



A COMPREHENSIVE
COMPARATIVE
ASSESSMENT:
BANGLADESH
UNIVERSITY VS
SELECTED PRIVATE
UNIVERSITIES IN
DHAKA



Table of Contents

1.0 INTRODUCTION	1
1.1 RATIONALE FOR SELECTING THE SAMPLE	1
2.0 METHODOLOGY / APPROACH	2
2.0.1 PRIMARY DATA	2
2.0.2 SECONDARY DATA	2
3.0 TOTAL STUDENT COMPARISON AND COMPETITIVE IMPLICATIONS	3
3.1 TEACHER STUDENT RATIO:.....	5
3.2 STUDENT PHYSICAL FACILITIES COMPARISON	6
3.3 STUDENT SUPPORT AND WELL-BEING: COMPARATIVE ANALYSIS	8
3.4 BUSINESS DEPARTMENT – EXPANDED COMPARATIVE VIEW.....	10
3.5 CSE DEPARTMENT – EXPANDED COMPARATIVE VIEW	17
3.6 WAIVER % OF STUDENTS COVERED DURING ADMISSION.....	19
3.7 DETAILED CSE WAIVER RULES BY GPA (GOLDEN 5, GPA 5.00, GPA 4.5–4.99, GPA 4.00–4.49).....	19
3.8 BANGLADESH UNIVERSITY’S POSITION: EXCESSIVE AND FINANCIALLY UNSUSTAINABLE WAIVER POLICY	20
3.9 IMPACT ON INSTITUTIONAL SUSTAINABILITY	20
3.10 CSE LECTURER SALARY (MONTHLY SALARY COMPARISON).....	21
3.11 CSE LECTURER PER-CREDIT SALARY	22
3.12 CSE PER-CREDIT SALARY BY ACADEMIC RANK (SR. LECTURER, ASSISTANT PROFESSOR, ASSOCIATE PROFESSOR, PROFESSOR).....	22
3.13 CSE TOTAL MONTHLY SALARY BY RANK.....	23
3.14 ENGLISH DEPARTMENT – EXPANDED COMPARATIVE VIEW	24
3.15 LAW DEPARTMENT – EXPANDED COMPARATIVE VIEW	25
3.16 ARCHITECTURE DEPARTMENT – EXPANDED COMPARATIVE VIEW.....	26
3.17 COMPARATIVE SALARY STRUCTURE ACROSS ALL DEPARTMENTS	27
3.18 FACULTY & STAFF BENEFITS COMPARISON	28
3.19 INTERPRETATION OF “OTHER FEES EXCEPT TUITION FEES” ACROSS DEPARTMENTS (BBA, CSE, ENGLISH, LAW, ARCHITECTURE).....	29
3.20 BBA OTHER FEES: BANGLADESH UNIVERSITY SIGNIFICANTLY BELOW MARKET AVERAGE.....	30
3.21 CSE OTHER FEES: BANGLADESH UNIVERSITY AGAIN AMONG THE LOWEST	30
3.22 ENGLISH OTHER FEES: BANGLADESH UNIVERSITY AMONG THE THREE LOWEST	31
3.23 LAW OTHER FEES: BANGLADESH UNIVERSITY MAINTAINS A LOWER-COST PROFILE.....	32
3.24 ARCHITECTURE OTHER EXPENSES: POSITION OF BANGLADESH UNIVERSITY	32
4.0 RECOMMENDATIONS FOR INCREASING INCOME AND IMPROVING QUALITY	33

4.1 RATIONALISE THE WAIVER POLICY AND LINK IT TO A REVENUE PLAN	33
4.2 ADJUST FEE STRUCTURES STRATEGICALLY, NOT UNIFORMLY	34
4.3 REFORM FACULTY COMPENSATION AND BENEFITS IN A PHASED MANNER.....	34
4.4 STRENGTHEN STUDENT SUPPORT AND WELL-BEING SERVICES	34
4.5 INVEST SELECTIVELY IN PHYSICAL AND CO-CURRICULAR FACILITIES.....	35
4.6 PURSUE REVENUE DIVERSIFICATION BEYOND UNDERGRADUATE TUITION	35
4.7 STRENGTHEN GOVERNANCE, DATA MONITORING AND COMMUNICATION	35
5.0 CONCLUSION	36
AT A GLANCE SECTION.....	37
1. INPUT VARIABLES (CURRENT CONDITIONS OF BU)	37
1.1 LOW REVENUE PER STUDENT	37
1.2 UNDERINVESTMENT IN FACULTY	37
1.3 INSUFFICIENT STUDENT SUPPORT STRUCTURES (DEDICATED MANPOWER WITH DIFFERENT SKILL SETS AND PAYMENT STRUCTURE).....	38
1.4 FACILITY & CAMPUS EXPERIENCE GAPS	38
1.5 WEAK STAFF FRINGE BENEFITS AND HR PRACTICES	38
2. MEDIATING VARIABLES (INTERNAL MECHANISMS THAT TRANSLATE INPUTS TO OUTCOMES)	38
2.1 FACULTY QUALITY & STABILITY	38
2.2 STUDENT LEARNING QUALITY.....	39
2.3 STUDENT ENGAGEMENT & SATISFACTION	39
2.4 INSTITUTIONAL REPUTATION	39
3. OUTPUT VARIABLES (WHAT BU ACHIEVES AS A RESULT)	39
3.1 MODERATE ENROLLMENT BUT LOW MARKET STRENGTH.....	39
3.2 WEAK ACADEMIC COMPETITIVENESS.....	39
3.3 WEAK GRADUATE OUTCOMES.....	39
3.4 FINANCIAL STRAIN	39
4. DESIRED OUTCOMES (WHERE BU MUST GO)	39
5. TRANSFORMATIONAL CHANGE VARIABLES (WHAT BU MUST CHANGE)	40
5.1 REVENUE OPTIMIZATION VARIABLE.....	40
5.2 HUMAN CAPITAL ENHANCEMENT VARIABLE.....	40
5.3 ACADEMIC SUPPORT SYSTEM VARIABLE.....	40
5.4 CAMPUS EXPERIENCE DEVELOPMENT VARIABLE.....	40
COMPARATIVE SUMMARY TABLE	42

1.0 Introduction

This report provides a comprehensive comparative analysis of Bangladesh University (BU) across several academic and financial indicators, benchmarked against a group of private universities that share similar institutional characteristics. Bangladesh University is used as the central reference point, with all competitor institutions evaluated against BU's performance, cost structure, academic delivery environment, and market positioning.

The report examines the Business, CSE, English, Law, and Architecture departments across universities that operate within comparable student markets, fee structures, and historical timelines. Each institution included in this study has been selected based on clear, measurable reasons: similar establishment period, similar program offerings, and direct competition for student enrollment within Dhaka and the surrounding regions.

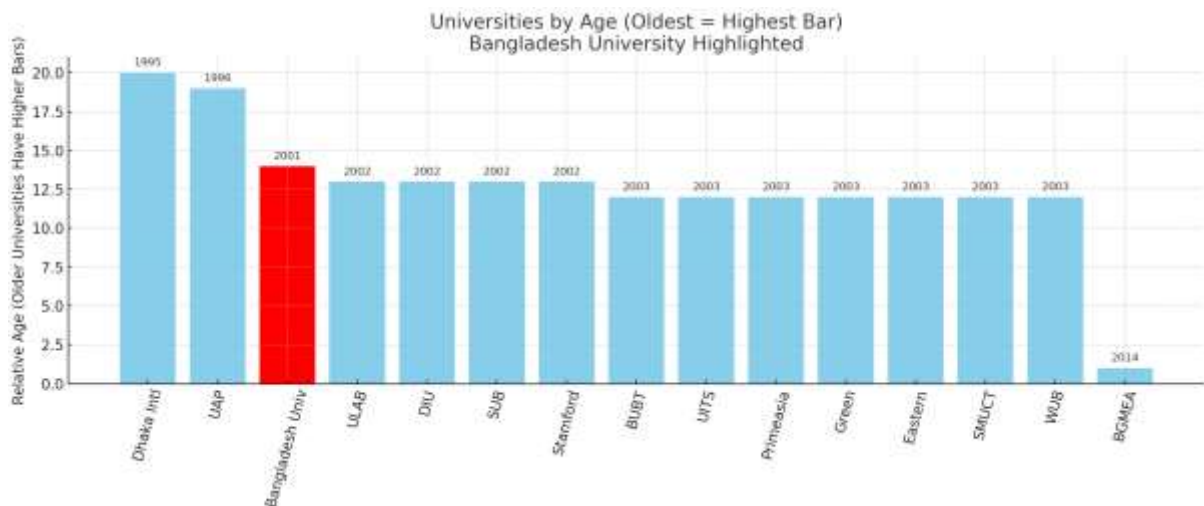
The objective is to provide the Board of Trustees with a holistic, data-driven assessment of the university's position in the private higher-education marketplace and to identify actionable opportunities for strategic improvement.

1.1 Rationale for Selecting the Sample

The selection of universities for comparison is grounded in the establishment-year analysis, which shows that nearly all institutions in the dataset emerged between 1995 and 2005, the formative decade of Bangladesh's private higher-education expansion. Bangladesh University, established in 2001, falls precisely within this cluster.

The establishment-year graph clearly demonstrates that institutions such as BUBT (2003), UITS (2003), Primeasia (2003), Green University (2003), Stamford (2002), State University (2002), UAP (1996), and DIU (1995) belong to the same generation of private universities. This similarity in founding year means that these institutions have been governed by the same Private University Act generations, shaped by similar regulatory environments, competing for the same urban student population, and expanding infrastructure over similar timescales, building brand reputation and alumni networks within comparable historical contexts

Daffodil and ULAB, although somewhat more resource-intensive, also fall within the competitive academic ecosystem where Bangladesh University seeks students and faculty.



Furthermore, the establishment year is a critical indicator of institutional maturity—including academic credibility, alumni base, infrastructure expansion, and program diversification. Because these universities emerged within the same historical window, stakeholders, including students and faculty, naturally compare them when making decisions. Bangladesh University competes in the same academic ecosystem, serving the same target market, and responding to the same policy and accreditation forces affecting peers in its age bracket.

The graph effectively contextualizes Bangladesh University among its contemporaries by highlighting that it is neither among the earliest nor the newest institutions. It occupies a middle-generation position, meaning it has had sufficient time—over two decades—to build brand strength, expand facilities, and enhance academic quality. This positions BU to be fairly evaluated alongside the institutions shown, as all have had comparable opportunities to mature and compete.

For these reasons, these institutions represent Bangladesh University’s actual market competitors, making the comparison valid, fair, and strategically relevant.

2.0 Methodology / Approach

The analysis in this report is based on a combination of primary and secondary data.

2.0.1 Primary Data

A structured questionnaire survey was administered directly to the selected universities. The survey collected detailed information on:

tuition and per-credit fees, total degree costs, additional semester fees, waiver practices, student–teacher ratios, faculty salary structures, departmental fee policies

This primary dataset forms the foundation of the comparative analysis, ensuring that the results reflect current, institution-provided information.

2.0.2 Secondary Data

To validate and supplement the primary dataset, secondary sources were reviewed, including:

official university websites, admission circulars and academic catalogs, published tuition sheets and fee manuals, student handbook data

The combination of both data sources ensures accuracy, completeness, and reliable benchmarking.

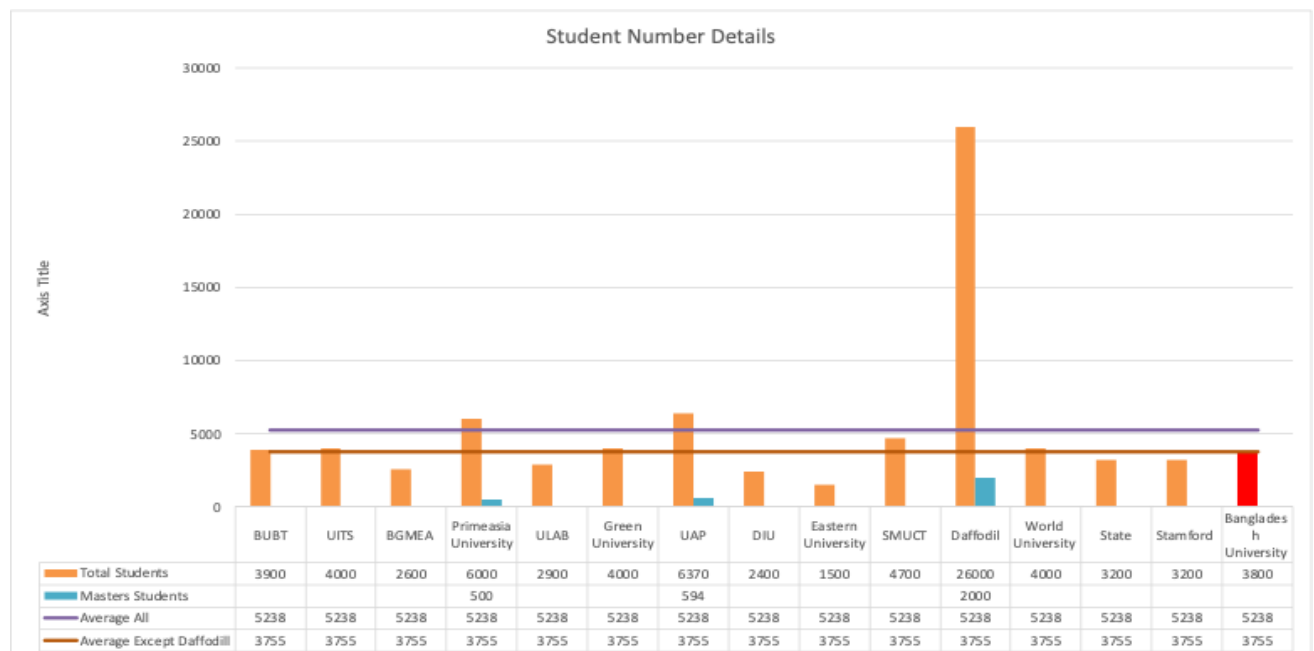
3.0 Total Student Comparison and Competitive Implications

The graph compares total student enrollment and master’s enrollment across several universities, with Bangladesh University serving as the central benchmark. Bangladesh University reports a total student count of 3,800, which places it close to the lower-middle range among comparable institutions. This makes BU a relevant competitor within its segment, as several universities—such as BUBT (3,900), UITS (4,000), Stamford (3,200), Green University (2,900), and BGMEA (2,600)—operate within a similar student-size bracket. Therefore, the comparison is justified because these institutions share similar market positioning, student demographics, and academic scale.

On the other hand, a few universities such as UAP (6,370) and SMUCT (4,700) attract higher student numbers, but still remain within the same competitive environment. The major outlier in the dataset is Daffodil International University, which has a disproportionately large student population (26,000). Its enrollment size is nearly seven times the average of other universities and therefore greatly distorts the overall mean. This explains the use of two separate averages in the graph:

Average Including Daffodil (5,238 students)

Average Excluding Daffodil (3,755 students)



Including Daffodil University results in a higher average that does not accurately represent typical enrollment sizes among the majority of universities in the comparison cohort. For this reason, the second average—excluding Daffodil—provides a more realistic benchmark for

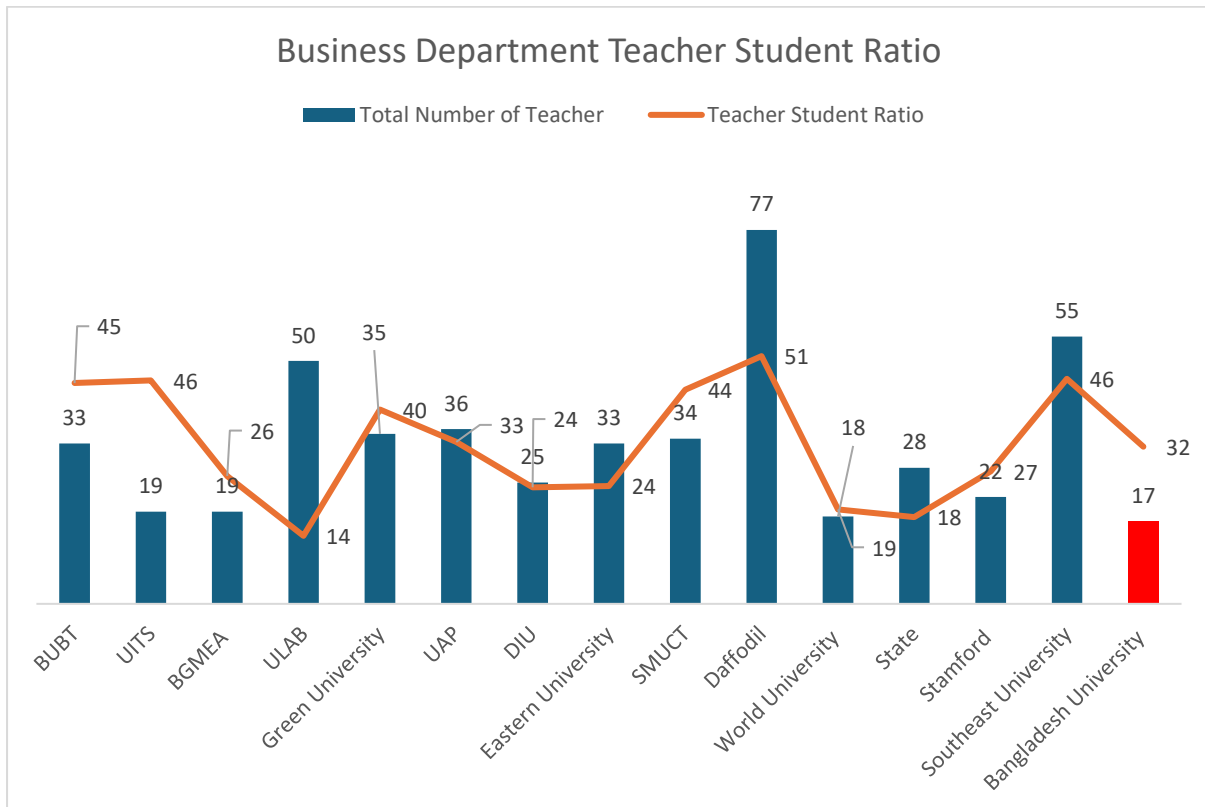
institutions operating within the same competitive sphere as Bangladesh University. It corrects the statistical distortion caused by a single large outlier and allows for fairer, contextually balanced comparisons.

