

Introduction

The present structure of the Board is as follows:

Chairman of the Board	
Vice-President (Academic) The Institution of Engineers (Bangladesh)	(Ex-officio)
Vice-Chancellor BUET or his nominee at the level of Senior Professor	(Ex-officio)
Chairman/Member of UGC (with background in Science/Technical Education)	(Ex-officio)
One Vice-Chancellor of Engineering Universities other than BUET	(to be nominated by the Board)
Representative of Ministry of Education (with background in Science/Technology; not below Joint Secretary level),	Government of Bangladesh (Ex-officio)
Representation from Industry	(1)
R&D establishments	(1)
Eminent Educationists	(5)
Representative from the Accreditation Board/regional body of Asia & Pacific Countries	(2)
Chairman, BPERB	(Ex-officio)
Member-Secretary	

Total number of members : 17

The Council of IEB will nominate the Chairman and the members of the first Board of Accreditation. Nominations to the subsequent Boards may be made by the President of IEB in consultation with the outgoing Chairman of the Board and other professionals/ experts in the field. The term of office of Chairman and members, other than ex-officio members of the Board, shall be three years.

The Board will work as an independent and autonomous organization within IEB and as far as possible will be financially self-supporting. The IEB headquarters will provide the facilities for the offices of Secretariat of the Board. The Board shall meet at such time and places and at such frequency as decided by the Chairman. However, the Board shall meet at least twice in a calendar year.

Professor Dr. Engr. Jamilur Reza Choudhury, Vice-Chancellor of University of Asia Pacific and Former Professor of Department of Civil Engineering of Bangladesh

University of Engineering and Technology (BUET), is the Chairman of BAETE. His email address is chairman@baetebangladesh.org. Professor Dr. A.F.M. Saiful Amin, Department of Civil Engineering of BUET is the present Member Secretary of BAETE and his email address is membersecretary@baetebangladesh.org.

Accreditation Policies

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Accreditation of programs under BAETE is to be accomplished under the following general policies.

Programs will be considered for accreditation if they are offered by an institution of higher learning approved by UGC/BUET/UETs/DTE which have graduated at least two batches of students.

Accreditation is not to be accorded to the Institution as a whole, but to a Program, viz. Four year undergraduate degree program. Educational programs leading to degrees rather than institutions, departments, or degrees are accredited. In order for a program to be accredited, all routes to completion of the program must satisfy the appropriate criteria.

Programs to be considered for accreditation by BAETE are programs that embrace engineering, technology & computing. All programs shall include sound foundations in science and mathematics. Presently BAETE accreditation shall be limited to Engineering and Technology programs only.

Programs accredited by BAETE are those leading to the professional practice of engineering.

When a multi-campus institution presents programs for accreditation, each campus will be considered as a separate institution in the evaluation process.

Program Title

The title of an accredited program must be properly descriptive of the content of the program and be shown on the graduating student's transcript and in the institution's literature. An institution may not use the same program title to identify both an accredited program and a non-accredited program. Although the selection of program titles is the prerogative of the educational institution, the proliferation of program titles is discouraged because different titles for essentially the same programs are confusing or misleading to the public, including students, prospective students, and employers.

All engineering programs must include the word "engineering" in the program title (with the exception of naval architecture programs).

All engineering technology programs must include the word "technology" as the final noun in the title. Preferred program titles would include the words "engineering technology".

The Program

A program is an organized educational experience that consists of a cohesive set of courses or other educational modules sequenced so that reasonable depth is obtained in the upper-level courses. A definite stem should be obvious in the program and, again, depth should be reached in pursuing courses in the stem. Furthermore, the program should develop the ability to apply pertinent knowledge to the practice of the defined area of the program. A program must also involve the broadening educational objectives expected in modern post-secondary education.

Engineering programs may be accredited at either the basic or advanced level. Accreditation at the advanced level requires compliance with the general basic level criteria, the general advanced level criteria, and appropriate program criteria. The choices of level of accreditation (either basic or advanced), the degree awarded, and the length of the program are left to the institution. A program may be accredited at only one level in a particular curriculum at a particular institution.

Engineering technology programs shall be accredited at the baccalaureate degree level only. Computing programs are only accredited at the baccalaureate degree level.

Program Breadth

Broad programs that will prepare a student to take advantage of as many different career opportunities as possible are encouraged. Further, programs which omit instruction in a significant portion of a subject in which a professional in a particular field may reasonably be expected to have competence should not be accredited.

Evening and Off-campus programs

Evening and off-campus programs may be accredited as integral with the regular on-campus day program if they follow the same curriculum, use the same or equivalent laboratory facilities and equipment, and are subject to the same supervision and control of academic standards. The institution must demonstrate that evening and off-campus programs are conducted to the same standards of subject matter coverage and rigor of student work and grading.

Specialty Programs

It is desirable to minimize the number of specially designated programs to be considered for accreditation.

