

Convocation







IUBAT 8th Convocation

February 10, 2025

Souvenir





IUBAT Convocation Souvenir 2025

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IUBAT Song

IUBAT, IUBAT
IUBAT says
Develop, develop your caliber
Care for the nation and be the future
IUBAT, IUBAT
You brighten our life now you see.

Study, study and study
With this we keep on living
Fun, Love and Speed
With this we keep on growing
We will march to your own melody.

You find the inner light
Deep inside our soul
You are able to drive us
Towards our goal
You make us feel as somebody

But one thing is true
We love you.

জ্ঞানের আলো জ্বালবো মোরা
সবার ঘরে ঘরে
আমরা যেন বেঁচে থাকি
মানবতার তরে ।

Introduction to IUBAT

IUBAT—International University of Business Agriculture and Technology is the first non-government university established in 1991 by its founder Dr. M. Alimullah Miyan with an inspiring vision of graduating at least one higher educated professional from every village/ward of Bangladesh. The theme is “higher education for every qualified person with financial support for the meritorious but needy”. By now, at least one student has graduated from this university from 11300 villages of 538 thanas /Upazila and the University is relentlessly working to achieve its vision.



Human resource is crucial for the economic and social development of the nation and IUBAT pursues the mission of developing human resource through professional education, training, and mindset aiming at employment or entrepreneurship. So far 13000 graduates have come out of the university and they are serving with a reputation in industries, agriculture, hospitals, educational institutions, and government and no- government organizations or in the business of their own. IUBAT successfully met the challenge to academic programs posed by Covid 19 pandemic by organizing online classes, exams and viva and completing the semesters on time and thereby avoiding session jams.

Since its establishment, IUBAT has grown steadily. It now offers ten undergraduate programs leading to professional bachelor's degrees and two graduate programs leading to professional Master's degrees. The University takes special care to prepare the students imbibing in them a thirst for acquiring knowledge, an inspiration to apply the knowledge for developing professional skills, and an urge to become ethical and good citizens to serve the nation. The rigorous quality assurance measures at different stages of the journey to graduation ensure that they acquire quality education from the entry-level, and the students get an orientation in personal development and career building. The students are groomed to become leaders and entrepreneurs through extensive co and extracurricular activities. So, it is no wonder that they get good jobs or start successful business ventures.

IUBAT has received world rankings from QS World University Rankings, Times Higher Education Impact Rankings, Universities with Real Impact (WURI), SCImago Institutions Rankings, UI Green Metric World University Rankings, and AppliedHE Private University Ranking.

The Strategic Plan for IUBAT envisages that by 2025, IUBAT shall improve its global ranking and be a more international, further inclusive, highly sustainable, and innovative institution of higher education. To reach this vision, IUBAT shall strive to achieve the following goals: enroll at least one student from additional 5,000 villages. All undergraduate and graduate programs shall be accredited by Bangladesh Accreditation Council, all Engineering programs by BAETE- IEB and Business programs by BCSP, SAQS and AACSB. The teacher-student ratio shall be 1: 20 in all programs/departments. The total no. of students shall be 10,000. The number of indexed publications shall be 3,000 plus and research expenditures per year shall be five times the present. IUBAT Journal will attain indexed status and be published quarterly. At least 80% of teachers will be with Ph.D. IUBAT shall add at least three Ph.D. programs, 6 Masters and 6 Undergraduate programs. Lab and Medical Centre Building shall be ready for use from 2024. Above all, the quality of education will be raised to a global standard. With the support of faculty, students, staff, and internal and external policymakers like UC and the Ministry of Education, IUBAT will surge ahead with success.

VISION

IUBAT has set out the long-term vision of producing one professional graduate from each village/ward/moholla of Bangladesh to contribute towards creation of a knowledge-based society. To materialize this vision IUBAT has special provision for supplementing the family resources of a student through scholarship, grant, fee waiver, deferred payment, campus job, student loan and the like. It is IUBAT policy to cater to needs of all qualified students who aspire for higher professional education regardless of the income level of his/her family through appropriate educational financing arrangements.

MISSION

The overall mission of IUBAT is human resources development through appropriate teaching, training and guidance as well as creation of knowledge conducive to socio-agro-economic development of developing societies in general and that of Bangladesh in particular. This overall mission is being attained through offering courses and curricula relating to various aspects of knowledge as well as providing opportunities for individuals to acquire skill and relevant experience in the chosen field of specialization.

Goal

Quality of education and employability of graduates are primary concerns of the university. High quality requires frequent course redesign and attention to skilled teaching. To assure student employability, IUBAT emphasizes on communication skill, offers career preparation courses and workshops, a full semester practicum with report and defense.



GLOBAL RANKINGS

IUBAT is known for its commitment to quality education, research, and sustainability. IUBAT has established itself as a leading institution of higher education in the country. Over the years, the university has received several rankings and recognitions from prestigious organizations, highlighting its achievements and position as a leading institution of higher education in the region.



QS WORLD UNIVERSITY RANKINGS 2025

- IUBAT ranked #1401+ in the world, 5th among private universities of Bangladesh in QS World Ranking 2025.
- 13th in all public and private universities in Bangladesh out 15 ranked institutions.
- IUBAT ranked #621-640 among Asian universities and #186 among Southern Asia in QS World Ranking: Asia 2025.
- 20th in all public and private universities in Bangladesh out 29 ranked institutions.
- 13th in all private universities in Bangladesh out 21 ranked universities.



WORLD'S UNIVERSITIES WITH REAL IMPACT (WURI) RANKINGS 2024

- IUBAT ranked #109 (#101-150) Global Top 300 Innovative Universities.
- Infrastructure/Technology (B3): Ranked 18th among the top 100 universities globally.
- Industrial Application (A3): Secured the 27th position out of the top 100 universities.
- Social Responsibility (A6): Achieved the 39th position among the top 100 universities.



TIMES HIGHER EDUCATION IMPACT RANKINGS 2024

- In 2024, IUBAT ranked #601-800th in the world, 4th among all 19 ranked universities in Bangladesh



SCIMAGO INSTITUTIONS RANKINGS 2022

- IUBAT ranked 735th among 8,084 innovative institutions in the world, 3rd private university in Bangladesh and 339th in the Asiatic region.



UI GREEN METRIC WORLD UNIVERSITY RANKINGS 2024

- IUBAT ranked 275th sustainable and environment friendly university among 1,183 universities from 85 countries



APPLIEDHE PRIVATE UNIVERSITY RANKING 2023 (PRODUCT OF QS-ASIA)

- IUBAT ranked 6th in the ASEAN and Asia Pacific Region, 1st among community engaging private universities in the region, 6th in the teaching, learning quality and research, 13th in graduate employability, 8th in internationalization category, 5th in Peer Reputation category.

Membership, Recognition, Collaboration and Accreditation

MEMBERSHIPS IN PRESTIGIOUS INTERNATIONAL ASSOCIATIONS:



ACU (Association of Commonwealth Universities)



IAUP (International Association of University Presidents)



AMDISA - Association of Management Development Institutions in South Asia

RECOGNITIONS FROM RENOWNED ORGANIZATIONS:



ECE, USA (Educational Credential Evaluators)



CES, Canada (Comparative Education Services)

ACCREDITATION:



All the engineering programs of IUBAT are accredited by **IEB**



ACBSP accreditation of BBA & MBA and **BAC** accreditation of other programs is in progress



ATIONAL UNIVERSITY OF BUSIN
TURE AND TECHNOLOGY

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Area Devel

ust 13, 2008

Club, Dh





Prof Dr M Alimullah Miyan

The pioneer of non-government universities in Bangladesh
The Founder of International University of Business Agriculture
and Technology (IUBAT)



Born in Comilla, Bangladesh, Dr M Alimullah Miyan is the pioneer of non-government university in Bangladesh and is the Founder of the International University of Business Agriculture and Technology (IUBAT) in Dhaka, the first non-government University in Bangladesh established in 1991. This paved the way for establishment of over 100 private universities in Bangladesh with over 15,000 teachers and 400,000 students.

Despite challenges in early life as an orphan, Dr. Miyan was very focused and relentlessly committed to achieve outstanding results in everything he did. His commitment to achieve academic excellence is evident throughout his scholastic journey. He secured second place in his BCom and the first position in his MCom at Dhaka University. He graduated with distinction in his MBA from Indiana University, USA. He earned his PhD from Manchester Business School, UK with a full scholarship and was able to complete activities of doctoral study well ahead of the deadline. Dr. Miyan is an example of how an individual can achieve remarkable success, maintain a visionary outlook, and excel in a professional career without anyone in the family to support.

Dr Miyan's distinguished and varied academic career has included the positions of Vice-Chancellor at IUBAT, Director and Professor at Dhaka University's Institute of Business Administration, and Founder Chairman of the Centre for Population Management and Research (CPMR), also at Dhaka University.

Dr Miyan served as President of IUBAT upon its founding in 1991 before moving into his role of Vice-Chancellor in 1994.

Dr Miyan is the author of 46 academic articles and is author/co-author of 15 books on a wide range of topics related to the promotion of business, sustainable development, education, development and disaster management in Bangladesh, social safety (pension), climate change, family planning, industrial relations, energy policy and the like.

Dr Miyan was also involved in numerous research and consultancy projects and he participated in many conferences, seminars and workshops around the world. Dr Miyan was a member of the Executive Committee of the International Society for Labor and Social Security Law in Geneva, Switzerland, Founding Executive Member of the Association of Management Development Institutions in South Asia (AMDISA) and President of Rotary Club of Greater Dhaka.

He has studied in the United States, Great Britain, worked in Nigeria for a semester and has visited 41 countries as part of his academic activities and in pursuit of excellence for his beloved country.

Prof Miyan breathed his last on 10 th May 2017.

Prof Mahmuda Khanum

The First Pro Vice-Chancellor of IUBAT

She completed her M.A. from Indiana University, USA as well as from Rajshahi University (RU). She secured first class first in MA at RU. She did her BA from RU too. She was Deputy Secretary of the Ministry of Women Affairs, Ministry of Finance, Ministry of Establishment, and Ministry of Social Welfare and Women's Affairs. She was also Deputy Financial Adviser of the Ministry of Health and Population Control. She was Assistant Education Advisor, Ministry of Education and Professor of Psychology under Bangladesh Senior Education Service. She was also acting Chairman of Bangladesh Women's Rehabilitation and Welfare Foundation. She joined IUBAT as the Professor of Psychology and Director of Counseling and Guidance in 1992 following the inception of the university in 1991 and was appointed as the Pro-Vice-Chancellor of IUBAT 1999.

Prof Khanum was a visionary woman and has made an enormous contribution to education, human development, peace and women empowerment. She was also a great contributor to the non-government university movement during the early days when the proposal for establishing IUBAT as the first non-government university was being developed. She had generous nature, a sense of humor, and had been a versatile educationist with all human qualities.

She breathed her last on April 24, 2017.





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Convocation 2025

Monday, February 10, 2025

Program Schedule

1st Part

- 10:00 AM Guests take their seats
- 10:00 AM Convocation Procession begins
- 10:30 AM Convocation President joins the Convocation Procession and take seat on the Dias
- 10:35 AM National Anthem
- 10:40 AM Recitation from the Holy Books (Qur'an, Gita, Tripitaka and Bible)
- 10:50 AM Convocation President Ms Syeda Rizwana Hasan, declares the Convocation open
- 10:55 AM Address of welcome by Prof Dr Abdur Rab, Vice-Chancellor, IUBAT
- 11:05 AM Address by the Convocation Speaker Prof Dr Tamsin Bradley, Professor, University of Portsmouth, UK
- 11:25 AM Conferment of Degrees by honorable Convocation President
- 12:35 PM Award of Founder Miyan Gold Medal by Convocation President
- 12:40 PM Presentation of Alimullah Miyan Award by Convocation President
- 12:45 PM Valedictory Speech
- 12:50 PM Address by honorable Convocation President
- 12:55 PM Presentation of Crests
- 01:05 PM Vote of Thanks by Professor Selina Nargis, Treasurer, IUBAT
- 01:15 PM The Convocation President leaves the Convocation

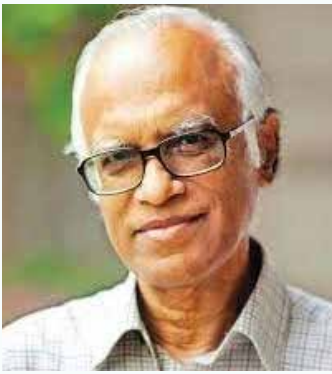
2nd Part

- 01:40 PM Convocation Procession Leaves the Venue
- 01:50 PM Convocation Lunch
- 02:50 PM Concert

Business Agriculture and Tech

Convocation Messages





12 Magh 1431
January 26, 2025

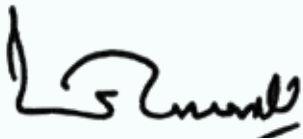
MESSAGE

I am delighted that International University of Business Agriculture and Technology (IUBAT) is organizing its 8th Convocation. On this momentous occasion, I extend my heartfelt congratulations to the distinguished graduates.

