

INTERNSHIP REPORT
On

**“Students Feedback and effectiveness about Professional
Skill Development Program”**

Of

Career Services Office, BRAC University





INTERNSHIP REPORT ON

“Students Feedback and effectiveness about Professional Skill Development Program” of BRAC University Career Services Office

An Internship Report Presented to the Faculty of Business Administration in Partial Fulfillment of the Requirements for the Degree of Bachelor of Business Administration

Supervised To

Tanvi Newaz

Lecturer

BRAC Business School

BRAC University

Prepared By

Reachel Jeana Gomes

ID-09304095

Program: BBA

Department: BRAC Business School

Major: Human Resource Management

BRAC University

Date of Submission: 10 March, 2014

Letter of Transmittal

To,
Tanvi Newaz
Lecturer
BRAC Business School
BRAC University,
66 Mohakhali, Dhaka

Subject: Submission of the Internship report on “**Students Feedback and effectiveness about Professional Skill Development Program**” of BRAC University Career Services Office.

Dear Sir,

I am submitting my internship report based on a research completed titled “**Students Feedback about Professional Skill Development Program of BRAC University Career Services Office**” as a partial requirement of internship program under BBA curriculum.

I would like to thank you for granting me to do my report on the topic of my project, for which I was assigned in Career Services Office of BRAC University. I would like to thank you for assigning this report as it provided me with the opportunity to venture into the real life scenario and to broaden the perspective of my understanding on how syndication is arranged and all the work that goes into it.

I am very grateful to you for assigning such an important area of BRAC University and your kind and generous guidance to make the report successful.

Sincerely Yours

Reachel Jeana Gomes
ID-09304095
Program: BBA
Department: BRAC Business School
Major: Human Resource Management
BRAC University

Certificate of Approval

This is certify that the internship report Titled “**Students Feedback about Professional Skill Development Program of BRAC University Career Services Office**” is the bona fide record as the report is done by Reachel Jeana Gomes, ID No.: 09304095, as a partial fulfillment of the requirement of B.B.A. degree from BRAC University.

The report has been prepared under my guidance and is a record of the bona fide work carried out successfully.

.....

Tanvi Newaz
Lecturer
BRAC Business School
BRAC University

ACKNOWLEDGEMENT

First of all, I would like to thank our honorable academic supervisor Mr. Tanvi Newaz, Lecturer, BRAC Business School, BRAC University. I am thankful to him for his continuous support and supervision, suggestions and providing me with valuable information that was very much needed for the completion of this report.

Then, I express my honest gratitude to my on site supervisor Mr. Khan A.N. Murshid Director of Career Services Office and Joint Registrar of BRAC University, who has extended whole-hearted co-operation for preparing the report. Mr. Kazi Shahnoor Kabir Executive the CSO, Ms. Shanzida Shahab Uddin Executive the CSO, Ms. Rakshinda Huq Career Services Officer the CSO and Ms. Zinat Fatema Asst. Career Services Officer were friendly and willingly.

Finally I am grateful to my family, friends, classmates and colleagues who helped me whenever I needed. Without their help this report might not been a comprehensive one.

The successful accomplishment of this Internship Report is the outcome of the contribution and involvement of a number of people, especially those who took the time to share their thoughtful guidance and suggestions to improve the report .It is difficult for me to talk about all of those people who have contributed something to this report. There are some special people who cannot go without mention.

EXECUTIVE SUMMARY

There are some major goals of the study was to find the effectiveness of Professional Skill Development Program and to know students feedback about this program. These topics were explored by means of a quantitative longitudinal study of a sample of PSDP students of BRAC University. A longitudinal study is a correlation research study that involves frequent interpretation of the same variables over long periods of time. Longitudinal data were collected from 100 students of PSDP course of BRAC Universities. These students were followed up during the fall-13 semester; and all of them were undergraduate students of different departments of BRAC University.

The foreword emphasizes the importance of PSDP course generally and, more particularly, the importance of focusing on students as the centre of that activity. Student needs through an effective Professional Skill Development program is central to the development of successful job world. Moreover, PSDP guides on focusing on development of appropriate, high-impact student services, and comprise the 'road map' that is followed in developing and providing the critical services and program necessary to enhance student learning outcomes and ensure student success. Entrance into the profession will more and more require grounding and training adequate with the duties to be performed.

TABLE OF CONTENTS

Sl:	Particulars	Page no:
1.	Letter of Transmittal	i
2.	Certificate of Approval	ii
3.	Acknowledgment	iii
4.	Executive Summary	iv
	Chapter 1-Introduction	1
5.	Organizational Overview	2
6.	Departmental Overview	5
	Chapter 2-Methodology	10
7.	Background of the Report	11
8.	My Job Description	11
9.	Data Collection	13
10.	Sample size	13
11.	Population size	14
12.	Frequency Distribution	16

13.	Cross tabulation	32
	Chapter 4- Findings & Recommendation	42
14.	Findings	43
15.	Recommendation	44
	Chapter 5- Conclusion & Appendix	45
16.	Conclusion	47
17.	Appendix	49

CHAPTER-1
INTRODUCTION

ORGANIZATIONAL OVERVIEW

BRAC was born in Bangladesh and 10 other countries around the world – a global leader in creating opportunity for the world's underprivileged. BRAC has today grown into one of the largest non-government development organizations (NGO) in the world. It works in a number of closely related areas such as poverty alleviation, rural health care and non-formal education among many others to bring about socio-economic changes for a large number of BRAC people, mostly women and children, whose lives are dominated by extreme poverty, illiteracy, disease and malnutrition. BRAC continually revisits its approaches to ensure its effectiveness as a catalyst for change. BRAC recognizes that development strategies, information technology and effective management can play significant roles in modernizing Bangladesh and in securing meaningful jobs for the Bangladeshi workforce at home and abroad. In line with BRAC's continued support to education as a force of change and development, BRAC University was established in February 2001 by BRAC. BRAC University has been established to provide a high quality of education to meet the demands of the modern age. BRAC University is 'not for profit' institution accredited by the University Grants Commission (UGC) and approved by the Ministry of Education, Government of Bangladesh.

MISSION

The mission of the BRAC University is to foster the national development process through the creation of a centre of excellence in higher education that is responsive to society's needs and able to develop creative leaders and actively contributes to learning and creation of knowledge.

GOAL

The goal of the university is to provide an excellent broad based education with a focus on professional development for students, in order to equip them with the knowledge and skill necessary for leading the country in its quest for development. Along with this, the university provides an environment for faculty development in order to ensure a dynamic teaching environment. Faculty will be provided with an environment in which they can further their

teaching skills and contribute to the creation of new knowledge by developing and using their research skills.

SCOPE

BRAC University provides instruction and confers degrees in various branches of the Humanities, Social Science and Science and Technology. In addition the university offers diploma and certificate program in various professional courses.

At present, the university offers following undergraduate degrees: Bachelor of Architecture (B. ARCH), Bachelor of Business Administration (BBA), Bachelor of Science (BS) in Computer Science and Engineering (CSE), Bachelor of Science (BS) in Computer Science (CS), Bachelor of Science (BS) in Electronics & Communication Engineering (ECE), Bachelor of Science (BS) in Electrical and Electronic Engineering, Bachelor of Science (BS) in Physics, Bachelor of Science (BS) in Applied Physics and Electronics, Bachelor of Laws (LL.B Hons), Bachelor of Social Science (BSS) in Economics, Bachelor of Arts (BA) in English, Bachelor of Pharmacy (Hons), Bachelor of Science (BS) in Microbiology and Bachelor of Science (BS) in Biotechnology.

