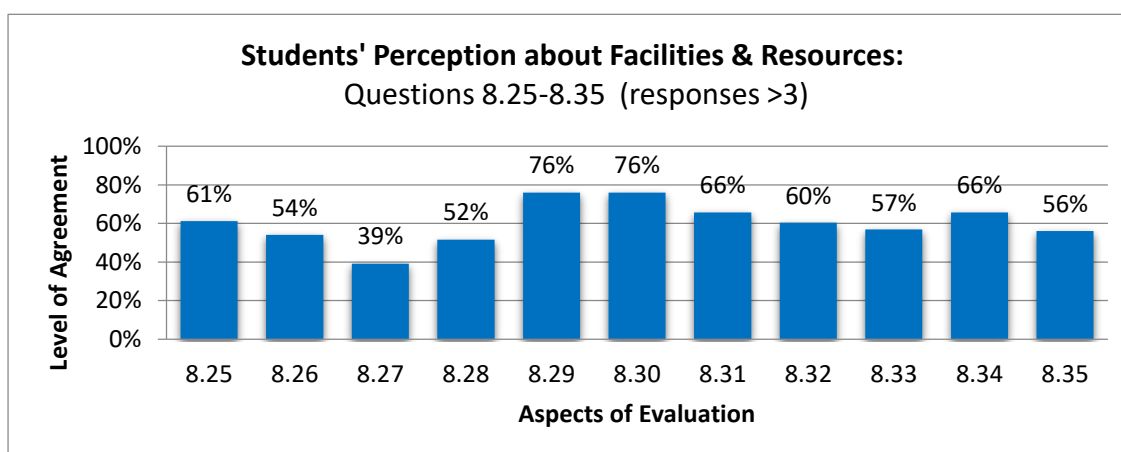
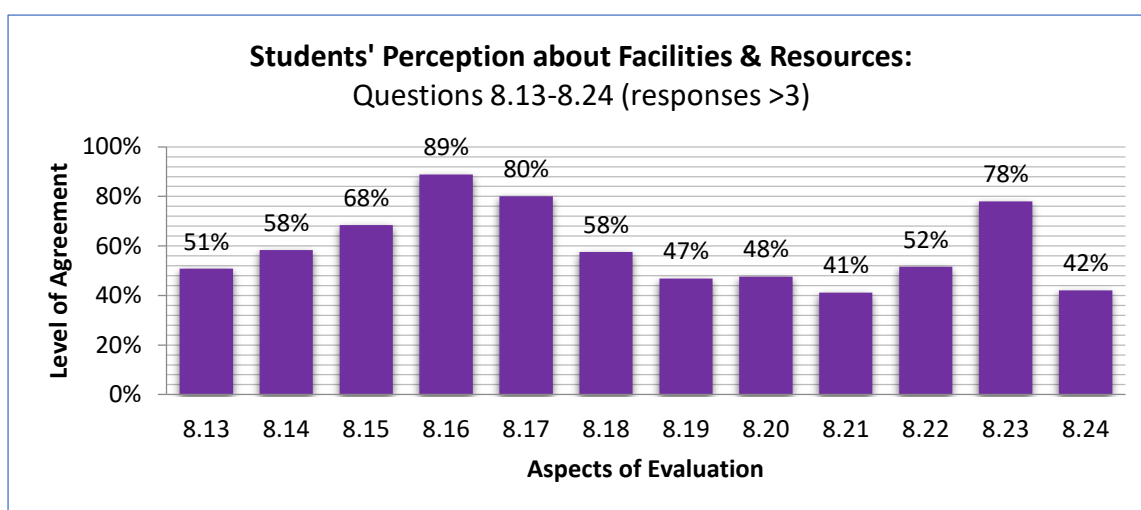
Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
8.1	The college has adequate number of spacious classrooms for holding required number of classes smoothly.	10%	10%	9%	40%	31%	71%	4	3.70
8.2	The classrooms have suitable type of furniture and fixture.	3%	8%	5%	41%	43%	84%	5	
8.3	The classrooms have multimedia projector/smartboard.	2%	0%	6%	35%	56%	92%	5	

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
8.4	The classrooms have access to high speed internet connection.	18%	12%	10%	28%	32%	60%	5	
8.5	Appropriate measures are taken to ensure comfortable environment in the classrooms with proper light and ventilation.	2%	1%	4%	37%	56%	92%	5	
8.6	Appropriate measures are taken to minimize the background noise in the classrooms of the college.	7%	10%	10%	37%	37%	74%	5	
8.7	For the female students, the college has spacious common room(s) with proper environment.	5%	6%	11%	38%	40%	78%	5	
8.8	The college has adequate number of washrooms for students.	3%	5%	10%	42%	40%	82%	4	
8.9	Washrooms are regularly cleaned and supplied with necessary toiletries.	7%	12%	9%	40%	33%	72%	4	
8.10	The college has playground(s) for students to hold outdoor games, sports and recreational activities.	1%	1%	6%	37%	55%	92%	5	
8.11	There are indoor games facilities for students with adequate space and equipment.	6%	14%	18%	35%	26%	62%	4	
8.12	The college has cafeteria facilities for students.	6%	10%	11%	40%	33%	72%	4	
8.13	Different varieties of food are available at the cafeteria as per students' needs.	17%	19%	13%	31%	20%	51%	4	
8.14	Hygiene and cleanliness are maintained at the cafeteria.	9%	16%	17%	34%	25%	58%	4	
8.15	Price of food at the cafeteria is reasonable.	9%	11%	12%	39%	29%	68%	4	
8.16	Adequate supply of clean and safe drinking water is ensured for all on the campus.	2%	3%	6%	38%	51%	89%	5	
8.17	All the physical facilities of the college including classrooms, laboratories, washrooms and cafeteria are regularly inspected and well-maintained for ensuring the safety, security and comfortable stay of all on campus.	2%	4%	13%	43%	37%	80%	4	
8.18	All the buildings of the college have emergency fire exit.	11%	10%	22%	32%	25%	58%	4	
8.19	All the buildings of the college have firefighting system with necessary equipment and trained staff.	13%	13%	27%	27%	20%	47%	3	
8.20	As a preparedness for hazards like fire or earthquake, the college holds firefighting and emergency evacuation drill from time-to-time involving teachers, students and other employees.	16%	12%	25%	26%	21%	48%	4	
8.21	Emergency contact numbers of the local fire service office are displayed at the entrance of every building.	18%	16%	25%	22%	19%	41%	3	
8.22	Disability-friendly facilities (e.g. ramp, special toilet) are ensured in the buildings and other structures of the college.	12%	15%	22%	33%	18%	52%	4	
8.23	The college has adequate number of gender-friendly toilets for the female students.	4%	8%	9%	44%	34%	78%	4	
8.24	College has proper day-care/mother care facilities.	14%	14%	30%	24%	18%	42%	3	

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
8.25	The college library has adequate collection of printed books in latest edition relevant to students' areas of study.	8%	11%	20%	35%	26%	61%	4	
8.26	The library has adequate collection of e-books and e-journals of latest edition relevant to students' areas of study.	11%	13%	22%	36%	18%	54%	4	
8.27	The library is operated with automation software.	12%	16%	32%	22%	18%	39%	3	
8.28	The automation software allows its users easy access from different types of device (e.g. desktop, laptop, tablet, smartphone).	12%	12%	25%	30%	21%	52%	4	
8.29	The library staff members provide their service efficiently.	5%	7%	12%	47%	29%	76%	4	
8.30	Library opening and closing hours are convenient for students.	3%	9%	12%	42%	34%	76%	4	
8.31	The college has adequate number of laboratories for the science and technology related subjects.	6%	13%	16%	39%	26%	66%	4	
8.32	The laboratories have adequate modern equipment and supplies as per the needs of students.	7%	13%	19%	36%	24%	60%	4	
8.33	Appropriate safety measures are ensured in all the laboratories to minimize the risk of any accident and health hazard.	6%	10%	27%	35%	22%	57%	4	
8.34	Appropriate safety measures are ensured in all the laboratories to minimize adverse impact on the environment.	5%	7%	22%	39%	27%	66%	4	
8.35	There are adequate number of efficient lab technicians in the laboratories.	7%	9%	28%	28%	28%	56%	4	

Figure 18: Students' Views on Facilities and Resources





From the Students' point of view, it is found that students are satisfied about class room, furniture , multimedia, smartboard, environment, lighting and noise free in class room, gender friendly clean wash room, playground, safe drinking water, library staff service, opening and closing time of library (8.1, 8.2, 8.3, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.12, 8.16, 8.17, 8.23, 8.29, & 8.30). They are moderately satisfied about high spread internet connection, indoor game facilities, emergency exits, equipment of laboratories, safety measures of laboratories, efficiency of lab assistance (8.4, 8.11, 8.14, 8.15, 8.18, 8.25, 8.31, 8.32, 8.33, 8.34, & 8.35). They are not satisfied on cafeteria service, fire-fighting, earthquake facilities, display of fire service number, Disability-friendly facilities, day-care service, and e-books and journals.

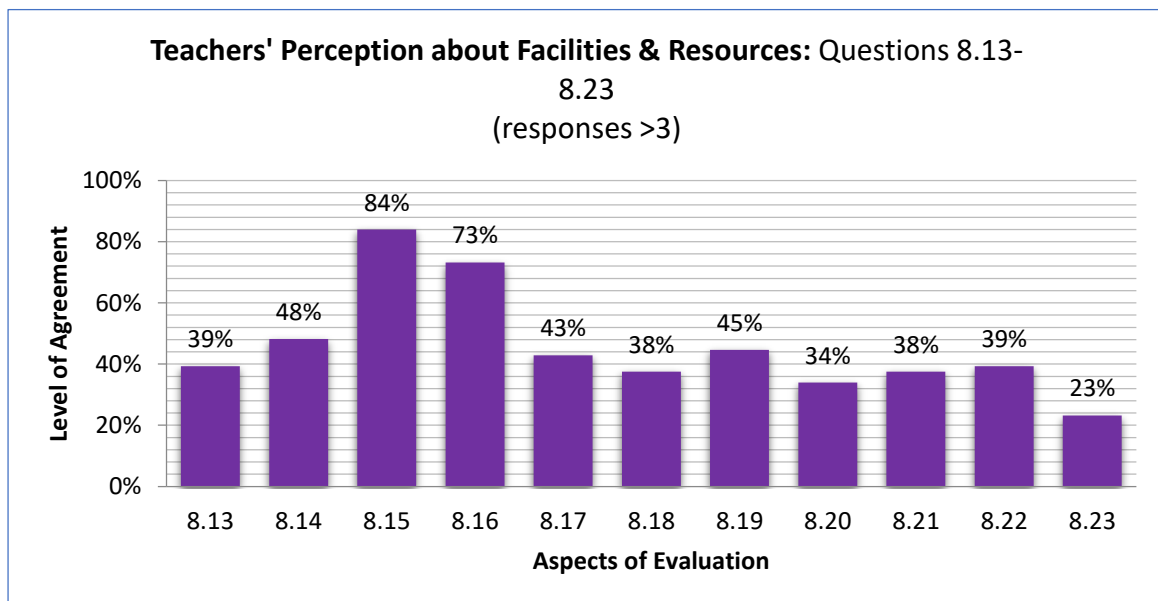
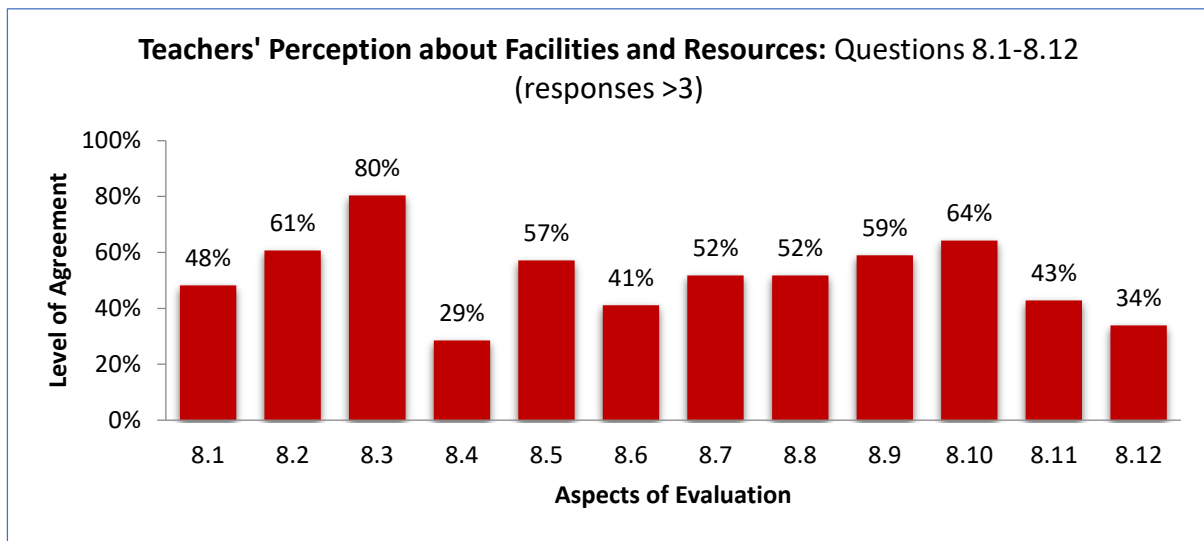
Table 25: Teachers' Views on Facilities and Resources

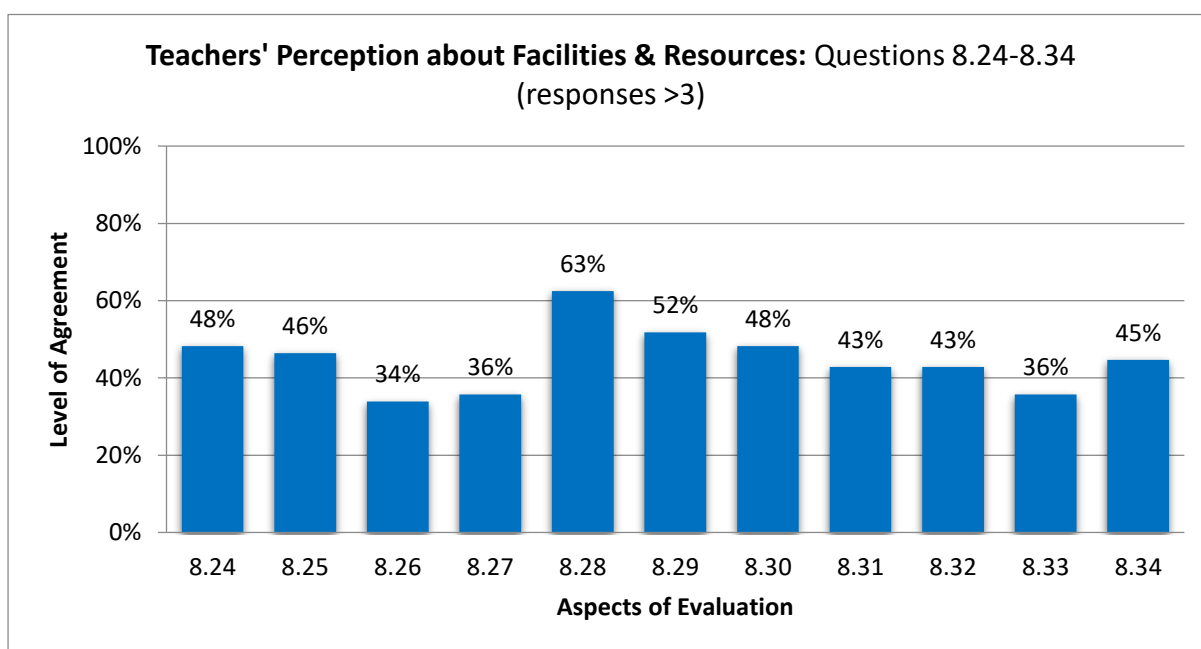
Agreement Scale 1= Strongly disagree 2= Disagree 3= Neutral/Do not know about it 4= Agree 5= Strongly agree	Population size	250
	Sample size	56
	Sampling method	Purposive
	Number of evaluation criteria	34
	Possible range of score	56 – 280
	Possible range of sum of score	1904 – 9520
	Range of mean score	1 - 5

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
8.1	The college has adequate number of spacious classrooms for holding required number of classes as per schedule.	14%	23%	14%	38%	11%	48%	4	3.21
8.2	The classrooms have adequate and suitable type of furniture and fixture.	11%	16%	13%	46%	14%	61%	4	
8.3	The classrooms have multimedia projector/smartboard.	4%	5%	11%	61%	20%	80%	4	
8.4	The classrooms have access to high speed internet connection.	32%	29%	11%	21%	7%	29%	1	
8.5	Appropriate measures are taken to ensure comfortable environment in the classrooms with proper light and ventilation.	7%	9%	27%	43%	14%	57%	4	
8.6	Appropriate measures are taken to minimize the background noise in the classrooms of the college.	14%	16%	29%	34%	7%	41%	4	
8.7	Proper office room facilities with appropriate environment and adequate space for daily professional activities are ensured for the teachers.	13%	5%	30%	43%	9%	52%	4	
8.8	There are adequate office equipment facilities like computer, printer, photocopier, scanner and high-speed internet for the teachers.	9%	20%	20%	38%	14%	52%	4	
8.9	The college has adequate number of washrooms for the teachers.	9%	21%	11%	50%	9%	59%	4	
8.10	Washrooms are regularly cleaned and supplied with necessary toiletries.	9%	16%	11%	54%	11%	64%	4	
8.11	The college has cafeteria facilities for students, teachers and other employees.	13%	23%	21%	30%	13%	43%	4	
8.12	Different varieties of food are available at the cafeteria as per the needs of the students, teachers and other employees.	11%	30%	25%	30%	4%	34%	4	
8.13	Hygiene and cleanliness are maintained at the cafeteria.	9%	11%	41%	29%	11%	39%	3	
8.14	Price of food at the cafeteria is reasonable.	7%	7%	38%	45%	4%	48%	4	
8.15	Adequate supply of clean and safe drinking water is ensured for all on the campus.	4%	4%	9%	50%	34%	84%	4	
8.16	All the physical facilities of the college including classrooms, laboratories, washrooms and cafeteria are regularly inspected and well-maintained for ensuring the safety, security and comfortable stay of all on campus.	4%	7%	16%	55%	18%	73%	4	
8.17	All the buildings of the college have emergency fire exit.	2%	18%	38%	38%	5%	43%	4	

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
8.18	All the buildings of the college have firefighting system with necessary equipment and trained staff.	9%	18%	36%	34%	4%	38%	3	
8.19	As a preparedness for hazards like fire or earthquake, the college holds firefighting and emergency evacuation drill from time-to-time involving teachers, students and other employees.	9%	14%	32%	34%	11%	45%	4	
8.20	Emergency contact numbers of the local fire service office are displayed at the entrance of every building.	13%	16%	38%	27%	7%	34%	3	
8.21	Disability-friendly facilities (e.g. ramp, special toilet) are ensured in the buildings and structures of the college.	14%	20%	29%	30%	7%	38%	4	
8.22	The college has adequate number of gender-friendly toilets for the female teachers.	11%	27%	23%	30%	9%	39%	4	
8.23	The college has proper daycare/mother care facilities.	23%	32%	21%	20%	4%	23%	2	
8.24	The college library has adequate collection of printed books in latest edition relevant to students' areas of study.	11%	21%	20%	43%	5%	48%	4	
8.25	The library offers access to latest editions of e-books and e-journals relevant to teachers' areas of research.	14%	11%	29%	36%	11%	46%	4	
8.26	The library is operated with automation software.	9%	16%	41%	29%	5%	34%	3	
8.27	The library automation software allows easy access from different types of device (e.g. desktop, laptop, tablet, smartphone).	11%	18%	36%	30%	5%	36%	3	
8.28	Library staff members provide their service efficiently.	9%	7%	21%	52%	11%	63%	4	
8.29	The college has adequate number of laboratories for the science and technology related subjects.	5%	11%	32%	45%	7%	52%	4	
8.30	The laboratories have adequate modern equipment and supplies as per the needs of the students.	5%	11%	36%	41%	7%	48%	4	
8.31	Appropriate safety measures are ensured in all the laboratories to minimize the risk of any accident and health hazard.	7%	7%	43%	34%	9%	43%	3	
8.32	Appropriate safety measures are ensured in all the laboratories to minimize adverse impact on the environment.	7%	9%	41%	36%	7%	43%	3	
8.33	There are adequate number of efficient lab technicians in the laboratories.	9%	21%	34%	29%	7%	36%	3	
8.34	The college gets sufficient budget allocation for the operation of regular activities and undertaking development programs.	9%	13%	34%	38%	7%	45%	4	

Figure 19: Teachers' Views on Facilities and Resources





From Teachers' Perception, it is found that teachers are satisfied about class room environment, furniture, multimedia projectors, smartboard, cleaning washroom, safety drinking water, cleaning and security of campus. They have moderately satisfied about class room lighting, office space and equipment, wash room and laborites facilities (8.5, 8.7, 8.8, 8.9, & 8.29). They also have not satisfied about number of class room, high spread internet in class room, cafeteria service, emergency exit, firefighting facilities, display of emergency fire service numbers, disable friendly service, day care center, sufficient books and automation in library, sufficient equipment of laboratories, sufficient fund (8.1, 8.4, 8.6, 8.11, 8.12, 8.13, 8.14, 8.17, 8.18, 8.19, 8.20, 8.21, 8.22, 8.23, 8.24, 8.25, 8.26, 8.27, 8.30, 8.31, 8.32, 8.33, 8.34).

3.6.12 Strengths, Scope of Improvement and Recommendations

3.6.12.1 Strengths

- (a) Well furnished, well ventilated, sufficient light, comfortable environment, noise free and digital classroom.
- (b) Gender friendly adequate clean number of washrooms.
- (c) Sufficient place of playground for students for games, sports and recreational activities.
- (d) Adequate supply of clean and safe drinking water in every campus.
- (e) Medical center and Mental health center.

3.6.12.2 Scope of improvement

- (a) Insufficient of cafeteria service, library facility, library automation, safety measures in the laboratories, lab technicians.
- (b) Lack of day care center, firefighting facilities.
- (c) No display the emergency contact numbers of local fire service.
- (d) Lack of disability-friendly facilities .
- (e) Insufficient classroom.
- (f) Insufficient of high speed internet connectivity in classroom.

3.6.12.3 Recommendations

- (a) Cafeteria service should have improved.
- (b) Library must be improved modernize and automated.
- (c) Rajshahi college should maintain adequate fire-fighting equipment and safety measures in every college' building and laboratories.
- (d) The college should have day care center .
- (e) Disability-friendly facilities should be provided.
- (f) High speed internet connectivity should be provided in classroom.

3.7 3.9 Research and Scholarly Activities

3.7.1 ISA Standards and Criteria Related to Research and Scholarly Activities

The college, its affiliating university and relevant government authorities must promote research culture among the college teachers and students by formulating supportive research policy. Research initiatives should be facilitated with fund, training and institutional support for the greater benefit of the stakeholders and the society.

Criterion 9.1: The college, its affiliating university and SHED have comprehensive and functional research policies that determine funding mechanism, research ethics, safety protocol, collaboration, extension services, publication arrangement, patent and intellectual property rights.

Criterion 9.2: The college, its affiliating university and its policy making and funding authorities support research-active teachers with fund, training, leave, laboratory and equipment, and workload management. Researchers are given incentive for research publication in national and international peer reviewed journals.

Criterion 9.3: The college, its affiliating university and its policy making and funding authorities encourage teachers and students to engage in need-based research on current local, national and global issues through external collaboration.

3.7.2 Research Policy and Program

NU and Education Ministry (EM) of the ministry provide fund for the research. NU and UGC gives fellowships to the researchers enrolled in the MPhil and PhD programs. It allocates fund for the research projects also. Beside this, EM of the ministry of education provides funds for the research projects. It also deals with the overseas scholarships for the teachers, and gives permission to the teachers for study on a valid and subject and institute. There is a policy containing provisions to determine funding mechanism, research ethics, safety protocol, collaboration, extension services, publication arrangement, patent and the intellectual property rights. Both the NU and UGC publish these things in their web pages. However, getting permission from the authority is a very difficult task. It goes through a lengthy bureaucratic process, and is obstacle from various terms and conditions. There is no visible instance of getting initiative from NU and UGC to publish research work done by a teacher.

If a teacher earns degree from a university, MPhil or PhD, he has the scope of having extra increment which is merged when he gets the next grade of his salary. Except this, there is nothing in the prevailing system that could inspire the teachers to conduct research. The college hardly inspires researchers and takes initiative to reduce their workloads. Not in the service nor workplace the researchers are discouraged in many ways. There is no incentive for publication of a teacher, even though, his work is published in a reputed and peer reviewed journal. Being a member of Bangladesh Civil Service (BCS), teachers get their promotion according to the serial number they earned in the entry level of their job. There is no scope to consider anything else, the higher degrees, researches or publications, but the entry serial number only. In addition, there is no scope of research from the college. Indeed, the system and environment discourage the teachers to be involve in the research work. The fact what revealed in the teachers' perception (see ...).

3.7.3 Research Funding

Like other government colleges in Bangladesh RC does not provide fund for research. On the other hand, NU allocate fund to the researchers for their studies. However, the amount and number of funding is inadequate. Only 03 RC teachers get grant for research projects from NAEM.

3.7.4 Institutional Support for Research: Training, Leave and Workload Management

Teacher are not entitled to enjoy leave for research projects, but for degree oriented study like MPhil or PhD. The environment of the workplace, in general, is not favorable to conduct research work. The workload of a teacher involved in the research project is equal to the teachers who are not involved in this field.

Government teachers have a central training institute, National Academy for Educational Management (NAEM) deals with the foundation training of newly appointed teachers. Beside this, it conducts some other trainings like communicative English, office management, or research methodology. NAEM training modules are designed to build up an officer rather than a teacher. It hardly includes subject matters of the training what the teachers actually deal with. On the other hand, NU provides training on the subjects that scarcely includes modern teaching techniques, pedagogy and andragogy or research methodology.

RC arranges in-house training for the teachers on office management and ICT, but hardly choose the subjects like teaching and research methodologies. However, Rajshahi College Researchers' Club (RCRC), a research club of the teachers conducts a workshop on research proposal writing in 2022.

3.7.5 College-industry Collaboration for Needs-based Research

There is no culture of taking initiatives to make collaboration of the college with the industry to which the graduates go for their jobs. NU and SHED has no such initiatives to conduct need-based research in collaboration with the industry. Nevertheless, RC tries to rapport building with job providers and arrange job fairs.

