EXTERNAL PEER REVIEW REPORT

Department of Information Science and Library Management
University of Dhaka
Dhaka, Bangladesh

Submitted to
Institutional Quality Assurance Cell (IQAC), University of Dhaka

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External Peer Review on Self-assessment Report and Site Visit to the
Department of Information Science and Library Management
University of Dhaka, Bangladesh
Prof. Dr. Rohana P Mahaliyanaarachchi
Foreign Quality Assurance Expert and Chair of the team
Senior Professor, Department of Agri Business Management
Sabaragamuwa University of Sri Lanka, Sri Lanka

Dr. Kazi Bayzid Kabir
Local QA Expert and member of the team
Additional Director / IQAC
Bangladesh University of Engineering Technology (BUET), Dhaka
Bangladesh

Prof. Dr. Md. Shariful Islam
Subject Expert and member of the team
Professor
Department of Information Science and Library Management,
University of Rajshahi, Rajshahi,
Bangladesh
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CHAPTER 1: PRINCIPLES OF PROGRAMME REVIEW

1.1 Introduction
Higher education in Bangladesh has experienced a phenomenal growth, at least in quantity, over the last five years. However, it has been noticed that the progress in the quality of higher education was not satisfactory as expected. According to the literature, the quality of education refers to the fitness of the university graduates to meet the needs of stakeholders in terms of knowledge, skills, attitudes and performance. In order to ensure the quality of an education programme, it is necessary to periodically carry out a comprehensive and critical self-assessment and make the necessary improvements.

Programme level self-assessment is a systematic process of evaluating the different aspects of the academic programme. The general objective of the self-assessment is to improve the quality of education addressing the needs of the major stakeholders and national relevance. The specific objectives of self-assessment exercise are to:

- Identify learning needs,
- Assess the teaching learning capacity of the institution,
- Review the existing procedures,
- Identify the areas need to be improved,
- Create a basis for external assessment and validation,
- Provide guidelines or direction to the programme offering entity or to the university the strategic planning.

Programme self-assessment is a process of identifying the strengths and weaknesses of the programme in terms of capacity of effective teaching learning, student performance assessment, programme management, ability to provide students supports services and adequate physical facilities. Programme self-assessment helps the programme offering entity to:

- Understand better the ongoing programmes under assessment,
- Revisit the programme objectives and goals,
- Redress the intended learning outcomes of the programme, if necessary,
- Identify the areas of strengths, weaknesses, opportunities, threats and emerging changes to make the programme updated and need based,
• Assess the adequacy of student support services for effective teaching learning,
• Assess the progress of improvement desired,
• Develop strategic plan with commitment and priorities for further improvement.

The concept of Internal Quality Assurance (IQA) in higher education is well accepted and practiced by the higher educational institutes all over the world. It is understood that to improve quality of teaching and learning, to ensure effective intended learning outcomes, to introduce the culture of quality assurance, a programme level self-assessment is needed. Self-assessment at programme level is a cyclical process and it is conducted keeping in view for continuous improvement.

1.2 Areas under Review

The Self-Assessment Manual, prepared by the Quality Assurance Unit (QAU) of UGC, has listed nine areas, forty-four indicators, and seventy-one standards which need to be addressed and followed during the self-assessment process by the programme offering entity. Table 1.1 shows the summary of the areas, indicators and standards given in the self-assessment manual.

Table 1.1: Areas, Indicators and Standards

<table>
<thead>
<tr>
<th>No.</th>
<th>Areas</th>
<th>Indicators</th>
<th>Standards</th>
</tr>
</thead>
</table>
| 1   | Governance                                                 | 1. Mission and Objectives  
2. Management  
3. Accountability and Transparency  
4. Academic Leadership and Autonomy  
5. Stakeholder’s Feedback | 13        |
| 2   | Curriculum Content, Design, and Review                    | 1. Involvement of Stakeholders  
2. Need Assessment  
3. Content and Structure  
4. Defining Course Learning Outcomes (CLO)  
5. Skill Development mechanism or strategy  
6. Evaluation and Review | 05        |
| 3   | Student Admission, Progress and Achievements              | 1. Entry Qualification  
2. Admission Procedure  
3. Progress and Achievement | 09        |
| 4   | Physical Facilities                                       | 1. Classroom  
2. Library facilities  
3. IT and internet connectivity  
4. Laboratory and field laboratories  
5. Medical facilities  
6. Other facilities  
7. Programme specific facilities | 02        |
1.3 The External Peer Review (EPR) Process

This peer review is based on the SAR prepared by the Self-Assessment Committee (SAC), Department of Information Science and Library Management, University of Dhaka, and documentary evidences made available to the external review team during the site visit period from January 20 to 22, 2018. The schedule of the EPR visit to the Department is given in the annexure. The members of the EPT team are:

1. Prof. Dr. Rohana P Mahaliyanaarachchi
   Foreign Quality Expert
   Senior Professor, Department of Agri Business Management
   Sabaragamuwa University of Sri Lanka, Sri Lanka

Source: Self-Assessment Manual prepared by QAU of UGC
2. Prof. Dr. Md. Shariful Islam
   Local Subject Expert
   Professor
   Department of Information Science and Library Management
   University of Rajshahi, Rajshahi, Bangladesh

3. Dr. Kazi Bayzid Kabir
   Local QA Expert
   Additional Director / IQAC
   Bangladesh University of Engineering Technology (BUET)
   Dhaka, Bangladesh

Key features of the peer review process include:

- The critical analysis of the Self-Assessment Report (SAR),
- Observation of teaching-learning,
- Review of a wide range of academic and administrative documents including question papers and answer scripts, students' profile and Journal etc.
- Collect information on activities related to quality assurance in higher education through intensive discussions with the major stakeholders including students, faculty members, alumni, employers and university administrations and top management.
- Identification of the strengths and weaknesses of the department.
- Observation of physical facilities.
- Identification of the areas need for further improvement for quality enhancement in education

In preparing this review report, following areas of quality assurance were critically reviewed:

1. Governance
2. Curriculum design and review process
3. Student: admission, progress and achievements
4. Teaching Learning and Assessment of student performance
5. Staff and facilities
6. Physical Facilities
7. Student Support Services including extra-curricular activities
8. Research and Extension
Site visit by the External Peer Review Team

The SAC of the Department of Information Science and Library Management, in cooperation with the IQAC at University of Dhaka, organized various activities during the site visit from January 20 to 22, 2018. The site visit included a number of meetings with various stakeholders across the University, including the Pro Vice Chancellor (Academic), Dean of the Faculty, Chairman of the Department, Academic and Non-academic Staff, Chief Medical Officer, Students, Employers and Alumni. All the meetings, among the representatives of the stakeholders and the external peer review team members, included open discussion and question-answer session. The stakeholders were open, and engaged actively during the discussions with the team members, which greatly increased the quality of the conversations and brought useful insights.
CHAPTER 2: OVERVIEW OF THE PROGRAMME

2.1 Overview of the University

The University of Dhaka, founded in 1921, is the premier and forerunner university in the country. Located at the heart of Dhaka, the capital of Bangladesh, the University campus spreads over sixty-four acres of land surrounded by Bangladesh Secretarial Buildings, Dhaka Medical College Hospital, Bangladesh University of Engineering and Technology, New Market, Bangabandhu Sheikh Mujib Medical University, National Museum, Central Public Library, Suhrawardy Uddyan and the Supreme Court. The University was set up in a picturesque part of the city known as Ramna on 600 acres of land.