The University offers following postgraduate degrees: Master of Business Administration (MBA), Executive MBA, Master of Development Studies (MDS), Masters in Development Management and Practice (MDMP), Master of Bank Management (MBM), Master of Science in Biotechnology, Master of Disaster Management (MDM), Master of Arts (MA) in English, Master of Science in Applied Economics (MSAE), Master of Arts in Governance and Development (MAGD), Master of Public Health (MPH), Master of Education (MEd) and MS in Early Childhood Development (MSECD).

BRAC University also offers Post Graduate Diplomas in Disaster Management, Development Studies and Certificate courses in Disaster Management, ICT and Development, Social Communication, CISCO Certified Network Associate (CCNA), English Proficiency and Development, and IELTS (Preparatory). As the university grows and as its institutional capacity is built up, the University will offer programs in a large number of disciplines. BRAC University will provide instruction and confer degrees in all branches of Arts, Social Science and Science

including Medicine, Engineering, Architecture, Agriculture, etc. Degrees will be granted at the undergraduate, graduate and postgraduate (doctoral) levels. In addition, the University will offer Diploma programs on professional courses.

ORGANIZATIONAL STRUCTURE

The Board of Trustees is the highest policy-making body of BRACU. The syndicate is the executive body that exercises administrative Academic and supervisory control. The committees are: Academic council, Course committee, Audit committee, Committee on student affairs, committee on University Development, The Vice Chancellor is the Principal Academic and Executive officer of the University. He is Assist by the Pro Vice Chancellor in all matters. The treasurer supported by the Accounts Office, prepares and implements the financial policies. The academic wing of the university consists of dean and Chairperson of the departments, directors of schools and institute, faculty members and teaching assistant. The director of the teaching-learning centre is responsible for organizing training programs and guidance to faculty members in all professional issues. The director of students Affairs coordinates and supports all co-curricular activities. The Registrar along with the assistant registrars and officers is responsible for planning and implementation of the academic calendar, logistics and administration, human resource management, technological services and records. Finally CSO (Career Services Office) who involve with BRACU students Internships placement, PSDP program, Alumni etc.

DEPARTMENTAL OVERVIEW

Having begun its operation in 2004 the Career Services Office (CSO) is finally balanced to unite and expand its range of services for students, to ensure their best possible preparedness for the world of work.

Punctuated by periods of staffing instability the growth of the CSO and its crucial services to the students has been not consistent in the past, but since the beginning of 2013 the CSO has experienced a major alteration and is currently going through a process of replenishment.

All of our essential services are being reviewed, with a view to creating a sharp focus on developing the specific skill sets that are essential for students to excel in the job market. Furthermore, through the workshop and seminar sessions, organized as an essential part of the CSO 'offer', students are given a strategic understanding of the employment market and key issues that impact on it.

The proposed consolidation and expansion of the CSO will, it is hoped, boost the career services function of BRAC University to national prominence. Through intensive preparatory work on all aspects of resume writing, presentation and interview skills, coupled with one to one advising sessions (for every graduating student) and a range of other support services and career events, we are determined to develop the top functioning CSO in the country and one which compares favorably with the best CSOs globally.

The CSO prioritizes its links with employers who take on our students as interns every semester and often recruit among our students. We intend to formalize our relationship with employers and employer's networks to ensure a standardized approach to internships and employment, so that students' rights and responsibilities as interns/employees are formally agreed alongside the duties and responsibilities of employees.

Apart from dealing with four core issues:

- i) Students' development and the PSDP
- ii) Internship and other placement opportunities

- iii) Employment opportunities
- iv) Enhancing the Alumni Association

The CSO is deeply engaged in a range of related strategic activities, which are important for graduating students and the University as a whole. These include

- a) The Career Fair 2014 in conjunction with Prothom-alojobs
- b) Redesign of the BRACU website
- c) Improving academic-industry collaboration
- d) Promotion of 'English across BRAC University'
- e) Extending aspects of the Savar curriculum to the Mohakhali campus
- f) Coordinating international sponsorship opportunities

Initially run by 2-3 staff, the CSO now has a dedicated Director, four full-time and several part-time staff and a consultant. These numbers may increase in line with the department's continued expansion in the future.

Career Services Office (CSO) is a part of BRAC University where CSO provides different career base services for the students. The CSO at BRAC University is dedicated to catering for the progression needs of all students both under graduation and post graduation, in terms of their employability and future career prospects in home and abroad. CSO assists students to define their career goals and impress upon them the importance of nurturing themselves and taking responsibility for their own educational outcome, skill development and career choices. Our objective is to prepare graduates well for the world of work they are on the edge to enter. The CSO serves as a major resource to employers; organizing internships for business and non-business students, posting vacancies, forwarding CV's organizing networking session with employers leaders and working towards a common platform with employers and industry to seriously tackle the curse of graduate unemployment.

Mission:

The mission of CSO is to provide integrated range of high quality a career-focused service which meets the needs of graduating students most effectively. In order to achieve this outcome, CSO provides quality training, professional assistance and advice to graduating students.

CSO Services:

The core programs of the CSO consists of **a.** Career Counseling **b.** CV writing **c.** Interview skills **d.** the PSDP **e.** Mock interview sessions **f.** Career Clinics **g.** Individual Advising **h.** Internships **i.** Workshops and seminars and **j.** On-campus recruitment events.

Individual Advising:

Individual advising is introduced for the first time for the students in fall-13. This is basically for the final year students who are probably will go for internship in their next semester. Individual advising helps students to explore their strength, weak spot, interests and other skills. It also helps them to improve their CV's, their academic choice and assistance regarding their career. Moreover, students can also seek for their individual issues like if they want guidance for choosing their career path.

Professional skill Development Program:

The Professional skill Development Program (PSDP) is a unique non-credit course for the students. This course is also dedicated for the final year students to make them prepare for the actual professional world.

Arranging Internship and job Placement:

“Real world” experience is a new component in any career plan.CSO helps students in searching internships and networking opportunities which serves to refine career goals and gives confidence for the future.

The Internship Program is:

- Compulsory for BBA(4 credits)
- Compulsory for MBA(4 credits)
- Optional for English-Linguistic(3 credits)
- Compulsory for English-Media(3 credits)
- Optional for all other departments(non-credits)

Starting from registering for internship, sending CVs to organizations to getting evaluations from organizations and submitting grads, CSO deals the whole internship process with dynamism. Every semester CSO places around 100 students from BBA in different organizations for internship according to their preferred organization or industry.

Networking Session:

Networking session is conducted mainly for the students. It is actually building a bridge between students and the employer through different seminar, workshop etc. Through these sessions students came to know about different organizations their requirements and at the same time employers also can understand the interest of the students about their organizations. Each and every semester CSO conducted different seminars and workshops for the students.

MOC Interview:

In every semester CSO conduct MOC Interview for the students. About 20 to 25 different organization visits BRAC University to take interview of the PSDP students. And students also can gain the practical experience through these MOC Interviews. There are many students who are placed for job or internship in the spot of the MOC Interview. So MOC Interview helps students to get the job easily and also the employers to get the right candidate for their organization.

Job posting and CV reviewing:

After completing the internship, students also have the opportunities to get jobs through CSO. Because CSO sends potentials Student CV's to different organizations who requires fresher's from BRAC University.

Career Fair:

Every year CSO organizes the career fair/job fair for the students. In the career fair students can apply for different entry level jobs whichever the organizations offers. On the other hand, CSO is holding major career fair event on this upcoming 24th January 2014. The Goal of the career fair is to develop a long-term basis for serious 'industry-academia' cooperation. Dealing with the

serious problem of graduate unemployment requires strategic collusion between these two major stands of our national life.

Career Clinic:

There are few students who want an extra guidance for their CV writing, Interview skill and Job search, so the Career Clinic is placed for those students. Though in the PSDP classes these things are covered but some students need an extra supervision of their CV. And there are Individual advisor to help them to clear their queries.