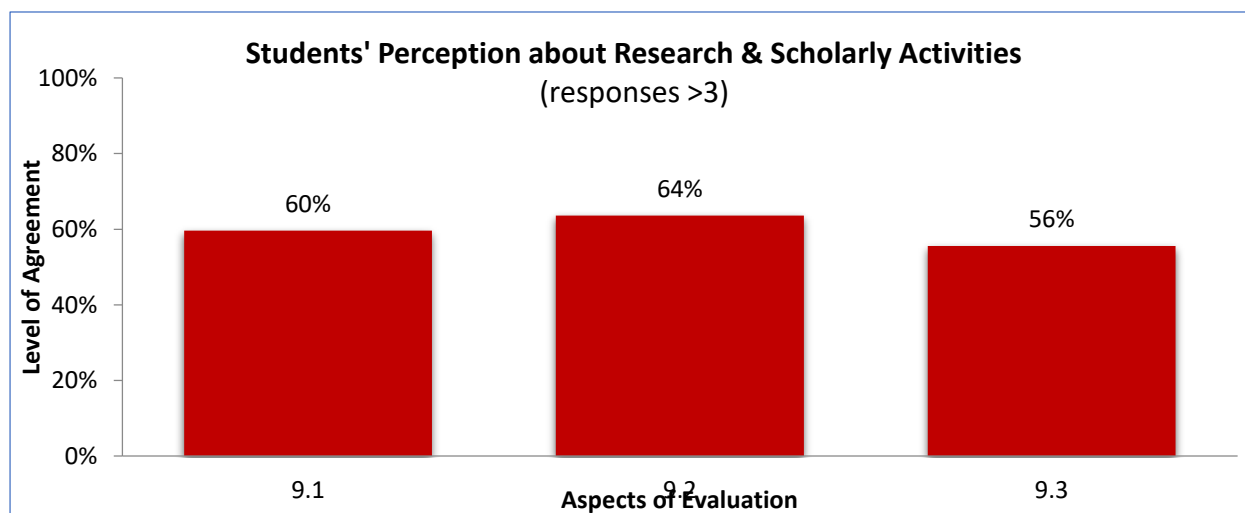
3.7.6 Stakeholders' Views on Research and Scholarly Activities

Table 26: Students' Views on Research and Scholarly Activities

Agreement Scale 1= Strongly disagree 2= Disagree 3= Neutral/Do not know about it 4= Agree 5= Strongly agree	Population size	12000
	Sample size	250
	Sampling method	Purposive
	Number of evaluation criteria	3
	Possible range of score	250 – 1250
	Possible range of sum of score	750 – 3750
	Range of mean score	1 – 5

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
9.1	Students get opportunity to be engaged in research projects under teacher's supervision.	9%	12%	19%	40%	20%	60%	4	3.50
9.2	The college organizes seminars/workshops/training programs on research and research methodology.	8%	10%	19%	40%	24%	64%	4	
9.3	The college invites innovative research ideas/proposals from students.	13%	10%	22%	36%	19%	56%	4	

Figure 20: Students' Views on Research and Scholarly Activities



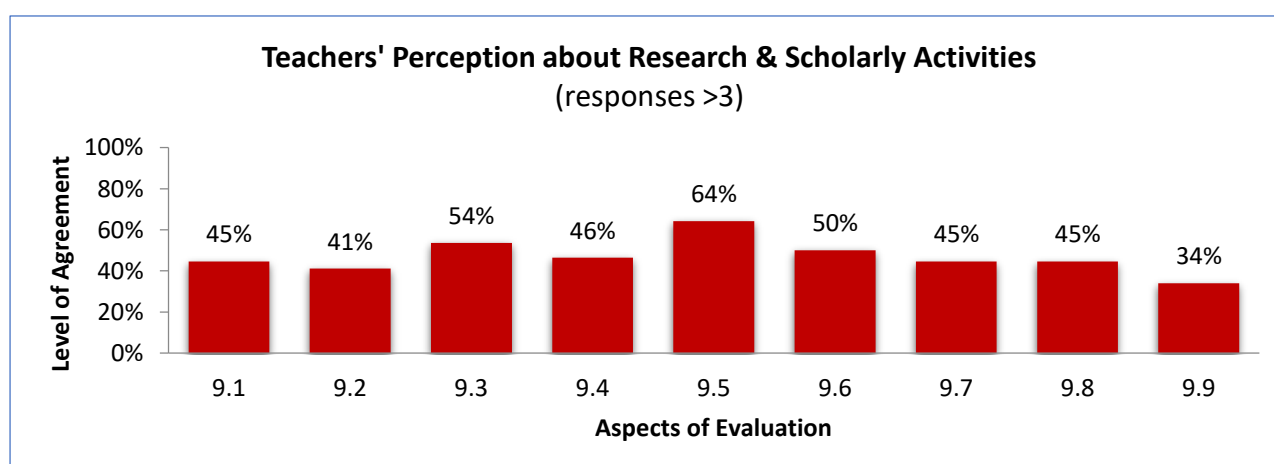
From the Students' Perception, it is found that Students have moderately opportunity to be engaged in research projects(term paper/filed work) under teacher's supervision. Various department of college moderately organize research oriented seminar/workshop/training programs.

Table 27: Teachers' Views on Research and Scholarly Activities

Agreement Scale 1= Strongly disagree 2= Disagree 3= Neutral/Do not know about it 4= Agree 5= Strongly agree	Population size	250
	Sample size	56
	Sampling method	Purposive
	Number of evaluation criteria	9
	Possible range of score	56 – 280
	Possible range of sum of score	504 – 2520
	Range of mean score	1 – 5

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
9.1	The college/NU/Ministry of Education has a comprehensive research policy with clearly defined provisions for funding, leaves, ethics, collaboration, patent, intellectual property rights, etc.	7%	13%	36%	39%	5%	45%	4	3.34
9.2	The provisions of the research policy are encouraging for teachers to engage in research activities.	7%	11%	41%	38%	4%	41%	3	
9.3	The college organizes seminars, workshops and training programs on research and research methodology.	2%	18%	27%	38%	16%	54%	4	
9.4	Teachers get fund support from the college or from the Ministry for research projects.	9%	20%	25%	39%	7%	46%	4	
9.5	Teachers enrolled in PhD programs get paid leave.	2%	4%	30%	43%	21%	64%	4	
9.6	Teaching loads of those teachers who are engaged in research projects are minimized.	5%	4%	41%	39%	11%	50%	3	
9.7	Teachers get incentive/recognition for high quality research publication in peer reviewed journal.	7%	7%	41%	34%	11%	45%	3	
9.8	The college/NU/Ministry invites innovative research ideas/proposals from teachers and students.	5%	13%	38%	39%	5%	45%	4	
9.9	The college takes initiatives for college-industry collaboration for need-based research projects.	5%	16%	45%	25%	9%	34%	3	

Figure 21: Teachers' Views on Research and Scholarly Activities



Teachers' Perception revealed that Rajshahi College have moderately organized seminars, workshops and training programs on research and research methodology and Teachers have moderately opportunities for MPhil and PhD programs with paid leave if he/she manage fellowship. It is also found that NU and MOE have not a comprehensive research policy which will be encourage teachers research activities. Research skills with MPhil and PhD degree does not consider the promotion and good posting. Few Teachers get fund support from the college or from the Ministry for research projects. Teachers can't get incentive/recognition for high quality research publication in peer reviewed journal. Rajshahi College arranged different workshops on the research proposal and published two journals twice every year.

3.7.7 Strengths, Scope of Improvement and Recommendations

3.7.7.1 Strengths

- (a) Teachers are granted research leave' if he/ she aspires for research.
- (b) The college organizes seminars/workshops/training programs on research and research methodology.
- (c) Research grant is granted for research.

3.7.7.2 Scope of improvement

- (a) Teachers' ignorance about research policy and research facilities (9.1,9.2).
- (b) Lack of incentive/recognition for high quality research publication in peer reviewed journal **(9.7)**.
- (c) Lack of research facilities and research supervisor in the college.
- (d) Lack of college-industry collaboration for need-based research projects.

3.7.7.3 Recommendations

- (a) Seminar /workshop should be arranged to inform teachers and students regarding existing research facilities.
- (b) The college should take initiatives for college-industry collaboration for need-based research projects.
- (c) Rajshahi College should be arranged different workshops on the research proposal and published three journals twice every year.

3.8 Monitoring Evaluation and Continual Improvement

3.8.1 ISA Standards and Criteria Related to Monitoring, Evaluation and Continual Improvement

The college must establish a comprehensive, functional and sustainable institutional quality assurance mechanism that ensures systematic monitoring, evaluation and review of its policies, procedures and practices taking account of stakeholders' feedbacks with the spirit of continual improvement of quality and enhancement of institutional effectiveness.

Criterion 10.1: The college has a functional Institutional Quality Assurance Cell (IQAC) with separate office facilities, qualified and adequate human resources, and documented policies and procedures for quality assurance.

Criterion 10.2: The college maintains a culture of continual monitoring and evaluation of the effectiveness of its academic and administrative activities by collecting feedbacks from both internal and external stakeholders and taking remedial measures accordingly.

Criterion 10.3: The college conducts systematic institutional self-assessment at regular intervals to identify its strengths, weaknesses, opportunities and threats (SWOT) with the spirit of quality enhancement.

Criterion 10.4: The college maintains collaboration with the industry/employers through formal and documented policy and procedure to remain updated about the skill needs in the industry/job market and produce skilled graduates to fulfill those needs.

3.8.2 Institutional Quality Assurance Mechanism

RC has no functional Institutional Assurance Cell (IQAC) with separate office, and qualified and adequate manpower. As an institute under DSHE and SHED, there is efforts from controlling offices to ensure the quality. However, these could be hardly termed as policy and procedure for quality assurance in modern sense. The matter depends solely upon the wish and ability of the person posted in the controlling position of the college. Fortunately, RC is being led by the enthusiastic and capable persons for at least a decade, and accordingly tried to ensure the quality. The academic council, a body of the heads of the departments, and

consequently, principal makes formal orders in various subjects to be implemented. Some of the subjects require approval of the staff council, a body consisted of all teachers of the college. To improve the quality of the institute is a common agenda in the academic council and staff council. However, considerable things are not defined and documented properly. In a nut shell, the initiatives of assuring quality of the college are not formally arranged or systematic. There is no scope of stakeholders' participation in the process.

3.8.3 Collection and Management of Stakeholders' Feedback for Regular Monitoring and Evaluation

Principal, vice-principal, and heads of the departments monitor the academic and administrative activities of the college. Usually, they assess the service of an individual teacher and staff rather than the effectiveness of academic programs and of administrative activities. They give marks in the ACR of the teachers and staffs that affects their promotion. The ACR givers do not get any feedback from the stakeholders, e.g. the students, teachers, non-academic staff, alumni, job providers, and other community members about the effectiveness of college's academic programs or administrative activities. There is no practice of meeting arrangement, time to time, with them enhance the quality of the institute.

3.8.4 Collaboration with Industry

RC, unexpectedly, has no collaboration with the industry or employers in a formalized procedure to be remained updated in skills needed in the job market. Therefore, no such a mechanism that reflects the employers need in teaching-learning and assessment methods.

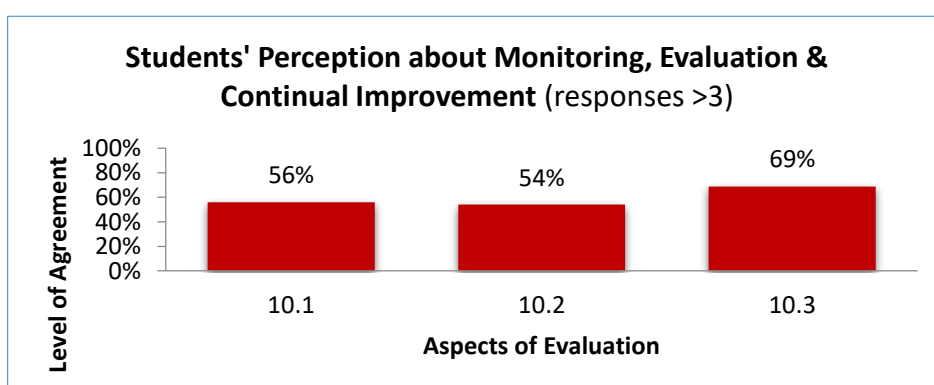
3.8.5 Stakeholders' Views on Monitoring, Evaluation and Continual Improvement

Table 28: Students' Views on Monitoring, Evaluation and Continual Improvement

Agreement Scale	Population size	12000
1= Strongly disagree	Sample size	250
2= Disagree	Sampling method	Purposive
3= Neutral/Do not know about it	Number of evaluation criteria	3
4= Agree	Possible range of score	250 – 1250
5= Strongly agree	Possible range of sum of score	750 – 3750
	Range of mean score	1 – 5

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
10.1	The college collects student feedbacks on the effectiveness of the teaching-learning and assessment methods at the end of every academic year.	12%	12%	19%	40%	16%	56%	4	3.51
10.2	The college takes initiative to review its teaching-learning and assessment methods based on feedbacks from students and other stakeholders.	10%	10%	26%	36%	18%	54%	4	
10.3	The college organizes programs like workshops and seminars for students in collaboration with the industry/job market to acquaint them with the skills needed in the industry/job market.	8%	13%	11%	35%	34%	69%	4	

Figure 22: Students' Views on Monitoring, Evaluation and Continual Improvement



Students' Perception reveals that the college have moderately mechanism to collect students' feedbacks at the end of every academic year and take initiative to review its teaching-learning and assessment methods based on feedbacks from students and other stakeholders. The result also indicates that college moderately organize programs like workshops and seminars

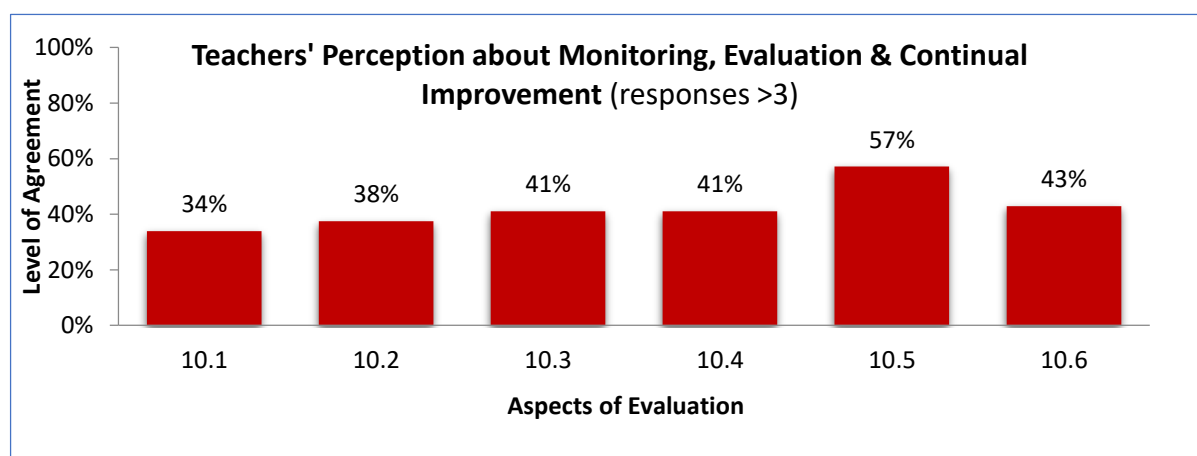
and job fair for students in collaboration with the industry/job market to acquaint them the skills needed in the industry job markets.

Table 29: Teachers' Views on Monitoring, Evaluation and Continual Improvement

Agreement Scale 1= Strongly disagree 2= Disagree 3= Neutral/Do not know about it 4= Agree 5= Strongly agree	Population size	250
	Sample size	56
	Sampling method	Purposive
	Number of evaluation	6
	Possible range of score	56 – 280
	Possible range of sum of	336 – 1680
	Range of mean score	1 – 5

Aspect of Evaluation		Percentage of Responses to Each Level of Agreement						Mode	Mean Score (out of 5)
Sl.	Statement	1	2	3	4	5	4+5		
10.1	The college collects student feedbacks on the effectiveness of its teaching-learning and assessment strategies at the end of every academic year.	13%	13%	41%	29%	5%	34%	3	3.12
10.2	The college takes initiative to review its teaching-learning and assessment strategies taking account of the feedbacks from students.	13%	9%	41%	32%	5%	38%	3	
10.3	The college/NU/Ministry from time to time collects feedbacks from students, teachers and other stakeholders on the effectiveness of the existing policies and procedures.	13%	16%	30%	36%	5%	41%	4	
10.4	The college/NU/Ministry takes initiatives for the review its policies and procedures taking account of feedbacks from the stakeholders.	14%	9%	36%	38%	4%	41%	4	
10.5	The college organizes workshops and seminars for students in collaboration with the industry/job market to acquaint them with the skills needed in the industry/job market.	11%	9%	23%	48%	9%	57%	4	
10.6	The college, in collaboration with the industry/job market, conducts systematic needs assessment before opening new programs and for assessing the relevance of the existing programs.	14%	9%	34%	36%	7%	43%	4	

Figure 23: Teachers' Views on Monitoring, Evaluation and Continual Improvement



Teachers' Perception about Monitoring, Evaluation & Continual Improvement are measured on the basis of Six different criteria. Teachers point of view also indicate the absence of mechanism to collect students' feedbacks at the end of every academic year and take initiative to review its teaching –learning and assessment methods based on feedbacks from students and other stakeholders. NU can't take feedback from teachers, students and other stakeholder about existing policies and procedure. Business club of College have arranged job related workshop and few job fair. Rajshahi College also arranged different workshops on the research proposal and published two journals twice every year.

3.8.6 Strengths, Scope of Improvement and Recommendations

- a) Eagerness and enthusiasm of students and teachers for industrial linkage and job fair (10.3).
- b) The business club of this college have been arranging recently the job fair in every year (10.5).

3.8.6.1 Scope of improvement

- (a) Lack of mechanism to assess the effectiveness of teaching-learning at the end of every academic year.
- (b) Lack of upgradation in the teaching-learning method and assessment method based on the feedbacks from the stakeholders.

3.8.6.2 Recommendations

- (a) Rajshahi College(RC) may have arranged different workshops on the research proposal and published two journals twice every year.
- (b) Introduce formal mechanism to assess the effectiveness of teaching learning and assessment methods.
- (c) RC Should arrange extensively job fair in collaboration with the local industries.

Chapter 4: SWOT Analysis

Table 30: SWOT Analysis

Sl. No.	Area of Quality Assurance	Strengths	Weaknesses	Opportunities	Threats
1	Governance	<p>(a) College has the vision, mission and objectives aligned with NU that is in printed documents and the college website.</p> <p>(b) Most of the department provide the academic calendar at the beginning of the year in printed form.</p> <p>(c) The college has maintained the health, hygiene drinking water and environment.</p>	<p>(a) College can't prepare the strategic plan for developing the quality education.</p> <p>(b) Large number of students in every department.</p>	<p>a) College can provide information timely to NU and DSHE.</p> <p>b) College authority can strategic plan in a short range.</p>	<p>a) Maintain standard teacher-student ratio (1:30) depend on post creation and decreasing the student admission. But is challenging.</p>
2	Leadership, Responsibility and Autonomy	<p>(a) The College easily maintains ethical values, principles and social responsibilities, promotes respect for human rights, gender, culture, and religious and ethnic differences in its activities.</p>	<p>(a) The organizational structure of the college is not available in the form of chart/tree diagram on its website/in the faculty and staff handbook.</p> <p>(b) The college do not gets timely support from NU regarding academic affairs.</p>	<p>a) RC can provide organizational structure in hand book and website.</p> <p>b) College authorities can include the ethical values in their</p>	<p>a) There is no leadership training for teachers.</p>

Sl. No.	Area of Quality Assurance	Strengths	Weaknesses	Opportunities	Threats
		<p>(b) The Principal has sufficient autonomy in administrative and financial decision making in the best interest of the college.</p> <p>(c) Heads of the departments have sufficient autonomy in initiating innovative teaching-learning techniques.</p>	<p>(c) The College's ethical values and principles are not available in documented form in its handbooks/brochures or on the website respectively.</p>	<p>handbook and website.</p>	
3	Institutional Integrity and Transparency	<p>(a) All academic and administrative decisions are made by academic and staff council formally represented by teachers in properly documented form.</p> <p>(b) Participatory way of taking decision in all academic and administrative issues.</p> <p>(c) The college website contains all the necessary information related with teachers and non-academic staff to the academic programs run by the college.</p> <p>(d) The college provides teachers diary with faculty staff.</p>	<p>(a) Non-academic staff recruitment policy is not appropriate.</p> <p>(b) The code of conduct and disciplinary rules for students are not available in documented form.</p> <p>(c) The college website has no provision for the students and other stakeholders to submit feedbacks, suggestions and complaints online.</p> <p>(d) The MIS is partially running and is not allows teachers' easy access to their</p>	<p>a) RC can provide the hand book of code of conduct and disciplinary rules for students, teachers and stuffs.</p> <p>b) RC can upgrade the information of college website.</p> <p>c) IDG- subproject of RC try to made MIS software. After running MIS, information system of RC will be more transparent.</p>	<p>a) Non-academic staffs' recruitment depend on MOE policy. This recruitment is not sufficient.</p>

Sl. No.	Area of Quality Assurance	Strengths	Weaknesses	Opportunities	Threats
			relevant parts from different types of devices.		
4	Curriculum	<p>(a) The employers and Alumni treated the graduate of Rajshahi College positively comparing to the others students who is graduated from different college under national university.</p> <p>(b) 3 central ICT lab continuously provide the hons and masters' students basic IT training with free of cost.</p> <p>(c) Enough scopes to participate in extra-curricular activities.</p>	<p>(a) All teachers are not familiar with the requirements set by Bangladesh National Qualifications Framework (BNQF) regarding the minimum credit hours, learning outcomes and graduate profile.</p> <p>(b) No guideline/approved sources to meet up the expenses of ICT and other soft skills courses.</p>	<p>a) Teachers can give opinion about development of curriculum and its implementation strategy.</p>	<p>a) NU does not take opinion from teachers and students opinion to develop curriculum and its implementation strategies.</p> <p>b) Nu does not update regularly the curriculum.</p>
5	Teaching-learning and Assessment	<p>(a) Required number of class is held as per the class routine.</p> <p>(b) Records of continuous assessment (e.g. class test, assignment, presentation, term paper, filed work etc.) are properly maintained by the all department.</p> <p>(c) All department arrange pre viva-voice class.</p>	<p>a) All course plan are not clearly states class-wise distribution of learning outcomes and topics.</p> <p>b) All teachers have not taken class interactive way.</p> <p>c) Absence of lesson plan.</p>	<p>a) Every teacher can provide course plan every academic year.</p> <p>b) Department can provide and explain assessment rubric.</p>	<p>a) Teachers need training for prepare academic plan and assessment rubrics.</p> <p>b) Large number of students is very problem to take tutorial and assessment.</p>

Sl. No.	Area of Quality Assurance	Strengths	Weaknesses	Opportunities	Threats
6	Student Admission and Support Services	<ul style="list-style-type: none"> (a) A transparent and documented admission policy (b) All department are arranged orientation program and the code of conduct and disciplinary rules are explained there. (c) The college creates a lot of opportunity for students to participate in co-curricular and extra-curricular activities so that their leadership quality, creativity and sense of social responsibility (d) The Business club of college organizes job fair from time-to-time. (a) Stipend/scholarship and fee waiver support to the poor and disabled students. 	<ul style="list-style-type: none"> (a) Absence of Alumni Association. (b) Limited opportunities of internship placement service. 	<ul style="list-style-type: none"> a) Every department can make counselling committee for students. b) Teachers of psychology can help the students counselling. c) Psychologist of mental health center can routines session for the students in their class. d) A ten storied academic building is ongoing process; after completion it meet up the class room problems. e) Every department can format the alumni and try to gate help for departmental development. 	<ul style="list-style-type: none"> a) Teachers need sufficient training for operation counselling. b) Large number of students is difficult to running counselling. c) Admission policy is set by NU. Present admission policy is not competitive examination system. d) Insufficient fund for upgrading physical facilities, laboratory and equipment. e) Post creation is difficult process.
7	Faculty and Professional Staff	<ul style="list-style-type: none"> a) Teachers help students in a friendly manner. b) Teachers satisfaction regarding salary and post-retirement benefit packages. 	<ul style="list-style-type: none"> (a) The teachers have not taken available pedagogy, andragogy, classroom management 	<ul style="list-style-type: none"> a) Teachers can take training from CEDP. b) RC should provide in house training. 	<ul style="list-style-type: none"> a) There are no sufficient training facilities about pedagogy, andragogy, classroom

Sl. No.	Area of Quality Assurance	Strengths	Weaknesses	Opportunities	Threats
		<ul style="list-style-type: none"> c) Teachers frequently use modern technology equipment in the teaching-learning process. d) Non-academic staff provide services in an efficient and friendly manner 	<ul style="list-style-type: none"> and blended learning training. (b) Teachers can't provide feedback for large number of students for absence of formalize mechanism. (c) Improper teachers-student ratio. 	<ul style="list-style-type: none"> c) Teachers can give better feedback to the students. 	<ul style="list-style-type: none"> management and blended learning. b) In house training operation is very challenging. c) Post creation and posting are depend on MOE. d) Teacher's performance evaluation is not well defined; this criterion is settled by MOE. e) Higher education is not consider by higher authorities.
8	Facilities and Resources	<ul style="list-style-type: none"> (a) Well furnished, well-ventilated, proper light and digital classrooms. (b) Background noise free in the classrooms (c) Cleaned adequate number of washrooms for the female and male students (d) Adequate place for outdoor games, sports and recreational activities 	<ul style="list-style-type: none"> a) Limited service of cafeteria, library facilities, safety measures in the laboratories and Lack of automated library, day care. b) Lack of high speed internet connection in class room. c) Lack of fire-fighting and earthquake safety. d) Lack of Disability-friendly facilities 	<ul style="list-style-type: none"> a) After completing connectivity and Networking work teachers and student can access high speed internet connection. b) College authority can to develop the cafeteria. c) College authority can provide the firefighting system and training with the 	<ul style="list-style-type: none"> a) Inadequate fund for establishment firefighting system, training, e-book, e-journal. b) Un available space for day care center.

Sl. No.	Area of Quality Assurance	Strengths	Weaknesses	Opportunities	Threats
		(e) Every floor has sufficient safe purified drinking water. (f) Medical center and mental health center		help of fire service authority.	
9	Research and Scholarly Activities	a) Teachers are granted research leave' if he/she aspires for research. (d) The college organizes seminars/workshops/training programs on research and research methodology (e) Research grant is granted for research.	(a) College does not have internal research policy but MOE has research policy but it is not helpful for professional development like promotion and good posting. (b) Lack of incentive for research, publication and conference. (c) Lack of research facilities and research supervisor in the college	a) Teachers have to opportunity to involve MPhil and PhD and Post Doctorate Programed in various university with fellowship. b) RC college teachers can publish the research article in college journal without cost. c) Education Ministry can gate research policy for college teachers for professional development. d) NU can give sufficient research fund for research project. e) NU can included PhD holder student as a supervisor and co-supervisor in NU research programs.	a) There is no reflection of research work for govt. college teachers in their promotion, posting and professional life. b) Insufficient research fund. c) Lack of research knowledge of teachers.

Sl. No.	Area of Quality Assurance	Strengths	Weaknesses	Opportunities	Threats
10	Monitoring, Evaluation and Continual Improvement	(a) Eagerness and enthusiasm of students and teachers for industrial linkage and job fair.	(a) Lack of mechanism to assess the effectiveness of teaching-learning at the end of every academic year. (b) Lack of upgradation in the teaching-learning method and assessment method based on the feedbacks from the stakeholders.	a) Every department can collect student feedbacks and perceptions about teaching-learning and assessment and take strategies and implement. b) Every teachers and department can prepare assessment rubrics and follow its. c) Business club can conduct job fair and take industry need assessment and implement in co-curriculum activities.	a) Class size is very big. b) Maximum teachers are not trained about prepare rubric and implementation. c) Industry collaboration is big challenge because college can't opening new course and programs.

Chapter 5: Conclusion, Overall Recommendation and Improvement Plan

5.1 Conclusion

The general objective of institutional self-assessment is to enhance institutional standards, effectiveness and capacity of the college in providing quality education in order to produce competent graduates in response to the needs of the country, economy and stakeholders. For achievement this objective 10 QA areas are followed and data are collected by mixed methods.

Administering process of the college is found to be satisfactory as per the explained percentage score for governance in the survey process (students' views $3.63 < 10$ and teachers' views $3.63 < 10$). All the academic functions and their implementation are performed in a fair and transparent processes. However, RC does not consider non-teaching staff and other stakeholders' opinion in deciding policies, and gives hardly feedback to the students. It has no rubric in practice. The leadership, responsibility and autonomy position of RC is moderately good level (Students' view $4.24 < 10$ and Teachers' view $3.77 < 10$). But NU academic and administrative support is low quality. Institutional integrity and transparency position of RC is satisfactory level (Students' view $4.07 < 10$ and Teachers' view $3.48 < 10$). Online feedback condition is lower level. RC does not provide fully code of conduct of disciplinary in their hand book. Curriculum of RC is not in a satisfactory level (Students' view $2.94 < 10$ and Teachers' view $2.98 < 10$) because students and teachers can't give opinion about curriculum and NU can't develop curriculum regularly basis. Soft skills and effectiveness of RC is in mixing level on the alumni point of view. Students of RC capable to learn fundamental subject knowledge is not in satisfactory level (Mean score $41.63 < 100$); social skills and attribute is in moderately good level (Mean score $63.99 < 100$); Thinking skills is not in satisfactory level (Mean score $35.12 < 100$); Personal skills and attributes is satisfactory level (Mean score $50.84 < 100$). Teaching learning and assessment condition is moderately good level (Students view $3.87 < 10$, Teachers view $3.67 < 10$). Assessment condition is not better. Student admission and support service is moderately good level (Students view $3.98 < 10$, Teachers view $3.64 < 10$). Teachers are not satisfied the existing admission system of NU. They want to competitive examination for admission. Faculty and professional staff is not good level (Students view $3.90 < 10$, Teachers view $3.18 < 10$). Teachers are not highly satisfying the present situation of faculty and professional staffs' service. Facilities and resource of RC are satisfied level (Students view $3.70 < 10$, Teachers view $3.21 < 10$). Teachers satisfaction is comparatively low from students' satisfaction. Research and scholarly activities of RC are not good level (Students view $3.50 < 10$,

Teachers view 3.34< 10). Majority students and teachers are not involving in research activities. Few teachers are conducting research with their self-motivation. Monitoring, evaluation and continual improvement of RC are not good position (Students view 3.51<10, Teachers view 3.12< 10).

