

International Symposium on the Significance of Regional Cooperation to Ensure the Quality Assurance in Higher Education 2021 (ISSRC 2021)

Symposium Proceedings (ISSRC-2021)

SYMPOSIUM ORGANIZER:





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International Symposium on the Significance of Regional Cooperation to Ensure the Quality Assurance in Higher Education 2021 (ISSRC 2021) Opening Session

TIME (in Bangladesh Standard Time- BST) (UTC +6)	EVENT DETAILS	
11:00 – 11:05 a.m.	National Anthem.	
11:06 – 11:10 a.m.	Documentary of Daffodil International University.	
11:11 – 11:15 a.m.	Welcome Address by Conference Chair, ISSRC 2021, Professor Dr. A. K. M.	
	Fazlul Haque, Director, IQAC, DIU	
11:16 – 11:26 a.m.	Speech by the Special Guest, Professor Dr. Mesbahuddin Ahmed,	
	Chairman, Bangladesh Accreditation Council (BAC).	
11:27 – 11:37 a.m.	Speech by Chief Patron, ISSRC 2021, Mr. Md. Sabur Khan, Chairman,	
	Board of Trustees, DIU.	
11:38 – 11:50 a.m.	Speech by the Chief Guest, Dr. A. K. Abdul Momen, MP, Honorable Minister,	
	Ministry of Foreign Affairs, Government of the People's Republic of	
	Bangladesh.	
11:51 – 11:55 a.m.	Speech by Honorable Vice Chancellor (In-charge), DIU, Professor Dr. S.M.	
	Mahbub UI Haque Majumder.	



Session: Cross-Border Higher Education for Regional Integration and Quality in Higher Education in the

Sustainable Development Goals Framework

Session Chair: Mr. Md. Shamsul Haque, Additional Secretary (SAARC & BIMSTEC), Ministry of Foreign Affairs,

Government of the People's Republic of Bangladesh

TIME (in Bangladesh	Distinguished Speakers
Standard Time-BST)	
(UTC +6)	
12:05 – 12:20 p.m.	ISSRC Paper I:
	Professor Dr Harshita Aini Haroon
	The Assistant Vice Chancellor (Strategy & Quality Management)
	Universiti Malaysia Perlis, Malaysia
12:21 – 12:36 p.m.	ISSRC Paper II:
	Dr. Biswajit Das
	Dean- School of Languages and
	Professor, Marketing and Business Communication,
	KIIT School of Management, India



Session: Cross-Border Higher Education for Regional Integration and Quality in Higher Education in the

Sustainable Development Goals Framework

Session Chair: Mr. Md. Shamsul Haque, Additional Secretary (SAARC & BIMSTEC), Ministry of Foreign Affairs,

Government of the People's Republic of Bangladesh

12:37 – 12:52 p.m.	ISSRC Paper III:
	Professor Dr. Md. Fokhray Hossain
	Associate Dean, FSIT, DIU
12:53 – 1:08 p.m.	ISSRC Paper IV:
	Dr. Md. Ekram Hossain
	Postdoctoral Fellow and Research Faculty,
	Business School, Hohai University, Nanjing, China
01:09 – 1:14 p.m.	Discussant of the papers: Mr. Mohammad Maksudur Rahman Bhuiyan,
	Director of IMCT, CBHE & ICC (Additional Charge), University Grants
	Commission (UGC), Bangladesh
01:15 – 1:20 p.m.	Concluding remarks by Session Chair



Session: Innovation and Pedagogical Education for Ensuring Quality Education in HEIs.

Session Chair: Mr. Muhammad J Munir,

Director, IQAC, United International University, Bangladesh

TIME (in Bangladesh Standard Time-BST) (UTC +6)	Distinguished Speakers ISSRC Paper I:		
12:05 – 12:20 p.m.			
	Prof. Dr. Bhim Prasad Subedi Chairman, University Grants Commission (UGC), Nepal	Dr. Rishikesh Pandey Director Quality Assurance and Accreditation University Grants Commission, Nepal	
12:21 – 12:36 p.m.	ISSRC(S) Paper II: Dr. Condro Nur Alim Head of International Office Universitas Muhammadiyah Purwokerto, Indonesia	1	
12:37 – 12:52 p.m.	ISSRC Paper III: Dr. Prem Bahadur Thapa Director, Quality Assurance & Accreditation (QAA) Tribhuvan University (Office of the Rector) Kathmandu, Nepal		



Session: Innovation and Pedagogical Education for Ensuring Quality Education in HEIs.

Session Chair: Mr. Muhammad J Munir,

Director, IQAC, United International University, Bangladesh

12:53 – 1:08 p.m.	ISSRC Paper IV:
	Prof Manashi Sengupta
	Dean, Faculty of Nursing
	Dean (In-charge), IQAC
	Assam down town University, India
01:09 – 1:24 p.m.	ISSRC Paper V:
	Dr. Md. Rezaul Karim
	Director, IQAC
	Leading University, Sylhet
	Bangladesh
01:25 – 1:30 p.m.	Concluding remarks by Session Chair



Session: Blended Learning beyond Borders: An Overview of the Opportunities and Significance of Blended Learning.