Workshops & Seminars:

Different organizations like Unilever, Prothom-Alojos, Bangladesh Navy, and Teach for Bangladesh have come to visit BRAC University and conducted a workshop or a seminar for the students particularly for the PSDP Students. All these events are focused on professionalism.

CHAPTER-2
METHODOLOGY

I. BACKGROUND OF THE REPORT

The report is conducted in an orderly procedure starting from selection of the topic to final report preparation. The most important part was to discover and collect data; they were classified, analyzed, interpreted and presented in a methodical manner to find the essential points. The overall process of methodology followed in the report is explained further.

As I was appointed as an intern at Career Services Office and PSDP is one of the elements of CSO, so the reason behind choosing such topic is to find out the actual output of the PSDP course in BRAC University. And also measuring students' feedback and effectiveness about PSDP program. Because, Professional Skill Development is very important for every graduates. It helps them to cope up and handle every situation or they know the way to maintain the critical situation in the organization. The report will help me to find out the students feedback about such topic how they feel, and what are the benefits of such course in BRAC University.

My academic supervisor Mr. Tanvi Newaz, Lecturer of BRAC Business School assigned the topic of the report. The topic was assigned and methodically discussed so that, a well-organized internship reports can be set.

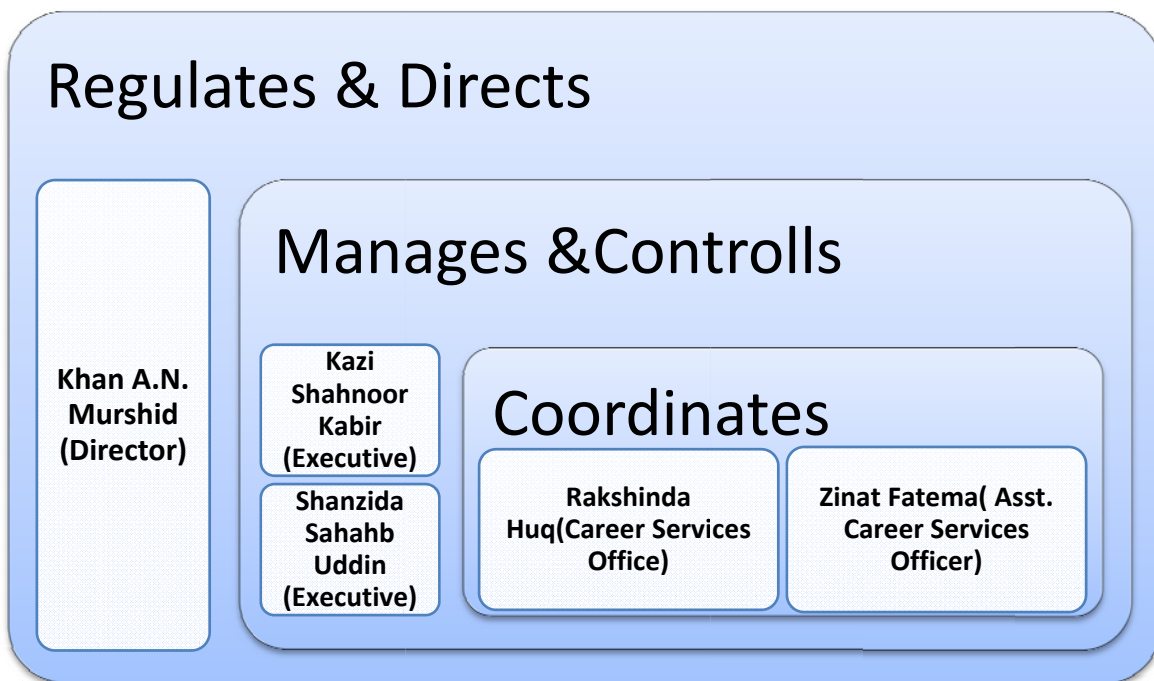
II. MY JOB DESCRIPTION

- Assist my supervisor about PSDP and Internship program.
- Working as a Teaching Assistant in the PSDP class.
- Provide information to the students about PSDP and Internship program.
- Providing students forwarding letter and keep all the records.
- Participate in the staff meeting every week, chairing (irregularly) the meeting and taking agendas & meeting minutes.
- Writing bulletin of every month for CSO.
- Maintain a relationship with all the PSDP and Internship students through phone call or email.
- Arranging seminars and workshop.
- Work upon National Career-Fair 2014.

- Contributed on writing the Annual-Report of CSO.

CSO staffs Hierarchy:

Although CSO is very small department consisting five permanent employees and three part-time staffs. The hierarchy is given below.



III. DATA COLLECTION

Without collecting the data of PSDP students this report can't be made. Because this report contains all the information related to the PSDP students. A set of questionnaire has been made to get the data from the students.

For exploratory part of the research, I have discussed elaborately with my honorable academic supervisor. It actually helped me to fix my research objectives and methodology, and also to visualize the track through the research should be conducted for correct and practical result. While collecting primary data I had a real hard time as because the current political instability the students were not to be found in the BRAC University campus. I only found few students to complete my survey.

Our whole report is mainly based on both primary and secondary information, based on which I designed a set of questionnaire to collect my required information. I have selected questionnaire survey as my research tool because Questionnaire design is a simpler and easier way to collect responses and conduct the survey. I found that this method was most effective and relatively cheaper as I only needed to print a copy and then make copies of it and then distribute them to the respondents. We directly approached the targeted samples. Respondents filled up the questionnaire by themselves.

IV. SAMPLE SIZE

I had a sample size of fifty (50) students with different age, race, department, credits earned. Actually my target was to take only the PSDP students of fall-13 as a respondent, who are relevant to the topic and who are suppose to respond on the topic or the questioner. So, before asking anyone to fill out the questioner I had and kind of good observation about the subject or the respondent. It really helped me to have an efficient survey and savings of time. Instead of sorting the questioner I had sorted the respondent as a result none of the filled out questioner I

found irrelevant. Still I know and believe that this sort of research requires a huge sample size, but because of various limitations I could not consider a huge sample.

As I know that sampling is a crucial part of any research, I tried to give proper emphasize on selecting the sample. Without a relevant and proper sample the whole research may head to a totally different direction. On the other hand I kept in mind that not only due to the proper sampling but also due to the proper response of the response the whole research may lead to a wrong conclusion.

V. POPULATION SIZE

My survey deals with the very few populations. Though I am taking all the PSDP students feedbacks, so my population size is also same as my sample size.

CHAPTER-3

ANALYSIS

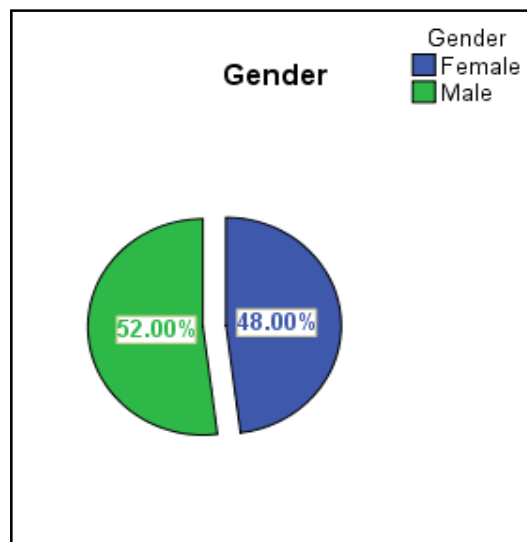
ANALYSIS

I have total four independent variables, Gender (male or female), Age, Credits earned and department. 50 individuals are randomly sampled from a PSDP course as part of a study of Feedback of PSDP course. A contingency table can be created to display the numbers of individuals who are male and female, range of age, there departments and there total credit earned. Such a contingency table is shown below.