Experimental or Innovative Programs

Recognizing the value of innovation and experimentation in educational programs and the possibility that such programs may have difficulty meeting specific quantitative criteria, innovative or experimental programs will be evaluated, on request, on the basis of their demonstrated ability to satisfy the intent of the appropriate criteria and to produce graduates fully qualified to enter the practice of the appropriate discipline. Programs are encouraged to adopt innovative procedures and approaches that meet the criteria and that improve the program.

Application and Preparation for Visit

An institution that wishes to have any or all of its appropriate programs considered for accreditation may communicate directly with BAETE. Arrangements will then be made for securing information by a self-study questionnaire and for an evaluation by a visiting team. It is suggested that an institution contemplating an accreditation evaluation for the first time contact BAETE prior to making the formal request.

The accreditation process is voluntary. Institutions are invited to submit programs without persuasion or pressure. Programs are considered for accreditation action only at the written request of the institution.

An evaluation visit will be carried out and initial accreditation will be granted only if at least two batches of students have graduated from a program prior to the on-site visit. If it is determined that the program followed by these graduates is essentially the same as that reviewed, then accreditation may be extended to the graduates of the program in the academic year prior to the visit.

Interpretation of Criteria

Considerable latitude in the choice and arrangement of subject matter in the curriculum is allowed. While the qualitative factors are more important than the quantitative assignment of credit hours to any particular area, the general principles outlined in the criteria will be checked closely by analyzing each particular curriculum. The coverage of basic information rather than the offering of specific courses is the important criterion.

Methods for delivery of instruction and their use are developing, and ways for evaluating the learning accomplishment are evolving as well. When a course offered as part of a program employs a method for delivery of instruction that differs from the more frequently encountered methods, e.g., lecture, discussion, laboratory, there must be a provision for evaluating the learning accomplishment to ensure that educational objectives are met.

Any program accredited by BAETE must offer primarily an engineering curriculum with or without some modifier in its title. Therefore, the prime considerations in evaluating any engineering curriculum are: (1) that it is considered satisfactory as an engineering curriculum regardless of any modifying word or phraseology used in the title, and (2) that the curriculum or curriculum option merits the designation of the modifier. If a program title is identified with one or more of the fields for which program criteria have been approved, that program must also meet the requirements of any relevant program criteria.

As used in the criteria, the word shall or must indicate definite obligatory requirements that the BAETE expect as a minimum to be met for a program to be accreditable. The word should indicate more permissive recommendations that may have an effect on accreditation. The word may is permissive.

Evaluation

Evaluations are conducted to verify that the program under review is in compliance with the appropriate accreditation criteria. The evaluation of a program will include assessment of both qualitative as well as quantitative factors in the process leading to an accreditation decision.

Self-Study Report - An institution's educational programs will be initially evaluated on the basis of data submitted by the institution to BAETE in the form of a Self-Study Report. The Self-Study Report must include information about day and evening programs, all incorporated options, and off-campus offerings.

On-site Visit - The Self-Study Report will be supplemented by an on-site visit by a carefully selected team representing BAETE and its Participating Bodies. The purpose of the on-site visit is three-fold:

It should assess factors that cannot be adequately described in the Self-Study Report. The intellectual atmosphere, the morale of the faculty and the students, the stability and continuity of the faculty and the students, the caliber of the staff and student body, and the outcome of the education offered as evidenced by the character of the work performed are examples of intangible qualitative factors that are difficult to document in a written statement.

For analysis prior to the visit, the institution will have provided the team with a random selection of graduates' transcripts from each of the programs under evaluation.

The visiting team should help the institution assess its strong as well as its weak points.

The team should examine in further detail the material compiled by the institution and relating to:

1. Auspices, control, and organization of the institution and of the college or division housing the program.
2. Educational programs offered and degrees conferred.
3. Maturity and stability of the institution and of the individual educational programs.
4. Basis of and requirements for admission of students.
5. Number of students enrolled in both the institution and university as a whole and in the individual educational program.
6. Teaching staff and teaching loads.
7. Physical facilities - the educational plant devoted to the educational program.
8. Finances - investments, expenditures, and sources of income.
9. Curricular content.
10. Representative samples of student work that reveal the spectrum of educational outcome. In order to make a qualitative evaluation of a program, it is necessary that the institution exhibit teaching materials such as course outlines and textbooks for all courses required for graduation. Sufficient examples of student work in technical, mathematics, and science courses must be available to the visiting team for the entire campus visit. The examples should show a range of grades for assignments, including homework, quizzes, examinations, drawings, laboratory reports, projects, and samples of computer usage in technical courses. Examples must also be presented to demonstrate compliance with the requirement for student competence in written and oral communications.
11. Records of employment of graduates and, as appropriate, passage rates on nationally normed examinations to evaluate placement and performance in terms of the goals stated for each program.
12. Student support services appropriate to the educational and career needs of the students. These include registration; tutoring; career and academic advisement; library, computing, and laboratory resources; and additional services appropriate to the institution's and program's mission and educational objectives. Student

services must be sufficient to support the program, and there must be evidence of their use.