The University started its activities with 3 Faculties, 12 Departments, 60 teacher, 877 students and 3 dormitories (Halls of Residence) for the students. At present the University consists of 13 Faculties, 83 Departments, 12 Institutes, 20 residential halls, 3 hostels and 56 Research Centres. The Number of students and teachers has risen to about 37,018 and 1,992, respectively.

Purpose and Historical Role of University of Dhaka

The main purpose of the University was to create new areas of knowledge and disseminate knowledge to the society through its students. Since its inception, the University has a distinct character of having distinguished scholars as faculties who have enriched the global pool of knowledge by making notable contributions in the fields of teaching and research. At the beginning a distinctive feature of the University of Dhaka was its non-affiliating, residential character like that of the Oxford of England. However, since 1947 the University was given an affiliating mandate in place of an exclusive residential-cum-teaching character. A new phase began in the history of the University with the emergence of the People’s Republic of Bangladesh in 1971. This has been a phase of development, expansion and consolidation of earlier gains. The University has assumed a central role in the academic pursuits of the region including this new nation. The University of Dhaka has passed through tumultuous times at different periods of national history and played vital, at times pioneering, roles in all critical junctures in the making of this great nation. The University played a central role in the Language Movement of 1952 that ultimately culminated in the recognition of Bangla as the State Language. Scores of students, teachers and employees of the University of Dhaka laid down their lives for the independence of the country. Just after the creation of Bangladesh, the
government proclaimed the University of Dhaka Order 1973 whereby democratic norms and autonomy became integral features of the institution.

While serving as the highest echelon of academic excellence, the University also functions as a central premise for free through and democratic practices that would lead the nation to its march towards progress. The University of Dhaka is increasingly striving to combine the pursuit of knowledge and truth with the values and needs of an evolving society.

Presently the University enrolls more than 5,800 students, on merit basis, in the first year undergraduate Programme in different Department of the Faculties and the Institute. Besides conducting teaching courses in the 4-year Bachelor and 1-year Masters Programmes, the University also trains up a large number of researchers in different disciplines. More than 1262 PhD and 1217 MPhil researchers have obtained their degree from this University. The University of Dhaka is dedicated to the advancement of learning, and is committed to promoting research in all fields of knowledge. As there are plans for further expansion of facilities, plans for new avenues and opportunities, the course curricula are updated and new research projects are undertaken every year. As the pioneer and the largest seat of learning in the country, the University of Dhaka has taken the task to foster the transformation processes of the individual students and the country as a whole through its educational and research facilities keeping up with demand of the day. The University of Dhaka is at this moment one of the leading institutions on higher education in Asia.

The University of Dhaka is well prepared to meet the challenges of the future days with its spirit of freedom, justice and truth as a foundation concomitant to the objectives envisaged by the founding fathers. The open-minded character of the University of Dhaka embodying the features of beauty and historical origins can be seen as one enters the campus.

2.2 Overview of the Department of Information Science and Library Management

2.2.1 History of the Department

The Department was established in 1959 as the Department of Library Science, offering only a Diploma course. Later, it started a Master’s Degree in Library Science. In 1987, the department changed its name to Department of Library and Information Science with the introduction of a three-year BA Honours course. In 2001, the department changed its name to
Department of Information Science and Library Management. At present, the Department is offering a four-year BA Honours and a one-year MA degree. A two-year MA (Evening) program as well as a two-year MPhil and three-year PhD programs are also being offered.

2.2.2 Mission of the Department

It is a community of scholars, educators, and advisers who prepare information professionals to be leaders and change agents in meeting the needs of a diverse and evolving knowledge society. In order to ensure that individuals and communities are able to engage (i.e. confront, experience, challenge and use) information, the department develops and disseminates theoretical and applied knowledge concerning the acquisition, processing, storage, preservation, access and use of information and records and educates students as skilled information professionals and researchers. For building a knowledge-based society, the department stimulates knowledge management activities through knowledge creation, sharing and application/use of that knowledge. The department’s mission is to educate and inspire information professionals and scholars, and to facilitate the creation of knowledge, systems and processes to promote effective management and use of information.

Department focuses on three pillars:

- information users and services;
- information management (IM)/knowledge management (KM); and
- archives and digital content management.

2.3 Methodology of the Study

The self-assessment report is mainly a report on the perception study of the stakeholders of the academic programmes of the Department of Information Science and Library Management at the University of Dhaka, Dhaka, Bangladesh.

There are primarily five stakeholders of the academic programmes namely academics (faculties), students, alumni, non-academic staff, and employers. Five sets of structured questionnaires were administered to the above-mentioned five groups of respondents. Total number of respondents for the study is given below:
<table>
<thead>
<tr>
<th>Types of Respondents</th>
<th>Total Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td>14</td>
</tr>
<tr>
<td>Students</td>
<td>206</td>
</tr>
<tr>
<td>Alumni</td>
<td>96</td>
</tr>
<tr>
<td>Non-Academic Staff</td>
<td>03</td>
</tr>
<tr>
<td>Employers</td>
<td>55</td>
</tr>
</tbody>
</table>

A five point Likert scale was developed for all the five categories of stakeholders. For academics, students, alumni, and non-academic staff, 5 denotes strongly agree as against 1 represents strongly disagree. In between the two extreme values, 4 signifies agree, 3 indicates neutral, and 2 stands for disagree. But for expectation of the employers from the graduates of the department, 5 denotes extremely important as against 1 denotes not important at all, and in between the two extreme values, 4 denotes very important, 3 stands for important, and 2 stands for less important. For actual situation, 5 denotes excellent and 1 denotes poor and in between the two extreme values, 4 suggests very good, 3 signifies good, and 2 stands for fair.

In order to get the unbiased appropriate responses while administering questionnaires to all segments of respondent stakeholders, the background of the study was explained and the inner (true) meaning of all the questions to the stakeholders. Data was collected against 10 criteria as suggested by the Institutional Self-Assessment Cell (IQAC) as against 9 set criteria mentioned in the self-assessment manual. For better understanding, the Teaching, Learning, and Assessment criterion was divided into two criteria – one criterion is Teaching Learning and the other criterion is Learning Assessment. Thus the 10 criteria on which the perception study of the first four groups of respondents- academics, students, alumni, and non-academic staff - were revolved around:

The remaining group of respondents was employers and their perception was revolved around on the actual skills of the alumni working at their organizations as against the expectations of the employers. The collected data was checked to fill up the data gap using appropriate statistical tool and then tabulated and analyzed using IBM Statistical Software (SPSS version 22). It was a mixed method of study, where both survey and documentary analyses were conducted.

EPR team has been provided with documents as per the requirements of self-assessment manual of UGC that are very essential for final conclusions of the SAR comments. EPR team has reached to the judgments by considering both face-to-face discussions with the stakeholders such as administration of the Department, academic staff, students, alumni, and non-academic staff, and documents provided by the SAC committee.

The SAR submitted by the department is written according to the format given by the UGC. SAC has taken great effort to write the SAR and EPR team highly appreciated their commitment and effort. However some of the most important information such as quantitative information on numbers of staff, physical facilities, teaching learning facilities, co curriculum and extra curriculum activities, etc., were not included.