FREQUENCY DISTRIBUTION

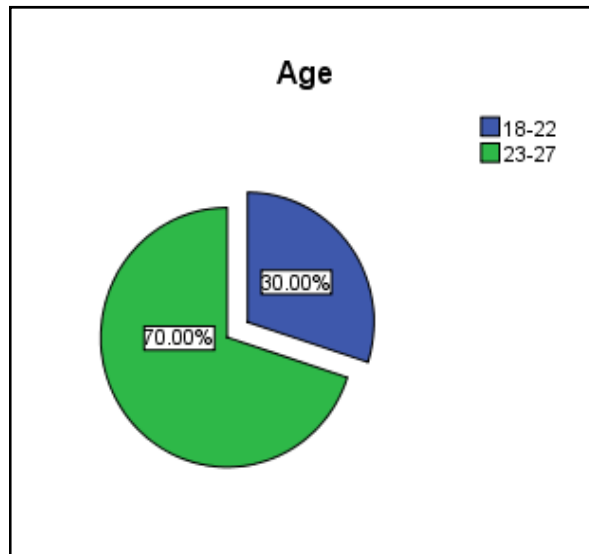
Frequency Distribution is one of the most common means of summarizing a set of data. This process begins with recording the number of time particular value of a variable occurs.

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	24	48.0	48.0	48.0
	Male	26	52.0	52.0	100.0
	Total	50	100.0	100.0	



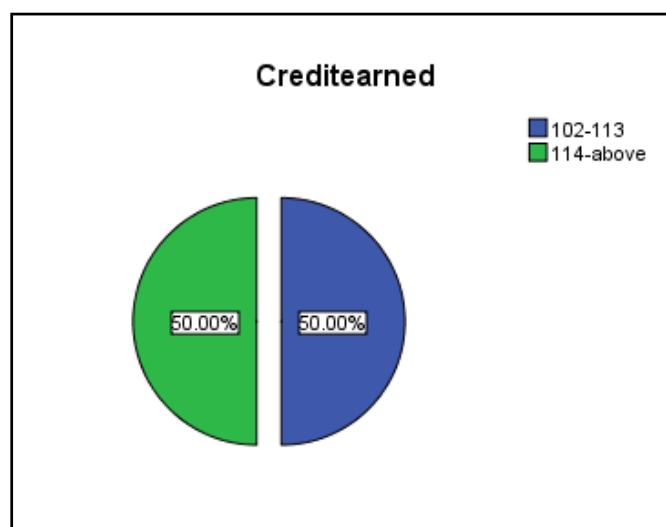
By looking at this frequency distribution table and chart we can see that out of 50 PSDP students surveyed, 24 of them are Female and 26 of them are male.

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-22	15	30.0	30.0	30.0
	23-27	35	70.0	70.0	100.0
	Total	50	100.0	100.0	



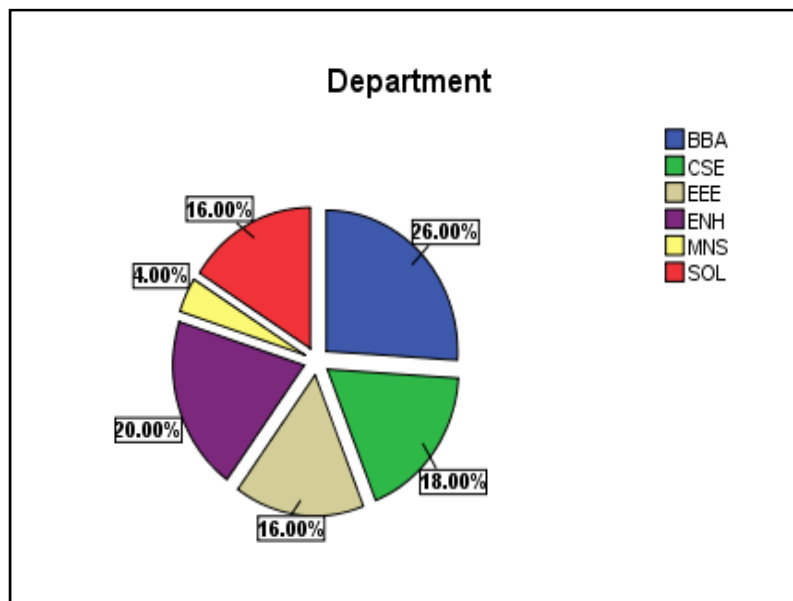
By looking at this frequency distribution table and chart we can see that out of 50 PSDP students surveyed, 15 of them are aged between 18-22 and 35 of them are aged between 23-27

Credit earned					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	102-113	25	50.0	50.0	50.0
	114-above	25	50.0	50.0	100.0
	Total	50	100.0	100.0	



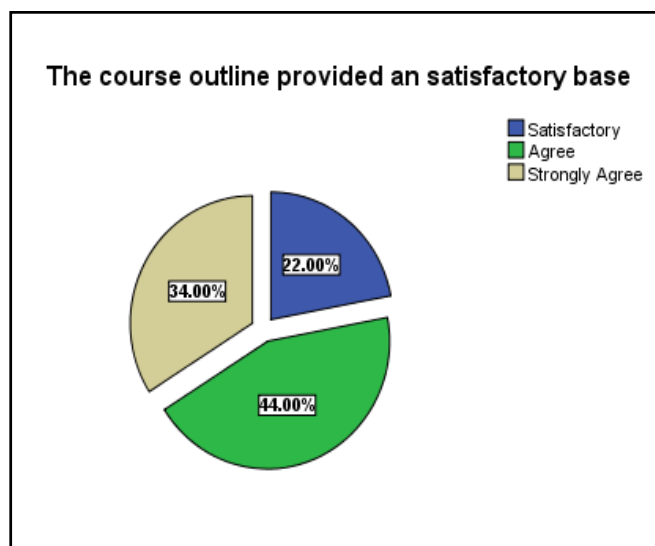
The table and chart allow us to see that the portion of credits earned between 102-113 is 25 students and 114-above is 25 students so it's equal in a number.

Department					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BBA	13	26.0	26.0	26.0
	CSE	9	18.0	18.0	44.0
	EEE	8	16.0	16.0	60.0
	ENH	10	20.0	20.0	80.0
	MNS	2	4.0	4.0	84.0
	SOL	8	16.0	16.0	100.0
	Total	50	100.0	100.0	



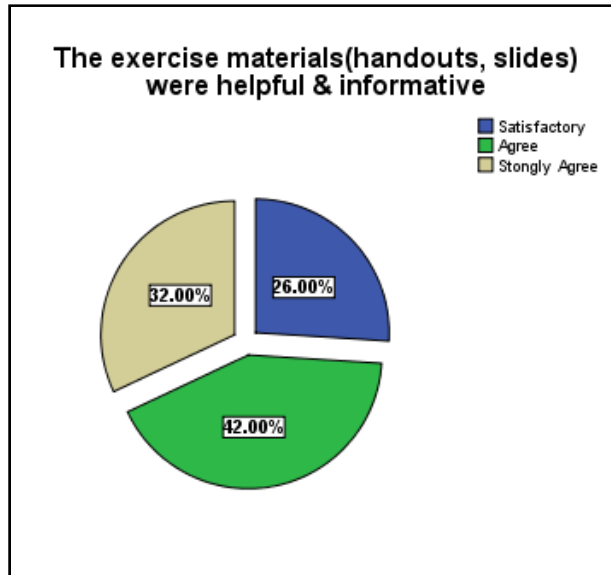
As we can see that there are total six departments from where students do does their PSDP course. Among these six departments, from BBA there are 13 students who are doing PSDP, from CSE, EEE, ENH, MNS, SOL total students are doing PSDP are 9,8,10,2,8, respectively. I have total fourteen independent variables, 50 individuals are randomly sampled from a PSDP course as part of a study of Feedback of PSDP course. A table can be created to display the numbers of individuals who are strongly disagree, agree, satisfied and strongly agree such a table and pie chart is shown below.