5.2 Overall Recommendations

On the basis of ISA findings, Rajshahi College authority should take strategic action plan for development institution quality. Some recommendations are given bellow:

- a) For maintaining standard teacher-student ratio (1:30), it should be used Learning Management System with blended learning system
- b) RC should provide organizational structure in hand book and website.
- c) College authorities should include the ethical values in their handbook and website.
- d) In-house Leadership training should be introducing for teachers and students.
- e) RC should provide the hand book of code of conduct and disciplinary rules for students, teachers and stuffs.
- f) RC should upgrade the information of college website for stockholders.
- g) Teachers of psychology should help the students counselling.
- h) Psychologist of mental health center should conduct routines session for the students in their class.
- i) Competitive examination should be running for admission.
- j) Teachers should give better feedback to the students.
- k) College authority should have to develop the cafeteria.
- l) College authority should provide the firefighting system and training with the help of fire service authority.
- m) NU and MOE should provide sufficient research fund.
- n) Mphil and PhD degree should be considered better posting and promotion.
- o) Lack of research knowledge of teachers.
- p) Every teachers and department should prepare assessment rubrics and follow its.
- q) Business club of RC should conduct much job fair and take industry need assessment and implement in co-curriculum activities.

5.3 Preparation of Improvement Plan

- Activity-1: Formation the implementation of improvement planning and monitoring committee of quality control
Participants: Teachers
- Activity-2: Arrange workshop on vision, mission, objectives, ethical values, code of conduct and organizational of the college.
Participants: All teachers and students
- Activity-3: Arrange workshop on the strategic plan, education policy and office management.
Participants: All teachers
- Activity-4: Preparing and providing course plan at the beginning of academic year.
Participants: All teachers and students
- **Activity-5:** Arranging workshop on assessment rubrics
Participants: All teachers and all students
- Activity-6: Creating linkage with the local industries and identify the skills necessary for the jobs available in local and global context.
Participants: College authority and the local and multinational companies.
- Activity-7: Upgradation the arrange course on soft skills.
Participants: All students
- Activity-8: Forming Alumni Association
Participants: All department
- Activity-9: Expansion job fair
Participants: All teachers & all students
- Activity-10: Introducing Feedback on teaching-learning
Participants: All teachers and all students
- Activity-11: Informing the ministry and NU about the improper teacher-student ratio.
Participants: College Administration
- Activity-12: Monitoring and monitoring physical facilities.
Participants: A committee of teachers formed by the College Administration.
- Activity-13: Automation in library
Participants: A committee of teachers & Librarian formed by the College Administration

- Activity-14: Arranging workshop/Seminar on research facilities, scopes and opportunities
Participants: All teachers and students
- Activity-15: Establish firefighting system and training with the help of fire service authority.
Participants: All teachers and students
- Activity-16: Develop the cafeteria facility.
Participants: Development committee.

5.4 Implementation of Improvement Plan

The college will implement the above mentioned improvement plan in next 4 years. In its implementation process the college will prioritize its goals, objectives and proposed interventions depending on the facilities, availability of manpower, availability of resources and availability of fund.

Year 1:

Goal 1: Formation the implementation of improvement planning and monitoring committee of quality control

Objective: to setup the implementation of improvement planning and monitoring committee for development the educational environment quality.

Proposed Intervention: Principal formed this committee by teachers

Tracking and Monitoring: Collect the information from departments, students and others stockholders and given report regularly to principal.

Goal 2: Arrange workshop on vision, mission, objectives, ethical values, code of conduct and departments and organizational of the college.

Objective: to prepare, update the vision, mission, objectives, ethical values, code of conduct of departments and college and to familiarize it's all students.

Proposed Intervention:

1. Inviting experienced educators and administrators of the college and the neighboring colleges as guest speakers.
2. Inform the vision, mission, objectives, ethical values, code of conduct of departments and college to the all students by class room, orientation class and hand book.

Tracking and Monitoring: Collect feedback from students and assess the effectiveness of these workshops.

Goal 3: Arrange workshop on the strategic plan, education policy and office management.

Objective: To prepare the strategic plan, introducing the education policy and develop the office management skills of teachers.

Proposed intervention:

1. Inviting experienced educators and expertise of college and outsider as a guest speaker about strategic plan and education policy
2. Give training to the teachers about office management

Tracking and Monitoring: Collect feedback from teachers and assess the effectiveness of these workshops.

Goal 4: Arranging workshop on preparing course plan and assessment rubrics and providing to the students.

Proposed intervention:

1. Inviting expertise educators of college as a guest speaker to prepare course plan and assessment rubrics in workshop
2. Providing the course plan and assessment rubrics to the all students in the orientation class.

Tracking and Monitoring: Colleges feedback from teachers and students about course plan and assessment rubric.

Year-2:

Goal 5: Creating linkage with the local industries and identify the skills necessary for the jobs available in local and global context.

Objective: To be informed about the required skills for the industries and thereby modify teaching-learning method.

Proposed Intervention: Setting up a committee to co-ordinate with the local and multinational company and signing a MOU thereafter.

Tracking and Monitoring: Document industry feedback and assess the relevance of the college curriculum.

Goal 6: Upgradation the arranging course of soft skills.

Objective: To upgrade the existing soft skills course and running new course.

Proposed Intervention: Upgrade the existing syllabus base on market demand and provide the training.

Tracking and Monitoring: Assess the students' performance in soft skills through periodic evaluations.

Goal 7: Forming Alumni Association.

Objective: To make a bond between the present students and the alumni with a view to sharing experiences.

Proposed Intervention: Organizing an event to bring alumni together and establish the association.

Tracking and Monitoring: Measuring alumni engagement and contributions to the college.

Goal 8: Arranging extensively job fair

Objective: To familiarize students with the higher opportunities in the job market.

Proposed Intervention: Collaborating with local business enterprises, national companies and multination companies to provide job opportunities for students.

Tracking and Monitoring: Record the number of students who secure jobs through the fair.

Year 3:

Goal 9: Introducing feedback mechanism on teaching-learning

Objective: To assess the effectiveness of teaching-learning and take remedial measures depending on that.

Proposed Intervention: Developing and introducing a feedback system for students to evaluate courses and teachers.

Tracking and Monitoring: Analyze feedback data and make necessary improvements.

Goal 10: Informing the ministry and NU about the improper teacher-student ratio.

Objective: To ensure effective teaching-learning

Proposed Intervention: Preparing a comprehensive report and present it to the ministry and NU.

Tracking and Monitoring: Record the response and actions taken by the ministry.

Goal 11: Monitoring and monitoring physical facilities.

Objective: To ensure smooth running of the existing facilities.

Proposed Intervention: Establishing a committee of teachers to inspect and report on the condition of physical facilities. At the same time fund should be allocated for maintenance purpose.

Tracking and Monitoring: Document maintenance activities and address any issue promptly.

Goal-12: Implementing automation in library.

Objective: To ensure proper management of the books and make access easy for the users.

Proposed Intervention: Appoint a committee of teachers with the librarian as the Member secretary to select and implement library management software.

Tracking and Monitoring: Monitor library automation progress and user satisfaction.

Year 4:

Goal- 13: Arranging workshop/Seminar on research facilities, scopes and opportunities

Objective: To develop the research skills in teachers and students

Proposed Intervention: Existing Rajshahi College Research Council(RCBC) regularly arrange the research activities in teachers and students.

Tracking and Monitoring: Assessment the research skills of teachers and students.

Goal 14: Stablish firefighting system and training with the help of fire service authority.

Objective: To ensure the safety of students, teachers and staffs.

Proposed Intervention: Establishing a committee for stablish firefighting system and conduct the training by fire service authority

Tacking and Monitoring: Regularly cheek and upgradation the firefighting system.

Goal 15: Develop the cafeteria facility.

Objective: To ensure the suppling quality foods and environment.

Proposed Intervention: Establishing a committee for upgrading the cafeteria.

Tacking and Monitoring: Regularly cheek the food quality and environment.

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Appendix 1: Survey Questionnaire for Students

This questionnaire is prepared to carry out a survey among the students of _____ college which is a part of an institutional self-assessment initiative taken by the college. The objective of the self-assessment is to assess the effectiveness of the college in providing quality education and related facilities. Your true opinion will help the college identify its current strengths and weaknesses and make an improvement plan. Information provided by you will **NOT** be identified personally at any stage of its analysis and presentation, and strict confidentiality will be maintained regarding your identity.

Thank you in advance for your cooperation.

Date: _____

A. General Information

1. Name of the discipline/subject of study: _____
2. Program and level of study:
 - a) Bachelor's (Honors) 3rd year
 - b) Bachelor's (Honors) 4th year
 - c) Master's

B. Assessment of Quality of Education and Institutional Effectiveness

Please put tick (✓) mark in the appropriate column (1-5) against each of the following statements to express your level of agreement with the corresponding statement.

Response Scale:

- 1= Strongly disagree
- 2= Disagree
- 3= Neutral/Do not know about it
- 4= Agree
- 5= Strongly agree

1. Governance					
Aspects of Assessment	Level of Agreement				
1.1. The vision, mission and objectives of the college are clearly stated in printed documents like handbook/brochure/leaflet or on the college website.	1	2	3	4	5
1.2. The college provides students with an academic calendar (in printed or electronic format) at the beginning of every academic year.	1	2	3	4	5
1.3. The academic calendar is maintained strictly (i.e. classes and exams are held and results are published on time as per the calendar).	1	2	3	4	5

1. Governance					
Aspects of Assessment	Level of Agreement				
1.4. The college maintains appropriate number of students in a class for effective teaching-learning and close interaction between teacher and students.	1	2	3	4	5
1.5. The college takes appropriate measures to ensure students' healthy and safe stay on the campus.	1	2	3	4	5

2. Leadership, Responsibility and Autonomy					
Aspects of Assessment	Level of Agreement				
2.1. The organizational structure of the college is available in the form of chart/tree diagram on its website/in student handbook.	1	2	3	4	5
2.2. The organizational structure of the college is displayed at a prominent place of the campus.	1	2	3	4	5
2.3. The college's ethical values and principles are documented in its handbooks/brochure or on the website.	1	2	3	4	5
2.4. The college's ethical values and principles are displayed at the prominent places of the campus.	1	2	3	4	5
2.5. The college maintains ethical values, principles and social responsibilities in its day-to-day activities.	1	2	3	4	5
2.6. The college promotes respect for human rights, gender, culture, and religious and ethnic differences in its activities.	1	2	3	4	5

3. Institutional Integrity and Transparency					
Aspects of Assessment	Level of Agreement				
3.1. Academic and administrative decisions concerning matters related to students' interest are made by relevant committees/bodies.	1	2	3	4	5
3.2. Students are informed about the decisions concerning matters related to their interest through written notification.	1	2	3	4	5
3.3. The code of conduct and disciplinary rules for students are available in documented form (e.g. in the student handbook/on the college website).	1	2	3	4	5
3.4. Provisions of the code of conduct/disciplinary rules are fair.	1	2	3	4	5
3.5. Students' grievance and complaints are dealt with in a transparent procedure by a disciplinary committee.	1	2	3	4	5

3. Institutional Integrity and Transparency					
Aspects of Assessment	Level of Agreement				
3.6. The college provides students with student handbook at the beginning of their first academic year.	1	2	3	4	5
3.7. The college website is well-designed with appropriate graphics and lay out.	1	2	3	4	5
3.8. The college website contains all the necessary information for the academic programs run by the college.	1	2	3	4	5
3.9. The college website contains profiles of the teachers and non-academic staff along with their contact information.	1	2	3	4	5
3.10. The college website is updated regularly with latest information.	1	2	3	4	5
3.11. The college website allows students' easy access to necessary information from different types of devices (e.g. desktop, laptop, tablet, smartphone).	1	2	3	4	5
3.12. The college website has a provision for students to submit feedbacks, suggestions and complaints online.	1	2	3	4	5
3.13. The website of National University (NU) contains all the necessary information.	1	2	3	4	5
3.14. NU's website allows students' easy access from different types of devices.	1	2	3	4	5

4. Curriculum					
Aspects of Assessment	Level of Agreement				
4.1. NU collects students' opinions in order to identify their learning needs while designing new curriculum.	1	2	3	4	5
4.2. NU collects students' feedbacks on the relevance of its existing curriculum.	1	2	3	4	5
4.3. NU collects feedback from students on the challenges faced by them in their study based on the existing curriculum.	1	2	3	4	5

5. Teaching -Learning and Assessment					
Aspects of Assessment	Level of Agreement				
5.1. Students get adequate opportunity to ask questions and express their opinions on the lessons taught in the class (i.e. classes are interactive).	1	2	3	4	5
5.2. In the teaching-learning process, students are involved in activities like group works and project works.	1	2	3	4	5
5.3. Required number of class is held as per the class routine.	1	2	3	4	5

5. Teaching -Learning and Assessment					
Aspects of Assessment	Level of Agreement				
5.4. If any class is missed, make-up class is held without delay.	1	2	3	4	5
5.5. The college uses an integrated IT based academic management system with provision for online class, lesson sharing, keeping records of attendance, missed classes, make-up classes etc.	1	2	3	4	5
5.6. The academic management system is user-friendly (i.e. it allows easy access from all types of device like desktop, laptop, tablet & smartphone).	1	2	3	4	5
5.7. Records of class attendance, postponed classes and make-up classes are properly maintained by the college.	1	2	3	4	5
5.8. Records of continuous assessment (e.g. class test, assignment, presentation, project works etc.) are properly maintained by the college.	1	2	3	4	5
5.9. Students are given course plan at the beginning of every academic year.	1	2	3	4	5
5.10. The course plans clearly state class-wise distribution of learning outcomes and topics.	1	2	3	4	5
5.11. Teaching-learning-assessment strategies along with assessment rubrics are clearly stated in the course plan.	1	2	3	4	5
5.12. The college arranges tutorial classes for students in small groups to help them clarify difficult topics.	1	2	3	4	5
5.13. In the current examination system, student performance is assessed through continuous assessment (e.g. class test, presentation, assignment, project, etc.).	1	2	3	4	5
5.14. The continuous assessment activities currently used by your college are sufficient for students' skills development.	1	2	3	4	5
5.15. Course teachers properly explain the assessment rubrics to students.	1	2	3	4	5
5.16. Teachers provide rubric-based written and verbal feedback to students on their performance in the continuous assessment.	1	2	3	4	5

6. Student Admission and Support Services					
Aspects of Assessment	Level of Agreement				
6.1. A documented admission policy of the college/NU (printed or soft copy on the website) is available to the prospective candidates well in advance before they apply for admission.	1	2	3	4	5
6.2. The current admission system is effective in selecting the most deserving candidates for admission into their preferred programs.	1	2	3	4	5

6. Student Admission and Support Services					
Aspects of Assessment	Level of Agreement				
6.3. The college limits student intake size (number of seats) as per its capacity in terms of physical facilities including classroom, laboratory, equipment etc.	1	2	3	4	5
6.4. The intake size is also determined in accordance with the number of teachers to keep the teacher-student ratio at a standard level (for example, around 1:30).	1	2	3	4	5
6.5. The college regularly organizes awareness programs on physical and mental health, hygiene, fire safety etc.	1	2	3	4	5
6.6. The college regularly organizes awareness programs on digital security, human rights and disciplinary issues.	1	2	3	4	5
6.7. The college organizes orientation program for the fresher at the beginning of their first academic year.	1	2	3	4	5
6.8. In the orientation program, students are briefed on the academic rules and procedures.	1	2	3	4	5
6.9. In the orientation program, the code of conduct and disciplinary rules are explained to the students in easy language.	1	2	3	4	5
6.10. The college organizes programs (like meeting/seminar/workshop) from time-to-time to inform students about any update or change in the basic policies, procedures and rules.	1	2	3	4	5
6.11. The college provides academic guidance to those students who are facing difficulties with their academic progress.	1	2	3	4	5
6.12. Teachers declare in writing their counselling schedule at the beginning of every academic year.	1	2	3	4	5
6.13. Teachers are available to students for counseling as per the declared schedule.	1	2	3	4	5
6.14. The college provides psycho-social counseling to those students who need it under the care of a professional counselor.	1	2	3	4	5
6.15. The college/your department has a functional alumni association.	1	2	3	4	5
6.16. The college creates opportunity for students to participate in co-curricular and extra-curricular activities.	1	2	3	4	5
6.17. The college in a formalized procedure engages students in community services in order to develop their leadership quality, creativity and sense of social responsibility.	1	2	3	4	5
6.18. Students get proper career counseling, job placement and internship placement support from the college.	1	2	3	4	5
6.19. The college organizes job fair from time-to-time.	1	2	3	4	5

6. Student Admission and Support Services					
Aspects of Assessment	Level of Agreement				
6.20. The college/NU provides stipend/scholarship and fee waiver support to those students who are facing financial difficulties.	1	2	3	4	5
6.21. The college/NU provides special waiver to students from socially disadvantaged groups and students having disability.	1	2	3	4	5

7. Faculty and Professional Staff					
Aspects of Assessment	Level of Agreement				
7.1. Your department has adequate number of teachers in proportion to the number of students.	1	2	3	4	5
7.2. The college has adequate non-academic staff members to provide administrative supports to the students.	1	2	3	4	5
7.3. Teachers apply innovative teaching and assessment techniques.	1	2	3	4	5
7.4. Teachers help students with their lesson by responding to their queries in a friendly manner.	1	2	3	4	5
7.5. Teachers frequently use modern technology equipment (multimedia projector, smartboard etc.) in the classes.	1	2	3	4	5
7.6. The college, through a formalized system, collects feedbacks from students to evaluate teachers' performance by the end of every academic year.	1	2	3	4	5
7.7. The college takes positive remedial measures to improve teachers' performance taking account of student feedback.	1	2	3	4	5
7.8. Non-academic staff members provide their services in an efficient and friendly manner.	1	2	3	4	5
7.9. The college, through a formalized system, collects feedbacks from students on their level of satisfaction related to the services they receive from the non-academic staff members.	1	2	3	4	5
7.10. The college takes positive remedial measures to improve quality of service provided by non-academic staff members taking account of student feedback.	1	2	3	4	5

8. Facilities and Resources					
Aspects of Assessment	Level of Agreement				
8.1. The college has adequate number of spacious classrooms for holding required number of classes smoothly.	1	2	3	4	5

8. Facilities and Resources					
Aspects of Assessment	Level of Agreement				
8.2. The classrooms have suitable type of furniture and fixture.	1	2	3	4	5
8.3. The classrooms have multimedia projector/smartboard.	1	2	3	4	5
8.4. The classrooms have access to high speed internet connection.	1	2	3	4	5
8.5. Appropriate measures are taken to ensure comfortable environment in the classrooms with proper light and ventilation.	1	2	3	4	5
8.6. Appropriate measures are taken to minimize the background noise in the classrooms of the college.	1	2	3	4	5
8.7. For the female students, the college has spacious common room(s) with proper environment.	1	2	3	4	5
8.8. The college has adequate number of washrooms for students.	1	2	3	4	5
8.9. Washrooms are regularly cleaned and supplied with necessary toiletries.	1	2	3	4	5
8.10. The college has playground(s) for students to hold outdoor games, sports and recreational activities.	1	2	3	4	5
8.11. There are indoor games facilities for students with adequate space and equipment.	1	2	3	4	5
8.12. The college has cafeteria facilities for students.	1	2	3	4	5
8.13. Different varieties of food are available at the cafeteria as per students' needs.	1	2	3	4	5
8.14. Hygiene and cleanliness are maintained at the cafeteria.	1	2	3	4	5
8.15. Price of food at the cafeteria is reasonable.	1	2	3	4	5
8.16. Adequate supply of clean and safe drinking water is ensured for all on the campus.	1	2	3	4	5
8.17. All the physical facilities of the college including classrooms, laboratories, washrooms and cafeteria are regularly inspected and well-maintained for ensuring the safety, security and comfortable stay of all on campus.	1	2	3	4	5
8.18. All the buildings of the college have emergency fire exit.	1	2	3	4	5
8.19. All the buildings of the college have fire fighting system with necessary equipment and trained staff.	1	2	3	4	5
8.20. As a preparedness for hazards like fire or earthquake, the college holds fire fighting and emergency evacuation drill from time-to-time involving teachers, students and other employees.	1	2	3	4	5
8.21. Emergency contact numbers of the local fire service office are displayed at the entrance of every building.	1	2	3	4	5

8. Facilities and Resources					
Aspects of Assessment	Level of Agreement				
8.22. Disability-friendly facilities (e.g. ramp, special toilet) are ensured in the buildings and other structures of the college.	1	2	3	4	5
8.23. The college has adequate number of gender-friendly toilets for the female students.	1	2	3	4	5
8.24. College has proper day-care/mother care facilities.	1	2	3	4	5
8.25. The college library has adequate collection of printed books in latest edition relevant to students' areas of study.	1	2	3	4	5
8.26. The library has adequate collection of e-books and e-journals of latest edition relevant to students' areas of study.	1	2	3	4	5
8.27. The library is operated with automation software.	1	2	3	4	5
8.28. The automation software allows its users easy access from different types of device (e.g. desktop, laptop, tablet, smartphone).	1	2	3	4	5
8.29. The library staff members provide their service efficiently.	1	2	3	4	5
8.30. Library opening and closing hours are convenient for students.	1	2	3	4	5
8.31. The college has adequate number of laboratories for the science and technology related subjects.	1	2	3	4	5
8.32. The laboratories have adequate modern equipment and supplies as per the needs of students.	1	2	3	4	5
8.33. Appropriate safety measures are ensured in all the laboratories to minimize the risk of any accident and health hazard.	1	2	3	4	5
8.34. Appropriate safety measures are ensured in all the laboratories to minimize adverse impact on the environment.	1	2	3	4	5
8.35. There are adequate number of efficient lab technicians in the laboratories.	1	2	3	4	5

9. Research and Scholarly Activities					
Aspects of Assessment	Level of Agreement				
9.1. Students get opportunity to be engaged in research projects under teacher's supervision.	1	2	3	4	5
9.2. The college organizes seminars/workshops/training programs on research and research methodology.	1	2	3	4	5
9.3. The college invites innovative research ideas/proposals from students.	1	2	3	4	5

10. Monitoring, Evaluation and Continual Improvement

Aspects of Assessment	Level of Agreement				
	1	2	3	4	5
10.1. The college collects student feedbacks on the effectiveness of the teaching-learning and assessment methods at the end of every academic year.					
10.2. The college takes initiative to review its teaching-learning and assessment methods based on feedbacks from students and other stakeholders.					
10.3. The college organizes programs like workshops and seminars for students in collaboration with the industry/job market to acquaint them with the skills needed in the industry/job market.					

C. Optional Part

Your response to the following questions is optional. If you do not want to answer them, you can skip this part, but if you really think that you have something more to say which is not covered by the statements given above, please specifically mention them in light of the following questions. Do **NOT** repeat the things that have already been covered by the statements above.

1. Mention some of the good practices of your college (if any) that contribute to the improvement of quality of education and development of your skills.
2. Mention some of the major weaknesses of your college (if any) that need immediate attention for ensuring quality education.
3. If you have any further suggestions for enhancing quality of education and institutional effectiveness of the college, please mention below:

Appendix 2: Survey Questionnaire for Teachers

This questionnaire is prepared to carry out a survey among the teachers of _____ College which is a part of an institutional self-assessment initiative taken by the college. The objective of the self-assessment is to assess the effectiveness of the college in providing quality education and related facilities. Your true opinion will help the college identify its current strengths and weaknesses and make an improvement plan. Information provided by you will **NOT** be identified personally at any stage of its analysis, and strict confidentiality will be maintained regarding your identity.

Thank you in advance for your cooperation.

Date: _____

A. General Information

1. Name of the department you are working in: _____
2. Length of your experience in teaching: _____ years _____ months

B. Assessment of Quality of Education and Institutional Effectiveness

Please put tick (✓) mark in the appropriate column (1-5) against each of the following statements to express your level of agreement with the corresponding statement.

Response Scale:

- 1= Strongly disagree
- 2= Disagree
- 3= Neutral/Do not know about it
- 4= Agree
- 5= Strongly agree

1. Governance					
Aspects of Assessment	Level of Agreement				
1.1. The vision, mission and objectives of the college are clearly stated in printed documents like handbook/brochure/leaflet or on the college website.	1	2	3	4	5
1.2. The vision, mission and objectives of the college are aligned with those of National University (NU).	1	2	3	4	5
1.3. The vision, mission and objectives of the college reflect the vision, mission and objectives of higher education stated in National Education Policy 2010.	1	2	3	4	5
1.4. The college has a well-formulated and time-bound strategic plan to achieve its vision, mission and objectives.	1	2	3	4	5
1.5. The strategic plan of the college is aligned with such plans of NU.	1	2	3	4	5

1. Governance					
Aspects of Assessment	Level of Agreement				
1.6. The strategic plan of the college reflects Bangladesh's strategies for higher education adopted in National Education Policy 2010.	1	2	3	4	5
1.7. The strategic plan is properly implemented with systematic monitoring.	1	2	3	4	5
1.8. The college gives students and teachers an academic calendar at the beginning of every academic year (in printed or electronic form).	1	2	3	4	5
1.9. The college's academic calendar is prepared in coordination with NU's academic calendar.	1	2	3	4	5
1.10. The academic calendar is strictly maintained in all academic activities.	1	2	3	4	5
1.11. The college has a class size policy to maintain standard teacher-student ratio (e.g. around 1:30) for ensuring effective and interactive teaching-learning.	1	2	3	4	5
1.12. The college maintains a standard class size in all the classes.	1	2	3	4	5
1.13. NU regularly monitors college's compliance with the class size policy.	1	2	3	4	5
1.14. Directorate of Secondary and Higher Education (DSHE) monitors college's compliance with the class size policy.	1	2	3	4	5
1.15. Effective coordination relating to academic and administrative decision making is maintained among the college, NU and DSHE through documented policy and procedure.	1	2	3	4	5
1.16. DSHE plays effective roles in ensuring institutional oversight of the college's compliance with government rules and policies.	1	2	3	4	5
1.17. The college gets timely support from DSHE in identifying and overcoming challenges related to implementation of government policies.	1	2	3	4	5
1.18. The college has a documented health, hygiene and safety management policy to ensure overall healthy and safe environment on the campus both in normal situations and in emergencies including epidemic/pandemic.	1	2	3	4	5
1.19. The health, hygiene and safety management policy is appropriate for ensuring overall healthy and safe campus life of students, teachers and other employees.	1	2	3	4	5

2. Leadership, Responsibility and Autonomy					
Aspects of Assessment	Level of Agreement				
2.1. The organizational structure of the college is available in the form of chart/tree diagram on its website/in the faculty and staff handbook.	1	2	3	4	5
2.2. The organizational structure of the college is displayed at a prominent place of the campus.	1	2	3	4	5

2. Leadership, Responsibility and Autonomy					
Aspects of Assessment	Level of Agreement				
2.3. Roles and responsibilities of the key academic and administrative positions of the college is available in documented form (printed or electronic, e.g. in handbook/on college website).	1	2	3	4	5
2.4. The college gets timely support from NU regarding academic affairs.	1	2	3	4	5
2.5. NU has adequate administrative staff to provide support to the affiliated colleges.	1	2	3	4	5
2.6. The college's ethical values and principles are available in documented form in its handbooks/brochures or on the website.	1	2	3	4	5
2.7. The college's ethical values and principles are displayed at the prominent places of the campus.	1	2	3	4	5
2.8. The college maintains ethical values, principles and social responsibilities in its day-to-day activities.	1	2	3	4	5
2.9. The college promotes respect for human rights, gender, culture, and religious and ethnic differences in its activities.	1	2	3	4	5
2.10. The Principal of the college has sufficient autonomy in administrative and financial decision making in the best interest of the college.	1	2	3	4	5
2.11. Heads of the academic departments have sufficient autonomy in initiating innovative teaching-learning techniques.	1	2	3	4	5

3. Institutional Integrity and Transparency					
Aspects of Assessment	Level of Agreement				
3.1. The existing policy for teacher recruitment is appropriate for selecting the most deserving candidates.	1	2	3	4	5
3.2. The policy for recruitment of non-academic staff is appropriate for selecting suitable candidates.	1	2	3	4	5
3.3. Non-academic staff members are recruited in a transparent procedure.	1	2	3	4	5
3.4. All academic and administrative decisions are made by relevant committees/bodies formally represented by teachers and others concerned.	1	2	3	4	5
3.5. All academic and administrative decisions are communicated to all concerned in properly documented form.	1	2	3	4	5
3.6. The code of conduct and disciplinary rules are available in documented form (e.g. in the student handbook, teacher and professional staff handbook/on the college website).	1	2	3	4	5
3.7. The provisions of the code of conduct and disciplinary rules are fair.	1	2	3	4	5

