

NON-GOVERNMENT UNIVERSITY MOVEMENT IN BANGLADESH
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**PROPOSAL FOR ESTABLISHING THE UNIVERSITY OF BUSINESS
AGRICULTURE AND TECHNOLOGY
AT DHAKA, BANGLADESH¹**

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¹ This "Working Paper" was prepared by Dr M. Alimullah Miyan while he was on a World Bank sponsored visit to USA as Director of the Institute of Business Administration (IBA), University of Dhaka, during which he had the opportunity of spending 3 weeks at Kansas State University (KSU), Manhattan, Kansas. Talking to a group of about 40 academics at KSU, Dr Miyan realized that universities in the USA were very much relevant to their society, and the question why they could not be relevant to society in Bangladesh also naturally came to his mind. This resulted in consultations with academics at the university, leading to the preparation of this paper, which was presented, at the highest level of the KSU for consideration. Eventually, KSU issued a "Letter of Intent to Participate" in the establishment of this new university in Bangladesh, on April 27, 1989.

Because this paper broke new ground in the field of education in our country, it is reproduced here unedited for the benefit of those interested in the genesis of IUBAT–International University Business Agriculture and Technology nay, the origin of non-government universities in Bangladesh.

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I. INTRODUCTION

This document sets forth the parameters for establishing an institution of higher learning in the non-government sector in Bangladesh with particular focus on business administration, agriculture and technology aspects which could effectively contribute to agro-economic and social development of Bangladesh. The institution will have the overall objective of promoting higher professional education with relevance to those growth areas of the economy which require qualified human resources and also to create a climate of professionalism and scholasticism to promote further development of the society.

The basic goal is to make an investment in human resource development through which the fundamental economic problems of the society can be tackled by the people and, in the process, promote self-reliance in agro-economic development as well as in higher education. The basic premise taken in this document is that professional higher education in Bangladesh is hard to come by and the educational atmosphere prevailing in the country is not conducive to quality as well as scholasticism and that in itself impedes agro-economic development of the society.

It is further anticipated that North American universities and institutions can be of particular assistance and help to Bangladesh through contributing to human resource development in the growth-oriented disciplines of the economy, and thereby promote economic development of a society, which suffers from serious problems of hunger, malnutrition and poverty. It is further presumed that quality education, along with basic research on the problems of agro-economy and business, will eventually lead to promoting a private sector-oriented growth in Bangladesh to the benefit of all concerned. Such an agro-economic development will also have implications for institutional learning as well as impact in terms of the trade and business possibilities of the organizations operating in North America. Therefore, this document basically sets forth the premises for such a higher seat of learning in Bangladesh.

II. BACKGROUND

Higher education in Bangladesh is organized in the public sector only. That is, all universities are funded by the government through its budgeting process and there is hardly any involvement of the community in running and managing of these institutions of learning. There is also limited involvement of the non-government sectors and people in aligning the role of these institutions to the needs of the society. There are presently four general universities offering education in arts, sciences, education and general areas, including business and commerce. There are two specialized universities. One relates to agriculture, the other, to engineering and technology. Both of these are again operating in the public sector.

The roles of the universities in Bangladesh are twofold, acting as the teaching or training institutions for young people and affiliating various colleges offering instruction in different subjects and issue certificates on the basis of the examinations conducted by the universities. In the later case, the university only designs the curriculum and conducts the examination, and takes no responsibility for the teaching and improving quality of education in these institutions.

These colleges carry on their teaching and training responsibility under separate governing bodies and most of these colleges are also operated by the government or, in those cases where there is private initiative, the government gives considerable subsidy to these programs. The quality of education in these colleges is very poor and entry of students from these colleges to the university level creates serious problems.

The university teaching systems are mostly back dated or antiquated with two year/three year basis examination system leaving little opportunity for frequent or continuous evaluation of students, feedback to the students in terms of their performance, as well as providing a climate of interactive

learning process. Higher education in the world is regarded as the route to social mobility and, as such, it is the desire of most students to try to enter a college or university of higher education and Bangladesh is no exception in this regard.

The universities in the country are presently going through a chaotic situation and there is hardly any professionalism available in managing the educational programs prevailing in the universities. The faculty members are not attentive to their duties; in most cases, classes are not held on many occasions due to political unrest, intra-fighting of the faculty members, students and administration that has created a condition where the universities can hardly function as academic entities. Most university academic sessions are behind the schedule by three to four years with the outdated and irrelevant curricula to the needs of the society. Due to this, the future potential, employees remain unskilled that results in unemployment in the country.