The course outline provided an satisfactory base					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	11	22.0	22.0	22.0
	Agree	22	44.0	44.0	66.0
	Strongly Agree	17	34.0	34.0	100.0
	Total	50	100.0	100.0	



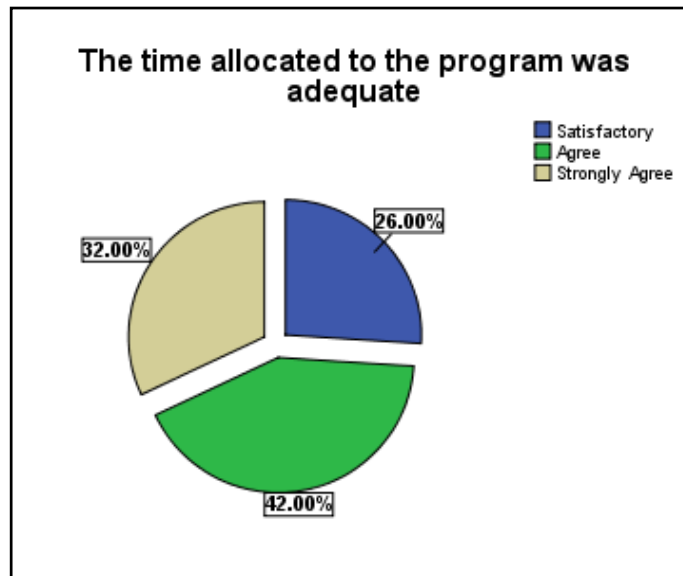
Here in this frequency table we can see that 11 students are satisfied with the course outline provided a satisfactory base and 22 students agreed with this matter and 17 students strongly agreed with this statement.

The exercise materials(handouts, slides) were helpful & informative					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	13	26.0	26.0	26.0
	Agree	21	42.0	42.0	68.0
	Strongly Agree	16	32.0	32.0	100.0
	Total	50	100.0	100.0	

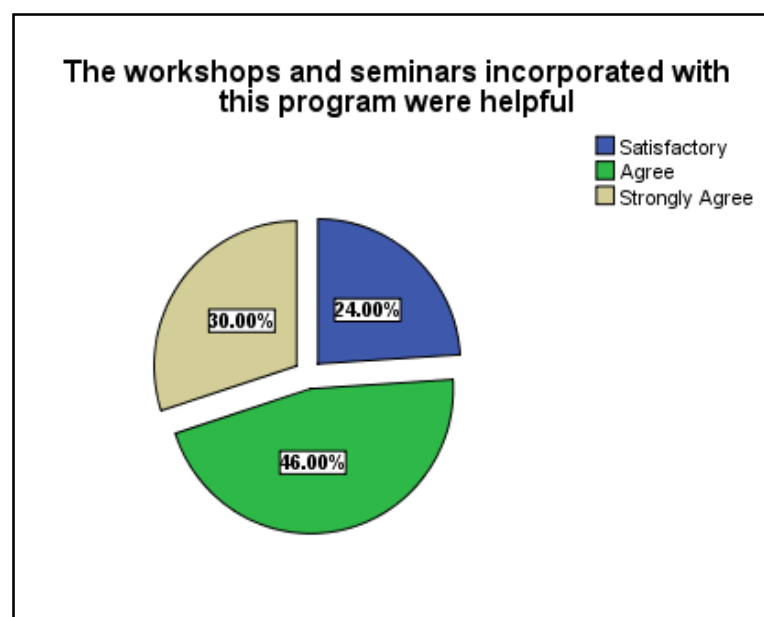


Here in this frequency table we can see that 13 students are satisfied with the exercise materials (handouts, slides) were helpful & informative and 21 students agreed with this matter and 16 students strongly agreed with this statement.

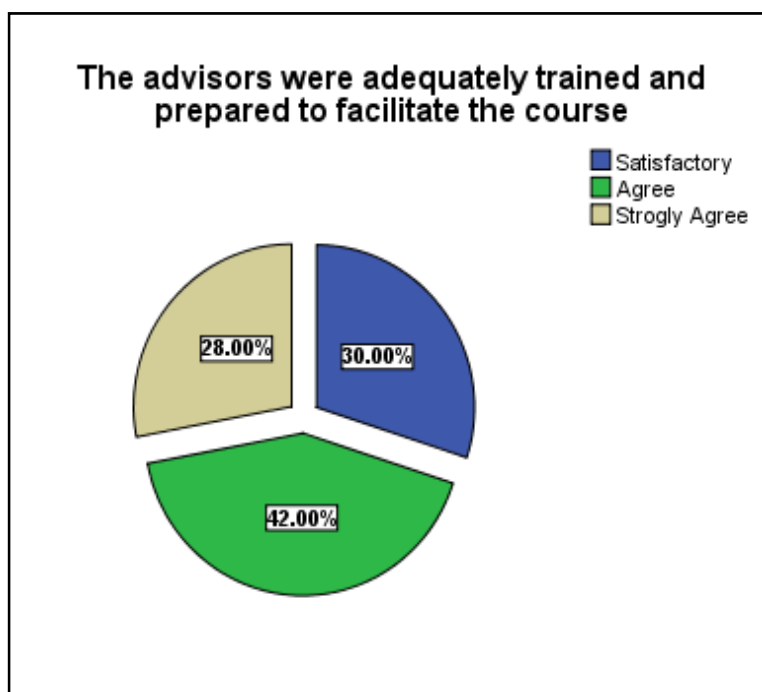
The time allocated to the program was adequate					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	13	26.0	26.0	26.0
	Agree	21	42.0	42.0	68.0
	Strongly Agree	16	32.0	32.0	100.0
	Total	50	100.0	100.0	



The workshops and seminars incorporated with this program were helpful					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	12	24.0	24.0	24.0
	Agree	23	46.0	46.0	70.0
	Strongly Agree	15	30.0	30.0	100.0
	Total	50	100.0	100.0	

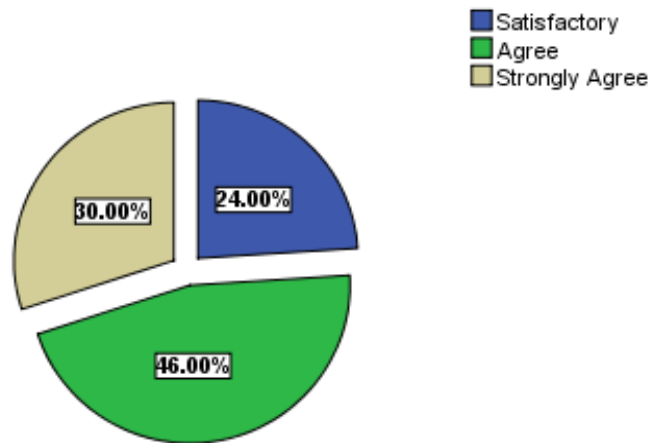


The advisors were adequately trained and prepared to facilitate the course					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	15	30.0	30.0	30.0
	Agree	21	42.0	42.0	72.0
	Strongly Agree	14	28.0	28.0	100.0
	Total	50	100.0	100.0	



The advisors made the class interesting and encouraged class participation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	12	24.0	24.0	24.0
	Agree	23	46.0	46.0	70.0
	Strongly Agree	15	30.0	30.0	100.0
	Total	50	100.0	100.0	