When measured against the adjusted average (3,755 students), Bangladesh University's total enrollment of 3,800 places it just above the typical peer average, indicating that BU remains competitively positioned in terms of student volume. This is particularly notable because BU is neither a top-tier high-volume university like Daffodil nor a low-scale institution like Eastern University (1,500). Instead, Bangladesh University belongs firmly within the mainstream segment of mid-sized private universities in Bangladesh.

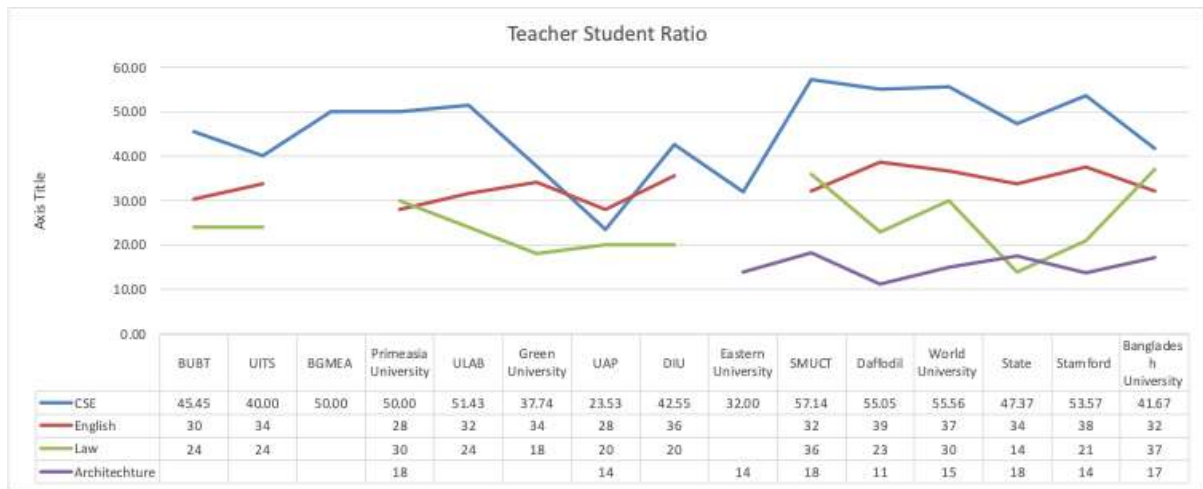
Based on this analysis, Bangladesh University is clearly within the competitive student-market range of similar institutions. Its student body size is comparable to several long-established competitors and demonstrates that BU continues to attract a steady enrollment pool. However, the university does not yet exhibit the higher-scale recruitment strength seen in certain peer institutions with more aggressive marketing, stronger brand visibility, or expanded academic offerings. Nonetheless, BU's current enrollment level indicates that it remains a viable and active competitor in the private university landscape.

3.1 Teacher Student Ratio:

The graph compares the Business department faculty size and teacher–student ratios across universities. The bars show that Bangladesh University has only 17 teachers, one of the lowest among all institutions, while universities like Daffodil, Southeast, and ULAB have much larger faculty teams. The line chart shows the teacher–student ratio, where lower numbers indicate better academic attention. BU’s ratio is 32:1, which is moderate—better than overloaded universities such as BUBT, UITS, and World University, but weaker than top performers like ULAB and Daffodil. Overall, BU avoids extreme crowding but suffers from a very small faculty base, limiting academic quality and competitiveness.



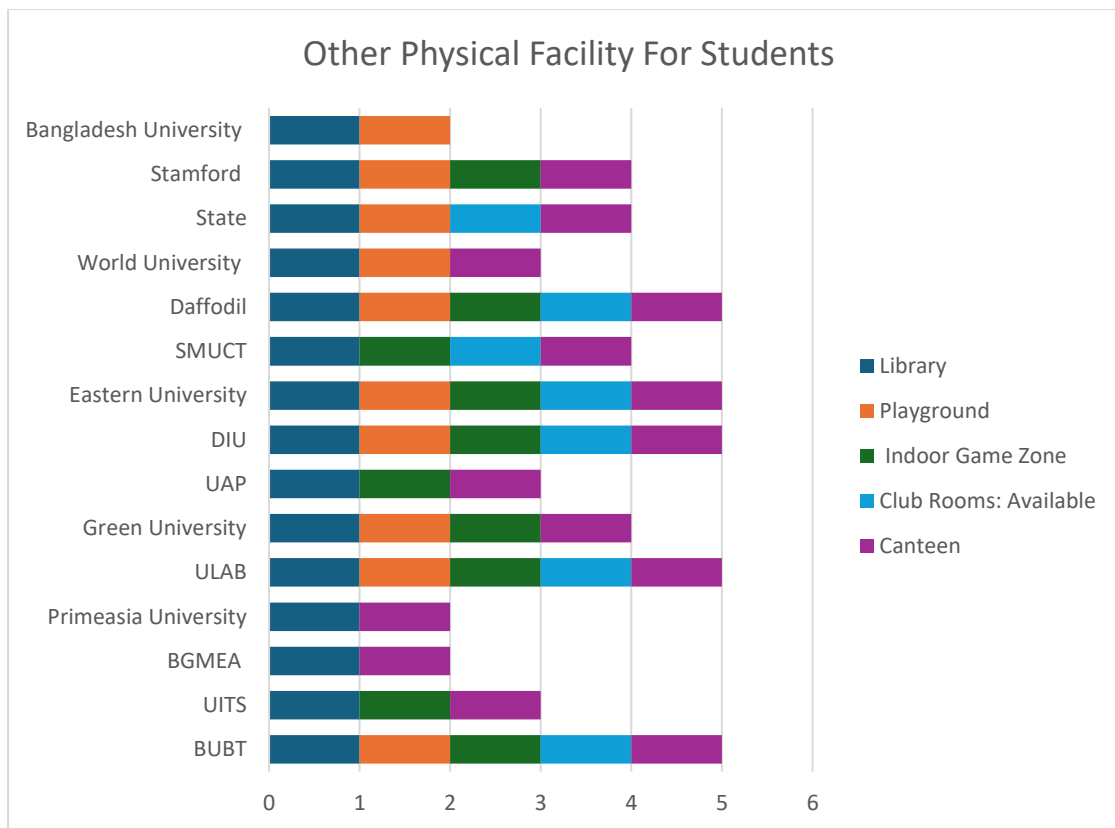
The teacher-student ratio graph offers a different form of insight. In CSE, Bangladesh University’s ratio is competitive, showing manageable class sizes compared with several institutions with overcrowded classrooms. While some universities offer more favorable ratios, Bangladesh University remains within a healthy academic range. In English and Law, the ratios show stable student loads, reflecting balanced faculty deployment. In Architecture, where ratios are generally lower due to practical studio requirements, Bangladesh University performs appropriately. Overall, the ratios indicate that Bangladesh University maintains academic de livery standards consistent with sector expectations and avoids excessive faculty burden.



3.2 Student Physical Facilities Comparison

The graph compares five key student physical facilities—library, playground, indoor game zone, club rooms, and canteen—across multiple universities. Most institutions offer all or nearly all of these facilities, creating a well-rounded campus environment. Universities such as Daffodil, ULAB, Eastern University, DIU, World University, and SMUCT stand out by providing all five facilities, demonstrating strong investment in student engagement and campus life.

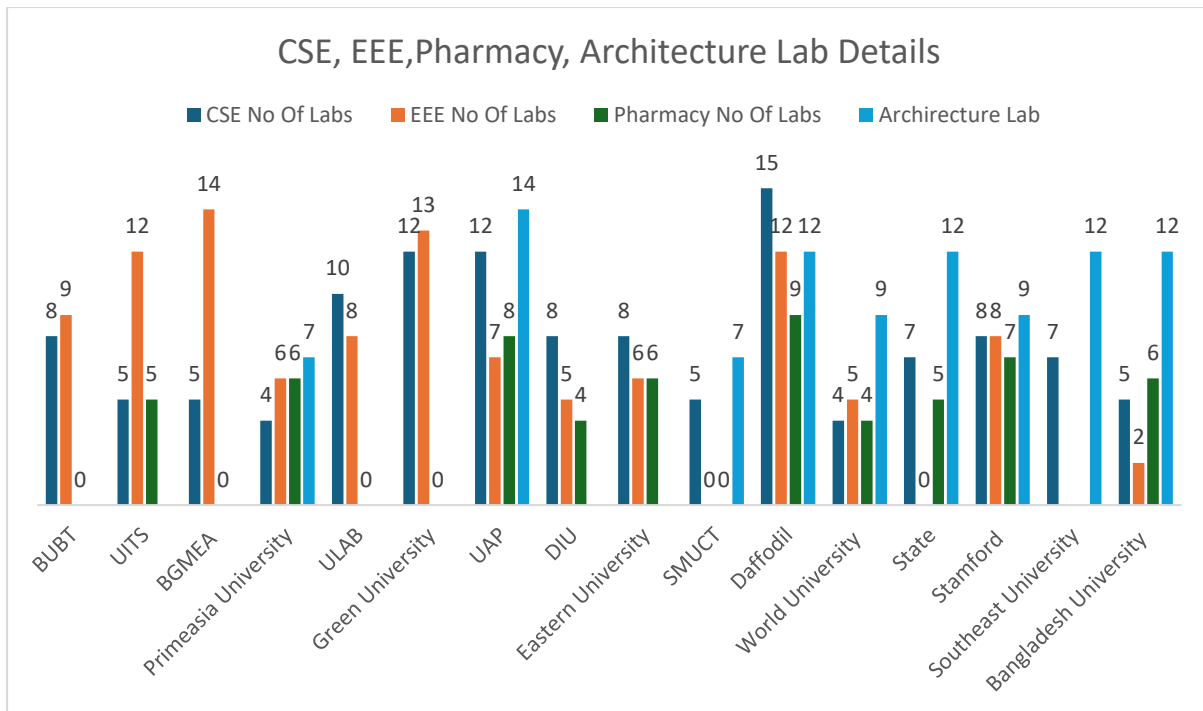
In contrast, Bangladesh University offers only three facilities, missing an indoor game zone and club rooms—two important components for extracurricular activity and student interaction. Several mid-tier universities like Primeasia, UITS, and BGMEA also fall behind, but BU’s position highlights a visible gap compared with competitors who have more comprehensive student spaces. Overall, the graph shows that BU lags behind most peer institutions in physical facilities, reducing its attractiveness to students seeking a vibrant, activity-rich campus experience.



What becomes evident is that most competitor universities not only ensure the availability of essential facilities but often provide better-maintained, larger, or more modern versions of them. Playgrounds, club rooms, and indoor sports zones—key markers of co-curricular development—are strongly present in other institutions but comparatively underdeveloped at Bangladesh University. While several universities invest in vibrant campus life, Bangladesh University’s facility footprint suggests stagnation, limiting students' opportunities for holistic growth, extracurricular participation, and campus-based community building.

This lag in student-oriented infrastructure diminishes Bangladesh University’s attractiveness to prospective students, particularly as modern learners increasingly evaluate universities based on lifestyle, facilities, and campus experience—not academics alone.

The graph compares the number of laboratories across four major academic departments—CSE, EEE, Pharmacy, and Architecture—at several private universities in Bangladesh. It shows significant variation in infrastructure development, with institutions like Daffodil International University, UAP, Stamford, and Southeast University demonstrating consistently strong lab facilities across multiple disciplines. Daffodil leads in both CSE (15 labs) and Pharmacy (9 labs), while UAP shows prominent strength in Architecture (14 labs). In contrast, universities such as BGMEA and UITS display strong EEE facilities but lack labs in other areas. Several institutions do not offer Pharmacy or Architecture programs, resulting in zero labs in those categories.



Bangladesh University shows a mixed profile, with 12 Architecture labs indicating strong support for design programs, while 7 CSE labs and 7 Pharmacy labs reflect moderate infrastructure levels. However, the university has only 2 EEE labs, placing it well below most competitors in this department. Overall, the graph highlights clear disparities in lab resources among the institutions, revealing both competitive strengths for some universities and areas where significant improvement is needed for others—particularly in ensuring balanced facilities across all science and technology programs.

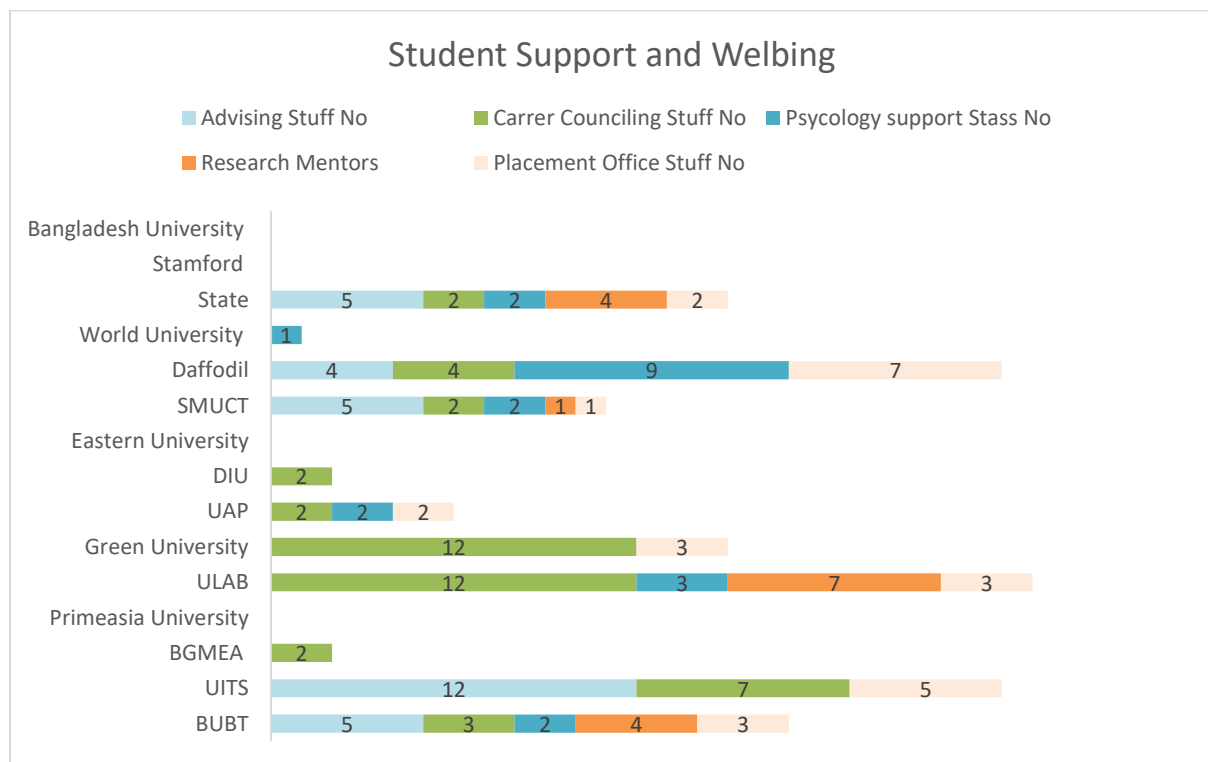
3.3 Student Support and Well-Being: Comparative Analysis

We only considered the services as “available” when a university has separate, dedicated manpower with a specific skill set, formally appointed and separately paid for that role. Based on this strict and verifiable criterion, the graph highlights a stark contrast between Bangladesh University and its competitors in the areas of student support and well-being.

When Bangladesh University is used as the base, its weakness becomes immediately evident—BU has zero dedicated staff for all five critical support categories: academic advising, career counseling, psychological support, research mentoring, and placement services. This means that there is no professional structure in place to guide students academically, support their mental health, assist with job placement, or mentor them in research activities. As a result, BU offers none of the essential support mechanisms that modern private universities are expected to provide.

In contrast, the majority of competitor universities have built strong support infrastructures staffed by professionals in each category. Institutions like Daffodil, ULAB, SMUCT, BUBT, and UITS stand out with multiple full-time advisors, career officers, and psychological counselors. Daffodil, for example, has one of the most comprehensive systems, employing 4 advising staff, 4 career counselors, 9 psychological support personnel, and 7 placement

officers, reflecting a heavy institutional investment in student development. ULAB and Green University similarly maintain well-organized student-support ecosystems, each with 12 career counselors, multiple psychological counselors, and active placement teams.

