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Self Assessment Report for MIT
University Institute of Information Technology
July, 2010

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Introduction

The pace of change brought about by new technologies has had a significant effect on the way people live, work, and play worldwide. New and emerging technologies challenge the traditional process of teaching and learning, and the way education is managed. Information technology, while an important area of study in its own right, is having a major impact across all curriculum areas. Easy worldwide communication provides instant access to a vast array of data, challenging assimilation and assessment skills. Rapid communication, plus increased access to IT in the home, at work, and in educational establishments, could mean that learning becomes a truly lifelong activity—an activity in which the pace of technological change forces constant evaluation of the learning process itself.

University Institute of Information Technology (UIIT) was established in 2001 and since then is producing CS/IT graduates who are well versed to provide IT based solutions to the problems for all the sectors in general and for Agriculture sector in particular.

The Master in Information Technology (MIT) degree program was started in 2001. The aim of MIT program is to provide an opportunity to the students to acquire up-to-date technical knowledge; marketable skills, professional competencies and valuable expertise in the rapidly advancing field of Information Technology to ensure a prosperous future. The program produces graduates who will be flexible, adaptable to change, and able to face the challenges of technology driven employment market. Toward these ends the program offers a set of core courses, science courses, general education & supportive courses.

With the latest developments in the field of Information Technology, the institute regularly revises and updates its curriculum. More recently, emerging tools and technologies have been incorporated in the curriculum. The institute provides a variety of study programs such as Databases, Programming, Web Design and Development, Networking, Management, Marketing and Accounting to enhance students' professional training and career opportunities. It holds

national seminars to exchange knowledge and information. The faculty is actively engaged in a number of research projects.

This Self Assessment Report (SAR) is based on eight criteria. The first criterion outlines the program mission and objectives. Criterion 2 provides information about the curriculum development. Criterion 3 enlists the laboratories and other relevant information. The fourth criterion is pertinent to the information about students' support and advising. The last four criteria provide information about process control, faculty characteristics and institutional facilities and support.

Program Offered by UIIT

UIIT offering different degree programs. Each degree program has its own significance at the level where it is offered. Followings are the degree programs which are currently offered by UIIT:

- Bachelor in Computer Science (BS CS)
- Bachelor in Information Technology (BS IT)
- Master in Computer Science (MCS)
- Master in Information Technology (MIT)
- Master in Science, Computer Science (MS CS)

MASTER IN INFORMATION TECHNOLOGY (MIT)

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

Criterion 1: Program Mission, Objectives and Outcomes

The self assessment is based on a number of criteria. To meet each criterion several standards must be satisfied. This section describes how the standards of the Criterion are met.

Standard 1-1: The program must have documented measurable objectives that support institution mission statements.

Mission Statement:

The main educational aim of the Master of Information Technology is to provide broad technical understanding of latest and emerging technologies in the field of information technology. Due to rapid worldwide dependency on software application, the requirement for trained and experienced IT specialist is in great demand. The program offered provides a unique edge in the current complex marketplace.

Documented Measurable Objectives:

The main objectives of the MIT degree program at UIIT are:

1. To build practical knowledge in the use of theories by emphasizing hands-on learning and real-world experience through research projects, case studies, and internships.
2. To apply different algorithms and techniques to interconnect heterogeneous data sources and facilitate the exchange and sharing of data and resources.
3. To prepare students to effectively communicate ideas and present academically founded solutions using appropriate oral and written communications.
4. To effectively assess business and technical issues and develop feasible solutions according to proven scientific models.
5. To develop an understanding of the enterprise computing models with the ability to integrate systems and applications using various programming languages.

6. To research and develop academic and technical reports consistent with criteria accepted in the computing and business fields.

Main elements of strategic plan to achieve mission and objectives

The main elements which are presents in the plan to achieve mission and objective are listed below

1. Development of a sound and dynamic teaching system based on the experience and vision gathered from world reviews, literature, innovations, proceedings, symposia etc for the award of degrees.
2. Designing and constantly updating the curricula involving core subjects, elective subjects, specialized areas, internship programs and study tours.
3. Setting up of well equipped computer laboratories.
4. Implementation of research projects funded by the universities and other agencies.

Table 1 Programs Objectives Assessment

S #	Objective	How Measured	When Measured	Improvement Identified	Improvement made
1	To build practical knowledge in the use of theories by emphasizing hands-on learning and real-world experience through research projects, case studies, and internships.	Based on identification of latest technologies in the field of information technology and their technical and industrial importance	It is a regular process as per requisite	Techniques of guidelines are required to be improved	Techniques regarding research and field practices developed and dissemination to the students.
2	To apply different algorithms and techniques to interconnect	Assessing is done through making students visits to different software	During the semester.	Some seminars arranged.	Students have better understanding of their field.

	heterogeneous data sources and facilitate the exchange and sharing of data and resources.	houses.			
3	To prepare students to effectively communicate ideas and present academically founded solutions using appropriate oral and written communications.	Though quiz assignments and exams.	During the semester and at end of semester specially.	Students to make presentations and reports	Presentations, seminars, communication skills development
4	To effectively assess business and technical issues and develop feasible solutions according to proven scientific models.	By giving practical assignments involving solutions to different problems.	It's a continuous process	Related subjects to be recommended for studies	Enhancement of knowledge and vision
5	To develop an understanding of the enterprise computing models with the ability to	Through surveys, monitoring of software houses and IT industry	Continuous activity	New courses to be included in curriculum, research on new	Approval of new curriculum integrated approaches

	integrate systems and applications using various programming languages.			problems	
6	To research and develop academic and technical reports consistent with criteria accepted in the computing and business fields.	Before the start of project.	By taking a survey of the students.	Students have chosen projects which they have completed successfully.	The project are completed on time.

Program Learning Outcomes

At the successful completion of MIT degree, the students will be equipped with the following

1. To apply cutting-edge technologies to real life business problems.
2. Construct database applications using relational and object-oriented data modeling and evaluate the different architecture of database systems.
3. Present information technology problem summaries, analyses, designs, and recommendations professionally - both in written and oral formats.
4. Utilize web development tools and e-business processes in constructing information technology based system solutions
5. Implement secure and reliable distributed systems that accord with the data and object communication standards
6. Produce research artifacts such as papers, theses, prototype systems, integrating the knowledge obtained throughout the program.

Standard 1-2: The program must have documented outcomes for graduating students. It must be documented that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.

Table 2 Program Outcomes and Their Relationship with Objectives

		Objectives					
		1	2	3	4	5	6
Outcomes	1	+++	++	++	+++	++	+++
	2	+	++	++	+++	+++	+
	3	+	++	++	+	++	+++
	4	++	+++	+	++	+++	+
	5	+	+++	++	+	+++	+
	6	+++	+	++	+	++	+++

+ = Moderately Satisfactory

++ = Satisfactory

+++ = Highly Satisfactory

Program Assessment Results

This section contains the Teacher Assessment and Student Course Evaluation in summarize form as well as in detail form.

Teacher Evaluation

There are more than 12 faculty members in the institute. Not all the teachers are involved in the MIT degree program. The graph shows that Ms. Aisha Umair has score 85%, Mr. Nasir Minhas has score 78%, Mr. Nadeem Malik has score 80%, Ms. Fakhra Mushtaq has score 71%, Mr. Muhammad Amjad Iqbal has score 71% and Mr. Saqib Majeed has score 82%. The comparison is shown in the figure below:

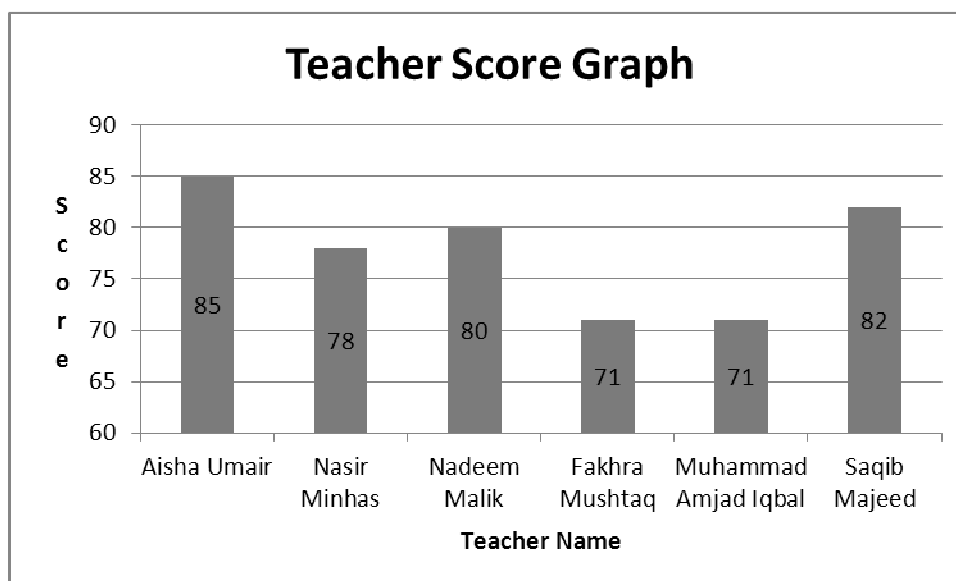


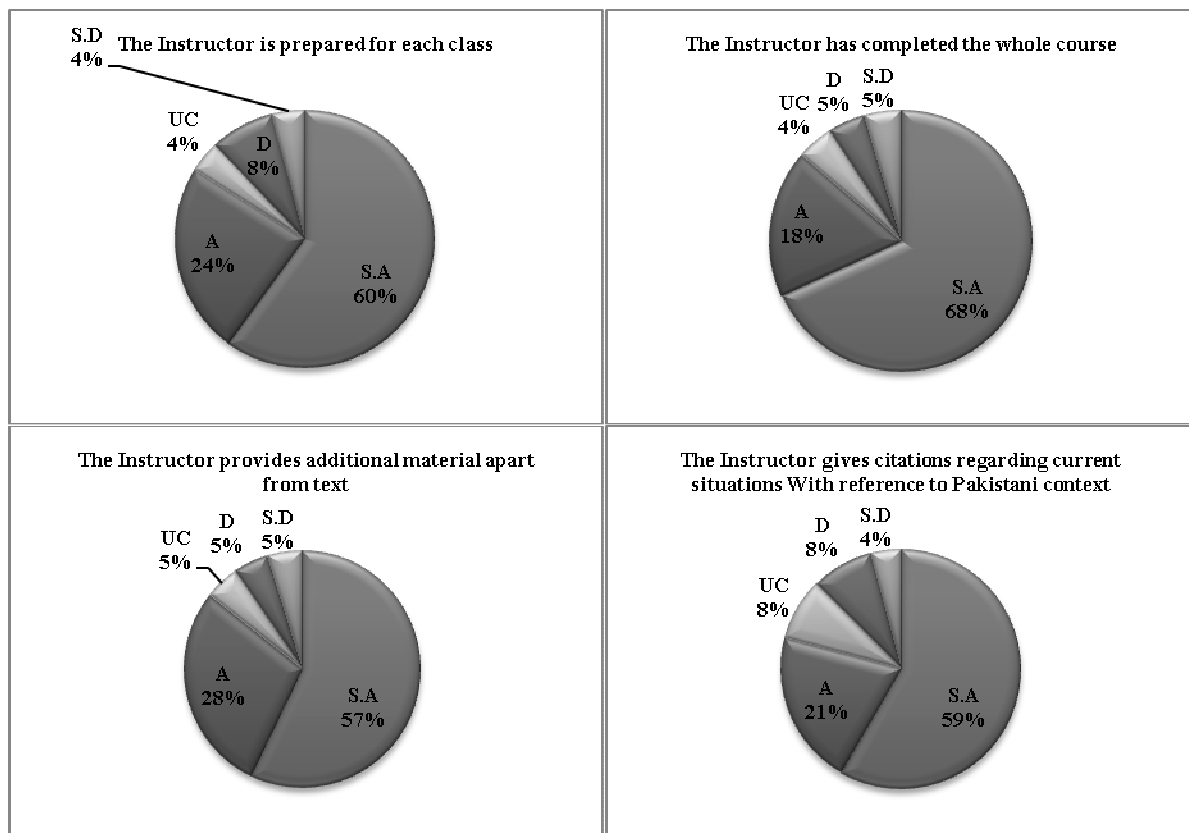
Figure 1: Teacher Evaluation Graph

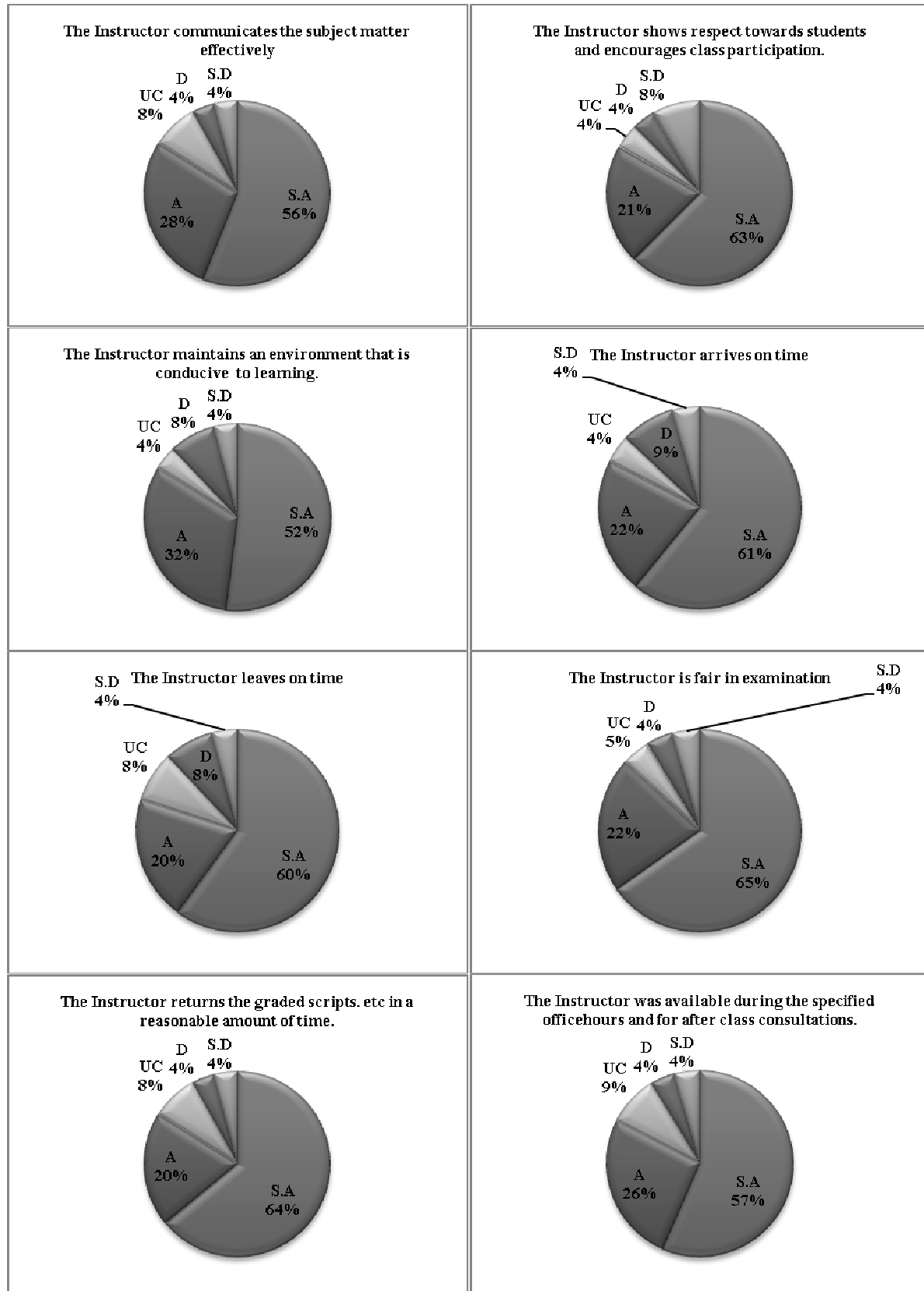
The detail of each teacher assessment is presented below graphically.