3. Institutional Integrity and Transparency					
Aspects of Assessment	Level of Agreement				
3.8. Students' grievance and complaints are dealt with in a transparent procedure by a disciplinary committee.	1	2	3	4	5
3.9. The college provides teachers with faculty and staff handbook immediately after joining.	1	2	3	4	5
3.10. The faculty and staff handbook is updated regularly to incorporate changes in the policies, rules and procedures.	1	2	3	4	5
3.11. When the faculty and staff handbook is updated it is disseminated among the teachers and non-academic staff.	1	2	3	4	5
3.12. The college website is well-designed with appropriate graphics and lay out.	1	2	3	4	5
3.13. The college website contains all the necessary information related to the academic programs run by the college.	1	2	3	4	5
3.14. The college website contains the profiles of the teachers and non-academic staff along with their contact information.	1	2	3	4	5
3.15. The college website is updated regularly with latest information.	1	2	3	4	5
3.16. The college website allows easy access to necessary information from different types of devices (e.g. desktop, laptop, tablet, smartphone).	1	2	3	4	5
3.17. The college website has a provision for the students and other stakeholders to submit feedbacks, suggestions and complaints online.	1	2	3	4	5
3.18. The website of National University (NU) contains all the necessary information.	1	2	3	4	5
3.19. NU website allows easy access to necessary information from all types of devices.	1	2	3	4	5
3.20. The college processes and stores its academic and administrative management related information through automation-based online management information system (MIS).	1	2	3	4	5
3.21. The MIS allows teachers' easy access to their relevant parts from different types of devices.	1	2	3	4	5

4. Curriculum					
Aspects of Assessment	Level of Agreement				
4.1. NU collects opinions of major stakeholders of higher education (students, teachers, alumni and employers) to identify skill needs while designing any new curriculum and reviewing the existing curriculum.	1	2	3	4	5
4.2. You are familiar with the requirements set by Bangladesh National Qualifications Framework (BNQF) regarding the minimum credit hours, learning outcomes and graduate profile that are to be maintained in the the curriculum of your discipline.	1	2	3	4	5

4. Curriculum					
Aspects of Assessment	Level of Agreement				
4.3. The curriculum of your discipline is designed in compliance with BNQF.	1	2	3	4	5
4.4. The curriculum of your discipline is updated regularly in response to the emerging needs in the industry/employers and society.	1	2	3	4	5
4.5. NU collects feedback from students and teachers on the relevance of the existing curriculum.	1	2	3	4	5
4.6. NU collects feedback from students and teachers on the challenges faced by them while implementing the existing curriculum.	1	2	3	4	5

5. Teaching -Learning and Assessment					
Aspects of Assessment	Level of Agreement				
5.1. Students get adequate opportunity to ask questions and express their opinions on the lessons taught in the class (i.e. classes are interactive).	1	2	3	4	5
5.2. In the teaching-learning process, students are encouraged to engage in activities like group works and project works.	1	2	3	4	5
5.3. Required number of class is held as per the class routine.	1	2	3	4	5
5.4. If any class is missed, make-up class is held without delay.	1	2	3	4	5
5.5. The college uses an integrated IT based academic management system with provision for online class, lesson sharing, keeping records of attendance, missed classes, make-up classes etc.	1	2	3	4	5
5.6. The academic management system allows teachers' easy access from all types of device (e.g. desktop, laptop, tablet & smartphone).	1	2	3	4	5
5.7. Records of class attendance, postponed classes and make-up classes are properly maintained by the college.	1	2	3	4	5
5.8. Records of continuous assessment (e.g. class test, assignment, presentation, project works etc.) are properly maintained by the college.	1	2	3	4	5
5.9. Students are provided with course plan at the beginning of every academic year.	1	2	3	4	5
5.10. The course plan clearly states class-wise distribution of learning outcomes and topics.	1	2	3	4	5
5.11. Teaching-learning-assessment strategies along with assessment rubrics are clearly stated in the course plan.	1	2	3	4	5
5.12. The college arranges tutorial classes for students in small groups to help them with difficult topics.	1	2	3	4	5

5. Teaching -Learning and Assessment					
Aspects of Assessment	Level of Agreement				
5.13. The continuous assessment activities currently used by your college are sufficient for students' skills development.	1	2	3	4	5
5.14. Course teachers properly explain the assessment rubrics to the students.	1	2	3	4	5
5.15. Course teachers provide rubric-based written and verbal feedbacks to students on their performance in the continuous assessment.	1	2	3	4	5

6. Student Admission and Support Services					
Aspects of Assessment	Level of Agreement				
6.1. The admission policy of the College/NU (in printed form or on the website) is available to the prospective candidates well in advance before they apply for admission.	1	2	3	4	5
6.2. The current admission system is effective in selecting the most deserving candidates for admission into their preferred programs.	1	2	3	4	5
6.3. The college limits student intake size (number of seats) as per its capacity in terms of physical facilities including classroom, laboratory and equipment.	1	2	3	4	5
6.4. The intake size is also determined in accordance with the existing number of teachers to keep the teacher-student ratio at a standard level (e.g. around 1:30).	1	2	3	4	5
6.5. The college regularly organizes awareness programs on physical and mental health, hygiene, fire safety etc.	1	2	3	4	5
6.6. The college regularly organizes awareness programs on digital security, human rights and disciplinary issues.					
6.7. The college organizes orientation program for the fresher at the beginning of their first academic year.	1	2	3	4	5
6.8. In the orientation program, students are briefed on the academic rules and procedures.	1	2	3	4	5
6.9. In the orientation program, the code of conduct and disciplinary rules are explained to the students in easy language.	1	2	3	4	5
6.10. The college organizes programs (like meeting/seminar/workshop) from time-to-time to inform students about any update or change in the basic policies, procedures and rules.	1	2	3	4	5
6.11. The college monitors and tracks students' academic progress in a formal system.	1	2	3	4	5
6.12. The college provides academic guidance and counseling services to those students who are facing difficulties with their academic progress.	1	2	3	4	5

6. Student Admission and Support Services					
Aspects of Assessment	Level of Agreement				
6.13. Teachers declare in writing their counselling schedule at the beginning of every academic year.	1	2	3	4	5
6.14. Teachers are available to students for counseling as per their respective schedule.	1	2	3	4	5
6.15. The college provides psycho-social counseling service to those students who need it under the care of a professional counselor.	1	2	3	4	5
6.16. The college/your department has a functional alumni association.	1	2	3	4	5
6.17. The college involves the alumni for supporting the current students in internship placement or industry visit.	1	2	3	4	5
6.18. The college creates opportunity for students to participate in extra-curricular activities.	1	2	3	4	5
6.19. The college in a formalized system engage students in community services in order to develop their leadership quality, creativity and sense of social responsibility.	1	2	3	4	5
6.20. The college provides students with career counseling, job placement and internship placement service.	1	2	3	4	5
6.21. The college organizes job fair from time-to-time.	1	2	3	4	5
6.22. The college/NU provides stipend/scholarship and fee waiver support to those students who are facing financial difficulties.	1	2	3	4	5
6.23. The college/NU provides special waiver to students from socially disadvantaged groups and students having disability.	1	2	3	4	5

7. Faculty and Professional Staff					
Aspects of Assessment	Level of Agreement				
7.1. In your department, there are adequate number of teachers in proportion to the number of students.	1	2	3	4	5
7.2. When a teacher of your department retires or is transferred to some other college, the vacancy is fulfilled without much delay.	1	2	3	4	5
7.3. As per the existing government policy and procedure, it is possible to create a teacher's post without much delay.	1	2	3	4	5
7.4. The college has adequate number of non-academic staff members to provide necessary administrative support.	1	2	3	4	5
7.5. The current salary structure is appropriate for attracting and retaining talented teachers.	1	2	3	4	5

7. Faculty and Professional Staff					
Aspects of Assessment	Level of Agreement				
7.6. There are retirement benefit schemes (provident fund, gratuity and pension) for teachers.	1	2	3	4	5
7.7. The retirement benefit packages are effective in ensuring teachers' old age financial security.	1	2	3	4	5
7.8. There are insurance facilities for teachers.	1	2	3	4	5
7.9. The insurance facilities are effective in ensuring financial security of teachers and their families in case of unforeseeable incidents (e.g. illness, accident, death).	1	2	3	4	5
7.10. The college/Ministry of Education has supportive policy to encourage teachers for continuous professional development (CPD) through advanced studies, training, workshop, seminar and conference.	1	2	3	4	5
7.11. Teachers get financial support from the college and/or the Ministry for advanced studies, training, seminar, workshops and conferences.	1	2	3	4	5
7.12. You proactively search opportunities for advanced studies, training, seminars, workshops, and conferences to upgrade your knowledge, skills and attitude.	1	2	3	4	5
7.13. The training provided to teachers through various training programs under CEDP is effective in developing teachers' knowledge, skills and attitude required for the application of innovative teaching-learning and assessment techniques.	1	2	3	4	5
7.14. The college organizes foundation training programs for newly appointed teachers to orient them to the basic policies, procedures and techniques (e.g. academic and administrative policies and procedures, their roles and responsibilities, classroom management techniques and the use of computer, projector etc.).	1	2	3	4	5
7.15. The foundation training provided by NAEM is relevant to teachers' day-to-day professional activities.	1	2	3	4	5
7.16. Teachers' training needs are properly identified through a formalized training needs assessment (TNA) system before designing the training programs offered by NAEM.	1	2	3	4	5
7.17. You frequently use modern technology equipment (computer, multimedia projector, smartboard etc.) in the classes.	1	2	3	4	5
7.18. Teacher's performance evaluation is done on the basis of well-defined and documented key performance indicators (KPIs) against teaching, research, administrative services and community services.	1	2	3	4	5
7.19. KPI points are considered during a teacher's promotion to higher positions.	1	2	3	4	5
7.20. The college, through a formalized system, collect feedbacks from students to evaluate teachers' performance by the end of every academic year.	1	2	3	4	5
7.21. Positive remedial measures are taken to improve teachers' performance taking account of student feedback.	1	2	3	4	5

7. Faculty and Professional Staff					
Aspects of Assessment	Level of Agreement				
7.22. Teachers' advanced studies like PhD and an additional Master's degree are given credit while calculating KPI score for their performance evaluation.	1	2	3	4	5
7.23. The college, through a formalized system, collects feedbacks from students on their level of satisfaction related to the services they receive from the non-academic staff members.	1	2	3	4	5
7.24. Positive remedial measures are taken to improve quality of service provided by the non-academic staff members taking account of student feedback.	1	2	3	4	5

8. Facilities and Resources					
Aspects of Assessment	Level of Agreement				
8.1. The college has adequate number of spacious classrooms for holding required number of classes as per schedule.	1	2	3	4	5
8.2. The classrooms have adequate and suitable type of furniture and fixture.	1	2	3	4	5
8.3. The classrooms have multimedia projector/smartboard.	1	2	3	4	5
8.4. The classrooms have access to high speed internet connection.	1	2	3	4	5
8.5. Appropriate measures are taken to ensure comfortable environment in the classrooms with proper light and ventilation.	1	2	3	4	5
8.6. Appropriate measures are taken to minimize the background noise in the classrooms of the college.	1	2	3	4	5
8.7. Proper office room facilities with appropriate environment and adequate space for daily professional activities are ensured for the teachers.	1	2	3	4	5
8.8. There are adequate office equipment facilities like computer, printer, photocopier, scanner and high-speed internet for the teachers.	1	2	3	4	5
8.9. The college has adequate number of washrooms for the teachers.	1	2	3	4	5
8.10. Washrooms are regularly cleaned and supplied with necessary toiletries.	1	2	3	4	5
8.11. The college has cafeteria facilities for students, teachers and other employees.	1	2	3	4	5
8.12. Different varieties of food are available at the cafeteria as per the needs of the students, teachers and other employees.	1	2	3	4	5
8.13. Hygiene and cleanliness are maintained at the cafeteria.	1	2	3	4	5
8.14. Price of food at the cafeteria is reasonable.	1	2	3	4	5
8.15. Adequate supply of clean and safe drinking water is ensured for all on the campus.	1	2	3	4	5

8. Facilities and Resources					
Aspects of Assessment	Level of Agreement				
8.16. All the physical facilities of the college including classrooms, laboratories, washrooms and cafeteria are regularly inspected and well-maintained for ensuring the safety, security and comfortable stay of all on campus.	1	2	3	4	5
8.17. All the buildings of the college have emergency fire exit.	1	2	3	4	5
8.18. All the buildings of the college have firefighting system with necessary equipment and trained staff.	1	2	3	4	5
8.19. As a preparedness for hazards like fire or earthquake, the college holds firefighting and emergency evacuation drill from time-to-time involving teachers, students and other employees.	1	2	3	4	5
8.20. Emergency contact numbers of the local fire service office are displayed at the entrance of every building.	1	2	3	4	5
8.21. Disability-friendly facilities (e.g. ramp, special toilet) are ensured in the buildings and structures of the college.	1	2	3	4	5
8.22. The college has adequate number of gender-friendly toilets for the female teachers.	1	2	3	4	5
8.23. The college has proper daycare/mother care facilities.	1	2	3	4	5
8.24. The college library has adequate collection of printed books in latest edition relevant to students' areas of study.	1	2	3	4	5
8.25. The library offers access to latest editions of e-books and e-journals relevant to teachers' areas of research.	1	2	3	4	5
8.26. The library is operated with automation software.	1	2	3	4	5
8.27. The library automation software allows easy access from different types of device (e.g. desktop, laptop, tablet, smartphone).	1	2	3	4	5
8.28. Library staff members provide their service efficiently.	1	2	3	4	5
8.29. The college has adequate number of laboratories for the science and technology related subjects.	1	2	3	4	5
8.30. The laboratories have adequate modern equipment and supplies as per the needs of the students.	1	2	3	4	5
8.31. Appropriate safety measures are ensured in all the laboratories to minimize the risk of any accident and health hazard.	1	2	3	4	5
8.32. Appropriate safety measures are ensured in all the laboratories to minimize adverse impact on the environment.	1	2	3	4	5
8.33. There are adequate number of efficient lab technicians in the laboratories.	1	2	3	4	5
8.34. The college gets sufficient budget allocation for the operation of regular activities and undertaking development programs.	1	2	3	4	5

9. Research and Scholarly Activities					
Aspects of Assessment	Level of Agreement				
9.1. The college/NU/Ministry of Education has a comprehensive research policy with clearly defined provisions for funding, leaves, ethics, collaboration, patent, intellectual property rights, etc.	1	2	3	4	5
9.2. The provisions of the research policy are encouraging for teachers to engage in research activities.	1	2	3	4	5
9.3. The college organizes seminars, workshops and training programs on research and research methodology.	1	2	3	4	5
9.4. Teachers get fund support from the college or from the Ministry for research projects.	1	2	3	4	5
9.5. Teachers enrolled in PhD programs get paid leave.	1	2	3	4	5
9.6. Teaching loads of those teachers who are engaged in research projects are minimized.	1	2	3	4	5
9.7. Teachers get incentive/recognition for high quality research publication in peer reviewed journal.	1	2	3	4	5
9.8. The college/NU/Ministry invites innovative research ideas/proposals from teachers and students.	1	2	3	4	5
9.9. The college takes initiatives for college-industry collaboration for need-based research projects.	1	2	3	4	5

10. Monitoring, Evaluation and Continual Improvement					
Aspects of Assessment	Level of Agreement				
10.1. The college collects student feedbacks on the effectiveness of its teaching-learning and assessment strategies at the end of every academic year.	1	2	3	4	5
10.2. The college takes initiative to review its teaching-learning and assessment strategies taking account of the feedbacks from students.	1	2	3	4	5
10.3. The college/NU/Ministry from time to time collects feedbacks from students, teachers and other stakeholders on the effectiveness of the existing policies and procedures.	1	2	3	4	5
10.4. The college/NU/Ministry takes initiatives for the review its policies and procedures taking account of feedbacks from the stakeholders.	1	2	3	4	5
10.5. The college organizes workshops and seminars for students in collaboration with the industry/job market to acquaint them with the skills needed in the industry/job market.	1	2	3	4	5

10. Monitoring, Evaluation and Continual Improvement					
Aspects of Assessment					Level of Agreement
10.6. The college, in collaboration with the industry/job market, conducts systematic needs assessment before opening new programs and for assessing the relevance of the existing programs.					1 2 3 4 5

C. Optional Part:

Your response to the following questions is optional. If you do not want to answer them, you can skip this part, but if you really do think you have something more to say which is not covered by the statements given above, please specifically mention them in light of the following questions. Do **NOT** repeat things which have already been covered by the statements above.

1. Mention some of the good practices of the college (if any) that contribute to the improvement of quality of education and the development of students' skills.
2. Mention some of the major weaknesses (if any) of the college that need immediate attention for ensuring quality education.
3. If you have any further suggestions for enhancing quality of education and overall institutional effectiveness of the college, please mention below:

Appendix 3: Survey Questionnaire for Alumni

_____ College has initiated an institutional self-assessment process, and one of its main objectives is to assess the effectiveness of the college education system in producing skilled graduates in response to the needs of the industry/employers. Since alumni are an important group of stakeholders of higher education, this questionnaire is prepared to conduct a survey among the alumni of this college as a part of the self-assessment endeavor. It intends to get your true opinion about the skill needs in the industry/job market as well as about the effectiveness of the education system of this college in instilling those skills among its graduates.

Your sincere cooperation will help the college produce better graduates and serve the purpose of the industry/employers better by redesigning its curriculum and teaching-learning methods. Information provided by you will **NOT** be identified personally at any stage of its analysis and presentation, and strict confidentiality will be maintained regarding your identity. Please fill-in the form as per the instructions.

Thank you in advance for your cooperation.

A. General Information

1. Name of the department you graduated from: _____
2. Name of the program you graduated from (please put tick mark on the appropriate option):
 - a) Bachelor's (Honors)
 - b) Master's
 - c) Both Bachelor's and Master's
3. Your graduation year: a) Bachelor's _____ b) Master's _____
4. Your current employment status:
 - a) Unemployed
 - b) Employed
 - c) Self-employed
5. If employed, how much time did it take you to get the first job?
_____ years _____ months
6. Which recruitment process did you face to get employed in your first job? You can select more than one options.
 - a) Direct offer
 - b) Oral interview
 - c) Written test
 - d) Demo presentation
 - e) Others (Please specify) _____

7. Your current Designation: _____

8. Name and address of the organization you are currently working in: _____

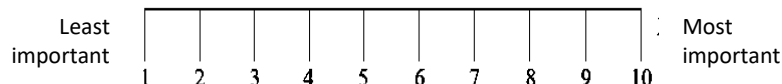
B. College-Industry Skills Gap Assessment

The following table presents a list the soft skills in light of Bangladesh National Qualifications Framework (BNQF). These are the skills that the 21st century graduates are expected to possess. In your opinion, how much important are these skills in the industry/job market, especially in your current job or the job you aspire for? To what extent was your college education effective in instilling these skills in you? In the 2nd column of the table, please rank the skills by writing the most appropriate number (1-10) against each skill. Here, 1 indicates least important, and 10 indicates most important.

Then, in the 3rd column, please rank the effectiveness of your college education in instilling these skills in you. Write the most appropriate number (1-10) against each skill. Here 1 indicates least effective, and 10 indicates most effective.

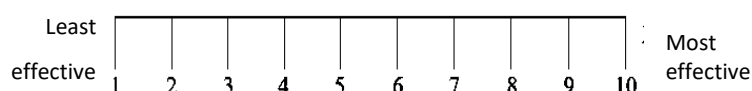
Response scale for the 2nd Column

(Importance of skills in the industry/job market)



Response scale for the 3rd Column

(Effectiveness of college education)



Skills and Quality Attributes	Importance of these skills in the industry/job market (1-10)	Effectiveness of college education in developing these skills (1-10)
1. Fundamental Knowledge and Skills		
1.1 Fundamental knowledge of the theories, concepts and principles related to your field of study		
1.2 Advanced knowledge of the theories, concepts and principles related to your field of study		

Skills and Quality Attributes	Importance of these skills in the industry/job market (1-10)	Effectiveness of college education in developing these skills (1-10)
1.3 Fundamental Knowledge of the nature of your job and the roles and responsibilities related to your position		
1.4 Analytical ability (ability to analyze, synthesize and evaluate theories, concepts and principles related to your field of study and professional activities)		
1.5 Ability to apply theories, concepts and principles to practical professional contexts		
1.6 ICT skills (competency in use of suitable software and ICT to enhance study, research and performance in day-to-day professional activities)		
1.7 Ability to apply latest tools, techniques and practical skills		
1.8 Research knowledge and skills (ability to systematically collect and analyze data and write report)		
2. Social Skills & Attributes		
2.1. Adaptation skills (ability to work in different environments and with different groups of people)		
2.2. Interpersonal communications skills (ability to interact smoothly with peers, colleagues and the members of community showing mutual respect)		
2.3. Empathy towards fellow workers and others		
2.4. Teamwork (active participation, sharing, cooperation and contributing towards a collective goal)		
2.5. Awareness of cultural, governmental and environmental issues in the local, regional and global contexts		
2.6. Awareness of civic rights and obligations		
2.7. Commitment to community		
2.8. Oral communication skills in Bangla (ability to self-express fluently and spontaneously in an appropriate style)		

Skills and Quality Attributes	Importance of these skills in the industry/job market (1-10)	Effectiveness of college education in developing these skills (1-10)
2.9. Oral communication skills in English (ability to self-express fluently and spontaneously in an appropriate style)		
2.10. Written communication skills in Bangla (ability to produce clear, concise, well-structured and coherent texts on complex issues)		
2.11. Written communication skills in English (ability to produce clear, concise, well-structured and coherent texts on complex issues)		
2.12. Presentation skills (ability to clearly and convincingly communicate ideas to a wide range of audience in an appropriate tone and body language)		
3. Thinking Skills		
3.1. Ability to judge and make quick decision in a critical situation		
3.2. Solving problems with innovative ideas		
3.3. Ability to work independently with responsibility within a structured professional context		
3.4. Ability to work independently with responsibility in a wide variety of contexts		
3.5. Leadership and team management skills: ability to lead teams and get the best output by engaging other team members effectively		
3.6. Efficient planning and resource management skills		
3.7. Ability to supervise performance of others		
4. Personal Skills & Attributes		
4.1. Motivation and Self-direction for lifelong learning and continuous academic and professional development		
4.2. Global knowledge and competencies		
4.3. Entrepreneurial skills		
4.4. Compliance with legal, ethical and professional codes and values		

Skills and Quality Attributes	Importance of these skills in the industry/job market (1-10)	Effectiveness of college education in developing these skills (1-10)
4.5. Appreciation of cultural, religious and ethnical diversities		
4.6. Discipline		
4.7. Honesty and integrity		
4.8. Reliability		
4.9. Time management and punctuality		

C. Optional Part:

Your response to the following questions is optional. If you do not want to answer them, you can skip this part. However, if you really do think you have some more suggestions for the quality improvement of the college-based higher education system, please specifically mention them in light of the following questions.

1. Mention some of the good practices of your college that contributed to the development of your skills which are of high demand in the industry/job market.
2. Identify some of the major weaknesses of your college that need immediate attention for improving the quality of education.
3. If you have any further suggestions for improving the quality of education or the development any other aspect of your college, please mention below:
4. Are there any skills other than the ones listed above that you think is very important in the current industry/job market? Please mention in order of importance having the most important one first.
5. How do you think the alumni can contribute to the development of your college?

Appendix 4: Survey Questionnaire for Employer

_____ College has initiated an institutional self-assessment process, and one of its main objectives is to assess the effectiveness of the college education system in producing skilled graduates in response to the needs of the industry/employers. Since employers are an important group of stakeholders of higher education, this questionnaire is prepared to conduct a survey among the employers as a part of the self-assessment endeavor. It intends to get your true opinion about the skill needs in the industry/job market as well as of the fitness of the graduates of this college currently employed in your organization.

Your sincere cooperation will help the college produce better graduates and serve the purpose of the industry/employers better by redesigning its curriculum and teaching-learning methods. Information provided by you will **NOT** be identified personally, and strict confidentiality will be maintained regarding your identity. Please fill-in the form as per the instructions.

Thank you in advance for your cooperation.

A. General Information

1. Name and address of your organization: _____

Email: _____ Website: _____
2. What is the nature of your organization? (Please put tick (✓) mark on the appropriate option.)
 - a) Academic
 - b) Research
 - c) Corporate/commercial enterprise
 - d) Development sector organization, e.g. NGO
 - e) Others (Please specify) _____
3. How many graduates of _____ College are currently employed in your organization?
4. Which recruitment method do you usually follow to recruit an entry level employee in your organization? You can select more than one options.
 - a) Direct offer
 - b) Oral interview
 - c) Written test
 - d) Demo presentation
 - e) Others (Please specify) _____

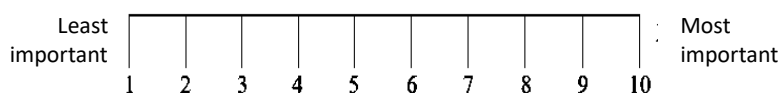
B. College-Industry Skills Gap Assessment

The following table presents a list the soft skills in light of Bangladesh National Qualifications Framework (BNQF). These are the skills that 21st century graduates are expected to possess. In case of recruiting a fresh graduate in your organization, how much importance do you give to these skills? To what extent do the graduates of this college employed in your organization demonstrate these skills?

In the 2nd column of the table, please rank the skills by writing the most appropriate number (from 1 to 10) against each skill. Here 1 indicates least important, and 10 indicates most important. Then, in the 3rd column, please rank the competency level of the graduate(s) of this college employed in your organization with reference to each of these skills by writing the most appropriate number (from 1 to 10). Here 1 indicates least competent, and 10 indicates most competent.

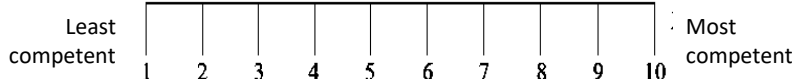
Response Scale for the 2nd Column

(Importance of skills in the industry/job market)



Response Scale for the 3rd Column

(Competency level of college graduate)



Skills and Quality Attributes	Importance of these skills in the industry/job market (1-10)	Competency level of the graduate (s) of this college (1-10)
1. Fundamental Knowledge and Skills		
1.1 Fundamental knowledge of the theories, concepts and principles related to the field of study		
1.2 Advanced knowledge of the theories, concepts and principles related to the field of study		
1.3 Fundamental Knowledge of the nature of the job and the roles and responsibilities related to the position		
1.4 Analytical ability (ability to analyze, synthesize and evaluate theories, concepts and principles related to the field of study and professional activities)		
1.5 Ability to apply theories, concepts and principles to practical professional contexts		
1.6 ICT skills (competency in use of suitable software and ICT to enhance study, research and performance in day-to-day professional activities)		
1.7 Ability to apply latest tools, techniques and practical skills		

Skills and Quality Attributes	Importance of these skills in the industry/job market (1-10)	Competency level of the graduate (s) of this college (1-10)
1.8 Research knowledge and skills (ability to systematically collect and analyze data and write report)		
2. Social Skills & Attributes		
2.1. Adaptation skills (ability to work in different environments and with different groups of people)		
2.2. Interpersonal communications skills (ability to interact smoothly with peers, colleagues and the members of community showing mutual respect)		
2.3. Empathy towards fellow workers and others		
2.4. Teamwork (active participation, sharing, cooperation and contributing towards a collective goal)		
2.5. Awareness of cultural, governmental and environmental issues in the local, regional and global contexts		
2.6. Awareness of civic rights and obligations		
2.7. Commitment to community		
2.8. Oral communication skills in Bangla (ability to self-express fluently and spontaneously in an appropriate style)		
2.9. Oral communication skills in English (ability to self-express fluently and spontaneously in an appropriate style)		
2.10. Written communication skills in Bangla (ability to produce clear, concise, well-structured and coherent texts on complex issues)		
2.11. Written communication skills in English (ability to produce clear, concise, well-structured and coherent texts on complex issues)		
2.12. Presentation skills (ability to clearly and convincingly communicate ideas to a wide range of audience in an appropriate tone and body language)		
3. Thinking Skills		
3.1. Ability to judge and make quick decision in a critical situation		

Skills and Quality Attributes	Importance of these skills in the industry/job market (1-10)	Competency level of the graduate (s) of this college (1-10)
3.2. Solving problems with innovative ideas		
3.3. Ability to work independently with responsibility within a structured professional context		
3.4. Ability to work independently with responsibility in a wide variety of contexts		
3.5. Leadership and team management skills: ability to lead teams and get the best output by engaging other team members effectively		
3.6. Efficient planning and resource management skills		
3.7. Ability to supervise performance of others		
4. Personal Skills & Attributes		
4.1. Motivation and Self-direction for lifelong learning and continuous academic and professional development		
4.2. Global knowledge and competencies		
4.3. Entrepreneurial skills		
4.4. Compliance with legal, ethical and professional codes and values		
4.5. Appreciation of cultural, religious and ethnical diversities		
4.6. Discipline		
4.7. Honesty and integrity		
4.8. Reliability		
4.9. Time management and punctuality		

C. Optional Part

Your response to the following questions is optional. If you do not want to answer them, you can skip this part. However, if you really do think you have some more suggestions for the quality improvement of the college-based higher education system, please specifically mention them in light of the following questions.