Session Chair: Prof. Dr. Asaduzzaman, Director, IQAC, Chittagong University of Engineering and Technology (CUET)

TIME (in Bangladesh Standard Time- BST) (UTC +6)	Distinguished Speakers
12:05 – 12:20 p.m.	ISSRC Paper I: Prof. Ts Dr. Mohd Zamri bin Ibrahim Deputy Vice Chancellor (Academic and International) Universiti Malaysia Terengganu (UMT), and Professor at Faculty of Ocean Engineering Technology and Informatics, UMT, Malaysia
12:21 – 12:36 p.m.	ISSRC Paper II: Prof. Dr. Md Mahbubul Haque Dept. of Textile Engineering, Daffodil International University Bangladesh
12:37 – 12:52 p.m.	ISSRC Paper III: Dr. A. F. M Shahen Shah Assistant Professor Department of Electronics and Communication Engineering Yildiz Technical University Istanbul, Turkey
012:53 – 1:00 p.m.	Concluding remarks by Session Chair



Cross-Border Higher Education for Regional Integration and Quality in Higher Education in the Sustainable Development Goals Framework

ISSRC Paper I:

Title of the Paper: Cooperating for impact through ESD-orientation

Speaker: Professor Dr Harshita Aini Haroon

The Assistant Vice Chancellor (Strategy & Quality Management)

Universiti Malaysia Perlis, Malaysia



ABSTRACT

Collegiality is a prerequisite in institutional sustainability efforts. This is particularly pronounced in the Sustainable Development Goals (SDG) framework, and where impact of implementation is perceived as indicator of institutional quality. Within the sustainability framework, ESD for 2030 roadmap delineates five action areas in a bid to ensure education systems are geared towards nurturing and supporting its community to engage in efforts and initiatives leading to economic, social and environmental sustainability. The focus on five action areas of policy, learning environments, building capacities of educators, youth empowerment and local level actions provides coverage on key educational aspects for successful transformation at both micro and macro levels of society. The presentation offers suggestions on how, with orientation to the five action areas, HEIs at regional level can leverage each other's expertise, resources, strategies and actions for impact towards contributing to global sustainability.

ISSRC Paper II:

Title of the Paper: Cross-Border Higher Education for Regional Integration:

Special Reference SAARC Countries

Speaker: Professor Dr. Biswajit Das

Dean, School of Languages and

Professor, Marketing and Business Communication

KIIT School of Management (KSOM)





ABSTRACT

South Asian Association for Regional Cooperation (SAARC) consist of eight members states which conceived in 1995 for South Asia's 24.89% of world population for all round development majorly on 11 subjects including education in the second. SAARC member countries started their academic cooperation to foster government in Higher Education for their own mutual development in the SAARC region. Cooperation seems reasonable because all post-colonial nations developing; can usher in collective development through economic cooperation and regional integration though higher education. All have to bury their hatchets of hostility and terrorism; being rightly educated. Through appropriate higher education it can address the suffering of poverty, illiteracy, energy, and terrorism. Collective functioning towards SDG is the main point. Regional cooperation in the field of education can improve the tough situations. Education can open opportunity for the countries to use culture as an effective foreign policy tool to accentuate regional understanding and bilateral relations.



Cross Border Higher Education is possible in SAARC countries. If SAARC is essential; Cross Border Higher Education is essentially essential. Cross-Border Higher Education can unlock huge potential for cross country development. Each country complements and capitalize with each other's expertise and domain knowledge. The movements of University Students and Scholars in exchange in the SAARC region through a 'relaxed visa regime' can be instrumental in fostering better understanding, cementing relationship and promoting collaboration through knowledge sharing. They can enhance degree of literacy in the region by promoting the quality of education. The inclusion of education in the fourth SAARC Summit (Islamabad 1988) is an eye opener, eighth summit (New Delhi, 1995) aimed at eradicating illiteracy and 1996 was observed as the 'SAARC Year of Literacy', along with children, girl child and vocational education. It also adopted the New Delhi Declaration on Education believing in inclusive and equitable quality education and promote life-long learning opportunities. It is moving in the line of Sustainable Development Goal 4 (SDG4) with the national and sub-national level education sector development programs majorly in the fields like medicine, rehabilitation science, rural development and forest management, more shall be added. The South Asian University (SAU) has been a major achievement of SAARC. It has been a platform for higher education and cultural exchanges, because culture is the key to educational progress. In the tenth SAARC Summit (Colombo, 1998) it recognised the profound cultural continuum of South Asia. This was established on historical basis for sustaining harmonious relations among the people of the region. Hence focus on Higher Education level studies on subjects related to Public Policy, International Relations, Strategic Affairs, Economy and Finance should be given priority.



Then the intelligentsia of the regions can create a momentum and ecosystem through dialogues, involving policy makers for common strategic engagement in various stakeholders of development of the region.

In fact, today's University Students are Tomorrow's contributor to the economy, society, bureaucracy and polity of their respective countries. When Universities starts promoting close-interface of students from different countries, they prepare the future generation of leaders and entrepreneurs to drive the common objective of inclusive growth promoting regional cooperation and integrity. Hence, role of Universities through Cross-Border Higher Education is the major key for development and harmony in the SAARC region. Greater interactions and cooperation in education and culture, amicability ameliorate and enable nation states to realise their full potential. Tensions can diffuse through cultural and educational exchanges. Therefore, higher education is the important factor for the growth and development of the SAARC countries.

Key Words: Cross Country, SAARC, Higher Education, Students, Polity, Cooperation and coordination

ISSRC Paper III:

Title of the Paper: The Impact of internationalization to improve & ensure Quality

Education

Speaker: Professor Dr. Md. Fokhray Hossain

Associate Dean, FSIT, DIU





ABSTRACT

The quality education is a big concern in the educational institutions of different countries all over the globe including Bangladesh. The international activities can play a vital role to improve and ensure quality education for Higher Education Institutions (HEIs). The Academic Mobility is one of the important international activities of the higher educational institutions both for student as well as faculty members to improve their knowledge and skills in different areas. The students can move to another institution inside or outside of their own country to study for a limited period of time to improve their skills through student mobility program. On the other hand, teacher may have the opportunity to teach home and abroad through mobility program in different institutions to improve their skills on teaching & learning.