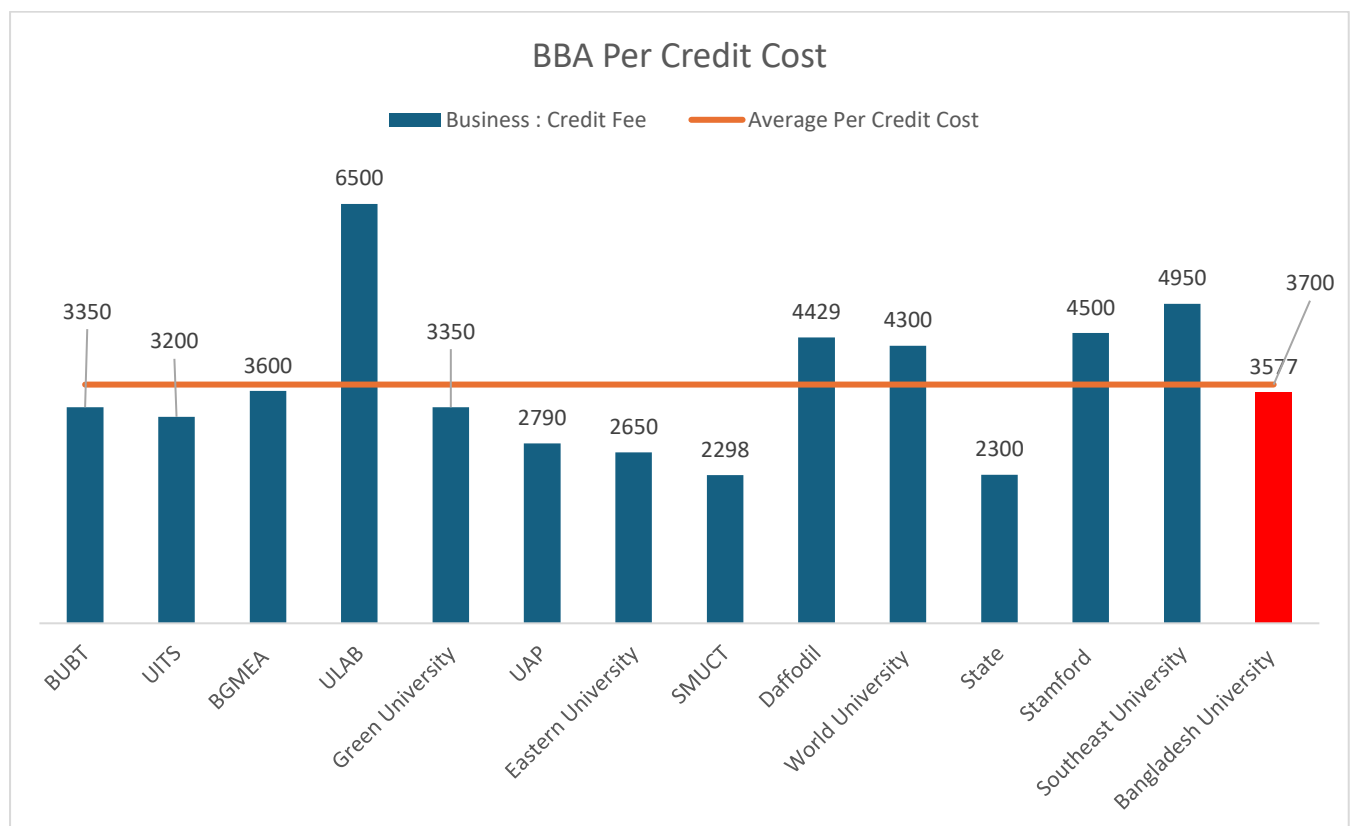


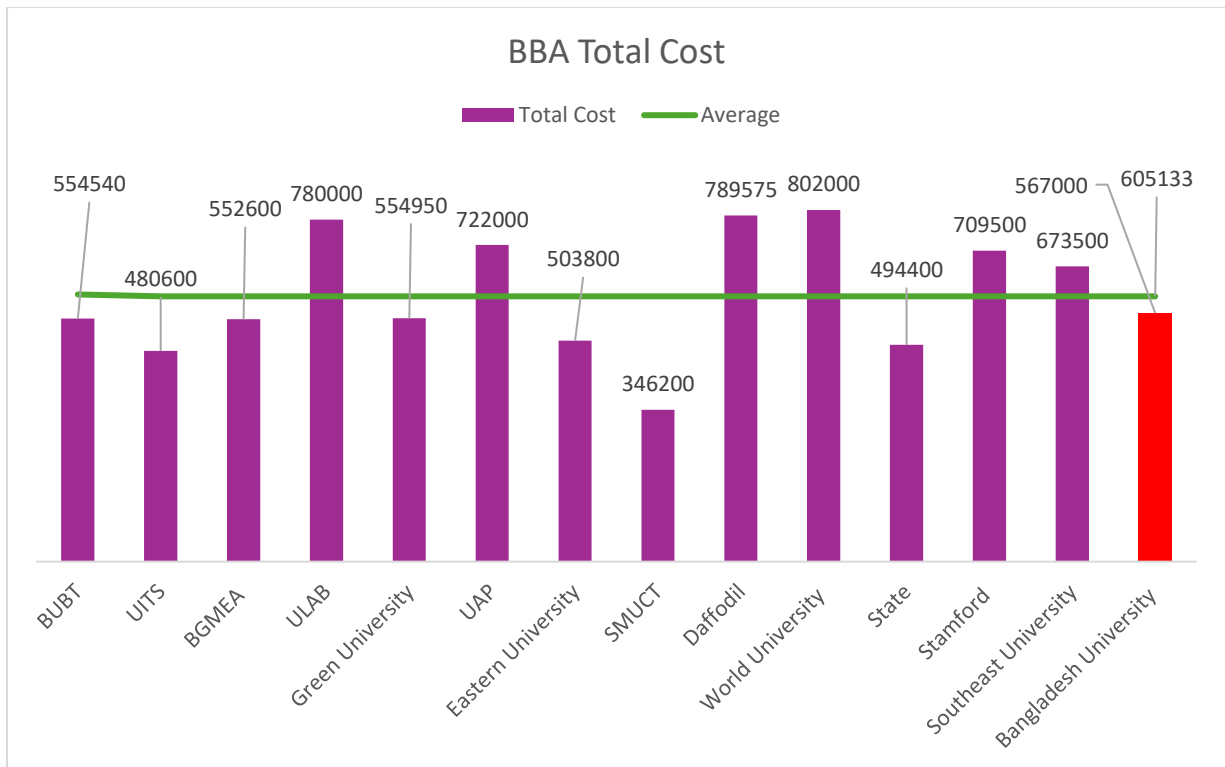
Even mid-tier institutions such as Eastern University, UAP, BGMEA, and Primeasia provide dedicated personnel in several categories, demonstrating that structured student support is now standard practice across the private university sector.

Overall, the graph underscores a critical institutional gap for Bangladesh University. While peer universities have embraced dedicated, specialized student-support systems, BU continues to operate without any formal mechanisms for academic advising, emotional well-being, career services, or research mentoring. This absence significantly affects student satisfaction, retention, academic performance, job readiness, and the university’s overall competitiveness.

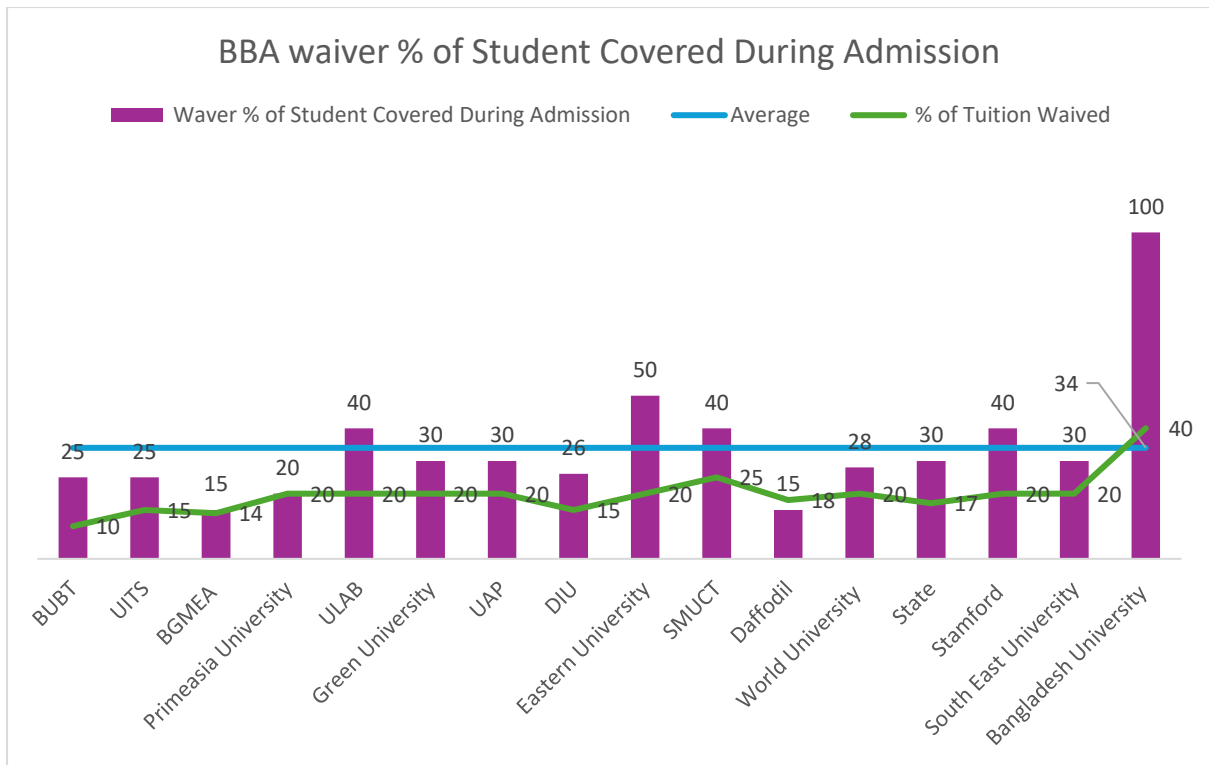
3.4 Business Department – Expanded Comparative View

The Business Department’s comparative graphs clearly demonstrate that Bangladesh University is not positioned as a high-cost institution when evaluated against its direct competitors. Both the per-credit fee and the total program fee for the BBA program remain within the moderate, middle-cost range of the market. Several universities charge substantially higher tuition: ULAB, Daffodil, Southeast University, UAP, and World University consistently exceed Bangladesh University in both credit fee and overall program cost. A number of lower-cost institutions exist, such as SMUCT and Primeasia, but these universities typically operate with smaller infrastructure investment, lower faculty compensation, and leaner academic resourcing. Bangladesh University’s fee structure, as reflected in the graphs, is therefore visibly balanced—neither excessive nor artificially low—placing the university in a reasonable and sustainable competitive segment.

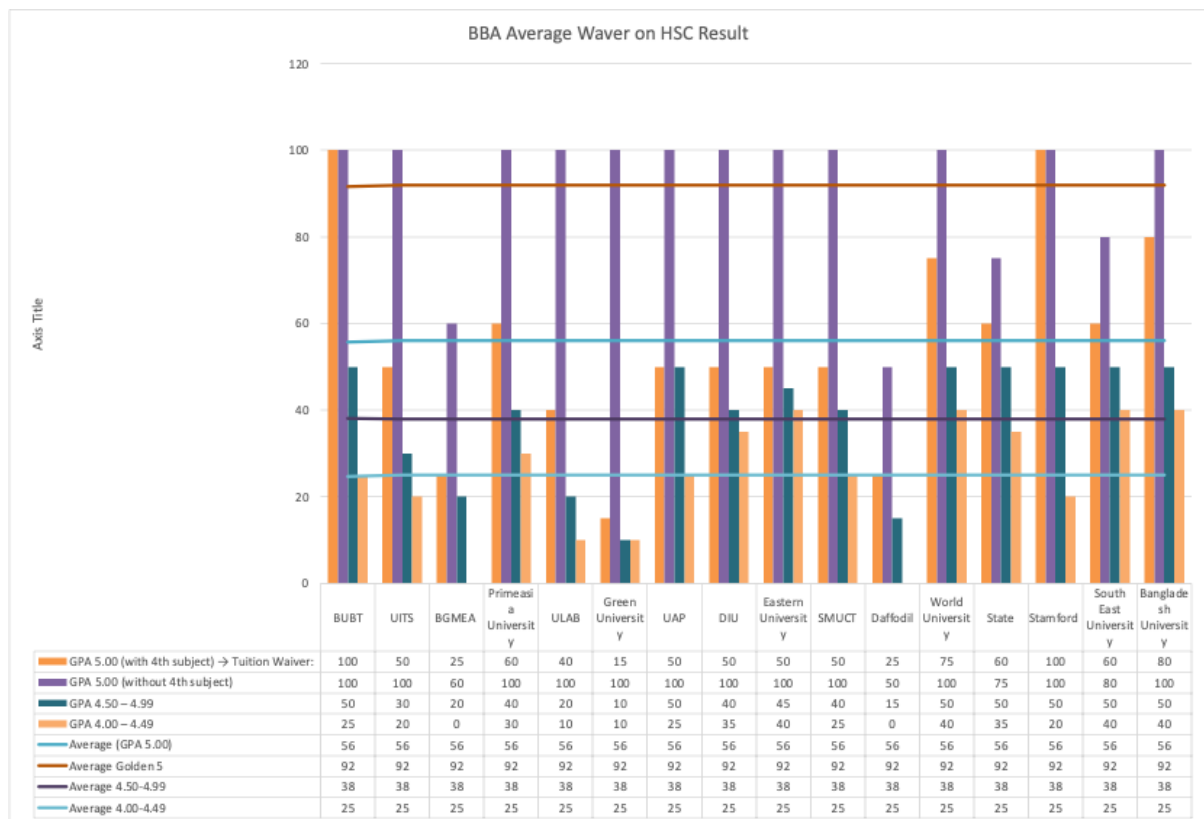




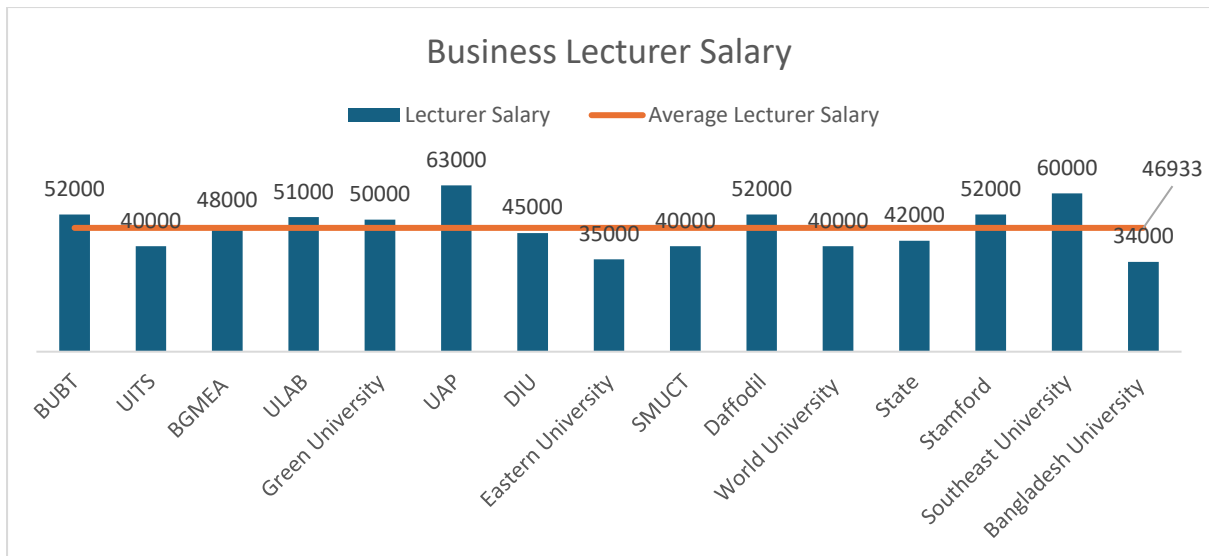
However, despite charging fair and moderate tuition, Bangladesh University’s actual revenue from Business programs is significantly reduced due to the extensive waiver system. The waiver coverage graph shows that BU provides far higher waivers than most competitor institutions, often covering a substantial percentage of students during admission. While this increases student accessibility and supports enrollment, it severely limits net tuition income. Competing universities, especially those with similar or higher fee structures, rely on lower waiver percentages and therefore retain a much larger portion of their advertised tuition. This means that although BU is not overpriced, its effective earnings per student are much lower than comparable universities due to aggressive financial concessions.



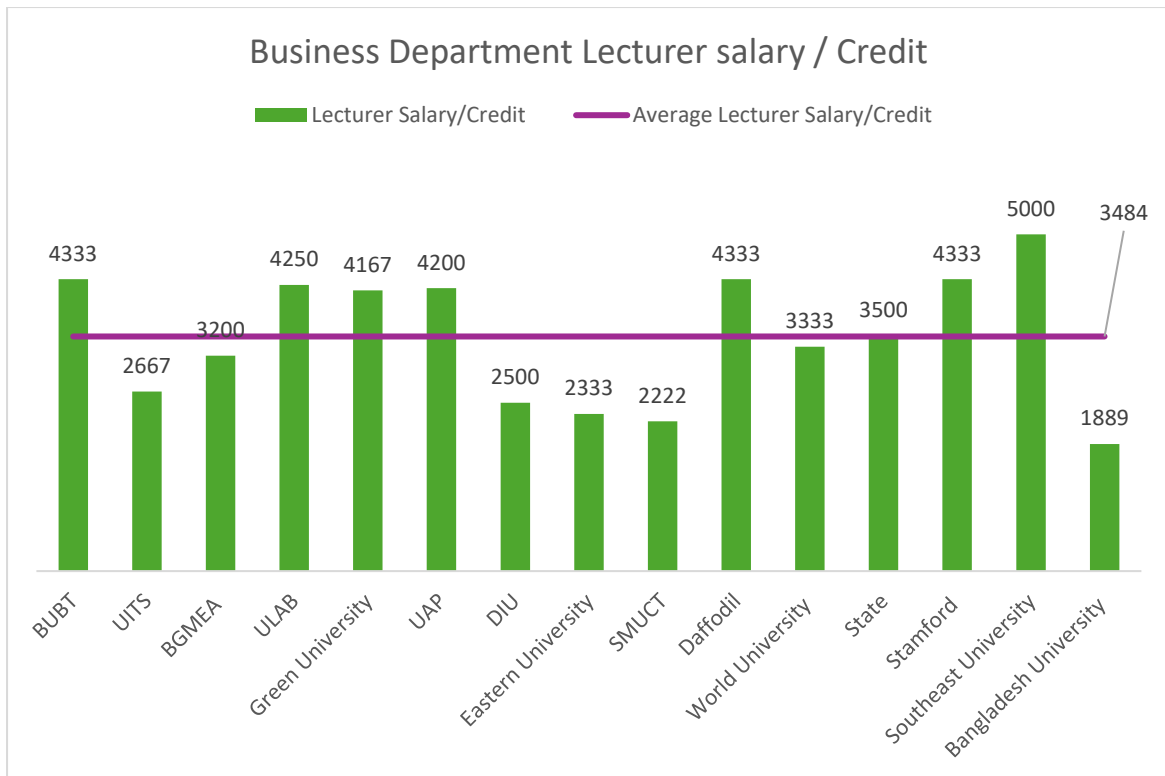
The waiver policy based on HSC grades demonstrates that Bangladesh University offers some of the highest waiver percentages across all GPA levels, including 50% for GPA 5, and competitive percentages for lower GPA categories. This aggressive waiver structure is more generous than most universities, indicating BU's attempt to attract high-performing students despite weaker competitive positioning in faculty salary, infrastructure, and branding. This approach, while beneficial to students, may erode revenue potential if not coupled with strategic increases in student volume or improvement in academic reputation.