The external peer review team appreciates the help and initiative taken by the Department of Information Science and Library Management for quality assurance. The team is also thankful to the Passed Director and Additional Directors of the IQAC of University of Dhaka, Chairman of the Department of Information Science and Library Management, and the SAC for their efforts in this regard.
CHAPTER 3: AIMS AND LEARNING OUTCOMES OF THE PROGRAMME

This chapter presents the aims, objectives and learning outcomes of the Department of Information Science and Library Management as stated in the self-assessment report prepared by the self-assessment committee.

3.1 Aims, Goals and Objectives of the Programme Offering Entity

Vision of the PoE is given below according to the SAR submitted.

Vision

Empowered by information, transformed by learning and driven by research, the Department of Information Science and Library Management aims to offer premier research and quality education programme for the 21st century information professionals enabling them to apply the theoretical and practical knowledge necessary for preserving the past, managing the present and designing the future. Through innovative research, updated and advanced course curriculum and collaboration with other educational and information institutions, its vision is to enhance human capacity to manage and apply information in effective, creative and diverse ways. In addition, digital library, archives and record management and knowledge management courses and contents will facilitate to build knowledge-based society and contribute to the building of digital Bangladesh.

Objectives of the Programme Offering Entity

- discovering new and vital knowledge about information;
- educating the next generation of leaders in the information professions;
- developing new scholars who will advance knowledge;
- advancement of the society through innovating services and collaboration;
- designing interfaces for effective human-computer interaction for the society;
- providing the skills to navigate in the complex world of digital information, combining technical, economic as well as social dimensions;
- facilitating to build knowledge-based society;
- providing knowledge support for new innovations and user experience;
- developing information literacy skills for the 21st century people;
• preparing qualified human resources for building digital Bangladesh; and
• promoting opportunities to sustain professional growth and achievement, including career mentoring.

3.2 Intended Learning Outcomes of the Programme

The syllabus of the department comprehensively covers all aspects of the field of information science and library management, i.e., the study of processes for storing, retrieving and disseminating information, organization of knowledge, knowledge management, digital library, networking and resource sharing, information retrieval, information systems and services, information literacy, bibliometrics, archives and record management, e-resources management, database design, web design, advanced statistics and other allied areas. Students who successfully complete the undergraduate and graduate degree from this department will be able to:

• critically evaluate, synthesize, and disseminate information;
• facilitate access to, and use of, information resources between users and communities;
• assess, adopt, and utilize the most relevant information technologies;
• evaluate and apply library and information science research to problems of professional practice by employing theories, best practices, and assessment strategies to the range of information functions;
• practice professional engagement through leadership, service work, lifelong learning and community involvement;
• gain the theoretical and practical knowledge required to understand the processes and techniques involved in creating, organizing, presenting, and using information in digital environments; and
• understand KM and the use of KM tools and technologies, review case studies, research methods of knowledge organization and analyze and design KM processes and systems.

3.3 Teaching Methods

Teachers of the Department of Information Science and Library Management conduct both theoretical and practical courses. In the theory courses students get tentative insight of a specific set of phenomena and apply that knowledge. Lecture by teacher is mainly used to communicate information to the students. By this method a teacher discusses on a specific topic in the classroom. During the class he/she sometimes asks questions on the topic orally and expects
the students to answer them orally to ensure that the students understand what he is teaching. Whiteboard and multimedia projector also play a complementary role as a tool for explaining things. Further, teacher gives case studies to the students and students have to study them in the class itself.

To make the traditional lecture an effective way to achieve instructional goals, active learning teaching strategies are used. To gain this goal, a teacher tries to

- fit the lecture to the audience,
- focus his/her topic,
- prepare an outline that includes 5-9 major points per lecture,
- organize the points for clarity,
- select appropriate examples or illustrations,
- present more than one side of an issue and be sensitive to other perspectives,
- repeat points when necessary,
- be aware of audiences by noticing their feedback, and
- be enthusiastic.

3.4 Technology Integration
Teachers of the PoE understand that integrating technology into a course curriculum when appropriate is valuable for enhancing and extending the learning experience for faculty and students. All of the faculties use multimedia projector, digital board to present their lecture slides.

3.5 Skill Development Mechanism
It remains in the mind of each faculty of Department of Information Science and Library Management that how they can best prepare the students to succeed in the 21st century. Community vibrancy, personal quality of life, economic viability and business competitiveness depend on a well-prepared citizenry and workforce. Keeping that in mind course curriculum of Department of Information Science and Library Management is revised periodically. Department of Information Science and Library Management sends the students after study period (after graduation) for 4-weeks long internship to gather firsthand experience
CHAPTER 4: FINDINGS OF THE EXTERNAL PEER REVIEW

4.1 Governance

The central administration and statutory bodies like the Senate, Syndicate, and Academic Council are the powerful actors in university’s governance system. The players involved in ensuring the governance at the university include all the administrative layers from office of the Vice Chancellor, Pro Vice Chancellor (academics) to Dean of the Faculty, Head of the Departments and administrative offices like Registrar, Proctor, Controller of Examinations, and Director of Student Welfare and so on. The admission and registration procedure, grading system, performance evaluation, fairness and transparency and financial management are setting good examples towards good governance of the Department of Information Science and Library Management in particular and University in general.

However, for collecting stakeholders’ feedbacks on departmental management and to assess its performance on different QA aspects as guided by UGC of Bangladesh, the Department distributed questionnaires to seek opinions from the five groups of stakeholders. Based on the feedback from the stakeholders, and based on the other documents available with the department (PoE), the Self-Assessment Report (SAR) has been finalized, and it sufficiently reflects the strength and weakness of the department and the areas for its improvement. EPR team has got positive feedback from the stakeholders that all of the interviewed stakeholders were aware about QA process. The Department has taken good effort to collect information from all the stakeholders.

The Department has number of good practices such as following the academic calendar as it is without any delays of the implementation of the degree programmes, releasing examination results during the stipulated time period, organizing guest lectures periodically. The department has also received corporate social responsibility (CSR) and outsourcing support.

The department has joint collaboration with British Council library, United Nations Information Centre Library, American Information Centre, Oxfam, CIRDAP, Bangladesh Institute of Development Studies library, South East bank, Information Management department, Monash University, Australia, etc.
Perusal of the SAR, followed by the meetings with the students, academic staff, non-academic staff, alumni and employers reveals that the Department provides a conducive atmosphere for teaching and learning as per its level best. During our class lecture observation on 21st January 2018, EPR team found around 60 students in a class which is a manageable size. In addition, it was observed that the workload of the teachers is manageable.

The management of the Department is under the strong leadership of the Department Chairperson, who serves a three-year term. The appointment of the Department Chairman is made on seniority basis. The Academic Committee, and Committee for Co-ordination and Development with other responsible teams are key mechanisms in programme development, review, and management. They hold meetings on regular basis. The Alumni Association would like to work closely with the Department and would like to provide their support in designing and enhancing the curriculum. However, they have no direct participation in designing and enhancing the curriculum by alumni association. It was learned that sufficient help is not received from the Central University Administration to improve the physical and many other facilities even if the Department strongly feels the needs and it has its own secured funds.

Nevertheless, a major default of the department is lack of graduate profiles for the degree programmes offered by the department and no feedback is taken from the stakeholders such as alumni, students and employers for further improvement of the degree programmes. Further, the EPR team was able to access to requested document evidence due to proper maintenance of documents by the department which is a prime requirement of good governance. It is commendable. Recommendations to overcome these shortcomings of the department are given in chapter 5.