Effective efforts like institutionalization, digital innovation, infrastructure development, policy reform and the enactment of laws and regulations substantially elevate the higher education landscape and we need more focus on all these areas to bring back the sublime history of higher education in Bangladesh. Beside the government, the institutions must pave the way for remarkable advancements and progress within our academic institutions.

A distinguished university nurtures its graduates, equipping them with the acumen to navigate and address the complexities of an evolving world with assurance and resolve. I am confident that the graduates of IUBAT have cultivated a robust foundation, preparing them to make significant contributions to the betterment of society.

As the university celebrates this significant milestone, I extend my sincere wishes for the success of the IUBAT Convocation. May this event mark the beginning of a prosperous and impactful professional journey for all graduating students. Your future endeavors hold the promise of advancing the welfare of humanity and I wish you all the very best in your forthcoming pursuits.



Prof. Dr. Wahiduddin Mahmud
Adviser
Ministry of Education



14 Magh 1431
January 28, 2025

MESSAGE

It is my distinct honour and privilege to preside over the 8th Convocation of the International University of Business Agriculture and Technology (IUBAT). On this auspicious occasion, my heartfelt congratulations to the graduating batch and the esteemed faculty who have guided them to this significant achievement.

IUBAT has established itself as a beacon of academic excellence and innovation. Offering a diverse array of programs in engineering, business, economics, nursing, tourism, and agriculture, the university has continually demonstrated its commitment to holistic education. Its green campus, educational financing facilities, and emphasis on hands-on training underscore IUBAT's dedication to fostering an environment conducive to learning and personal growth.

As the Advisor of the Ministry of Environment, Forest and Climate Change, I am particularly proud of the university's substantial focus on Education for Sustainability (EfS) program. This field, vital to our nation's prosperity benefits greatly from the advanced research and innovative practices championed by IUBAT. The university's vision to produce at least one professional graduate from each village in Bangladesh is a testament to its commitment to national sustainable development and empowerment at the grassroots level.

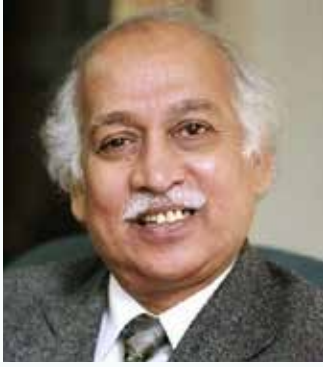
To the graduates, you are graduating at a time when the world offers huge opportunities and challenges. Prepared with the knowledge and skills imparted by IUBAT, you are well- equipped to confront these challenges with confidence and determination. Your contributions will undoubtedly shape the future of our nation and the welfare of humanity.

I extend my sincere wishes for the success of this Convocation and for the prosperous professional journeys that await each of you. May your endeavours bring pride to your alma mater, your families, and our beloved Bangladesh.



Syeda Rizwana Hasan
Adviser
Ministry of Environment, Forest and Climate Change





January 19, 2025

MESSAGE

It is a matter of great pleasure for me to know that International University of Business Agriculture and Technology (IUBAT) is going to hold the 8th Convocation. On this auspicious occasion, I would like to extend my heartiest congratulations to the graduating students, their proud parents, the faculty members, the Board of Trustees, and all others concerned with it. This momentous event marks a significant milestone in the lives of the graduates, and I commend their dedication and hard work in achieving this academic accomplishment.

Private universities in Bangladesh are playing an important role in expanding the horizons of higher education for our growing population. The universities in the private sector are contributing to the socio-economic development of the country through meeting the rapidly growing demand for higher education in a country of vast population. They are also catering to the high demand of the competitive job market both at local and international level by equipping the graduates with the updated knowledge and skills. As far as I know that International University of Business Agriculture and Technology (IUBAT) remains committed to its mission of producing skilled and competent graduates by imparting quality education to the students. I do believe that the students graduated from this university will serve the nation and country with sincerity, honesty and patriotism from their respective positions.

The University Grants Commission (UGC) of Bangladesh is keenly aware of the quality of higher education in the country. The UGC is striving to ensure high standard of tertiary education in Private Universities and this attempt will continue in future relentlessly.

I wish the 8th Convocation of International University of Business Agriculture and Technology a complete success.



Professor Dr. SMA Faiz
Chairman
University Grants commission of Bangladesh



January 26, 2025

MESSAGE

I extend my heartfelt congratulations to the new graduates on this auspicious occasion of the 8th convocation of IUBAT. Founded by the visionary Dr. M Alimullah Miyan in 1991, IUBAT has transformed from a mere idea into a remarkable institution that continues to empower and shape the lives of countless individuals.

Today's graduates truly embody the transformative potential of perseverance and dedication. Through the Knowledge Based Area Development (KBAD) program, IUBAT has extended its impact, providing students with financial support to pursue education and transition seamlessly into the workforce, securing sustainable livelihoods for themselves and their families. By breaking down financial barriers, IUBAT attracts students from all 64 districts of Bangladesh, fostering empowerment and breaking the cycle of poverty at the micro level, ultimately contributing to the long-term, sustainable growth of our nation.

To the new graduates, I extend my heartfelt wishes for a successful and fulfilling future. This momentous milestone marks a significant step towards adulthood, and you have been equipped by IUBAT to become responsible global citizens who can bring about positive change in the world. Embrace this opportunity to make a unique impact, no matter how big or small, in the lives of others. Your potential knows no bounds, so persist in pursuing your dreams, and remember that the IUBAT community stands united, offering support whenever needed.

I am profoundly grateful to the members of the IUBAT community for their unwavering unity in advancing the vision of nurturing highly qualified graduates and shaping the future of our great nation. Together, we can create a brighter tomorrow.

Once again, congratulations to the graduating class of IUBAT! Your achievements are a testament to your hard work, dedication, and the remarkable education you have received. May you all continue to shine brightly and make a positive impact on the world.



Zubier Alim
Chairman
Board of Trustees





January 25, 2025

MESSAGE

IUBAT is holding the 8th Convocation today for new graduates. Convocation is a significant milestone in the life of the students. It is a day of jubilation for their success in academic pursuits. My heartfelt congratulations to the new graduates.

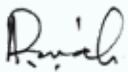
This year also marks IUBAT's 34th anniversary. Founded in 1991 by Dr. M. Alimullah Miyan, IUBAT envisions producing at least one professional graduate from every village or ward of Bangladesh. To date, over 26,220 graduates from 11,700 villages across all 64 districts have emerged from our institution, reflecting our commitment to accessible higher education. With approximately 16,000 alumni serving in diverse sectors, IUBAT has made a profound impact on national development, earning recognition in Times Higher Education's social impact rankings.

IUBAT prioritizes quality education through outcome-based learning, comprehensive exams, and English proficiency requirements. Ranked 6th in teaching and research by Applied Higher Education in ASEAN and the Asia-Pacific, we emphasize students' personal and professional growth through internships, career guidance, and holistic development programs.

Research remains at the core of IUBAT, with the Miyan Research Centre supporting impactful studies. Over the past five years, faculty publications have exceeded 900, earning IUBAT SCImago's 3rd ranking among private universities in Bangladesh. IUBAT's green campus and sustainability efforts have secured its position at 275th in the World Green Metrics.

Innovation and entrepreneurship drive our mission and the university has been ranked 109th in World University with Real Impact. Looking ahead, we aim to expand enrollment, enhance research, achieve international accreditations, and strengthen our global standing.

Congratulations to our graduates. I extend my gratitude to the Convocation President, Speaker, special guests, faculty, staff, and volunteers for making this event a success.



Prof Dr. Abdur Rab
Vice-Chancellor



January 25, 2025

MESSAGE

“Education is the most powerful weapon which you can use to change the world”
Nelson Mandela

What kind of education holds such transformative power? The answer lies in an institution guided by a well-defined educational philosophy that fosters quality learning.

Founded in 1991 by the visionary Prof. Dr. M. Alimullah Miyan as the first non-government university in Bangladesh, IUBAT has evolved into a distinguished institution with national and global recognition. Its guiding principle “An Environment Designed for Learning” reflects its commitment to ensuring quality education through a carefully structured academic environment—rooted in the principles of educational philosophy.

Educational philosophy shapes what we teach, why we teach, and how we teach. Among various approaches, Perennialism focuses on timeless truths and the development of rational thought, while Essentialism emphasizes discipline, hard work, and respect for authority. Progressivism, on the other hand, prioritizes experiential learning, problem-solving, and student engagement. Reconstructionism advocates education as a means to address societal challenges and build a just and democratic world.

For private universities in Bangladesh, a key question arises: Can we develop a national consensus on educational goals and philosophy to cultivate a peaceful, progressive society? IUBAT embraces this challenge by fostering knowledge-seeking attitudes, promoting skill application, and nurturing responsible citizenship.

I extend my heartfelt congratulations to the new graduates of IUBAT. The knowledge, values, and experiences gained here will shape your personal and professional journeys. Celebrate your achievement with your loved ones, and move forward with confidence.

IUBAT, with its strong educational philosophy, will continue to grow as a leading institution, making a lasting impact on human, national, and global development.

Prof. Dr. Mohammed Mahmudur Rahman
Pro Vice-Chancellor





January 27, 2025

MESSAGE

Congratulations to the new graduates on this auspicious occasion of 8th Convocation of IUBAT. As the day marks your academic accomplishment, enjoy the pride of being graduates of the first non-government university in Bangladesh and share your wisdom for a better tomorrow.

As we honor your graduation, I am deeply nostalgic for IUBAT's formative years and profoundly proud of the visionary strides made under the leadership of our esteemed Founder, Prof. Dr. M Alimullah Miyan. Our graduates' successes, university's global rankings, academic excellence, and progressive research output stand as testaments to IUBAT's stand in the higher education of Bangladesh.

IUBAT has transformed private higher education in Bangladesh with innovation in the areas of concept, discipline, finance, and infrastructure with unprecedented impact. Through the Knowledge Based Area Development (KBAD) initiative, our Founder has pioneered an inclusive educational financing model, aiming to cultivate at least one graduate from every village and moholla across Bangladesh. This approach empowers countless young minds nationwide.

The reflections of global advancements in the academic curricula of IUBAT help it nurture fresh ideas and develop human resources to meet the contemporary demands with ethical standards, values and norms. We are proud our graduates are capable of turning every challenge into an opportunity as they go forth and face the world. As they hold the future of the nation, I wish our graduates the very best.

May Almighty continue to show you the path of wisdom.

Professor Selina Nargis
Treasurer & Director Administration
IUBAT—International University of Business Agriculture and Technology



MESSAGE

Dear Graduates,

On the occasion of the 8th Convocation of the International University of Business Agriculture and Technology, I gladly seize the opportunity to congratulate you on successfully finishing your examinations!

You can be proud to have mastered an important step towards your future career. This step may not have been the first, but it is not the last, either! I highly recommend keeping up the determination and discipline you have acquired throughout your studies and to continue learning what our world has to offer! Knowledge can be gained in our day- to-day lives, events and of course, by continuing your studies.

Dear graduates, I hope your future is going to be magical and full of academic and personal growth! Keep an open mind for people, exchange ideas with peers on an international level, value education and research and most importantly, follow your heart!