13. Clearly stated expectations for learning and student achievement appropriate to the mission and educational objectives of the institution and program. Academic policies relating to student, such as admissions, probation, dismissal, grievances, and graduation requirements must be fair, equitable, and published. If academic policies for the program are different from or in addition to the institution's, those differences must be clearly stated. The criteria used by faculty to evaluate student work must be equitable, consistently applied, and clearly articulated to students, faculty, and staff.

The on-site visit team will examine all incorporated day, evening, option and off-campus offerings.

A comprehensive review is required to establish or continue the periodic accreditation of a program. A comprehensive review addresses all applicable criteria and consists of

- a. the review of a Self-Study Report prepared by the institution,
- b. an on-site review by an evaluation team, and
- c. the preparation of a report by the evaluation team.

Comprehensive reviews must be conducted for each accredited program at intervals no longer than six years for continuous accreditation. Such comprehensive reviews will be conducted simultaneously for all accredited programs under the purview of the appropriate BAETE team and are known as a general review.

Interim reviews may occur between the periodic general reviews when weaknesses or deficiencies are noted in a prior review. An interim review will focus only upon the concerns, weaknesses, and deficiencies noted in the prior review. An interim review includes the preparation by the institution of a report that addresses the concerns, weaknesses, and deficiencies noted in the prior review. An interim review may include a focused on-site evaluation depending upon the nature of the concerns, weaknesses, and deficiencies noted in the prior review.

Program Evaluators will generally be selected on the basis of program to be considered, from a list of qualified evaluator by the BAETE.

The evaluation of an Interim Report provided by an institution in response to an Interim Report action will be performed by the Team Chair of the visiting team with the help of his team members.

An evaluation team may include observers at the discretion of the Team Chair and the institution.

A Draft Statement to the institution will be prepared for each evaluation conducted. This statement should contain a distinct section for each program evaluated. A Draft Statement will be provided to the unsuccessful institutions. The institution will have an opportunity to submit a due process response to this draft statement. The draft statement will be revised to correct errors in fact or observation and any other information provided by the institution prior to the accreditation action. This revised statement will be the Final Statement to the institution.

The statement to the institution will generally include statements of the following types:
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Statements of fact - example: This program has five full-time faculty members whose primary commitment is to the program.

Statements of compliance - example: The curriculum satisfies the applicable criteria.

Statements of concern - A concern indicates that a program currently satisfies a criterion; however, the potential exists for the situation to change such that the criterion may not be satisfied.

Statements of weakness - A weakness indicates that a program lacks the strength of compliance with a criterion to ensure that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the criterion prior to the next evaluation.

Statements of deficiency - A deficiency indicates that a criterion is not satisfied. Therefore, the program is not in compliance with the criteria.

Statements of observation - An observation is a comment or suggestion which does not relate directly to the criteria being used for evaluation but is offered to assist the institution in its continuing efforts to improve its programs.

The institution will have a fourteen-day period following the visit in which to respond to feedback provided by the evaluation team to the institution during the visit.

Visit and Report

Each visiting team is selected, on the basis of the programs to be considered, from lists of qualified evaluators provided by BAETE.

The team's factual findings are presented orally to the institution's chief executive officer or designee and such faculty personnel as he or she wishes to assemble. The opportunity is presented at this time for the correction of factual errors in the team's observations.

The visiting team reports its preliminary findings and recommendations in writing to the appropriate Sectorial Committee for editing and transmission to the BAETE (the Board). A Draft Statement will be prepared by the visiting team and submitted for review to the unsuccessful institution on approval of the Sectorial Committee. The resulting Final Statement will be submitted for review by the full membership of BAETE.

Between the time of the visit and the meeting of the Sectorial Committee, the responsible administrative officer of the institution may submit to the Committee any supplemental information which he or she believes may be useful to the Committee in its consideration and appraisal of the visiting team's report. With reference to formal responses from institutions to the Draft Statements, the Committee will retain a flexible attitude but, in general, will base its accreditation actions on the status of the respective programs at the time of the on-site visit. The primary purpose of the response is to correct errors of fact or observation that were made at the time of the visit. Shortcomings existing at the time of the visit are considered to have been corrected only when the correction or revision has been made effective during the year of the visit and is substantiated by official documents signed by the responsible administrative officers. Where action has been initiated to correct a problem but has not yet taken full effect, or where only indications of good intent are given, the effectiveness of the corrective action, e.g., such as the employment of a new faculty member, the addition of new course work, the provision of additional funding or new equipment, must be evaluated by the appropriate Committee at the time of the next scheduled visit or interim report.