The key findings, mainly strengths and weaknesses, are summarized in the table 4.1.
Table 4.1: Strengths, Weaknesses, and Overall Observation of the Governance

<table>
<thead>
<tr>
<th>Strengths and good practices</th>
<th>Areas need to be improved</th>
<th>Opportunities for further improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Vision and Mission of the department is clearly identified</td>
<td>✓ Goals and Objectives of the degree programmes of PoE is not defined</td>
<td>❝ PoE need to formulate Goals, Objectives and strategic plan ❝</td>
</tr>
<tr>
<td>✓ Academic calendar is followed properly</td>
<td>✓ No graduate profile of the degree programmes in written form</td>
<td>❝ Intended Learning Outcomes should be clearly reflecting the mission and objectives of the PoE ❝</td>
</tr>
<tr>
<td>✓ The department get bright students due to the extensive screening through the standard admission test</td>
<td>✓ The PoEs does not have standard handbooks for all the degree programmes</td>
<td>❝ Course outline and lesson plan should be provided by PoE to the students at the beginning of the semester ❝</td>
</tr>
<tr>
<td>✓ Examination results are released within the stipulated time; i.e., 21-30 days</td>
<td>✓ Therefore, no hand books were provided to the students in advance</td>
<td>❝ Feedback from the stakeholders such as employers, alumni and students is necessary for improvement of the governance ❝</td>
</tr>
<tr>
<td>✓ The Department current leadership shows his willingness to develop the department and ability to work as a team.</td>
<td>✓ Providing of course outlines and standard lesson plan to the students is not in practice in general</td>
<td>❝ Soft skills development programmes need to be introduced. ❝</td>
</tr>
<tr>
<td>✓ The University has sound leadership to support and encourage the quality assurance culture</td>
<td>✓ Lack of a system for receiving feedback from the stakeholders for the purpose of improvement with reference to teaching, learning, and research</td>
<td>❝ The department needs to organize job fair on a regular basis ❝</td>
</tr>
<tr>
<td>✓ Good documentation system is in practice</td>
<td>✓ Do not have job fairs on a regular basis</td>
<td></td>
</tr>
<tr>
<td>✓ The department has good website, which is updated frequently</td>
<td>✓ There is no programme in the department for development of soft skills of the students</td>
<td></td>
</tr>
</tbody>
</table>

4.2 Curriculum Design, Content and Review

There is no curriculum for any of the degree programmes. The concept of curriculum has been introduced to the public university system very recently in Bangladesh and it was observed that even most of the senior academic staff members do not aware about the concept of curriculum design. They are practicing old method of syllabus, which is inadequate for maintaining the quality of the modern university teaching and learning concepts.
Therefore, EPR team strongly recommends to the IQAC to organize and conduct workshops in curricular development for all the academic staff in the University of Dhaka.

The syllabus of the BA and MA degree programmes of the department has been revised periodically but not on a regular interval according to the international standards (i.e., 4-5 year interval) to match into updated knowledge in the discipline.

However, biggest shortcoming is unavailability of detailed curriculum for the degree programmes. Due to lack of curriculum, there is no graduate profile, detail objectives of degree programmes, ILO (intended learning outcomes) for each course units, and lesson plans. A major shortcoming is the existing syllabus does not address adequately the soft skills development of the students such as English language knowledge, ICT, personality development and practical communication skills. Further, sufficient internship need to be provided to BA students. While stakeholders such as alumni and employers opinion was not taken for previous syllabus revisions, the EPR team strongly recommends to seek opinions of all the stakeholders in developing new curriculum (not just a syllabus) for the degree programmes of the department. Even though this degree programme is BA in Information Science and Library Management, a good balance between two segments is lacking. Still more course units are towards Library management. It is recommended to introduce course units in Mathematics, Basic statistics, Information Technology, Human Resource Management, Organizational Behaviour, Big data and Data management.

Teaching of English language needs to continue at least 4 semesters enabling students to get better proficiency in English language. Also it is emphasized that more course units in IT need to be introduced.

There were some findings from various meeting and review of the documents on curriculum, which are presented, in the following Table 4.2.
Table 4.2: Strengths, Weaknesses, and Overall Observation of the Area-Curriculum

<table>
<thead>
<tr>
<th>Strengths and good practices</th>
<th>Areas Need to be improved</th>
<th>Opportunities for further improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Updated syllabus</td>
<td>✓ There is no curriculum, but there is a syllabus</td>
<td>✤ Curriculum need to be designed to reflect the objectives of the programme and the PoE and it must be tuned with intended learning outcomes of the course units (ILO)</td>
</tr>
<tr>
<td>✓ Good and optimum content in each course.</td>
<td>✓ Objectives of course units are not given at least in brief</td>
<td>✤ Representatives from employers, alumni and students need to be consulted in curriculum preparation</td>
</tr>
<tr>
<td>✓ Subjects from familiar to new and complex.</td>
<td>✓ Students do not have the option to choose the course unit at least at end of the programme. All are compulsory course units.</td>
<td>✤ Adequate time allocation should be included to the curriculum to accommodate the soft skills development of the students such as English language knowledge, ICT, personality development</td>
</tr>
<tr>
<td>✓ Consistent with credit class hours.</td>
<td>✓ The syllabus is not need based because there is no ILOs and KPI.</td>
<td>✤ Intended Learning Outcomes of the course units are not defined.</td>
</tr>
<tr>
<td>✓ Right text and references.</td>
<td>✓ Curriculum does not address adequately the soft skills development of the students such as English language knowledge, ICT, personality development</td>
<td>✤ Stakeholders such as employers, alumni feedback are not accommodated duly in designing the curriculum</td>
</tr>
<tr>
<td>✓ There is a good sequences of courses</td>
<td>✓ Intended Learning Outcomes of the course units are not defined.</td>
<td>✤ Absence of incorporation of market demand courses to the syllabus</td>
</tr>
<tr>
<td>✓ It is reported that most of the courses have a presentation and assignments.</td>
<td>✓ Stakeholders such as employers, alumni feedback are not accommodated duly in designing the curriculum</td>
<td>✤ More hands-on practices in various courses like applied research methodology, SPSS, DBMS, content management, project management</td>
</tr>
<tr>
<td>✓ Syllabus is modified yearly.</td>
<td>✓ Absence of incorporation of market demand courses to the syllabus</td>
<td>✤ Lack of evidence of case solving</td>
</tr>
<tr>
<td>✓ Department has the practice for providing extra-curricular activities</td>
<td>✓ More hands-on practices in various courses like applied research methodology, SPSS, DBMS, content management, project management</td>
<td>✤ Lack of practical knowledge in designing course units in</td>
</tr>
<tr>
<td>✓ BA and MA (regular) students are given 1 month internship after completing the degree.</td>
<td>✤ Course contents need to be upgraded according to the changes of the information science globally and secure employability</td>
<td></td>
</tr>
<tr>
<td>✓ Comprehensive course design covering new and emerging topics in information science and library management.</td>
<td>✤ The department may consider incorporating some preliminary courses in the first semester such as mathematics and basic statistics.</td>
<td></td>
</tr>
</tbody>
</table>

22
4.3 Student: Admission, Progress and Achievements

Quality of learners in terms of commitment and prerequisite qualifications are very important to afford the study load, understand the subject matter and comply with the programme requirements. Selection of the eligible candidates for the professional programme like Information Science and Library Management is important to maintain quality in education. However, the entry qualifications of the students for programmes are not detailed given in SAR. Admission test is conducted by the Dean office of the faculty and it is well transparent. The students admitted to the department with consideration to the BA degree programme are highest standards. The average CGPA of the students who are enrolled in this department in 2017 is 4.81.