The international activities including academic mobility/exchange program, summer program and winter program both for students and teachers of the academic institutions. A student may have the opportunity to improve their soft skills, inter-personal skills, confidence level, enhance the global network and become self-dependent through academic mobility program. A teacher also has opportunity to become more experience on teaching and learning including learn new techniques to teach, improve the assessment process, improve the course contents for the student to follow Outcome Based Education (OBE), find out the educational system gaps between home & abroad.

ISSRC Paper IV:

Title of the Paper: Cross-Border Higher Education for Regional Integration

among SAARC Countries

Speaker: Dr. Md. Ekram Hossain

Postdoctoral Fellow and Research Faculty,

Business School, Hohai University, Nanjing, China



ABSTRACT

SAARC, consisting of eight South Asian countries, started with an ambitious charter for regional cooperation and regional integration with an emphasis on trade and economic relations, socio-economic development, infrastructure development, eradication of poverty, health care, education, and many more mutual issues in this region for the aim of regional integration. Among the segments of cooperation, cross-border education has emerged as a significant element among the nations in South Asia. This paper attempts to analyze the cross-border flows in higher education in intra-SAARC countries and regional integration prospects in the context of the South Asian Association of Regional Cooperation (SAARC).



Based on the UNESCO and other databases on inbound and outbound international mobility of students, higher educational institution's ranking outputs, the emerging trends of the middle class in the South Asian nations; the findings reveal the consequences of cross-border higher education in the context of integration and consequently the concluding observations and policy implications were suggested for greater regional integration among the South Asian nations.

Keywords: cross-border higher education, regional integration of higher education, SAARC, cross-border activities, regional framework

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Innovation and Pedagogical Education for Ensuring Quality Education in HEIs.

ISSRC Paper I:

Title of the Paper: Internal Quality Assurance System: An Approach to

Institutional Quality

Assurance and Quality Enhancement

Speaker: 1. Prof. Dr. Bhim Prasad Subedi,

Chairman, University Grants Commission, Nepal and

2. Dr. Rishikesh Pandey,

Director, Quality Assurance and Accreditation,

University Grants Commission, Nepal



ABSTRACT

Quality is a complex concept because it varies with context, expectation, and customer satisfaction. The concept is attached to overlapping scopes of quality - control, management, assurance, accreditation and enhancement. Although it is difficult to draw a fine boundary between these concepts, they differ in terms of their scopes. In higher education, the concept of quality is applied mostly in the sense of quality assurance, accreditation, and enhancement. It is because quality in higher education is considered to be a continuous journey rather than a destination. Each milestone achieved in higher education, creates new aim as a destination, in which higher education institutions approach to achieve it within the defined period of time. Their success is measured through identifying the gap between their aim and achievements. As different stakeholders play different roles to assure institutional quality, Nepali Quality Assurance and Accreditation System has developed a conceptual model of quality assurance and accreditation under a QAA Household. The house incorporates different dimensions that can be equally applied in the Institutional/Internal Quality Assurance System (IQAS) as well.



This approach includes the dimensions related to Foundation, Pillars and Crown, having 10 dimensions of 5 double Cs (5*2Cs), further tied by 2 tie-beams. In this approach, HEIs aim for quality enhancement for academic excellence, particularly after the institutional accreditation. As quality enhancement is an approach, its key dimensions to assess the progress include regular appraisal and academic audits, institutional development plans, and innovations in teaching-learning and research and outcomes of the efforts made. Nevertheless, the components and their weight may differ with the status of the particular HEI, in particular, by their size, governance structure, and the type of educational service they offer. University Grants Commission (UGC) Nepal, as an apex institution in governing the quality higher education system in the country, has been engaged in positive interventions in HEIs so institutional quality could be assured, and it is well recognized in Nepal and abroad.

ISSRC Paper II:

Title of the Paper: Roles, Strategies and Challenges in Internationalization Effort: Experiences from Universitas Muhammadiyah Purwokerto, Indonesia

INTERNATIONAL SYMPOSIUM ON THE SIGNIFICANCE OF REGIONAL COOPERATION TO ENSURE THE QUALITY ASSURANCE IN HIGHER EDUCATION

Speaker: Dr. Condro Nur Alim

Head of International Office

Universitas Muhammadiyah Purwokerto, Indonesia



ABSTRACT

Universitas Muhammadiyah Purwokerto (UMP) is one of Indonesian private universities under Muhammadiyah University flag. Located in the southern part of Central Java province, UMP is a fast growing university. In our strategic plan, we want to be internationally reputable university in the next 20 years, so that internationalization is considered as the most important effort to achieve that goal. The internationalization program in our university has been started in 2012 by establishing an International Affairs Office. During this period, we have established a number of international collaborations with neighboring universities and other universities around the globe. This paper mainly discusses our experiences in engaging with the global community, in terms of the strategies, challenges as well as the benefit we get from our internationalization effort.

Keywords: roles, strategies, challenges, internationalization, university

ISSRC Paper III:

Title of the Paper: Role of Quality Assurance Unit for Pedagogical Education: the case of Tribhuvan University, Nepal



Speaker: Dr. Prem Bahadur Thapa

Director, Quality Assurance & Accreditation (QAA)

Tribhuvan University (Office of the Rector)

Kathmandu, Nepal



ABSTRACT

Quality Assurance (QA) has already been a core concern and a priority on higher education development. Tribhuvan University, Centre for Quality Assurance and Accreditation (TU-QAA Centre) is an institutional unit to assure quality and facilitate to accredit its constituent campuses and central departments. The QA mainly focuses on standard and it is concerned with all the essential key aspects of the whole Higher Education (HE) structure which include the HE institutional requisite capacity, academic curricula, teaching and learning weightage and methodology, research requirement, student assessment and examination system and other academic infrastructures and environment. The Quality Assurance and Accreditation (QAA) is broadly focused on academic programmes, Higher Education Institutions (HEIs) developments and quality enhancement. It ultimately aims to maximize or improve the overall quality of academic programmes and institutional capability with aim of achieving the standards of excellence in teaching and learning to produce skilled and competent graduates.