Such matters of broad institutional function as administration, student personnel services, library, arts and sciences, etc., are considered only with respect to services rendered to the programs being evaluated and are reviewed with different emphasis within institutions with regional accreditation versus those without such accreditation. When an institution not holding regional accreditation is visited, these areas are examined in depth within BAETE policy.

Accreditation Parameters & Their Weightages

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Each of the criteria described in bye-laws Vol. (I) have been broken down into parameters, and weightages have been assigned to these parameters by the BAETE. This chapter describes these parameters and the proposed weightages, which are different for UG and PG programmes.

INFRASTRUCTURAL PERFORMANCE INDICES	(UG)	(PG)
1. Mission, Goals and Organization	100	70
<p>Pointers: Mission appropriate for higher education; vision for the future, unambiguously verbalized; purpose realistic and within the resource contest; mission and purpose widely understood and implicitly accepted by faculty and administrators; involvement of faculty in decision making / planning / projections; efficiency of governance in ensuring quality.</p>		
1.1 Management	(50)	(30)
<ul style="list-style-type: none"> • Mission & Goals • Commitment-?: Meeting Board of governors/Syndicate • Relation between BOG and faculty • Planning and Monitoring • Incentives 		
1.2 Organization and Governance	(50)	(40)
<ul style="list-style-type: none"> • Leadership • Motivation • Transparency • Decentralization and Delegation • Involvement of faculty • Efficiency 		

2. Financial & Physical Resources and Their Utilization 100 80

Pointers: Financial resources sufficient for running the Programme, maintaining and upgrading the equipment; physical resources necessary for achieving the purpose-class-rooms, laboratories appropriately equipped and adequate in size and numbers; facilities in conformity with legal, safety and security requirements; evidence of resource planning linked to academic financial planning.

2.1 Capital resources	(40)	(40)
2.2 Operational budget	(40)	(40)
2.3 Maintenance budget		
2.4 Development resources and budget		
2.5 Land	(20)	(20)
2.6 Building		
2.7 Hostels		
2.8 Support Services (Water, electricity, communication) Future Commitment/Plans		
2.9 Plans for permanent Infrastructure	(40)	(40)
2.10 Facilities for future expansion		
2.11 Office equipment		
2.12 Canteen		
2.13 Transport		
2.14 Medical facilities		

ACADEMIC PERFORMANCE INDICES (UG) (PG)

3. Human Resources: Faculty & Staff 300

Pointers: Faculty adequate to accomplish the institutional mission and goal; one professor/senior reader in each major area; faculty selection through open advertisement in national papers/selection committee; workload of faculty not to hinder effective performance teaching/research; supporting staff in sufficient number with adequate qualification and skill; ambience for retaining good faculty; involvement of senior faculty in laboratory development; facilities for quality improvement.

3.1 Faculty	(150)	
<ul style="list-style-type: none"> • Numbers (a) Full time (b) part time (Equivalent Full time) • Qualifications • Recruitment Procedure Parallel entry-whether encouraged ? • Workload (Teaching, Research, Consultancy, Administration) • Attitudes and Commitment How Measured ? 		

<ul style="list-style-type: none"> Faculty Development (QIP, Conference, Continuing Education, Professional Societies, Industrial Exposure, Sabbatical leave, etc.) Performance Appraisal Faculty Associations 	(80)	(50)
3.2 Supporting Staff (Teach./Admin.)	(50)	(30)
<ul style="list-style-type: none"> Numbers Qualification Recruitment Producers Attitudes and Involvement Skill Upgradation Performance Appraisal Union Activities 	(20) (15) (15) (20)	(20)
4. Human Resources: Students	300	100

Pointers: Orderly and ethical procedures for admission of students securing PG admissions as an indicator of quality of teaching/learning processes; feedback from alumni.

4.1 Admissions	(100)	(20)
<ul style="list-style-type: none"> Central or Institutional Criteria (minimum criteria for different categories) Admission Policy for lateral entry, if any 		
4.2 Academic Results	(100)	(30)
4.3 Admission to Postgraduate Courses		
4.4 Employment of graduating students during the past year	(50)	(50)
4.5 Feedback from employers		
5. Teaching-Learning Processes	450	250

Pointers: Broad areas of human knowledge, theories and methods of inquiry besides in-depth study of the identified area; clarity and relevance in curricula; pass-outs to demonstrate in-depth understanding of knowledge/practice; examination of student answer-books, grades, question-papers, team-work and design projects, interview with students and faculty to validate impressions from data.