On the other hand, government is not in a position to create job facilities for the people. This has resulted in a large group of educated, unemployed young people in the society who feel very frustrated but are not in the position to translate their knowledge and skill into any meaningful productivity. The existing universities have all the elements of a good university in terms of structures and system but, unfortunately, there is hardly any professionalism in terms of academic decisions related to student admission, teaching, training, research, faculty promotion, motivation and evaluation that results in campus irregularities that again causes qualified faculty to push factor to other countries like to North America and Europe.

This push factor again leads brighter students to leave the country if financially solvent. Interactions with some of the parents indicated that it may be cheaper in the long run to send their children abroad for education because of the more than double the time period required for educational degree attainment in Bangladesh as well as the poor quality from which they are protected if their children go out and get their education.

The society, to a large extent, is ambivalent to the academic community and find them mostly irrelevant to the needs of the society. The government is also conscious of the inadequacies of the educational system in the country but is yet to bring in reforms because of various constraints. The educational scenario is continuously deteriorating and there is hardly any professionalism left among the academics, and the universities are becoming like the public corporations generating a lot of waste and very limited quality education and scholasticism that is badly needed in the society.

Education is perceived to be the responsibility of the government and as such, the government has introduced the concept of universal primary education for all. The government has also borrowed extensively from the International Development Assistance organization for building up infrastructure of primary schools and also provides for teachers to teach in these schools. But over the years, there has been a general deterioration in the standard of the elementary schools resulting in a large scale growth of kindergarten-type institutions in the private sector to offer quality education to children. This is largely true in the urban areas in Bangladesh and with a high degree of concentration in the capital city of Dhaka.

Despite the government goal of universal primary education, given the growth in the population, and large degree of irrelevance of the educational curricula to the needs of the farm community to which most of the children go back, and also because of the general poverty prevailing in the country, most parents of the lower income and landless families do not find any incentive to send their children to the primary schools. Most of the children of these families are required to work during the daytime hours when the school meets and, as such, even if they desire, they cannot send their children to these schools because of the need to contribute to family income or, in many cases, to earn a living by the children themselves.

Thus, despite the increased investment in the infrastructure and related aspects of elementary education, the literacy rate in the country is not increasing in any significant rate. Thus, elementary school system is not producing good quality and well-educated children to go to secondary schools.

The secondary school system is again promoted by the government. There are some private secondary schools but they receive considerable government subsidy in terms of remuneration of the teachers. The quality of education in these schools is not very satisfactory giving rise to the problems of quality in the next level. This situation again created a niche for private sector operations and private schools are coming up particularly in the cities to provide secondary education to the children almost on a full-cost basis. These schools are expensive but at the same time the quality that they offer attracts the parents to send their children to these at an increasing rate, giving rise to high pressure on demand for these institutions.

While the primary school education is totally free and the government provides books to the children free of cost, the secondary-level students are required to buy their own books and pay a nominal fee toward the cost of their education. Again, the curricula of the secondary schools are oriented to prepare more administrative or clerical type of people and are not geared to train people to go into a society with learned skills to be used for making a livelihood or transforming one thing to another. This again created a situation that from the secondary level; a large body of students comes out every year, all of who try to go into the two-year colleges from which they can go to higher degree colleges or universities. It takes ten years to get through the elementary and secondary education system.

After finishing the secondary school, the students go to a two-year degree college and in this college they complete the higher secondary examination. The educational choices of the students are basically made after the higher secondary education, which requires twelve years. Following the higher secondary, the students may go to a two-year degree college or join the honours program of the general universities for three years or they can go to four-year Degree College of medicine, engineering or agriculture. Degree programs are primarily two years or three years with honours except in cases of engineering, medicine and agriculture where the degree programs are for four-year period. When a student completes a two-year degree program, he studies another two years to earn masters degree in a university or a college, which has been authorised to teach masters level courses. Thus, the education system in Bangladesh allows a student to earn masters degree in sixteen years of time, which is two years less than the usual time requirement in North America.