With intra and inter-institutional interaction, the QAA initiates and innovates the modern methods of pedagogy. It is essential to create an innovative mechanism in the system of pedagogical education, which would ensure the quality control and sharing the best practice between the different types of education institutions in national and international context. The innovative cluster of pedagogical education can allow to overcome shortcomings in the education system through the theory and practice of learning that are generally influenced by the social, political and psychological factors. Concisely, social significance of pedagogical education in the sustainable development and modern requirements, problems in the system and the fragmentation between science and education in solving them today demand by transitioning the continuous pedagogical education to cluster development.

Keywords: Higher education, quality assurance, pedagogical education

ISSRC Paper IV:

Title of the Paper: Innovative Cluster of Pedagogical Education:

The Role of Quality Assurance Unit

INTERNATIONAL SYMPOSIUM ON THE SYMPOSIUM

Speaker: Prof Manashi Sengupta

Dean, Faculty of Nursing Dean (In-charge), IQAC

Assam down town University, India



Pedagogy is at the heart of teaching and learning. Preparing young people to become lifelong learners with a deep knowledge of subject matter and a broad set of social skills requires a better understanding of how pedagogy influences learning.

Pedagogy in education concentrates on the different learning styles of students. Every teacher knows that no two students are exactly the same, and so finding out how students learn helps the teacher create lessons that help each student learn in the way they learn best. There are several different theories as to how students learn.

Innovation in cluster of pedagogical education

Innovation is considered as alternative or fresh solutions to outstanding challenges whether particular action or more abstract strategies. To be innovative does not mean that we should depend on being new.



In fact, alternative has been a source of inspiration for how teaching and learning can be re imagined, some aspects have been widely implemented e.g. co-education while others may still be largely confined to innovative schools like project based learning. The relationship has been strengthened by the growing body of educational research. Most of the innovative approaches, indeed coming from research-based practices are significantly rooted in the designs of socio-constructivist model and experiences of alternative education schools.

Some clusters of innovative pedagogies can be specified are as follows:

Blended learning

Gamification

Computational thinking

Experimental learning

Multiliteracies and discussion-based teaching

Embodied learning

Why Quality Assurance in Education is Required?

Quality assurance involves the systematic review of educational provision to maintain and improve its quality, equity and efficiency. It encompasses self-evaluation, external evaluation, evaluation of teachers, student's assessments etc.

Developing strong quality assurance system is crucial to support high quality and standard education, to greater the diversity of courses and the variety of teaching and assessment methods.

ISSRC Paper V:

Title of the Paper: Innovation and Pedagogical Education for Ensuring Quality Education in HEIs



Speaker: Dr. Md. Rezaul Karim

Director, IQAC

Leading University, Sylhet, Bangladesh



A university is a place of noble ideas and concepts. John Henry Newman, a 19 th century scholar of Britain defines a university in his book entitled The Idea of a University to be a land where people will be intellectually insightful, imaginatively innovative and liberally choosy with excellent taste. The atmosphere of a university needs to be academically autonomous. The university as a fertile and grooming academia needs to be such a place where engagement of multifarious aspects of knowledge generation are emphasised. A set of attributes of the graduates compatible to the need of the society and the people are to be determined relating to the practical requirements. Learner-centred pedagogical systems and innovative delivery of knowledge dissemination may be the crux of the matter. Besides, habits of intellectual best practices made by the faculty members may be shared and tested with an end to life-long learning approach. Andragogical approach may replace pedagogical systems for Higher Education Institutions in which fundamental intellect and innovation are supposed to be realised. Setting generic skills of the programs and mapping those to the attainment of the students are to be measured depending on the empirical feedbacks of the employers and stakeholders. Philosophical pursuits of knowledge should relate to the real translations of requirements of the people and the job markets.

Keywords: Innovation, Pedagogy and Andragogy, Quality Assurance



Blended Learning beyond Borders: An Overview of the Opportunities and Significance of Blended Learning.

<u>ISSRC Paper I:</u>

Title of the Paper: Blended Learning Beyond Borders: An Overview Opportunity of

Blended Learning in AUAP Member Countries

Speaker: Prof. Ts Dr. Mohd Zamri bin Ibrahim

Deputy Vice Chancellor (Academic and International)

Universiti Malaysia Terengganu (UMT), and

Professor at Faculty of Ocean Engineering Technology and Informatics, UMT, Malaysia



The Covid-19 pandemic has forced higher education institution to ensure effective learning continues, despite the temporary closure of the physical operation, teaching and learning continue through our remote learning approach The use of technology has been taken to a deeper level through the integration of blended learning (BL) instructional practices. BL is a mixture of traditional face-to-face and technology-based instructions that start making its debut in the early 2000s. The basic impact of technology on students' learning has become a priority before noting how BL has evolved in the education setting. It, not just that, students' attitude towards using technological devices in the classroom and at home to complete the educational task also become a major concern. The availability of open-source learning management systems as Blackboard, Google Classroom or Moodle makes this happened. On the other hand, BL is a unique and effective way to engage students individually thus lead to their individual learning experiences, besides students' can learn anytime, anywhere possible. Therefore, in facing these challenges, the Ministry of Higher Education (MOE) Malaysia had published Malaysia Development Plan (PPPM 2011-2021) to empowerment the higher education institution (HEI). Whilst National e-Learning Policy (DePAN) that was revised and launched in April 2011 has come forward with the structured phases of implementation emphasising on six domains in making this aspiration a success.