The salary comparison graphs further reveal that the Bangladesh University’s Business faculty are paid considerably less than their peers across the sector. BU maintains one of the lowest salary levels for Lecturers, Assistant Professors, Associate Professors, and Professors. When measured in terms of absolute monthly salary, BU is clearly below the market average. When salary is adjusted for per-credit teaching responsibility, the gap becomes even more pronounced: BU records the lowest or near-lowest per-credit salary compensation across the Business departments of all compared universities. This suggests that faculty at BU carry similar teaching loads but are compensated at disproportionately reduced rates, which undermines faculty retention, professional motivation, and long-term academic quality.

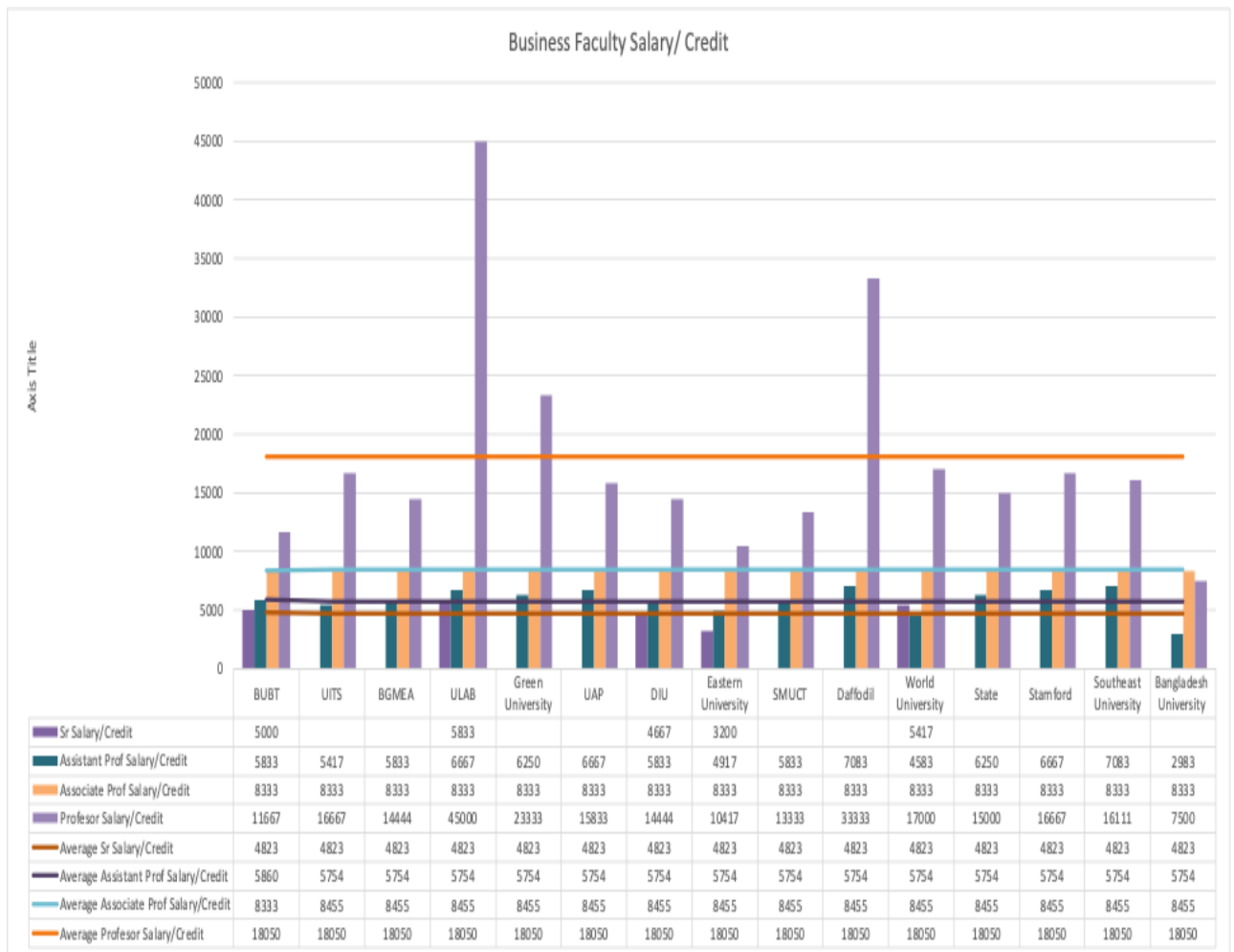


Bangladesh University pays its lecturers Tk. 34,000, the lowest among compared universities. The average lecturer salary across all institutions is Tk. 46,933, meaning BU’s pay scale is nearly 28% lower than the peer benchmark. Several universities—including UAP, Southeast University, Stamford, ULAB, and Daffodil—offer salaries between Tk. 48,000 and Tk. 63,000. This salary discrepancy negatively affects faculty morale, retention, and recruitment. When combined with high tuition fees and moderate faculty size, the low salary structure signals an imbalance between revenue collected from students and investment in academic quality. Analysis of salary per credit at different ranks shows that Bangladesh University again ranks the lowest across all categories. In particular, professor-level per-credit compensation at BU is 3–7 times lower than comparable institutions. This creates a severe competitive disadvantage, as faculty compensation directly influences research output, program quality, accreditation readiness, and student satisfaction. High-performing universities strategically invest more in senior faculty to strengthen academic leadership—an area where Bangladesh University currently falls short.

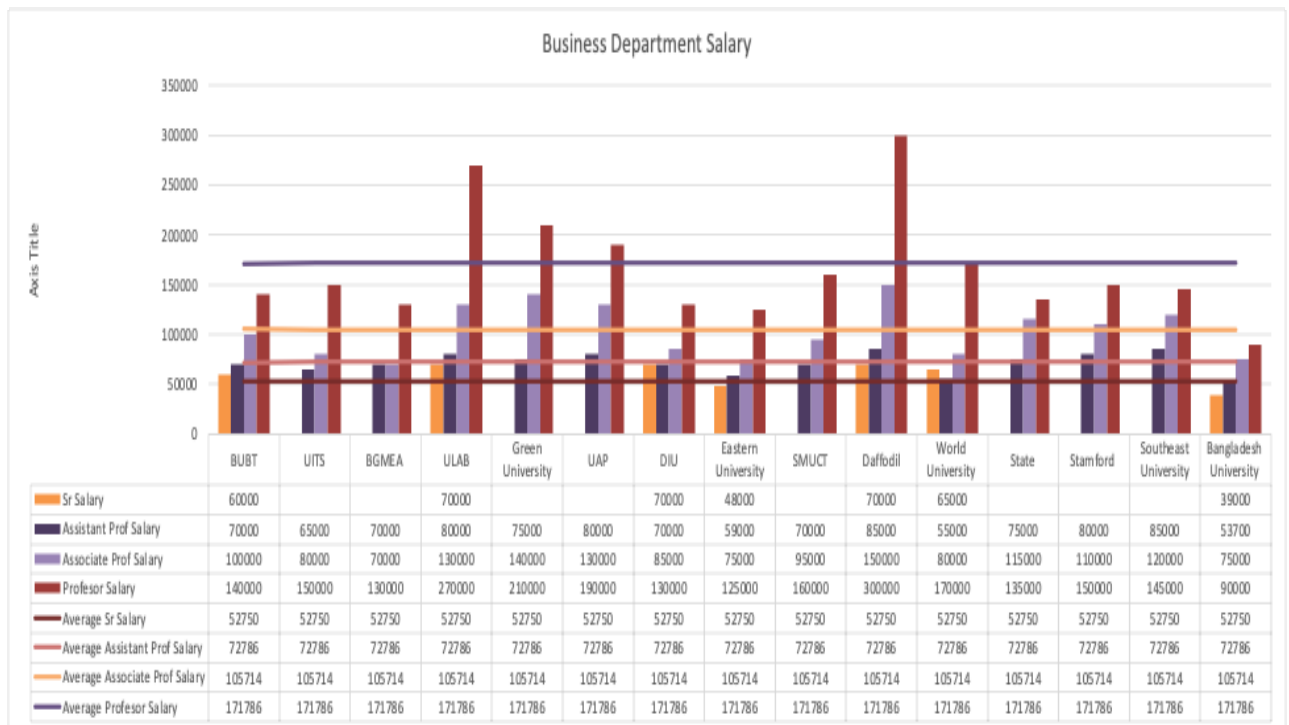


The chart shows large disparities across universities, especially at the Professor level, where some universities such as ULAB, Green University, Daffodil, and Southeast University pay far higher per-credit rates compared to others. Their professor salaries range from 23,000 to 45,000 BDT per credit, significantly exceeding the sector benchmark of 18,050 BDT. In contrast, several institutions—particularly Bangladesh University, Eastern University, BGMEA, and UITS—offer salaries that fall well below the benchmark across most ranks. Bangladesh University consistently appears at the lowest end for Senior Lecturer, Assistant Professor, and Professor categories, reflecting a substantial gap between BU and competitor institutions.

Overall, the graph clearly shows that many universities are aligned with or above the market averages, while Bangladesh University remains significantly under-market in almost every academic position. This suggests a competitive disadvantage for BU in attracting and retaining qualified faculty, as competitors offer stronger financial incentives per credit taught.



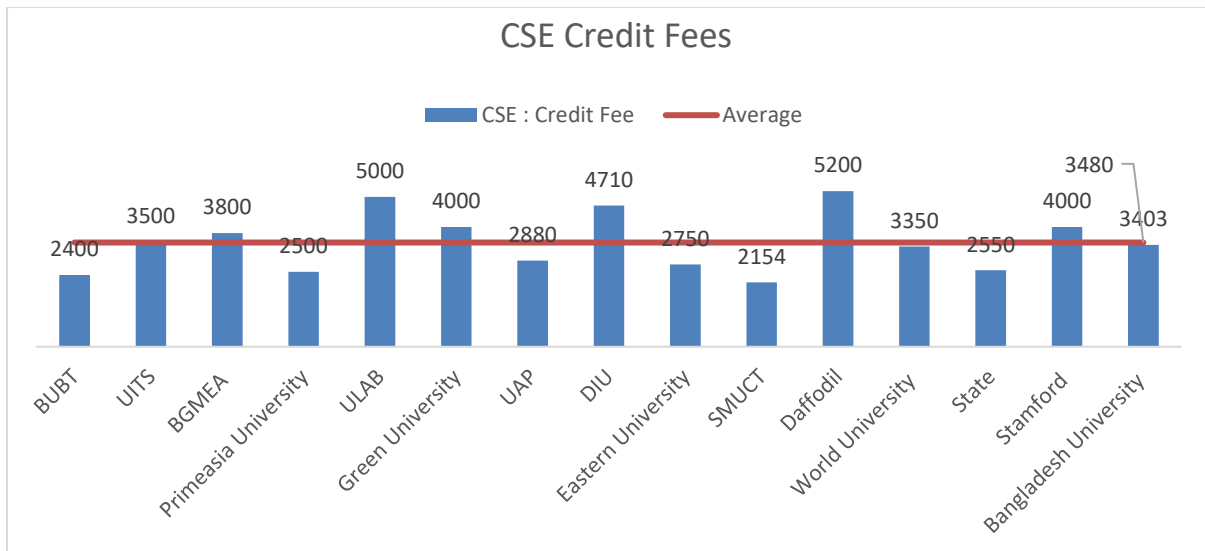
Across all ranks—Senior Lecturer, Assistant Professor, Associate Professor, and Professor—Bangladesh University consistently offers the lowest compensation. Peer institutions maintain significantly more competitive salary structures, with professor salaries ranging between Tk. 130,000–300,000, compared to Bangladesh University at Tk. 90,000. The discrepancy widens at senior lecturer and assistant professor levels as well. Notably, Daffodil, World University, UAP, ULAB, and Southeast University position themselves as better destinations for faculty talent due to their stronger salary offerings. A long-term result of this low compensation is the risk of losing competent teachers and failing to attract industry-experienced faculty—ultimately affecting student learning outcomes and institutional ranking.



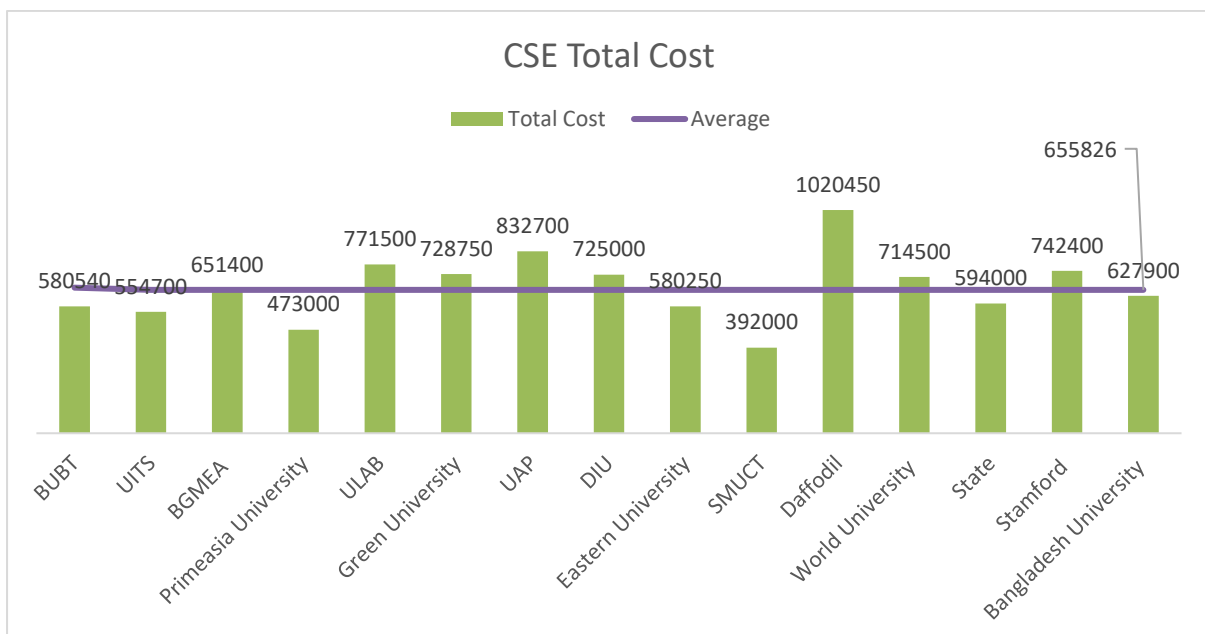
Taken together, the Business Department’s graphs highlight a critical structural imbalance: Bangladesh University charges moderate fees, comparable or lower than many competitors, yet earns significantly less due to its high waiver burden, while simultaneously offering the lowest salary levels in both total and per-credit terms. This imbalance places sustained pressure on academic quality and institutional competitiveness, and it clearly signals the need for recalibrating waiver strategies and faculty compensation to ensure financial and academic sustainability.

3.5 CSE Department – Expanded Comparative View

CSE remains the most competitive STEM market among private universities due to high employability and strong industry demand. Bangladesh University’s CSE credit fee is slightly above average but remains meaningfully lower than the top-tier institutions like ULAB, DIU, and Daffodil. This places BU in a mid-value bracket, appealing to students who seek quality without the premium cost barrier. BU’s total program cost is moderately placed because its ancillary fees are significantly lower than many competitors that bundle large laboratory, software license, and development charges.



The CSE credit-fee graph shows Bangladesh University positioned slightly above the average. While its fee is not among the highest, it is noticeably greater than many competing universities offering the program at lower per-credit rates. Several institutions such as SMUCT, Primeasia, and Eastern University, are priced well below Bangladesh University, while premium universities like ULAB and DIU maintain significantly higher fee structures. This places Bangladesh University in a middle tier, where its pricing is neither aggressively low nor placed in the prestige bracket. The fee level appears reasonable but does not indicate a strong price-competitiveness advantage.



The CSE total-cost graph shows Bangladesh University also slightly above the sectoral average, though significantly lower than high-cost institutions like Daffodil and UAP. Despite having a moderate credit fee, the total cost rises because of additional program requirements and accumulated credit load. Although Bangladesh University is not overpriced, it is also not

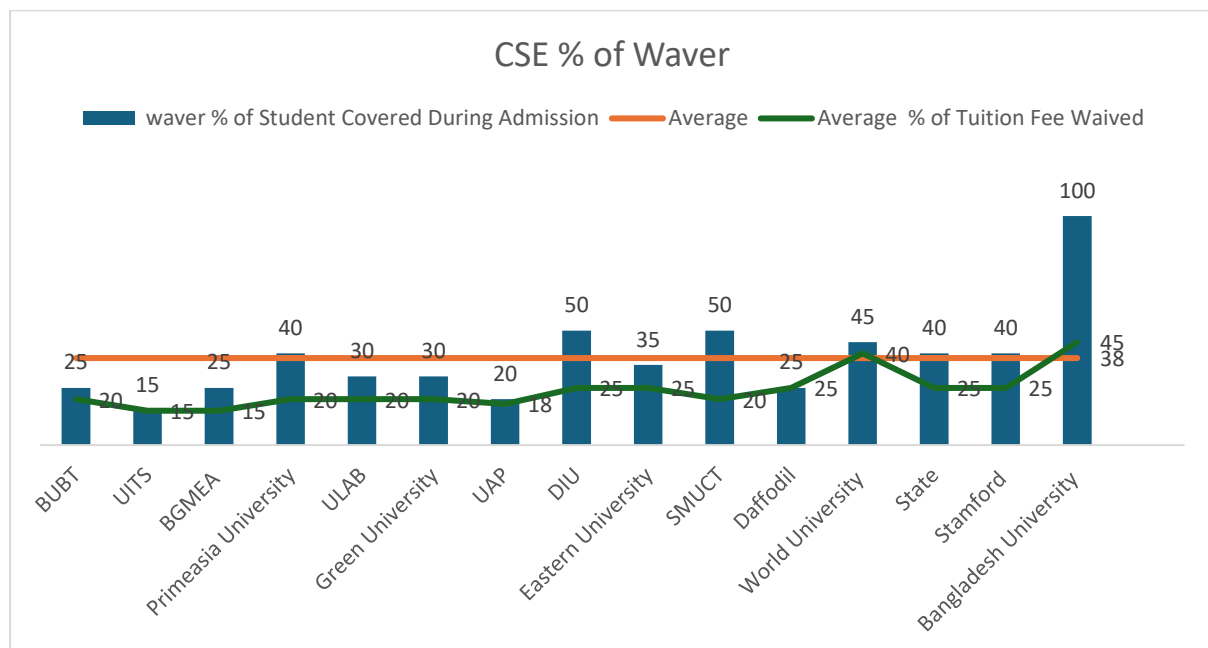
among the most affordable institutions. This suggests that the CSE program is priced in line with the market but lacks a distinct competitive edge in affordability.