1. Please mention some of the major weaknesses you have observed in graduate(s) of this college that seems to result from the weakness in the current education system:

2. Are there any skills other than the ones listed above that you think is very important in the current industry/job market? Please mention in order of importance having the most important one first.
3. How do you think as an employer you can contribute to the development of the college-based higher education system in Bangladesh?

Appendix 5: List of Evidential Documents Consulted

1. Survey conducted among 250 students of Rajshahi College, Rajshahi on a set questionnaire(Appendix:1).
2. Survey conducted among 56 teachers of Rajshahi College, Rajshahi on a set questionnaire(Appendix:2).
3. Survey conducted among 31 alumni of Rajshahi College, Rajshahi on a set questionnaire(Appendix:3).
4. Survey conducted among 21 employers on a set questionnaire(Appendix:4).
5. Conducted 3 FDG among students of Rajsahahi College, Rajshahi
6. Conducted 2 FDG among teachers of Rajshahi College, Rajshahi
7. Record of Rajshahi College, Rajshahi
8. Rajshahi College website(<https://rc.edu.bd/>)

External Peer Review Report

Institutional Self-Assessment Report College Education Development Project

EPR Visit Period: 14-16 November 2023



**Rajshahi College
Rajshahi**

**Report Submitted to
Principal and IDGM Team Leader
Rajshahi College**

December 2023

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Chapter 1: Introduction

Bangladesh is experiencing a tremendous growth of educational institutions in the tertiary level to cope with the increasing number of students. Higher education in itself is a promise of quality and excellence. Quality, a vague term and varies according to context, refers to attainment of skills relevant to the existing job market of Bangladesh and being employable. Unfortunately, Bangladesh is lagging behind in ensuring quality in higher education. To address this vital issue, institutions need to undertake continuous and effective measures so that qualified and fit graduates are produced. This quality assurance intervention involves the essential process of self-assessment that ushers light to the strengths and scope of improvements for an educational institution.

The general objective of the institutional self-assessment is to improve the quality of education addressing the needs of the major stakeholders and national relevance. The specific objectives of institutional self-assessment exercise are to:

- Identify various learning needs;
- assess the teaching learning capacity of the institution;
- review the existing procedures;
- identify the areas that need to be improved;
- create a basis for external assessment and validation; and
- provide guidelines or direction to the institution in strategic planning.

1.1 Context and Significance of External Peer Review

Institutional self-assessment involves two-step assessment—internal assessment and external assessment. The process of self-assessment requires a twofold evaluation of an institution- internal and external. External Peer Review (EPR) is the external validation part of self-assessment. External peer reviewers are a team of experts from similar other institutions who have sound experience in quality assurance and standard development in higher education institutions. They must be well- familiar with the international best practices and benchmarks in this field.

The peer review reflects the national requirements as provided in the Institutional Self-Assessment Manual (ISA Manual) by the College Education Development Project (CEDP), Secondary and Higher Education Division, Ministry of Education. It covered the following 10 standards with 57 criterion: 1) Governance; 2) Leadership, Responsibility and Autonomy; 3) Institutional Integrity and Transparency; 4) Curriculum; 5) Teaching-Learning and Assessment; 6) Student Admission and Support Services; 7) Faculty and Professional Staff; 8) Facilities and Resources; 9) Research and Scholarly Activities; and 10) Monitoring, Evaluation and Continual Improvement. The exercise is to validate the Institutional Self-Assessment Report (ISAR) prepared by the IDGMT of the Rajshahi College by performing in-person visit and verbal interaction.

1.2 Objectives of External Peer Review Visit

EPR is done with an aim of validating the process and outcomes of self-assessment. In EPR, although reviewers check an institution's conformance to ISA standards and criteria, the focus is mainly on helping the institution identify areas of improvement and make an effective improvement plan. While the

immediate objective of ISA is to come up with an improvement plan, the goal is to gradually prepare the institution for getting accreditation from some recognized accrediting body. EPR enhances the credibility of the process and outcomes of ISA.

According to the guidelines, the members of EPR team were expected to carry out the following tasks:

- Go through and analyze critically the ISAR.
- Identify the key aspects of ISAR for peer observation.
- Visit the college and critically observe the various aspects of the culture of quality education system at the college.
- Gather information for identification of strengths and weaknesses of the college through discussions with major stakeholders.
- Provide needful commendations, affirmations, and recommendations for further improvements.
- Finally submit an interim exit report and complete external peer review report.

1.3 Overview of the EPR Process

All the steps in the EPR process are pre-scheduled. The ISAC of the college, in consultation with the Principal, Heads of the academic departments and other units/offices of the college, and PMU, prepares a program schedule for the 3-day EPR visit with sequentially arranged events mentioning specific date and time, and share it in advance with the EPRT members. The EPRT includes three members of whom one member should be from the college with adequate knowledge on college education and other two members who have adequate and sufficient knowledge on quality assurance. Following the guidelines described in the manual, the IDGMT of Rajshahi College appointed EPR team after the approval of the Principal of the college. The members of EPR team were:

1. **Prof. Dr. Md. Mosharraf Hossain**, Professor of the Department of Industrial and Production Engineering, Rajshahi University of Engineering and Technology, QA Expert.
2. **Professor Dr. Md. Serajul Islam Prodhan**, Department of Civil Engineering & Director, IQAC, Dhaka International University
3. **Mr. Forhad Ahmed**, Nawabganj Govt College, Chapainawabganj, College Education Expert.

Mainly there are three phases in EPR process: preparation for site visit (one week), site visit (three days), and after site visit (two weeks). Each phase has different time duration and different tasks were carried out in every phase.

Chapter 2: Overview of the College

2.1 Background and Establishment

Rajshahi College, situated at the city of Rajshahi (in the North-Western division of Bangladesh), is one of Bangladesh's oldest higher education institutes. It was established in 1873 in Rajshahi city with the financial assistance of Raja Haralal Roy Bahadur of Dubalhati. Raja Haranath Roy donated land for the establishment of the college. In 1947 the Bengal province of British India was divided into two parts, the East and the West. The former joined the newly created Pakistan, while the latter remained in India. Accordingly, the College was detached from Calcutta University and affiliated with the University of Dhaka. In 1953, it shifted its affiliation to the newly established University of Rajshahi. The National University was established in the early nineties of the late century, and all the graduate and post-graduate colleges were transferred to its jurisdiction. Consequently, the college was affiliated with National University and runs 23 undergraduate programs and 23 graduate programs under 25 academic departments. The college achieved number 1 rank all over the country among the colleges affiliated under NU. Being one of the best and largest higher education institute, Rajshahi College is conducting a vast amount of co-curricular activities to bring their students in the highest caliber.

2.2 Vision, Mission and Objectives

Vision of the College

The vision of Rajshahi College is to create skilled human resources to meet global challenges by ensuring quality education.

Mission

To ensure an education-friendly campus and conducive work environment; expansion of educational

opportunities and improvement of quality of education; creation of academic and information technology skills, and increasing the ability of students to face the ongoing world through co-educational activities.

Objectives

The aim of the college is to provide the quality education in the students that is helpful to achieve the sustainable development goal of Bangladesh.

2.3 Academic Departments and Programs

Currently Rajshahi College runs 4 academic program, Bachelor (Degree Pass), Certificate Courses on various subjects, Bachelor Honors, Masters under 25 departments of which 23 have undergraduate programs and 22 have post graduate programs. It got affiliated with National University in 1992 to run Bachelor and Honors [Bangla, English, Sanskrit, History, Islamic History, Philosophy, Islamic Studies, Political Science, Sociology, Social Work, Economics, Physics, Chemistry, Mathematics, Botany, Zoology, Psychology, Statistics, Geography, Management, Accounting, Marketing, Finance & Banking] programs, and later on, in 1994, got approval to open Masters [Bangla, English, History, Islamic History, Philosophy, Islamic Studies, Political Science, Sociology, Social Work, Economics, Physics, Chemistry, Mathematics, Botany, Zoology, Psychology, Statistics, Geography, Management, Accounting, Marketing, Finance & Banking] programs.

Chapter 3: Review Outcomes

3.1 Governance

3.1.1 ISA Standards and Criteria Related to Governance

The governance of Rajshahi College appears to be a dedicated one to the problems and needs of the stakeholders. The college upholds values, principles, integrity and transparency in its policy making and day to day affairs though the policies are not well documented in all the cases.

Criterion 1.1: The college has well-defined vision, mission and objectives that are aligned with the vision, mission and objectives of its affiliating university and overall vision, mission and objectives of the higher education sector set by the Government of Bangladesh.

Criterion 1.2: The college has a well-formulated strategic plan aligned with such plans of its affiliating university and DSHE. The plan is implemented with systematic monitoring and follow-up to achieve the vision, mission and objectives.

Criterion 1.3: The college strictly maintains an academic calendar in all of its academic activities in coordination with the academic calendar of its affiliating university.

Criterion 1.4: The college as well as its affiliating university has documented policy and procedure to determine appropriate class size and teacher-student ratio for effective, interactive and inclusive teaching-learning and assessment.

Criterion 1.5: Effective coordination relating to academic and administrative decision making is maintained among the college, its affiliating university and DSHE through documented policy and procedure.

Criterion 1.6: DSHE plays effective roles in ensuring institutional oversight and continuous support to the colleges for implementing government policies, identifying challenges and taking remedial measures accordingly.

Criterion 1.7: The college has a functional governing body constituted as per the government regulation that acts in line with the vision mission and objectives of the college (applies to non-government colleges only).

Criterion 1.8: The college has a health, hygiene and safety management policy to ensure overall healthy and safe environment on the campus both in normal situations as well as in emergencies including epidemic/pandemic.

3.1.2 Documents Consulted by EPRT to Review Governance

The EPRT did not find governance related documents in a well-organized form. The college has documented vision, mission and objectives in documented form. Apart from this, most of the departments have own vision, mission and objectives in documented form what are aligned with the vision and mission of the National University.

3.1.3 Stakeholders Met by EPRT

To discuss the Governance of the college, the EPRT team had a discussion with the Principal of the college. He briefed about the decision-making process of the college and also informed about different bodies formed for smooth function of the academic and administrative work. The EPRT also had a meeting with the Vice-Principal, Head of the Departments and senior teachers. It was found that the departments take decision in formal meeting well participated by the teachers.

3.1.4 Other Sources of Information Consulted by EPRT

During the three days visit, the EPRT moved around the college campus and had informal discussion with the faculty members of different department and staff from different offices. The EPRT also had a discussion with the library in-charge and lab demonstrators. In an informal way, feedback on Governance was collected.

3.1.5 Highlights of the Findings on Governance Presented in the ISAR

Strengths

- a) College has the vision, mission and objectives in website.
- b) Academic calendar is available which is given at the beginning of the academic year.
- c) Healthy, hygiene and safety in the campus are ensured.

Scope of improvement

- a) Unawareness of students about the vision, mission and objectives of the college.
- b) Unawareness of teachers about the strategic plan of the college.
- c) Lack of ideal student-teacher ratio in the classroom.
- d) Teachers lack of knowledge regarding co-ordination process among the college, NU, MOE and DSHE.

3.1.6 EPRT's Observation (strengths, scope of improvement and any major contradiction with ISAR observed)

Strengths and Good Practices

- (a) Rajshahi College ensures conducive learning environment in a beautiful campus.
- (b) Collective and fair decision making practiced in functioning at the departments and the college.
- (c) Academic calendar is maintained properly under National University's guidance.
- (d) The College has good practice to ensure health, hygiene and safety for students, teachers and employees.

Weakness and Scope of Improvement

- (e) The vision, mission and objectives of this college and departments are not clearly stated and well circulated excepts few departments like: Management and Philosophy.
- (f) Students of some departments are well informed in advance about the academic guidelines by means of relevant booklets and course outlines.
- (g) The class size of the College is a big issue with respect to the class accommodation.
- (h) EPR Team did not find strategic plan except department of Management.

3.1.7 EPRT's Recommendations on Governance

- (a) The class size and teacher-student ratio should be minimized for delivering quality education.
- (b) The vision, mission and objectives of this college as well as of all departments should be displayed at prominent places of the campus and upload in college website.

3.2 Leadership, Responsibility, and Autonomy

3.2.1 ISA Standards and Criteria Related to Leadership, Responsibility and Autonomy

The college has a strong leadership as the Principal is dedicated and dynamic in leading the college. Department heads are also found highly responsible and proactive in taking necessary academic and administrative decisions. But, the roles and responsibilities of the concerned personnel are not defined and documented.

Criterion 2.1: The college has a documented organizational structure with clearly defined roles and responsibilities of each academic and administrative position.

Criterion 2.2: The manpower in the key academic and administrative positions of National University as per its current organizational structure is adequate and appropriate for supporting and monitoring the operations of the academic programs at the affiliated colleges.

Criterion 2.3: The college maintains clearly defined and documented values and principles in order to promote ethical values, respect for human rights and diversity of gender, culture, religions and ethnicity among its students, teachers and other employees.

Criterion 2.4: The Principal and the Heads of the academic departments have sufficient autonomy in academic, administrative and financial operations of the college.

3.2.2 Documents Consulted by EPRT to Review Leadership, Responsibility and Autonomy

There is an organizational structure maintained in running the college. The college does not maintain any formal document in support of it except the ISAR.

3.2.3 Stakeholders Met by EPRT

The EPRT had meeting with the Principal, Head of the Departments, and Head of different administrative offices. During the meeting the EPRT was briefed on the roles and responsibilities of the academic and administrative leaders.

3.2.4 Other Sources of Information Consulted by EPRT

The EPRT also had meeting with different stakeholders to understand the decision making process and the roles of the academic and administrative leaders.

3.2.5 Highlights of the Findings on Leadership, Responsibility and Autonomy presented in the ISAR

Strengths

- (c) The College maintains ethical values, principles and social responsibilities, promotes respect for human rights, gender, culture, and religious and ethnic differences in its day-to-day activities.
- (d) The Principal and head of the department of the college has sufficient autonomy in administrative and financial decision making in the best interest of the college.

Scope of improvement

- (a) The organizational structure, ethical values and principles of college are not documented from.
- (b) Lack of Teachers administrative knowledge.

3.2.6 EPRT's Observation (strengths, scope of improvement and any major contradiction with ISAR observed)

Strengths and Good Practices

- a) The Principal and the Heads of academic departments have autonomy and academic freedoms for executing different activities in some extent.

Weakness and Scope of Improvement

- a) The college's ethical values are partially stated and available in the documented form (in handbooks and on the website).
- b) Some evidences are found for maintaining the ethical values and principles in academic activities.

3.2.7 EPRT's Recommendations on Leadership, Responsibility and Autonomy

- (a) The college should develop an officially approved organizational structure for defined roles and responsibilities of the key position.
- (b) The heads of academic departments should have more autonomy and academic freedoms for development work

3.3 Institutional Integrity and Transparency

3.3.1 ISA Standards and Criteria Related to Institutional Integrity and Transparency

The college maintains institutional integrity and transparency in its operations by following set policies and procedures, accountability and participatory decision making in academic council.

Criterion 3.1: There are transparent and fair policies and procedures for the recruitment of teachers and other employees that ensure selection of the most deserving candidates.

Criterion 3.2: Academic and administrative decisions at the college are made in a participatory manner, properly documented and disseminated in accordance with the set policies and procedures.

Criterion 3.3: The college has documented and well-communicated code of conduct and disciplinary rules for students and employees to prevent indiscipline and unethical practices, and ensure overall safe and secure environment within the college.

Criterion 3.4: The college effectively responds to students' grievances and complaints related to bullying, cybercrime, sexual harassment and other disciplinary issues through an established grievance redress mechanism in accordance with the disciplinary rules and code of conduct.

Criterion 3.5: The college publishes, regularly updates, and disseminates student handbook containing relevant information for the students including the college's vision, mission and objectives, academic calendar, academic rules and procedures, disciplinary rules and code of conduct.

Criterion 3.6: The college publishes, regularly updates, and disseminates faculty and staff handbook containing relevant policies, procedures, rules and code of conduct for the employees and the roles and responsibilities of academic and administrative positions.

Criterion 3.7: The college, its affiliating university and the policy making authorities like SHED and DSHE have well-designed, informative and responsive websites with easy access for all. The websites are regularly updated with necessary information in accordance with the needs of the stakeholders.

Criterion 3.8: The college maintains an automation-based integrated management information system and database for processing and storing all academic, administrative and financial management related information to ensure better efficiency and transparency in its activities and procedures.

3.3.2 Documents Consulted by EPRT to Review Institutional Integrity and Transparency

There was no document related to Institutional Integrity and Transparency. However, discussions with the IDGMT revealed that the college maintains integrity and transparency in recruitment, code of conduct, grievance redress and decision making.

3.3.3 Stakeholders Met by EPRT

The EPRT met the Principal and Head of the academic and administrative departments to discuss the institutional integrity and transparency. The EPRT also had a meeting with the undergraduate and graduate students, and alumni of the college.

3.3.4 Other Sources of Information Consulted by EPRT

Besides the formal meeting with the present and past students, the EPRT also had meeting with the non-academic staff and support staff.

3.3.5 Highlights of the Findings on Institutional Integrity and Transparency Presented in the ISAR

Strengths

- (a) An appropriate and transparent policy for recruiting most deserving candidates as teachers.
- (b) All academic and administrative decisions in participatory way are made by academic council and staff council.
- (c) A well design and easy to access website which provides necessary information both for teachers and students.

Scope of improvement

- (a) Non-academic staff's recruitment policy is not appropriate for college operation.
- (b) Lack of the code of conduct and disciplinary rules in written form.
- (c) Insufficient MIS in college.

3.3.6 EPRT's Observation (strengths, scope of improvement and any major contradiction with ISAR observed)

Strengths and Good Practices

- (d) All the decisions are documented and disseminated (evidence: meeting minutes, attendance records and correspondences) among the related stakeholders of the college.
- (e) The college has central disciplinary rules and code of conduct appropriate for preventing unethical practice, unruly behaviors like sexual-harassment and adoption of unfair means in exams.

Weakness and Scope of Improvement

- a) At the orientation program, some departments of this college publish and disseminate student handbook with containing basic information.
- b) This college does not have user-friendly website.

3.3.7 EPRT's Recommendations on Institutional Integrity and Transparency

Recommendations for Further Improvement

- a) Student handbook with inclusive information should be mandatory for all departments.
- b) Website needs to be upgraded regularly.

3.4 Curriculum

3.4.1 ISA Standards and Criteria Related to Curriculum

The curriculum design and review process involve mechanism for identifying stakeholders' needs, and the designed curricula must conform to the minimum credit hours, learning outcomes and graduate profile prescribed by BNQF.

Criterion 4.1: National University maintains a well-defined and documented procedure to design and review curriculum that involves representation from both academia and industry including curriculum experts, subject matter experts, and representatives from employers and alumni.

Criterion 4.2: Curriculum design and review are done in compliance with the requirements set in Bangladesh National Qualifications Framework (BNQF).

Criterion 4.3: The curricula of respective programs are updated at regular intervals as per the defined and documented procedure in response to the local, national and global needs of the stakeholders.

Criterion 4.4: Well-defined mechanism is in place to systematically evaluate the relevance of the exiting curricula and identify the challenges related to their implementation by collecting feedbacks from college teachers and students at regular intervals.

3.4.2 Documents Consulted by EPRT to Review Curriculum Design and Review Process

Curriculum is developed by NU for all the courses. The college do not have any role in the curriculum design and review process. However, the EPRT found the syllabi and NU's letter for participation in workshop on curriculum review.

3.4.3 Stakeholders Met by EPRT

Senior teachers along with the Head of the Departments were consulted to understand the process followed in the curriculum design though they do not have recognizable understanding of curriculum designing.

3.4.4 Other Sources of Information Consulted by EPRT

National University Act 1992 was consulted to understand the process followed to develop and review the curriculum of the National University.

3.4.5 Highlights of the Findings on Curriculum Presented in the ISAR

Strengths

- (a) Student have sufficient Interpersonal communications skills, Teamwork, Discipline, Reliability.
- (b) Adequate fundamental knowledge of the subject.
- (c) Opportunity to take the basic ICT training.

Scope of improvement

- (a) In adequate Analytical ability
- (b) Lack of ability to apply theories to working field.
- (c) Lack of Research knowledge and skills.
- (d) In sufficient Presentation skills
- (e) Lack of Solving problems with innovative ideas
- (f) Lack of ability to work independently.
- (g) Lack of time management and punctuality.

3.4.6 EPRT's Observation (strengths, scope of improvement and any major contradiction with ISAR observed)

Strengths and Good Practices

- (a) Each department has a curriculum designed by the NU.
- (b) All of the departments provides the curriculum at the start of the academic year.

Weakness and Scope of Improvement

- (a) The curriculum does not have any provision for thesis/project work either for Bachelor Degree or for Master's Degree courses.
- (b) Internship should be included in curriculum (the duration may be from one month to six months)
- (c) There is no provision of collecting feedback from the stakeholders.

3.4.7 EPRT's Recommendations on Curriculum

Recommendations for Further Improvement

- (b) Curriculum needs to be updated at regular intervals (4-5 years) following Bangladesh National Qualifications Framework (BNQF) and all academic stakeholders' opinions.
- (c) Feedback from senior students, employers, alumni, industry experts need to be considered in curriculum review process.
- (d) Software based courses should be included in curriculum so that graduates must have easy access in job market in locally and globally.
- (e) For global job market, the curriculum should contain thesis/project work for Bachelor degree and for Master's degree courses.

3.5 Teaching-learning and Assessment

3.5.1 ISA Standards and Criteria Related to Teaching-learning and Assessment

Teaching-learning practice is interactive, supportive, inclusive and practice oriented. Teachers use technology in the classroom. Assessment methods include both formative and summative approaches.

Criterion 5.1: Teaching-learning is interactive and encouraging for students to ask questions and actively participate in discussion, presentation, group works, projects etc.

Criterion 5.2: The college has an IT based integrated academic management system that supports online teaching-learning and assessment, group works, projects, sharing teaching-learning materials and keeping records of attendance, missed classes and make-up classes.

Criterion 5.3: The college has formalized the use of course plan to inform students in advance about course objectives, learning outcomes, contents, teaching-learning and assessment strategies, and assessment rubrics.

Criterion 5.4: The college formally arranges tutorial classes for students to provide them opportunity for close interaction in smaller groups and further support with difficult topics.

Criterion 5.5: The assessment system ensures significant focus on continuous assessment and use of diverse and appropriate assessment strategies to assess the attainment of learning outcomes.

Criterion 5.6: Teachers provide rubric-based written feedbacks on students' performance without delay and explain them verbally to support learning enhancement and further improvement towards the attainment of learning outcomes.

3.5.2 Documents Consulted by EPRT to Review Teaching-learning and Assessment

The EPRT found a few document related to teaching-learning and assessment. Very few department maintain course plan and continuous assessment tools.

3.5.3 Stakeholders Met by EPRT

The EPRT had separate meeting with the Head of the Department and senior teachers of the departments to discuss the teaching-learning and assessment process. The EPRT also had separate meeting with the current students and alumni of the college for more discussion on teaching- learning and assessment process.

3.5.4 Other Sources of Information Consulted by EPRT

Informally there were some discussions with the teachers and students of the college to review the teaching-learning and assessment techniques.

3.5.5 Highlights of the Findings on Teaching-learning and Assessment Presented in the ISAR

Strengths

- (a) Class are held as per requirement.
- (b) Teaching-learning process.
- (c) Viva-voice preparation class.
- (d) Properly maintain the continuous assessment.
- (e) Provided course plan at the beginning of every academic year.

Scope of improvement

- (a) Absent of clearly states class-wise distribution of learning outcomes and topics
- (b) Absent of makeup class/Tutorial classes
- (c) Absent of Assessment rubrics.
- (d) There is no an integrated IT based academic management system.

3.5.6 EPRT's Observation (strengths, scope of improvement and any major contradiction with ISAR observed)

Strengths and Good Practices

- a) Some teachers of specific departments share their course plans with students in advance at the beginning of a new academic year.
- b) There is a good provision to take make-up classes in each department of this college.
- c) The college is adorned with well-equipped and well-furnished classrooms having good atmosphere.

Weakness and Scope of Improvement

- (a) Project works are rarely practiced by the college.
- (b) A portion of teachers are in need of training for using the technology like projector, smart board after launching of CEDP project in this college.
- (c) Tutorial classes are not structured in this college.
- (d) There is no formal or documented feedback system found on student performance in class test, assignments and presentation.

3.5.7 EPRT's Recommendations on Teaching-learning and Assessment

Recommendations for Further Improvement

- a) A series of workshops are mandatory needed for understanding and developing the teaching-learning and assessment strategies, course plan, assessment rubrics, learning outcomes etc.
- b) Proper maintaining and monitoring of equipment and physical facilities are to be prioritized.

3.6 Student Admission and Support Services

3.6.1 ISA Standards and Criteria Related to Student Admission and Support Services

The college and its affiliating university maintain fair and transparent admission policy and procedure. The entry requirements are consistent with the nature of respective programs and encourage selection of such type of students who are fit for studying the chosen program. The college ensure all kinds of support services for students in both academic and non-academic matters. Adequate opportunity must be there for all students to participate in extra-curricular activities and community service programs.

Criterion 6.1: The College, in collaboration with its affiliating university, maintains documented, transparent and fair admission policy and procedure that allow the selection of such students who are capable of taking the academic loads of the respective programs and successful graduation.

Criterion 6.2: The college enrolls students in the academic programs as per its capacity in terms of approved number of seats, number of teachers, as well as adequate and functional physical facilities and library resources.

Criterion 6.3: The college regularly organizes awareness programs on physical and mental health, hygiene practice, food safety, vaccination, fire safety, digital security, relevant social and human rights issues, civic rights and obligations, disciplinary issues, environment and climate change, etc.

Criterion 6.4: The college organizes orientation programs for the fresher at the beginning of every academic year/semester to introduce them to the academic rules and procedures, disciplinary rules and code of conduct, college facilities, curriculum of respective programs, career prospects and career pathways. Students are also updated whenever any change takes place in this regard.

Criterion 6.5: The college monitors and tracks students' academic progress and achievement and provides academic guidance and psycho-social counseling in a formalized manner.

Criterion 6.6: The college has well-organized and functional alumni association(s) through which alumni are meaningfully engaged to contribute to the development efforts of the college and facilitate college-industry collaboration.

Criterion 6.7: The college facilitates students' participation in co-curricular and extra-curricular activities and community services with necessary funds, space, equipment, and institutional arrangement to develop their leadership quality, creativity and sense of social responsibility.

Criterion 6.8: The college provides career counseling, job placement and internship placement services to the graduating students and organizes seminars, workshops, training sessions and job fair in collaboration with the industry/job market.

Criterion 6.9: The college has policy and practice related to the provision of support to students having financial difficulties and those who come from the disadvantaged parts of the society.

3.6.2 Documents Consulted by EPRT to Review Student Admission and Support Services

Admission policy, and student enrollment process was consulted. But the college could not provide any relevant document. Different photos were seen which shows the orientation program organized by different department.

3.6.3 Stakeholders Met by EPRT

EPRT met the students and alumni of the college. The teachers and administrative staff actively participated and provided information in the discussion related to student admission and support service provided by the college.

3.6.4 Other Sources of Information Consulted by EPRT

Discussion with the Principal and the College website were the other source of information on student support service provided by the college.