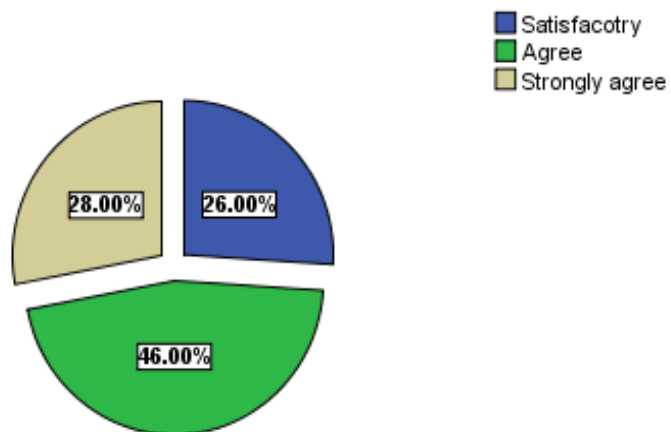
The advisors made the class interesting and encouraged class participation



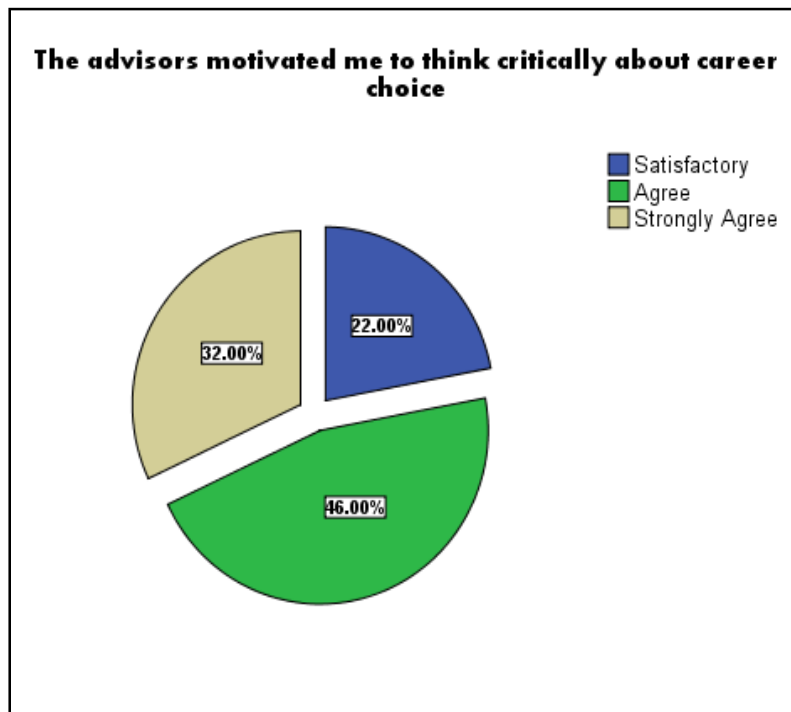
The individual advising session was relevant for the course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	13	26.0	26.0	26.0
	Agree	23	46.0	46.0	72.0
	Strongly agree	14	28.0	28.0	100.0
	Total	50	100.0	100.0	

The individual advising session was relevant for the course

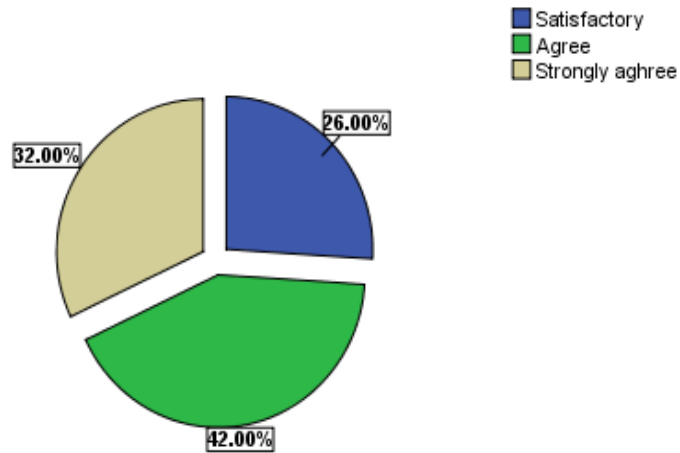


The advisors motivated me to think critically about career choices					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	11	22.0	22.0	22.0
	Agree	23	46.0	46.0	68.0
	Strongly Agree	16	32.0	32.0	100.0
	Total	50	100.0	100.0	



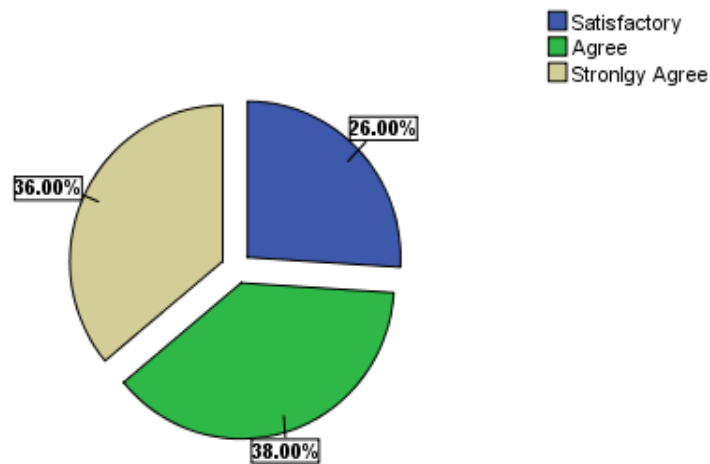
The advisors were helpful in and beyond class hours					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	13	26.0	26.0	26.0
	Agree	21	42.0	42.0	68.0
	Strongly agree	16	32.0	32.0	100.0
	Total	50	100.0	100.0	

The advisors were helpful in and beyond class hours

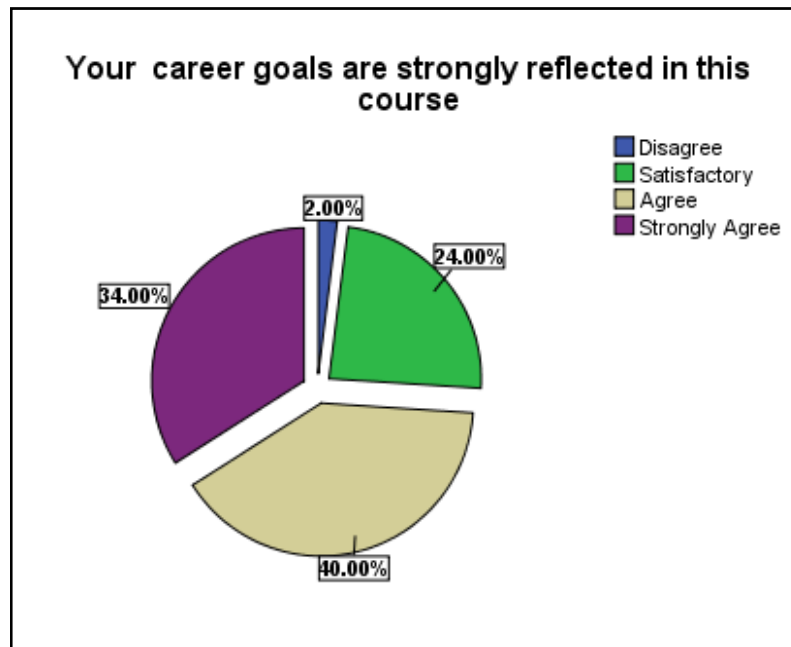


The time allocated to the session was sufficient					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	13	26.0	26.0	26.0
	Agree	19	38.0	38.0	64.0
	5	18	36.0	36.0	100.0
	Total	50	100.0	100.0	

The time allocated to the session was sufficient



Your career goals are strongly reflected in this course					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfactory	12	24.0	24.5	24.5
	Agree	20	40.0	40.8	65.3
	Strongly Agree	17	34.0	34.7	100.0
	Total	49	98.0	100.0	
Missing	System	1	2.0		
Total		50	100.0		



CROSS-TABULATION

- **Cross-Tabulation** – I organized the data in cross tabulation process where I have organized data by Age, Gender, or Departments to facilitate comparisons; a joint frequency distribution of observation on two or more sets of variables.
- 1. **Chi Square Test** – This allows us to test the significance in the analysis of frequency distribution. Thus categorical data on variables or dichotomous may be statistically analyzed. Calculation of the Chi Square statistics allowed us to determine whether the difference between the observed frequency distributions and the expected distribution could be attributed to sampling variations.