3.6 Waiver % of Students Covered During Admission

The first graph shows the percentage of students receiving waivers during admission across different universities. Most private universities fall within a moderate and predictable waiver range, generally between 15% and 40% of admitted students: UITS: 15%, BGMEA: 25%, Primeasia: 40%, ULAB / Green / UAP: 20–30%, DIU & SMUCT: 50% (relatively high but still within sector norms), Stamford / State / World University: 25–40%.

Against this backdrop, Bangladesh University stands out dramatically, offering waivers to 100% of admitted CSE students—the only university in the comparison to do so.

When mapped against the average tuition-fee waiver rate, which fluctuates around 20%–25%, Bangladesh University is positioned at more than four times the sectoral norm. This indicates an extremely aggressive, and ultimately unsustainable, waiver policy.



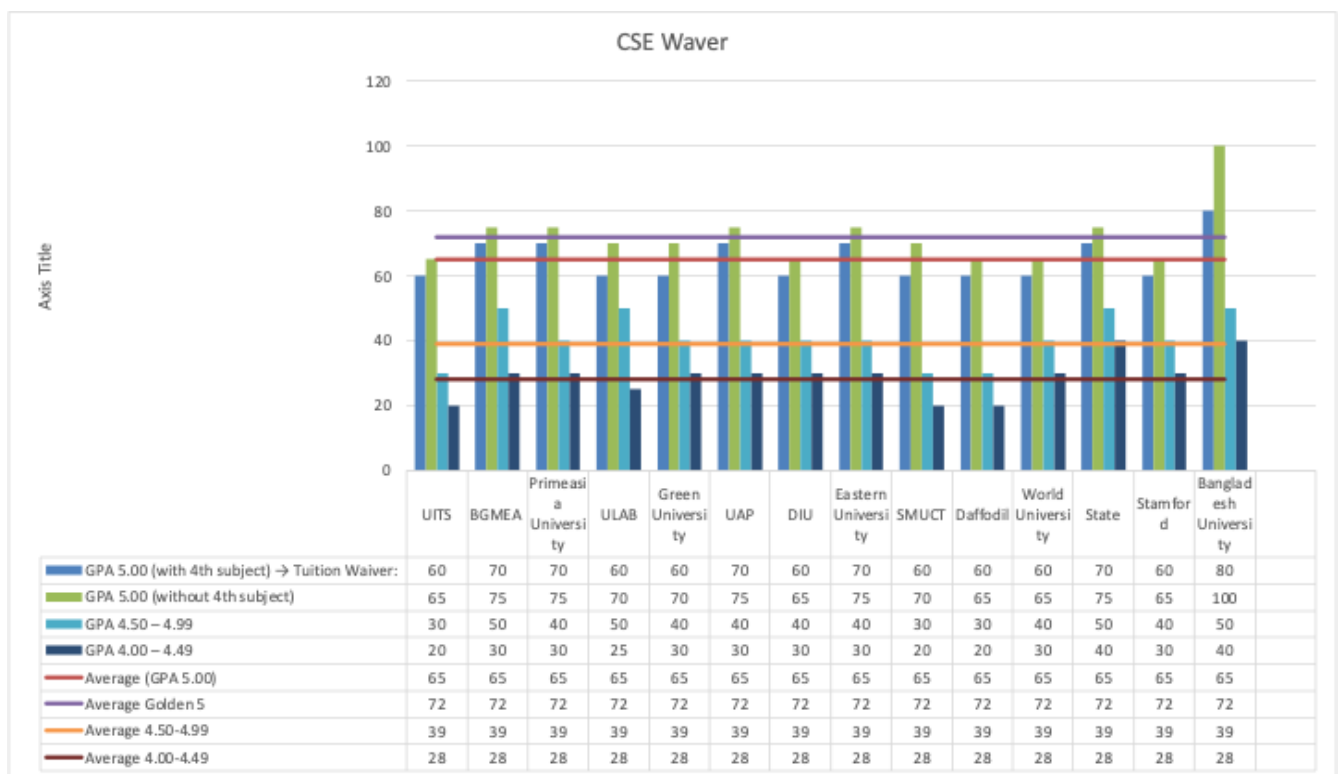
3.7 Detailed CSE Waiver Rules by GPA (Golden 5, GPA 5.00, GPA 4.5–4.99, GPA 4.00–4.49)

The second waiver graph further reinforces that Bangladesh University provides waiver levels far above sector norms. While most universities follow a predictable range—GPA 5.00 students receiving 60%–75%, Golden 5 receiving 70%–80%, GPA 4.5–4.99 receiving 30%–40%, and GPA 4.00–4.49 receiving 20%–30%—Bangladesh University consistently offers substantially higher percentages in every category. This includes 100% waiver for GPA 5.00 (without the 4th subject) and significantly elevated levels even for mid-range GPA groups. Overall, Bangladesh University exceeds the sector average by 10%–20% across all grade brackets, confirming an excessively generous waiver structure unmatched by any comparator.

3.8 Bangladesh University’s Position: Excessive and Financially Unsustainable Waiver Policy

When both waiver graphs are examined together, Bangladesh University clearly stands as the most waiver-intensive university in the entire comparison set. Where most institutions strategically limit waivers to a fraction of admitted students, Bangladesh University applies waivers to every CSE student, regardless of academic tier. At the same time, it offers the highest waiver percentages for Golden 5, GPA 5, and mid-range GPA categories. This combination of full coverage and elevated percentages places Bangladesh University in a distinctly atypical position within Dhaka’s private university landscape.

Moreover, Bangladesh University does not supplement these waivers with higher tuition rates or additional fees. On the contrary, it already operates with some of the lowest per-credit fees and lowest non-tuition costs across all departments. No competitor university adopts such a high-waiver policy while simultaneously maintaining a low-fee structure and a low cost-recovery capability. This creates a unique financial imbalance that other universities avoid by either limiting waiver coverage, charging higher fees, or combining both measures to sustain operations.



3.9 Impact on Institutional Sustainability

The excessively high waiver burden carries significant operational consequences for Bangladesh University. Since a substantial portion of tuition revenue is forfeited through waivers, the university’s financial base becomes increasingly constrained. This restricts its ability to offer competitive faculty salaries, contributes to the observed lower per-credit salary

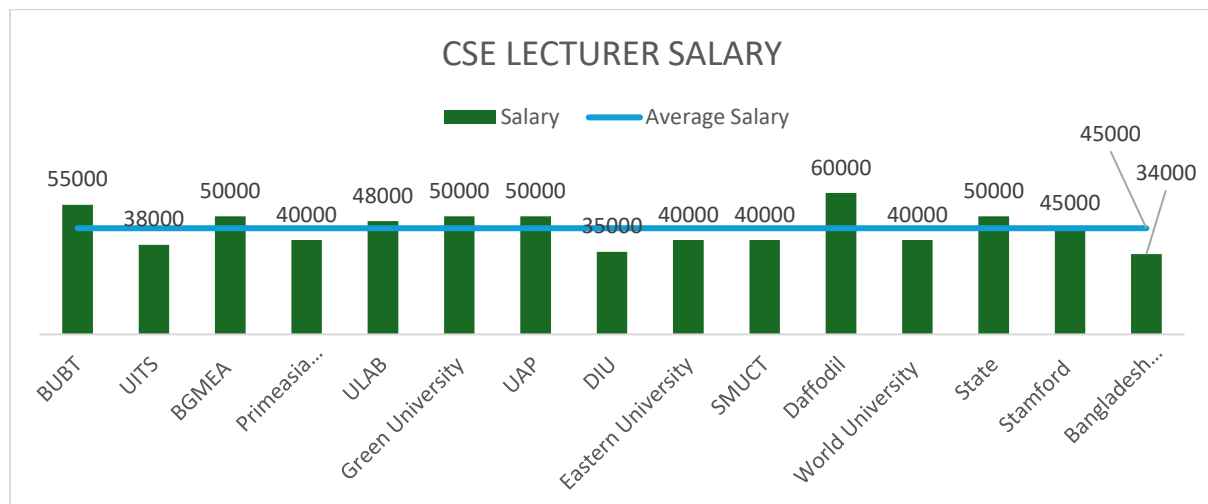
levels, and limits opportunities for salary increments, staff benefits, or performance incentives. The lack of financial flexibility also reduces the university’s capacity to invest in core academic necessities such as lab upgrades, departmental facilities, accreditation-required equipment, and student-support structures.

These deficiencies are visible throughout the report: Bangladesh University demonstrates the lowest faculty salary packages, limited student support staffing, and minimal facility development compared to its peers. The waiver policy therefore acts as a root-cause pressure on the institution, weakening competitive positioning and undermining long-term sustainability. Unless addressed, the pattern will continue to strain operations, reduce service quality, and limit the university’s ability to compete effectively within a rapidly evolving higher-education environment.

Such extensive waiver coverage directly depresses revenue, especially in a program like CSE where lab expenses, software licensing, hardware maintenance, and teaching costs are high. The combination of lowest per-credit tuition fees, lowest additional fees, and 100% student waiver coverage creates a structural financial imbalance that no other university in the comparative set assumes.

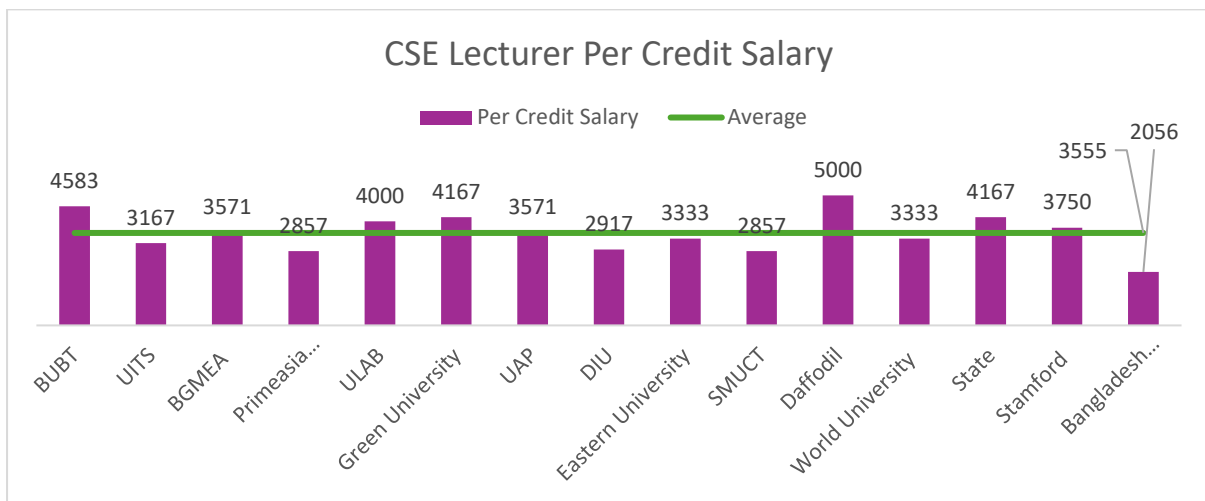
3.10 CSE Lecturer Salary (Monthly Salary Comparison)

The graph comparing CSE lecturer salaries across universities clearly illustrates that Bangladesh University is positioned at the bottom of the market. While most universities maintain a lecturer salary band between BDT 45,000 and BDT 60,000, Bangladesh University offers only BDT 34,000—the lowest among all comparator institutions. Even universities considered mid-tier or low-fee institutions (such as SMUCT, Eastern University, and UITs) offer significantly higher salary levels. This indicates that, despite charging competitive tuition rates comparable to the sector median, Bangladesh University’s instructional staff—particularly entry-level faculty—receive materially lower compensation. This salary disparity directly affects faculty retention, talent acquisition, and the overall academic quality of the CSE program.



3.11 CSE Lecturer Per-Credit Salary

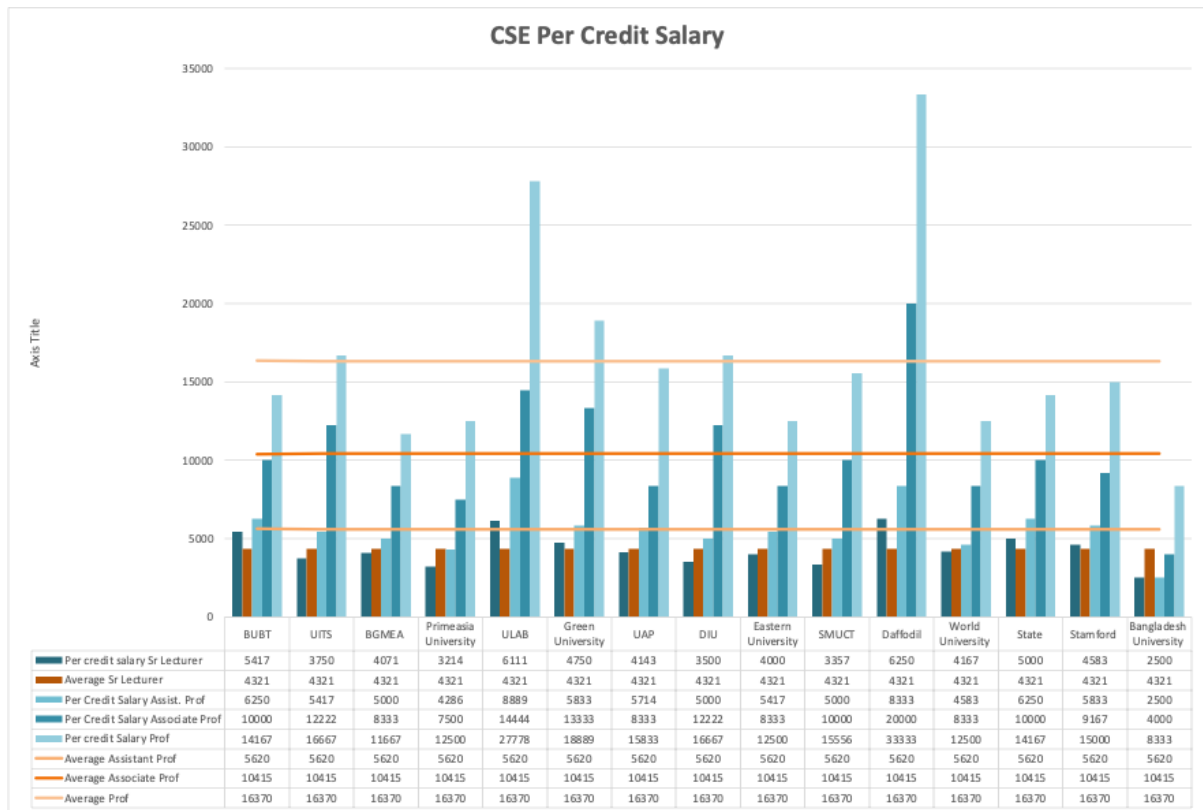
The per-credit salary graph reinforces the same pattern: Bangladesh University’s per-credit payment (BDT 2,056) is substantially below the sector average, which ranges between BDT 3,300 and BDT 5,000 at most competing universities. Institutions such as Daffodil, ULAB, State University, and even BUBT demonstrate significantly stronger compensation structures for faculty teaching loads. The low per-credit rate at Bangladesh University is especially concerning because per-credit remuneration is the primary mechanism for compensating faculty for additional academic responsibilities, especially in credit-heavy programs like CSE. The consistently low per-credit rate contributes to lower academic motivation and reduces the attractiveness of the institution for competent faculty.



3.12 CSE Per-Credit Salary by Academic Rank (Sr. Lecturer, Assistant Professor, Associate Professor, Professor)

The multi-rank per-credit salary graph expands this picture by showing Bangladesh University falling behind across every academic rank. While other institutions offer competitive rates—for example, Associate Professors receiving between BDT 10,000 and BDT 20,000 per credit—Bangladesh University offers only BDT 4,000 for Associate Professors and as low as BDT 2,500 for Senior Lecturers. Professors at Bangladesh University receive approximately BDT 8,000 per credit, in contrast to BDT 14,000–16,000 at sector peers. This structural underpayment is not limited to lecturers; it extends consistently across all positions. The graph demonstrates that Bangladesh University operates far below the academic labor market equilibrium, which helps explain chronic faculty turnover, limited senior faculty hiring, and weak departmental research output.

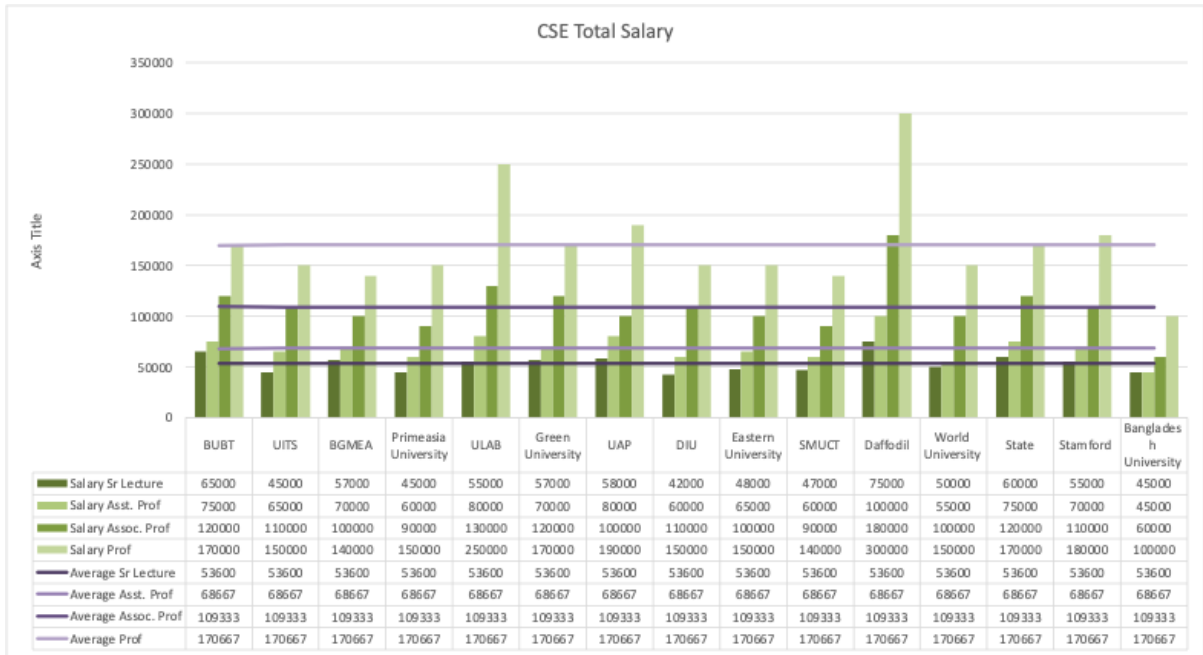
This disparity becomes more concerning when juxtaposed with the university’s high waiver rates and low total tuition revenue—indicating that poor faculty compensation is a direct consequence of institutional financial constraints rather than an intentional strategic policy.