The University sets the central admission system for all programmes. The concerned Dean of Faculty chairs the admission process of the concerned faculty. The Department chairpersons are the co-chairs, while all faculty members are the members involved in the process of written examination and admission. After admission, the department organizes an orientation
programme for all the new students. Students are awarded marks for in-course exams, course works / assignment, attendance and final exams as per the programme ordinance. This helps to track the progress and achievements of the students for some session under consideration.

The EPR team recommends providing proper training to these students’ counsellors of the department enabling them to perform better service.

Through discussion with higher management, students, academic staff members and SAC, the EPR team has identified the following areas of strengths and weaknesses of this aspect which are given in Table 4.3.

Table 4.3: Strengths, Weaknesses, and Overall Observation of the Area-Student

<table>
<thead>
<tr>
<th>Strengths and good practices</th>
<th>Areas Need to be improved</th>
<th>Opportunities for further improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ The University maintains a fair and transparent system of admission</td>
<td>➢ Students are not well motivated regarding their career development</td>
<td>❖ Need to have proper direction regarding the students career development</td>
</tr>
<tr>
<td>✓ The admission policy is well defined and approved by the appropriate authorities</td>
<td>➢ There is no department set policy towards the students who show poor progress</td>
<td>❖ Frequent visit of outside libraries should be organised.</td>
</tr>
<tr>
<td>✓ Online application for admission exists in the University</td>
<td>➢ Teacher evaluation by students system is absent</td>
<td>❖ There should be some classes on a particular course be conducted by practicing librarians and Information science personnel.</td>
</tr>
<tr>
<td>✓ Competent students are admitted into the department</td>
<td>➢ Lecturer pattern is less on practical oriented learning</td>
<td>❖ Need to introduce teacher evaluation systems (both by students and by peers) as early as possible</td>
</tr>
<tr>
<td>✓ Students have positive attitude on the degree programmes offered by the department</td>
<td>➢ Even though students theoretical competence is good but they are lag behind in thinking beyond theoretical knowledge towards practical aspects.</td>
<td></td>
</tr>
</tbody>
</table>
4.4 Teaching – Learning and Assessment

Different teaching – learning methods are used by the PoE. Assessment methods for students in theoretical as well as sessional courses are briefly explained in the syllabus. To validate the report, the EPR team visited and observed teachers teaching at a theoretical and practical classes. Through discussion with students and alumni, and from SAR, the EPR team found the teaching-learning environment and assessment process followed by the Department of Information science and Library management satisfactory. The team has observed there is some sort of teacher – student interaction during the class sessions.

EPR recommends that all the teachers of the department should provide detailed course outlines and lesson plans to the students at the first day of the lectures of the course unit, which will further increase the quality of teaching learning of the department. Currently, teaching is not evaluated either by peers or students which is a prime need of today’s higher education system in securing the quality. This needs to be rectified gradually. If department is willing to par with the international standards of teaching and learning these requirements need to be practiced as sooner as possible.

Key findings are showed in Table 4.4.

Table 4.4: Strengths, Weaknesses, and Overall Observation of the Area-Teaching Learning

<table>
<thead>
<tr>
<th>Strengths and good practices</th>
<th>Areas Need to be improved</th>
<th>Opportunities for further improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Sufficient number of faculty members are with PhD degree</td>
<td>✗ Course outlines and lesson plans are not used</td>
<td>✗ Course outlines and lesson plans should be given at the beginning of the semester for all the course units</td>
</tr>
<tr>
<td>✓ A good number of faculties are available in the department with overseas postgraduate qualifications</td>
<td>✗ PoE is not following Bloom’s taxonomy in preparation of examination questions</td>
<td>✗ Continues assessment process and components are needed to be re-designed</td>
</tr>
<tr>
<td>✓ Continues assessment results are exposed to the students</td>
<td>✗ Mainly focusing on theoretical background and not on practical aspects.</td>
<td>✗ PoE should follow Bloom’s taxonomy in preparation of examination questions.</td>
</tr>
<tr>
<td>✓ Landscape of the campus is favourable for teaching-learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.5 Staff and facilities

As it is considered that faculty members are the backbone of a programme entity, therefore, it is always advisable to undertake various activities, which help to enrich the knowledge, and keeps the faculty members updated with recent changes in the sector. At the same time, there must be some initiatives to upgrade the skills of the non-academic staff so that they can provide quality services. The university as well as the programme entity must try to optimally use the existing resources for the development of the staff.

Quality assurance recognizes the importance of training and development. Training is very important to enhance the professional skills of the staff and to keep them up-to-date with best practices in quality assurance. There is no staff development programmes for both academic and non-academic staff conducted either by the department or the University. There is no staff development centre for the whole university which is a prime requirement for maintaining the quality of the degree programmes and the education system of the university. The academic staff has not been given any kind of formal pedagogical training in teaching to the students. The academic staff of the department was in favour for introducing such training programme.
Considering all these facts, the EPR team strongly recommend to IQAC and University Administration to introduce formal teaching methodology training programme for early and mid-career academic staff.

Peer observation and student evaluation are effective approaches to get useful insights to improve teaching capacity and quality. Peer observation also helps experienced staffs to share the good practices with the new and relatively less experienced staff members. Such provision of mentoring is very effective to develop the professional skills of young and newly recruited staff. Student evaluation on teachers helps to identify the students’ needs in teaching and self-shortcomings of teaching that helps to improve the quality of teaching of the respective teachers.

According to the SAR, currently there are 19 faculty members 4 non-academic staffs in the Department. The EPR team had meeting with the academic and non-academic staffs, and discusses on various issues which may help the staff of the programme entity to provide quality services. Following are the few areas which may help the programme entity to enrich the capacity of the staff. Key findings are showed in Table 4.5

Table 4.5: Strengths, Weaknesses, and Overall Observation of the Area-Staff

<table>
<thead>
<tr>
<th>Strengths and good practices</th>
<th>Areas Need to be improved</th>
<th>Opportunities for further improvements</th>
</tr>
</thead>
</table>
| ✓ Well-defined recruitment policy is in practice. | **Staff development programmes do not exist**  
  ➢ Research grants for academic staff is not sufficient  
  ➢ No absolute training is provided for academic staff in teaching methods  
  ➢ No training facilities for the young faculties and non-academic staff  
  ➢ No peer observation exists | **Opportunities for improvement for teaching staff in teaching methods**  
  ➢ Non-academic staff career development should be further strengthened  
  ➢ Senior teachers need to provide mentoring in regarding academic development of the junior teachers |
4.6 Physical Facilities

Quality institutional infrastructure and facilities such as accommodation facilities, modern classrooms, library facilities, medical facilities, reading rooms, clean and hygienic washrooms, clean drinking water, clean and separate leisure rooms for male and female students, cafeteria facilities with safe and nutritious food, playground, gymnasium, swimming pool, etc. are essential for quality learning opportunities as these physical facilities create encouraging learning environment and facilitate the attainment of learning objectives. The team has observed and satisfied with substantial library facilities available at the faculty library, medical
facilities available at the medical centre, and sports facilities available for the students including a modern swimming pool and gymnasium.