3.6.5 Highlights of the Findings on Student Admission and Support Services Presented in the SAR

Strengths

- (a) A transparent admission policy.
- (b) Organized orientation program to brief academic rules and procedure for the fresher at the beginning
- (c) Adequate opportunity for students to participate in co-curricular and extra-curricular activities.
- (d) Students have to develop their leadership quality, creativity and sense of social responsibility.
- (e) Stipend/scholarship and free waiver support to the poor and disabled students.
- (f) The business club of college arrange job fair from time-to-time.
- (g) A professional counsellor (Psychologist) work in mental health center.

Scope of improvement

- (a) Absence of Alumni Association.
- (b) Limited service of career counseling, internship placement service.
- (c) Absent of admission test.

3.6.6 EPRT's Observation (strengths, scope of improvement and any major contradiction with ISAR observed)

Strengths and Good Practices

- a) Rajshahi College has documented admission policy provided and guided by the NU.
- b) There is a Mental Health Centre for all stakeholders in this college. It needs renovation and to be well equipped.
- c) Orientation programs in all departments are held in a regular basis.

Weakness and Scope of Improvement

- a) Due to admission policy, it is difficult to get right students at right department (such as: admission may be taken after the admission process of public universities).
- b) Due to shortage of staff, it is really difficult to support student activities properly.

3.6.7 EPRT's Recommendations on Student Admission and Support Services

Recommendations for Further Improvement

- a) Need to review the admission policy including time frame and admission test.
- b) Fund required to support the different activities.
- c) Student's affairs office/job placement offices needs to be set up.

3.7 Faculty and Professional Staff

3.7.1 ISA Standards and Criteria Related to Faculty and Professional Staff

The college have adequate number of qualified teachers as per its organizational structure and class size policy to ensure appropriate teacher-student ratio. The college must also have adequate, qualified, and well-trained officials and support staff to provide administrative and support services in an efficient and timely manner.

Criterion 7.1: Posts of teachers are created, and vacancies are fulfilled as per need and in a timely manner in accordance with the approved organizational structure to ensure smooth operations of the academic programs. Effective coordination is maintained among the college, its affiliating university and relevant government authorities in this regard.

Criterion 7.2: The salary structure, incentives and benefits including retirement benefits and insurance coverage are attractive and on a par with similar other occupations to attract and retain the talented and experienced faculty and professional staff.

Criterion 7.3: The college, its affiliating university and SHED have documented policy and practice to encourage teachers and officials to pursue advanced studies and attend seminars, workshops, training and conferences for continuous professional development.

Criterion 7.4: Newly appointed teachers and other employees are provided foundation training for their proper orientation to the academic and administrative policies and procedures, the roles and responsibilities related to their positions, and the use of basic equipment and tools. Teachers are specially trained on pedagogy, andragogy, classroom management and blended learning.

Criterion 7.5: The performance evaluation of the faculty and professional staff is done on the basis of well-defined and documented key performance indicators (KPIs) against teaching, research (only for faculty), administrative services and community services under a comprehensive policy. KPIs are taken account of during decision making related to promotion to higher positions.

3.7.2 Documents Consulted by EPRT to Review Faculty and Professional Staff

Recruitment and transfer of Government college teachers are maintained according to government rules and regulations. There were no documents available for the foundation training of the new teachers and key performance indicators to measure the performance of the teachers.

3.7.3 Stakeholders Met by EPRT

To understand the job satisfaction of the academic and administrative staff separate meeting was arranged with the teachers, Head of the departments, administrative staff, and support staff who are involved in day-to-day operations. Separate meeting was there with the Principal, Vice Principal and Head of the administrative units also.

3.7.4 Other Sources of Information Consulted by EPRT

Documents were reviewed through internet and informal discussion with different stakeholders of the college.

3.7.5 Highlights of the Findings on Faculty and Professional Staff Presented in the ISAR

Strengths

- (a) Adequate number of teachers
- (b) Teachers help students with their requirement.
- (c) Use of modern technologies in the teaching-learning process.
- (d) Non-academic staff members provide sufficient services
- (e) Teachers' satisfaction regarding salary and post-retirement benefit packages.
- (f) Scope of professional development.

Scope of improvement

- (a) Improve teacher-student ratio
- (b) Training for teachers
- (c) Absence of formalized mechanism to collect feedbacks from the students to identify and address weakness.
- (d) Improve service quality of staff

3.7.6 EPRT's Observation (strengths, scope of improvement and any major contradiction with ISAR observed)

Strengths and Good Practices

- a) Faculty staff are well qualified.
- b) Regular meetings among faculty held for regular activities.
- c) Faculties have dedication in teaching.
- d) Non-academic staff/Support staff are dedicated to their work.

Weakness and Scope of Improvement

- a) Few or no training or workshop for improvement of teaching-learning skill.
- b) No training for non-academic/Support staff.
- c) Remuneration for research/creative work is not provided.
- d) Shortage of teachers for huge number of students.
- e) Shortage of non-academic/supporting staff.
- f) Promotion takes long time.
- g) Salary structure is inappropriate for academic staff.
- h) No proper organogram for the College.
- i) Salary for supporting staff is extremely low.

3.7.7 EPRT's Recommendations on Faculty and Professional Staff

- (a) Refreshers training on pedagogy, class management, blended teaching-learning, basic academic and administrative policies can be held in regular basis.
- (b) In house training need to be provided regularly for non-academic staff.
- (c) Master role (non-government) employees can be absorbed in government service.

3.8 Facilities and Resources

3.8.1 ISA Standards and Criteria Related to Facilities and Resources

The college has adequate and appropriate physical facilities and other forms of resources needed for effective teaching-learning, research and extra-curricular activities, and for ensuring safe and comfortable campus life of students, teachers and other employees.

Criterion 8.1: The college has adequate number of classrooms, examination rooms, office rooms and IT labs with sufficient space, comfortable environment, suitable furniture and fixture, modern technology equipment and necessary supplies.

Criterion 8.2: The college has student common room, cafeteria, washrooms, indoor games facilities, playground, open space for recreational activities, and medical facilities in proportion to the number of students and employees.

Criterion 8.3: All the physical facilities are regularly inspected and well-maintained to ensure their functionality, cleanliness, and presence of basic safety and security features including fire

and earthquake response system, along with disability-friendly and gender-friendly features.

Criterion 8.4: The college library has adequate collection of updated editions of books and journals in both printed and electronic formats. The library has adequate space, suitable furniture, fixture and IT facilities, and it is managed by well-trained professionals with a user-friendly automation system.

Criterion 8.5: The college has required number of laboratories with adequate and quality modern equipment and supplies appropriate for conducting research and practical experiment related to relevant programs offered by the college. Appropriate safety measures are in place to minimize the risk of accident, health hazard and adverse environmental impact.

Criterion 8.6: The college has adequate resource allocation along with sufficient financial autonomy to plan and implement regular as well as developmental activities for ensuring quality education.

3.8.2 Documents Consulted and Sites Visited by EPRT to Review Facilities and Resources

To review facilities and resources, the EPRT conducted a site visit and looked at the available resources of the college. Some of the regular classroom and smart classroom were visited. There was a visit to the library, and few laboratories which was renovated with the fund received under the project. The EPRT also visited the sports arena, and observed the newly installed pure drinking water facilities.

3.8.3 Stakeholders Met by EPRT

While visiting the resources and facilities available in the college, the EPRT met with the students and discussed their satisfaction on the use of those resources. The alumni also expressed their opinion on the facilities provided by the college.

3.8.4 Other Sources of Information Consulted by EPRT

There were informal discussions with the persons who are responsible in providing the facilities of the college to the students and who are also involved in day-to-day operations.

3.8.5 Highlights of the Findings on Facilities and Resources Presented in the ISAR

Strengths

- (a) Well furnished, well ventilated, sufficient light, comfortable environment, noise free and digital classroom.
- (b) Gender friendly adequate clean number of washrooms.
- (c) Sufficient place of playground for students for games, sports and recreational activities.
- (d) Adequate supply of clean and safe drinking water in every campus.
- (e) Medical center and mental health center.

Scope of improvement

- (a) Insufficient of cafeteria service, library facility, library automation, safety measures in the laboratories, lab technicians.
- (b) Lack of day care center, firefighting facilities.
- (c) No display the emergency contact numbers of local fire service.
- (d) Lack of disability-friendly facilities.
- (e) Insufficient classroom.
- (f) Insufficient of high speed internet connectivity in classroom.

3.8.6 EPRT's Observation (strengths, scope of improvement and any major contradiction with ISAR observed)

Strengths and Good Practices

- a) Library facility well established and have reasonably good collection of books and archives of history.
- b) There are three IT labs containing 141 computers. Besides, each department has IT facility of its own.
- c) There are sufficient Prayer space, Wash rooms, female common rooms, Football ground, gymnasium, Cafeteria.
- d) Mental health centre is functioning recently but needs renovation and equipment.

- e) There are more than 50 clubs such as career forum, Blood donation, different departmental clubs are functioning for volunteer service and enhance the soft skill of students.
- f) Each department has seminar room equipped with books and students can use for their discussion presentation and group reading.

Weakness and Scope of Improvement

- a) Extreme shortages of class rooms.
- b) Library and Auditorium are in same building that create some hazard.
- c) Clubs are suffering from particular and permanent office rooms.

EPRT's Recommendations on Facilities and Resources

Recommendations for Further Improvement

- a) Initiatives are to be taken for enhancing number of classrooms.
- b) Physical facilities are to be set disability and gender-friendly.
- c) College library can be enriched with recent edition of books, e-books, e-journals and digital learning equipment. It might be more spacious.
- d) Internet facility should be stable and enhanced toward all departments.

3.9 Research and Scholarly Activities

3.9.1 ISA Standards and Criteria Related to Research and Scholarly Activities

The college, its affiliating university and relevant government authorities promote research culture among the college teachers and students by formulating supportive research policy. Research initiatives should be facilitated with fund, training and institutional support for the greater benefit of the stakeholders and the society.

Criterion 9.1: The college, its affiliating university and SHED have comprehensive and functional research policies that determine funding mechanism, research ethics, safety protocol, collaboration, extension services, publication arrangement, patent and intellectual property rights. **Criterion 9.2:** The college, its affiliating university and its policy making and funding authorities support research-active teachers with fund, training, leave, laboratory and equipment, and workload management. Researchers are given incentive for research publication in national and international peer reviewed journals.

Criterion 9.3: The college, its affiliating university and its policy making and funding authorities encourage teachers and students to engage in need-based research on current local, national and global issues through external collaboration.

3.9.2 Documents Consulted by EPRT to Review Research and Scholarly Activities

Documents on research policy and incentives provided according to the policy provided by the National University are well documented.

3.9.3 Stakeholders Met by EPRT

There were meetings with the Principal, senior teachers, and Head of the departments to understand their view and awareness on research and scholarly activities available to the college as per the National University policy. Students were not aware of the research policies and funding of NU.

3.9.4 Other Sources of Information Consulted by EPRT

The website of the National University was consulted to understand the existing policies on research and funding.

3.9.5 Highlights of the Findings on Research and Scholarly Activities Presented in the ISAR

Strengths

- (a) Teachers are granted research leave if he/ she aspires for research.
- (b) The college organizes seminars/workshops/training programs on research and research methodology.
- (c) Research grant is granted for research.

Scope of improvement

- (a) Teachers' ignorance about research policy and research facilities.
- (b) Lack of incentive/recognition for high quality research publication in peer reviewed journal.
- (c) Lack of research facilities and research supervisor in the college.
- (d) Lack of college-industry collaboration for need-based research projects.

3.9.6 EPRT's Observation (strengths, scope of improvement and any major contradiction with ISAR observed)

Strengths and Good Practices

- a) Some teachers are well qualified researchers.
- b) Teaching staffs are eager and have awareness for further or higher studies.
- c) Rajshahi College journal, Journal of Social Science and Bangla Sahittiki, different magazine (eg: Chetona) are published on reasonably regular basis.

Weakness and Scope of Improvement

- a) No thesis component in the Bachelor/master's program so research activities is not nourished.
- b) There is no research fund allocated for teachers.
- c) There is no complete policy for teachers according to research/higher education.

3.9.7 EPRT's Recommendations on Research and Scholarly Activities

Recommendations for Further Improvement

- a) Thesis and project component must be included to enhance research activities.
- b) Teachers having research activities should be remunerated and given preference for their promotion.
- c) Collaborative research activities should be introduced.

3.10 Monitoring, Evaluation and Continual Improvement

3.10.1 ISA Standards and Criteria Related to Monitoring, Evaluation and Continual Improvement

The college establishes a comprehensive, functional and sustainable institutional quality assurance mechanism that ensures systematic monitoring, evaluation and review of its policies, procedures and practices taking account of stakeholders' feedback with the spirit of continual improvement of quality and enhancement of institutional effectiveness.

Criterion 10.1: The College has a functional Institutional Quality Assurance Cell (IQAC) with separate office facilities, qualified and adequate human resources, and documented policies and procedures for quality assurance.

Criterion 10.2: The college maintains a culture of continual monitoring and evaluation of the effectiveness of its academic and administrative activities by collecting feedbacks from both

internal and external stakeholders and taking remedial measures accordingly.

Criterion 10.3: The college conducts systematic institutional self-assessment at regular intervals to identify its strengths, weaknesses, opportunities and threats (SWOT) with the spirit of quality enhancement.

Criterion 10.4: The college maintains collaboration with the industry/employers through formal and documented policy and procedure to remain updated about the skill needs in the industry/job market and produce skilled graduates to fulfill those needs.

3.10.2 Documents Consulted by EPRT to Review Monitoring, Evaluation and Continual Improvement

The EPRT looked at the filled in questionnaire by the stakeholders. Some of the feedback and suggestions given by the stakeholders were paid attention.

3.10.3 Stakeholders Met by EPRT

The EPRT met with the Principal to discuss the continual improvement plan of the college. There was a meeting with the administrative staff to understand their view on existing monitoring and evaluation process of the college.

3.10.4 Other Sources of Information Consulted by EPRT

Website of the college and National University was viewed to review the monitoring and evaluation process. Informal meeting with the stakeholders were there to discuss the continual improvement policy of the college.

3.10.5 Highlights of the Findings on Monitoring Evaluation and Continual Improvement Presented in the ISAR

Strength

- (a) Eagerness and enthusiasm of students and teachers for industrial linkage and job fair
- (b) The business club of this college have been arranging recently the job fair in every year

Scope of improvement

- (a) Lack of mechanism to assess the effectiveness of teaching-learning at the end of every academic year.

- (b) Lack of up gradation in the teaching-learning method and assessment method based on the feedbacks from the stakeholders.

3.10.6 EPRT's Observation (strengths, scope of improvement and any major contradiction with ISAR observed)

Strengths and Good Practices

- a) The college has active and performing vigilance committee.
- b) College administration and Teaching staff informally look after different activities.
- c) Awareness of all staff is strong for continual improvement.
- d) CEDP is working positively for continual improvement.

Weakness and Scope of Improvement

- a) There is no formal monitoring and evaluation committee.
- b) Due to involvement of NU and Ministry of Education, it was difficult to monitor everything.
- c) It takes long time to plan and implementation due to different stakeholders.

3.10.7 EPRT's Recommendations on Monitoring Evaluation and Continual Improvement

Recommendations for Further Improvement

- a) Need to breakdown the activities so each party such as Rajshahi College can do their part.
- b) Need to restructure the coordination among MoE, NU, Boards and Rajshahi College.
- c) Role of NU, MoE and Rajshahi College should be redefined for smooth operations
- d) Policy formulation regarding workshop/seminar for job market and industry linkage.

Chapter 4: Conclusion and Overall Recommendation

4.1 Concluding Remarks

During the visit in the period of 14-16 November 2023, the EPR team conducted discussions and formal meetings with the Principal, Vice-Principal, Head of the Departments, Senior teachers, administrative staff, students of the undergraduate and post graduate programs, alumni, and support staff of the college. The summary of the outcomes of those meetings were presented to the Principal of the college in the form of exit report who is the leader of the IDGM Team on 16 November 2023.

It was found that Rajshahi College, Rajshahi, utilized the fund properly for the renovation of some of the classrooms of few departments. Smart classrooms are equipped with projectors,

air conditioner, modern furniture, and windows. Few equipment and other necessary goods were purchased for the laboratory. It was ensured that the students get the access to pure drinking water.

The EPR team observed that the IDGM team has played a good role to create awareness on the concept of quality assurance among the teachers of the college. Through this project, the students and alumni were engaged in providing data on different standards and criterion which will help the concerned department and college to take necessary actions for ensuring better support service to the students. The employer's feedback should be considered and addressed properly to overcome the deficiencies of the students.

For sustainable development of the college in all the areas related to higher education it is necessary for the college to establish Institutional Quality Assurance Cell (IQAC) which will work for continuous quality improvement.

4.2 EPRT's Overall Recommendations

1. The college website should be updated regularly with relevant information. The website should, at the same time, include a mechanism of receiving feedback from the students regarding teaching, learning and assessment.
2. Each department of this college needs to establish strategic plan for performing academic activities.
3. The class size and teacher-student ratio should be minimized for delivering quality education.
4. The college should develop an officially approved organizational structure for defined roles and responsibilities of the key position.
5. Student handbook with inclusive information should be mandatory for all departments.
6. Curriculum needs to be updated at regular intervals (4-5 years) following Bangladesh National Qualifications Framework (BNQF).
7. Feedback from senior students, employers, alumni, industry experts need to be considered in curriculum review process.
8. Software based courses and thesis/project work should be included in curriculum so that graduates must have easy access to job market in locally and globally.
9. Each Department needs to provide course plan at the beginning of every academic year.
10. Training workshops are mandatory for understanding and developing the teaching-learning and assessment strategies, course plan, assessment rubrics, learning outcomes etc.
11. Master Role (non-government) employees can be engrossed in government service.

12. Library and Auditorium should be set up in separate building for avoiding sound pollution.
13. The college needs to organize seminars/workshops/training programs for research methodology and college-industry collaboration. Formal platforms for guidance and counselling must be established in the departments and college.
14. The college should establish a Grievance Redress System for the students and it should be monitored by an appointed committee of teachers.
15. College authority should maintain the APA aligns with National University for the continuous quality improvement in all aspects.
16. Student profile and graduate attributes need to be developed as per BNQF guideline.
17. The college should prepare itself for regular self-assessment activity for the next four years.
18. Recruit new supporting staffs in relevant sectors for better student support.
19. Introduce the transportation services for the students traveling from remote areas.
20. The college can set up a functional IQAC office with adequate staff for continuous improvement.

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Post Self-Assessment Improvement Plan (PSAIP)

For the Years July 2024 - June 2028

Submitted to

College Education Development Project (CEDP)
Secondary and Higher Education Division, Ministry of Education
Government of the People's Republic of Bangladesh
National University

Submitted by:

IDG Management Team
Rajshahi College

Rajshahi College
Rajshahi 6000, Bangladesh

Certification

This Post Self-Assessment Improvement Plan (PSAIP) of Rajshahi College has been prepared by the IDG Management Team (IDGMT) of the college on the basis of recommendations given in the Institutional Self-Assessment Report (ISAR) and External Peer Review Report (EPRR) of the College conducted under College Education Development Project (CEDP) of the Secondary and Higher Education Division, Ministry of Education and jointly implemented by University Grants Commission of Bangladesh and National University.

The College will put its all-out efforts to implement the plan by making the best use of its available resources and also by seeking external supports from the Government and other relevant institutions/agencies/organizations where the implementation is beyond its capacity and jurisdiction.



Professor Md. Abdul Khaleque
Principal
Rajshahi College

Acknowledgments

Rajshahi College acknowledges the contribution of all concerned that directly or indirectly contributed to the preparation of this PSAIP. Without the active participation, cooperation and support from all the stakeholders—both internal and external—it would not be possible for the College to bring out this plan.

The College expresses deep gratitude to the IDGMT members for shouldering all the challenging tasks in whole ISA process and leading the journey towards a successful completion through a series of events including ISA data collection and analysis, preparation ISAR, organizing workshops and meetings, organizing External Peer Review, and finally development of this improvement plan.

Teachers from all the departments actively participated in the workshop on preparing PSAIP and provided valuable inputs in setting the targets and interventions under the 10 ISA standards. The College owes a lot to them.

CEDP officials and consultants, particularly those of the IDG unit, deserve special thanks for providing all the technical supports, advice, tools and templates needed for preparing this plan.

We would like to extend our sincere gratitude to the college administration, specifically to Professor Md. Abdul Khaleque, the principal, and Professor Md. Oliur Rahman, the vice principal, for taking the necessary steps at each level of the ISA to successfully implement the program. It was in fact impossible without their amazing and active engagement.

We received assistance from two of our colleagues, Mr. Mominul Islam, an assistant professor of management, and Mr. Shimul Kumar, an assistant professor of economics, in gathering information that facilitates our work. Thankfully, we give them the credit they deserve for their contribution in this way.

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1. Introduction

Institutional quality assurance is continual process that involves Institutional Self-Assessment (ISA) exercise validated by External Peer Review (EPR) and followed by preparation and implementation of a Post Self-Assessment Improvement Plan (PSAIP). The whole process need to be repeated at regular intervals. The strengths and weaknesses of the institution in all the relevant areas of quality assurance identified through ISA and EPR serve as the basis for the improvement plan. In order to overcome the weaknesses, the institution must set specific, measurable, agreed-upon, realistic and time-bound targets and more specific interventions to achieve those targets in line with the recommendations given in the Institutional Self-Assessment Report (ISAR) and External Peer Review Report (EPRR).

This is the first ever initiative from Rajshahi College to formulate a PSAIP following a systematic and comprehensive self-assessment exercise. It is a medium term plan for the College to be implemented in next four years: July 2024 - June 2028. It spells out the College's commitment to grow towards establishing a robust quality assurance culture by ensuring quality teaching-learning, quality academic and non-academic staffs as well as required support services, resources and environment conducive to quality education to the best of its capacity.

This plan stipulates priority based targets along with more specific interventions proposed to achieve those targets under the 10 areas of quality assurance prescribed by Bangladesh National Qualifications Framework (BNQF) for higher education and in line with the self-assessment criteria set in the *Institutional Self-Assessment Manual* of CEDP.

2. Background and Context of the PSAIP

Rajshahi College underwent a comprehensive ISA process during 2022-2203 with the support of Institutional Development Grant (IDG) under College Education Development Project (CEDP) of the Secondary and Higher Education Division, Ministry of Education, Government of the People's Republic of Bangladesh. The project is jointly financed by the World Bank and the Government of Bangladesh and implemented by University Grants Commission (UGC) of Bangladesh and National University (NU). The College collected data from the key stakeholders including students, teachers, alumni, employers and non-academic staff and also through review of relevant documents related to its policies, procedures and practices and physical verification of its assets and resources. The ISA process and outcomes were reviewed by a 3-member External Peer Review Team (EPRT) consisting of two quality assurance experts and one college education expert. Now, the College has taken an initiative to formulate an improvement plan taking account of the strengths, weaknesses and recommendations identified in its ISAR and EPRR.

3. Rationale

For the first time in its history, Rajshahi College has got an opportunity to prepare an improvement plan of this type guided by the outcomes of a comprehensive self-assessment and peer review process. Implementation of the PSAIP will help college to establish a quality assurance culture in all aspects of its operations and grow towards excellence and preparedness for getting accreditation in future.

4. Strategic Objectives

4.1 General objective

The general objective of this PSAIP is to establish a strong quality assurance culture within Rajshahi College that will enhance its academic standards and institutional effectiveness in conformance to the national qualifications framework, norms and policies for higher education and international best practices in this regard.

4.2 Specific objectives

1. Strengthen the governance of the College in line with the national policies, rules and regulations for higher education and as per the expectations of the stakeholders with a strong commitment to fulfill the vision, mission and objectives of the College
2. Improve the capacity of the College and all entities within it in playing effective leadership roles with defined responsibilities, ethical values and sufficient autonomy to contribute to its vision, mission and objectives
3. Enhance institutional integrity and transparency in all aspects of the College's operations by establishing accountability, participatory decision making and proper documentation practice in compliance with the set policies and procedures
4. Facilitate the modernization of National University's curriculum as per stakeholders' needs and in compliance with BNQF
5. Establish interactive, supportive, inclusive, and practice oriented teaching-learning with the best use of available and affordable technology, and transform the current assessment system so as to ensure students' attainment of learning outcomes instead of memorization of content
6. Establish an effective admission system to facilitate the selection of right candidates and establish a student-friendly environment within the College by ensuring all kinds of support services for them in both academic and non-academic matters
7. Create appropriate and competent workforce for the College in conformance to its approved organizational structure by facilitating timely recruitment and continuous professional development of the academic and non-academic staffs
8. Ensure adequate and appropriate physical facilities and other forms of resources needed for effective teaching-learning, research and extra-curricular activities and safe and comfortable campus life of the students, teachers and other employees
9. Promote research culture among the college teachers and students by formulating supportive research policy and facilitating research initiatives with fund, training and institutional support for the greater benefit of the stakeholders and the society
10. Establish a comprehensive, functional and sustainable institutional quality assurance mechanism through systematic monitoring and evaluation practice taking account of stakeholders' feedbacks with the spirit of continual improvement and enhancement of institutional effectiveness

5. Action Plan

The objectives of PSAIP need to be translated into specific, agreed upon, realistic and time-bound (SMART) targets, and appropriate interventions or activities needed to accomplish the targets within the expected time frame. The action plan is guided by an analysis of the current situation as per the findings of the self-assessment and EPRT's observations, and the recommendations given in the ISAR and EPRR.

5.1 Governance

5.1.1 Current situation

Strengths

- a) Rajshahi College's vision, mission, and objectives are listed on its website.
- b) Rajshahi institution guarantees a pleasant learning atmosphere on a stunning campus. c) The institution and its departments operate with a practice of collective and equitable decision-making.
- d) A calendar for the academic year, which is provided before the start of classes, is accessible. Under National University's supervision, the academic calendar is appropriately managed.
- a) The College follows best practices to guarantee the health, cleanliness, and security of its staff, instructors, and students.

Weakness and Scope of Improvement

- (a) Students' ignorance of the college's vision, mission, and goals. Except for a few departments like management and philosophy, the college's vision, mission, and goals are not properly communicated or spelled out.
- (b) Users outlines and pertinent pamphlets provide students in some departments with advance knowledge of the academic calendar.
- (c) One major problem with regard to class accommodations is the number of the College's classes.

(d) Teachers' ignorance of the college's strategic goal. The EPR Team was unable to locate any strategic plans other than those maintained by the Management Department.

5.1.2 ISAR and EPRR recommendations:

Standard 1: Governance	
ISAR Recommendations	EPRR Recommendations
<p>(d) The vision, mission and objective of college should be provided at the orientation class in written form.</p> <p>(e) Workshop/in-house training must be arranged for preparing strategic plan of the college and every department, education policy and administrative procedure.</p> <p>(f) College should communicate to NU, MOE and DSHE for reducing teachers-students' ratio.</p>	<p>(c) The class size and teacher-student ratio should be minimized for delivering quality education.</p> <p>(d) The vision, mission and objectives of this college as well as of all departments should be displayed at prominent places of the campus and upload in college website.</p>

5.1.3 Targets to achieve

Objective 1: Strengthen the governance of the College in line with the national policies, rules and regulations for higher education and as per the expectations of the stakeholders with a strong commitment to fulfill the vision, mission and objectives of the College

Target 1.1: Formulate and disseminate well-documented vision, mission and objectives of the College

Target 1.2: Develop and strictly maintain an integrated academic calendar in line with NU's academic calendar

Target 1.3: Develop a class size policy to ensure appropriate teacher-student ratio

Target 1.4: Establish effective coordination with MoE, DSHE and NU

Target 1.5: Develop a health, hygiene and safety management policy

5.1.4 Implementation plan

Standard 1: Governance									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimated Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
Target 1.1: Formulate and disseminate well-documented vision, mission and objectives of the College									
Proposed Interventions for achieving the target:									
1	prepare draft vision, mission and objectives	100%	-	-	-	2.00	College and Department Development fund	Principle, committee	1.1
2	Arrange stakeholder consultation for feedback and revise the draft as per stakeholder’s feedback	25%	50%	75%	100%	NA	College and Department Development fund	committee	1.1

Standard 1: Governance									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimated Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
3	Finalize the vision, mission and objectives and get approval	100%	-	-	-	2.00	College and Department Development fund	committee, academic council	1.1
4	Publish through website, handbooks, brochures and other documents.	70%	100%	-	-	1.00	College and Department Development fund	Principle and Department, committee	1.1
5	Formation the implementation of improvement planning and monitoring committee of quality control	100%	-	-	-	NA	NA	Principle committee	1.2
Target 1.2: Develop and strictly maintain an integrated academic calendar in line with NU's academic calendar									
Proposed Interventions for achieving the target:									
1	Prepare the strategic goal and plan and inform to all staffs and teachers	100%	-	-	-	1.00	College and Department Development fund	Principle and Department, committee	1.3
2	Upgrade academic calendar and provide to student and teachers	50%	100%	-	-	10.00	College and Department Development fund	Principle and Department, committee	1.3
Target 1.3: Develop a class size policy to ensure appropriate teacher-student ratio									
Proposed Interventions for achieving the target:									
1	Communicate to the NU, MoE, DSHE for reduce the class size	10%	20%	60%	100%	NA	NA	Principle, committee	1.4
Target 1.4: Establish effective coordination with MoE, DSHE and NU									
Proposed Interventions for achieving the target:									

Standard 1: Governance									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimated Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
1	Regularly and promptly communicate with MoE, DSHE and NU for various crucial issues	25%	50%	75%	100%	NA	NA	Principle, committee	1.4
Target 1.5: Develop a health, hygiene and safety management policy									
Proposed Interventions for achieving the target:									
1	Regularly monitor the health, hygiene and safety management policy	25%	50%	75%	100%	10.00	Principle and Department, committee	Principle and Department committee	1.5
2	Workshop of safety management	25%	50%	75%	100%	10.00	Principle and Department, committee	Principle and Department committee	1.5

N.B.: (a) Required number of rows can be added as per the number of targets set and interventions proposed; (b) The fiscal years mentioned under the time frame are given as example; (c) Many of the interventions will not cost in financial terms, so where no fund is required, write 'NA' in the column indicating estimated cost.