5.1 Syllabus	(150)	(80)
5.2 Academic Calendar; number of instructional days contact hours per week	(100)	(40)
5.3 Evaluation procedures and feedback		
5.4 Laboratories, Workshops and Equipment (facilities, maintenance and utilization)		

5.5 Computing facilities, maintenance and utilization	(100)	(80)
5.6 Library		
5.7 ET facilities, Instructional materials		
5.8 Budget for consumables	(100)	(50)
5.9 Implementation of the Instructional Programme (Lectures, Tutorials, Maintenance of Course Files, Workshops, Lab. Classes, Colloquia, Projects, Teaching aids.)		
5.10 Removal of obsolete experiments and introduction of contemporary experiments		

6. Supplementary Processes	100	50
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Pointers: Personality development opportunities; services and facilities accessible to students; career counseling, health educational grievance redressal procedures; professional society activities; entrepreneurship development; feedback from alumni & employers.

- 6.1 Extra & co-curricular activities
- 6.2 Student counseling and guidance
- 6.3 Professional society activities
- 6.4 Entrepreneurship Development
- 6.5 Alumni Information
- 6.6 Convocation
- 6.7 Academic Environment, Student Movements

7. Industry-Institution Interaction	70	100
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Pointers: Industry's role in Curriculum planning; consultancy and extension lectures; continuing education and industrial internship; visits industrial training.

- 7.1 Stakeholders participation in curriculum planning
- 7.2 Continuing education and industrial internship for faculty
- 7.3 Consultancy
- 7.4 Industrial visits and Trainings
- 7.5 Project work
- 7.6 Extension lectures
- 7.7 Placement

8. Research and Development	30	150
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Pointers: QIP programmes; faculty research involvement and project quality; sponsored projects; recognition as Centre of excellence; post graduate guidance jointly with industry; evaluation criteria for theses; publications, citations and patents.

- 8.1 Institutional Budget for Research and Development

8.2 Academic/Sponsored/Industrial Research and Development

8.3 Publications and patents

8.4P Recognition as Centre of Excellence/Special Assistance/Department Support Programme

8.5P Fellowships/Assistantships

8.6P Joint Guidance with industry/R&D labs/other institutions for post graduate studies

8.7P Criteria for evaluation of post graduate project

U Applicable for **UG** Programme only

P Applicable for **PG** Programmes only

The Accreditation Visit

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The visiting team consists of a Chairperson, two Programme Experts (one of them from Industry/user organization) and the Member Secretary (during the initial years). Visiting team members are either senior academics or engineers/technologists who are selected on the basis of their high standing in the profession, capacity to assess curricula, competence in appraisal based on overall objectives and performance towards the achievement of set goals.

VIII. The Chairperson

The Chairperson of the Visiting Team has the overall responsibility for the Accreditation visit. The Chairperson assigns duties to each team member keeping in view the overall perspective. He should be familiar with the Accreditation process and gather in advance the earlier reports, if any. He fixes the date of visit, arranges the accommodation and venue for the meeting, and works out the details of the Visit in consultation with the authorities of the Institution. He has the responsibility for the preparation of the consolidated team report.

One of the members of the team will be identified to take on the role of the Chairperson if the team Chairperson is unable to undertake the Visit due to some unforeseen circumstances.

IX. Programme Experts

The Programme experts are responsible for evaluation of individual Programmes. Usually there is one expert for each Programme from the academic field, and one from industry/user organization. The latter can sometimes serve as an expert for more than one programme depending on his competence and abilities. However, in case two Programmes with substantial duplication in course-content are being offered within a department, a single set of two experts may be chosen for both the Programmes. For Programmes in emerging or inter-disciplinary areas there can be more experts, depending on the need.

The duties of the programme experts include evaluation with reference to the eight criteria given in the bye-laws, through physical verification of infrastructural facilities, records, interviews with students and other activities which they deem necessary for total performance appraisal. In order to provide transparency to the process,

Observers may be appointed by BAETE and the Visiting Team Chairman will be informed accordingly.

In case any Visiting Team member is unable to undertake the visit due to circumstances beyond his/her control, the Chairperson will nominate another expert keeping in view the guidelines for selection of experts. The Chairperson after mutual agreement on the dates for the Visit, shall proceed with the arrangements for the Visit, and provide the information obtained from the Institution to the members.

X. Activities During The Visit

Normally, the Accreditation team requires a 3-day Visit in order to complete the assessment process. Recent examination papers laboratory instruction sheets, student transcripts and student reports, and such other materials that may be of relevance in assessing the student performance, should be made available to the experts during their Visit. Textbooks, teaching assignments and lecture files which the faculty use for instruction and continuous evaluation of students should also be made available for the perusal of the team. Qualitative factors such as professional attitudes, staff commitment, intellectual atmosphere and morale should also be assessed and quantified to the extent possible based on the weightages furnished in Annexure. Specially the following activities are expected to be completed by the Visiting Team during the visit.