The University has a modern and big library with reach collection of books, dissertations, journals, periodicals, daily newspapers, and also access to online resources like most of the referred journals and database. The Department has a seminar library which is well organized. PoE also has a good computer laboratory for students use.

The department has improvement its internet facilities with Wi-Fi access. The department has website and it is duly updated. The website includes mission and vision of the department, class routines, notice board, syllabus, teachers’ profile, extra- and co-curricular activities, book list of seminar library, scholarship and gold medals, Alumni association, etc.

University has a well-equipped Medical Centre with sufficient qualified doctors (24 MBBS qualified medical doctors) and 8 nurses. There is eye clinic, dental clinic, ECG unit, X-ray unit, pathological laboratory, and related facilities at the medical centre. Medical centre is open 24 hours and for outdoor treatments. However, building of the medical centre is not repaired for long period and their standards are very poor. The standards of these buildings need to be upgraded by renovating them as soon as possible.

The University has adequate outdoor game facilities, but indoor game facilities are not so enough according to the teachers and students. In fact the university has a good gymnasium, but very few students and hardly any teacher have a habit of going to the gymnasium regularly or even occasionally.

The department has two classrooms. Classrooms are modified to match with modern teaching and learning environment. Some of the Faculty members have sufficient working space with computer and internet facilities for their academic works. However, it needs at least two more class rooms for smooth functioning of the teaching learning activities of PoE.

Most of the academic staff members do not have office rooms, which is a big disadvantage for student teacher interaction.
EPR team could not find a proper water dispenser to provide safe drinking water to the students.

Key findings are showed in Table 4.6

Table 4.6: Strengths, Weaknesses, and Overall Observation of the Area-Physical Facilities

<table>
<thead>
<tr>
<th>Strengths and good practices</th>
<th>Areas Need to be improved</th>
<th>Opportunities for further improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Modern teaching aids exist in the class rooms</td>
<td>➢ Medical centre is not up to the required standards</td>
<td>❖ Medical centre needs to be upgraded</td>
</tr>
<tr>
<td>✓ Infrastructures of class rooms are sufficient</td>
<td>➢ Human resources of the medical centre such as physicians, nurses and helping hands are insufficient compare to the number of patients</td>
<td>❖ Need to recruit more physicians, nurses to the medical centre</td>
</tr>
<tr>
<td>✓ Seminar library and Central library facilities and management are favourable to strengthening the quality education</td>
<td>➢ Standards of TSC is not up to mark</td>
<td>❖ Need to introduce mobile internal security system in the campus</td>
</tr>
<tr>
<td>✓ Facilities for Extracurricular activities are found to be acceptable</td>
<td>➢ There is no mobile internal security system in the campus for both teachers and the students.</td>
<td>❖ Need to improve sports facilities for the students further</td>
</tr>
<tr>
<td>✓ There are health care facilities</td>
<td>➢ There is a lack of sufficient instruments in the central gymnasium.</td>
<td>❖ Need to provide sufficient office room facilities to the academic staff</td>
</tr>
<tr>
<td>✓ There are dormitory facilities for the students.</td>
<td>➢ Academic staff do not have sufficient number of office rooms.</td>
<td>❖ Need to provide pure drinking water to the students at the department premises.</td>
</tr>
</tbody>
</table>
4.7 Student Support Services

Student support services such as academic guidance & counselling, co-curricular & extra-curricular activities, career counselling & placement arrangement, alumni services, community services, etc. contributes to social & academic development of the students, and enhance their quality learning experience & educational achievement by meeting their diverse needs as stated above.

The review team has observed and identified that there is no formal academic or social counselling structure is available and process is functioned at the department. There is some kind of student advisory service offered by the university and it is not adequate for a university with larger student population. In fact the Department has no policy or arrangement for providing academic guidance and counselling to the students. However, a few faculties enthusiastically provide guidance and counselling to the students in case of need.

There is a formal alumni association for the department and review team recommend to further strengthen the link with the alumni association. It will be very useful for the department to establish a continuous dialogue with passed out students of the department.

The department organise community services time to time, like community cleaning service, blood donation programme, community awareness to for anti-drug and smoking, information literacy activities for rural high school students, etc. The academic staff and students need to think how they can offer more services to the community.

The department has five students club like career counselling club, debating club, sports club, cultural club and study circle. Five faculty members as coordinators are appointed by the academic committee for looking after the clubs.

Key findings are showed in Table 4.7
Table 4.7: Strengths, Weaknesses, and Overall Observation of the Area-Student Support Service

<table>
<thead>
<tr>
<th>Strengths and good practices</th>
<th>Areas Need to be improved</th>
<th>Opportunities for further improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Sports facilities are available</td>
<td>➢ Career counselling are not in existence</td>
<td>❖ Academic and social counselling need to be introduced.</td>
</tr>
<tr>
<td>✓ Medical facilities are available</td>
<td>➢ PoE is not adequately involved in community services</td>
<td>❖ Extra and Co-curricular activities could be incorporated within the academic calendar</td>
</tr>
<tr>
<td>✓ Library facilities are enjoyable for quality education</td>
<td>➢ Co-curricular activities are not introduce adequately</td>
<td>❖ Need to strengthen the bonds and links with the alumni</td>
</tr>
<tr>
<td>✓ Academic guidance and counselling are formalized with proper documentations</td>
<td>➢ No feedback is taken from the alumni</td>
<td>❖ Need to strengthen the bonds and links with the industry</td>
</tr>
<tr>
<td>✓ There is an alumni association</td>
<td>➢ Industrial collaboration with PoE is not adequate</td>
<td>❖ Medical centre of the University need to be upgraded up to the required standards</td>
</tr>
<tr>
<td>✓ There are facilities for extra-curricular activities</td>
<td>➢ Medical centre of the University is not up to the required standards</td>
<td></td>
</tr>
<tr>
<td>✓ There is special reward policy for the brightest students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ There is a First aid box in the department</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.8 Research and Extension

The Department has a mechanism for engaging the students in research and development activities. Each and every MA students have to take a research project and they have to prepare a research report on their research project under the direct supervision of the faculties. So, the Department is continuously trying to involve its students into research and development activities. It is appreciated, but academic staff need to have individual research projects.

However, both senior and junior faculties are publishing their research inputs in the form of articles in reputed indexed international journals with high impact factor. Faculties should be encouraged to publish their research findings in indexed journals. Furthermore, in reality, a few
faculties use research inputs in the classroom for discussion. At the undergraduate level of teaching it does not occur at all. Academic staff claim that no sufficient research funds are available at the University. However, EPR believes that University research grants are enough to initial commencement of research because it does not require much money as per researches in science based faculties.

In fact a very few teachers occasionally look for outside research grants and as such all the faculties should apply and secure research funds on a regular basis. Key findings are showed in Table 4.8.