I therefore see the responsibility with academic and educational institutions to support international exchanges and create, protect and support global values in education and research.

The 8th Convocation of the IUBAT is an important event to mark a new generation of graduates that start their journey into academic and professional life, and I wish the convocation a grand success!

On behalf of the University of Applied Sciences Upper Austria, I am sending my warmest and heartfelt greetings to you, and I congratulate you again on your graduation!



Gerald Reisinger

President

University of Applied Sciences Upper Austria



MESSAGE

Dear Graduates, Faculty, and Honored Guests,

On behalf of Assumption University of Thailand, I extend my heartfelt congratulations to the graduates of the 8th Convocation of the International University of Business Agriculture and Technology (IUBAT). This significant milestone is a testament to your hard work, dedication, and perseverance.

As you embark on this new chapter of your lives, I encourage you to carry forward the values and knowledge you have acquired at IUBAT. Your education has equipped you to face challenges with confidence and to contribute positively to your communities and the world at large.

Established in 1991, IUBAT has made remarkable strides in higher education, starting its degree programs in 1992 with an agreement with our University, Assumption University, Thailand. This strong foundation has enabled IUBAT to fulfill its mission of human resources development through appropriate teaching, training, and guidance, as well as the creation of knowledge conducive to the socio-agro-economic development of developing societies, particularly Bangladesh. By offering courses and curricula that encompass various aspects of knowledge and providing opportunities for individuals to acquire skills and relevant experience in their chosen fields of specialization, IUBAT stands as a beacon of progress and innovation.

The journey ahead will be filled with opportunities and obstacles. Embrace each moment with the same determination and passion that have brought you to this day. Remember, learning is a lifelong process, and your commitment to continuous growth will pave the way for a successful and fulfilling future.

I would like to commend the faculty and administration of IUBAT for their unwavering commitment to excellence in education. Your dedication to nurturing and guiding these bright minds is truly commendable.

Lastly, I wish to express my gratitude to Respected Agriculture Minister Dr. Md. Abdus Shahid, MP, for presiding over this auspicious event on behalf of the honorable President of the People's Republic of Bangladesh. Your presence adds immense value to this celebration. Congratulations once again to the graduates. May your future ende



Rev. Bro. Bancha Saenghiran, f.s.g., Ph.D.
President
Assumption University of Thailand



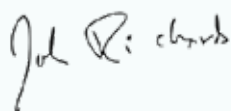
MESSAGE

I have been visiting IUBAT for over three decades, as an overseas adviser. It has been a privilege to aid in building IUBAT. I worked with Dr. Alimullah Miyan, initially in the Dhanmondi campus, subsequently at the Uttara campus. His widow, Selina Nargis, accompanied Dr. Miyan's creation of a quality university. After her husband's death, she has continued to work at IUBAT, along with you, Dr. Rab, as vice-chancellor.

In the first decade of the century, VC Miyan encouraged two Canadian colleagues, Alex Berland and Karen Lund, to build a successful IUBAT nursing college. This decade, VC Rab encouraged Canadian and Bangladeshi colleagues to launch an exciting Master's of Public Health program.

Health-related studies are only part of IUBAT's intellectual value. I wish IUBAT a continuing contribution to university education in your country.

Sincerely,



John Richards, Ph.D.
Emeritus Professor, School of Public Policy





**BALL STATE
UNIVERSITY**

MESSAGE

Dear Graduates,

It is my immense pleasure to offer my heartfelt congratulations to all of you on the occasion of the Eighth Convocation of the International University of Business Agriculture and Technology (IUBAT). IUBAT was the brainchild of Professor Dr. M. Alimullah Miyan who had dreamt of establishing the first private institution of higher learning in Bangladesh and you are the ones who would continue his legacies in future. I also thank the parents, relatives, friends, teachers, and all others whose support made it possible for you to reach this day.

Upon graduation, many of you would enter the work force and many of you would continue with your further education towards master's or Ph.D. degree programs. No matter what, this will be the beginning of the next phase of your life. You are going to be our future generation of scientists, poets, statesmen, politicians, inventors, entrepreneurs, free thinkers, journalists, and the like. The future of the nation would depend on you. Your sense of morality, character, values, ethics, justice, fairness, and honesty would enable the nation to create a fair and safe place to live and prosper.

I wish you all the success in your future pursuits. Our generation would be replaced by your generation. Thus, you would be the architect of your own fate. If you are successful in your life, then do not forget to lift those up who have not been as fortunate as you are. That would be the best contribution to the society and the nation. Your hard work over the past few years have made you what you are today. Now go and enjoy the rest of the day with your family and friends. Congratulations once again!!!

Mir Masoom Ali

Mir Masoom Ali, Ph.D.

George and Frances Ball Distinguished Professor Emeritus of Statistics

Ball State University, Muncie, Indiana, USA

Fellow, American Statistical Association, USA

Expatriate Fellow, Bangladesh Academy of Sciences

Fellow, Royal Statistical Society, UK

Fellow, Institute of Statisticians, UK

Elected Member, International Statistical Institute, The Netherlands

Member, Institute of Mathematical Statistics, USA



MESSAGE

I am delighted to provide a personal message for the 8th Convocation of the International University of Business Agriculture and Technology. I am sorry that I am not able to be with you in person this year and I know that the joy of every one of the students graduating today will be tempered by the sadness of leaving behind the years spent in the collegiate atmosphere of IUBAT. As you embark on your future lives and careers the memories will live with you forever.

My association with IUBAT began before my first visit to the campus in 2002 when I met your founder the now legendary Professor Dr M Alimullah Miyan in London. He was a truly remarkable and inspirational man and IUBAT is his everlasting legacy. The seeds of individuality and generosity that your founder, sowed in establishing this institution are both a foundation in life and a lesson for you and so many who have gone before and indeed for all those who will come to IUBAT in the future. As you leave as graduates you and all of us are reminded to live with generosity of spirit and purpose – sharing resources of knowledge, support, and academic achievement for it is only then that we grow together to improve the world and leave our own legacy for future generations.

Congratulations to everyone graduating today. Our ever changing and frequently troubled world needs you as global citizens bringing education, knowledge, peace and harmony to make the future a better place for us all.

Judge Julian Phillips

Honorary Consul for Finland in Wales, UK



MESSAGE

Dear Graduates,

Congratulations on completing this first stage of your studies - well done! I say “first stage” because this is probably one of many steps in a journey of life-long learning. Some of your future learning may be in formal education, whether in an institution or through employment training. You will stay up-to-date with new knowledge in your field and hopefully also learn about new topics from related fields in our increasingly connected world.

The English-medium environment of IUBAT will enable even more learning opportunities - there is a very good reason why the first word of IUBAT’s name is “International”. You will also learn informally, from family and friends, from professional colleagues, from your private reading and from life itself.

I hope that you will continue to participate in the rich academic life of your Alma Mater. Possibly you will have the opportunity to mentor future students and graduates. Maybe you will become a faculty member. The best way to learn more about a subject is to teach it!

Naturally, I wish you personal success and happiness. I also hope that you might find fulfillment in helping advance the development of your wonderful country. You have experienced the humanitarian environment of IUBAT and the Founder’s goal of Knowledge-Based Area Development. Maybe this will also inspire your own contributions.

Best wishes for a fulfilling, interesting and useful journey through life.

Alex Berland RN (ret.) BScN, MSc (Health Planning and Administration)
Senior Adviser, Health Sciences, IUBAT, Bangladesh
President, A. Berland Inc. Canada



MESSAGE

Dear IUBAT-graduates,

Another academic year has come to an end; and also, this year we are most happy and proud to congratulate a big number of IUBAT-students with their graduation, and to wish them all the best for the working life that is about to start from next September. I do not know individually but I am most certain that, with your academic success, you have proved to be able to make a good start in your professional lives. May your futures be bright and meaningful, not only for yourself but also for your beloved ones and the people you will live and work with during the years to come.

Can I ask your kind attention for a special aspect of your future please? One of the greatest people of our time, Mr. Nelson Mandela, advised the world to build up solidarity with fellow citizens to the highest value possible. He said, in African:

“You are not alone; you are intrinsic part of your neighborhood. People must find you a reliable person, whom they can trust every minute of their lives. In African:” Ubuntu” which means “I am because we are”. And please help everybody around you, to build up a meaningful life. And do this together, he said; even the education of children, because “It takes a village to raise a child”.

I hope you will find the time to reflect on Mr Mandela’s iconic words in the years that are ahead of you and act accordingly. That will make you a person of value in your future life.
Go ahead and improve our world!

Jos Hermans
Chair COMMEET
Fellowship for Community Empowerment



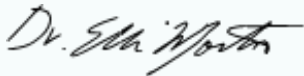
MESSAGE

In 2015, I had the privilege of visiting Bangladesh and the International University of Business Agriculture and Technology with my daughter, during Dr. Alimullah Miyan's tenure at the University. We were deeply impressed by the resilience and perseverance displayed not only by the people of Bangladesh but also by the faculty, staff and students of IUBAT.

Congratulations to all the graduates of the 8th Convocation on your hard work and dedication. This milestone is a testament to your determination and commitment to learning. As you embark on new journeys, remember that education is a lifelong pursuit. Stay curious, keep exploring, and never stop learning. Your inquisitiveness will continue to shape your future and contribute to the world around you. Revere in the knowledge imparted to you at IUBAT and use it to make a positive impact wherever your next path leads.

Best wishes to each of you as you embark on your next journey.

In health,



Dr. Elli Morton
Back to Active Healthcare Clinic
North Vancouver, BC, Canada



MESSAGE

It is an honor for me to remain involved in the IUBAT family, a family created by professor doctor Alimullah Miyan in 1991. It gives me a sustained window into Bangladesh' development and a view into the many opportunities students get for their future after joining this wonderful family. Congratulations to all of you: graduates, parents, friends and faculty members on this occasion of the 8th Convocation of IUBAT. On 10 February I will remember Prof. Miyan, its founder, who was a friend of mine. And I will remember his vision "to graduate at least one higher educated professional from every village / ward of Bangladesh" and his theme "higher education for every qualified person with financial support for the meritorious but needy". This 8th Convocation is proving his successful journey which will not end. A journey which will be rejoined by me this year after the Covid break, now to do research on displacement of Rohingya refugees in Bangladesh, a big challenge for the country after manifesting itself as a welcoming space to the world. And as a fellow of COMMEET working on the fulfilment of the Sustainable Development Goals by community empowerment, a road where we find IUBAT as a partner. I wish everybody a wonderful day on 28 July with the assurance we all will continue to work for the fulfilment of the dream of its founder!

Sigfried Janzing,
Board member COMMEET Fellowship for Community Empowerment, The Netherlands.
Member Research Group Archives and Records in Transition @ Amsterdam School for Heritage, Memory and Material Culture (AHM), University of Amsterdam.





MESSAGE

It is a great pleasure to write a few words on the occasion of the Convocation 2025 of IUBAT – International University of Business Agriculture and Technology, Dhaka, Bangladesh.

In 2001, NAID and IUBAT were able to create a program, the first of its kind in Bangladesh. It is known as the BATHM – Bachelor in Tourism and Hospitality Management. This is a demanding course that produces graduates who are being demanded both nationally and internationally. The program is ongoing with so many success stories. I wish success to IUBAT and all of its students.

NAID has financially supported eight disadvantaged students with Bachelor of Business Administration (BBA) degrees at IUBAT, who have all completed their degrees. Additionally, NAID has supported two students to complete their MBA degree. NAID hopes to continue the financial support for disadvantaged students at IUBAT.

I would like to highly praise Prof Dr Miyan's legacy for establishing the KBAD – Knowledge Based Area Development program that has sought out to produce greater availability of higher education for disadvantaged students. By providing disadvantaged students a means of studying which in turn improves their knowledge, this can help the students pull up their family, neighbors and the village community through access of their knowledge on economic and social development. Hence gradually improving Bangladesh socially and economically.