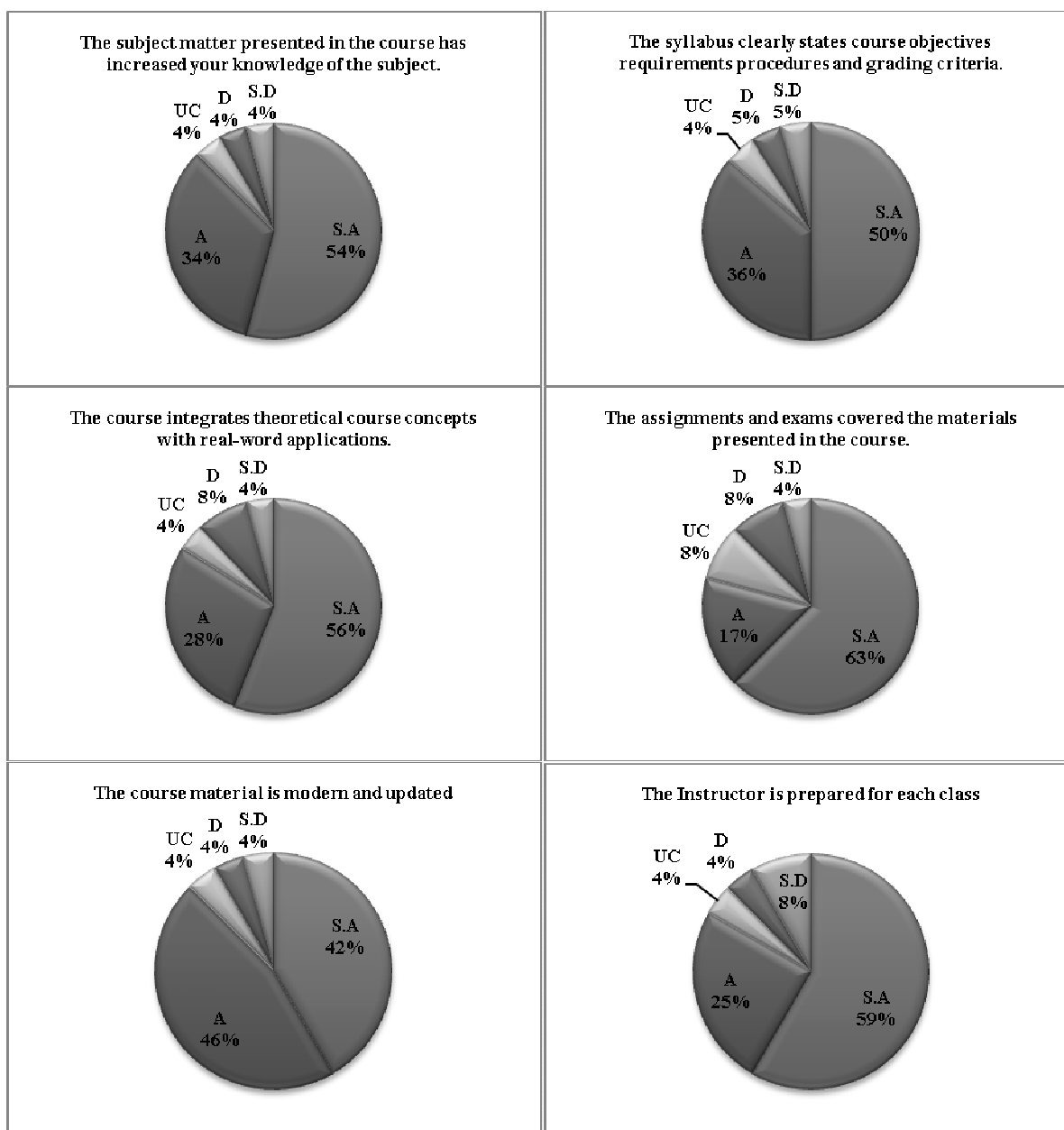
Ms. Aisha Umair (CS-724)

The pie chart shows the details of evaluation. The instructor is well prepared for each class. This can be seen in the graph "The instructor is prepped for each class".(60% strongly agree, 24% agree, 04% are uncertain, 08% disagree and 4% strongly disagree). The instructor has also completed the whole course. The graph "The instructor has completed the whole course" indicates this. (68% strongly agree, 18% agree, 4% are uncertain, 5% disagreed and 5%

strongly disagree). The instructor shows respect towards students and encourages class participation ”.(63% strongly agree, 21% agree, 4% are uncertain, 4% disagree and 8% strongly disagree). The graph “The instructor is prepped for each class” shows this. (59% strongly agree, 25% agree, 4% are uncertain, 4% disagree and 8% strongly disagree). The instructor is punctual as reflected in the graph “The instructor arrives on time” (61% strongly agree, 22% agree, 4% are uncertain, 9% disagree and 4% strongly disagree). and the graph “ The instuctor leaves on time” (60% strongly agree, 20% agree, 8% are uncertain, 8% disagree and 4% strongly disagree). The instructor is fair in examinations. The graph “ The instructor is fair in examination” shows this. (65% strongly agree, 22% agree, 5% are uncertain, 4% disagree and 4% strongly disagree)







General Comments of the Students about the Teacher

Strength:

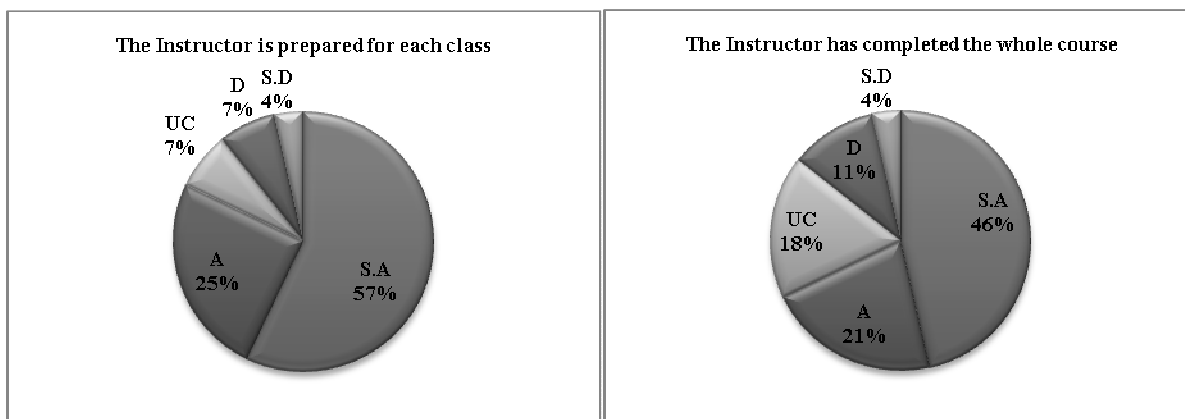
- Punctual in classess
- Fair in examinations
- Well prepared
- Good communion.

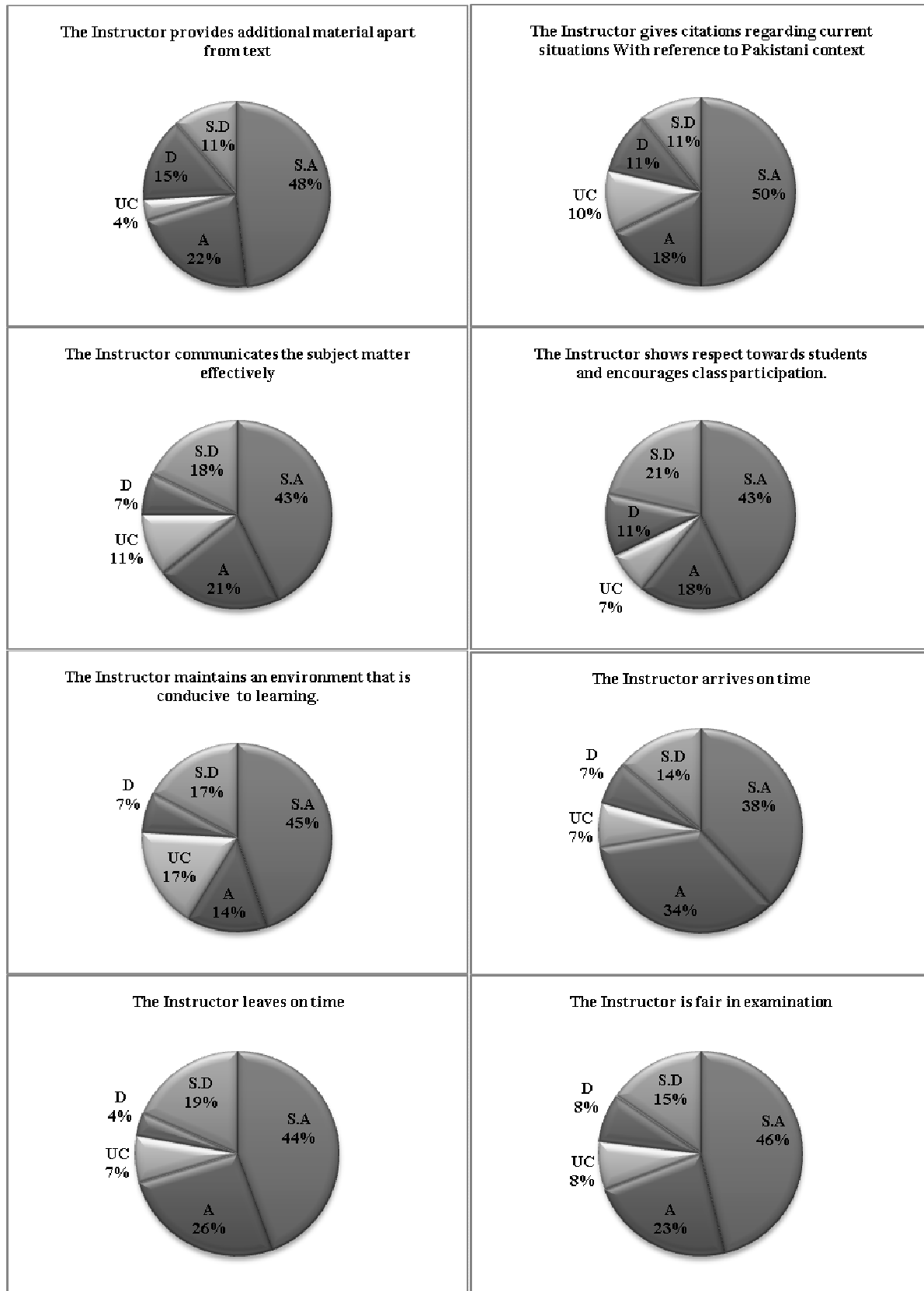
Weaknesses:

- Course material should be more updated

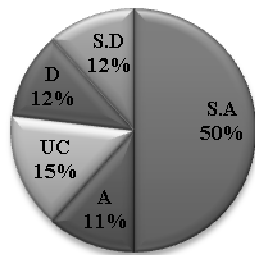
Mr. Nasir Minhas (CS-772)

The pie chart shows the details of evaluation. The instructor has completed the whole course. The graph “The instructor has completed the whole course” indicates this. (46% strongly agree, 44% agree, 6% are uncertain, 11% disagreed and 13% strongly disagree). The instructor is punctual as reflected in the graph “The instructor arrives on time” (38% strongly agree, 33% agree, 6% are uncertain, 11% disagree and 6% strongly disagree) and the graph “The instructor leaves on time” (44% strongly agree, 29% agree, 6% are uncertain, 6% disagree and 6% strongly disagree). The instructor returns graded material on time. The graph “The instructor returns graded scripts in a reasonable amount of time” shows this. (50% strongly agree, 46% agree, 7% are uncertain, 7% disagreed and 13% strongly disagree). The instructor also provides additional study material apart from the text to students. The graph “The instructor provides additional material apart from text reflects this. (48% strongly agree, 33% agree, 7% are uncertain, 7% disagreed and 7% strongly disagree). The instructor shows respect towards the students as shown in the graph “The instructor shows respect towards students and encourages class participation”. (43% strongly agree, 36% agree, 7% are uncertain, 21% disagreed and 7% strongly disagree). The instructor communicates the subject matter effectively “.43% strongly agree, 21% agree, 7% are uncertain, 11% disagreed and 7% strongly disagree).

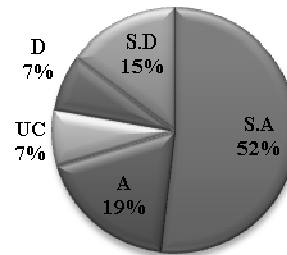




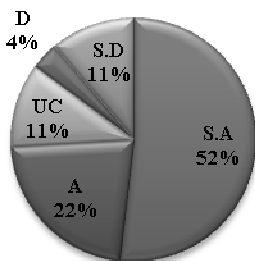
The Instructor returns the graded scripts, etc in a reasonable amount of time.



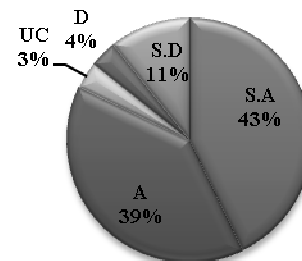
The Instructor was available during the specified officehours and for after class consultations.



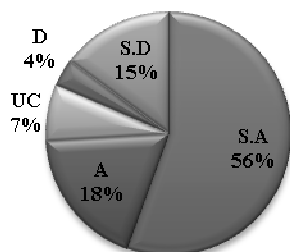
The subject matter presented in the course has increased your knowledge of the subject.