1. Discussion with appropriate Senior Administrative Officers who from part of the Management, including the Vice- Chancellor (in case of University Constituent College)/ Principal/Dean/Head of the Department of the concerned Programme.
2. Discussion with groups of faculty members, and, if necessary, individuals to assess professional attitudes, commitment, and morale and intellectual atmosphere.
3. Discussions with students and alumni, if available, for feedback.
4. Discussions with supporting staff and the service departments.
5. Visits to laboratories, library, computer centre, centre for extension activities, placement cell, sports and medical facilities.
6. Perusal of all the documents furnished by the Department/Institution.
7. A final meeting with Senior Administrators and others referred to in (1), to explain the strength and weaknesses of the Programme, as observed by the team. If the Institution expresses a desire to withdraw a Programme for being considered for Accreditation, it may be permitted to do so at this stage.

BAETE Conflict of Interest Policy

Service as a BAETE board member, committee member, team chair, program evaluator, accreditation consultant, or staff member creates situations that may result in conflicts of interest or questions regarding the objectivity and credibility of the accreditation process. The board of Accreditation for Engineering and Technical Education expects these individuals to behave in a professional and ethical manner, to disclose real or perceived conflicts of interest. The intent of this policy is to: maintain credibility in the accreditation process and confidence in the decisions of the board members, committee members, team chairs, program evaluators, consultants and staff members; assure fairness and impartiality in decision-making; disclose real or perceived conflicts of interest; and act impartially and avoid the appearance of impropriety.

Procedure

- Individuals representing BAETE must not participate in any decision-making capacity if they have or have had a close, active association with a program or institution that is being considered for official action by BAETE. Close, active association includes, but is not limited to: current or past employment as faculty, staff, or consultant by the institution or program; current or past discussions or negotiation of employment with the institution or program; attendance as student at the institution; receipt of an honorary degree from the institution; an institution or program where a close family relative is a student or employee; or an unpaid official relationship with an institution, e.g. membership on the institution's board of trustees or industry advisory board.
- A record of real or perceived conflicts of interest will be maintained for all those involved in the accreditation process. Each individual will be provided with a copy of this record annually for updating this record. Copies of the conflict of interest records will be provided to the individuals responsible for selection of team chairs and program evaluators.
- All individuals representing BAETE must sign a conflict of interest and confidentiality statement indicating that they have read and understood these policies. The policies on conflict of interest and confidentiality will be reviewed at the start of first board meeting when a new committee is formed.
- Individuals must absent themselves from any portion of a BAETE meeting in which discussions or decisions occur for which they have a real or perceived conflict of interest. Real or perceived conflicts may occur if there is: a close, active association with a program or institution; a financial or personal interest; or any reason that the individual cannot render an unbiased decision. The

names of individuals who have recused themselves during a meeting for conflicts of interest will be recorded.

Special Information for Institutions and Accreditors

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- a) The Accreditation Proforma should be completed all respects and returned to the Board along with the prescribed application fee, at least three months before the process of Accreditation desired, and addressed to:

The Member Secretary

Board of Accreditation for Engineering & Technical Education (BAETE), 13th Floor
IEB Headquarters, Ramna, Dhaka-1000, Bangladesh

- b) The Visiting Team will be identified and the visits will be scheduled within three months of the receipt of the completed proforma from the institution.
- c) The chairperson of the Visiting Team will correspond with the Head of the Institution for all arrangements to be made for the Visiting Team.
- d) The Board will defray all the expenses of the members of the Visiting Team.
- e) The Visiting Team will discuss with the head of Institution the salient observations and findings concerning the Institutions and the Programmes which are offered for Accreditation. The essential purpose of this final meeting is to provide the Head of the Institution an opportunity to correct any misunderstanding on the part of the Visiting Team disclose the likely recommendations regarding Accreditation.
- f) Samples of questions papers of University/Board examination and internal tests along with available students answer books, laboratory manuals/instructions and reports should be made available during the visit for all the principle courses in the main disciplines and the supporting areas. Course syllabi, text books followed and resource materials should also be a made available for consideration by the Visiting Team members of study described in the curriculum document.

The completed application on the prescribed form must be accompanied by a crossed demand draft/pay order as Accreditation fee payable to 'BAETE' at Shishupark Branch. The present fee structure is given in the next page. The BAETE reserves the right to change this fee structure from time to time.

Accreditation Fee Structure

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1. Institution offering Conventional Programme e.g., Mechanical Engg. Civil Engg. Electrical and Electronic Engg. Industrial Engineering Computer Science & Engg. etc. and Institution offering Emerging Area Programmes e.g., Chemical Technology Petrochemical Technology Metallurgy, etc.		Tk. 80,000/- for each Programme
2. For single programme Institutions and Institutes Which are seeking accreditation upto Two programmes		Tk. 1,50,000/-

Schedule of The Visiting Team

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The following is a typical schedule for the visits. However, depending on the needs and requirements of the Institution, the schedule may be altered by the Chairman. Members are encouraged to have post dinner meetings among themselves every night during their stay.