To the newly graduated class of this year, on behalf of NAID, it is my utmost pleasure to extend my warmest congratulations. Today marks a significant milestone in your lives, as you step out into the world as highly educated individuals prepared to make a lasting impact. Remember that the education you have received at IUBAT has equipped you with the tools to adapt, innovate, and thrive in this dynamic landscape. As you embark on your professional journeys, do not forget the unwavering support and guidance you have received from your parents, guardians, and mentors. They have played an integral role in your success and will continue to be your pillars of strength as you navigate the challenges ahead. Finally, I want to remind you that learning is a lifelong journey. The knowledge you have gained at IUBAT is just the beginning. Embrace every opportunity to expand your horizons, seek new perspectives, and continue to grow both personally and professionally.

I hope that IUBAT will continue flourishing with success, furthermore I would like to congratulate the graduating students, the Vice Chancellor Prof Dr Abdur Rab, the board, the faculty, the staff, Prof Dr Miyan's diligent family, and I would like to posthumously congratulate Prof Dr Miyan in producing the first private university in Bangladesh which has achieved great success. I pray to God that Prof Dr Miyan is granted Jannahtul Firdaus. Ameen.

Anwar Ali
Founder & Chief Executive of NAID
Nationwide Association for Integrated Development, U.K.



List of Graduates

Alimullah Miyan Award



Ms Riana Azad
ID #20303033
BCSE

Founder Miyan Gold Medalists



Ms Riana Azad
ID #20303033
BCSE



Mr Sangid Hasan Nayon
ID #20311012
BATHM



IUBAT—International University of Business Administration

Founded 1991 by Md. Alimullah Miya



MBA WINTER EVE 2024

FRIDAY, 16 FEBRUARY



Master of Business Administration



Hamamatul Bushra
ID# 12304017
MBA



Mir Shariful Islam
ID# 16304004
MBA



Nasrin Sultana Nipa
ID# 18204021
MBA



Sharmin Akter
ID# 19204007
MBA



Md. Sajadul Islam
ID# 19304001
MBA



Ratna Sarker
ID# 20104012
MBA



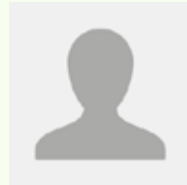
Ratna Sharmin Khan
ID# 21104011
MBA



Ajoy Sku
ID# 21204006
MBA



Ahsan Habib
ID# 21204010
MBA



Farhan Dahir Mohamud
ID# 21204011
MBA



Genemo Wesena Demesa
ID# 21204014
MBA



Md. Khaled Hossain
ID# 21204017
MBA



Saiqa Aziz
ID# 21304001
MBA



Samia Bhuiya
ID# 21304003
MBA



Sirajul Islam Parag
ID# 21304004
MBA



Daud Sharif
ID# 21304005
MBA



Md. Asif Rayhan
ID# 21304006
MBA



Lima Akter
ID# 21304007
MBA



Tasmia Marufa
ID# 21304008
MBA



Md. Asadur Rahman
ID# 21304013
MBA



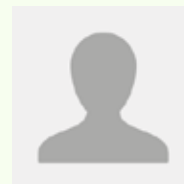
Irfan Ashan
ID# 21304017
MBA



Md. Latiful Islam
ID# 21304018
MBA



Tamanna Tahsin Asha
ID# 21304021
MBA



Raihan Chowdhury
ID# 21304026
MBA



Imrul Hossain Towfiq
ID# 21304027
MBA



Md. Arman Hossain
ID# 22104002
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MOHAMMED SHAHARER NABIL
ID# 22104003
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Rounak Jaman Borna
ID# 22104005
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Tahsina Nusrat
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Mehedi Hasan
ID# 22104008
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Fariha Kabir
ID# 22104012
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Nur Nahar
ID# 22104013
MBA



Nazifa Nawal Mim
ID# 22204001
MBA



Md. Miraz Hossain
ID# 22204014
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Ayanle Ahmed Dirie
ID# 22204029
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Fatema Tuj Sadia
ID# 22204033
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S.M. Mahfuz Naium
ID# 22204040
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Kawshik Paul
ID# 22204045
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Md. Mahmud-Ur-Rahman
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Md. Danial Dorbesia
ID# 22204050
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Mohammad Arafath Bin Aziz
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Rafeedul Alam
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Md. Amaz Uddin
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Sadia Zahin
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Humaira Anjum
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Kawser Hamid
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Tahmina Akter
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Khondaker Nabir Ahamed
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Ahmed Arifur Rahman
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Istiaq Ahmed
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Mehabin Farzana Mim
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Md. Jubair Ahmed
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Mahin Shahriar
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Sanjida Begum
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Faria Mustafa
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Shaima Islam
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Md Ismail Hossain
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Supria Bosu
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Muntaha Taj
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Sheikh Marisha Mariom
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Nahid Sultana
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Salma Akter Popy
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Salma Akhter
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Nadia Tul Nahar Tonni
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Niranjan Chandra Shil
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Rubaiyai Islam
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Md. Ashrafur Islam Arafat
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Tahmina Akter
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Md Ifiari Talukder
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Aiman Makky
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Md. Rakibul Islam Rakib
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Sumaiya Kadir Meem
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ব্যক্তির জন্য উচ্চ শিক্ষার নিশ্চয়তা
অস্বচ্ছন্দদের জন্য অর্থায়ন



IUBAT

FOUNDED 1991 BY MD ALIMULLAH MIYAN

Theme: Higher Education for
with Finance for Merit



Bachelor of Business Administration



Md. Ebrahim Khalil
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Ayrin Akter
ID# 11202042
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Jobayer
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Rehana Mamtaz
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Gulshanara Kona
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Afroza Akter
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Md. Al Maruf Hossain
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SHIMLA**
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Sadika Sifat
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Sheikh Shozol
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Md. Shah Riaj Ehasan Sakib
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Tahsina Binte Abdul Halim
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Azizul Hoque Rifat
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Mohammad Javed Uddin
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Fatema Tuz-Johura
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Sharmin Jahan Ela
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Sumona Sarker Mim
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Hia Moni
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Muqtader Ahmed
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Jannatul Ferdous Ratna
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Afsana Mimi
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Alifia Jahan Momo
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Jannatun Nayeem Mitu
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Golam Mustafa Mohan
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Tanjila Haque Humayra
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Md. Tahmid Rahman
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Jabin Tasmin
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Most. Taskun Nahar Ripty
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Md. Abu Jobayer
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Afrin Islam Esha
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Sumia Bientey Mahmud
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Samina Tasnim Aishi
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Swakkhor Dewan
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Md. Minhazul Muntasir Kafi
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Sumaiya Shikder Mithela
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Saydea Jabunnher Jabu
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Tahmid Zawrid Subat
ID# 20102076
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Maliha Naser Proma
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Tabassum Islam
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Khairun Nesa Ria
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Mahir Faysal Refat
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Md. Noor-Al-Amin
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Tofayel Ahmed
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Most. Israt Jahan
ID# 20102087
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Saiful Bin Alek Fahim
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Moumita Islam
ID# 20102090
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Mitu Akter
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Mst. Raf-At-Jobaira
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Tanjina Alam Easha
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Mohammad Tanveer Ahmed
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Khadiza Enam Bithi
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Roja Siddik
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Chimun Naher Shanta
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Anika Tabassum Mukta
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Md.Mehedi Hasan Anik
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Nadia Sultana Nodi
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Thamina Akter
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BBA



Rafiya Yesmin
ID# 20102123
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Tania Akter
ID# 20102125
BBA



Sathi Majumder
ID# 20102127
BBA



Md Saklain Mostak
ID# 20102128
BBA



Md. Jahid Hasan
ID# 20102133
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Mahmuda Akhter
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Kamrun Nahar
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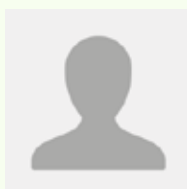
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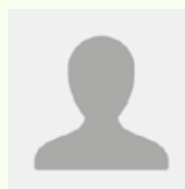
Meherun Nesa Moon Moon Sarker
ID# 20202004
BBA



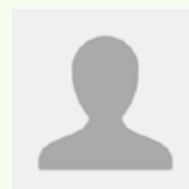
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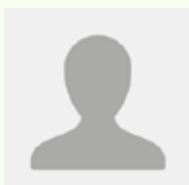


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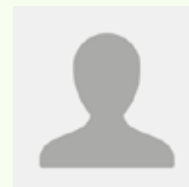
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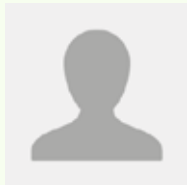
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Zahidul Hasan
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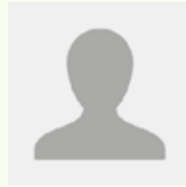




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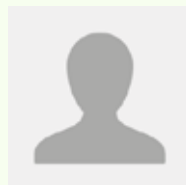
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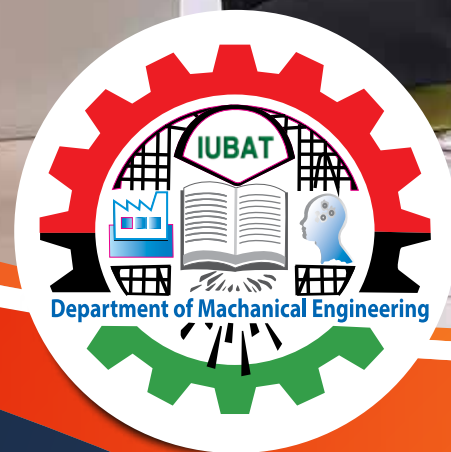


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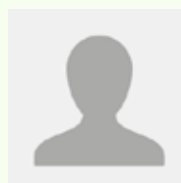
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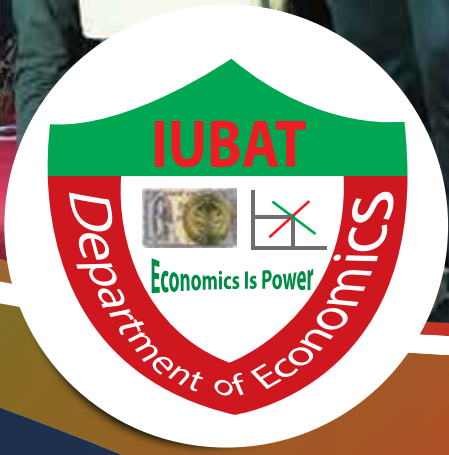


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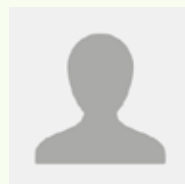
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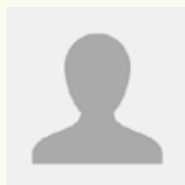


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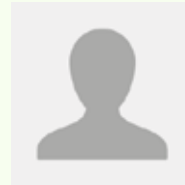
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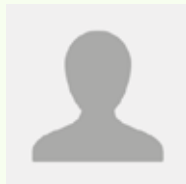
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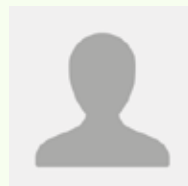
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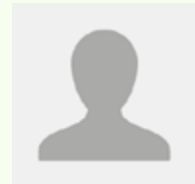
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About IUBAT



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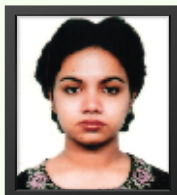
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Programs and Degrees

Masters of Business Administration (MBA)

The MBA program is designed to meet the challenge of fulfilling the needs of the society under resource constraints by providing new dimensions to the body of knowledge needed for managerial development. Environmental, social, ecological, and economic forces are affecting every sector of business organization and every area of business, governmental and institutional administration. The MBA program prepares students for assuming responsibility of management in their career path in business and other organizations. The program also prepares students having career interest in teaching or research.



Computer Science and Engineering (MSc in CSE)

M.Sc. in CSE program is generally intended to prepare students for a career in research and development or teaching or industry. M.Sc. in CSE program has been designed with the objective of creating and deploying advanced computing knowledge for enhancing the quality of life of citizens of Bangladesh and the rest of the world.



MSc in Civil Engineering (MSc in CE)

Master of Science in Civil Engineering (M. Sc. in CE) is offered in three modes i.e. (i) Master's by Research, (ii) Master's Mixed Mode, and (iii) Master's by Coursework to meet the diverse needs in advanced research and development in the field of Civil Engineering.