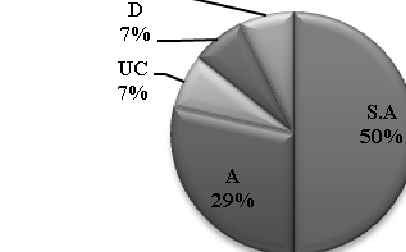
The syllabus clearly states course objectives requirements procedures and grading criteria.



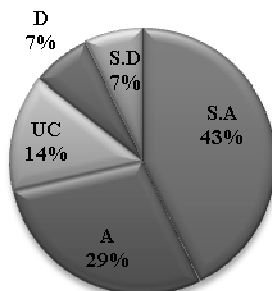
The course integrates theoretical course concepts with real-world applications.



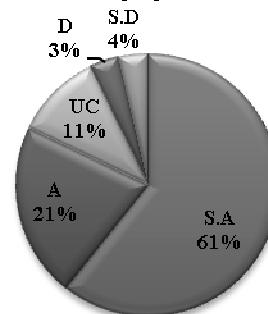
The assignments and exams covered the materials presented in the course.



The course material is modern and updated



The Instructor is prepared for each class



General Comments of the Students about the Teacher

Strength:

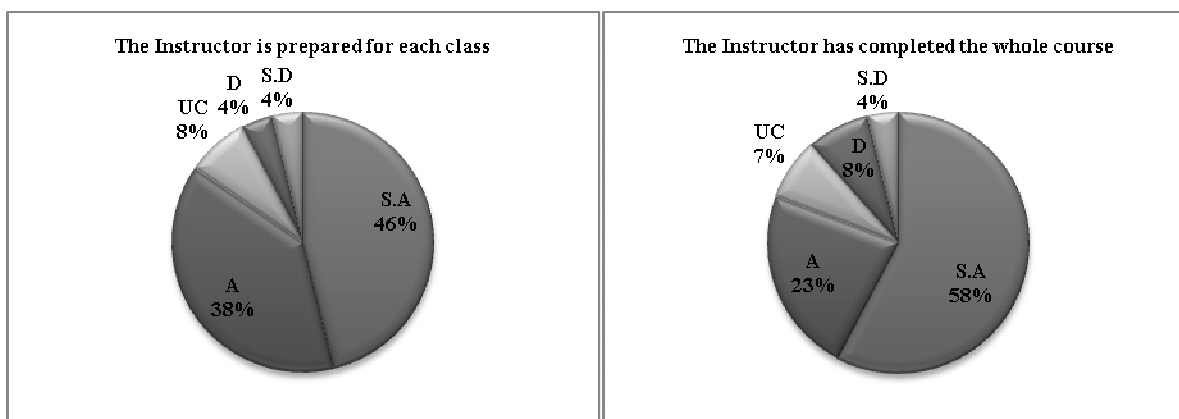
- Well prepared
- Punctual
- Fair in examinations

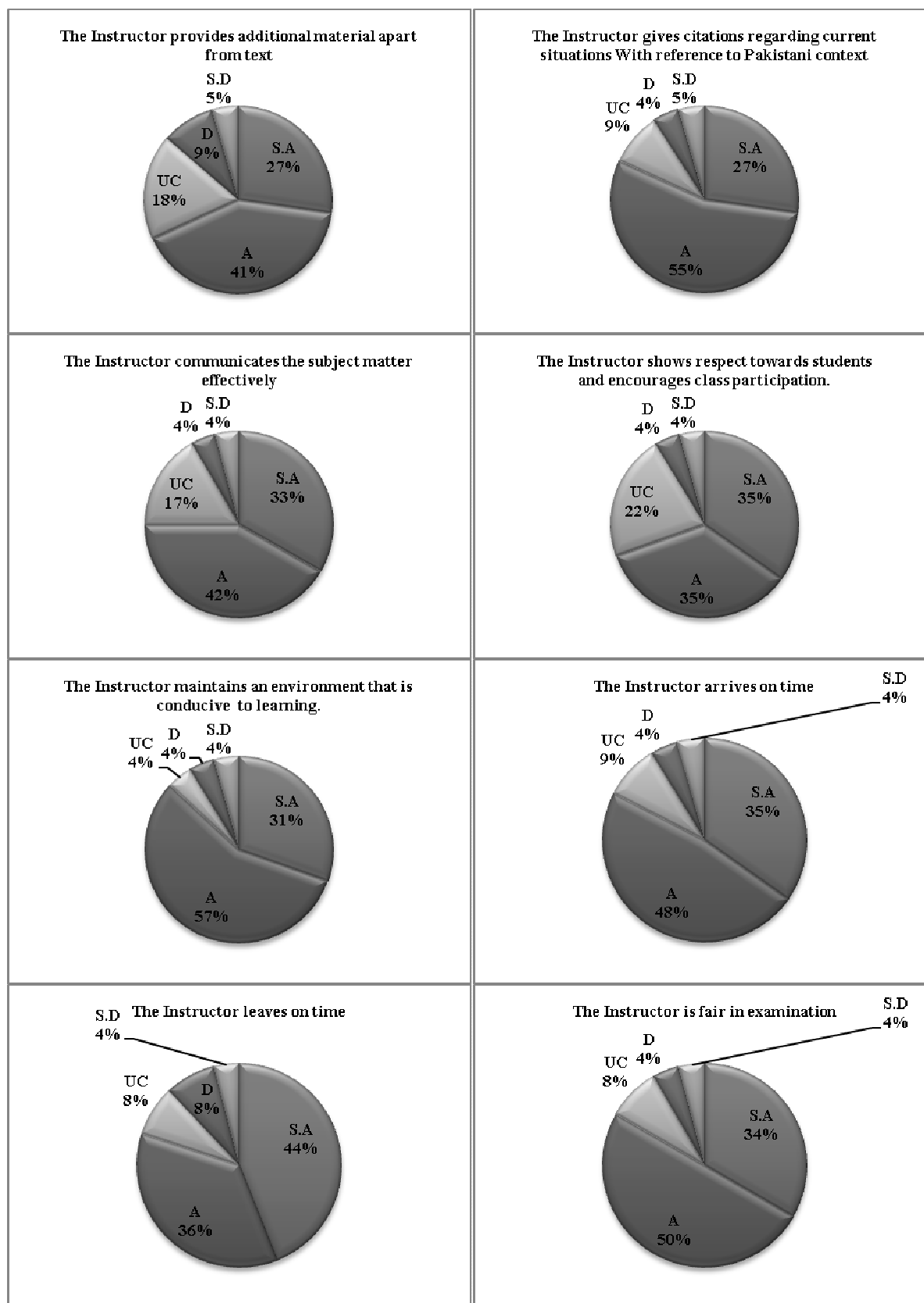
Weakness:

- Teacher should provide additional material apart from the text
- Need to improve communication skills

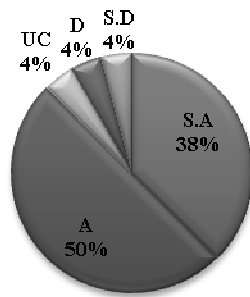
Mr. Nadeem Malik (CS-704)

The pie chart shows the details of evaluation. The instructor has completed the whole course. The graph “The instructor has completed the whole course” indicates this. (58% strongly agree, 23% agree, 5% are uncertain, 7% disagreed and 4% strongly disagree). The instructor also provides additional study material apart from the text to students. The graph “The instructor provides additional material apart from text reflects this. (41% strongly agree, 27% agree, 18% are uncertain, 5% disagreed and 5% strongly disagree). The instructor is well prepared for each class. This can be seen in the graph “The instructor is prepared for each class” (46% strongly agree, 38% agree, 8% are uncertain, 4% disagree and 4% strongly disagree). The instructor is always available for after class consultations as shown in the graph “The instructor was available during the office hours and after class consultation” 44% strongly agree, 43% agree, 40% are uncertain, 4% disagreed and 4% strongly disagree). The instructor shows respect towards the students as shown in the graph “The instructor is modern and updated class participation”. (34% strongly agree, 50% agree, 8% are uncertain, 4% disagreed and 4% strongly disagree).

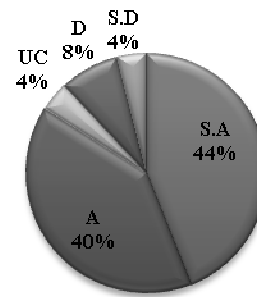




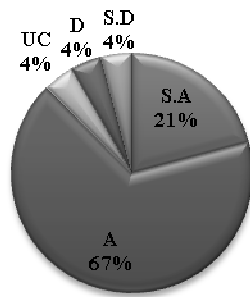
The Instructor returns the graded scripts, etc in a reasonable amount of time.



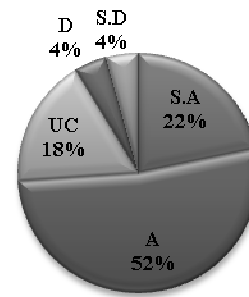
The Instructor was available during the specified officehours and for after class consultations.



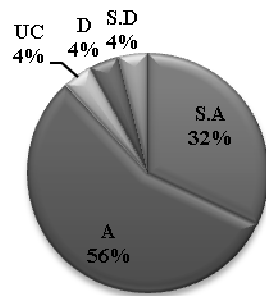
The subject matter presented in the course has increased your knowledge of the subject.



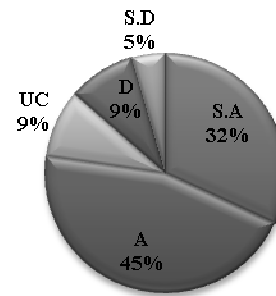
The syllabus clearly states course objectives requirements procedures and grading criteria.



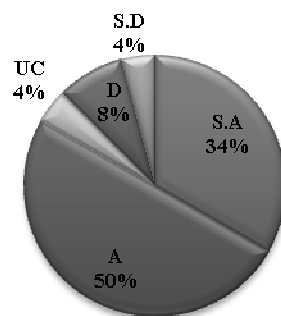
The course integrates theoretical course concepts with real-word applications.



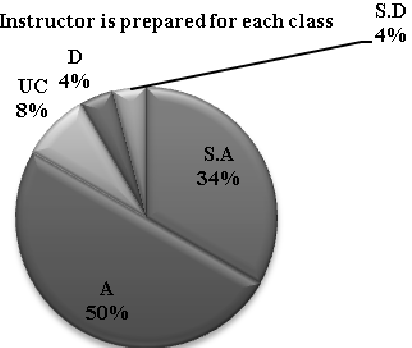
The assignments and exams covered the materials presented in the course.



The course material is modern and updated



The Instructor is prepared for each class



General Comments of the Students about the Teacher

Strength:

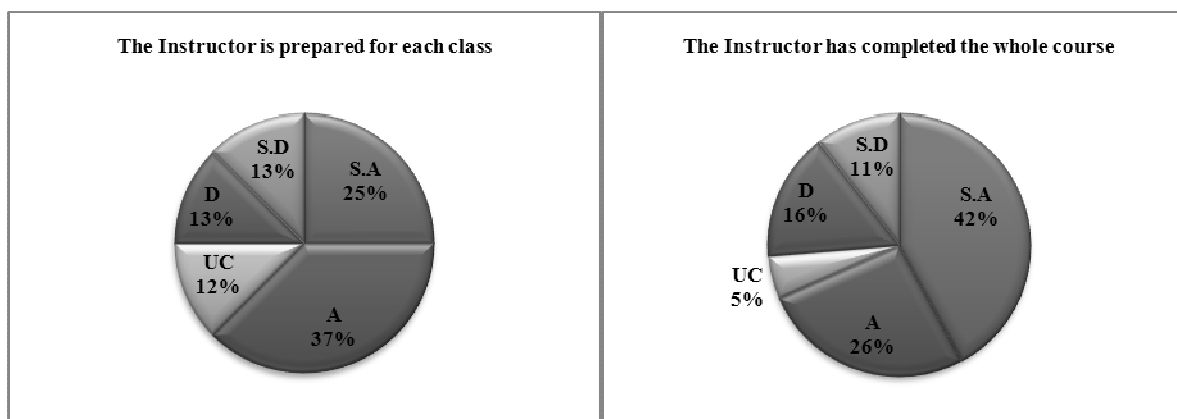
- Well prepared
- Fair in examinations

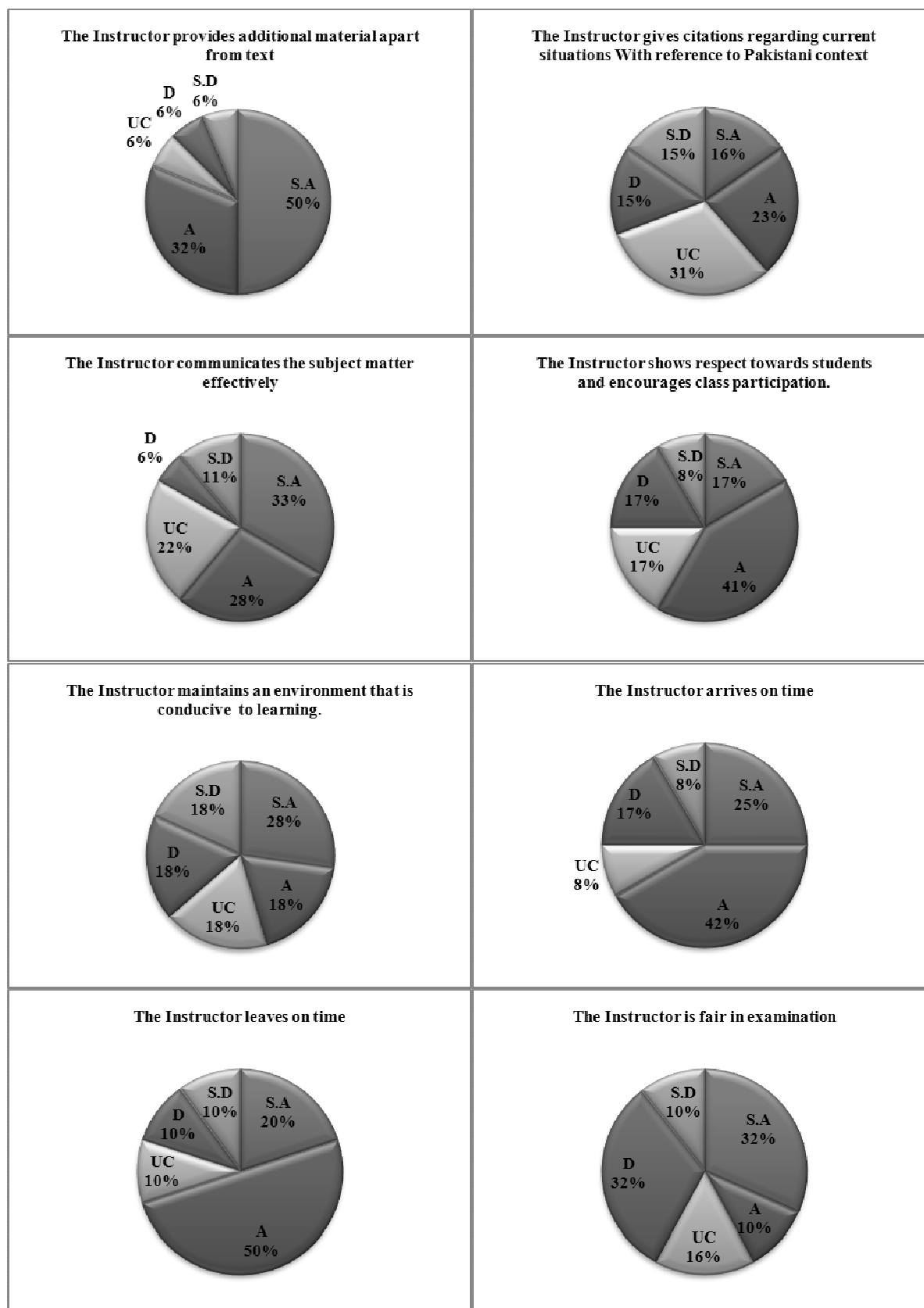
Weakness:

- Teacher should provide additional material apart from the text

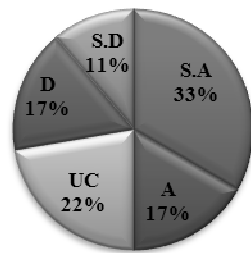
Mr. Fakhra Mushtaq (MGT-772)

The pie chart shows the detail of evaluation. The graph for “The instructor is prepared for each class”, shows that 25% are strongly agreed, 37% are agreed, 12% are uncertain, 13% are Disagreed and 13% are strongly disagreed. The graph for “The instructor has completed the whole course”, shows that 42% are strongly agreed, 26% are agreed, 5% are uncertain, 16% are Disagreed and 11% are strongly disagreed. The graph for “The instructor shows respect towards students”, shows that 17% are strongly agreed, 41% are agreed, 17% are uncertain, 17% are Disagreed and 8% are strongly disagreed. The graph for “The instructor is fair in examination”, shows that 32% are strongly agreed, 10% are agreed, 16% are uncertain, 32% are Disagreed and 10% are strongly disagreed. The graph for “The instructor arrives on time”, shows that 25% are strongly agreed, 42% are agreed, 8% are uncertain, 17% are Disagreed and 8% are strongly disagreed. The graph for “The course material is modern and updated”, shows that 37% are strongly agreed, 19% are agreed, 12% are uncertain, 13% are Disagreed and 9% are strongly disagreed. The graph for “The teacher returns graded scripts in a resonable amount of time”, shows that 33% are strongly agreed, 17% are agreed, 22% are uncertain, 17% are Disagreed and 11% are strongly disagreed.

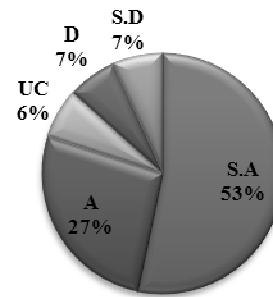




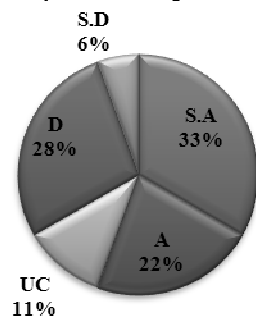
The Instructor returns the graded scripts. etc in a reasonable amount of time.



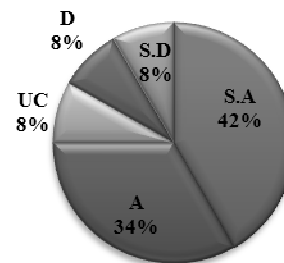
The Instructor was available during the specified officehours and for after class consultations.



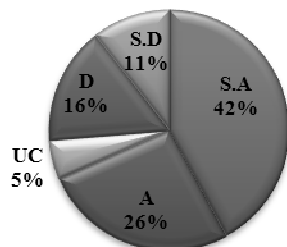
The subject matter presented in the course has increased your knowledge of the subject.



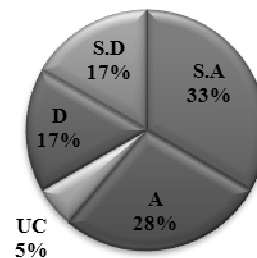
The syllabus clearly states course objectives requirements procedures and grading criteria.



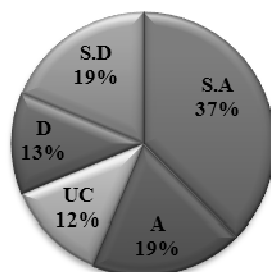
The course integrates theoretical course concepts with real-word applications.



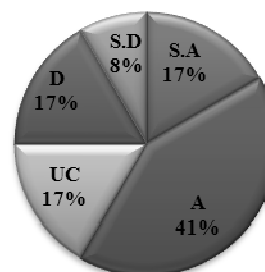
The assignments and exams covered the materials presented in the course.



The course material is modern and updated



The Instructor is prepared for each class



SA= Strongly Agree; A= Agree; UC= Uncertain; D= Disagree; SD=Strongly Disagree

General Comments of the Students about this Teacher

Strengths:

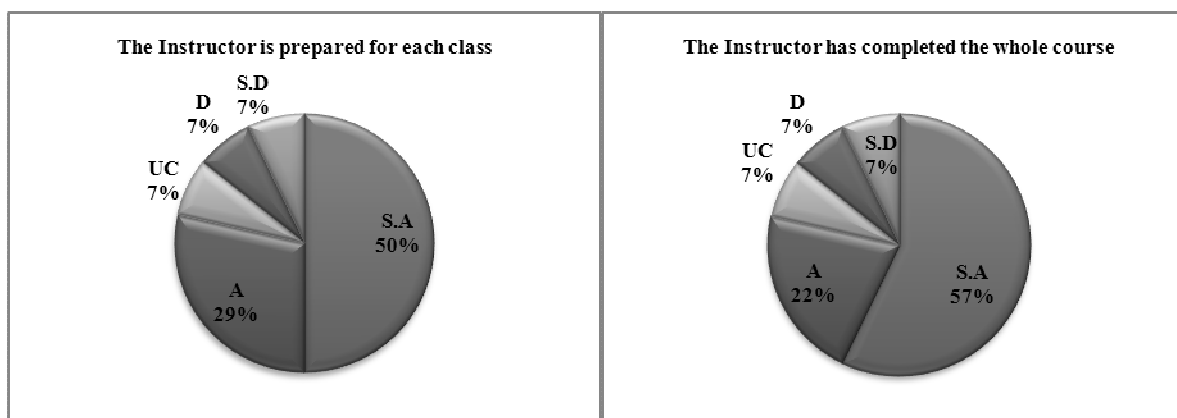
- Teacher encourages students' participation.
- Teacher is prepared before delivering the lecture.
- Teacher completes the course.

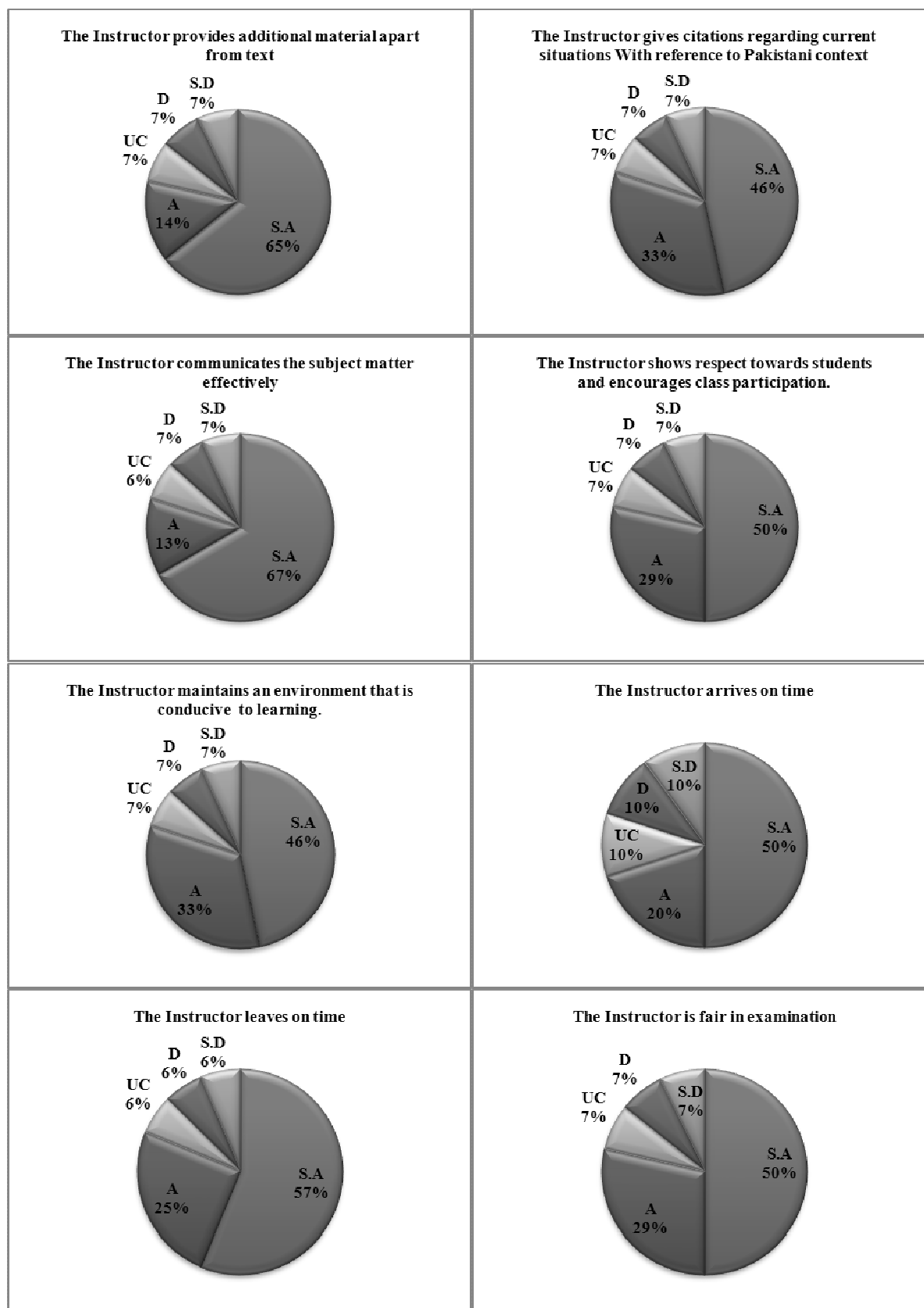
Weaknesses:

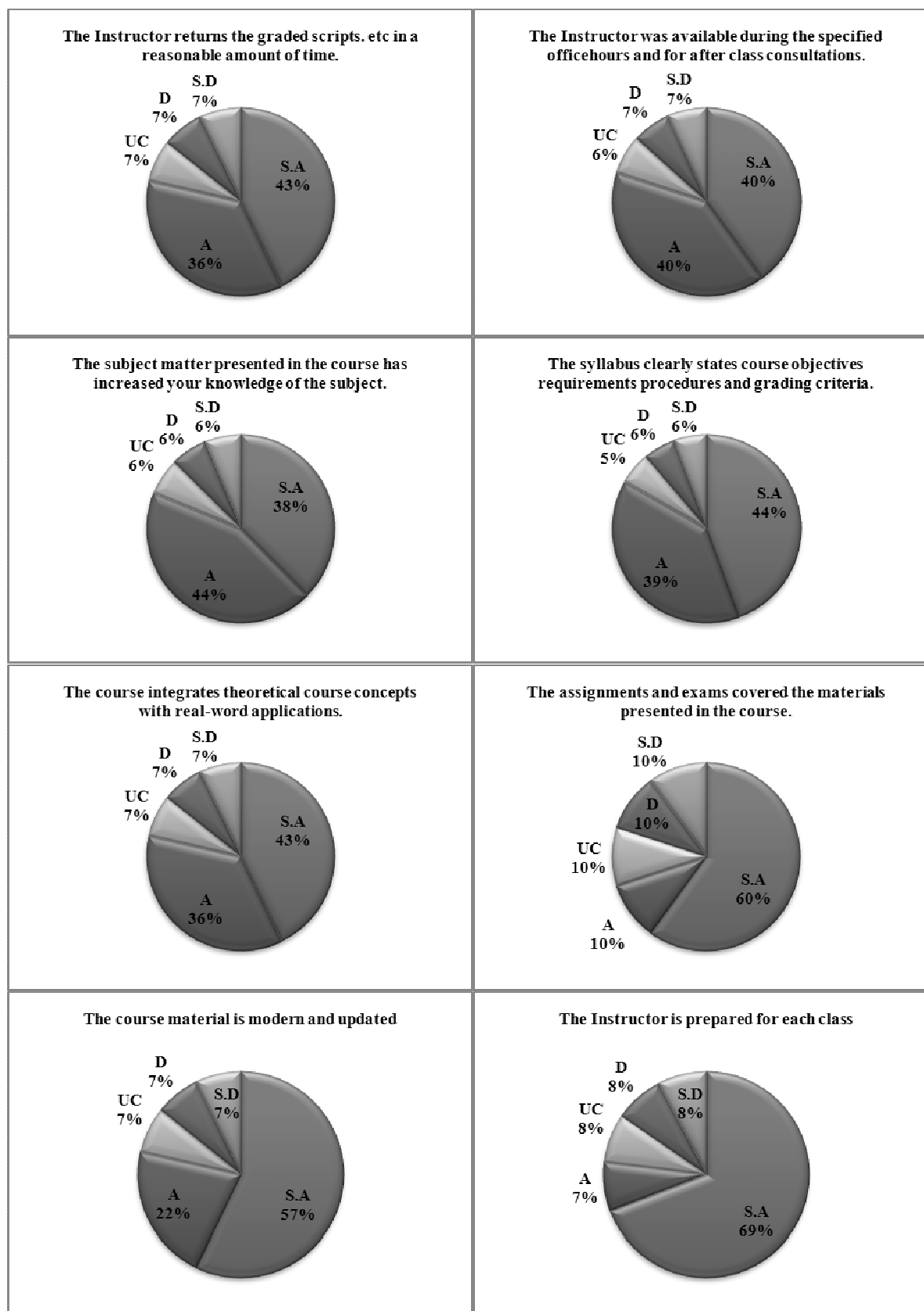
- Course contents should be updated.
- Teacher should include modern concepts in her lectures to increase student knowledge.
- Assignments and exams should cover the material presented in the course.