The turnout of the students from the school level and college examinations is large but the entry into the college level is very limited. Only about 10% of the students coming out of the secondary school system can be admitted to the university or degree colleges and others cannot be admitted because of the non-availability of accommodation for teaching the students. There is a large gap in the educational demand and availability of educational facilities in the country. However, the facilities available for education are also very sparingly used in the sense of providing a quality professional education to the students who, in turn will be able to use their knowledge, skill and learning experience for making a living either for a job situation or by transforming certain elements of their environment.

In view of the deteriorating educational quality and lack of professionalism in higher education, there is an exodus of students outside the country to avail quality education. This exodus, in the long run, creates a big brain drain for the society because most of the young people leaving the society are not likely to return because of re-entry problems as well as attractions in the alternative environment.

Secondly, this creates a difficult situation for the social transformation in view of the non-availability of people with sufficient understanding and perception to transform the society as well as to carry on the fundamental research and other investigations required to solve some of the major problems facing the society.

In the context of this background, and in view of the tremendous need for developing human resources of the Bangladesh society to bring in a socio-economic transformation through the agro-economic-industrial development process, it is proposed that a seat of higher learning be created in Bangladesh.

This proposed institution is to adhere to full academic and professional perspective in imparting educational training and conducting research on the problems of development in Bangladesh society and maintain the same standard as that of other standard academic institution in North America. The organization envisioned is to be fully autonomous with its own administrative and quality control mechanisms and is to be operated under a non-profit foundation type of concept outside the influence of vested groups as far as its academic and professional decisions are concerned.

III. OBJECTIVE

The overall objective of the university shall be human resource development through appropriate teaching, training and guidance as well as creation of knowledge conducive to socio-agro-economic-industrial development of Bangladesh society. The translation of such objective shall be made through offering courses and curricula relating to various aspects of knowledge relevant to the development oriented aspects of Bangladesh society as well as offering opportunities for individuals to acquire knowledge and relevant experience in the chosen fields of specialization. The University shall also seek to develop and mould the personality of the individuals and in the process, contribute to development of self-confident individuals with proper appreciation of the boundaries of knowledge, theories and practical aspects of life and living so that they are in a position to contribute independently to their personal and societal development.

Besides, the university shall provide opportunities for promotion of scholasticism and learning through research and extension programs as well as through a concept of continuing education, which would evoke interest among all people regardless of age or other considerations.

The university shall be open to all to participate provided they have the intellectual capabilities, breadth of knowledge and experience as well as other qualifications to participate in the various educational programs.

The facilities to be provided by the university shall include the provision of educational programs in the various fields of knowledge and opportunities for training and experiential learning in chosen areas as well as research endeavour to enlarge the boundaries of knowledge in different subject areas as well as applying the knowledge in the context of Bangladesh situation for improving the social and economic standard of the people for which the educational programs should respond to.

IV. SCOPE OF THE UNIVERSITY

The University will have the scope of providing educational facilities in any discipline or area relevant to the socio-cultural condition for transforming the society. However, at the initial stage, it is contemplated that the University should restrict its operation to particular aspects of the economy, which is growth-oriented. Thus, it is envisioned that the University should start with the primary thrust on business administration and agriculture, both of which are of particular relevance to social transformation in Bangladesh. It is proposed that the University will start with two colleges, a College of Business Administration and a College of Agriculture.

The College of Business Administration will admit students on a four-year undergraduate program offering a degree of Bachelor of Business Administration. The undergraduate program will be patterned after the program prescribed by the American Assembly of Collegiate Schools of Business-accrediting body of business school programs. This is to be followed by a Master of Business Administration program of two years with provision for an internship program for a full

semester. The MBA program is to be followed by a doctoral program in the long run so that the teachers, educators and management specialists can be prepared for the university system and business. In each of these degree programs, there will be sufficient emphasis on maintaining a high quality of education and a competence in the body of knowledge in which the student will choose to specialise.

The College of Business Administration will offer various non-degree programs, particularly those related to training of executives and executive development programs, and endeavour to offer an executive MBA degree in the long run. The college will give attention to providing the type of manpower the business need to transform and enhance the efficiency of operation of these institutions. Thus, this may mean providing certificates, diplomas and training programs in various areas involving accounts, finance, sales, vocational secretarial training and some sort of operational training in the area of electronic data processing including computer.

The College of Business Administration is to have offering involving degrees and non-degrees but the primary objective would be to cater to needs for all the different categories of manpower that are necessary to enhance the efficiency of business operations involving top management, middle management, pre-career education, as well as pre-career preparatory programs involving non-degrees. The College of Business Administration is expected to provide consultancy to business and industrial houses in Bangladesh and also engage itself in conducting research on problems of business, industry and commerce, which hinder progress of these activities.