Master of Public Health (MPH)

The program prepares public health professionals and leaders with high standard of professional competencies capable of addressing, problem solving and managing public health through the delivery of community and institution focused health care services, education, research, and working with multidisciplinary team at home and abroad to contribute to the improvement of health services of the country.



Bachelor of Business Administration (BBA)

The BBA program aims at developing a student's intellectual ability, executive personality and managerial skills through an appropriate blending of business and general education. The specific objectives of the program are to (i) produce up-to-date assertive and effective executives for business and other organizations and (ii) prepare students for higher studies in business at home and abroad.

The program helps the graduate to fulfill potential for higher earnings, increased responsibility and greater personal development. The present decade has been labeled as the era of business, business administration and business graduates.



Bachelor of Computer Science and Engineering (BCSE)

The BCSE program aims at providing students with a balance of knowledge and skills to design and implement software and systems to a professional standard. It is designed to equip one for a career at the forefront of innovation in software technologies. The program provides students a thorough understanding of the principles and concepts underpinning computing systems. This enables students to analyze and resolve issues with today's software systems, and provides a foundation on which to design the next generation of computational systems.



Bachelor of Science in Civil Engineering (BSCE) program.

The BSCE program is designed to complement traditional technical training with exposure to aspects of broad-based generalized design, including networking in a multidisciplinary team-based environment, responsible use of renewable and non-renewable resources, communicating good design principles to the public at large, and legal and ethical aspects of professional engineering design. The basic courses included in the program are Structural Engineering, Geotechnical Engineering, Transportation Engineering, Water Resources Engineering and Environmental Engineering. In addition, advanced courses in the above areas are offered as electives.



Bachelor of Science in Electrical and Electronics Engineering (BSEEE)

BSEEE programs strives to produce professional graduates capable of meeting future challenges of production and application of electric energy and devices through offering ample opportunity of theory, laboratory and research based specialized learning in the areas of electrical, control, power and electronics and microelectronics engineering, computer science and telecommunication engineering. This engineering program provides an integrated educational experience directed toward the development of the ability to apply pertinent knowledge to the identification and solution of practical problems in electrical, electronic and telecommunication engineering. It provides a strong background in circuits, electrical power, electromagnetic, computers, control systems, signal processing and solid devices, etc. The program also looks up at developing participants' intellectual ability and executive personality.



Bachelor of Science in Mechanical Engineering (BSME) Program

The course of study is designed to give the students fundamental preparation to enter the fields of research, design, operation, production, sales, or management. The program prepares a student for career in mechanical engineering covering thermal energy systems, production system, mechanics, theory of machines, design of machine elements, refrigeration and air conditioning, automobile engineering, optimization techniques and control system. It also acquaints the students with working knowledge about the relevant areas related disciplines of engineering.



Bachelor of Science in Agriculture (BSAg)

The BSAg program aims at building up well-trained, expert, energetic and enthusiastic men and women. The program is a blend of agriculture education with social sciences, business and computer technology disciplines. emphasizes integrated agriculture to provide knowledge on field crops, animals, fisheries, agro-forestry, irrigation, farm management, food processing etc. The students with concentration in agriculture have wide scope of employment in agricultural extension services of government, NGOs and commercial organizations.



Bachelor of Arts in Tourism and Hospitality Management (BATHM)

Bachelor of Arts degree in Tourism and Hospitality Management (BATHM) aims at developing resourceful personnel with drive and entrepreneurship to take leading role in the area of tourism and hospitality management. Diplomas in Hotel and Resort Management, Tourism Management, and Community Housing Management, and Certificates in Food and Beverage Management, Community House and Hotel Asset Management, and Tour Coordination. BATHM students learn practical work in the university cafeterias which caters to the needs of the university community for food, snacks and drinks.



Bachelor of Science in Nursing (BSN)

The program seeks to prepare students for a career in international standard professional nursing with the goal of improving health care and overall quality of life in any country. Successful graduates will have skills as care givers, organizational consultants and educators and can expect excellent opportunities in public or private organizations in Bangladesh or abroad. They will also have the foundation to move forward into Master's or PhD level graduate studies in nursing or other health-related fields. It is possible to transfer completed course credits from IUBAT to collaborating institutions in North America and Europe for the completion of BSN degree requirements.



Bachelor of Arts in English (BAEng)

The BAEng program is committed to producing English graduates who would be ethically responsible and able to face the rapidly changing world in the new millennium by responding creatively in the fields of English Language Teaching, Literature, Creative Writing, Translation and Interpretation, Film and Media among others by offering a diverse range of courses that aim to foster lifelong learning, critical thinking, communication skills, interpretative and analytical skills that are highly valued in local, regional and global job markets.



Bachelor of Arts in English (BAEng)

The BAEcon program provides students with a strong foundation in economic theory, quantitative analysis, and applied economics. It covers key areas such as microeconomics, macroeconomics, econometrics, development economics, and international trade, preparing graduates for careers in banking, finance, policymaking, and business consultancy. The program emphasizes data-driven decision-making and economic modeling, equipping students to analyze market trends and contribute to policy formulation. With a focus on both local and global economic perspectives, the BAEcon degree also prepares students for higher studies in economics, finance, and public policy, fostering critical thinking and problem-solving skills essential for today's economy.



Instituions and centres

Miyan Research Institute

Miyan Research Institute is responsible for initiating, organizing, supporting, and coordinating institutional as well as faculty research on behalf of the university. The Institute, headed by the Chairman and Director, is guided by an executive committee.

The objectives of Miyan Research Institute are to encourage faculty members and students in research and create a group of dedicated researchers who would be pivotal in engaging themselves in providing professional services in their specialized areas alongside their academic career development. The Center induces a research-oriented mindset in the faculties and students of the university so that an environment and culture of research is created, maintained, and promoted. The long-term objective of the center is to contribute to national development by conducting problem-oriented and need-based research.



IUBAT Innovation and Entrepreneurship Centre (IIEC)

IUBAT Innovation and Entrepreneurship Centre (IIEC) encourages students to come up with brilliant innovative ideas and guides them towards successful business models based on those ideas. Additionally, IIEC assists students in obtaining local patents for innovative products that align with the requirements of the Sustainable Development Goals (SDGs).

The center organizes intra-university competitions to discover students' ingenious ideas and project solutions. Our aim is to provide them with proper support and guidance through the Innovation Incubator Lab, where they gain hands-on experience from idea generation to the development of a business model. The center also facilitates students' participation in various national competitions and exhibitions. Furthermore, the IIEC encourages students to seek national and international platforms for funding and collaboration. Seminars, webinars, and short courses are offered to students to enhance their knowledge and receive updated training.



Professor Madmuda Khanum Healthcare Centre

Professor Madmuda Khanum Healthcare Centre provides services through certified doctors, clinical psychologists, and counseling psychologists. The doctors offer immediate medical assistance to students for any physical illnesses they may have. Meanwhile, the clinical psychologists and counseling psychologists provide professional mental health support to students dealing with cognitive, behavioral, and emotional issues.

The primary objective of this center is to empower students to perform well and excel in their studies. It helps students overcome study-related stress, personal life depression, and addresses any physical and mental health issues they may be facing.



An Update on the Knowledge Based Area Development: A Step Towards Community Self-Reliance

Bangladesh is endowed with people, but has very limited natural resources and financial capital. By developing the people into human capital, we can overcome some of the limitations of our physical capital and at the same time lay the basis of generating capital resources. Education and skill development are the routes for creating human capital.

The Government of Bangladesh (GOB) is making continuous efforts to expand the educational base at primary, secondary, higher secondary and higher levels despite serious resource constraints. The targeted education of women with stipend and tuition waiver upto tertiary level is an example of this effort. Although there is an uneven spread of education, most villages of Bangladesh and every urban and semi-urban ward/moholla have many young men and women with higher secondary level educational qualification, if not higher. However, most of these people are educated in nonmarketable skills or cannot pursue higher education due to opportunity/resource constraints, and are unemployed. A way out should be found to transform the investment in their education upto HSC level into productive direction through further investment in marketable knowledge and skills. This is the basic premise of the knowledge based development concept.

The area based development approach (rural and urban) is now going on under the umbrella of micro-credit by the government and non-government organizations (NGOs) targeted to ultra-poor and certain special segments of population. This micro-credit has obviously contributed to alleviation of poverty to some extent but has not created prosperity for the recipients for many reasons. Most people continue to remain in the cycle of poverty and do not get an opportunity to break out of the poverty trap.

Knowledge Based Area Development (KBAD)

Under the KBAD, young men/women from each village/ward would be given an opportunity to go for higher education and acquire a degree / diploma / post-higher secondary certificate in marketable (within

and outside the country) knowledge and skills. Such educated/trained persons would be expected to make efforts to pull up their family, neighbors and the village community through access to knowledge for economic and social development. The achievement of the individual will also have a demonstration effect in the village and act as an eye opener to other young people in the village. This can also bring hopes and dreams to the impoverished village community. The young men or women should have the minimum qualification (HSC, i.e. 12 years of formal education) or equivalent to gain entry to a university level institution.

Financing would be a barrier to realization of the Knowledge Based Area Development concept. It is expected that the family of the individual would bear the cost of such education/training. However, the prevailing economic situation may not permit most families to bear the cost. The introduction of an Educational Financing Scheme can partially alleviate this problem. The GOB or/and NGOs should consider developing and operating such an Educational Financing Scheme. Eventually an Educational Bank (Shikkha Bank) may be established to facilitate access of the middle class and poor to market-oriented higher education for social mobility and as a step towards realizing the vision of Knowledge Based Area Development approach. In this process, it may be possible to break away from the poverty cycle for many. The Education Bank could be the conduit to finance such persons on easy terms but on a repayable basis. This would be a radical approach to break the poverty cycle but this might also work as a catalyst as well as a role model.

The Education Bank can also finance educational institutions on easy terms for institution building but on repayable basis and also finance higher education and training of teachers. The capital for Education Bank can be mobilized through grants and loans from development organizations, share subscription from individuals with expectation of modest return on capital, and philanthropic orientation. Development of human capital of the society would be the intrinsic

return to donors, while financial return at a modest rate would be an additional return to subscribers. The Education Bank is to be operated on business principles but targeted to investment in education, skill development and institution building activities relating to the same. The Education Bank can take the form of an educational cooperative.

IUBAT and KBAD

IUBAT has set out the long-term vision of producing at least one professional graduate from each village/ward under the KBAD concept as a step towards community self reliance. To materialize this vision and to translate the concept into reality, IUBAT has special provision for supplementing the family resources of a student through scholarship, grant, fee waiver, deferred payment, campus job, educational financing and the like. It is IUBAT policy to cater to the needs of all qualified students who aspire to higher professional education—regardless of the income level of his/her family through appropriate educational financing arrangements.

To institutionalize the educational financing, IUBAT has established an educational cooperative in the form of IUBAT Multipurpose Cooperative Society Ltd. (IMCSL), with a share capital of 50 million taka divided in 500 thousand shares of Tk 100 each. One of the prime objectives of IMCSL is to mobilize funds for providing educational financing and scholarship to the members and their dependents to help them pursue higher education and professional training. IMCSL can be a prelude to establishment of an Educational Bank with a wider mandate. Anyone can contribute to the share capital by becoming a member and pave the way for educational financing.

IUBAT has also introduced the Career Development Financing scheme for students out of the IMCSL as well as the Financial Assistance Fund (FAF). Besides facilities of deferred fees payment have been introduced at IUBAT. Financing under FAF are free of any service charge, while financing from IMCSL or deferred payment from the university carry service charges. Students after graduation and employment are required to repay the borrowed money on easy monthly installments, consistent with the earning potential of the degree/diploma/certificate.

Through this process, IUBAT is already practicing the concept of Knowledge Based Area Development to a limited extent. To realize the concept on a wider scale, it is proposed to pick up one young man or woman from each village / ward and give him / her a degree / diploma / certificate in marketable skills on the basis of self-financing or in combination with deferred tuition payment facilities to be extended by IUBAT or Career Development Financing to be availed from IMCSL or from the FAF of IUBAT.