Mr. Muhammad Amjad Iqbal (CS-771)

The pie chart shows the detail of evaluation. The graph for “The instructor is prepared for each class”, shows that 50% are strongly agreed, 29% are agreed, 7% are uncertain, 7% are Disagreed and 7% are strongly disagreed. The graph for “The instructor has completed the whole course”, shows that 57% are strongly agreed, 22% are agreed, 7% are uncertain, 7% are Disagreed and 7% are strongly disagreed. The graph for “The instructor shows respect towards students”, shows that 50% are strongly agreed, 29% are agreed, 7% are uncertain, 7% are Disagreed and 7% are strongly disagreed. The graph for “The instructor is fair in examination”, shows that 50% are strongly agreed, 29% are agreed, 7% are uncertain, 7% are Disagreed and 7% are strongly disagreed. The graph for “The instructor arrives on time”, shows that 50% are strongly agreed, 20% are agreed, 10% are uncertain, 10% are Disagreed and 10% are strongly disagreed. The graph for “The course material is modern and updated”, shows that 57% are strongly agreed, 22% are agreed, 7% are uncertain, 7% are Disagreed and 7% are strongly disagreed.







SA= Strongly Agree; A= Agree; UC= Uncertain; D= Disagree; SD=Strongly Disagree

General Comments of the Students about this Teacher

Strengths:

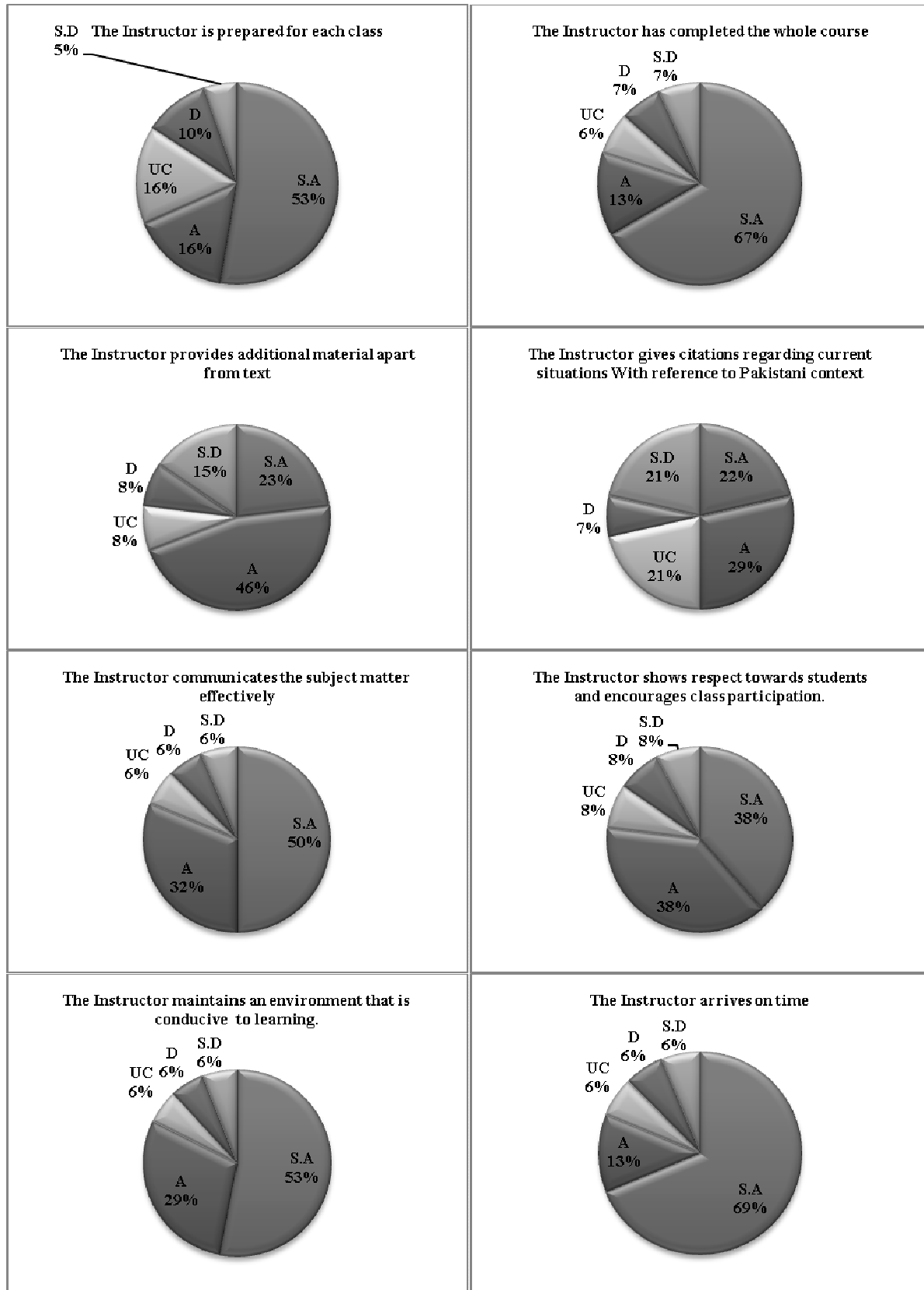
- Teacher is well prepared for lecture and very punctual.
- Teacher is fair in examination and shows respect towards students.

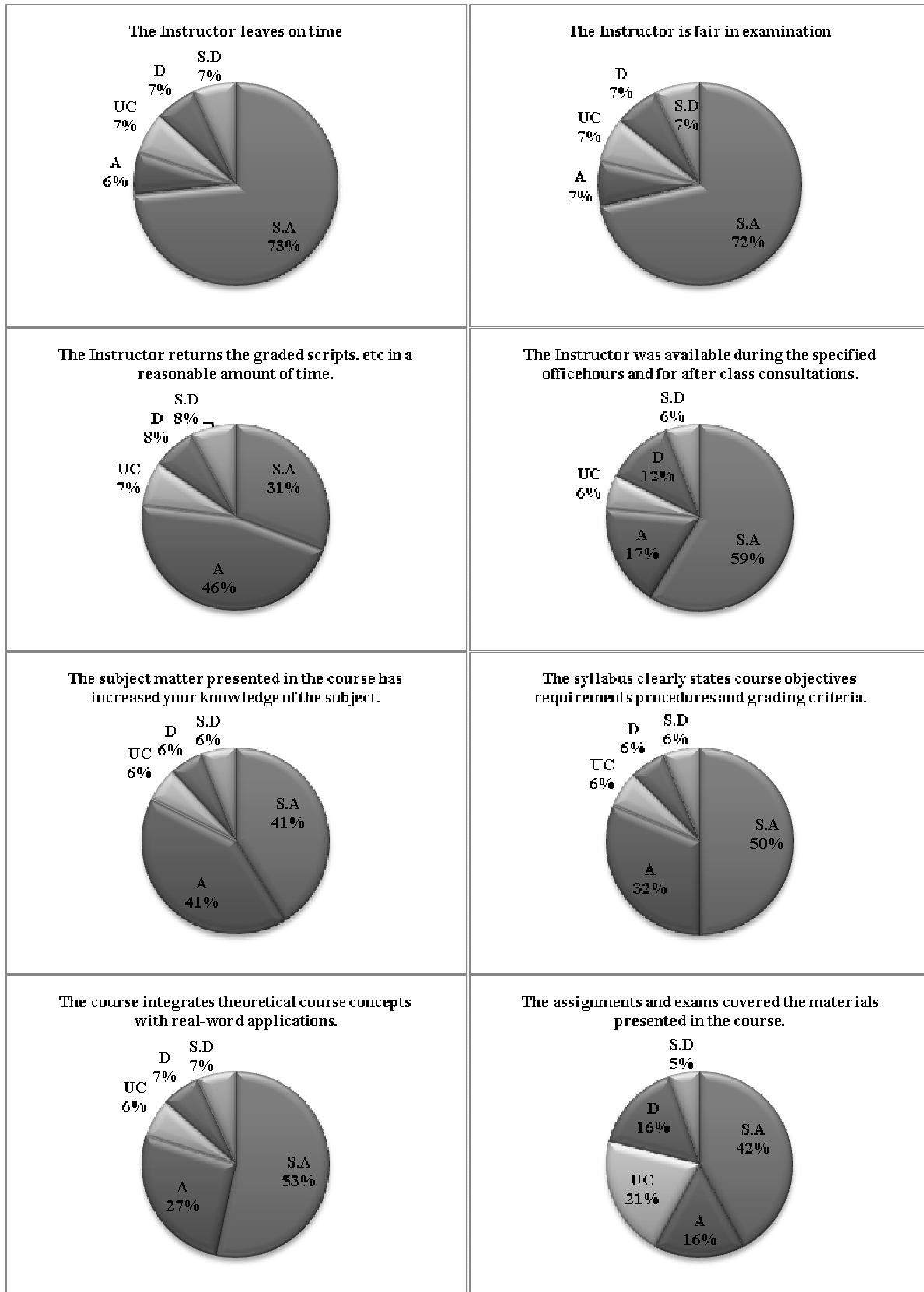
.Weaknesses:

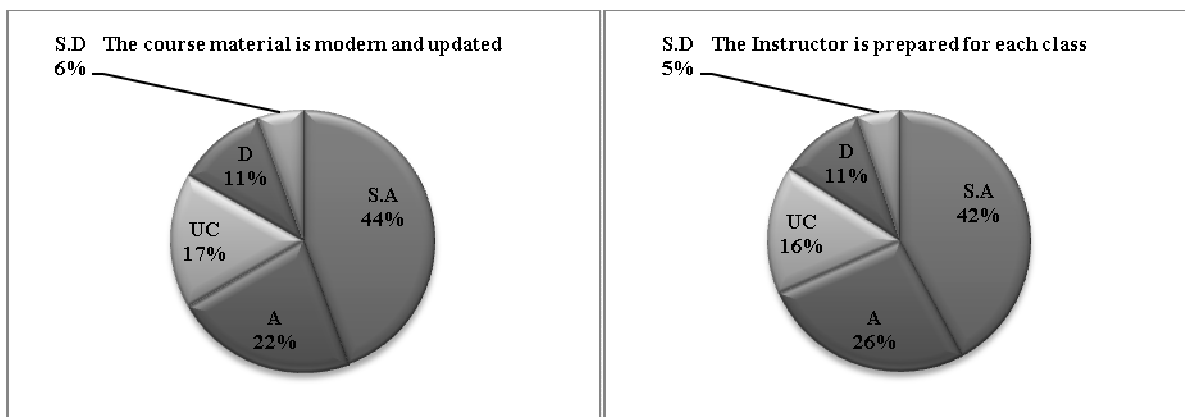
- Teacher should include modern concepts in her lectures to increase student knowledge.
- Assignments and exams should cover the material presented in the course.

Mr. Saqib Majeed (CS-701)

The pie chart shows the details of evaluation. The instructor is well prepared for each class. This can be seen in the graph “The instructor is prepared for each class”.(53% strongly agree, 16% agree, 16% are uncertain, 10% disagree and 5% strongly disagree). The instructor has also completed the whole course. The graph “The instructor has completed the whole course” indicates this. (67% strongly agree, 13% agree, 6% are uncertain, 7% disagreed and 7% strongly disagree). The instructor has good communication skills, as shown in the graph “The instructor communicates the subject matter effectively”.(50% strongly agree, 32% agree, 6% are uncertain, 6% disagree and 6% strongly disagree). The instructor is also prepares well for each class. The graph “The instructor is prepared for each class” shows this. (42% strongly agree, 26% agree, 16% are uncertain, 11% disagree and 5% strongly disagree). The instructor is punctual as reflected in the graph “The instructor arrives on time” (69% strongly agree, 13% agree, 6% are uncertain, 6% disagree and 6% strongly disagree) and the graph “ The instuctor leaves on time” (73% strongly agree, 6% agree, 7% are uncertain, 7% disagree and 7% strongly disagree). The instructor is fair in examinations. The graph “ The instructor is fair in examination” shows this. (72% strongly agree, 7% agree, 7% are uncertain, 7% disagree and 7% strongly disagree)







General Comments of the Students about the Teacher

Strength:

- Punctual in classess and good communication
- Fair in examinations
- Well prepared

Weaknesses:

- Course material should be more updated
- Teacher should return graded scripts within reasonable time.

Student Course Evaluation

The courses of the teachers for MIT degree program were also evaluated. The teacher who has taught the course CS-724 has score 83%, the score of the teacher for CS-772 is 77%, the score of the teacher for CS-771 is 79%, the score of the teacher for MGT-772 is 76%, the score of the teacher for CS-701 is 74% and the score of the teacher for CS-704 is 79%. A summarized form is given below.