Gender * the course outline provided an satisfactory base

Crosstab					
Count					
		The course outline provided an satisfactory base			Total
		Satisfactory	Agree	Strongly Agree	
Gender	Female	6	8	10	24
	Male	5	14	7	26
Total		11	22	17	50

Tabulation 1: The course outline provided an satisfactory base Purpose: To find a relation between Gender and whether the course provides a satisfactory base or not.

Variables: Gender independent and The course outline provided an satisfactory base Purpose dependent.

Alternative Hypothesis H1: There is a relationship between Gender on decision of the course outline provided a satisfactory base.

Null Hypothesis H0: There is a relationship between Gender on decision of the course outline provided a satisfactory base.

Gender * the exercise materials (handouts, slides) were helpful & informative

Crosstab					
Count					
		The exercise materials(handouts, slides) were helpful & informative			Total
		Satisfactory	Agree	Strongly Agree	
Gender	Female	4	11	9	24
	Male	9	10	7	26
Total		13	21	16	50

Tabulation 2: The exercise materials (handouts, slides) were helpful & informative:

To find a relation between Gender and whether the exercise materials (handouts, slides) were helpful & informative enough.

Variables: Gender independent and the exercise materials (handouts, slides) were helpful & informative enough dependent variable.

Alternative Hypothesis H1: There is a relationship between Genders on decision of **Null**

Hypothesis H0: There is a relationship between Gender on decision of the exercise materials (handouts, slides) was helpful & informative.

Gender * The workshops and seminars incorporated with this program were helpful

Crosstab					
Count					
		The workshops and seminars incorporated with this program were helpful			Total
		Satisfactory	Agree	Strongly Agree	
Gender	Female	6	8	10	24
	Male	6	15	5	26
Total		12	23	15	50

Gender * the advisors were adequately trained and prepared to facilitate the course

Crosstab					
Count					
		The advisors were adequately trained and prepared to facilitate the course			Total
		Satisfactory	Agree	Strongly Agree	
Gender	Female	4	11	9	24
	Male	11	10	5	26
Total		15	21	14	50

Gender * the advisors made the class interesting and encouraged class participation

Crosstab					
Count					
		The advisors made the class interesting and encouraged class participation			Total
		Satisfactory	Agree	Strongly Agree	
Gender	Female	6	8	10	24
	Male	6	15	5	26
Total		12	23	15	50

Gender * the individual advising session was relevant for the course

Crosstab					
Count					
		The individual advising session was relevant for the course			Total
		Satisfactory	Agree	Strongly agree	
Gender	Female	4	11	9	24
	Male	9	12	5	26
Total		13	23	14	50

Gender * the advisors motivated me to think critically about career choices

Crosstab					
Count					
		The advisors motivated me to think critically about career choices			Total
		Satisfactory	Agree	Strongly Agree	
Gender	Female	6	8	10	24
	Male	5	15	6	26
Total		11	23	16	50

Gender * the advisors were helpful in and beyond class hours

Crosstab					
Count					
		The advisors were helpful in and beyond class hours			Total
		Satisfactory	Agree	Strongly agree	
Gender	Female	4	11	9	24
	Male	9	10	7	26
Total		13	21	16	50

Gender * The Mock Interview really helped you to know the actual scenario of an interview board

Crosstab						
Count						
		The Mock Interview really helped you to know the actual scenario of an interview board				Total
		Disagree	Satisfactory	Agree	Strongly Agree	
Gender	Female	1	5	8	10	24
	Male	0	5	16	5	26
Total		1	10	24	15	50

Gender * Satisfactory knowledge gained from the course

Crosstab						
Count						
		Satisfactory knowledge gained from the course				Total
		Disagree	Satisfactory	Agree	Strongly Agree	
Gender	Female	1	4	10	9	24
	Male	0	9	12	5	26
Total		1	13	22	14	50

Gender * your career goals are strongly reflected in this course

Crosstab						
Count						
		Your career goals are strongly reflected in this course				Total
		Disagree	Satisfactory	Agree	Strongly Agree	
Gender	Female	1	4	10	9	24
	Male	0	8	10	8	26
Total		1	12	20	17	50

Age * the exercise materials (handouts, slides) were helpful & informative

Crosstab					
Count					
		The time allocated to the program was adequate			Total
		Satisfactory	Agree	Strongly Agree	
Age	18-22	6	4	5	15
	23-27	7	17	11	35
Total		13	21	16	50

Age * the workshops and seminars incorporated with this program were helpful

Crosstab					
Count					
		The workshops and seminars incorporated with this program were helpful			Total
		Satisfactory	Agree	Strongly Agree	
Age	18-22	3	5	7	15
	23-27	9	18	8	35
Total		12	23	15	50

Age * the advisors were adequately trained and prepared to facilitate the course

Crosstab					
Count					
		The advisors were adequately trained and prepared to facilitate the course			Total
		Satisfactory	Agree	Strongly Agree	
Age	18-22	6	4	5	15
	23-27	9	17	9	35
Total		15	21	14	50

Age * the advisors made the class interesting and encouraged class participation

Crosstab					
Count					
		The advisors made the class interesting and encouraged class participation			Total
		Satisfactory	Agree	Strongly Agree	
Age	18-22	2	6	7	15
	23-27	10	17	8	35
Total		12	23	15	50

Age * the advisors were helpful in and beyond class hours

Crosstab					
Count					
		The advisors were helpful in and beyond class hours			Total
		Satisfactory	Agree	Strongly agree	
Age	18-22	5	4	6	15
	23-27	8	17	10	35
Total		13	21	16	50

Age * the time allocated to the session was sufficient

Crosstab					
Count					
		The time allocated to the session was sufficient			Total
		Satisfactory	Agree	Strongly Agree	
Age	18-22	6	3	6	15
	23-27	7	16	12	35
Total		13	19	18	50

Age * Satisfactory knowledge gained from the course

Crosstab						
Count						
		Satisfactory knowledge gained from the course				Total
		Disagree	Satisfactory	Agree	Strongly Agree	
Age	18-22	0	5	5	5	15
	23-27	1	8	17	9	35
Total		1	13	22	14	50

Age * your career goals are strongly reflected in this course

Crosstab						
Count						
		Your career goals are strongly reflected in this course				Total
		Disagree	Satisfactory	Agree	Strongly Agree	
Age	18-22	0	6	4	5	15
	23-27	1	6	16	12	35
Total		1	12	20	17	50

Age * PSDP Course appear to be completely unrelated to your career choice

Crosstab						
Count						
		PSDP Course appear to be completely unrelated to your career choice				Total
		Disagree	Satisfactory	Agree	Strongly Agree	
Age	18-22	0	2	5	8	15
	23-27	1	8	17	9	35
Total		1	10	22	17	50

Credit earned * the course outline provided an satisfactory base

Crosstab					
Count					
		The course outline provided an satisfactory base			Total
		Satisfactory	Agree	Strongly Agree	
Credit earned	102-113	3	11	11	25
	114-above	8	11	6	25
Total		11	22	17	50

Credit earned * the exercise materials (handouts, slides) were helpful & informative

Crosstab					
Count					
		The exercise materials(handouts, slides) were helpful & informative			Total
		Satisfactory	Agree	Strongly Agree	
Credit earned	102-113	5	11	9	25
	114-above	8	10	7	25
Total		13	21	16	50