Extending KBAD

To make the concept operational, each educated member of Bangladesh society, who made productive use of their education, is urged to motivate one HSC or equivalent passed young man or woman belonging to his/her place of birth (village/ward/moholla) to enroll in any of the degree/diploma /certificate programs of IUBAT. Professional educational programs presently available at IUBAT include subjects like business administration, computer science, engineering, agriculture, economics, hospitality and tourism and nursing.

Besides motivation to enroll, the referee should make an assessment of the individual's/ family's ability to pay the relevant university fees during the study period and recommend to the university authority for granting financing under the deferred payment facility of IUBAT or other alternatives for those who do not have the ability to pay the full fees during the study period. Referral may also be made to other universities or institutions having professional educational programs with financial support facilities.

Furthermore, the concerned member of the society should assist in development of the referred student through encouragement and psychological support during his/her difficult educational transition period. IUBAT will send a copy of the result of the student every semester, until graduation, to the referee for information and continued motivational support. This will enable the individual to observe the outcome of his/her referral effort for development of an individual.

Through such enrollment motivation, facilitation, and encouragement during the study period each educated person will have an opportunity to repay his/her debt



to the place of birth by facilitating knowledge/skill acquisition for area development and lay the seeds for community self reliance.

Concluding Remarks

The Knowledge Based Area Development concept is a bold attempt to prepare a section of the population to break out of poverty and enter into an era of prosperity. This knowledge based development will require considerable financial capital resource as well as institutional infra-structure.

Active participation of every educated individual of the country in building a prosperous Bangladesh based on knowledge will give rise to a drive towards nation building. This will be worth emulating paving the way for development of the country as a prosperous self-respecting nation.

IMPLEMENTATION PROGRESS TO DATE

KBAD concept has been put into operation in the educational philosophy of IUBAT, although this can be practiced by any tertiary educational institution having commitment to social mobility. KBAD concept underscores the importance of tertiary education in economic and social development of a country through enhanced participation of qualified young men and women in professional university education.

The concept underscores the importance of coverage of entire geographical area of Bangladesh involving all social classes including the underserved and underprivileged categories. This orientation is reflected in the adoption of a particular policy by IUBAT to cater to needs of all qualified students who aspire for

higher professional education regardless of the income level of his/her family through appropriate educational financing arrangements under any of the available windows or through creation of new windows. This essentially means arrangements for special provision for supplementing the family resources of a student through scholarship, grant, free studentship, fee waiver, deferred payment, campus job, and special offer, educational financing through IMCSL or service charge free financing from Financial Assistant Fund (FAF). Over the past years, most of these instrumentalities have been used to enable increased access to higher education by qualified students. In geographical term, the goal is to produce at least one professional graduate of IUBAT from every Upazila/Thana, then from every Union and then from every Village and finally from each of the extended joint family. This would essentially mean attention to not only the number of students admitted in different programs of IUBAT but also their geographical and social spread.

Coverage

To permit wider coverage and to increase accessibility, IUBAT resorted to various mechanisms to give relief on standard fee charges through introducing rebate on the standard fees at different rates for different programs from 2006 and five programs are still continuing to enjoy rebate facilities. Besides, IUBAT introduced merit scholarship for entry as well as throughout the study period for all categories of students seeking admission from different streams like HSC, Business Management, Vocational, Alim, Diplomas in Agriculture, Nursing, Textile, Forestry, Printing, Ceramics/Glass, Survey, Marine Engineering, Jute Technology, Health Technology and Services

Table-1: The following table shows the percentage (%) of students who received 100% tuition fee waiver scholarship under KBAD in different semesters at IUBAT:

Semester	% of Students	Semester	% of Students
Fall 2023	38.00	Fall 2020	15.00
Summer 2023	25.00	Summer 2020	9.00
Spring 2023	40.00	Spring 2020	10.00
Fall 2022	34.00	Fall 2019	10.00
Summer 2022	33.00	Summer 2019	14.00
Spring 2022	38.00	Spring 2019	11.00
Fall 2021	24.00	Fall 2018	05.00
Summer 2021	26.00	Summer 2018	15.00
Spring 2021	12.00	Spring 2018	20.00

or Commerce, GCE and students as well as master's and bachelor's degree holders for entry into the MBA program. As an illustration, information on the merit scholarship rates for HSC certificate holders in different semesters are shown below in tabular form. Similar merit scholarships were allowed for diploma, GCE students as well as for master's entry level students.

Scholarships

Merit Scholarships at the point of Admissions

Merit Scholarships on tuition for bachelor's and diploma programs are awarded to students based on their academic performance in SSC, HSC, A Levels and equivalent examination. The rates of Merit Scholarship on tuition fees for current semester are as follows:

In-Program Merit Scholarship

HSC and Equivalent

GPA	Rate of Scholarship
5.00	100%*
5.00	60%
4.80-4.99	50%
4.50-4.79	25%
4.00-4.49	15%
3.50-3.99	10%

*with GPA-5 at SSC

Diploma and Equivalent

GPA	Rate of Scholarship
3.80-4.00	100%
3.60-3.79	50%
3.35-3.59	25%
2.90-3.34	15%
2.50-2.89	10%

For study at master's level at IUBAT, the rates of Merit Scholarships are as follows:

Masters, Honors Degree, Pass Level

Level of Achievement	Rate of Scholarship Male	Rate of Scholarship Female
Three first Class/division holders from any university	100%	100 %
Two First Class/division holders of which one is in Masters or Degree exams from any university	70%	85%
Two First Class/division holders in earlier exams from any university	60%	75%
50% marks in BA, BSC, B.Com honors or pass courses	50%	65%
45%-49% Marks in BA, BSC, B.Com honors or pass courses	35%	50%

IUBAT Graduates

Level of Score	Rate of Scholarship Male	Rate of Scholarship Female
3.75- 4.00	100%	100%
3.51 - 3.74	70%	85%
3.26 – 3.50	60%	75 %
3.00 – 3.25	50%	65%
2.50 – 2.99	35%	50%

Students who are not entitled for merit scholarship at the point of admission can earn the In-Program Merit Scholarship of 50% tuition waiver by securing CGPA 4.00 out of 4.00 in every semester of their study period.

Merit Scholarship during Study

Merit Scholarships are awarded to students who secure CGPA 4.00 out of 4.00 in consecutive three semesters during their study at the IUBAT. This scholarship is awarded ceremonially with a certificate of merit excellence and cash prize of Tk. 5,000 (five thousand).

Gender Parity Scholarship

Besides the Merit Scholarships, female students are entitled to 15% additional tuition scholarship over the male students. There are also two dedicated scholarships for needy and meritorious female students namely Abdus Salam Full-board Scholarship and Jolly Hamid Scholarship.

IUBAT Green Leaf Scholarship

Children of tea garden workers can avail the SaadKamelia Scholarship (SKS) of the IUBAT Green Leaf Scholarship Fund established with initial funding contribution from Ms Keya Saad Tengmark, Sweden. Full-board Scholarship under this fund is also available.

Culture and Sports Scholarships

Culture and Sports Scholarships on tuition are available for recognized sports persons & artists.

In addition to the above scholarships, IUBAT has 39 funded scholarships out of which scholarships are awarded every semester on the basis of merit-cum-need.

The above facilities for access, other special provisions mentioned above as well as customized financial assistance provisions have enabled wide participation of students in the educational programs of IUBAT. An analysis of origin of Bangladeshi students who have graduated and/or studying at IUBAT indicate that every district of Bangladesh is represented in the IUBAT Community. According to the latest available information, there are 550 Upazilas/Thanas

in the country and an analysis of the origin of IUBAT graduates and students indicate that they come from 542 Upazilas/Thanas as can be seen from the distribution map given herein. Thus, in terms of coverage, only 1.45 % of the Upazilas/Thanas are yet to be covered by the outreach program of IUBAT to ensure 100% Upazila/Thana coverage. On reaching 100% Upazila/Thana coverage, the goal would go for Union/Ward coverage followed by coverage of each village/moholla. Given that there are 87,963 villages in Bangladesh, it may appear to be a formidable task but is doable.

The human resources development mission of the university is being largely achieved not only in terms of coverage but also extensive engagement of its graduates in social transformation through job placement or entrepreneurial engagement at home and abroad. There is no reported significant unemployment among IUBAT graduates.

Financial Assistance

Beside the coverage, the policy of open access has enabled nearly 27.24% (1966) financially challenged students to avail professional higher education under the KBAD concept at IUBAT. They have availed facilities to supplement their family resources by availing financial assistance under different modes in the form of deferred payment, educational financing from IMCSL or NAID Fund or from Financial Assistance Fund (FAF). A good number have been assisted through campus job in the form of Teaching or Research Assistants or full employment, total number being around 116 students. Around 112 students are given scholarship on merit-cum-need basis every semester out of 39 funds created from donations of well wishers of the university.

A pilot initiative has been taken to develop orphans as professionals. Under this scheme funded by Nationwide Association for Integrated Development (NAID) of Cardiff, UK, 4 students, who are orphans received funding for maintenance at the rate of Tk. 4,000/- per month as grants, besides service charge free financing to cover tuition fees.

The above groups of students are of special category, since they would not have been able to join university level education without financial assistance. IUBAT

Knowledge Based Area Development (KBAD) Program of IUBAT

544 Upazilas/Thanas out of 550 covered through KBAD

***** 445 Upazilas/Thanas out of 550 provided with financial assistance**

6 Upazilas/Thanas yet to be covered

West Bengal
(INDIA)

Meghalaya
(INDIA)

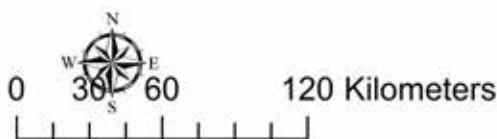
Tripura
(INDIA)

Mizoram
(INDIA)

West Bengal
(INDIA)

Bay of Bengal

Arakan
(Myanmar)



has developed detailed procedures for need assessment, documentation, repayment and ancillary support including counseling at pre-admission, study period and on graduation. The system has been tested and is fully operational.

Around 27.24% of the student body of 7217+ avail the facility of financial assistance while 46% received 100% tuition scholarships. The geographical distribution of students receiving financial assistance can be seen in the map provided in the coverage section. These students come from diverse locations, from all of the 64 districts and 542 Upazilas/Thanas out of 550 Upazilas/Thanas in Bangladesh. It is to be observed that the KBAD has directly enabled 27.24 % of the students to avail higher professional education.

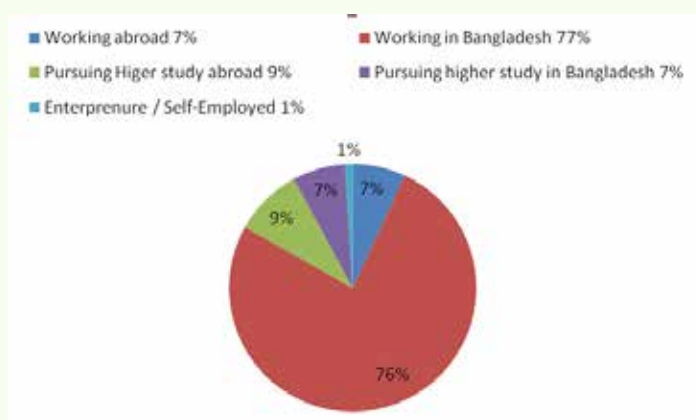
The Outcome

On the face of large scale so called educated unemployment in the country, a question may arise as to the outcome of study by the students who have received financial assistance, since many of them come from a socially disadvantaged strata of the society. Nearly 40% of the financial assistance recipients have completed their studies, while 35% are continuing their studies at IUBAT. Nearly 25% discontinued study at IUBAT, some of whom continued study in other institutions. An informal survey indicated the following status of all those who completed the program.

Figure showing status of the students who completed courses with financial assistance under KBAD

Information available on those who discontinued at IUBAT for different reasons such as academic challenge and English language as medium of instruction; have completed their studies from other institutions or found satisfactory employment on the basis of education received at IUBAT.

Thus, the financial assistance program not only opened the door for many but also directly contributed to their social mobility, gained respect for professional education in the community and brought satisfaction to the individual and family. In this process, KBAD is laying the foundation of a knowledge based society on



a limited scale.