DAY ONE

- :09.00 A.M. Discussion among the Members of the team.
- :11.00 A.M. Discussions with Administrators.
- :11.30 P.M. Discussions with groups of faculty members.
- :01.00 P.M. Working Lunch.
- :02.30 P.M. Discussions with students.
- :04.00 P.M. Discussions with supporting staff and staff of service departments.
- :05.00 P.M. Tea.
- :06.30 P.M. Discussions among Visiting Team members at the place of their stay.

DAY TWO

- :09.00 A.M. Visit to library, Computer Centre, Support Departments, Sports Complex, Health Facilities, placement Cell, Residential Area, etc.
- :01.00 P.M. Working Lunch.
- :02.00 P.M. Visits to the laboratories of individual Programmes by Programme Experts. Examination of documents by the Chairman/General Experts.
- :05.30 P.M. Tea.
- :06.30 P.M. Exchange of views among Team Members at the place of stay.

DAY THREE

- :09.00 A.M. Discussions with Administrators and others concerned with the Institution/Programme.
- :10.00 A.M. Discussions among the Members and comparison of individual draft documents.
- :11.30 A.M. Seeking additional information, if deemed necessary subsequent to discussions.
- :01.00 P.M. Working Lunch.
- :02.00 P.M. Final meeting to explain the strengths and weaknesses.

Conflict of Interest and Confidentiality Statement

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I have received and read the BAETE Conflict of Interest and Confidentiality Policies. I understand that the intent of these policies is to disclose real or perceived conflicts of interest, to recuse myself from decisions and discussions related to real or perceived conflicts of interests, to act impartially and avoid the appearance of impropriety, and to protect the confidential nature of the accreditation process. I will not participate in any decision-making capacity regarding the accreditation of a program if I have or have had a close, active association with an institution or program that is being considered for official action by BAETE. I will not participate in any decision for which I or the organization that I represent may benefit materially. Thus, I will absent myself from any portion of a BAETE meeting during discussions or decisions in which I have a perceived conflict of interest.

In addition, I understand that materials furnished for review purposes and discussion during the meeting are considered privileged information and, consequently, are confidential. All elements of BAETE's accreditation process are to be treated in a professional and confidential manner. Both ethical and legal considerations demand that the information acquired through the accreditation process not be used for purposes other than the accreditation process unless prior permission is obtained from the institution or the program.

Print Name

Date

Signature

BAETE Position

List of Documents to keep Available during the Visit

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1. Lecture plans/Course Outlines,
2. Class test/quiz questions and sample answer scripts,
3. Exam questions and sample answer scripts,
4. Lab sheets and sample lab reports,
5. Evaluation related documents in the lab courses,
6. Undergraduate thesis/project reports,
7. Assigned grades in different courses,
8. Class routines with names of the course instructors,
9. Documents related to the review of the course curriculums,
10. Documents related to the appointment and promotion of faculty members,
11. Sample minutes of meetings of the following bodies
 - a. Academic Council
 - b. Syndicate
 - c. Departmental Committees

Please note that all documents for the last two semesters should be compiled.

Also necessary

- Minutes of meetings of ALL statutory committees, BOT.
- Audit reports.
- Documents related to admission process (test questions, sample answer scripts, lists of selected students, lists of admitted students)

Tentative Program by the BAETE Visiting Team

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DAY ONE

09:30 AM	Arrival of the visiting team
10:00 AM	Discussion with the ---- Management
11:00 AM	Discussion with the ---- students
01:00 PM	Working Lunch
02:30 PM	Discussion with the --- faculty members
04:00 PM	Visit to the --- department office, sports and health facilities, student residential quarters, etc.
05:00 PM	Tea/Discussion among the visiting team members
05:30 PM	Departure

DAY TWO

08:30 AM	Arrival and discussion among the team members
09:00 AM	Visit class rooms, labs, library, computer center/IT office, admission office, offices of the registrar and the controller (or equivalent), accounts office, placement center, cafeteria, etc.
11:30 AM	Tea
12:00 PM	Meeting with the support staff
01:00 PM	Working Lunch
02:30 PM	Perusal of relevant documents
05:00 PM	Tea/Discussion among the visiting team members
05:30 PM	Departure

DAY THREE

08:30 AM	Arrival
08:40 AM	Continuation of perusal of relevant documents
09:40 AM	Discussion among the visiting team members
12:00 PM	Seeking additional information, if deemed necessary
01:00 PM	Working Lunch
03:30 PM	Final meeting with the ----- Management to explain the strengths and weaknesses of the concerned program
04:30 PM	Departure

Grading of Degree Programmes

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Unlike many other countries, the process of Accreditation by the BAETE is a multi-level one rather than a "yes" or "no" type single-level Accreditation. Individual Programmes shall be classified into one of the following categories:

- 'A' Excellent/Very good: meets all Accreditation criteria or exceeds them.
- 'B' Good: meets the minimum criteria and deficiencies are marginal and can be improved within a short time.
- 'C' Satisfactory: deficiencies exist, but the Institution has the potential to make up in the near future, say 1 to 2 years.
- 'NA' Not Accredited: not ripe for Accreditation, in view of the seriousness of the deficiencies.