3.13 CSE Total Monthly Salary by Rank

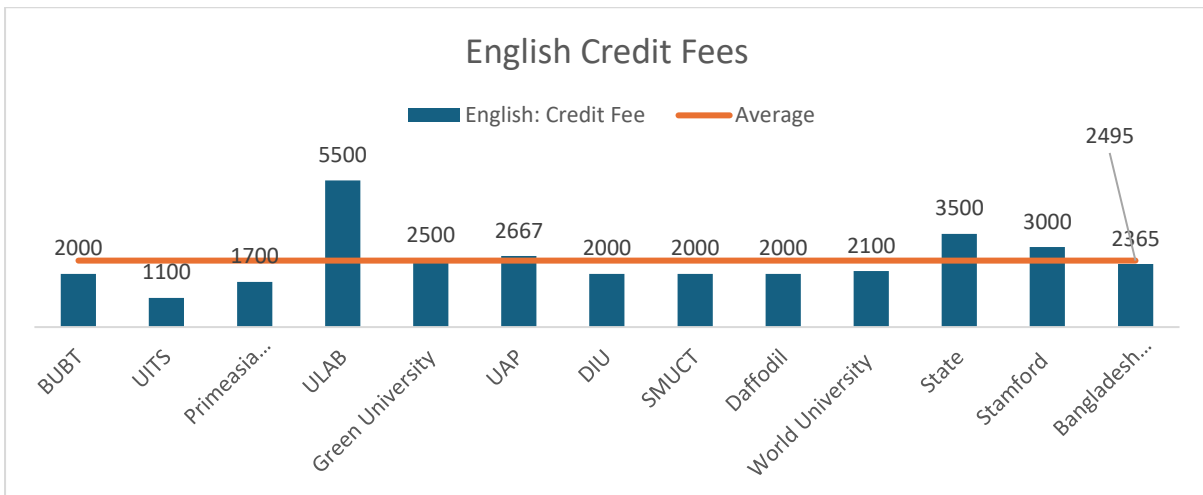
The final graph shows total salary (fixed monthly compensation) by academic rank across universities. Once again, Bangladesh University remains positioned at or near the bottom in every category—Senior Lecturer, Assistant Professor, Associate Professor, and Professor. Other universities consistently pay BDT 10,000–40,000 more per month at every rank level. Even universities with similar or lower tuition structures—such as UITS, Eastern University, Primeasia, and World University—offer higher total salary packages.

The low total salary for senior positions (e.g., Professors earning BDT 100,000 versus BDT 150,000–250,000 at other universities) severely impacts the university’s ability to maintain experienced faculty leadership. This affects accreditation readiness, lab supervision quality, curriculum modernization, research credentials, and the overall reputation of the department.

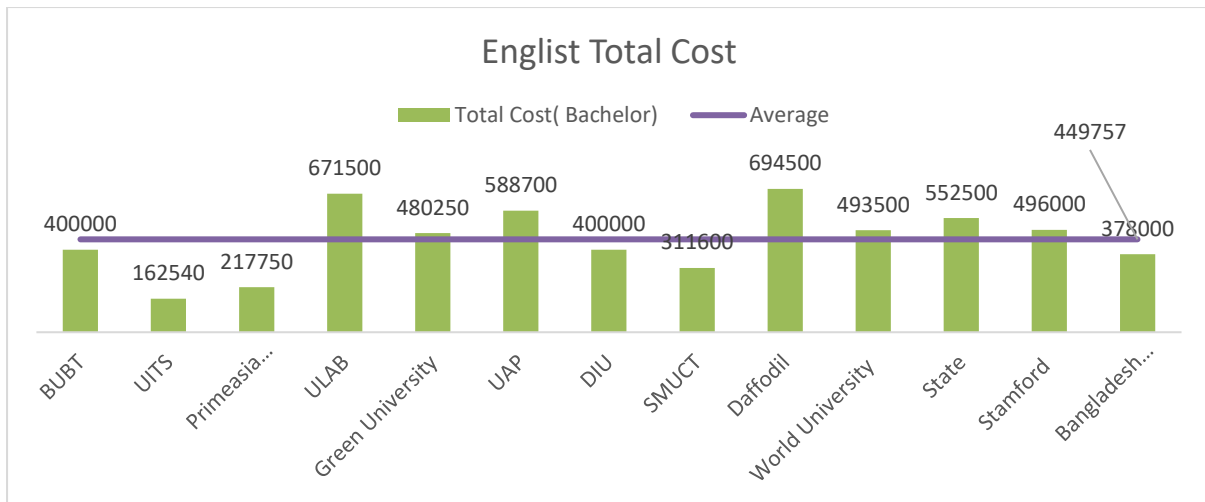


3.14 English Department – Expanded Comparative View

English remains one of BU’s strongest comparative departments. Its per-credit fee is slightly below the market average, while its total cost is notably lower than most reputable institutions. Competitors like ULAB and Daffodil charge significantly higher fees without proportionate added value. BU’s affordability in English is reinforced by controlled ancillary expenses—something many universities fail to manage effectively.



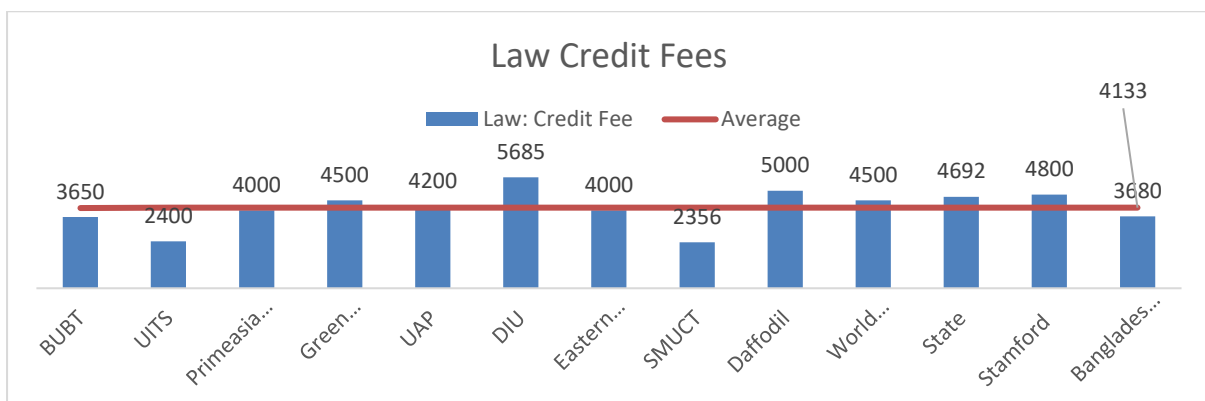
The English credit-fee graph shows Bangladesh University marginally below the average. It remains more affordable than many well-known private universities such as ULAB and State but slightly higher than very low-fee institutions like UITS and Primeasia. This makes the English program competitively priced without appearing undervalued. The total-cost graph for English demonstrates that Bangladesh University remains well below the market average. Many competitors significantly surpass its total degree cost due to high ancillary fees or inflated credit pricing. This positions Bangladesh University strongly as one of the more affordable English programs without sacrificing academic standing.



The English Total Cost graph positions Bangladesh University clearly below the average total cost for an English bachelor’s degree, indicating that the university offers one of the more affordable programs among its competitors. Several institutions—such as ULAB, Daffodil, World University, and State—operate at a significantly higher cost range, while only a few, like UITS and Primeasia, offer programs cheaper than Bangladesh University. This demonstrates that Bangladesh University maintains a balanced pricing structure that avoids both extreme low-cost positioning, which can affect perceived quality, and overly high tuition, which may limit student interest. Its placement just under the average shows competitiveness and financial accessibility while still implying a sustainable operational model.

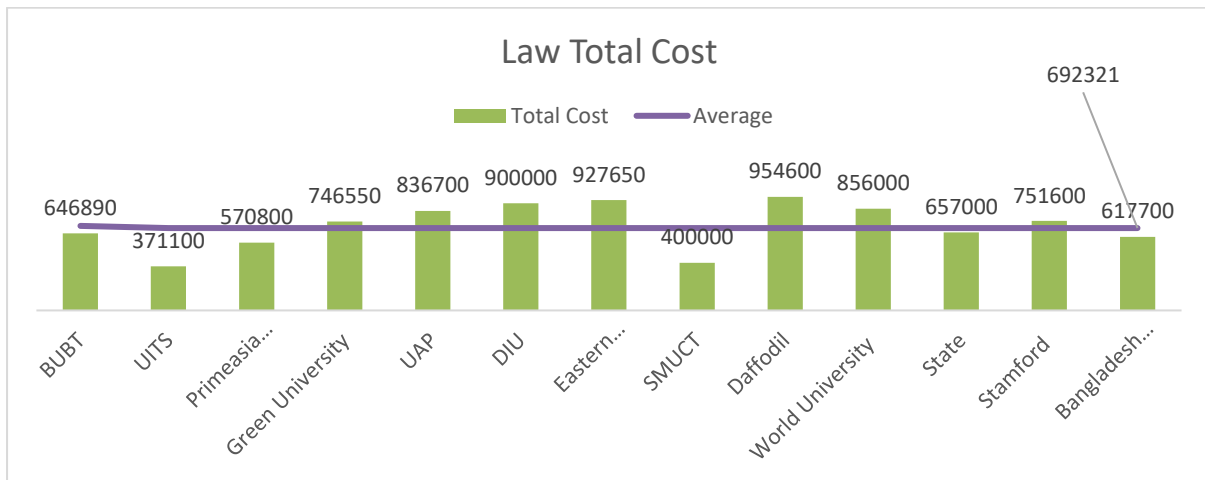
3.15 Law Department – Expanded Comparative View

The Law program at BU remains cost-competitive, with per-credit tuition situated near the average and total program cost meaningfully below premium institutions. Universities such as Eastern University, UAP, and Daffodil maintain significantly higher Law program expenses. BU’s cost advantage enables it to attract middle-income students seeking a degree in legal studies without the financial burden associated with premium private universities.



The Law credit-fee graph puts Bangladesh University slightly below the average fee line, making it relatively affordable compared with many universities with significantly higher credit charges. This suggests that the Law program is structured as a moderate-priced offering, neither in the low-cost segment nor in the premium tier. Fair pricing contributes to

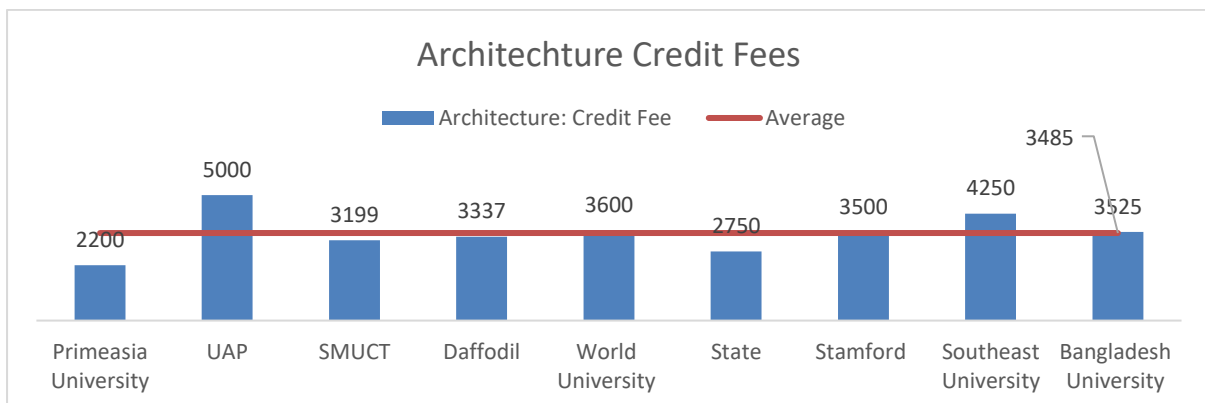
maintaining competitiveness, particularly in a discipline where students are sensitive to cost differences.



The Law Total Cost graph shifts perspective slightly, but Bangladesh University again remains positioned below the market average. The total cost at Bangladesh University is more affordable than the majority of participating institutions, where several universities—including Eastern University, DIU, Daffodil, and Stamford—operate at substantially higher cost brackets. A few institutions on the lower end seem to undercut pricing significantly, but these often correlate with either smaller program sizes or reduced resource allocation. Bangladesh University’s position below the average yet above extreme low-fee institutions suggests a deliberate and healthy balance, ensuring the program remains competitive without compromising on necessary academic investment.

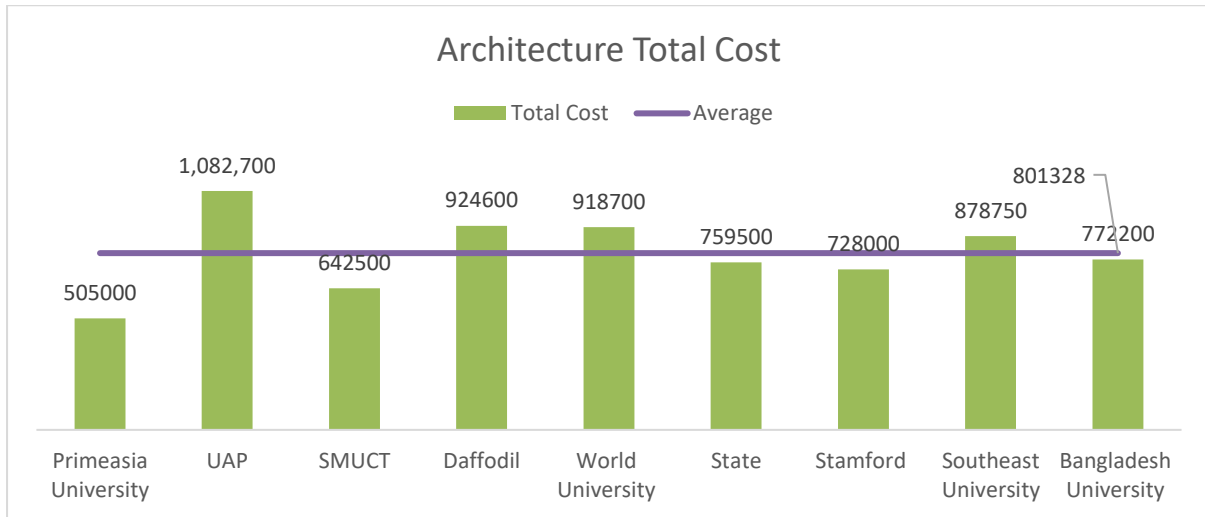
3.16 Architecture Department – Expanded Comparative View

Architecture is one of the most resource-intensive disciplines, requiring specialized studios, design labs, and hands-on supervision. BU’s per-credit fee is slightly above the sector average but remains significantly below those of premium universities such as UAP and Daffodil. This positions BU as a cost-sensitive yet resource-aligned Architecture provider. The total program cost also falls in a balanced zone: not discounted to the point of underfunding, nor inflated beyond reasonable affordability.



The Architecture Credit Fee graph shows Bangladesh University positioned very close to the average credit fee. While not the lowest, its fee level remains clearly below several higher-

priced institutions such as UAP and Southeast University. Its competitive placement near the midpoint allows the program to remain financially accessible while still indicating a commitment to professional program delivery. Architecture as a discipline typically demands higher resource investment than others, meaning universities that undershoot costs may struggle to sustain quality. Bangladesh University’s fee structure aligns with this professional standard.



The Architecture Total Cost graph aligns consistently with the credit-fee data. Bangladesh University remains below the average total cost while maintaining higher quality expectations than low-cost institutions such as Primeasia and SMUCT. The most expensive institutions, notably UAP and Daffodil, exceed Bangladesh University by a significant margin, highlighting its relative affordability without sacrificing academic standards. This competitive stance suggests that Bangladesh University’s program is priced to sustain operational quality and remain financially attractive to students.

Other fees in Architecture remain controlled, which is notable because several competitors impose heavy project-based, studio-based, or design material charges that significantly increase student expenses. Teacher–student ratios reflect manageable academic supervision levels. BU is therefore positioned as a strong middle-tier institution offering quality at a reasonable cost.

3.17 Comparative Salary Structure Across All Departments

Faculty salary competitiveness directly affects academic quality, faculty retention, research output, and institutional reputation. When Bangladesh University is used as the baseline, a clear cross-departmental salary gap emerges.

Across Business, CSE, English, Law, and Architecture, Bangladesh University’s salary structure for Lecturers, Assistant Professors, Associate Professors, and Professors remains consistently below the sectoral average. Competing universities such as UAP, ULAB, Daffodil, Southeast University, and Stamford maintain significantly higher salary scales across all ranks.

In the Business department, salary disparity is most evident at the Lecturer and Assistant Professor levels. Universities like Daffodil and UAP offer substantially higher compensation for Business faculty, which enables them to attract candidates with stronger academic backgrounds or industry experience. BU's lower salary structure risks stagnation in Business faculty recruitment unless corrected.

In CSE, the salary gap is even more pronounced because industry demand for computing professionals pushes universities to offer higher academic salaries. Many institutions pay CSE faculty premium rates due to market pressure. Bangladesh University's CSE salaries fall notably behind premium and mid-tier competitors. Without competitive CSE salary structures, BU risks losing young faculty to industry roles and senior faculty to higher-paying universities.

In English, the salary gap remains, but the impact is slightly milder due to lower market salary expectations for humanities disciplines. Even so, ULAB, Daffodil, and Stamford maintain higher salary bands. BU remains competitive but not at the top of the market.

In Law, salary variations have direct implications for academic quality because the most qualified legal scholars gravitate toward high-paying institutions or private practice. BU's salaries remain lower than most competitors, limiting its ability to build a high-profile legal faculty compared with institutions like Eastern University and UAP.