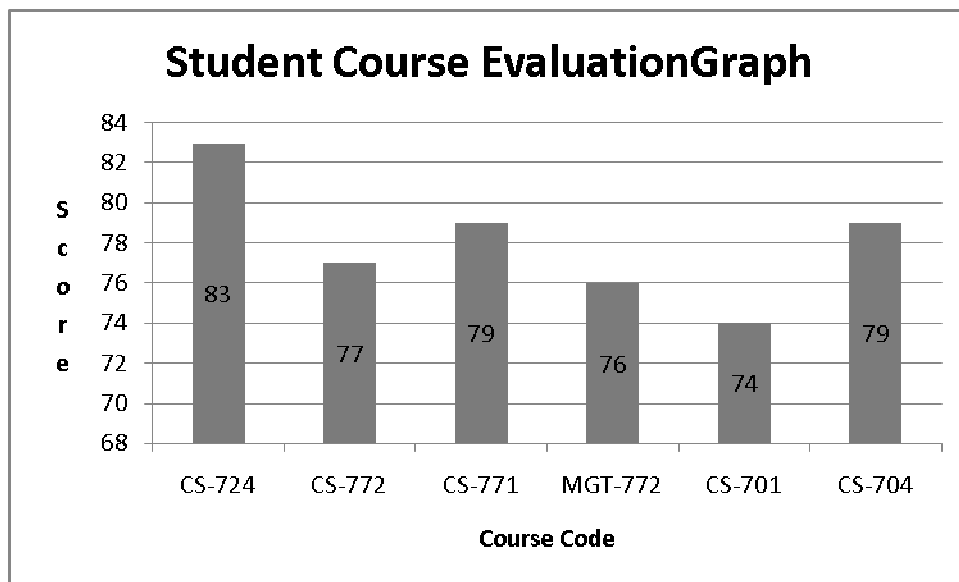


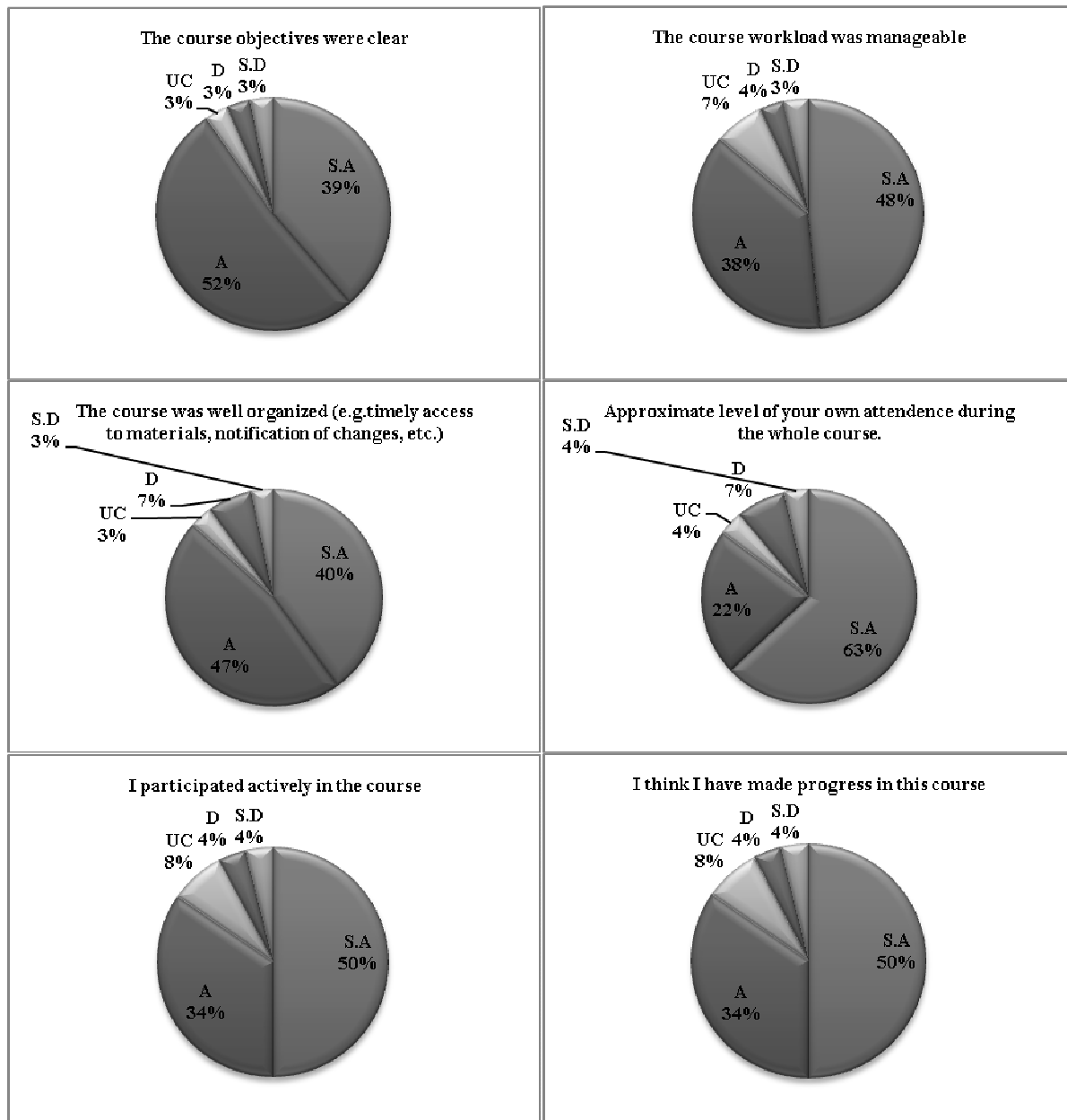
Figure 2: Student Course Evaluation

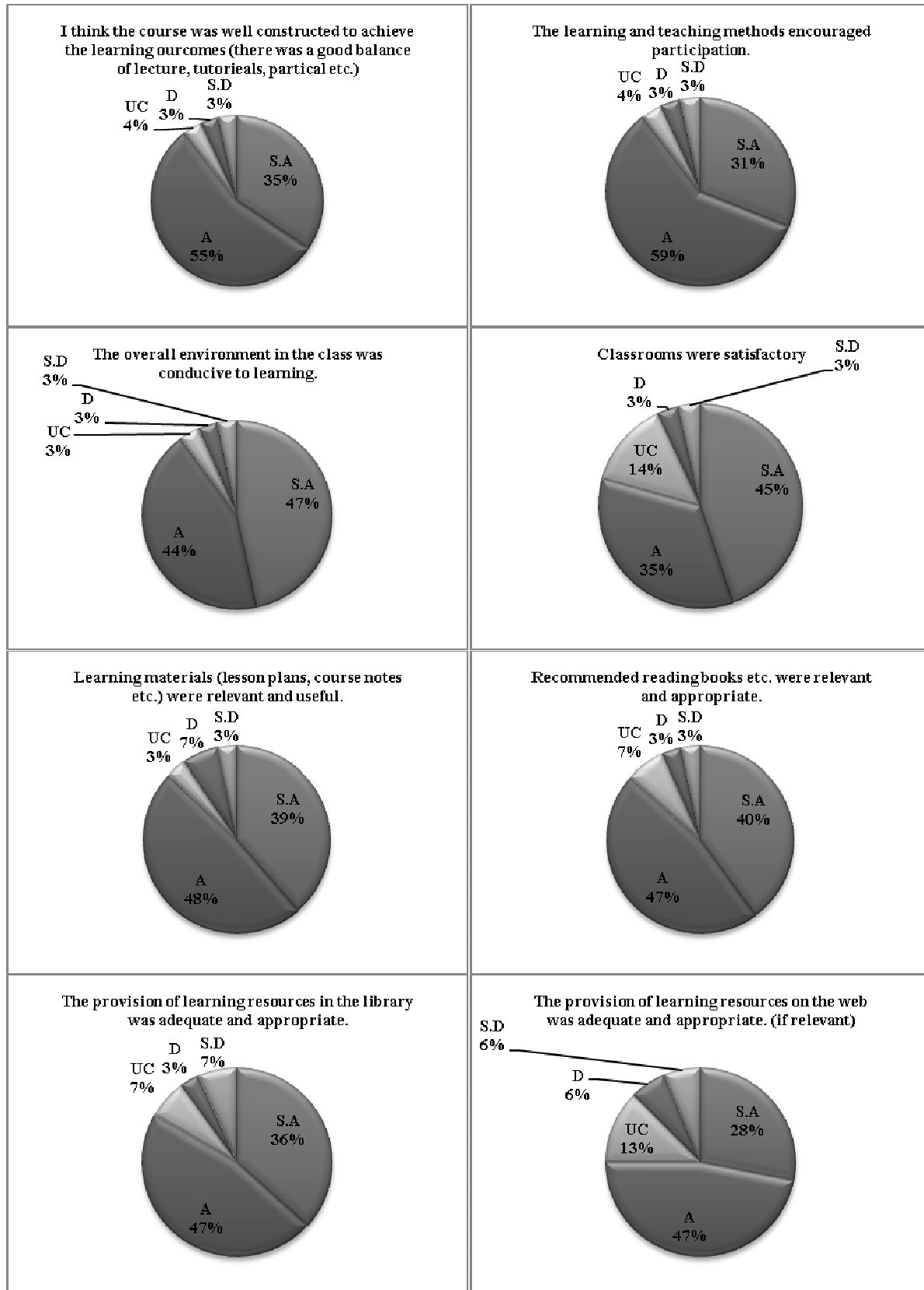
The detail evaluation of above mentioned courses is given below.

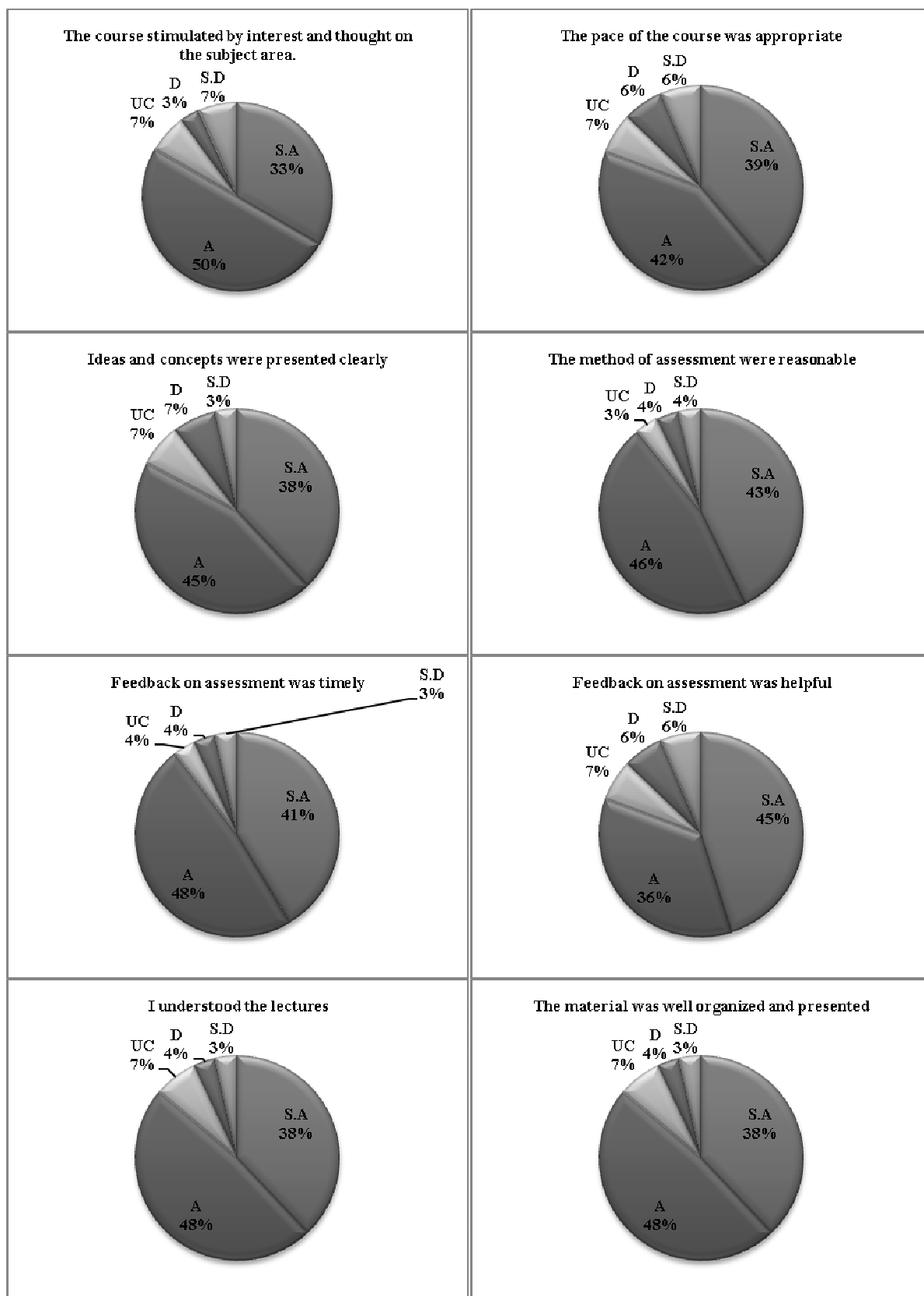
CS-724 (Ms. Aisha Umair)

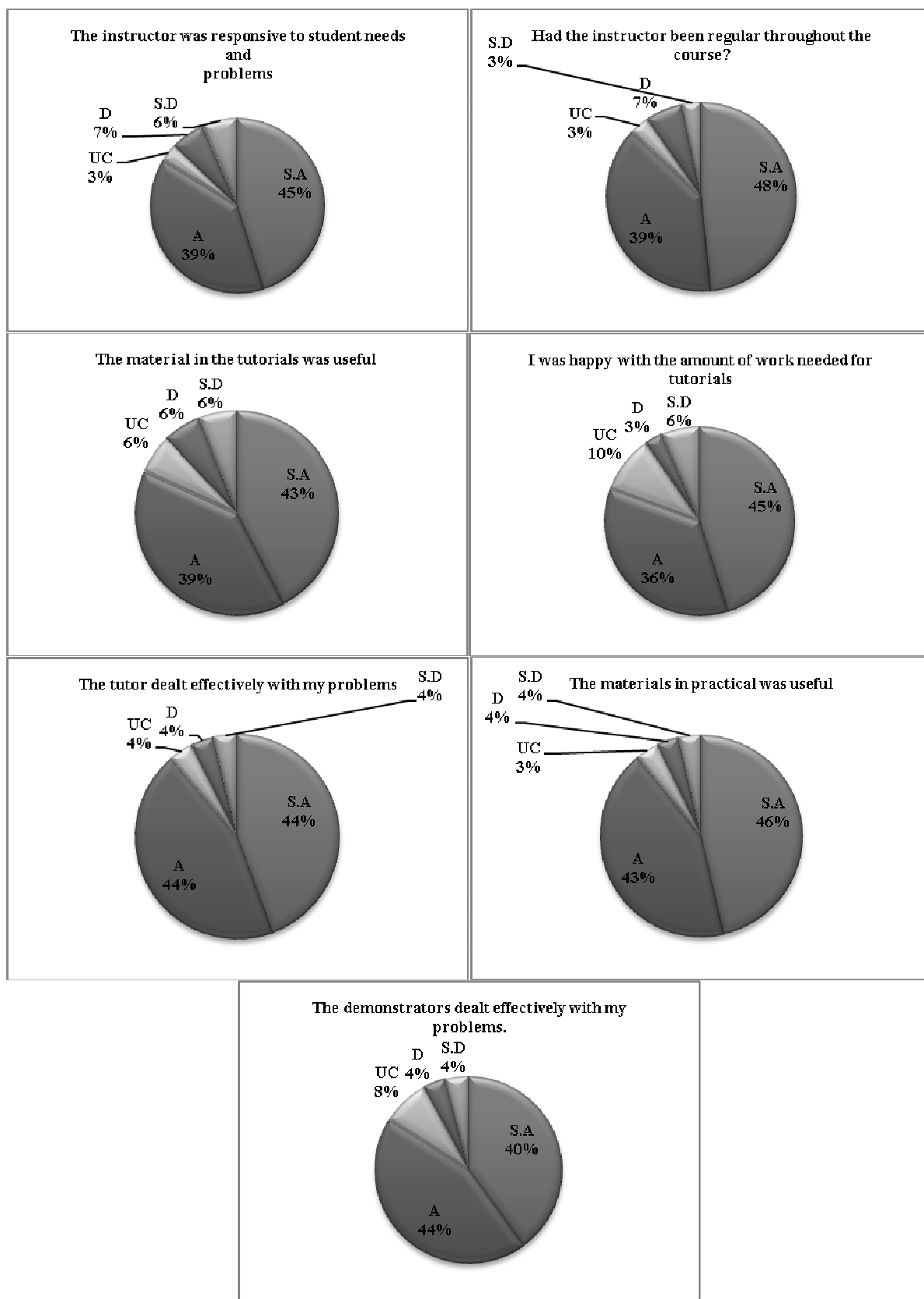
The pie chart shows the details of evaluation. The graph “The course objective were clear” indicates this. (39% strongly agree, 52% agree, 3% are uncertain, 3% disagreed and 3% strongly disagree). The instructor also provides additional study material apart from thr text to students. The graph “The course workload was manageable “ reflects this. (48% strongly agree, 38% agree, 7% are uncertain, 4% disagreed and 3% strongly disagree). This can be seen in the graph “The course is well organized”.” (40% strongly agree, 47% agree, 6% are uncertain, 3% disagree and 3% strongly disagree). The instructor is always available for after class consultaions

as shown in the graph “The instructor have made progress in this course” 50% strongly agree, 34% agree, 8% are uncertain, 3% disagreed and 4% strongly disagree). “The instructor shows respect towards students and encourages class participation”. (31% strongly agree, 50% agree, 4% are uncertain, 3% disagreed and 3% strongly disagree). “ The pace of the course was appropriate “. (39% strongly agree, 42% agree, 7% are uncertain, 6% disagreed and 6% strongly disagree).” There had the instructions been regular trhorughout the courese “. (48% strongly agree, 39% agree, 3% are uncertain, 7% disagreed and 3% strongly disagree).