The other wing of the University is proposed to be the College of Agriculture which will prepare candidates for bachelor degree in agriculture to start with and then move to masters in agriculture as well as higher degree in agriculture as far as the degree programs are concerned. The fields of interest in which the initial thrust should be developed would be agronomy, animal science, fishery and horticulture. The undergraduate program would basically be a four-year type providing enough opportunity for hands-on experience on the part of the students and at the same time be patterned to the program prevailing in the colleges of agriculture in North America.

However, the undergraduate program will have to be tailored in a way to permit economic operations that is, to cut down some of the options presently offered in the colleges of agriculture in North America. The options that will be available will revolve around agronomy, agricultural economics, animal science and industry, fishery, horticulture and forestry. It is anticipated that the College of Agriculture will carry out considerable work in the non-degree fields involving diploma and certificate as well as training which could cover various areas like agriculture, agriculture extension, agricultural mechanization, dairy, poultry, fishery, food processing, bakery, feed operation, ecology, forestry, etc.

The ecological issues facing Bangladesh should receive high priority in training and research in view of the natural disasters facing the society. Hopefully, non-government organizations and private individuals will extensively utilize the training programs, and as and when, these programs prove their utility, it will automatically attract government agents involved in this type of operation.

The College of Agriculture is expected to start laying the seeds for conducting research on various aspects of agricultural development in Bangladesh. Initially, the research would be primarily limited in scope as a part of student activity but eventually there should be organized faculty research involving various aspects of agricultural operations for adopting the knowledge available in the West as well as for developing new knowledge that will be relevant to agro-economic development in Bangladesh.

It is also contemplated that the College of Business and the College of Agriculture shall cooperate in terms of offering joint programs of both degree and non-degree types in the inter-related field. These programs could be part of the curricula for pre-career education as well as non-degree

programs involving executives and field operators in business and industry covering agriculture areas.

It is further contemplated that the University will add on new facilities as it goes into operation and at the same time, enhance the size and scope of operation of the College of Business and College of Agriculture. The logical candidates for further development would be in terms of departmentation of the facilities of business and agriculture and creation of colleges of engineering, technology, and science and at a later stage, the arts.

Initially, the University is to start with a skeleton organization involving the colleges of business and agriculture neither of which is expected to have departmentation. A core faculty of ten could be taken in for meeting the common core course requirements. It is anticipated that in the College of Business there will be an additional faculty of twelve to take care of business administration courses, and in the College of Agriculture there will be additional faculty of twelve to take care of the agriculture related courses. The resource requirement, in terms of faculty, is to be closely worked up keeping in view the anticipated student load factor and the likely involvement of the faculty in terms of non-degree activities, institution building as well as the initial seeds of research that are to be laid.

The initial thought is to admit about 300 students in the College of Business Administration and about 200 students in the College of Agriculture for the undergraduate program. Besides, the College of Business Administration will admit 200 students in the MBA program. The faculty is to be recruited and developed over the period keeping in view the anticipated course offering in different years. To start with, there will be literally no option available to the students and all of them will be required to follow a common core as they progress in different phases of their educational training. After one or two batches are processed, the specialization and options will start appearing in the curriculum. The Masters and Doctoral programs are to be initiated in 5-8 years time.

It is anticipated that enough expertise will be available to offer full-fledged programs in selected areas for Ph.Ds at Dhaka and still continue the cooperative and collaborative work with North American universities as the University at Dhaka grows in size and dimensions of its operation.

The scope of the University proposed herein is fairly limited to start with but it is to grow along with the availability of resources both in financial and human terms as well as on gaining experience in developing the University, and at the same time, ensuring the quality of education and training programs in the University. In the medium to long run, this may develop into a full-fledged university with appropriate academic linkages with other institutions over a period of time under various modalities and arrangements.

V. ORGANIZATION

The University shall be developed as an educational organization and may be registered under the Society's Act of Bangladesh as a non-profit foundation. The institution proposed could be created as a legal entity or set up under existing non-profit organizations that are in operation in Bangladesh. The University shall be run by a Board of Governors with appropriate representation of the faculty, students and other interest groups in the society including donors as well as contributors to the educational program of the university. An appropriate representation in the Board of Governors from cooperating North American institutions will be desirable as a form of long-term linkage. The University shall be run by an executive head who may be given the title of the president with appropriate support staff involving various aspects of university operations, admissions, administration, registration and documentation.