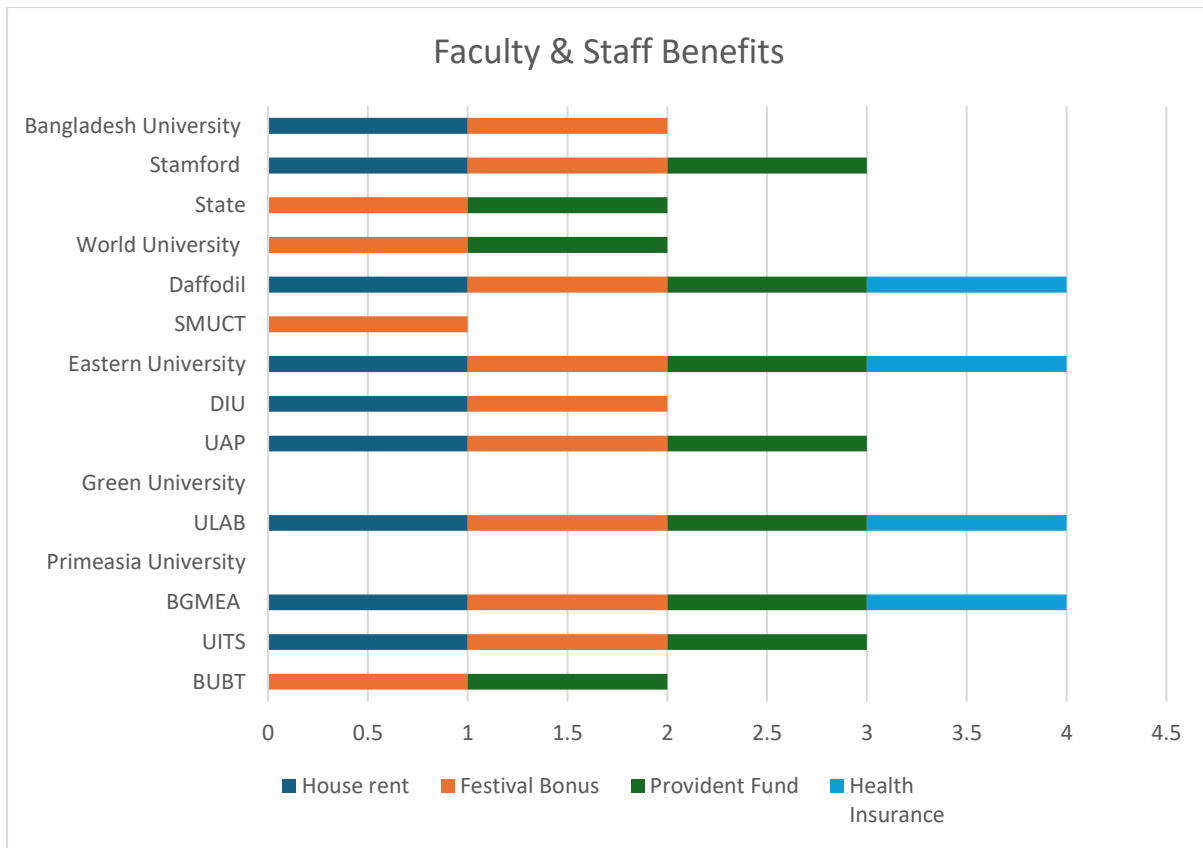
In Architecture, the salary gap is highly impactful because the program requires highly specialized academic-practitioners. Premium institutions pay significantly higher compensation to attract architects with active professional portfolios. BU's lower salary range may hinder recruitment of skilled designers and reduce studio-based teaching quality unless revised.

When salary structures are viewed in aggregate, Bangladesh University emerges as having a systemic weakness in faculty compensation across all departments. While BU remains competitive in tuition and total cost, the long-term academic sustainability depends on closing the salary gap to avoid losing quality faculty to higher-paying competitors.

3.18 Faculty & Staff Benefits Comparison

The benefits structure across the selected universities demonstrates clear disparities, and when Bangladesh University is taken as the analytical base, the gap becomes more evident. The graph highlights four key benefits: house rent, festival bonus, provident fund, and health insurance.

A review of the data shows that Bangladesh University provides only one of these four benefits consistently—festival bonus—while many competitor institutions offer a minimum of three, and some provide the full four-benefit package. Universities such as SMUCT, Eastern University, Daffodil International University, World University, UAP, ULAB, and Primeasia offer the full set of benefits, setting a clear benchmark for faculty welfare. Even moderately positioned institutions like State, BGMEA, UITS, and BUBT still provide at least two or three benefits, ensuring essential support mechanisms for their academic workforce.



In contrast, the absence of house rent, provident fund, and health insurance at Bangladesh University places its faculty and staff in a comparatively disadvantaged financial and social position. This discrepancy weakens the institution’s competitiveness in attracting and retaining talent. In an environment where academic professionals increasingly prioritize job security, long-term financial stability, and healthcare assurance, Bangladesh University’s limited benefits structure signals a significant institutional vulnerability.

Ultimately, the benefits graph positions Bangladesh University at or near the bottom among comparable institutions. This gap reinforces the need for revised HR financial planning and the gradual introduction of at least two additional benefits to stay competitive in the private higher-education market.

3.19 Interpretation of “Other Fees Except Tuition Fees” Across Departments (BBA, CSE, English, Law, Architecture)

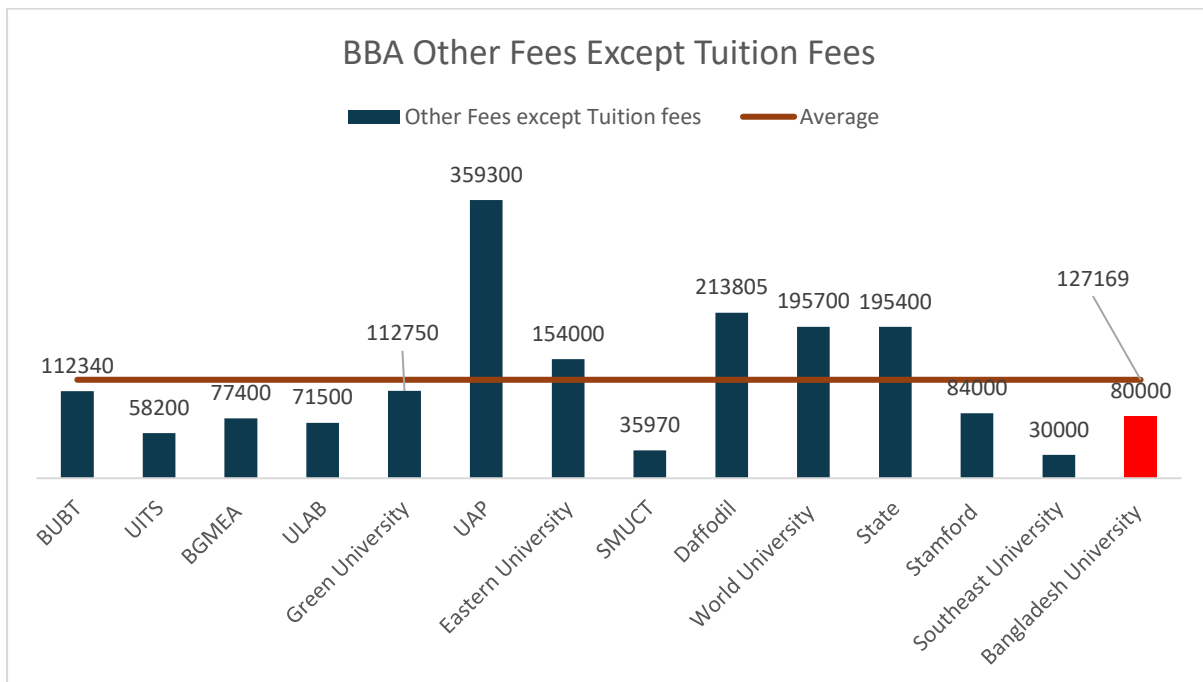
Across all four departmental comparisons—BBA, CSE, English, and Law—the pattern is consistent and unmistakable: Bangladesh University charges one of the lowest levels of “Other Fees” among all surveyed universities. These other fees include admission charges, semester fees, lab fees, library fees, activity fees, examination charges, studio/lab expenses (where applicable), and miscellaneous institutional fees. Because these costs accumulate over the duration of a 4-year program, they significantly influence the total cost of attendance and are an important indicator of institutional affordability.

3.20 BBA Other Fees: Bangladesh University Significantly Below Market Average

The graph compares the “Other Fees Except Tuition Fees” charged by different universities for their BBA programs. These fees include admission charges, semester fees, activity fees, lab/library charges, exam fees, and all non-tuition academic costs. The orange line represents the average level of these additional fees across the universities.

A clear pattern emerges: several universities charge very high additional fees, significantly above the sector average. Institutions such as UAP (359,300 BDT), Daffodil (213,805 BDT), World University (195,700 BDT), and State University (195,400 BDT) impose substantial extra costs on their BBA students. Even mid-range universities like BUBT, UITS, and ULAB charge between 70,000–112,000 BDT in non-tuition fees.

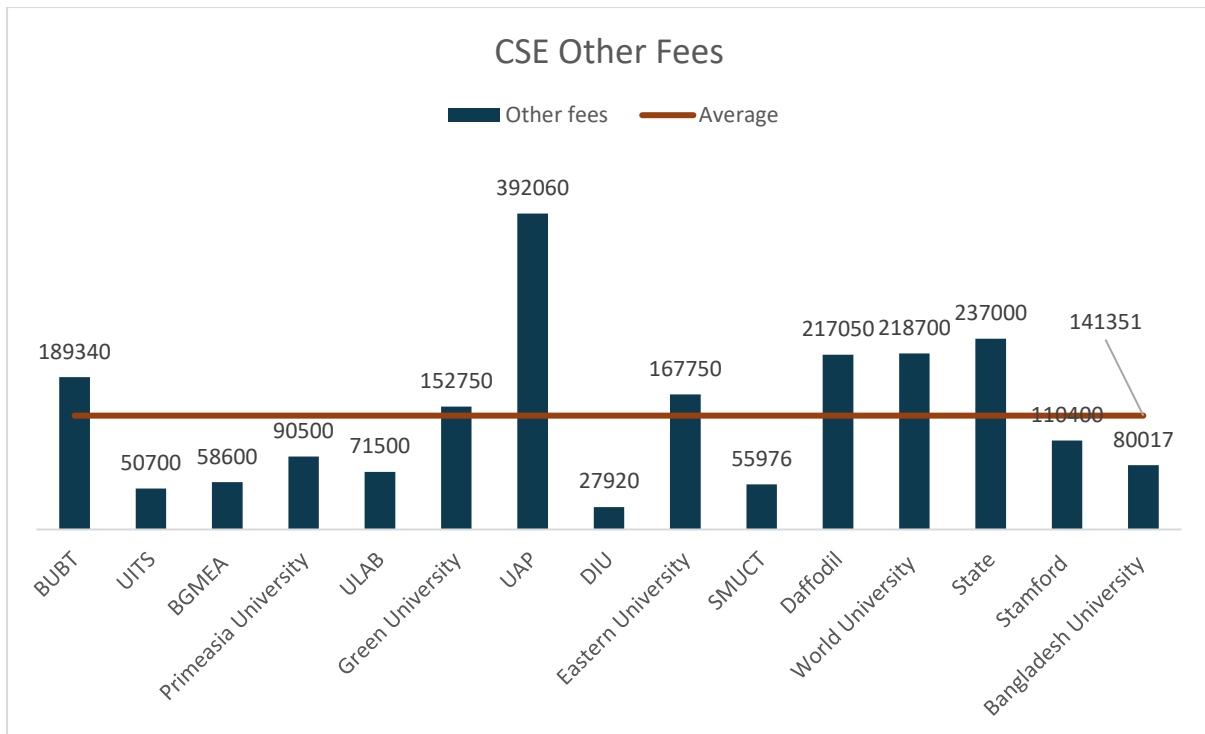
In contrast, Bangladesh University charges only 80,000 BDT, placing it far below the sector average and making it one of the most affordable institutions in the comparison group. Only a few universities, such as Southeast University (30,000 BDT) and SMUCT (35,970 BDT), charge lower fees than BU.



Overall, the graph shows that Bangladesh University maintains a **low-cost model** in its BBA program when compared to most competitors. This affordability can benefit students but also limits revenue generation, which can impact the university’s ability to expand facilities, improve salaries, and strengthen academic quality.

3.21 CSE Other Fees: Bangladesh University Again Among the Lowest

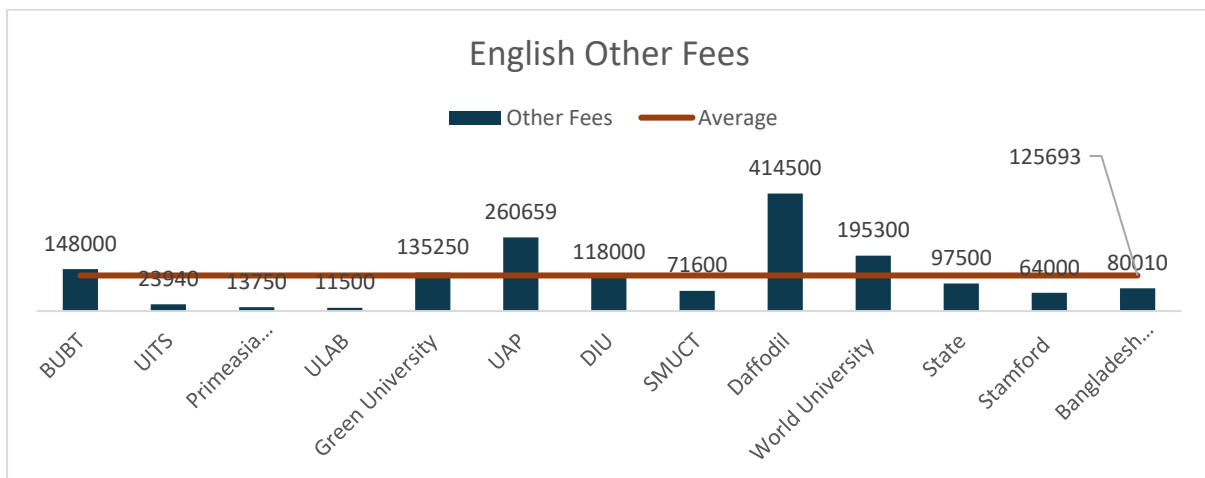
The same pattern appears in CSE, where other fee levels at several universities—particularly UAP (392,060), Daffodil (217,050), World University (218,700), and Primeasia (90,500)—are notably high. In comparison, Bangladesh University charges only 80,017 taka in total additional fees.



Given that CSE programs typically include lab work, software licensing, equipment use, and specialized facilities, the difference is meaningful. Bangladesh University is operating with significantly lower add-on charges than the sector average, reinforcing its identity as a low-fee institution.

3.22 English Other Fees: Bangladesh University Among the Three Lowest

In English programs, some universities impose surprisingly large additional costs—such as Daffodil (414,500) and UAP (260,659)—even though English is a relatively low-resource department compared to engineering or architecture. Bangladesh University, however, maintains only 80,010 taka in other fees, making it one of the most affordable options despite competing institutions charging up to five times more.



This reinforces the broader conclusion that Bangladesh University consistently reduces extra cost burdens on students regardless of department.

3.23 Law Other Fees: Bangladesh University Maintains a Lower-Cost Profile

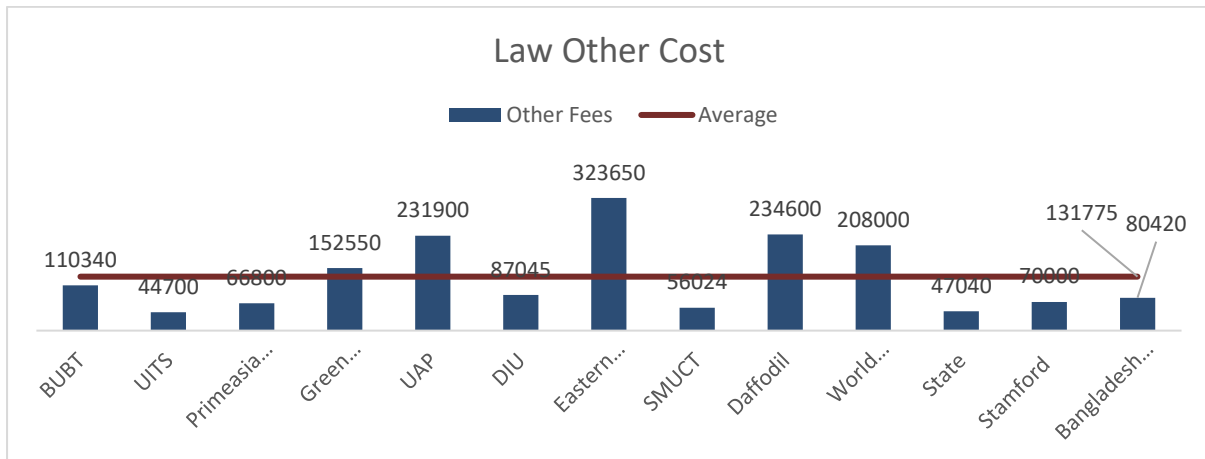
In the Law department, several institutions again report additional cost levels well above Bangladesh University. For example:

Eastern University: 323,650

Daffodil: 234,600

World University: 208,000

Green University: 152,550

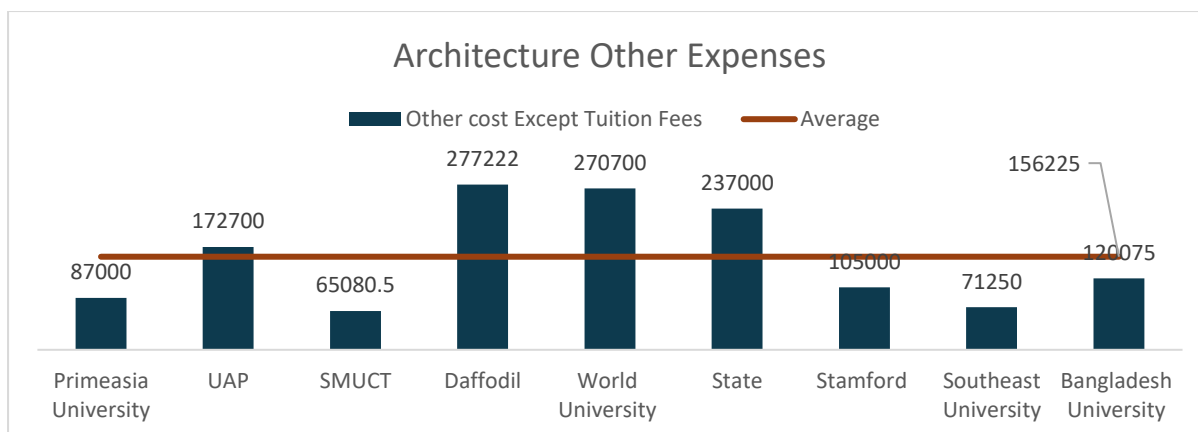


Against this backdrop, Bangladesh University charges only 89,120 taka, which is substantially below the line of average fees. This continues the trend of Bangladesh University maintaining one of the most modest additional-fee structures among all comparator universities.