General Comments of Students about this course:

Strengths :

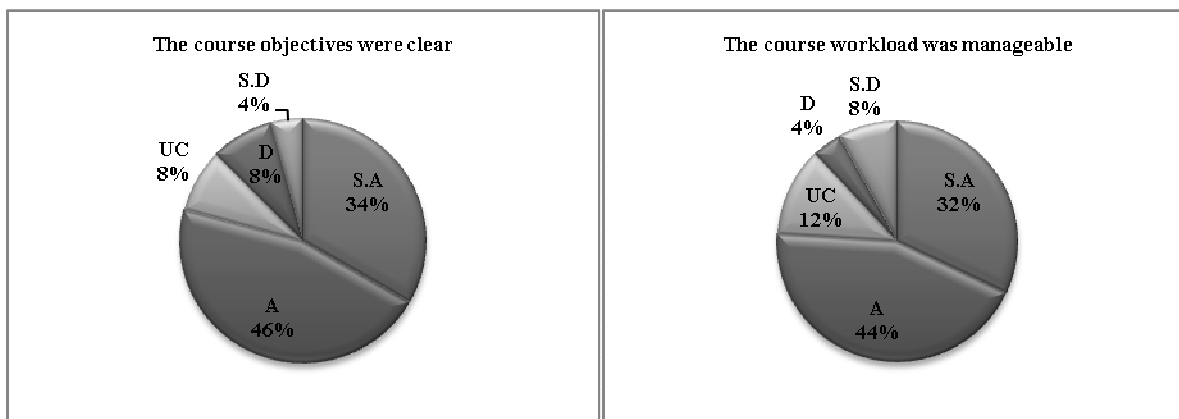
- Understanding of the course
- Good communication with students
- Well organized material

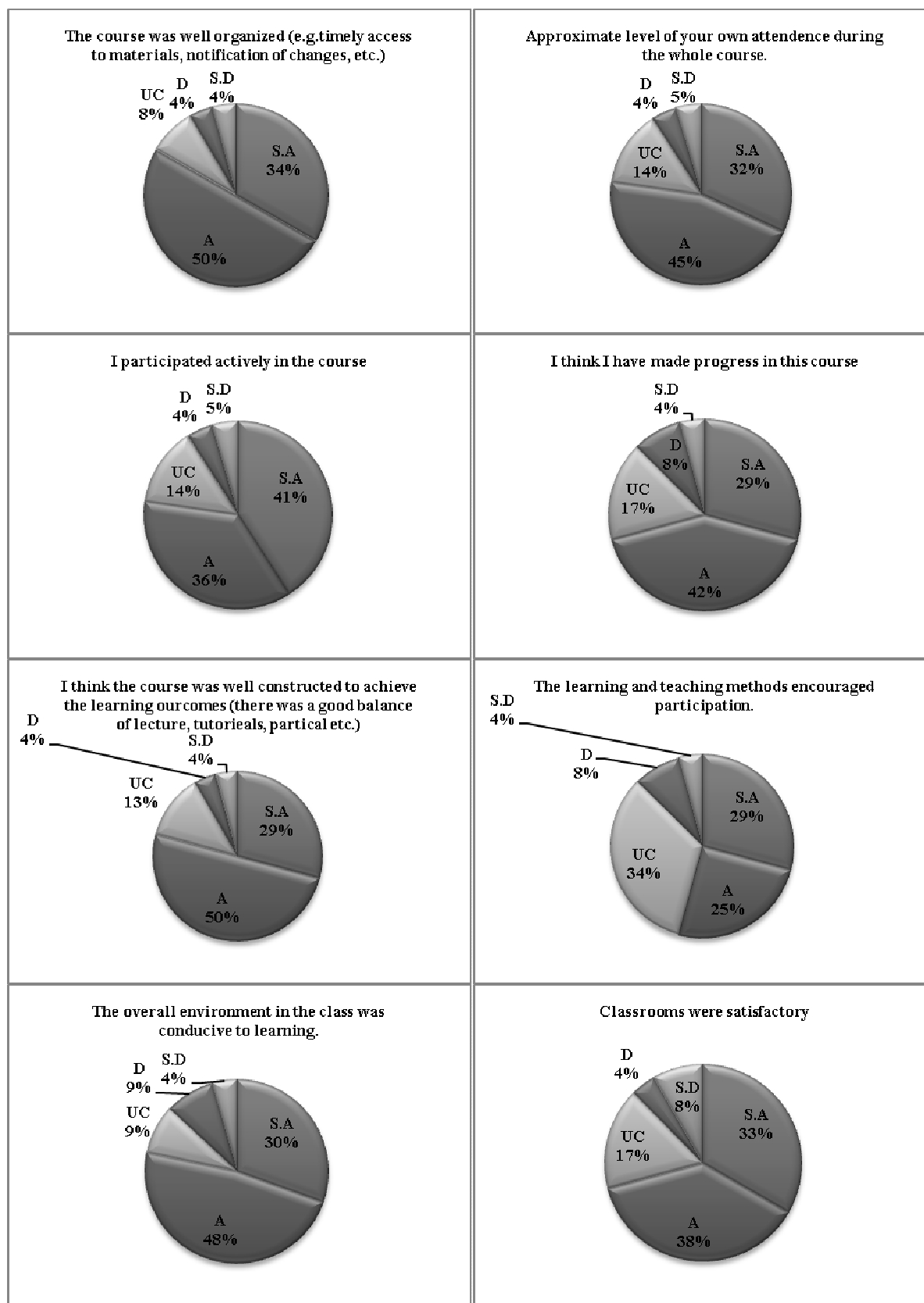
Weaknesses:

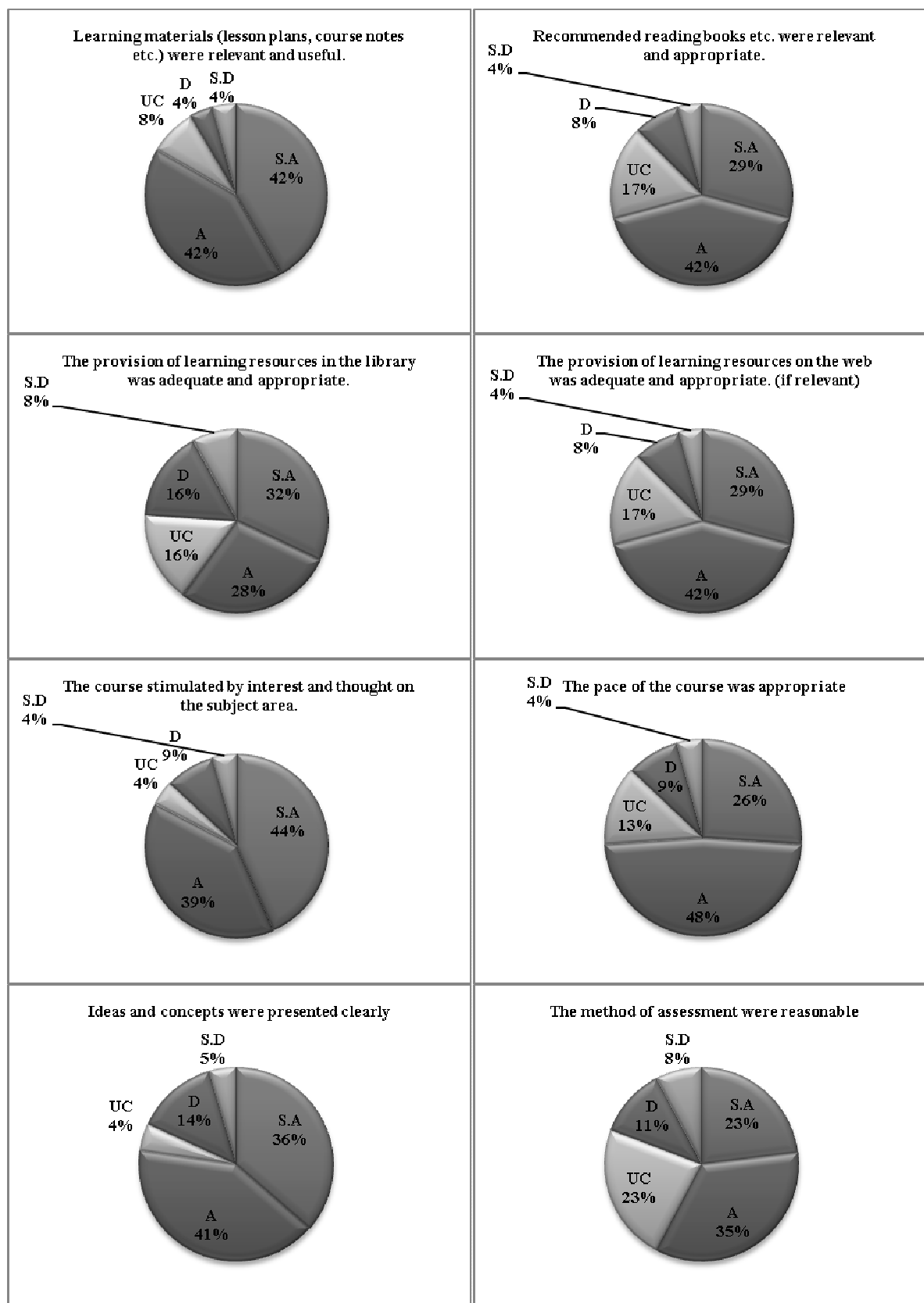
- Extra Course Load

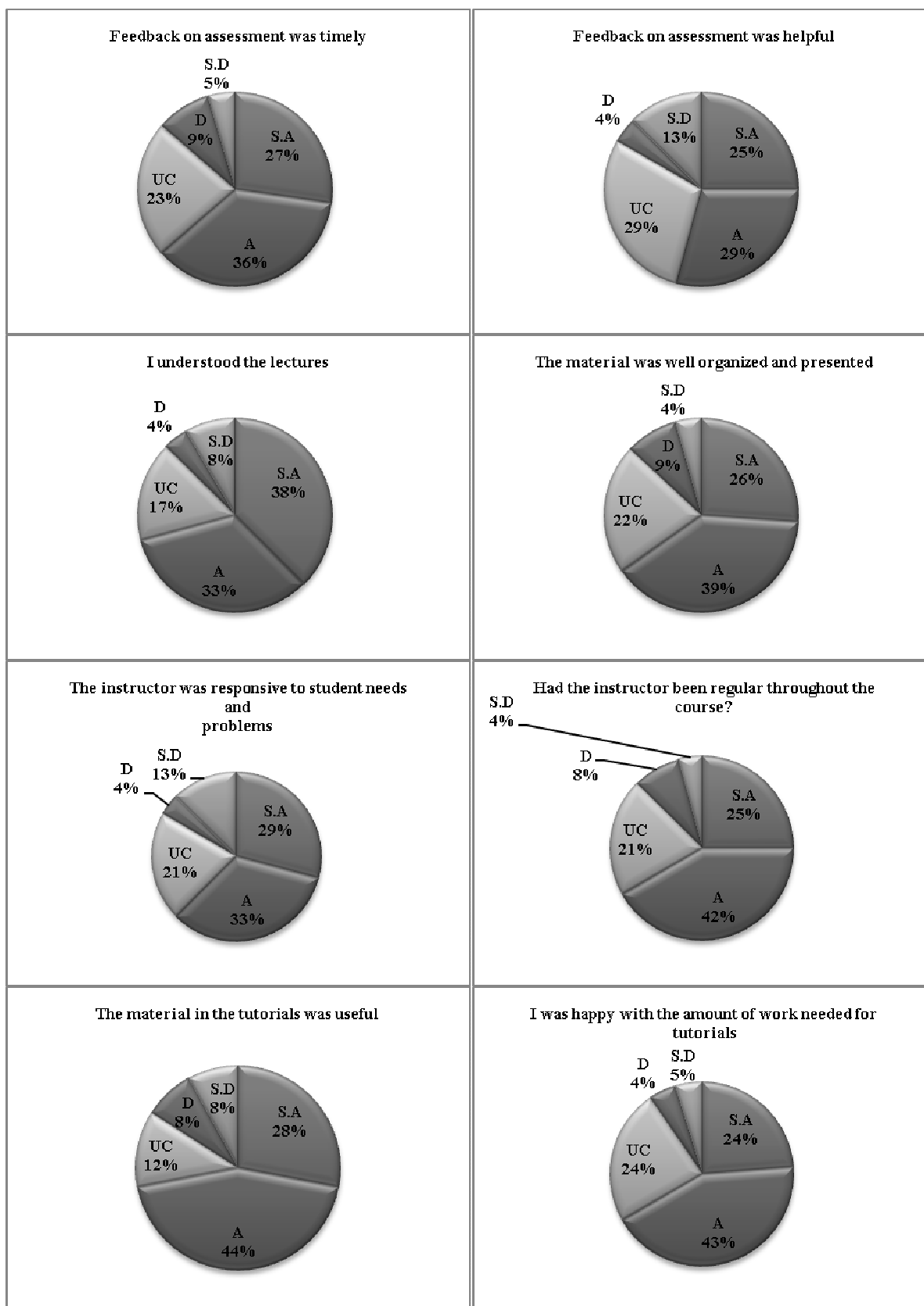
CS-772 (Mr. Nasir Minhas)