ADMINISTRATION

Within the umbrella of the University organization, the various colleges are to be organised as faculties which are to be headed by the dean with due structuring for each of the colleges. In due course, appropriate departmentation is to be established to permit specialization in academic disciplines as well as to bring focus and research attention to the different colleges belonging to the university. Each of the colleges will have appropriate faculty committees to develop, update and monitor academic programs which should be again coordinated through intercollegiate faculty committees as well as, in the long run, through interdepartmental committees as required. An organizational structure that would be in close conformity with North American universities is envisioned in the proposed university with the exceptions that this would be a non-public sector organization and should economise on administrative expenses.

Organization of the University is to be totally independent of vested groups and restrictive regulations so that it is able to function as an autonomous entity and protect the propriety of the educational qualifications that it will set up. Being in the non-public sector, the University will be able to operate independently and maintain the level of scholasticism and excellence that is required for all higher seats of learning across the world. It is to be noted that the University will be a quasi-public and quasi-private sector organization in which there will be considerable involvement of both the public and private sectors because of the common goal of developing human resources for economic development of Bangladesh as well as the commonality of interest in terms of developing knowledge base which will permit the accelerated transformation of the agro-economy.

COOPERATIVE EXTENSION

The University is conceptualized as an extension of cooperating institutions from North America and it is to operate under such umbrella so that the educational standards are maintained at par. Besides, the cooperating institutions are to provide the intellectual stimulation for creating the academic climate in Dhaka as well as ensure the quality standards of education so that the degrees are kept on an equivalent level and credits are transferable between the institutions. It is anticipated that some of the programs may be directly administered by the cooperating institution at Dhaka for a limited period of time until the proposed university is capable of mounting a program as well as maintaining the quality level that is expected. The operations of the university under the cooperating institution umbrella are central to creation of the academic standards and development of the new university.

Thus organizationally, the university is to be developed under the cooperating institution and eventually be gradually independent on a program-by-program basis as it develops faculty and the student body, as well as the infrastructure for coping with the requirements of higher education. Besides, its organizational development is expected to be linked with the cooperating institution in terms of choice of faculty, setting out regulations as to the qualification standards, as well as the various systems and sub-systems required to sustain an educational program involving student evaluation, critical mass relating to course contents, pedagogy of teaching, faculty evaluation, and planning for continuous improvement of the faculty as well as the university through research, training and advancement programs.

VI. RESOURCES

The establishment of a higher seat of learning in the form of the University in Bangladesh will require considerable resources, both for developmental purpose, as well as for sustaining the educational programs. As to the operational aspect, it is anticipated that the University should seek to break-even in terms of student and participant fees to meet operational costs, along with contributions from philanthropists, private donors and other elements in Bangladesh society. A fixed fund may be created for earning purposes to take care of some of the recurrent deficits that may be

anticipated. The University itself will be a service organization and will have opportunities for earning in terms of intellectual properties as well as be able to attract resources through provision of meaningful services to various agencies, organizations and individuals, and these may contribute to some of the costs of the university.

The biggest element of the cost that is to be required would be for development purpose. In this particular respect, it is anticipated that resources will be available from international donor agencies.

The larger chunk of resources will be required for developing the University. In this regard, the current thinking is to minimise the cost of capital investment by renting facilities required for running the university. Besides, it is planned that the University could not be primarily concerned with the housing of the students and the faculty and these are to be managed by the students and the faculty themselves. The University real estate development should primarily revolve around classrooms, laboratories, library, and faculty offices. This is to be eventually planned by a building program that is to be laid down with appropriate cost estimates.

As to the agricultural experimental stations, it is anticipated that these should be worked through cooperative programs with the farmers, which should serve as experimental stations for the students. It will be desirable to eventually set up research-type stations for agriculture research purposes and that should not be very difficult in the long run. The equipment and other facilities required would be primarily for the College of Agriculture, and for the College of Business Administration, the facilities will be primarily the computer operation. These have to be budgeted in the initial phase of the program. The University will focus more on developing facilities for education, training and research and leave out the aspect relating to co-curricular activities and housing. In this process, it may be possible to cut down substantial investment costs until such time as donors can underwrite these.