All HEI in Malaysia is referring to this policy, nevertheless, UMT success on BL implementation by following this guide. Whilst, phases of implementation in the form of BL that have been designed in this policy are as follows; Phase I 2015 (30% from all course offered by HEI), Phase II 2016-2020 (50% of all course offered by HEI) and Phase III (2021-2025, 70% of all course offered by HEI). For each course to achieve BL status, the formulae that have been set as follows 1:7:3:2 comprises of the syllabus: files, activity and assessments. Following DePAN 2.0, Universiti Malaysia Terengganu (UMT) has come forward with Learning Management System (LMS) that has been set up way back in 2009. For UMT, the implementation of BL has started in the year 2014 during Sem I session 2014/2015 and achieved 12.06%. At the beginning of phase I (2015), BL has achieved 54.59% for sem I 2015/2016. Followed by 93.30% for sem I 2016/2017; and at the end of phase II (2015-2020), BL for sem II 2019/2020 and the beginning of phase III (2021-2025) for sem I 2020/2021 has recorded 94.35% and 96.6% respectively. From time to time, UMT LMS has been improved in line with the implementation of BL to meet the current needs. Our way forward on alternative BL, UMT focuses on designing and implementing the Massive Open Online Course (MOOC), Open Distance Learning (ODL) and Micro-credential (MC) successfully.

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ISSRC Paper II:

Title of the Paper: The Interrelation Between Textile Engineering Graduates' Results and

their Job Performance in Textile Industry of Bangladesh

Speaker: Prof. Dr. Md Mahbubul Haque

Dept. of Textile Engineering,

Daffodil International University, Bangladesh

ABSTRACT

Ministry of Education, University Grants Commission of Bangladesh implemented HEQEP (Higher Education Quality Enhancement Project) in the various public and private universities. DIU was one of the blessed Universities under the program and the Dept. of TE, DIU was kindly included in the "Self-Assessment Survey" project. As per recommendation of the project, surveys were conducted among the following five categories of stake holders e.g. Employers, Alumni, Students, Non-Academic Staffs, Academic Staff. The present paper is about the survey findings in the employer's survey. The survey was divided into two sections: (1) Employer's response on 20 quality dimensions in his/her industry/organization. To survey this, a scale from 1-5 was used where 1-Not important at all, 2-Slightly important, 3-Moderatey Important,4-Imortant, 5- Extremely Important and (2) Competencies or performances of graduate(s) corresponding to the above mentioned 20 quality dimensions.



this a scale from 1-5 was used where 1-Poor, 2-Average, 3-Good,4-Very Good, 5- Excellent. After the survey the employer's responses were compared with the graduate's competencies. It was found that students with excellent academic results showed their excellence in the majority of the dimensions of quality over the students with average and poor results. For few quality dimensions, students with average and poor results also showed their excellence and no relation could be proposed. From this study the authors concluded that in general, the job performance of the graduates was highly related to the GPA obtained by the graduates of that university.

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Dr. Md. Mahbubul Haque, Tanvir Ahmed Chowdhury, Md. Mominur Rahman: Affiliation: Department of Textile Engineering, Daffodil International University; Ms.Shamima Akter Smrity: Affiliation: Department of Fabric Engineering, Bangladesh University of Textiles: Mr. Md. Azharul Islam: Affiliation: Department of Textile Engineering, Mawlana Bhashani Science and

Technology University; Tariq Mahbub: Affiliation: Department of Mechanical Engineering, Military Institute of Science and Technology

ISSRC Paper III:

Title of the Paper: A Comparison between Bangladesh and Turkey to Ensure Quality In Higher

Education

Speaker: Dr. A. F. M Shahen Shah

Assistant Professor

Department of Electronics and Communication Engineering

Yildiz Technical University, Istanbul, Turkey



Nowadays students are going to different countries for higher studies. Regional cooperation is needed to assure the quality in higher education. Since I studied both Bangladesh and Turkey, a comparison between these countries in higher education will be presented. GRE measures student's ability to analyze and evaluate written material, think critically, and solve problems. To compare applicants' qualifications and preparedness for graduate-level academic work, a GRE score is required. In Bangladesh, universities do not ask for GRE or equivalent certification in higher education but universities in Turkey asked for it. Besides, English is used as a medium of instruction in higher studies in Bangladesh but universities do not want a proficiency score for that. On the other hand, to study in English a student is needed to provide a proficiency certificate in Turkey. When a student studies for GRE or English scores, he/she learns and develops his/her skills which improve their quality of higher education. Moreover, higher education should be research based. We can evaluate a research work with its publication. Quantity is not important in publication but quality. Unfortunately, we see that most of the works in Bangladesh are published in predatory journals which is a crime in Turkey. If an academician published in a predatory journal, his/her career is at big risk. To obtain a higher education degree, a student should publish an article in a good indexed journal that ensures the quality of higher education.



Speaker Biography

Cross-Border Higher Education for Regional Integration and Quality in Higher Education in the Sustainable Development Goals



Professor Dr Harshita Aini Haroon

The Assistant Vice Chancellor (Strategy & Quality Management) Universiti Malaysia Perlis, Malaysia

Harshita Aini Haroon is Assistant Vice-Chancellor for Strategy and Quality Management (SQM) at Universiti Malaysia Perlis, Malaysia. Her responsibilities include the management of the university's strategic plan, institutional quality assurance, programme accreditation and risk management. She is Professor at the Centre for Liberal Sciences, Faculty of Applied and Human Sciences, UniMAP, specializing in Linguistics and Language Learning. Prior to joining the university in 2013, Harshita was Programme Head (2008-2010) and Director (2010-2013) at the Programme Management Office of Malaysia's Ministry of Higher Education, monitoring projects run by public universities under the then National Higher Education Strategic Plan.