5.2 Leadership, Responsibility and Autonomy

5.2.1 Current situation

Strengths and Good Practices

- (e) The College maintains ethical values, principles and social responsibilities, promotes respect for human rights, gender, culture, and religious and ethnic differences in its day-to-day activities.
- (f) The Principal and head of the department of the college has sufficient autonomy in administrative and financial decision making in the best interest of the college.

- (g) The Principal and the Heads of academic departments have autonomy and academic freedoms for executing different activities in some extent.

Weakness and Scope of Improvement

- c) The college's ethical values are partially stated and available in the documented form (in handbooks and on the website).
 d) Some evidences are found for maintaining the ethical values and principles in academic activities. Lack of Teachers administrative knowledge.

5.2.2 ISAR and EPRR Recommendations:

Standard 2: Leadership, Responsibility and Autonomy	
ISAR Recommendations	EPRR Recommendations
<p>(c) College authority should be necessary action to develop the organization structure, ethical values and principles in documented form and show in website, handbook and open place.</p> <p>(d) Arrange in-house training on office management.</p>	<p>(c) The college should develop an officially approved organizational structure for defined roles and responsibilities of the key position.</p> <p>(d) The heads of academic departments should have more autonomy and academic freedoms for development work</p>

5.2.3 Targets to Achieve

Objective 2: Improve the capacity of the College and all entities within it in playing effective leadership roles with defined responsibilities, ethical values and sufficient autonomy to contribute to its vision, mission and objectives

Target 2.1: To prepare and informed documented organizational structure with clearly defined roles and responsibilities of each academic and administrative position.

Target 2.2: The manpower in the key academic and administrative positions of National University as per its current organizational structure is adequate and appropriate for supporting and monitoring the operations of the academic programs at the affiliated colleges.

Target 2.3: The college maintains clearly defined and documented values and principles in order to promote ethical values, respect for human rights and diversity of gender, culture, religions and ethnicity among its students, teachers and other employees.

Target 2.4: Heads of the academic departments should have sufficient autonomy in academic, administrative and financial operations of the college.

Target 2.5: The college promotes respect for human rights, gender, culture, and religious and ethnic differences in its activities.

5.2.4 Implementation Plan

Standard 2: Leadership, Responsibility and Autonomy									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimated Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
Target 2.1: Develop an officially approved organizational structure for defined roles and responsibilities of the key position.									
Proposed Interventions for achieving the target:									
1	Prepare and develop the organization structure, roles and responsibilities	50%	100%	-	-	1.00	Principle and Department, committee	Principle and Department, committee	2.1

Standard 2: Leadership, Responsibility and Autonomy									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimated Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
Target 2.2: Showing the organizational structure and course curriculum in the website and academic calendar.									
Proposed Interventions for achieving the target:									
1	To show structure and course curriculum in the website, academic calendar	50%	100%	-	-	5.00	Principle and Department	Principle and Department, committee	2.2
Target 2.3: to promote ethical values, respect for human rights and diversity of gender, culture, religions and ethnicity among its students, teachers and other employees.									
Proposed Interventions for achieving the target:									
1	To prepare the ethical values and inform	25%	75%	100%		2.00	Principle and Department	Principle and Department head	2.3
Target 2.4: Heads of the academic departments should have sufficient autonomy in academic, administrative and financial operations of the college.									
Proposed Interventions for achieving the target:									
1	All academic, administrative and financial decision have to take participatory methods	25%	50%	75%	100%	NA	NA	Principal	2.4
Target 2.5: The college promotes respect for human rights, gender, culture, and religious and ethnic differences in its activities.									
Proposed Interventions for achieving the target:									
1	In house training and workshop about human rights, gender, culture and religious and ethnic differences	25%	50%	75%	100%	7.00	Principle and Department	Principle, Department head and committee	2.3

5.3 Institutional Integrity and Transparency

5.3.1 Current situation

Strengths

- (d) An appropriate and transparent policy for recruiting most deserving candidates as teachers.
- (e) All academic and administrative decisions in participatory way are made by academic council and staff council.
- (f) A well design and easy to access website which provides necessary information both for teachers and students.
- (g) All the decisions are documented and disseminated (evidence: meeting minutes, attendance records and correspondences) among the related stakeholders of the college.
- (h) The college has central disciplinary rules and code of conduct appropriate for preventing unethical practice, unruly behaviors like sexual-harassment and adoption of unfair means in exams.

Weakness and Scope of Improvement

- (a) Non-academic staff's recruitment policy is not appropriate for college operation.
- (b) Lack of the code of conduct and disciplinary rules in written from.
- (c) Insufficient MIS in college.
- (d) At the orientation program, some departments of this college publish and disseminate student handbook with containing basic information.
- (e) This college does not have user-friendly website.

5.3.2 ISAR and EPRR Recommendations:

Standard 3: Institutional Integrity and Transparency	
ISAR Recommendations	EPRR Recommendations
(d) MOE should take necessary action to develop the non-academic staff's recruitment policy. (e) The code of conduct and disciplinary rules for students should be incorporated in the college website. (f) MIS should be developed.	c) Student handbook with inclusive information should be mandatory for all departments. d) Website needs to be upgraded regularly.

5.3.3 Targets to Achieve

Objective 3: Enhance institutional integrity and transparency in all aspects of the College's operations by establishing accountability, participatory decision making and proper documentation practice in compliance with the set policies and procedures

Target 3.1: To take necessary action to develop the non-academic staff's recruitment policy.

Target 3.2: Prepare code of conduct and disciplinary rules for students should be incorporated in the college website.

Target 3.3: To setup MIS and developed

Target 3.4: Student handbook with inclusive information should be mandatory for all departments.

Target 3.5: Website needs to be upgraded regularly.

5.3.4 Implementation Plan

Standard 3: Institutional Integrity and Transparency									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimated Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
Target 3.1: To take necessary action to develop the non-academic staff's recruitment policy.									
Proposed Interventions for achieving the target:									
1	To inform the MoE and DESH to develop the non-academic staff's recruitment policy	25%	50%	75%	100%	NA	NA	Principal	3.1, 3.2
Target 3.2: Prepare code of conduct and disciplinary rules for students should be incorporated in the college website.									
Proposed Interventions for achieving the target:									
1	Prepare code of conduct and incorporated in hand book and website	50%	60%	70%	100%	5.00	Principal and Department head	Principal and Department head	3.3
Target 2.3: To setup MIS and developed									
Proposed Interventions for achieving the target:									
1	To setup CMIS and given training	100%	-	-	-	1.00	Principal	Principal	3.8
2	Operate this system	25%	50%	75%	100%	NA	NA	Principal, Head of Department and Hostel super	3.8
Target 3.4: Student handbook with inclusive information should be mandatory for all departments.									
Proposed Interventions for achieving the target:									
1	Prepare the student hand book with academic calendar	100%	-	-	-	6.00	Principal and Head of Department	Principal and Head of Department	3.5

Standard 3: Institutional Integrity and Transparency									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimated Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
Target 3.5: Website needs to be upgraded regularly.									
Proposed Interventions for achieving the target:									
1	Website have to upgraded regularly	50%	60%	70%	100%	NA	NA	Principal, Department head and Responsible person	3.7, 3.8

5.4 Curriculum

5.4.1 Current situation

Strengths

- (d) Student have sufficient Interpersonal communications skills, Teamwork, Discipline, Reliability.
- (e) Adequate fundamental knowledge of the subject.
- (f) Opportunity to take the basic ICT training.
- (g) Each department has a curriculum designed by the NU.
- (h) All of the departments provides the curriculum at the start of the academic year

Weakness and Scope of Improvement

- 1) The curriculum does not have any provision for thesis/project work either for Bachelor Degree or for Master's Degree courses.

- 2) Internship should be included in curriculum (the duration may be from one month to six months)
- 3) There is no provision of collecting feedback from the stakeholders.
- 4) In sufficient Presentation skills
- 5) Lack of Solving problems with innovative ideas
- 6) Lack of ability to work independently.
- 7) Lack of time management and punctuality.

5.4.2 ISAR and EPRR Recommendations:

Standard 4: Curriculum	
ISAR Recommendations	EPRR Recommendations
(f) College should take necessary action to develop fundamental knowledge and skills, social skills, thinking skills and personal skills of students so that they have good or required job.	<ol style="list-style-type: none"> a) Curriculum needs to be updated at regular intervals (4-5 years) following Bangladesh National Qualifications Framework (BNQF) and all academic stakeholders' opinions. b) Feedback from senior students, employers, alumni, industry experts need to be considered in curriculum review process. c) Software based courses should be included in curriculum so that graduates must have easy access in job market in locally and globally. d) For global job market, the curriculum should contain thesis/project work for Bachelor degree and for Master's degree courses.

5.4.3 Targets to Achieve

Objective 4: Facilitate the modernization of National University's curriculum as per stakeholders' needs and in compliance with BNQF

Target 4.1: To attempt upgrade the curriculum

Target 4.2: To include the thesis / project work for bachelor degree and for Master's degree courses

Target 4.3: To attempt the developing necessary skill for students

5.4.4 Implementation Plan

Standard 4: Curriculum									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimate d Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
Target 4.1: To attempt upgrade the curriculum									
Proposed Interventions for achieving the target:									
1	To communicate the NU for developing curriculum	25%	50%	75%	100%	NA	NA	Principal and Department Head	4.1, 4.2
Target 4.2: To include the thesis / project work for bachelor degree and for Master's degree courses									
Proposed Interventions for achieving the target:									
1	To communicate the NU for including thesis and project for Bachelor degree and Master's degree courses	25%	50%	75%	100%	NA	NA	Principal and Department Head	4.2
2	Properly practice the project, field work and term paper which from are running present curriculum	50%	60%	70%	100%	NA	NA	Principal and Department Head	4.2
Target 4.3: To attempt the developing necessary skill for students									
Proposed Interventions for achieving the target:									
1	Give feedback and develop teaching quality for develop students skins	25%	50%	75%	100%	NA	NA	Teachers	4.3

Standard 4: Curriculum									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimate d Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
2	In house training for teachers	25%	50%	75%	100%	5.00	Principal and Department head	Teachers	4.4

5.5 Teaching-learning and assessment

5.5.1 Current situation

Strengths and Good Practices

- d) Some teachers of specific departments share their course plans with students in advance at the beginning of a new academic year.
- e) There is a good provision to take make-up classes in each department of this college.
- f) The college is adorned with well-equipped and well-furnished classrooms having good atmosphere.
- g) Class are held as per requirement.
- h) Viva-voice preparation class.
- i) Properly maintain the continuous assessment.

Weakness and Scope of Improvement

- (e) Project works are rarely practiced by the college.
- (f) A portion of teachers are in need of training for using the technology like projector, smart board after launching of CEDP project in this college.

- (g) Tutorial classes are not structured in this college.
- (h) There is no formal or documented feedback system found on student performance in class test, assignments and presentation.
- (i) Absent of clearly states class-wise distribution of learning outcomes and topics
- (j) Absent of Assessment rubrics.

5.5.2 ISAR and EPRR Recommendations:

Standard 5: Teaching-learning and Assessment	
ISAR Recommendations	EPRR Recommendations
<p>(e) Instruct and encourage teachers to prepare and distributed to students the learning outcome base course plan.</p> <p>(f) Encourage teachers to take makeup class/Tutorial class.</p> <p>(g) Teachers should be preparing and provided the assessment rubrics.</p> <p>(h) Integrate IT based academic management system should be needed.</p>	<p>a) A series of workshops are mandatory needed for understanding and developing the teaching-learning and assessment strategies, course plan, assessment rubrics, learning outcomes etc.</p> <p>b) Proper maintaining and monitoring of equipment and physical facilities are to be prioritized.</p>

5.5.3 Targets to Achieve

Objective 5: Establish interactive, supportive, inclusive, and practice oriented teaching-learning with the best use of available and affordable technology, and transform the current assessment system so as to ensure students' attainment of learning outcomes instead of memorization of content

Target 5.1: To arrange the workshop the teaching-learning assessment strategies, course plan, assessment rubrics, and learning outcome

Target 5.2: To prepare the assessment rubrics every course

Target 5.3: To distribute the learning outcome every course

Target 5.4: To attempt introduce the IT based academic management system

5.5.4 Implementation Plan

Standard 5: Teaching-learning and Assessment									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimated Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
Target 5.1: To arrange the workshop the teaching-learning assessment strategies, course plan, assessment rubrics, and learning outcome									
Proposed Interventions for achieving the target:									
1	Workshop of course plan	100%	-	-	-	5.00	Principal and Department	Principal and Department head	5.1
2	Workshop of learning outcome	50%	100%	-	-	5.00	Principal and Department	Principal and Department head	5.3
3	Workshop of assessment rubrics and assessment strategies	25%	50%	75%	100%	8.00	Principal and Department	Principal and Department Head	5.2, 5.3
Target 5.2: To prepare the assessment rubrics every course									
Proposed Interventions for achieving the target:									
1	Prepare the assessment rubrics and assessment strategies	30%	60%	90%	100%	NA	NA	Department head and Teachers	5.2, 5.3

Standard 5: Teaching-learning and Assessment									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimated Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
Target 5.3: To distribute the learning outcome every course									
Proposed Interventions for achieving the target:									
1	Prepare the learning outcome every course	30%	60%	90%	100%	NA	NA	Department head and Teachers	5.3
Target 5.4: To attempt introduce the IT based academic management system									
Proposed Interventions for achieving the target:									
1	To communicate the NU	25 %	50 %	75 %	100 %	NA	NA	Principal	5.2

5.6 Student Admission and Support Services

5.6.1 Current situation

Strengths and Good Practices

- d) Rajshahi College has documented admission policy provided and guided by the NU.
- e) There is a Mental Health Centre for all stakeholders in this college. It needs renovation and to be well equipped.
- f) Orientation programs in all departments are held in a regular basis.
- g) Adequate opportunity for students to participate in co-curricular and extra-curricular activities.
- h) Students have to develop their leadership quality, creativity and sense of social responsibility.
- i) Stipend/scholarship and free waiver support to the poor and disabled students.
- j) The business club of college arrange job fair from time-to-time.

Weakness and Scope of Improvement

- c) Due to admission policy, it is difficult to get right students at right department (such as: admission may be taken after the admission process of public universities).
- d) Due to shortage of staff, it is really difficult to support student activities properly.
- e) Absence of Alumni Association.
- f) Limited service of career counseling, internship placement service.
- g) Absent of admission test.

5.6.2 ISAR and EPRR Recommendations:

Standard 6: Student Admission and Support Services	
ISAR Recommendations	EPRR Recommendations
(d) Alumni Association should be formed immediately. (e) The service of career counseling and internship placement should be increased. (f) NU should be take admission test.	d) Need to review the admission policy including time frame and admission test. e) Fund required to support the different activities. f) Student's affairs office/job placement offices need to be set up.

5.6.3 Targets to Achieve

Objective 6: Establish an effective admission system to facilitate the selection of right candidates and establish a student-friendly environment within the College by ensuring all kinds of support services for them in both academic and non-academic matters

Target 6.1: To review the admission policy including time frame and admission test.

Target 6.2: Fund required to support the different activities.

Target 6.3: Student's affairs office/job placement offices need to be set up.

Target 6.4: Alumni Association should be formed immediately.

Target 6.5: To develop the mental health and health center

5.6.4 Implementation Plan

Standard 6: Student Admission and Support Services									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimated Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
Target 6.1: To review the admission policy including time frame and admission test.									
Proposed Interventions for achieving the target:									
1	To communicate NU about admission policy including time frame and admission test.	25%	50%	75%	100%	NA	NA	Principal	6.1
Target 6.2: Fund required to support the different activities.									
Proposed Interventions for achieving the target:									
1	To communicate MoE, DESH and NU for required fund	25%	50%	75%	100%	NA	NA	Principal	6.7, 6.9
Target 6.3: Student’s affairs office/job placement offices need to be set up.									
Proposed Interventions for achieving the target:									
1	To set up students’ affairs office	25%	50%	75%	100%	2.00	Principal	Principal & committee	6.8

Standard 6: Student Admission and Support Services									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimated Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
Target 6.4: Alumni Association should be formed immediately.									
Proposed Interventions for achieving the target:									
1	To set up alumni association every department	25%	50%	75%	100%	NA	NA	Principal, Department Head & Committee	6.6
Target 6.5: To develop the mental health center									
Proposed Interventions for achieving the target:									
1	To develop and increase service of mental health and health center	25%	50%	75%	100%	10.00	Principal	Principal & Committee	6.3

5.7 Faculty and Professional Staff

5.7.1 Current situation

Strengths and Good Practices

- e) Faculty staff are well qualified.
- f) Regular meetings among faculty held for regular activities.
- g) Faculties have dedication in teaching.
- h) Non-academic staff/Support staff are dedicated to their work.
- i) Teachers help students with their requirement.
- j) Use of modern technologies in the teaching-learning process.
- k) Teachers' satisfaction regarding salary and post-retirement benefit packages.

Weakness and Scope of Improvement

- j) Few or no training or workshop for improvement of teaching-learning skill.
- k) No training for non-academic/Support staff.
- l) Remuneration for research/creative work is not provided.
- m) Shortage of teachers for huge number of students.
- n) Shortage of non-academic/supporting staff.
- o) Promotion takes long time.
- p) Salary structure is inappropriate for academic staff.
- q) No proper organogram for the College.
- r) Salary for supporting staff is extremely low.
- s) Improve teacher-student ratio
- t) Absence of formalized mechanism to collect feedbacks from the students to identify and address weakness.

5.7.2 ISAR and EPRR Recommendations:

Standard 7: Faculty and Professional Staff	
ISAR Recommendations	EPRR Recommendations
(d) Immediate steps should be taken to inform the controlling ministry about the emperor teacher-student ratio. (e) Mechanism should be developed to collect feedbacks from the students so that weakness in teaching and service can be identified and addressed. (f) Rajshahi College should set up more complain box for development the service quality.	a) Refreshers training on pedagogy, class management, blended teaching-learning, basic academic and administrative policies can be held in regular basis. b) In house training need to be provided regularly for non-academic staff. c) Master role (non-government) employees can be absorbed in government service.

5.7.3 Targets to Achieve

Objective 7: Create appropriate and competent workforce for the College in conformance to its approved organizational structure by facilitating timely recruitment and continuous professional development of the academic and non-academic staffs

Target 7.1: To arrange the in-house training on pedagogy, class management, blended teaching-learning, basic academic and administrative policies can be held in regular basis.

Target 7.2: To arrange the in-house training regularly non-academic staff.

Target 7.3: To collect the feedback from students about teaching and services.

Target 7.4: To attempt reduce teacher- student ration.

5.7.4 Implementation Plan

Standard 7: Faculty and Professional Staff									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimated Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
Target 7.1: To arrange the in-house training for teachers									
Proposed Interventions for achieving the target:									
1	To arrange the in-house training of pedagogy	25%	50%	75%	100%	3.00	Principal and Department	Principal and Department	7.4
2	To arrange the in-house training of class management	25%	50%	75%	100%	3.00	Principal and Department	Principal and Department	7.4

Standard 7: Faculty and Professional Staff									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimated Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
3	To arrange the in-house training of blended teaching-learning	25%	50%	75%	100%	3.00	Principal and Department	Principal and Department	7.4
4	To arrange the in-house training of academic and administrative policies	25%	50%	75%	100%	3.00	Principal and Department	Principal and Department	7.4
Target 7.2: To arrange the in-house training regularly non-academic staff.									
Proposed Interventions for achieving the target:									
1	To conduct the in-house training of office management	25%	50%	75%	100%	3.00	Principal and Department	Principal and Department	7.5
2	To conduct the in-house training of ICT and manner	25%	50%	75%	100%	3.00	Principal and Department	Principal and Department	7.5
Target 7.3: To collect the feedback from students about teaching and services.									
Proposed Interventions for achieving the target:									
1	To collect the feedback survey	25%	50%	75%	100%	NA	NA	Principal and Department	7.5
2	To set up complain box and solve the problem	25%	50%	75%	100%	NA	NA	Principal and Department	7.5
Target 7.4: To attempt reduce teacher- student ration.									
Proposed Interventions for achieving the target:									
1	To communicate the NU and MoE	25%	50%	75%	100%	NA	NA	Principal and Department	7.5

5.8 Facilities and Resources

5.8.1 Current situation

Strengths and Good Practices

- g) Library facility well established and have reasonably good collection of books and archives of history.
- h) There are three IT labs containing 141 computers. Besides, each department has IT facility of its own.
- i) There is sufficient Prayer space, Wash rooms, female common rooms, Football ground, gymnasium, Cafeteria.
- j) Mental health centre is functioning recently but needs renovation and equipment.
- k) There are more than 50 clubs such as career forum, Blood donation, different departmental clubs are functioning for volunteer service and enhance the soft skill of students.
- l) Each department has seminar room equipped with books and students can use for their discussion presentation and group reading.
- m) Well furnished, well ventilated, sufficient light, comfortable environment, noise free and digital classroom.
- n) Adequate supply of clean and safe drinking water in every campus.

Weakness and Scope of Improvement

- (a) Insufficient of cafeteria service, library facility, library automation, safety measures in the laboratories, lab technicians.
- (b) Lack of day care center, firefighting facilities.
- (c) No display the emergency contact numbers of local fire service.
- (d) Lack of disability-friendly facilities.
- (e) Insufficient classroom.
- (f) Insufficient of high spread internet connectivity in classroom.

5.8.2 ISAR and EPRR Recommendations:

Standard 8: Facilities and Resources	
ISAR Recommendations	EPRR Recommendations
<ul style="list-style-type: none"> (g) Cafeteria service should have improved. (h) Library must be improved modernize and automated. (i) Rajshahi college should maintain adequate fire-fighting equipment and safety measures in every college' building and laboratories. (j) The college should have day care center. (k) Disability-friendly facilities should be provided. (l) High spread internet connectivity should be provided in classroom. 	<ul style="list-style-type: none"> e) Initiatives are to be taken for enhancing number of classrooms. f) Physical facilities are to be set disability and gender-friendly. g) College library can be enriched with recent edition of books, e-books, e-journals and digital learning equipment. It might be more spacious. h) Internet facility should be stable and enhanced toward all departments.

5.8.3 Targets to Achieve

Objective 8: Ensure adequate and appropriate physical facilities and other forms of resources needed for effective teaching-learning, research and extra-curricular activities and safe and comfortable campus life of the students, teachers and other employees

Target 8.1: To initiate the increasing class room.

Target 8.2: T set physical facilities of disability and gender-friendly.

Target 8.3: To upgrade the central library and seminar library

Target 8.4: To provide the high provide internet service.

Target 8.5: To set up day care center

Target 8.6: To set up fire-fighting

5.8.4 Implementation Plan

Standard 8: Facilities and Resources									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimated Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
Target 8.1: To initiate the increasing class room.									
Proposed Interventions for achieving the target:									
1	To communicate MoE and facilities department	25%	50%	75%	100%	NA	NA	Principal	8.1
Target 8.2: T set physical facilities of disability and gender-friendly.									
Proposed Interventions for achieving the target:									
1	To provide physical facilities for disability	25%	50%	75%	100%	8.00	Principal and department	Principal	8.3
Target 8.3: To upgrade the central library and seminar library									
Proposed Interventions for achieving the target:									
1	To communicate the MoE	25%	50%	75%	100%	NA	NA	Principal, Department Head	8.4
2	To set up digital books and software	25%	50%	75%	100%	100.00	MoE, Principal and department	Principal, Department Head	8.4
Target 8.4: To provide the high provide internet service.									
Proposed Interventions for achieving the target:									

Standard 8: Facilities and Resources									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimated Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
1	To develop the existing system	25%	50%	75%	100%	50.00	MoE, Principal and department	Principal, Department Head	8.1
2	To set up monitoring sell	25%	50%	75%	100%	3.00	Principal	Principal	8.1
Target 8.5: To set up day care center									
Proposed Interventions for achieving the target:									
1	To take necessary action to set up day care center	25%	50%	75%	100%	4.00	Principal	Principal & Committee	8.3
Target 8.6: To set up fire-fighting									
Proposed Interventions for achieving the target:									
1	Setting the fire fighting facilities	50%	100%	-	-	20.00	Principal and Department	Principal & Department head	8.5

5.9 Research and Scholarly Activities

5.9.1 Current situation

Strengths and Good Practices

- d) Some teachers are well qualified researchers.
- e) Teaching staffs are eager and have awareness for further or higher studies.

- f) Rajshahi College journal, Journal of Social Science and Bangla Sahittiki, different magazine (eg: Chetona) are published on reasonably regular basis.
- g) The college organizes seminars/workshops/training programs on research and research methodology.

Weakness and Scope of Improvement

- d) No thesis component in the Bachelor/master's program so research activities is not nourished.
- e) There is no research fund allocated for teachers.
- f) Teachers' ignorance about research policy and research facilities.
- g) Lack of incentive/recognition for high quality research publication in peer reviewed journal.
- h) Lack of research facilities and research supervisor in the college.
- i) Lack of college-industry collaboration for need-based research projects.

5.9.2 ISAR and EPRR Recommendations:

Standard 9: Research and Scholarly Activity	
ISAR Recommendations	EPRR Recommendations
(d) Seminar /workshop should be arranged to inform teachers and students regarding existing research facilities. (e) The college should take initiatives for college-industry collaboration for need-based research projects. (f) Rajshahi College should be arranged different workshops on the research proposal and published three journals twice every year.	d) Thesis and project component must be included to enhance research activities. e) Teachers having research activities should be remunerated and given preference for their promotion. f) Collaborative research activities should be introduced.

5.9.3 Targets to Achieve

Objective 9: Promote research culture among the college teachers and students by formulating supportive research policy and facilitating research initiatives with fund, training and institutional support for the greater benefit of the stakeholders and the society

Target 9.1: To conduct the workshop research regularly

Target 9.2: To enhance research activities.

5.9.4 Implementation Plan

Standard 9: Research and Scholarly Activity									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimated Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
Target 9.1: To conduct the workshop research regularly									
Proposed Interventions for achieving the target:									
1	To arrange workshop of research for teachers and students	25%	50%	75%	100%	8.00	Principal and Department	Principal and Department Head	9.2
Target 9.2: To enhance research activities.									
Proposed Interventions for achieving the target:									
1	To give incentives for research work for teachers and students	25%	50%	75%	100%	8.00	Principal and Department	Principal and Department Head	9.3

Standard 9: Research and Scholarly Activity									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimated Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
2	To give honour for research publication and project	25%	50%	75%	100%	8.00	Principal and Department	Principal and Department Head	9.3

5.10 Monitoring, Evaluation and Continual Improvement

5.10.1 Current situation

Strengths and Good Practices

- e) The college has active and performing vigilance committee.
- f) College administration and Teaching staff informally look after different activities.
- g) Awareness of all staff is strong for continual improvement.
- h) CEDP is working positively for continual improvement.
- i) Eagerness and enthusiasm of students and teachers for industrial linkage and job fair
- j) The business club of this college have been arranging recently the job fair in every year

5.10.2 Weakness and Scope of Improvement

- d) There is no formal monitoring and evaluation committee.
- e) Due to involvement of NU and Ministry of Education, it was difficult to monitor everything.
- f) It takes long time to plan and implementation due to different stakeholders.
- g) Lack of mechanism to assess the effectiveness of teaching-learning at the end of every academic year.