Examples of Outcome Reflecting Diversity

Story of Diploma in Computer Science (DCS) with deferred payment: A student came from a remote village of Comilla district from a family with limited exposure to technical education. The person was admitted to the Diploma in Computer Science (DCS) program and had serious difficulty in adjusting to modern methods of study and learning. With considerable patience the faculty oriented the individual to modern living and study habits leading to achievement of DCS certificate. On completion of the study, the person immediately found employment in a travel agency followed by work as a System Administrator in an airline in Bangladesh, then proceeded to England, earned BSc in Computing and Information System followed by MSc and also a CCNA certification. The person is now an IT professional in the UK and is happily settled there.

Story of Bachelor of Business Administration (BBA) with deferred payment: One young person was referred from the Monga (famine) affected district of Nilphamari to IUBAT for potential employment since the education of the person was interrupted due to Monga condition. Being moved by the situation faced by the person, IUBAT created opportunity for training, employment situation as well as study opportunity up to the HSC level paving the way of entry into the university BBA program with deferred payment facility. This person was provided with work-study opportunity for survival and was found to be hard

working and coped well with study requirements. After earning the BBA degree, the person continued study in the MBA program, but the BBA degree has enabled the person to earn the capacity to bear the cost of the MBA program. The person is first generation graduate in the family and has a very positive effect on rest of the family members who are also now availing opportunity for higher professional education with financial and motivational support of the person. Besides, the person is a catalyst for development work in the community where a non-government organization has been created providing employment to eight people for income generation as well as providing the community with access to technology and information for alleviation of poverty. Thus, the person has become a role model in the community which is a perfect example of the catalytic role envisaged under the KBAD model.

Story of Aspiring BCS Graduate: The person concerned came to IUBAT from Jessore with a polytechnic diploma to study Bachelor of Computer Science (BCS) program under deferred payment. The person graduated and started working in a non-government university in the country and went to Sweden to earn a Master in Computer Science and on return joined another non-government university and eventually went to UK for doctoral study. The foundation laid by IUBAT Department of Computer Science and Engineering enabled the person to build a successful professional career with opportunity for higher education in two different counties of Europe.

Story of a Business Entrepreneur: After being medically disqualified by the Inter Service Selection Board for entry into Bangladesh Air Force, this cadet college certificate holder came to IUBAT to join the Bachelor of Business Administration (BBA) program with deferred payment facilities. On completion of BBA degree the person ventured into small business and eventually established a large service organization in the telecom sector creating employment opportunity for nearly seventy people including qualified engineers. The firm continues to grow which is a tribute to the personal trait of the individual and quality of the training provided by the College of Business Administration of IUBAT.

Story of BSEEE: This person came from urban area of Dhaka and joined the Bachelor of Science in Electrical and Electronics Engineering (BSEEE) program with deferred payment facility. On completion of the study, after limited job experience, the person left for Sweden for studying Masters in the electrical and electronics field. The study program and KBAD facilities enabled the person to relocate himself in an internationally competitive educational environment.

Story of BATHM: The person came from the Monga (famine) affected district of Rangpur and took admission into the Bachelor of Arts in Tourism and Hospitality Management (BATHM) program with deferred payment facility. On graduation, the person gained experience in the local hotel industry then found opportunity to relocate in a good position in an organization in United Arab Emirates, paving the way for the family to move towards prosperity.

Story of BSME: The person came from Mymensingh district and joined the Bachelor of Science in Mechanical Engineering (BSME) program with a polytechnic diploma by availing the KBAD facilities. On graduation, the person moved into an executive position in a large local gas distribution company in the country, paving the way for personal growth as well as work in the local community.

Story of MBA: The person hailed from Jessore and joined the Master in Business Administration (MBA) program. The study program enabled the person to land in a managerial position in an international non-government organization in the country.

Story of BSAg: The person came from Pabna with a diploma in agriculture to join the Bachelor of Science in Agriculture (BSAg) program with the facility of deferred payment. Through the practicum part of the study program, the person landed into a job as an agriculturist with a large group of company in Bangladesh. On graduation, the person is now on the move to a managerial position.



Institutionalization of KBAD

As already been mentioned, IUBAT has established an educational cooperative in the form of IUBAT Multipurpose Cooperation Society Ltd (IMCSL) with a share capital of 50 million taka. The prime objective of IMCSL is to mobilize funds and to utilize the resources for providing repayable educational financing and scholarships to the members and their dependents. This is a prelude to establishment of a Shikkha Bank (Education Bank). Some progress has been made towards realization of this goal through expansion of the membership base to nearly 29988, individuals. This has resulted in a membership fund of Tk. 6 million and a share capital of Tk. 12.23 million as of July 2023. Besides, the deposits and savings in accounts is approximately Tk.15.08 million. Thus starting with a modest base the IMCSL is gaining momentum to provide substantive support to operationalization of KBAD concept.

IUBAT has established a Financial Assistance Fund (FAF) to facilitate education and training of academically eligible students with serious financial handicap. Such fund is being created out of various form of charity and is being kept segregated and maintained as an independent fund to meet this particular objective. Applicants are granted educational financing without service charge and collateral and repayment is made on an easy schedule for recycling the benefits. So far a modest sum of approximately Tk. 39,70,627/- has been raised. IUBAT faculty, officers and staff members are making modest monthly contribution to this fund to support education of children from destitute families of Bangladesh.

Thus the institutional attempt for educational financing to realize the vision of KBAD has taken the form of developing an educational cooperative and establishment of a FAF. At the same time modalities have been established to operationally support the educational cooperative and to facilitate creation of Shikkha Bank. At the same time software is being developed by Automation Unit to automate the operation of IMCSL as well as to provide better service to members.

University Education Extension Unit

In the section of Extending KBAD a call has been made to every educated individual to participate in KBAD in the form of subscribing to share capital of IMCSL and/or motivating individuals to avail higher professional education. To some extent, this task has been carried out informally by the members of IUBAT Community and by the volunteers outside the community. In view of the limited success of this approach as well as to achieve faster progress, IUBAT has recently created a KBAD Extension Unit using the model of agricultural extension being used to motivate farmers to adopt modern technology and inputs in farming. The main task of the University Education Extension Unit (UEEU) is to motivate and facilitate young man/women with HSC and equivalent qualification to enroll in market relevant educational programs at the tertiary level and if necessary avail the educational facilities and assistance provided by IUBAT under the KBAD concept. According to UNESCO, the participation rate in tertiary education is only 10.10% in Bangladesh i.e. out of 1011987 students who have passed HSC or equivalent examinations in 2022 only a tiny percentage will have opportunity to participate in tertiary education, more particularly in profession tertiary education.

Thus, the task of UEEU is to provide information, carry extension, motivation and facilitate enrolment of young men and women from all corners of the country into IUBAT programs so that the KBAD mission of producing one technical graduate from each village of Bangladesh is realized in the shortest possible time to lay the base of a knowledge based society for prosperity.

Challenges

The challenge ahead is to stabilize the financial assistance program with good feedback for recycling of resources. Raising the remaining share capital of Tk. 39.99 million is also a substantive challenge to achieve the goal of reaching out to every village nay to every extended family unit in Bangladesh.

In the RCE Global Conference held in November 2013 at United Nations Officers Headquarter in Nairobi,

Kenya, the KBAD program has been awarded as a flagship project for its contribution to supporting access to higher education for vulnerable and marginalized groups in society by the United Nations University. The United Nations University also acknowledged KBAD as a flagship project for contribution to SDG4 i.e. quality education during Covid-19 in the year 2021. The KBAD concept has been shared in two international forums abroad and found considerable acceptance, even this was highlighted in the Global Microcredit Summit in Spain.



NON-GOVERNMENT UNIVERSITY MOVEMENT IN BANGLADESH

PROPOSAL FOR ESTABLISHING A UNIVERSITY OF BUSINESS, AGRICULTURE, AND TECHNOLOGY

AT DHAKA, BANGLADESH with collaboration and recognition of KANSAS STATE UNIVERSITY

Working Paper drawn up by Dr M. A. Miyan, IBA, Dhaka University, Dhaka, Bangladesh

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.

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 envisioned 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 an organization like Kansas State University 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 the Midwest region of

Furthermore, the agricultural research programs of KSU can be strengthened through new testing facilities in Bangladesh. Kansas State University (KSU) is particularly suited to provided leadership in agro-business education in view of its developmental history and tradition as a land grant university. 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 role of the universities in Bangladesh are twofold.

On the one hand they act as the teaching/training institutions for young people and on the other hand, they affiliate 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 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 is creating serious problems.

The university are mostly patterned toward the British system of education and, in most of these universities, the examination systems are annual/two year/three year basis, 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. Higher education in Bangladesh 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. As such, there is tremendous pressure on the universities to admit more and more students regardless of the ability to teach and train them. This has created a situation where the physical facilities of the universities are over-taxed and the academic standards are seriously suffering in terms of output quality.

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 movements, in-fighting of the faculty, students and administration, and other causes and all these have 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. Even when the universities are open, the classes are not regularly held and the curriculum is mostly outdated and are largely irrelevant to the needs of the society. As such, when the students graduate, most find no job in the marketplace.

Furthermore, the graduates do not acquire the necessary skill, knowledge and perception to create jobs on their

own, or to have a significant element of control on their environment, or transform the environment in their favor to create goods and services and other elements for meeting the social needs, and, in the process, provide for their own employment and welfare.

Thus, the country has a large group of so-called “educated/unemployed” people who do not have the skills, perception, or ability to engage themselves in creating goods and services to contribute to the society and their own personal welfare. Most of the students, including engineering, medicine and agriculture, expect the government to provide them with secured jobs and would like to become officers of the Government of Bangladesh, engaging in administrative responsibilities and removing themselves from any of the practicalities of the disciplines that they have studied.

The government is not in a position to go on creating jobs for people who have no particular utility to their society and support them in that particular form. This has resulted in a situation of having 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 activity.

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 relating to student admission, teaching, training, research, faculty promotion, motivation and evaluation. The campuses of the universities are very chaotic places resulting in a large-scale exodus of qualified faculty from the country to the outside world, including North America and Europe.

Also, the brighter students are trying to leave the country if their parents are in a position to support their educational costs abroad. 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 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 finish 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 or engineering. Degree programs are primarily two years or three years with honours except in cases of engineering, and medicine 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 a 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 a 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 are large but the entry into the college level are 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 experiences 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 under the umbrella of Kansas State University (KSU).

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 KSU. 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 the existing institutions as well as 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 as well as opportunities for training and experiential learning in chosen areas as well as research endeavours 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 prevailing in Bangladesh and the emerging need for developing and 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 are 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 that is being offered in the College of Business Administration of Kansas State University. 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 businesses 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 offerings 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 bacheloreate 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 at KSU.

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 at KSU. 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, the training program will be extensively utilized by non-government organizations and private individuals 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 fields particularly in agro-business, agro-industry and economic development. These programs could be part of the curricula for pre-career education as well as non-degree 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 which is currently regarded as service courses both for the College of Business Administration and College of Agriculture for the undergraduate students. It is anticipated that in the College of Business Administration, there will be

an additional faculty of twelve to take care of business administration courses, and in the College of Agriculture there will be an 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.

At the initial stage, it is anticipated that the masters program will be initiated by KSU directly under its supervision and run the same for a period of five years until the bachelor students coming out of the undergraduate program are ready to enter the masters program in the university. As the students coming out of the undergraduate program are accepted into a masters program, the masters program can thereafter be done by the university at Dhaka independent of KSU but under their direct academic guidance and supervision. As the masters program is phased out in terms of direct degree offering by KSU, the next phase, that is, the Ph.D. level training, may be initiated by KSU for a period of another ten years.

By this time, it is anticipated that enough expertise will be available to offer full-fledged programs in selected areas for Ph.D.'s at Dhaka and still continue the cooperative and collaborative work with KSU as the University at Dhaka grows in size and dimension 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 KSU 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 KSU 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 organise 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 problems of various disciplines involved in 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 KSU 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 a knowledge base which will permit the accelerated transformation of the agro-economy.

COOPERATIVE EXTENSION

The University is conceptualized as an extension of KSU and it is to operate under its umbrella so that the educational standards are maintained at par. Besides, KSU is 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 KSU 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 KSU umbrella are central to creation of the academic standards and development of the new university.