Provision for Withdrawal

The Institutions have the option to withdraw a programme from the Accreditation process by a written request to the Visiting Team Chairman,, after being informed of the strengths and weaknesses, but before the Visiting Team holds formal discussions among its members for finalizing its report.

The purpose of this provision is to enable the Institutions to improve the programme quality after making the necessary investments and corrections to overcome the indicated weaknesses, rather than be assigned a lower grade or not being accredited at all.

Note:

- The normal period of accreditation shall be 5 years. The Board may however accredit a Programme for a shorter period if the overall criteria are satisfied while some weaknesses have been noticed in some critical areas.

The major policy adopted by the BAETE is to accord Accreditation, not to the Institutions as a whole, but at the Programme level, viz., the four-year undergraduate bachelor's degree programme. Furthermore, the Programmes are to be graded into categories A,B,C & NA depending on the rating they achieve on a 1000 point scale. This is especially significant for promoting healthy competition for quality among the different degree Programmes of the

same institution, as well as among similar Programmes in different institutions. Thus in a given Institution some degree Programmes may be accredited with high grades, while some weak Programmes may be rated low, or even denied Accreditation.

- BAETE Accreditation Parameters
 1. Mission, goals and organization
 2. Financial, physical resources, util.
 3. Human resource: Faculty and Staff
 4. Human resource: students
 5. Teaching-learning process
 6. Supplementary process
 7. Industry-institution interaction
 8. Research and Development

- Qualifying Requirements

Grade	Score obtained
NA	Scores less than 80% in items 3, 4 & 5 and/or less than 70% in other items
C	Scores equal to or more than 80% in items 3, 4, and 5 and between 80 & 70% in other items
B	Scores equal to or more than 80% in items 1,2,3,4 & 5 but between 80 & 70% in other items
A	Scores equal to or more than 80% in all the items

Important Parameters for Accreditation

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Deficiencies (if program has the deficiencies then program may not be accredited)

- a. Teacher quality
Should be graduated from good university with good CGPA
There should good number of teachers Ph.D holders with degree in Engineering.
 - Course must be taught by a faculty in relevant degree. For example a faculty with degree in Physics cannot teach an engineering course but he/she can teach Physics course.
 - There must be experienced teachers in major areas.
 - Ask teacher how they teach and the books they follow in order to test if they are updated.
- b. Course
Major courses (Elective), Core and other engineering
Math (5 courses : 15 credits)
Chemistry (one theory and 1 lab)
Physics (at least one theory and one lab)
Course teacher must post his/her office hour on the office door.
- c. Course outline
Objective, learning outcome, lecture plan, counseling hour
Text book and reference book
They should follow standard books
- d. Grading policy
Class attendance must not exceed 5%.
Recommended grading (A for 90% marks)
Quizzes
Assignment
Exams
- e. Questions
Analytic, problems, some challenging questions. Derivations not much encouraged

- f. Lab
Grading policy Experiment sheets Standard experiments
- g. Students knowledge
Go to class room and observe how the teachers deliver lecture
- Interactive
 - Explain clearly
 - Do they write equations in the board, write any announcement etc
- Invite students on a group in a meeting. Ask basic questions and advanced questions. If they are very weak and questions are very easy, then program may not be considered for accreditation. Also check if grade is not appropriate.
- h. Visit library, hostels, and placement centers. Labs and computer rooms.
- i. Admission requirements
Course transfer allowed but not waiver to college level courses. Part-time students must not obtain degree in four years.
- j. Teacher student ration
- k. Preferred teaching load: 9 credit hours (may be 12 in special case)
For calculation of ration only consider teachers offering engineering courses. For civil engineering, teachers who teach civil engineering will be considered for calculation of teacher student ration.
- l. Use parameters (attached) for deterring grade A, B or C.
- m. If weakness and deficiencies are such that the program cannot be accredited, then team may inform dept. to take remedial measure to overcome weakness and deficiencies. University may later invite the team to visit.

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Visiting team may not visit if the following weakness/deficiencies are found from self study report

1. No of faculty with PhD: one
2. No of senior teachers: not satisfactory
3. Vice Chancellor: vacant for more than a year
4. Registrar and Treasurer: vacant for than six months
5. Admission test: no
6. Quota system: high percentage (BAETE discourages quota system)
7. Course waiver: exist
8. Many students passed: before four years
9. Teacher student ration: not satisfactory
10. Class hour (theory): more than 90 minutes
11. Dependence of part-time teachers: high

Team may inform the institution to take remedial measures and will visit after satisfying the above requirements.

(AFM Saiful Amin)
Member Secretary, BAETE