Whatever capital costs are required, this is to be budgeted and located to enable the University to be set up and make it functional. Presently, discussions are being held with the rotary organization to initiate the proposed University as an international project of the Rotary in the USA. If this can be done, the Rotary International may be approached to provide matching resources for creation of the University as well as to provide for Rotary volunteers with appropriate specialization to contribute to the development process. Discussions are also being held with the private organizations, foundations and other private groups in the USA to see whether some private initiative can be drawn in the creation of the university. Rotary district 328 in Bangladesh is also being cultivated to underwrite this as a Rotary Project. Other service clubs, such as Lions and Kiwanis, may be approached to initiate the university concept.

It is anticipated that the large number of non-government organizations working in agriculture, education and social charity in Bangladesh, of both local and foreign origin, may contribute in terms

of ideas and resources to the establishment of the university. Thus, if the initiatives on both USA and Bangladesh, sides of the private sectors can be developed then international donor agencies may be approached to provide resources for development of the university.

USAID, under the private sector programs, may be a good organization to provide resources for this purpose. Discussions are initiated at the level of the USAID desk officer for Bangladesh in Washington during the second week of March, 1989, on sensitizing the USAID about the possible venture in higher education and the same is to be continued at the level of the USAID, Dhaka operation including the American ambassador in Bangladesh.

Suggestion for contacting the Rockefeller Foundation to provide some assistance in the creation of the University is also being pursued. Other donor organizations like Canadian CIDA, Swedish SIDA, Development Aid, British Overseas Development Agency, JETRO and other multilateral donors may contribute some resources for development of the University in Bangladesh. The specialized

nature of this university with development orientation and focus on enterprennueral, business and agronomic development may have a special feature to attract donors to invest in this type of educational program. It is anticipated that, in about two years time, it may be possible to line up enough resources to initiate the educational program at Dhaka. However, the key to mobilization of these resources would be the development of educational blueprint, which would closely conform to the pattern, and standard of North American universities.

The resources required for creation of the University are to be clearly budgeted through developing a plan for the university and this would require additional time. But on a-priori basis, it is possible to anticipate the creation of university based on contributions and student fees to meet the recurrent cost and this may not be very difficult to start in a streamlined fashion. As the development resources are mobilized, it will be possible to meet the expansion and developmental goals of the university through that process.

An endowment fund will be created for supporting this university. The international non-government organizations and private voluntary organizations as well as individuals may be attracted to contribute to the development of higher educational programs with development orientation.

The resource requirement, although substantial, is unlikely to constrain the development of the university in the long run. However, to start with, this will be a major challenge in terms of operationalization of the concept proposed herein. The key to mobilization of resources for the university would be a willingness on the part of the cooperating institution to establish the university with the same level of care, confidence and accreditation as it has for its own educational programs.

VII. CONCLUSION

The proposal made herein is to be backed up by detailed plans and programs for various aspects of the operation. The blueprint presented is the result of interaction with various academic units of Kansas University; particularly those involved in business administration and agriculture. There is a cooperative climate around this idea and, with appropriate financial support, it can be transformed into reality with perseverance, commitment and considerable hard work. What is being proposed here is a long-term solution to the problem of human resource development in Bangladesh and, in the process, resolving the problem of agro-economic development and transformation of the Bangladesh society.

If the idea can be operationalized, the concept of higher education as serious business is likely to be rooted in Bangladesh society, which will in turn, have a very beneficial impact on the public sector institutions and may eventually lead to total transformation of the educational operation and philosophy prevailing in Bangladesh.

The biggest asset that Bangladesh have is its manpower and any investment in that manpower will have tremendous impact on the welfare of the people and society. The proposed seat of higher education is geared to meet a vaccuum that exists in the society at the present time and to contribute to longer term substantial development of the society to the benefit of a people who suffer from the onslaught of poverty, hopelessness and misery all their life. Any contribution in this process by any group would really help in transforming the society to a democratic and free enterprise system and, at the same time, contribute to social transformation of a culturally rich, but economically backward people.

The program proposed in this working paper is a good candidate for fuller development, but the same will require the agreement on a framework. An on-principle agreement or understanding to cooperate in this or related aspects may provide opportunity for its further development and also to drum up support from international agencies for resource back up.

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ANNEX

STRUCTURE AND SCOPE OF UNIVERSITY OF BUSINESS AGRICULTURE AND TECHNOLOGY DHAKA, BANGLADESH