Table 4.8: Strengths, Weaknesses, and Overall Observation of the Research and Extension

<table>
<thead>
<tr>
<th>Strengths and good practices</th>
<th>Areas Need to be improved</th>
<th>Opportunities for further improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ There are enough abilities and physical facilities to conduct research</td>
<td>✓ Documental evidences for policy and program on research and development are not available</td>
<td>✓ Faculty members should be motivated by providing more research facilities</td>
</tr>
<tr>
<td>✓ Innovative power of some of the teachers is appreciated</td>
<td>✓ Funding for research projects led by faculty members are not adequate</td>
<td>✓ Research grants may be explored in collaboration with other faculty members and corporate sector</td>
</tr>
<tr>
<td>✓ Some of the teachers have published papers in well reputed international journals</td>
<td>✓ Faculty members rarely bid for external research funding</td>
<td>✓ University could encourage and support faculty members and students to participate actively in conducting research projects and research conferences</td>
</tr>
<tr>
<td></td>
<td>✓ Less involvement of the teachers in community services</td>
<td>✓ Funds need to be allocated for maintaining an updated database.</td>
</tr>
<tr>
<td></td>
<td>✓ No formal training for newly recruited academic staff in research planning and seeking for funds</td>
<td>✓ Need formal training on research planning and fund seeking for newly recruited academic staff.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Teachers should devote their major time for academic</td>
</tr>
</tbody>
</table>
4.9 Process Management for Continual Improvement

It is very satisfactory that the top management of University of Dhaka committed to develop quality culture in the university as well as in all the Faculties and Departments of the university. The discussion held with Pro Vice Chancellor (Academic) was very fruitful and it helps to share the ideas of the top university administration and EPR team. The Pro Vice Chancellor (academics) is very positive in regarding the recommendation made by the EPR team and agreed to implement these recommendations accordingly. Thus, the university has set up Institutional Quality Assurance Cell (IQAC) and has given the authority to IQAC to monitor and encourage all the programme entity to go through self-assessment process and ensure the practice of internal quality assurance. The SAR of the PoE discusses the self-assessment process they followed over the last one-year, and also highlights some of the improvement plan based on the feedback from different stakeholders.

Literature on quality assurance suggests that process management and continuous improvement requires effective management system to support the programme entity and to undertake series of activities which will help to obtain the desired goals. Suggestions from the EPR team and feedback from stakeholders can be a base from where the programme entity may draw an outline and prepare an action plan for continuous improvement. The summary of findings of EPR team is given in Table 4.9.

Table 4.9: Strengths, Weaknesses, and Overall Observation of the Area-Process Management and Continuous Improvement

<table>
<thead>
<tr>
<th>Strengths and good practices</th>
<th>Areas Need to be improved</th>
<th>Opportunities for further improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ IQAC is well organized and very dynamic to arrange required quality development programs</td>
<td>♦ No formal feedback system is implemented in regarding teaching in the department</td>
<td>❖ Introduce students’ feedback including peer observation on teaching and learning.</td>
</tr>
<tr>
<td>✔ University administration is committed to provide conducive learning environment for students and faculty members</td>
<td>✗ No liaison between PoE and IQAC in regarding maintaining the quality indicators</td>
<td></td>
</tr>
<tr>
<td>✗ Department management is always ready for upgrading the quality standards of the department</td>
<td>✗ Motivation toward community based involvements are not properly functioning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✗ Self-assessment is not done on regular basis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✗ Feedback system from different stockholders are not sought</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✗ Formal evaluation of teaching and learning mechanism does not exist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✗ Skill development mechanisms for staff and faculties are inadequate</td>
<td></td>
</tr>
<tr>
<td>✗ Need to appoint coordinator to establish liaison between PoE and IQAC in regarding maintaining the quality indicators</td>
<td>✗ Specific action plan need to be designed and implemented to achieve the goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✗ Feedback from relevant stakeholders need to be obtained to identify the potential areas for improvement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✗ Coordination among the faculty members, with the management, and with IQAC is needed for effective process management</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion
The Peer Review Panel found that the faculty members at Department of Information Science and Library Management are quite aware of the advancement and changes in the higher education in global perspective. Members of the Department are eager to adopt standards good practices in teaching and learning. They are prepared to meet the educational challenges of the 21st century, with great appreciation. After in depth study, observation and interaction, the external peer review team has identified several areas for further improvement in quality of education at the Department of Information Science and Library Management. The Department of Information Science and Library Management is urged to review the recommendations, to prioritize them and incorporate them into the improvement plan. The EPR team is confident that the SAR and EPR report together will provide a sound basis for the strategic plan for further improvement.

There are some identifiable and commendable good practices at the Department of Information Science and Library Management largely led by individual faculty efforts. The external peer review team believes through strong and effective co-ordination and commitment, the recommendations can be adopted as best practices. The EPR team also believes better implementation of the recommendations may guide towards Total Quality Management. Hence the Department of Information Science and Library Management, University of Dhaka can be referred as a “Central of Excellence in Quality Education” in near future.

5.2. Commendations
Following good practices were found at the PoE and commended by the EPR team.

Governance
✓ Academic calendar is followed properly
✓ The department get bright students due to the extensive screening through the standard admission test
✓ Examination results are released within the stipulated time period; i.e. 21-30 days
✓ The Department current leadership shows his willingness to develop the department and ability to work as a team.
✓ The University has sound leadership to support and encourage the quality assurance culture
✓ Good documentation system is in practice
✓ The department has good website, which is updated frequently

**Curriculum Design, Content and Review**
✓ Updated syllabus
✓ Good and optimum content in each course.
✓ Subjects from familiar to new and complex.
✓ Consistent with credit class hours.
✓ Right text and references.
✓ There is a good sequences of courses
✓ It is reported that most of the courses have a presentation and assignments.
✓ Syllabus is modified yearly.
✓ Department has the practice for providing extra-curricular activities
✓ BA and MA (regular) students are given 1 month internship after completing the degree.
✓ Comprehensive course design covering new and emerging topics in information science and library management.

**Student: Admission, Progress and Achievements**
✓ The University maintains a fair and transparent system of admission
✓ The admission policy is well defined and approved by the appropriate authorities
✓ Online application for admission exists in the University
✓ Competent students are admitted into the department
✓ Have strong students counselling system
✓ Students have positive attitude on the degree programmes offered by the department

**Teaching, Learning and Assessment**
✓ Sufficient number of faculty members are with PhD degree
✓ A good number of faculties are available in the department with overseas postgraduate qualifications
✓ Continues assessment results is exposed to students
✓ Landscape of the campus is favorable for teaching-learning
✓ They have modern teaching and learning facilities in the class rooms
✓ Theoretical and practical classes are interactive
✓ Assessment of the students is transparent and in high standards

**Staff**
✓ Well-defined recruitment policy is in practice.
✓ Well qualified teaching staff. 19 academic staff members are in the department. Out of them 14 are present and rest are on study leave, and other types of leave. 9 professors. Out of 19 academic staff, 70% of them are Doctorate degree holders.
✓ Sufficient teaching staff.
✓ Chairman of the department is ready to provide facilities to the staff and students always
✓ Department maintains a list of publications of the academic staff
✓ CVs of the academic staff is available

**Physical Facilities**
✓ Modern teaching aids exist in the class rooms
✓ Infrastructures of class rooms are sufficient
✓ Seminar library and Central library facilities and management are favorable to strengthening the quality education
✓ Facilities for Extracurricular activities are found to be acceptable
✓ There are health care facilities
✓ There are dormitory facilities for the students.
✓ There is separate wash room facilities for both male and female students and they are hygienic
✓ Good Computer laboratory is available at the department

**Student Support Services**
✓ Sports facilities are available
✓ Medical facilities are available
✓ Library facilities are enjoyable for quality education
✓ Academic guidance and counselling are formalized with proper documentations
✓ There is an alumni association
✓ There are facilities for extra-curricular activities
✓ There is special reward policy for the brightest students
✓ There is a First aid box in the department
Research and Extension

- There are enough abilities and physical facilities to conduct research
- Innovative power of some of the teachers is appreciated
- Some of the teachers have published papers in well reputed international journals

Process Management for Continual Improvement

- Practicing informal academic feedback system in the department
- IQAC is well organized and very dynamic to arrange required quality development programs
- University administration is committed to provide conducive learning environment for students and faculty members

5.3 Recommendations

Following recommendations were done by the EPR team to overcome the shortcomings of the PoE and to strengthen the overall quality of the PoE.