Department * the individual advising session was relevant for the course

Crosstab					
Count					
		The individual advising session was relevant for the course			Total
		Satisfactory	Agree	Strongly agree	
Department	BBA	2	6	5	13
	CSE	3	4	2	9
	EEE	2	5	1	8
	ENH	2	4	4	10
	MNS	1	1	0	2
	SOL	3	3	2	8
Total		13	23	14	50

Department * the advisors motivated me to think critically about career choices

Crosstab					
Count					
		The advisors motivated me to think critically about career choices			Total
		Satisfactory	Agree	Strongly Agree	
Department	BBA	3	6	4	13
	CSE	1	3	5	9
	EEE	1	6	1	8
	ENH	3	4	3	10
	MNS	0	1	1	2
	SOL	3	3	2	8
Total		11	23	16	50

CHAPTER-4
FINDINGS & RECOMMENDATIONS

FINDINGS:

After conducting the research there are some limitations and findings came out while doing this research:

1. Particularly the non-business students tend to give less importance of this PSDP course
2. The course out-line should be made according to the students who differ from departments
3. The students need to know the importance of PSDP course in the beginning of their Graduations
4. The course content and duration are sometimes not clearly specified in the annual-reports, or in the website and vary widely across the situations
5. PSDP courses include multiple treatments, these should be maintain properly no matter the situation is
6. PSDP course treatments are not all equally potent or effective, some are unstructured and some are highly controlled, some are based on a single integrating theory and others are non-theoretical
7. Output and outcome measures of PSDP are not clearly associated to the management interventions
8. Student motivation to enroll in the course is not assessed from time to time
9. Sometimes students are not aware of this course and its importance
10. Possible differences among instructors are not investigated.

From My Observation

11. According to some students, the PSDP Course is less effective because this is a non-credit course
12. Time is a very relevant factor for the students, because after completing 90 credits students are allowed to sit for PSDP course; where else they are left from more 40 credits to complete their graduation (In general)

RECOMMENDATION:

- There should be equal importance of this course between both business and non-business students in the beginning of their Graduation
- The course out-line should be properly structured according to different departments of the students or it could be concentrated on business and non-business student.
- Moreover, the students should take PSDP course while taking any other courses in their pre-advising session.
- Course content, duration should be clearly mentioned in the annual reports, website to make aware about the course to the students.
- PSDP course curriculum should be maintain properly no matter the situation is
- PSDP course treatments are not all equally forceful or effective, they should be maintaining with equal importance.
- Both positive and negative output should be clearly associated to the management interventions and based on that intervention the course feedback can be count easily
- No matter what all the students of BRAC University should be aware about this course its importance and they should be knowing the usefulness of PSDP course
- Though there are very few CSO members who facilitates the PSDP course but the higher authorities from different departments should be concern enough to what the students are been taught in PSDP course and how it is related with their field of studies.

From my Observation

- PSDP Course should be credit base course in BRAC University
- Students can be asked to take PSDP in their very last semester so that the effect and the learning stay in their mind.

CHAPTER-5

SUMMARY, CONCLUSION & APPENDIX

CONCLUSION

This review of PSDP course writing has traced 50 Students of the effectiveness of the career planning courses offered in institutions BRAC University throughout the year in every semester. Initially 50 students were involved in these studies. Research in this subject area was to identify the effectiveness of the PSDP course. The clear majority of these studies focused on who the students think about the PSDP course and the importance of this course. The PSDP course is quite wide-ranging in design, scope, and function. It's a non-credit course for the students but mandatory for Business and Non-business students, this course is designed for completion of 90 credits and final year students. PSDP courses are highly structured and also focus on self-assessment and career planning. Moreover, it includes knowledge about CV & cover letter writing, job search interview skills, employing organizations, and employment. PSDP Courses are taught by career counseling staff of Career Services Office. In spite of this variability in PSDP course design and operation, there is devastating evidence that PSDP courses have a positive impact on the cognitive operation of students, and this course also appear to have a positive impact on student outcomes, including satisfaction with career courses and increased retention in University. Only few of the 50 studies involving PSDP course outputs failed to show a positive impact of a career course, while 95% of the studies we reviewed showed positive gains in professional identity, career decision making, or other output variables.

On the other hand with the help of such course students are being well-guided about the professional world. They tend to know how to face different situation in career world and also they are well known about professional etiquette.

APPENDIX

Measuring Students feedback and effectiveness about the PSDP course of BRAC University

The following questionnaire has been prepared by **Reachel Jeana Gomes** from BRAC University. I am interested in your comments and suggestions. Please take a few minutes to answer the following questions. This evaluation will help me in my Internship report. Your cooperation in completing this study by responding to the following questions would be greatly appreciated. Thank you. **Email-** jeanagomes@gmail.com

General Profile of Respondent:

1. Gender: Male-☐ Female-☐

2. Age: ☐ 18-22, ☐ 23-27, ☐ 28-32

3. Credit Earned: ☐ 90-101, ☐ 102-113, ☐ 114-above

4. Department/School:

- ☐ BBS
- ☐ CSE
- ☐ ESS
- ☐ EEE
- ☐ ENH
- ☐ MNS
- ☐ Department of Anthropology
- ☐ Department of Architecture
- ☐ Department of Pharmacy
- ☐ SECS
- ☐ SoL

5. Please read the following statement carefully and fill up the questionnaire to your level of agreement.

On a scale of 1-5 how would you rate the following for PSDP Course

1=strongly disagree, 2=disagree, 3=satisfactory, 4=agree, 5= strongly agree

Sl.	Statement	Strongly Disagree					Strongly Agree				
		1	2	3	4	5	1	2	3	4	5
1	The course outline provided an satisfactory base	1	2	3	4	5	1	2	3	4	5
2	The exercise materials (handouts, slides) were helpful & informative	1	2	3	4	5	1	2	3	4	5
3	The time allocated to the program was adequate	1	2	3	4	5	1	2	3	4	5
4	The workshops and seminars incorporated with this program were helpful	1	2	3	4	5	1	2	3	4	5
5	The advisors were adequately trained and prepared to facilitate the course	1	2	3	4	5	1	2	3	4	5
6	The advisors made the class interesting and encouraged class participation	1	2	3	4	5	1	2	3	4	5
7	The individual advising session was relevant for the course	1	2	3	4	5	1	2	3	4	5
8	The advisors motivated me to think critically about career choices	1	2	3	4	5	1	2	3	4	5
9	The advisors were helpful in and beyond class hours	1	2	3	4	5	1	2	3	4	5
10	The time allocated to the session was sufficient	1	2	3	4	5	1	2	3	4	5
11	The Mock Interview really helped you to know the actual scenario of an interview board	1	2	3	4	5	1	2	3	4	5
12	Satisfactory knowledge gained from the course	1	2	3	4	5	1	2	3	4	5
13	Your career goals are strongly reflected in this course	1	2	3	4	5	1	2	3	4	5
14	PSDP Course appear to be completely unrelated to your career choice	1	2	3	4	5	1	2	3	4	5

Recommend about the course:

THANK YOU

Source

Choudhury, I. I. (2011). *BRAC University Annul Report 2011*. BRAC University. Dhaka: Rimini International Limited.

Haque, M. M. (2013). *BRAC Univeristy Annual Reoport*. Annual Report, BRAC University, Dhaka.

Murshud, K. A. (2013). Career Services Office Brochure . 6.

Trochim, W. M. *Research Methods Knowledge Base*.

University, B. (2014, March). *BRAC University*. Retrieved from BRAC University:
<http://www.bracu.ac.bd/>

University, B. (2014, March). *BRAC University*. Retrieved from BRAC University:
<http://www.bracu.ac.bd/campus-life/career-services>