Cross-Border Higher Education for Regional Integration and Quality in Higher Education in the Sustainable Development Goals



Dr. Biswajit Das

Dean- School of Languages and Professor, Marketing and Business Communication, KIIT School of Management, India

Dr. Biswajit Das is Professor in management and Chairperson - FS Research, Chairperson- Library at KIIT School of Management, KIIT University, India. He has 26 years of experience in industry-academia and published 218 research papers in national and international reputed journals, authored 12 well known books and guided 22 Ph.D. scholars from India and abroad. Dr. Das is a hard core researcher, strategic thinker and versatile thought leader. His domain focus include strategy, management and communication. His pioneering research interest are on infrastructure and urban development, International business, Marketing Management, Tourism, and Advertising etc. Dr. Das has visited around 15 countries in Asia, Europe and Middle east and is a research expert for few management schools in eastern Europe.

Cross-Border Higher Education for Regional Integration and Quality in Higher Education in the Sustainable Development Goals

Besides being a founding member of Euro-Asia Tourism Studies Association (EATSA) 2015 he is member of around 12 other committees of India and abroad. Dr. Das has done his Ph.D. (Management), M.A. (Eng.), M.B.A., M.A. (Pub. Admn.) and LL.B.. His recent book titled 'Biological Warfare' is 2020 is an eye opener. Other popular national and international books include Real Estate Marketing, Slum Dwellers, Socio-Economic Journey and Business Communication. His hobbies include games, philanthropy and writing poems.

Dr. Das can be contacted with 9438064555. His email ID is biswajit@ksom.ac.in

Cross-Border Higher Education for Regional Integration and Quality in Higher Education in the Sustainable Development Goals



Prof. Dr. Md. Fokhray Hossain

Associate Dean, FSIT and Professor, Department of Computer Science and Engineering Daffodil International University Dhaka, Bangladesh

Professor Dr. Md. Fokhray Hossain, has teaching experience for more than 28 years in the areas, such as, Computer Technology, Information System, Computer Architecture, Digital Electronics, Enterprise Networking, Telecommunication, e-commerce, e-business, Quantitative methods, Decision Support System, Management Information System (MIS) both in Masters' and bachelor programs. And also have experiences in research, academic management, administration and exam control process in different educational institutes both in Bangladesh & overseas.

Dr. Hossain has successfully completed Ph.D. from University of Glamorgan in 1998 through ODASSS scholarship, UK. He has also completed his M.Sc and B.Sc (Hon) in Physics respectively year 1990 and 1989 from Jahangirnagar University, Bangladesh. He was appointed as a research fellow in Boss Center at Dhaka University from 1991 to 1993.

Session:

Cross-Border Higher Education for Regional Integration and Quality in Higher Education in the Sustainable Development Goals

Dr. Hossain has completed different overseas training on "Digital Telecommunication Technology" through AOTS scholarship in Japan 2000, training on "e-business Model and Strategy" through DGFKTC scholarship in South Korea 2004, "Asian Summer Program (ASP)" in University Malaysia Perlis (UniMap) in Malaysia 2014, IQAC training on "Quality Assurance in Higher Education" through Edu Leads Consulting in Malaysia 2015, "International Convention for Student Quality Circles (ICSQC)" in Sri Lanka 2017 and Academic Staff exchange for "Quality Education" through Erasmus+ in Staffordshire University, UK 2018, To attend "Academic Staff Exchange" program at Chitkara University, India, October 2019.

Also has supervised more than 30 projects in MSc in CSE, MS in MIS & MBA program awarded by Daffodil International University and also supervised more than 60 projects in B.Sc. in Computing and Information System (CIS) awarded by London Metropolitan University. He has more than 35 research publication in national & international journals and conferences in his credit.

Session:

Cross-Border Higher Education for Regional Integration and Quality in Higher Education in the Sustainable Development Goals





Dr. Md. Ekram Hossain

Postdoctoral Fellow and Research Faculty, Business School, Hohai University, Nanjing, China



Dr. Md Ekram Hossain is a Bangladeshi citizen currently affiliated as a Postdoctoral Fellow and Research Faculty at the Business School of Hohai University, China. He has also been associated with some research organizations in different capacities. His research interest lies in international trade and foreign direct investment, competitiveness, innovation and entrepreneurship, education and career development, and related sustainable development issues. 20 more research findings of Dr. Ekram have been published in peer-reviewed international journals and conference proceedings. Moreover, he has presented his researches and attended more than 30 international conferences, training and workshops globally including Bangladesh, Canada, China, Japan and the United States.

Furthermore, Dr. Ekram has been affiliated with various research and professional bodies e.g., Global Research Institute for Business Academics (GRIBA), Australia; Canadian Association for Business Economics (CABE), Canada; Hohai Research Forum, China; International Federation of East Asian Management Associations (IFEAMA), Japan; UN Sustainable Development Solution Network (SDSN), USA; etc.





Prof. Dr. Bhim Prasad Subedi

Chairman, University Grants Commission (UGC), Nepal

Current Chairman of University Grants Commission (UGC), Nepal, Bhim Prasad Subedi, Ph.D. (University of Hawaii, USA) is a Professor of Geography. The UGC is an apex agency of higher education, and the only agency that accredits Higher Education Institutions (HEIs) in Nepal. He was engaged in teaching and research at Tribhuvan University, Nepal for four decades since 1979. His broad areas of research concentration include social dynamics and human-environment interactions. He has written more than 65 articles and book chapters, including The state of Geography Teaching and Research in Nepal (2014), Local Effects of Global Changes in the Himalayas (2007), Geography and Geographers' Work in Nepal (2005), Vegetation and Society: Interactions in the Himalayas (2002). Apart from Tribhuvan University, he has also worked as short-term research scholar at University of Copenhagen, Denmark (2016); University of Bergen, Norway (2000, 2005, 2006); University of Zurich, Switzerland (2004); University of Oxford (Institute of Ageing) 2002 and University of Michigan, Ann Arbor (1998).