Governance

- PoE need to formulate Goals, Objectives and strategic plan
- Intended Learning Outcomes should be clearly reflecting the mission and objectives of the PoE
- Course outline and lesson plan should be provided by PoE to the students at the beginning of the semester
- Feedback from the stakeholders such as employers, alumni and students is necessary for improvement of the governance
- Soft skills development programmes need to be introduced.
- The department need to organize job fair in regular basis

Curriculum Design, Content and Review

- Curriculum need to be designed to reflect the objectives of the programme and the PoE and it must be tuned with intended learning outcomes of the course units (ILO)
- Representatives from employers, alumni and students need to be consulted in curriculum preparation
Adequate time allocation should be included to the curriculum to accommodate the soft skills development of the students such as English language knowledge, ICT, personality development and communication skills.

Course contents need to be upgraded according to the changes of the information science globally and secure employability

New knowledge and changes should incorporate immediately if possible

The department may consider incorporating some preliminary courses in the first semester such as mathematics and basic statistics.

There should be handbooks of course outlines for all the degree programmes

There should have a specific timeline for conducting curriculum design where employers, alumni, present students may be invited (i.e. as internationally accepted within 5 year period)

There should have a method of preparing cases by the students

Better to include course units such as Basic Economics, AI, Big Data management into the degree programme

Organise joint workshop with various stakeholders to develop curricula in future.

Sense of ethical issues related subject might be introduced.

Topics in each course should be arranged with a lecture plan

**Student: Admission, Progress and Achievements**

Need to have proper direction regarding the students career development

Frequent visit of outside libraries should be organised.

There should be some classes on a particular course be conducted by practicing librarians and Information science personnel.

Need to introduce teacher evaluation systems (both by students and by peers) as early as possible

**Teaching, Learning and Assessment**

Course outlines and lesson plans should be given at the beginning of the semester for all the course units

Continues assessment process and components are needed to be re-designed

Follow Bloom’s taxonomy in preparation of examination questions.

More emphasis need to be given on presentation and case based study and case based exam questions.
Answer scripts of the mid-term examination should be given back to students so that they can at least understand their lacking in writing and presentation in the answer script.

Industry visits should have in practice.

**Staff**

- Opportunities for improvement for teaching staff in teaching methods
- Non-academic staff career development may be further strengthened
- Senior teachers need to provide mentoring in regard to academic development of the junior teachers
- Monitoring and accountability should be strengthened
- Training program for academic and non-academic staff need to be introduced either by the PoE or by the University
- Peer observation need to be introduced
- Need to improve remuneration for university teachers and provide opportunities for research.
- Office Facilities for academic staff need to be provided ASAP.
- The department needs to have at least one administrative officer and one officer for clerical works.

**Physical Facilities**

- Medical centre need to be upgraded
- Need to recruit more physicians, nurses to the medical centre
- Need to introduce mobile internal security system in the campus
- Need to improve sports facilities for the students further
- Need to provide sufficient office room facilities to the academic staff

**Student Support Services**

- Academic and social counselling need to be introduced.
- Extra and Co-curricular activities could be incorporated within the academic calendar
- Need to strengthen the bonds and links with the alumni
- Need to strengthen the bonds and links with the industry
- Medical center of the University need to be upgraded up to the required standards
- There is need to create a fund for the poor students
Research and Extension

- Faculty members should be motivated by providing more research facilities.
- Research grants may be explored in collaboration with other faculty members and corporate sector.
- University could encourage and support faculty members and students to participate actively in conducting research projects and research conferences.
- Funds need to be allocated for maintaining an updated database.
- Need formal training on research planning and fund seeking for newly recruited academic staff.
- Teachers should devote their major time for academic development by doing and publishing research work.

Process Management for Continual Improvement

- Introduce students’ feedback including peer observation on teaching and learning.
- Need to appoint coordinator for establish liaison between PoE and IQAC in regarding maintaining the quality indicators.
- Specific action plan need to be designed and implemented to achieve the goals.
- Feedback from relevant stakeholders need to be obtained to identify the potential areas for improvement.
- Coordination among the faculty members, with the management, and with IQAC is needed for effective process management.
5.4 Judgments

Based on the observations during the peer review visit by the Review Team following aspects were judged using the given rating scale:

<table>
<thead>
<tr>
<th>Aspects under Review</th>
<th>Judgment given</th>
<th>Numerical weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Governance</td>
<td>Very Good</td>
<td>4</td>
</tr>
<tr>
<td>2. Curriculum Design and Review</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>3. Physical Facilities</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>4. Student: Admission, Progress, and Achievements</td>
<td>Very Good</td>
<td>4</td>
</tr>
<tr>
<td>5. Teaching and Learning</td>
<td>Very Good</td>
<td>4</td>
</tr>
<tr>
<td>6. Assessment of Student Performance</td>
<td>Very Good</td>
<td>4</td>
</tr>
<tr>
<td>7. Student Support Services</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>8. Staff and Facilities</td>
<td>Very Good</td>
<td>4</td>
</tr>
<tr>
<td>9. Research and extension</td>
<td>Very Good</td>
<td>4</td>
</tr>
<tr>
<td>10. Process management for Continual Improvement</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>Overall Judgment and Final Score</td>
<td><strong>Very Good</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Score</th>
<th>Overall Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 15</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>16 – 25</td>
<td>Poor</td>
</tr>
<tr>
<td>26 – 35</td>
<td>Good</td>
</tr>
<tr>
<td>36 – 45</td>
<td>Very Good</td>
</tr>
<tr>
<td>46 - 50</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Considering the judgments given for the different QA aspects, the External Peer Review team is able to give an overall judgment of **Very Good** for the Department of Information Science and Library Management, University of Dhaka.
Professor Dr. Rohana P Mahaliyanaarachchi  
(Foreign Quality Assurance Expert) 
Senior Professor, Agri Business Management 
Faculty of Agricultural Sciences 
Sabaragamuwa University of Sri Lanka 
Mobile: +94718052721 
Email: rohanap@agri.sab.ac.lk 
rmahaliyanaarachchi@gmail.com

Dr. Md. Shariful Islam  
(Subject Expert) 
Professor 
Department of of 
Information Science and 
Library Management 
University of Rajshahi 
Mobile: +8801712206547 
Email: sharif6islam@ru.ac.bd 
sharif6islam@yahoo.com

Dr. Kazi Bayzid Kabir  
(Local Quality Assurance Expert) 
Associate Professor, 
Department of Chemical Engineering & Additional 
Director, IQAC, BUET 
Mobile: 01919190800 
Email: kazibayzid@gmail.com 
kazibayzid@che.buet.ac.bd

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References

- Self-Assessment Manual, Published by HEQEP, QAU of UGC
- Institutional Quality Assurance Cell Operations Manual, Published by HEQEP, QAU of UGC
- SAR of Department of Information Science and Library Management, University of Dhaka
- Website of University of Dhaka(www.du.ac.bd)
- Minutes of meetings/discussions with representatives of major stakeholders