3.24 Architecture Other Expenses: Position of Bangladesh University

The analysis of “Other Expenses Except Tuition Fees” in the Architecture department continues the same pattern observed in BBA, CSE, English, and Law. Several competing institutions impose substantially higher additional costs for Architecture programs, driven largely by studio materials, lab equipment, site-visit charges, drafting tools, and project submission expenses. In this context, Bangladesh University demonstrates a comparatively moderate and student-friendly fee structure.

Institutions such as Daffodil (277,222 taka), World University (270,700 taka), and State University (237,000 taka) show exceptionally high other-fee burdens, far exceeding the sector average. Even UAP, another major competitor with strong demand in Architecture, charges 172,700 taka, well above Bangladesh University’s level. These institutions collectively contribute to a higher market average for additional Architecture fees.



In contrast, Bangladesh University charges only 120,075 taka, which is noticeably below the average line illustrated in the graph. While it is not the absolute lowest—SMUCT (65,080 taka), Southeast University (71,250 taka), and Primeasia (87,000 taka) appear lower—Bangladesh University is still situated firmly within the low-cost tier. It does not impose the heavy additional charges characteristic of most high-demand Architecture schools in Dhaka. This moderate fee level underscores Bangladesh University’s consistent strategic positioning: keeping overall education costs manageable for students while competitors increasingly rely on non-tuition revenues.

When all departments are viewed collectively—including BBA, CSE, English, Law, and now Architecture—the cumulative picture becomes even clearer: Bangladesh University systematically charges among the lowest “other fees” in the competitive landscape, making it one of the most affordable institutions across all major programs. This contributes positively to student accessibility but simultaneously constrains institutional earnings—an issue already reflected in the university’s low salary structure and limited ability to offer competitive staff benefits.

4.0 Recommendations for Increasing Income and Improving Quality

To move towards financial sustainability while protecting—and ultimately enhancing—academic quality, a phased and data-driven reform package is required. The following recommended directions are aligned with the evidence presented in the report.

4.1 Rationalise the Waiver Policy and Link It to a Revenue Plan

The single most impactful reform is a structured revision of the waiver system. Bangladesh University should move away from blanket or near-universal waivers (such as 100% coverage in CSE) and instead adopt a tiered model anchored in both merit and need. Waiver coverage should be capped at a clearly defined proportion of incoming students in each department, with separate quotas for full and partial waivers. GPA thresholds and percentages should be brought closer to sector norms so that BU no longer exceeds competitors by 10–20 percentage points in every grade band. A transition plan over three to four admission cycles can gradually reduce waiver intensity while protecting currently enrolled students under existing commitments. All savings generated from waiver rationalisation should be ring-

fenced for faculty salary enhancement, facility development and student-support staffing, so that stakeholders can see a direct link between reduced concessions and improved academic quality.

4.2 Adjust Fee Structures Strategically, Not Uniformly

The analysis shows that BU is already moderately priced or below average in many programs, particularly in English and Law, and charges very low “other fees” across all departments. A uniform fee increase is neither necessary nor advisable. Instead, the university can introduce targeted, modest adjustments in areas where fees are clearly below market benchmarks and where program costs are structurally higher—such as CSE and Architecture labs or studio-based courses—while maintaining affordability in flagship access programs. Carefully designed lab, technology or studio development fees, transparently communicated and earmarked for specific facility upgrades, can increase income without undermining BU’s affordability narrative. At the same time, non-tuition fees can be rationalised to a slightly higher but still competitive level, so that Bangladesh University is no longer an extreme outlier at the bottom of the “other fees” scale.

4.3 Reform Faculty Compensation and Benefits in a Phased Manner

Improving educational quality is impossible without addressing the salary and benefits gap. Using resources released from waiver and fee reforms, Bangladesh University should implement a multi-year salary correction plan. The goal should be to move BU from the bottom of the market towards at least the median salary level for each rank across Business, CSE, English, Law and Architecture. Initial priority should be given to CSE, Business and Architecture, where external job markets are strongest and the risk of faculty attrition is highest. In parallel, the university should gradually introduce additional benefits—beginning with provident fund and health insurance—so that BU can present a competitive overall employment package. These improvements will assist in retaining existing faculty, attracting more qualified candidates, and enhancing research and academic leadership capacity.

4.4 Strengthen Student Support and Well-Being Services

The absence of dedicated advisors, career counselors, mental-health professionals and research mentors is one of the most serious institutional weaknesses uncovered by the study. As revenue stabilises, the university should establish small but properly staffed units in each of these areas. Initially, a central Academic Advising & Career Center can be created, staffed by a limited number of trained professionals serving multiple departments. A basic psychological counseling service, even with one or two full-time professionals, will immediately improve student well-being, retention and campus climate. Over time, department-level research mentoring coordinators can be appointed to support theses, projects and conference participation. These investments directly raise the value proposition of a BU degree and align the university with modern expectations of holistic student support.

4.5 Invest Selectively in Physical and Co-Curricular Facilities

Bangladesh University lags behind several competitors in playgrounds, indoor games, club rooms and other co-curricular facilities. Rather than attempting to match every competitor immediately, BU can pursue prioritised improvements that have high visibility and high student impact—such as upgrading the library environment, establishing at least one multi-purpose indoor activity zone, and formalising club spaces that support debating, cultural activities, entrepreneurship and technology clubs. These relatively modest investments significantly enhance campus experience, strengthen student engagement and improve the institution’s competitive image without requiring large-scale capital expenditure.

4.6 Pursue Revenue Diversification Beyond Undergraduate Tuition

To relieve pressure on undergraduate fee policy, the university should gradually diversify income streams. Potential avenues include carefully designed professional master’s programs in Business and CSE, executive education and short courses for industry, specialised certificate programs in areas such as fintech, data analytics, legal practice skills and architectural design software, and consultancy or research services delivered through departmental units. Alumni engagement and fundraising can be structured more systematically, with specific campaigns for lab development or scholarship endowments. Such diversification reduces dependence on heavily discounted undergraduate tuition and creates space for reinvestment in quality.

4.7 Strengthen Governance, Data Monitoring and Communication

Finally, successful implementation will require strong governance and transparent communication. A high-level Financial and Academic Sustainability Taskforce, reporting to the Board of Trustees, can be mandated to oversee waiver reforms, salary adjustments and facility investments. Regular monitoring of key indicators—net revenue per student, faculty turnover, student satisfaction, graduate employment, and accreditation progress—should guide decision-making. At the same time, students, faculty and guardians must be clearly informed that any rationalisation of waivers or modest fee adjustments are being directly reinvested to improve salaries, facilities and support services. This narrative of “shared sacrifice for shared quality improvement” is essential for building trust and ensuring smooth policy transitions.

Through these coordinated actions—tightening waiver policy, modestly recalibrating fees, lifting faculty compensation, establishing core support services, enhancing facilities and diversifying income—Bangladesh University can move from a low-cost, under-resourced model towards a more balanced, high-quality institutional profile. The evidence in this report strongly suggests that such reforms are both necessary and achievable, and that timely action will significantly strengthen the university’s academic reputation, financial resilience and long-term competitiveness in Bangladesh’s private higher-education sector.

5.0 Conclusion

The comparative analysis clearly shows that Bangladesh University operates in the core competitive cluster of mid-generation private universities in Dhaka. Its establishment year, program mix and student volume place it alongside institutions such as BUBT, UITS, UAP, Stamford, Primeasia, Green University, SMUCT and DIU. Within this peer group, Bangladesh University has adopted a distinctly student-friendly financial model: tuition is generally moderate, “other fees” are among the lowest in the market across Business, CSE, English, Law and Architecture, and waiver policies—particularly in CSE and Business—are significantly more generous than sector norms. As a result, BU is perceived as an affordable institution, and its total enrollment sits slightly above the adjusted average of comparable universities.

However, the same financial model has created a structural imbalance between income and expenditure. Because tuition and non-tuition fees are kept low while waivers are unusually high (in CSE, 100% of students receive waivers and GPA-based percentages exceed sector averages by 10–20 percentage points), the university’s effective revenue per student is far below that of competitors. This directly translates into the lowest salary levels and per-credit payments across almost all academic ranks and departments. Bangladesh University consistently pays below the market average for Lecturers, Assistant Professors, Associate Professors and Professors in Business, CSE, English, Law and Architecture. Staff benefits are also weaker: where many universities offer three or four major benefits (house rent, provident fund, festival bonus and health insurance), BU typically offers only one. At the same time, student-facing infrastructure and services—such as playgrounds, indoor game zones, club rooms, mental-health support, academic advising, career counseling and research mentoring—are under-developed or completely absent compared with the verified practices of peer universities.

Taken together, the data portray an institution that is highly generous to students in pricing and waivers but structurally under-resourced in faculty compensation, benefits, student services and facilities. Bangladesh University is therefore competitively placed in terms of access and affordability, but is strategically weak in income generation, academic workforce stability, service depth and long-term sustainability. Without policy correction, this model will continue to constrain educational quality, limit the university’s ability to attract and retain strong faculty, and gradually erode its position in an increasingly quality-conscious private higher-education market.

At a Glance Section

This section explains how variables interact and which strategic levers must be activated to improve institutional outcomes as per the research.

For BU, the report highlights five major groups of variables:

1. Income-Related Variables
2. Academic Quality Variables
3. Student Experience (Service Quality) Variables
4. Human Resource Variables
5. Institutional Competitiveness Variables

The framework below links these variables in a cause–effect chain that shows why BU is underperforming and which changes will produce measurable improvement.

1. INPUT VARIABLES (Current Conditions of BU)

1.1 Low Revenue Per Student

- Highest waiver coverage (up to **100%** in CSE).
- Waiver percentages **10–20% above** sector norms.
- “Other fees” are among the **lowest** in all departments.

Theoretical implication:

→ High waiver + low fees = structural revenue deficit.
→ Revenue deficit reduces the ability to invest in quality.

1.2 Underinvestment in Faculty

- Lowest salaries across almost all positions and departments.
- Lowest per-credit payments (e.g., CSE lecturer: **BDT 2,056**, competitors pay **BDT 3,300–5,000+**).
- No provident fund, no health insurance, no house rent allowance.

Theoretical implication:

→ Low pay → Low benefits → low academic quality → low faculty retention → inability to attract high-quality faculty members.

1.3 Insufficient Student Support Structures (Dedicated Manpower with different skill sets and payment structure)

- No career counseling and Placement.
- No psychological support.
- No research mentoring units.

Theoretical implication:

→ Student success, retention, satisfaction, and employability are directly harmed.
→ Overall student perception based on weak student support services lead to reduced BU's perceived value.

1.4 Facility & Campus Experience Gaps

- Inadequate playground, club rooms, indoor games, student idea spaces.
- Library and common facilities lag behind competitors.

Theoretical implication:

→ Campus experience reduces student attraction and retention.
→ Modern private university competition is “multidimensional experience-driven,” not only “academic-driven.”

1.5 Weak Staff fringe Benefits and HR Practices

- Competitors offer 3–4 benefits; BU offers only 1.
- HR package unattractive compared to market.

Theoretical implication:

→ HR structure fails to support long-term institutional development.
→ Prevents creation of stable, experienced academic units.

2. MEDIATING VARIABLES (Internal Mechanisms That Translate Inputs to Outcomes)

These are the internal university processes affected by revenue, HR, and infrastructure.

2.1 Faculty Quality & Stability

- Low salary → repeated turnover.

- No research incentives → No Faculty Development → low publication and weak academic profile.

2.2 Student Learning Quality

- High Faculty shortage and turnover weaken teaching effectiveness.
- Lack of advising and mentoring reduces academic progression.

2.3 Student Engagement & Satisfaction

- Poor campus experience decreases student involvement.
- Absence of wellness or counseling harms student mental health and retention.
- Increases Aggressiveness and Violence

2.4 Institutional Reputation

- Weak faculty strength + weak student support services + limited facilities → reduced perceived brand image.

3. OUTPUT VARIABLES (What BU Achieves As a Result)

3.1 Moderate Enrollment but Low Market Strength

- Total students ~3,800 (moderate), but:
- BU does not grow like competitors.

3.2 Weak Academic Competitiveness

- Limited research output.
- Students perceive better academic environment elsewhere.

3.3 Weak Graduate Outcomes

- No career services → weaker job placement.
- Weak alumni network formation → Weak Employability

3.4 Financial Strain

- High waiver + low salary → unsustainable model.

4. DESIRED OUTCOMES (Where BU Must Go)

BU must move toward:

- **Better revenue per student**
- **Competitive faculty compensation**
- **Strong student support ecosystem**
- **Modern, vibrant campus facilities**
- **Improved student satisfaction & BU brand image**

- **Balanced financial sustainability**

5. TRANSFORMATIONAL CHANGE VARIABLES (What BU Must Change)

Below are the **critical levers**, structured as theoretical variables BU must modify:

5.1 Revenue Optimization Variable

- Reform waiver policy (reduce 100% coverage, align percentages with sector).
- Introduce credit wise tuition policy
- Increase some fees modestly (lab, studio, technology fees).
- Increase “other fees” slightly to sector median.

Expected effect:

Revenue ↑ → Salary ↑ → Faculty quality ↑ → Student satisfaction ↑ → Institutional reputation ↑ → Perceived BU Brand Image ↑

5.2 Human Capital Enhancement Variable

- Discriminate/Increase salary for particular departments based on market standard.
- Introduce provident fund & gratuity + health insurance.
- Prioritize CSE, Business, Architecture, Law due to market demand.

Expected effect:

Better faculty recruitment → stronger student outcomes

5.3 Academic Support System Variable

→ Create:

- Academic Advising Center
- Career Development Center
- Psychological Counseling Unit
- Students’ Research Mentoring Structure

Expected effect:

Improved retention, employability, graduation rates → Higher market appeal

5.4 Campus Experience Development Variable

→ Improve/ increase:

- Library space

- Indoor games
- Club rooms
- Student recreation space
- Canteen
- Co-curricular hubs

Expected effect:

Higher student engagement → Strong competitive advantage → More admissions

Comparative Summary Table

Analytical Dimension	Bangladesh University (BU)	Competitor Universities (Summary)	BU Position (Status)
Establishment Year	2001	Most peers: 1995–2005	Similar generation; fair comparison
Total Students	~3,800	Most peers: 2,500–4,000; outlier DIU = 26,000	Close to peer average; moderate scale
Student–Teacher Ratio	31:1	Good universities: 25–40:1; weaker: 50–70:1	Mid-level; manageable but faculty count low
Physical Facilities (Library, Playground, Clubs, Games, Canteen)	Basic; several gaps	Many peers—Daffodil, UAP, Eastern, World—offer stronger, modern facilities	Below average
Student Support Units (Advising, Career, Counseling, Research Mentoring)	0 dedicated staff in all categories	Most competitors have 2–9 staff in each category	Lowest; critical weakness
Business Program – Credit Fee & Total Cost	Moderate credit fee; moderate total cost	Several universities higher (UAP, ULAB, Daffodil); some lower (Primeasia, SMUCT)	Competitive pricing
Business Program – Waivers	Very high , generous at all GPA bands	Typical sector: 100% students receive waivers	Overly generous; revenue loss
Business Faculty Salary & Per-Credit Pay	Lowest across Lecturer–Professor ranks	Competitors pay 20–60% higher; per credit often 2×–7× higher	Very low; unsustainable
CSE Program – Credit Fee & Total Cost	Slightly above average; total cost moderate	Premium players higher (DIU, ULAB); low-cost segments cheaper (SMUCT, Primeasia)	Middle-tier pricing
CSE Waiver Policy	100% students receive waivers; highest in sector	Sector norm: 15–40%	Extreme outlier; financially harmful
CSE Salaries (Monthly & Per Credit)	Lecturer salary 34k; per credit 2,056 (lowest)	Competitors: 3,300–5,000 per credit; monthly 45–60k+	Lowest in the market
English Program – Fees	Slightly below average fee; total cost low	Several institutions charge 2×–5× higher	Strong affordability advantage
English Faculty Salary	Lower than average	Competitors	Below average but

Analytical Dimension	Bangladesh University (BU)	Competitor Universities (Summary)	BU Position (Status)
Law Program – Fees	Below average	moderately higher Many institutions significantly higher	less severe Good competitive pricing
Law Faculty Salary	Below average	Many competitors higher	Weak competitiveness
Architecture – Credit Fee	Slightly above average	Premium: UAP, Daffodil much higher	Competitive mid-range
Architecture – Total Cost & Other Fees	Below average; low other fees	Some higher (UAP, Daffodil), some lower	Balanced but revenue-limited
Other Fees (All Departments)	Among the lowest in BBA, CSE, English, Law, Architecture	Many competitors charge 2×–4× higher	Very low; limits revenue
Benefits (House Rent, Festival Bonus, PF, Health Insurance)	Only 1 benefit provided	Many universities offer 3–4 benefits	Bottom of market
Salary Market Position (All Departments)	Lowest overall	Mid-tier to high-tier competitors pay far more	Severe underinvestment
Campus Experience / Student Life	Weak	Competitors run clubs, activity zones, strong student engagement	Underdeveloped
Financial Sustainability	Weak due to waivers + low fees + low salary	Competitors balance income with controlled waivers	Unsustainable model
Brand & Market Reputation	Moderate; affordability-based reputation	Competitors gaining edge with quality + facilities + support	At risk
Overall Competitiveness	Strong pricing; weak infrastructure & HR	Balanced mix of pricing + quality	Unbalanced strategy

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