Prof. Dr. Subedi is also the Chairman of Higher Education Quality Assurance and Accreditation Council (HEQAAC) that recommends UGC for accreditation of HEIs. Under his Chairmanship, the QAA System of Nepal has obtained a remarkable momentum. International network with foreign QAA agencies has been expanded and strengthened. Under his Coordination, the HEQAAC has developed its Strategic Plan – Destination 2030. He has been decorated with highly honored medals in different years for outstanding achievement in study and in performance at Tribhuvan University.





Dr. Rishikesh Pandey

Director
Quality Assurance and Accreditation
University Grants Commission, Nepal

Dr. Rishikesh Pandey has been actively engaged in implementing QAA system and process in Nepal which is meant for enhancing the quality of higher education in the country, Over the last two years as the Director of the QAA Division and ex-officio Member Secretary of the Higher Education Quality Assurance and Accreditation Council (HEQAAC) of Nepal, he has contributed in a number of policy and programs of higher education of the country. To mention a few include: the Strategic Plan of HEQAA Council (2021-2030), Research Sustainability Plan (2021-2024), National Framework on Higher Education (2021-2030), and Nurturing Excellence in Higher Education Project (2021-2025). As a representative of UGC, he has also contributed in the proceedings of committees formulated by the Ministry of Education Science and Technology (MOEST) related to designing policy documents namely Strategic Plan for Centre for Technical and Vocational Education (CTEVT), Draft Bill on Quality Assurance and Accreditation, and designing of I\4edical Education Accreditation System, In his two years of tenure as a QAA Director, Nepali QAA system has been getting momentum, particularly in improving the assessment system, making a long{erm plan for the Division, and revising the existing criteria and indicators of assessment.





He has also supported UGC to cope with COVID-19 crisis, and assisted in designing online education directives together with conducting QAA+elated assessments online. Dr Pandey is also a passionate teacher, researcher and mentor, He has taught interdisciplinary courses of Environment and Development together with courses on geography. He holds a position of Associate Professor in Pokhara University where he started his academic career in 2008 and has been deputed at UGC Nepal since May 2019. His outstanding research skill and determination to quality higher education lead him to attend many international forums in the United Kingdom, Germany, Australia, Hong Kong, Norway and India and deliver public lectures.





Dr. Condro Nur AlimDirector, IAO
University of Muhammadiyah
Purwokerto, Indonesia

Dr. Condro Nur Alim is now the Head of International Affairs Office, Universitas Muhammadiyah Purwokerto, located in Central Java Province, Indonesia. He got his undergraduate degree from Diponegoro University Semarang Indonesia in 2002, his master degree from Gadjah Mada University Indonesia in 2010, and doctroral degree from the University of South Australia in Adelaide, South Australia in 2018. His research areas include Translation Studies, Applied Linguistics, Innovation in Education. His researches and publications are within the area of teacher training and education, technology in education and Language education. He can be reached through condronuralim@ump.ac.id





Dr. Prem Bahadur ThapaDirector, Quality Assurance & Accreditation (QAA)
Tribhuvan University (Office of the Rector) Kathmandu, Nepal

Dr. Prem Bahadur Thapa is an Associate Professor and Director of the Centre for Quality Assurance and Accreditation Centre, Tribhuvan University (TU-QAA, Centre), Nepal. The main role of TU-QAA Centre is to assure quality and facilitate to accredit its constituent campuses and central departments across the country with aiming to maximize or improve the overall quality of academic programmes and institutional capability in the university. Professionally, Dr. Thapa is a Senior Engineering Geologist with considerable experiences in the field of disaster risk reduction (DRR) and is a former postdoctoral research fellow of the Humboldt Foundation and Fulbright.





Prof. Manashi Sengupta

Dean, Faculty of Nursing Dean (In-charge), IQAC Assam down town University, India

Manashi Sengupta MSc Nursing is a Professor cum Dean at Faculty of Nursing, Assam down town University Guwahati Assam, India. She was the former Associate Prof cum Vice Principal at Woodlands College of Nursing, Kolkata. She is a Master of Nursing (Cardiovascular & Thoracic speciality) from B. M Birla College of Nursing under The West Bengal University of Health Sciences. She has 22 years of experience in varied field of nursing viz clinical, teaching and administration. She has been appointed as paper setter, moderator and external examiners for BSc N, Post Basic BSc N & MSc N in various renowned universities of the country. She is the master trainer for INC on Simulation based Nursing education. She has been appointed as a resource person in various national and state level nursing workshops, seminars and conferences. She has also published research papers in various national and international journals. She has contributed as a course writer for the IGNOU diploma program in critical care nursing.





Dr. Md. Rezaul KarimDirector, IQAC
Leading University, Sylhet
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Dr. Md. Rezaul Karim is the Director of Institutional Quality Assurance (IQAC), Leading University, Sylhet, Bangladesh. He did his Bachelor of Arts (Hons) and Master of Arts in English from the University of Rajshahi. He was awarded his Ph.D. in English literature in 2021. Dr. Md. Rezaul Karim joined Leading University in 2005. He is also the Head in the Department of English, Leading University. Dr. Karim participated in international trainings on quality assurance of higher education in Malaysia. Dr. Md. Rezaul Karim took part in more than hundred nation training workshops, seminars, symposiums and talks on different aspects of higher education including curriculum development, pedagogy, assessment and evaluation system, procurement, accreditation, ranking and rating. Besides, Dr. Karim worked as a national quality assurance expert and reviewer at different private universities of Bangladesh. He has experiences of organising in-house training workshops for academic and non-academic staff of the university.