5.10.3 ISAR and EPRR Recommendations:

Standard 10: Monitoring, Evaluation and Continual Improvement	
ISAR Recommendations	EPRR Recommendations
<p>(a) Rajshahi College(RC) may have arranged different workshops on the research proposal and published two journals twice every year.</p> <p>(b) Introduce formal mechanism to assess the effectiveness of teaching learning and assessment methods.</p> <p>(c) RC Should arrange extensively job fair in collaboration with the local industries.</p>	<p>e) Need to breakdown the activities so each party such as Rajshahi College can do their part.</p> <p>f) Need to restructure the coordination among MoE, NU, Boards and Rajshahi College.</p> <p>g) Role of NU, MoE and Rajshahi College should be redefined for smooth operations</p> <p>h) Policy formulation regarding workshop/seminar for job market and industry linkage.</p>

5.10.4 Targets to Achieve

Objective 10: Establish a comprehensive, functional and sustainable institutional quality assurance mechanism through systematic monitoring and evaluation practice taking account of stakeholders' feedbacks with the spirit of continual improvement and enhancement of institutional effectiveness

Target 10.1: To set up the formal monitoring and evaluation committee

Target 10.2: To increase job fair activities

Target 10.3: To formulate formal mechanism to assess the effecting teaching learning

5.10.5 Implementation Plan

Standard 10: Monitoring, Evaluation and Continual Improvement									
Targets & Proposed Interventions		Time Frame (put cumulative % of completion plan in the appropriate column)				Estimated Cost (in lakh Taka)	Source of Fund	Key Actors	ISA Criteria Addressed
		2024-25	2025-26	2026-27	2027-28				
Target 10.1: To set up the formal monitoring and evaluation committee									
Proposed Interventions for achieving the target:									
1	To established the monitoring and evaluating committee	25%	50%	75%	100%	NA	NA	Principal	10.1
Target 10.2: : To increase job fair activities									
Proposed Interventions for achieving the target:									
1	To arrange the job fair activities regularly	25%	50%	75%	100%	5.00	Principal and Department	Principal and Department Head	10.4
Target 10.3: To formulate formal mechanism to assess the effecting teaching learning									
Proposed Interventions for achieving the target:									
1	To develop the formal mechanism to assess the effecting teaching learning	25%	50%	75%	100%	5.00	Principal and Department	Principal and Department Head	10.2

6. Summary of Area-wise Budgetary Requirements

QA Area	Estimated Cost (in lakh Taka)	Remarks
Standard 1: Governance	36.00	To set up mission, vision and objective; to set up quality control committee; upgrade academic calendar
Standard 2: Leadership, Responsibility and Autonomys	15.00	To set up roles and responsibility, for each staff; to set up ethical values and human right
Standard 3: Institutional Integrity and Transparency	12.00	To prepare hand book, upgrade website; Optimum use CMIS
Standard 4: Curriculum	5.00	In-house training for teachers; to established feedback system,
Standard 5: Teaching-learning and Assessment	18.00	Work shop for course plan, learning outcome, and assessment
Standard 6: Student Admission and Support Services	12.00	To set up students affairs office, alumni association, develop mental health center
Standard 7: Faculty and Professional Staff	18.00	In- house training for pedagogy, class management, and ICT
Standard 8: Facilities and Resources	185.00	Upgrade library, internet system, fire-fighting
Standard 9: Research and Scholarly Activities	24.00	Workshop of Research for teacher and student
Standard 10: Monitoring, Evaluation and Continual improvement	10.00	Arranging job fair, to assess the teaching and learning

7. Forecast of Challenges in Implementation

QA Area	Potential Challenges	Strategy to Overcome Challenges
Standard 1: Governance	Maintain standard teacher-student ratio (1:30) depend on post creation and decreasing the student admission.	To communicate the NU and MoE for post creation and reduce the teacher-student ration step by step
Standard 2: Leadership, Responsibility and Autonomy	There is no leadership training for teachers.	To provide the in-house training for leadership
Standard 3: Institutional Integrity and Transparency	Non-academic staffs' recruitment depends on MOE policy. This recruitment is not sufficient.	To communicate the NU and MoE
Standard 4: Curriculum	c) NU does not take opinion from teachers and students opinion to develop curriculum and its implementation strategies. d) Nu does not update regularly the curriculum.	To communicate the NU
Standard 5: Teaching-learning and Assessment	c) Teachers need training for prepare academic plan and assessment rubrics. d) Large number of students is very problem to take tutorial and assessment.	To prepare the assessment rubrics and set up blended learning
Standard 6: Student Admission and Support Services	f) Teachers need sufficient training for operation counselling. g) Large number of students is difficult to running counselling. h) Admission policy is set by NU. Present admission policy is not competitive examination system. i) Insufficient fund for upgrading physical facilities, laboratory and equipment.	Provide the in-house training; Communicate to NU and MoE for additional fund.

Standard 7: Faculty and Professional Staff	<ul style="list-style-type: none"> f) There are no sufficient training facilities about pedagogy, andragogy, classroom management and blended learning. g) Teacher's performance evaluation is not well defined; this criterion is settled by MOE. 	To arrange in-house training of pedagogy, classroom management and blended learning. To set up criteria to evaluate the teachers performance
Standard 8: Facilities and Resources	<ul style="list-style-type: none"> c) Inadequate fund for establishment firefighting system, training, e-book, e-journal. d) Un available space for day care center. 	To communicate NU and MoE for additional fund.
Standard 9: Research and Scholarly Activities	<ul style="list-style-type: none"> d) There is no reflection of research work for govt. college teachers in their promotion, posting and professional life. e) Insufficient research fund. f) Lack of research knowledge of teachers. 	To communicate NU and MoE for research fund. To arrange workshop about research work.
Standard 10: Monitoring, Evaluation and Continual improvement	<ul style="list-style-type: none"> d) Class size is very big. e) Maximum teachers are not trained about prepare rubric and implementation. f) Industry collaboration is big challenge because college can't opening new course and programs. 	To reduce class size step by step; Provide workshop about assessment rubrics; To communicate with industry

8. Annual Action Plan with Monitoring and Evaluation Framework

Four annual action plan with monitoring and evaluation framework for four years of the projected implementation period are presented below. These action plans will serve as an important tool for progress tracking, monitoring and evaluation of performance and taking remedial measures where necessary. The time frame in the annual action plan is aligned with the fiscal years so that it corresponds to the annual budget planning of the College.

8.1 Action Plan for Year 1 (July 2024 - June 2025)

Action Plan for Year 1 (July 2024 - June 2025)								
Standard 1: Governance								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2025)	Means of Verification	Key Actors
Target 1.1: Formulate and disseminate well-documented vision, mission and objectives of the College	prepare draft vision, mission and objectives	2.00	College development fund	Teachers' improved capacity in developing mission, vision and objectives /Number of teachers trained	No teacher trained on mission, vision and objectives	115 teachers trained	Checking training completion report/meeting with teachers	Principal and Departmental head
	Arrange stakeholder consultation for feedback and revise the draft as per stakeholder's feedback	NA	NA	Documentation & approval of The feedback system by Academic Council	No feedback system outline in use	2 feedback meeting arrange every department each year	Checking files	Academic council/ department heads
	Finalize the vision, mission and objectives and get approval	2.00	College development fund	Documentation & approval of Mission, vision and objectives by Academic Council	No hanging the vision, mission and objectives	Every department hanging the mission, vision and objectives	Show the picture	Principal and Departmental head

Action Plan for Year 1 (July 2024 - June 2025)								
Standard 1: Governance								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2025)	Means of Verification	Key Actors
	Publish through website, handbooks, brochures and other documents.	1.00	College development fund	Documentation & approval of course outlines by Academic Council	No hand book brochures outline in use	Every department provide the handbook for use	Checking course files	Department Head
	Formation the implementation of improvement planning and monitoring committee of quality control	NA	NA	Documentation & approval of course outlines by Academic Council	No implementing committee	Formatting the Committee	Creaking with committee	Principal
	Workshop of safety management	10.00	College Development fund	Number of teachers and student trained	No teacher And student trained on safety management	200 Teachers and 10000 students trained	Checking workshop completion report	Principal and Departmental head

Action Plan for Year 1 (July 2024 - June 2025)								
Standard 2 : Leadership, Responsibility and Autonomy								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2025)	Means of Verification	Key Actors
Target 2.1: Develop an officially approved organizational structure for defined roles and responsibilities of the key position.	Prepare and develop the organization structure, roles and responsibilities	1.00	College Development fund	Prepare the organization roles and responsibility in written from	No written from of role and responsibility	Show the written from and inform all staff	Checking the hand book	Principal and academic council

Action Plan for Year 1 (July 2024 - June 2025) Standard 3: Institutional Integrity and Transparency								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2025)	Means of Verification	Key Actors
Target 3.1: To take necessary action to develop the non-academic staff's recruitment policy.	To inform the MoE and DESH to develop the non-academic staff's recruitment policy	NA	NA	Documentation of letter and meeting minutes	No documentation for communication	Communication will be documented	Checking file	Principal
Target 3.5: Website needs to be upgraded regularly.	Website have to upgraded regularly	NA	NA	Upload the necessary document in website	In sufficient the upload document in website	Upload necessary document	Checking the website	Principal, Department head and committee

Action Plan for Year 1 (July 2024 - June 2025) Standard 4: Curriculum								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2025)	Means of Verification	Key Actors
Target 4.1: To attempt upgrade the curriculum	To communicate the NU for developing curriculum	NA	NA	Communicate to NU	Insufficient communication document	Sufficient written communication	Checking the file	Principal and academic council

Action Plan for Year 1 (July 2024 - June 2025) Standard 5: Teaching-learning and Assessment								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2025)	Means of Verification	Key Actors
Target 5.1: To arrange the workshop the teaching-learning assessment strategies, course plan, assessment rubrics, and learning outcome	Workshop of course plan	5.00	College Development fund	Teachers' improved capacity in developing course plan /Number of teachers trained	No teacher trained on course plan outline	200 teachers trained	Checking training completion report/meeting with teachers	Principal
	Workshop of learning outcome	5.00	College Development fund	Teachers' improved capacity in developing course plan /Number of teachers trained	No teacher trained on course plan outline	200 teachers trained	Checking training completion report/meeting with teachers	Principal
	Workshop of assessment rubrics and assessment strategies	8.00	College Development fund	Teachers' improved capacity in developing course plan /Number of teachers trained	No teacher trained on course plan outline	200 teachers trained	Checking training completion report/meeting with teachers	Principal

Action Plan for Year 1 (July 2024 - June 2025) Standard 6: Student Admission and Support Services								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2025)	Means of Verification	Key Actors
Target 6.1: To review the admission policy including time frame and admission test.	To communicate NU about admission policy including time frame and admission test.	NA	NA	Documentation & approval to communication Nu by Academic Council	No Documentation	Application to NU for changing admission policy and time frame	Checking file	Principal and academic council
Target 6.3: Student's affairs office/job placement offices need to be set up.	To set up students' affairs office	2.00	College Development fund	To set up students' affairs office	No students' affairs office	Working student affairs office	Checking the in physically	Principal

Action Plan for Year 1 (July 2024 - June 2025) Standard 7: Faculty and Professional Staff								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2025)	Means of Verification	Key Actors
Target 7.1: To arrange the in-house training for teachers	To arrange the in-house training of blended teaching-learning	3.00	College Development fund	Teachers' improved capacity in blended teaching-learning /Number of teachers trained	Insufficient teacher trained on blended teaching-learning course outline	200 teachers trained	Checking training completion report/meeting with teachers	Principal
	To arrange the in-house training of academic and administrative policies	3.00	College Development fund	Teachers' improved capacity in academic and administrative policies /Number of teachers trained	No teacher trained on academic and administrative policies course outline	200 teachers trained	Checking training completion report/meeting with teachers	Principal

Action Plan for Year 1 (July 2024 - June 2025) Standard 7: Faculty and Professional Staff								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2025)	Means of Verification	Key Actors
Target 7.2: To arrange the in-house training regularly non-academic staff.	To conduct the in-house training of office management	3.00	College Development fund	Staffs' improved capacity in Office management /Number of staffs trained	No staffs trained on office management course outline	120 staffs trained	Checking training completion report/meeting with staffs	Principal
	To conduct the in-house training of ICT and manner	3.00	College Development fund	Staffs' improved capacity in blended teaching-learning /Number of staffs trained	Insufficient teacher trained on ICT course outline	120 staffs trained	Checking training completion report/meeting with staffs	Principal

Action Plan for Year 1 (July 2024 - June 2025)								
Standard 8: Facilities and Resources								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2025)	Means of Verification	Key Actors
Target 8.1: To initiate the increasing class room.	To communicate MoE and facilities department	NA	NA	Documentation to communication MoE and facilities department by Academic Council	Insufficient document	Application to MoE and facilities for increasing class room	Checking file	Principal and academic council
Target 8.2: To set physical facilities of disability and gender-friendly.	To provide physical facilities for disability	8.00	College Development fund	Documentation to communication MoE and facilities department by Academic Council	Insufficient document	Application to MoE and facilities for increasing physical facilities for disability	Checking file	Principal, academic council and Department head
Target 8.4: To provide the high provide internet service.	To set up monitoring cell	3.00	College Development fund	To set up monitoring cell	No monitoring cell	Working monitoring cell	Checking the monitoring cell activity	Principal

Action Plan for Year 1 (July 2024 - June 2025)								
Standard 9: Research and Scholarly Activity								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2025)	Means of Verification	Key Actors
Target 9.1: To conduct the workshop research regularly	To arrange workshop of research for teachers	4.00	College Development fund	Teachers' improved capacity in	Insufficient teachers	150 Teachers trained	Checking training completion	Principal and

Action Plan for Year 1 (July 2024 - June 2025) Standard 9: Research and Scholarly Activity								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2025)	Means of Verification	Key Actors
				developing research work/Number of teachers and students trained	trained on research work		report	Department Head

Action Plan for Year 1 (July 2024 - June 2025) Standard 10: Monitoring, Evaluation and Continual Improvement								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2025)	Means of Verification	Key Actors
Target 10.1: To set up the formal monitoring and evaluation committee	To established the monitoring and evaluating committee	NA	NA	Documentation & approval of Monitoring and evaluation committee by Academic Council	No monitoring and evaluation committee for working	Prepare the monitoring and evaluating report	Checking the monitoring and evaluation report	Principal and committee

8.2 Action Plan for Year 2 (July 2025 - June 2026)

Action Plan for Year 2 (July 2025 - June 2026) Standard 1: Governance								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2026)	Means of Verification	Key Actors
Target 1.2: Develop and strictly maintain an integrated academic calendar in line with NU's academic calendar	Prepare the strategic goal and plan and inform to all staffs and teachers	1.00	College development fund	Documentation & approval of course outlines by Academic Council	No hard copy of strategic plan	provide the strategic plan	Checking the file	Principal
	Upgrade academic calendar and provide to student and teachers	10.00	College development fund	Documentation & approval of course outlines by Academic Council	No hard copy of academic calendar	Every department provide the academic for use	Checking the course files	Departmental head

Action Plan for Year 2 (July 2025 - June 2026) Standard 2 : Leadership, Responsibility and Autonomy								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2026)	Means of Verification	Key Actors
Target 2.2: Showing the organizational structure and course curriculum in the website and academic calendar.	To show structure and course curriculum in the website, academic calendar	5.00	College Development fund	Prepare organization structure and academic calendar	No organization structure and curriculum in website and academic calendar	Prepare academic calendar	Checking the academic calendar and website	Principal and Departmental head

Action Plan for Year 2 (July 2025 - June 2026) Standard 3: Institutional Integrity and Transparency								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2026)	Means of Verification	Key Actors
Target 3.3: To setup MIS and developed	To setup CMIS and given training	1.00	College development fund	Set up and number of teachers and stuffs trained	No teachers and staffs training	50 teachers and 30 staffs trained	Checking training completion report	Principal
	Operate this system	NA	NA	Use the CMIS	No use	All department, cash and library section use this system	Checking the CMIS report	Principal and Departmental head

Action Plan for Year 2 (July 2025 - June 2026) Standard 4: Curriculum								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2026)	Means of Verification	Key Actors
Target 4.2: To include the thesis / project work for bachelor degree and for Master's degree courses	To communicate the NU for including thesis and project for Bachelor degree and Master's degree courses	NA	NA	Communicate to NU in written form	Insufficient communication document	Sufficient written communication	Checking the file	Principal and academic council

Action Plan for Year 2 (July 2025 - June 2026) Standard 5: Teaching-learning and Assessment								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2026)	Means of Verification	Key Actors
Target 5.2: To prepare the assessment rubrics every course	Prepare the assessment rubrics and assessment strategies	NA	NA	Documentation & approval of Course plan by Academic Council	Insufficient course plan outline in use	All department course plan ready for use	Checking course files	Head of department

Action Plan for Year 2 (July 2025 - June 2026) Standard 6: Student Admission and Support Services								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2026)	Means of Verification	Key Actors
Target 6.2: Fund required to support the different activities.	To communicate MoE, DESH and NU for required fund	NA	NA	Documentation to communication NU, DESH and MoE by Academic Council	Insufficient document	Application to NU, DESH and MoE for additional fund	Checking file	Principal and academic council

Action Plan for Year 2 (July 2025 - June 2026) Standard 7: Faculty and Professional Staff								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2026)	Means of Verification	Key Actors
Target 7.1: To arrange the in-house training for teachers	To arrange the in-house training of pedagogy	3.00	College Development fund	Teachers' improved capacity in pedagogy /Number of teachers trained	No teacher trained on pedagogy course outline	200 teachers trained	Checking training completion report/meeting with teachers	Principal
	To arrange the in-house training of class management	3.00	College Development fund	Teachers' improved capacity in class management /Number of teachers trained	No teacher trained on class management course outline	200 teachers trained	Checking training completion report/meeting with teachers	Principal

Action Plan for Year 2 (July 2025 - June 2026) Standard 8: Facilities and Resources								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2026)	Means of Verification	Key Actors
Target 8.3: To upgrade the central library and seminar library	To communicate the MoE	NA	NA	Documentation to communication MoE by Academic Council	Insufficient document	Application to MoE and facilities for Upgrade central library	Checking file	Principal and academic council
	To set up digital books and software	100.00	College Development fund	Renovation and digitalization central library and seminar library	No digitalization	Digitalization of the central and seminar library with manual and digital books	Checking the central and seminar library	Principal and Departmental Head

Action Plan for Year 2 (July 2025 - June 2026) Standard 9: Research and Scholarly Activity								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2026)	Means of Verification	Key Actors
Target 9.1: To conduct the workshop research regularly	To arrange workshop of research for students	4.00	College Development fund					
				students improved capacity in developing research work/Number of students trained	Insufficient students trained on research work	2000 students trained	Checking training completion report	Principal and Department Head

Action Plan for Year 2 (July 2025 - June 2026)								
Standard 10: Monitoring, Evaluation and Continual Improvement								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2026)	Means of Verification	Key Actors
Target 10.2: : To increase job fair activities	To arrange the job fair activities regularly	5.00	College Development fund	No of students employment	No data for employment	Two times arrange job fair in a year	Checking files	Principal and business club

8.3 Action Plan for Year 3 (July 2026 - June 2027)

Action Plan for Year 3 (July 2026 - June 2027)								
Standard 1: Governance								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2027)	Means of Verification	Key Actors
Target 1.4: Establish effective coordination with MoE, DSHE and NU	Regularly and promptly communicate with MoE, DSHE and NU for various crucial issues	NA	NA	Documentation by Academic Council	No hard copy	Every year communicate	Checking the file	Principal
Target 1.5: Develop a health, hygiene and safety management policy	Regularly monitor the health, hygiene and safety management policy	10.00	College Development fund	Setup the safety measure	No safety measure	Every department show the safety measure	Checking Physical equipment	Principal and Department head

Action Plan for Year 3 (July 2026 - June 2027)								
Standard 2 : Leadership, Responsibility and Autonomy								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2027)	Means of Verification	Key Actors
Target 2.3: to promote ethical values, respect for human rights and diversity of gender, culture, religions and ethnicity among its	To prepare the ethical values and inform	2.00	College Development fund	Prepare ethical values in written from	No written from ethical value	Prepare ethical values in written from and inform	Checking the hard copy and file	Principal and academic council

Action Plan for Year 3 (July 2026 - June 2027) Standard 2 : Leadership, Responsibility and Autonomy								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2027)	Means of Verification	Key Actors
students, teachers and other employees.						all teachers and students		

Action Plan for Year 3 (July 2026 - June 2027) Standard 3: Institutional Integrity and Transparency								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2027)	Means of Verification	Key Actors
Target 3.4: Student handbook with inclusive information should be mandatory for all departments.	Prepare the student hand book with academic calendar	6.00	College Development fund	Prepare academic calendar	Few department have academic calendar	Prepare the academic calendar with hand book	Checking the hard copy	Principal and Departmental head

Action Plan for Year 3 (July 2026 - June 2027) Standard 4: Curriculum								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2027)	Means of Verification	Key Actors
Target 4.2: To include the thesis / project work for bachelor degree and for Master's degree courses	Properly practice the project, field work and term paper which from are running present curriculum	NA	NA	Prepare project, filed work and term paper report in good standard	Report is not good standard	Prepare report in good standard	Checking Report	Department Head

Action Plan for Year 3 (July 2026 - June 2027) Standard 5: Teaching-learning and Assessment								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2027)	Means of Verification	Key Actors
Target 5.3: To distribute the learning outcome every course	Prepare the learning outcome every course	NA	NA	Documentation & approval of Course plan by Academic Council	Insufficient course plan outline in use	All department course plan ready for use	Checking course files	Head of department

Action Plan for Year 3 (July 2026 - June 2027) Standard 6: Student Admission and Support Services								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2027)	Means of Verification	Key Actors
Target 6.4: Alumni Association should be formed immediately.	To set up alumni association every department	NA	NA	To format alumni association in all department	No alumni association	Running alumni association	Checking file and progress	Principal and Departmental head

Action Plan for Year 3 (July 2026 - June 2027) Standard 7: Faculty and Professional Staff								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2027)	Means of Verification	Key Actors
Target 7.3: To collect the feedback from students about teaching and services.	To collect the feedback survey	NA	NA	Documentation of feedback survey by academic council	No documentation of feedback	Documentation of effective feedback	Checking file	Principal and Departmental head
	To set up complain box and solve the problem	NA	NA	Documentation of complain and solve problem	No documentation of complain and solve	Documentation of complain and solve	Checking file	Principal and Departmental head

Action Plan for Year 3 (July 2026 - June 2027) Standard 8: Facilities and Resources								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2027)	Means of Verification	Key Actors
Target 8.5: To set up day care center	To take necessary action to set up day care center	4.00	College Development fund	To set up day care center	No day care center	Working day care center	Checking the day care center activity	Principal

Action Plan for Year 3 (July 2026 - June 2027) Standard 9: Research and Scholarly Activity								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2027)	Means of Verification	Key Actors
Target 9.2: To enhance research activities.	To provide fund for research work for teachers and students	8.00	College Development fund	Providing fund for research work in teachers and students	No document	Provide fund for minimum 8 teachers and 8 students	Checking files	Principal and Department Head

Action Plan for Year 3 (July 2026 - June 2027) Standard 10: Monitoring, Evaluation and Continual Improvement								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2027)	Means of Verification	Key Actors
Target 10.3: To formulate formal mechanism to assess the effecting teaching learning	To develop the formal mechanism to assess the effecting teaching learning	5.00	College Development fund	No mechanism to assess the effective teaching	No data for assessing effective teaching	Formulation the assessing the effecting	Checking the file	Principal and committee

Action Plan for Year 3 (July 2026 - June 2027) Standard 10: Monitoring, Evaluation and Continual Improvement								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2027)	Means of Verification	Key Actors
						teaching learning		

8.4 Action Plan for Year 4 (July 2027 - June 2028)

Action Plan for Year 4 (July 2027 - June 2028) Standard 1: Governance								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2028)	Means of Verification	Key Actors
Target 1.3: Develop a class size policy to ensure appropriate teacher-student ratio	Communicate to the NU, MoE, DSHE for reduce the class size	NA	NA	Documentation by Academic Council	No hard copy	Every year communicate	Checking the file	Principal

Action Plan for Year 4 (July 2027 - June 2028) Standard 2: Leadership, Responsibility and Autonomy								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2028)	Means of Verification	Key Actors
Target 2.4: Heads of the academic departments should have sufficient autonomy in academic, administrative and financial operations of the college.	All academic, administrative and financial decision have to take participatory methods	NA	NA	Documentation & approval of All decision by Academic Council	Some decision approve in academic council	All decision need approval by academic and staff council	Checking the meeting regulation	Principal and academic council
	In house training and workshop about human rights, gender, culture and religious and ethnic differences	7.00	College Development fund	Teachers' improved knowledge about human right gender equality and ethnic difference /Number of teachers trained	No teacher trained on human right, gender equality and ethnic difference	200 teachers trained	Checking training completion report/meeting with teachers	Principal

Action Plan for Year 4 (July 2027 - June 2028)								
Standard 3: Institutional Integrity and Transparency								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2028)	Means of Verification	Key Actors
Target 3.2: Prepare code of conduct and disciplinary rules for students should be incorporated in the college website	Prepare code of conduct and incorporated in hand book and website	5.00	College development fund	Prepare hand book of code of conduct and upload in website	No code of conduct in written from	Prepare hand book of code of conduct and approved by academic council	Checking the hard copy and meeting minutes	Principal and academic council

Action Plan for Year 4 (July 2027 - June 2028)								
Standard 4: Curriculum								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2028)	Means of Verification	Key Actors
Target 4.3: To attempt the developing necessary skill for students	Give feedback and develop teaching quality for develop students skills	NA	NA	Give feedback in assignment, internal exam paper	No feedback in assignment and internal exam paper	Give specific feedback in students writing and signed	Checking assignment and internal exam paper	Department head and course teacher
	In house training for teachers	5.00	College Development fund	Teachers' improved capacity in feedback skilled/Number of teachers trained	No teacher trained on feedback outline	200 teachers trained	Checking training completion report/meeting with teachers	Principal

Action Plan for Year 4 (July 2027 - June 2028) Standard 5: Teaching-learning and Assessment								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2028)	Means of Verification	Key Actors
Target 5.4: To attempt introduce the IT based academic management system	To communicate the NU	NA	NA	Documentation & approval to communication Nu by Academic Council	No Documentation	Academic council decision to introduce this system	Checking file	Principal and academic council

Action Plan for Year 4 (July 2027 - June 2028) Standard 6: Student Admission and Support Services								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2028)	Means of Verification	Key Actors
Target 6.5: To develop the mental health center	To develop and increase service of mental health and health center	10.00	College Development fund	Renovation the mental health center	Insufficient facilities in mental health center	Sufficient facilities in mental health center	Checking file and service	Principal

Action Plan for Year 4 (July 2027 - June 2028) Standard 7: Faculty and Professional Staff								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2028)	Means of Verification	Key Actors
Target 7.4: To attempt reduce teacher- student ration.	To communicate the NU and MoE	NA	NA	Documentation to communication NU, and MoE by Academic Council	Insufficient document	Application to NU, and MoE for additional fund	Checking file	Principal and academic council

Action Plan for Year 4 (July 2027 - June 2028) Standard 8: Facilities and Resources								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2028)	Means of Verification	Key Actors
Target 8.6: To set up fire-fighting	Setting the fire fighting facilities	20.00	College Development fund	To set up firefighting facilities and teachers, students and staffs training	No firefighting system and no train	All building covered by fire fighting and 200 teachers, 100 staffs and 5000 students trained	Checking firefighting system and training completion report	Principal

Action Plan for Year 4 (July 2027 - June 2028) Standard 9: Research and Scholarly Activity								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2028)	Means of Verification	Key Actors
Target 9.2: To enhance research activities.	To give honour for research publication and project	8.00	College Development fund	Giving honour for research publication and project	No document	Giving honour best publication & project	Checking files	Principal and Department Head

Action Plan for Year 4 (July 2027 - June 2028) Standard 10: Monitoring, Evaluation and Continual Improvement								
Target	Proposed Interventions	Estimated Cost	Source of Fund	Performance Indicator	Base Data (2023)	Milestone (June 2028)	Means of Verification	Key Actors
Target 10.3: To formulate formal mechanism to assess the effecting teaching learning	To evaluation the teaching learning status	NA	NA	Documentation & evaluation report of teaching learning	No data	Prepare the teaching learning evaluation report	Checking file	Principal and committee