Thus organizationally, the university is to be developed under KSU 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 KSU 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 situations, 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 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 Club of Manhattan and the Rotary district 571 in Kansas 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 specializations to contribute to the

development process. Discussions are also being held with the Manhattan Chamber of Commerce and other private groups in the USA to see whether some private initiatives 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 multi-lateral donors may contribute some resources for development of the University in Bangladesh. The specialized nature of this university with development orientation and focus on enterprenueral, 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 KSU.

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 apriori 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 KSU 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.

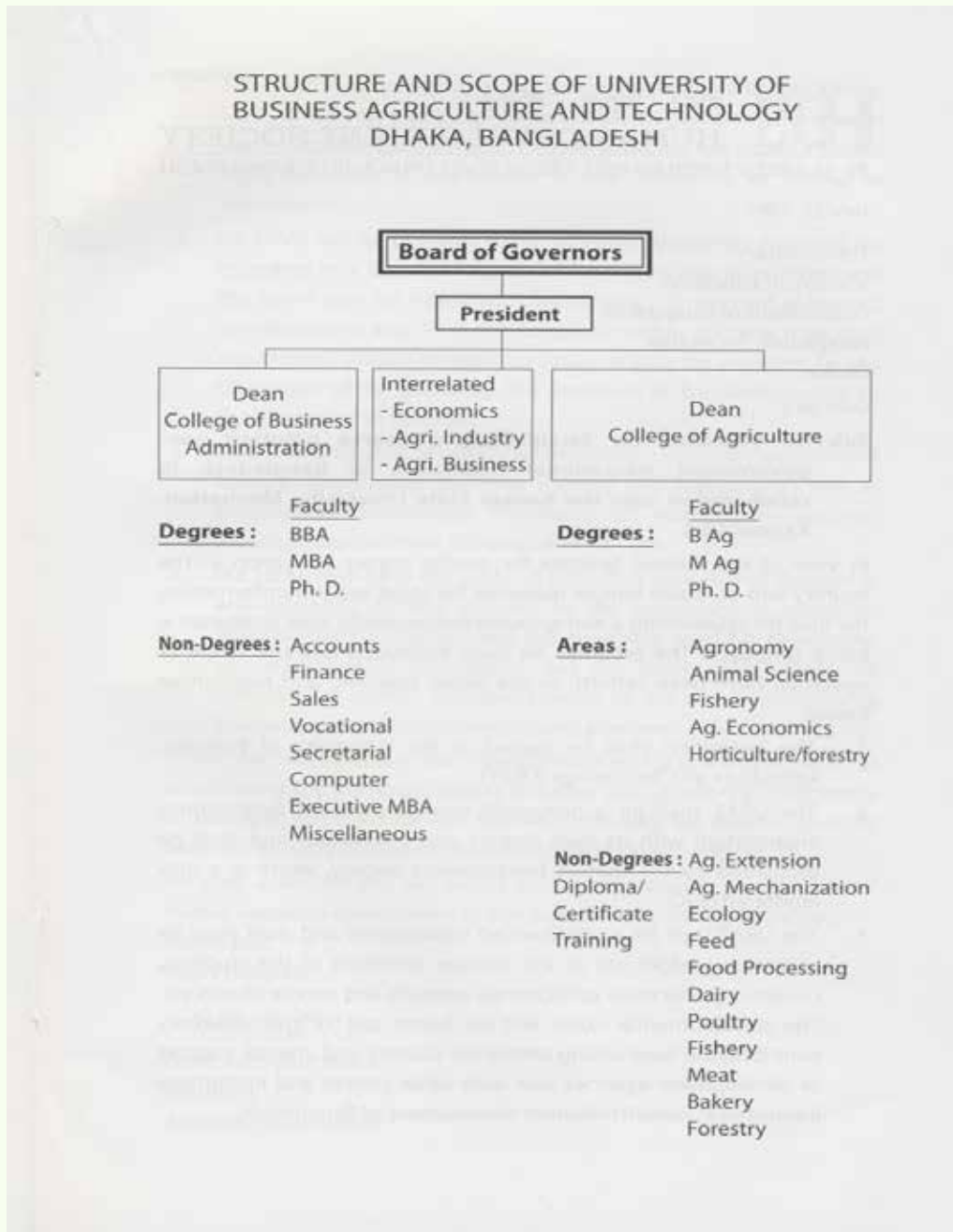
The biggest asset that Bangladesh have is its manpower and any investment in that manpower will have tremendous impact on the welfare of the people and society. The proposed seat of higher education is geared to meet a vacuum that exists in the society at the present time and to contribute to longer 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 the 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. This can be done by drawing up a Memorandum of Understanding or Declaration of Intent in the form of a letter.





মানব উন্নয়ন সমিতি

HUMAN DEVELOPMENT SOCIETY

32-33, GREEN SUPER MARKET, GREEN ROAD, DHAKA-1215; BANGLADESH

14

July 27, 1989

The Secretary
Ministry of Education
Government of Bangladesh
Bangladesh Secretariat
Dhaka.

Dear Sir:

Sub : **No objection for Establishing a degree granting non-government educational institution in Bangladesh in collaboration with the Kansas State University, Manhattan, Kansas, USA.**

In view of the limited facilities for quality higher education in the country and to create human resources for rapid social transformation, the idea for establishing a non-government university type institution is being proposed. The premises for such institution and the scope of operation have been set forth in the paper attached, and highlighted below:

1. The institution shall be named as the University of Business, Agriculture and Technology (UBAT).
2. The UBAT shall be a non-profit non-government autonomous organization with its own charter and regulations and shall be sponsored by the Human Development Society, which is a duly registered NGO.
3. The UBAT shall be a self-financed organization and shall meet its operating budget out of the services rendered to the students, continuing education participants, research and service clients etc. The developmental costs will be borne out of the voluntary contributions, fund raising within the country and abroad, support of development agencies and such other people and institutions interested in human resources development of Bangladesh.
4. The UBAT shall operate as a cooperative institution with the Kansas State University (KSU), Manhattan, USA. Negotiations have been made with the KSU and the University authority has issued a formal letter of intent to participate in the university as shown in Attachment-II.
5. The UBAT will be primarily a non affiliating university and shall be governed by a Board of Regents which will be duly constituted and the Board shall be vested with full authority to carry out academic, administrative and financial functions within its own rules and regulations, subject to such guidance as may be provided by the Chancellor of the university. The President of Bangladesh shall be the Chancellor of the UBAT.



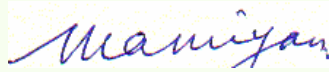
6. The overall objective of UBAT shall be human resources development through appropriate teaching, training and guidance as well as creation of knowledge conducive to socio-agro-economic-industrial development of Bangladesh society.
7. The UBAT shall have the scope of providing educational facilities in any discipline or area relevant to the socio-cultural condition prevailing in Bangladesh and the emerging need for developing and transforming the society. But the scope shall initially be restricted to growth oriented aspects of the economy involving business; agriculture; technology and sciences.

Under the circumstances, we request you to please grant us an NOC for establishing the proposed degree granting non-government university in principle to permit further planning activities. We hereby agree to keep the Ministry posted on the developments in the respect.

An early action on this will permit accelerated activities to the cause of human resources development in Bangladesh for the benefit of the people.

Thank you,

Yours sincerely,



Dr. M. Alimullah Miyan
President

Attachment: as above.

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
শিক্ষা মন্ত্রণালয়
চ্যাপেলরের সচিবালয়

নং শাঃ ১৫/১০ এম-৩২/৯০-অংশ-১/৬১৬/৬-শিক্ষা

২৭/১০/১৯৯২ইং

তারিখঃ -----

১২/০৭/১৩৯৯ বাং

বিষয়ঃ বেসরকারী বিশ্ববিদ্যালয় স্থাপন কল্পে অনুমোদনের জন্য আবেদন প্রসঙ্গে।

নিম্ন স্বাক্ষরকারী নির্দেশক্রমে জানাইতেছে যে, বেসরকারী বিশ্ববিদ্যালয় আইন/৯২ সংসদে পাশ হওয়ার পূর্বে তাহার নিকট হইতে বেসরকারী বিশ্ববিদ্যালয় স্থাপনের জন্য একটি আবেদন পত্র পাওয়া যায়, যাহা সংসদ কর্তৃক প্রণীত বেসরকারী বিশ্ববিদ্যালয় আইন/৯২ এর সহিত সামঞ্জস্য পূর্ণ নয়।

অতএব, বেসরকারী বিশ্ববিদ্যালয় আইন/৯২ অনুযায়ী আবেদন করার জন্য তাহাকে অনুরো জানানো যাইতেছে। এই বিষয় এতদসঙ্গে সরকার কর্তৃক প্রণীত বেসরকারী বিশ্ববিদ্যালয় আইন/৯২ এর কপি এবং সনদ প্রাপ্তির আবেদন পত্র তাহার অবগতি ও প্রয়োজনীয় ব্যবস্থা গ্রহণের জন্য প্রেরণ করা হইল।

স্বা/
(মির্জা ফজলুল করিম)
সিনিয়র সহকারী সচিব।

প্রাপকঃ-

ডঃ এম. আলিমউল্লাহ মিয়ান
প্রকল্প পরিচালক, আইইউবিএটি
৫১, ধানমন্ডি আবাসিক এলাকা
সড়ক নং ৯/এ

The Government of the People's Republic of Bangladesh
Ministry of Education
Chancellor's Secretariat

No. Sha: 15/10 M-32/90-Part-1/616/6-shikkha

Date: 27/10/1992 AD
12/07/1399 Bengali

Subject: With Respect to Application for Charter for Establishing Non-Government University

The undersigned is directed to inform that an application for establishing non-government university was received from him before the Non-Government University Act/92 was passed by the Parliament which is not in conformity to the Non-Government University Act/92 as passed by the Parliament.

Therefore, he is requested to make application in conformity to the Non-Government University Act/92. In this connection, copy of the Non-Government University Act/92 as passed by the Government and Application Form for Charter are sent herewith for his information and necessary actions.

s/d
(Mirza Fazlul Karim)
Senior Assistant Secretary

Recipient:

Dr. M. Alimullah Miyan
Project Director, IUBAT
51, Dhanmondi Residential Area
Road No. 9/A



**Assistant Provost**

International Programs
Waters Hall 108
Manhattan, Kansas 66506
913-532-5714

April 27, 1989

Dr. M. A. Miyan
IBA, Dhaka University
Dhaka, Bangladesh

Subject: Letter of intent to participate in a new university in Bangladesh

Dear Dr. Miyan:

We are pleased to respond to the proposal for establishing a University of Business, Agriculture, and Technology at Dhaka, Bangladesh. This letter is to indicate our positive support in working with you in this exciting project.

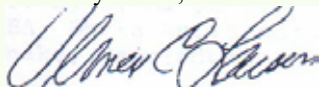
Our faculty who are familiar with the Bangladesh higher education system support the position that a new and innovative approach would be very advantageous. We also believe that the initial stage should be limited to Colleges of Agriculture and Business with potential for expansion in the future.

Since Kansas State University is a public land grant institution and supported by the State of Kansas, we must be very specific to state that we are unable to provide any funding for the project. It is our assumption that funds will be provided from other sources.

We are confident that we have the expertise to assist in the project. This statement is based upon the University's past history of assisting in institution building projects in several other countries. We also have an administration that is committed to expanding its international involvement and many faculty who would be willing to participate in such an activity. During the past several years, many Bangladesh faculty and students have studied or lectured at Kansas State and we look forward to increasing this involvement.

Kansas State University stands ready to assist and wishes you success as you seek necessary funding. We appreciate your visit to our campus and congratulate you on being an excellent ambassador for Bangladesh.

Sincerely Yours,



Vernon C. Larson, Assistant Provost
International Programs

VCL/JP

cc: Provost Coffman
Dean Randolph Pohlman
Dean Walter Woods
Dr. Raymond Coleman



IUBAT- International University of Business
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CONVOCATION '99

Venue: Osmany Memorial Auditorium
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July 26, 1999



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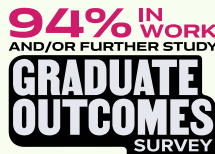
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