He organised seven External Peer Report (EPR) preparing events at Leading University where lots of foreign professors were invited and worked under his leadership. He acted at Leading University as the Proctor and still a member of the Academic Council of the university. Dr. Md. Rezaul Karim is also working as the Dean (In-charge) of the Faculty of Arts and Modern language, Leading University. His research articles of different interests were published in reputed academic journals





Prof. Ts Dr. Mohd Zamri bin Ibrahim
Deputy Vice Chancellor (Academic and International)
Universiti Malaysia Terengganu (UMT), and
Professor at Faculty of Ocean Engineering Technology and Informatics, UMT, Malaysia

Professor Ts. Dr. Mohd Zamri Ibrahim, a Professor of Renewable Energy Technology at the Faculty of Ocean Engineering Technology and Informatics, UMT, Malaysia. His area of teaching and research include on renewable energy especially in the Renewable energy system and renewable energy Resources. It includes research interests in Renewable Energy System technology design, growth and techno-economics studies such as wind, solar, wave, and ocean current energy. His research interests also concentrate on the fields of hydrogen fuel, energy sources forecasting, and clean technology system. He has worked extensively with the Malaysian research institutions and universities.



He has served UMT for 23 years in various capacities as head of department, as director of central laboratory, as a dean of Faculty Ocean Engineering Technology and Informatics and as a Rector of University College TATI. Presently, he hold a post as a Deputy Vice Chancellor Academic and International, UMT managing all the quality initiatives of the university, including institutional accreditation, program accreditation, quality teaching excellence model, quality management systems, e-learning development project and the university Ranking task force as well as the sustainable/green university campus campaigned.

He received his first Degree in Mechanical Engineering from the University of Sunderland, UK and he earn his Master's degree in Advanced Mechanical Engineering at Warwick University, UK in 1997. He subsequently completed his Ph.D. in Renewable Hydrogen Energy Production System at the National University of Malaysia (UKM) Malaysia in 2007.





Prof. Dr. Md Mahbubul Haque Dept. of Textile Engineering, Daffodil International University Bangladesh

Prof. Dr. Md Mahbubul Haque, a Commonwealth Scholar, studied M.Sc and Ph. D. in the field of Textiles at the University of Manchester, UK. Over 33 years of experience in the fields of Textile industry, education, research, and innovation. Has been awarded "Best Professor of Textile Engineering in Bangladesh" in 2019. It was jointly extended by the World Education Congress, CMO Asia, and CMO Council. Worked as Head of the Dept. (HoD) of Textile Engineering, Daffodil International University (DIU) for 11 years (2009-2019), and the degree of B.Sc. in Textile Engineering of DIU was accredited by the Institution of Engineers Bangladesh (IEB) in 2018. Such accreditation was for the first time in Bangladesh for any textile engineering program. As HoD, lead a project on educational quality assurance entitling "Self-Assessment Survey", funded by the world bank and executed by the University Grants Commission (UGC) of Bangladesh. An external peer review team led by a renowned international academic rated the works as "Very Good"...



Played a key role in Introducing M.Sc in Textile Engineering at the Daffodil International University in 2009 for the first time in Bangladesh. Introduced a new concept of conducting textile engineering lab classes (of spinning, weaving knitting, and textile testing). According to the concept, individual participation in the lab class has been maximized. The concept was widely published in the professional as well as general news media in Bangladesh and for this, was awarded the "Outstanding Professor" award by the International Education Summit & Award 2020 held in Bangkok, Thailand on 22 February 2020. Worked extensively on curriculum development, Introduced Denim and Technical Textiles in the curriculum of B.Sc. in Textile Engineering at Ahsanullah University of Science and Technology (AUST) for the first time in Bangladesh in 2004. Developed original text materials on the production of woven labels. Customized the course content of "Economics for Textile Engineers" from general economics to textile economics (in Bangladesh).

Professional Association

- * Chartered member of the International Textile Institute, Manchester, UK.
- *Life Fellow of The Institution of Engineers Bangladesh (IEB)
- *Was co-opted as Council Member the Mechanical Engineering Division of IEB for 2011-12 session.
- *Elected as a council member of the IEB, Dhaka Centre receiving the highest number of votes in 2013.
- *Life Member of Institution of Textile Engineers and Technologists (ITET)





A. F. M Shahen Shah

Assistant Professor Department of Electronics and Communication Engineering Yildiz Technical University Istanbul, Turkey

Dr. Engr. A. F. M. Shahen Shah received his B.Sc. degree in Electronics and Telecommunication Engineering from the Daffodil International University (DIU), Bangladesh, in 2009. He completed his M.Sc. degree in Information Technology from the University of Dhaka, Bangladesh, in 2011. He studied M.Sc. degree in Information and Communication Technology from the Bangladesh University of Engineering and Technology (BUET), Bangladesh, in 2013. He obtained his Ph.D. degree in Electronics and Communication Engineering from Yildiz Technical University, Turkey, in February 2020. From February 2020, he is working as an Assistant Professor in the Department of Electrical and Electronics Engineering at Istanbul Gelisim University, Turkey. He is also working as a researcher in the different projects of the Scientific Research Projects Coordination of Yildiz Technical University and the Scientific and Technological Research Council of Turkey (TUBITAK). His research focuses on wireless communication and vehicular ad hoc network, including MAC protocols, physical layer, traffic models, network performance modelling, and optimization. He is the author of a book and two book chapters. He has published a good number of research papers in international conferences and journals. He is a senior member of the Institute of Electrical and Electronics Engineers (IEEE) and a life member of the Institution of Engineers, Bangladesh (IEB).



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