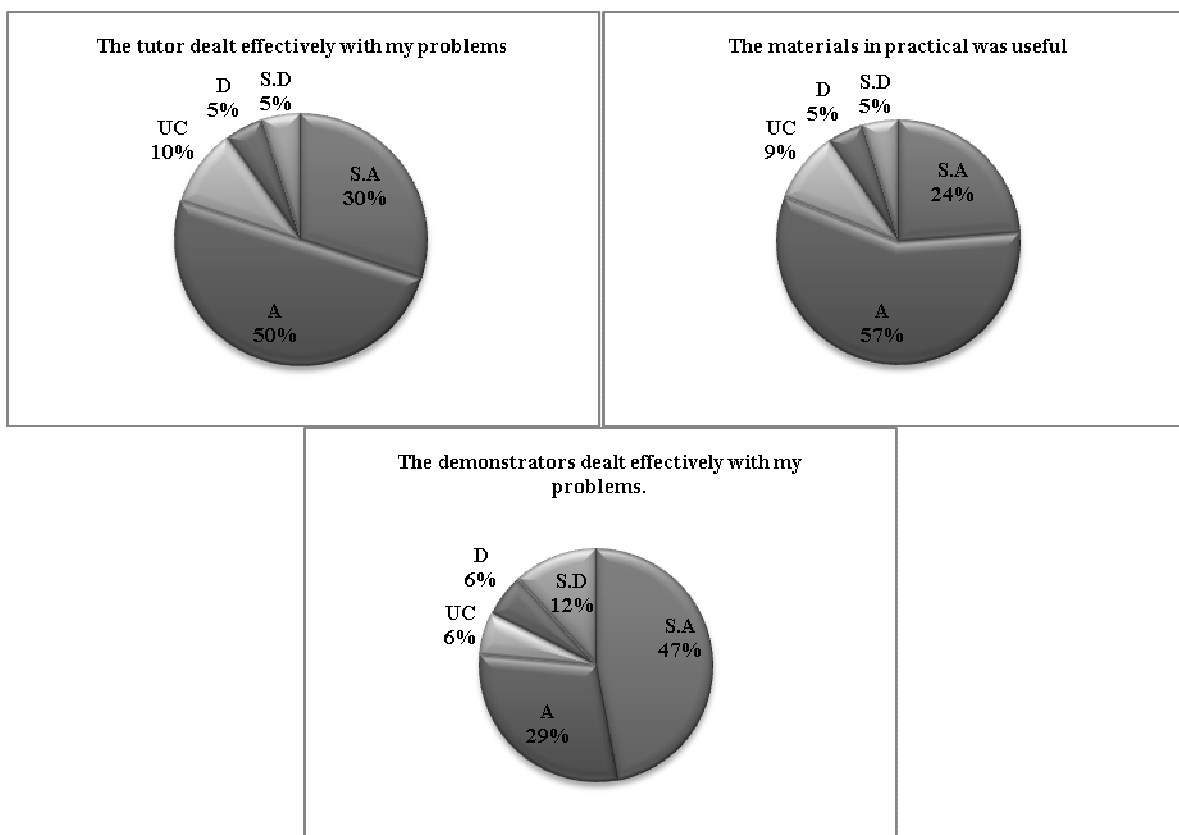
The pie chart shows the details of evaluation. The graph “The course objective were clear” indicates this. (34% strongly agree, 46% agree, 8% are uncertain, 8% disagreed and 4% strongly disagree). The instructor also provides additional study material apart from the text to students. The graph “The course workload was manageable “ reflects this. (32% strongly agree, 44% agree, 12% are uncertain, 4% disagreed and 8% strongly disagree). This can be seen in the graph “The course is well organized”. (34% strongly agree, 50% agree, 8% are uncertain, 4% disagree and 4% strongly disagree). “The material in the tutorial was useful” 28% strongly agree, 44% agree, 12% are uncertain, 8% disagreed and 8% strongly disagree). “The feed back on assesment was timely. (27% strongly agree, 36% agree, 23% are uncertain, 9% disagreed and 5% strongly disagree). “ The pace of the course was appropriate “. (26% strongly agree, 48% agree, 7% are uncertain, 6% disagreed and 6% strongly disagree).” The instructor had made progress in this course “. (29% strongly agree, 42% agree, 17% are uncertain, 8% disagreed and 4% strongly disagree).











General Comments of Students about this course

Strength:

- Good teaching method
- Practical material was helpful

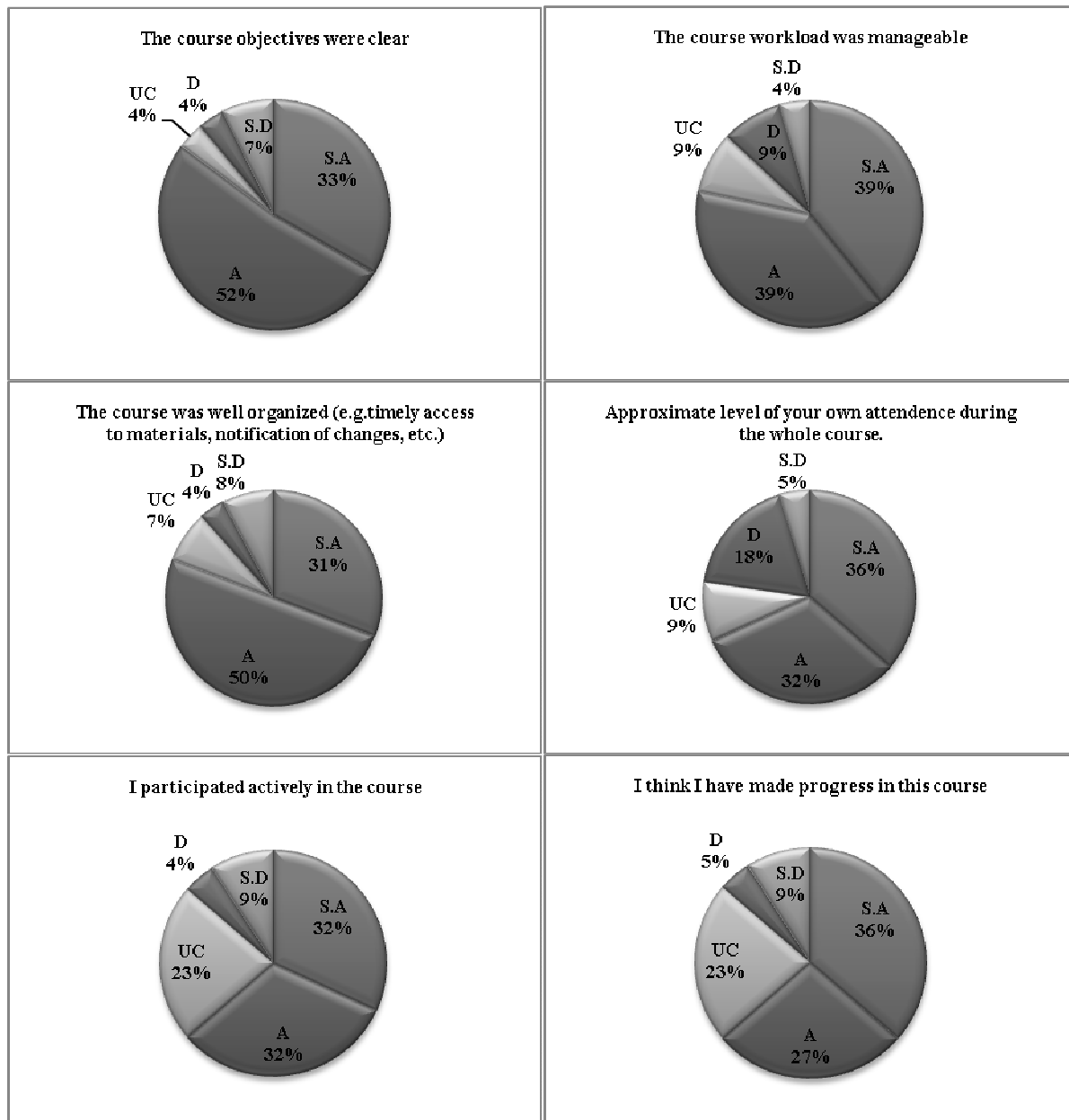
Weakness:

- Objectives should be clear.
- Inadequate library resources for this course
- In time feedback required.

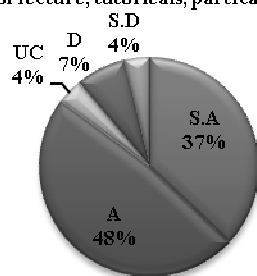
CS-771 (Mr. Muhammad Amjad Iqbal)

The pie chart shows the details of evaluation. The graph “The course objective were clear” indicates this. (33% strongly agree, 52% agree, 4% are uncertain, 4% disagreed and 7% strongly disagree). The instructor also provides additional study material apart from thr text to students. The graph “The course workload was manageable “ reflects this. (39% strongly agree, 39% agree, 9% are uncertain, 9% disagreed and 4% strongly disagree). This can be seen in the

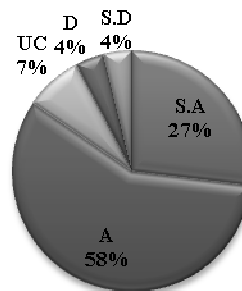
graph “The course is well organized”. (31% strongly agree, 50% agree, 7% are uncertain, 4% disagree and 8% strongly disagree). “The material in the tutorial was useful” 28% strongly agree, 44% agree, 16% are uncertain, 9% disagreed and 3% strongly disagree). “The feed back on assesment was timely. (37% strongly agree, 32% agree, 16% are uncertain, 10% disagreed and 5% strongly disagree). “ The pace of the course was appropirate “. (31% strongly agree, 41% agree, 17% are uncertain, 7% disagreed and 4% strongly disagree).” The instructor had made progress in this course “. (36% strongly agree, 27% agree, 23% are uncertain, 5% disagreed and 9% strongly disagree).



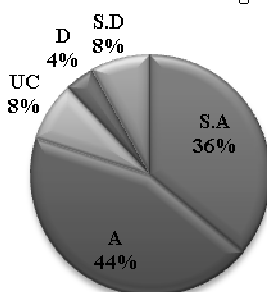
I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



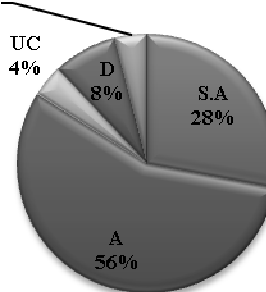
The learning and teaching methods encouraged participation.



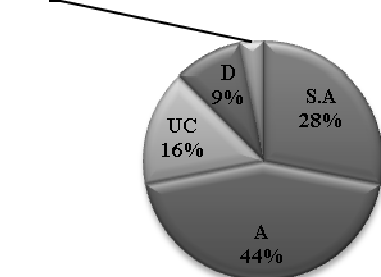
The overall environment in the class was conducive to learning.



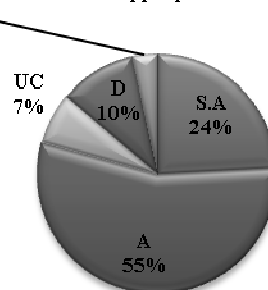
Classrooms were satisfactory



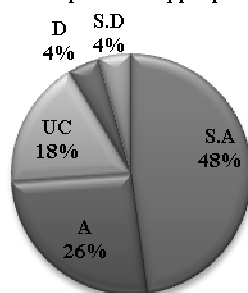
Learning materials (lesson plans, course notes etc.) were relevant and useful.



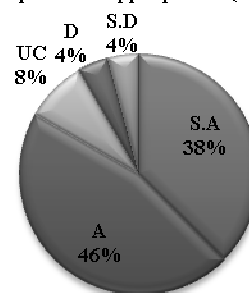
Recommended reading books etc. were relevant and appropriate.

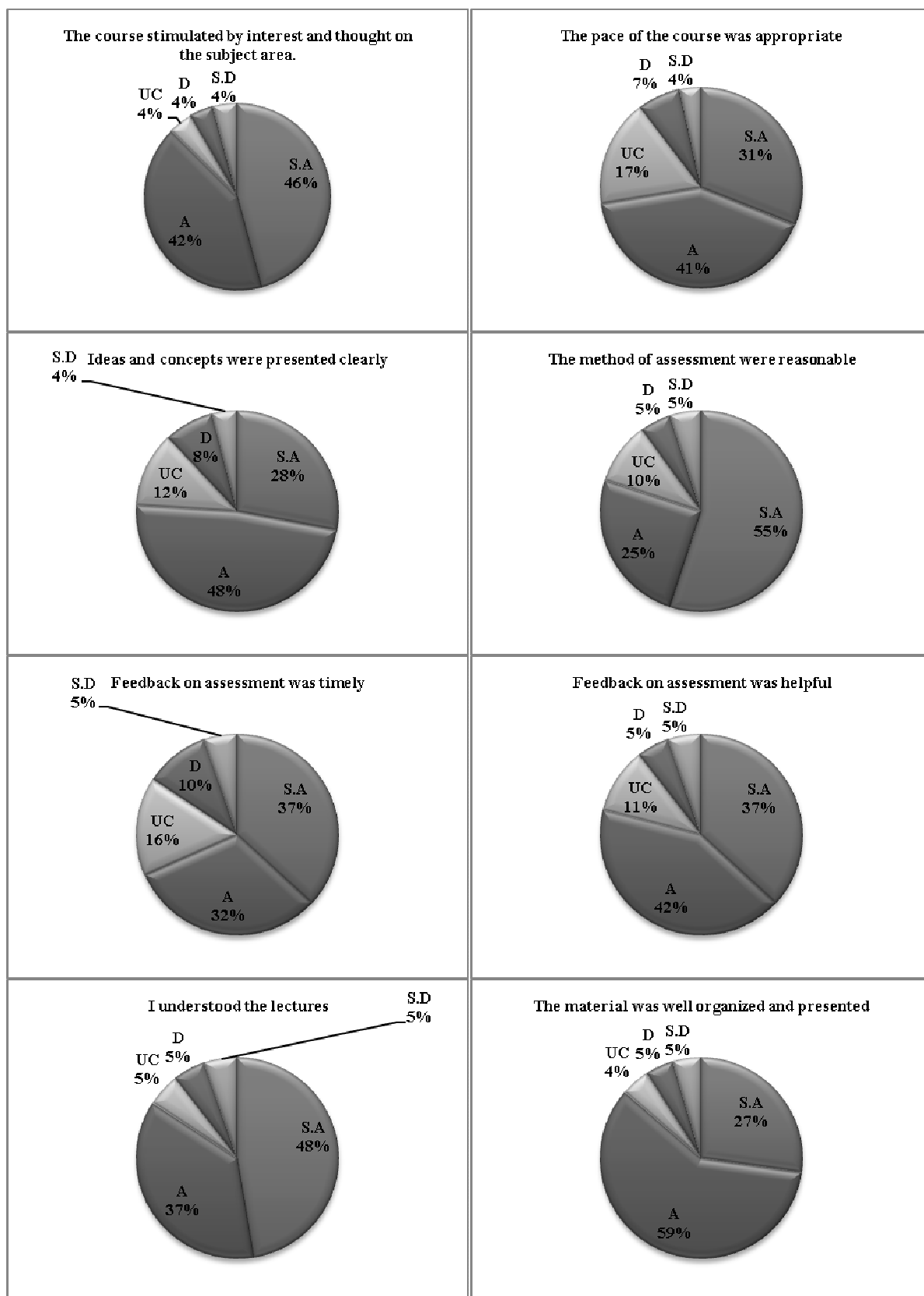


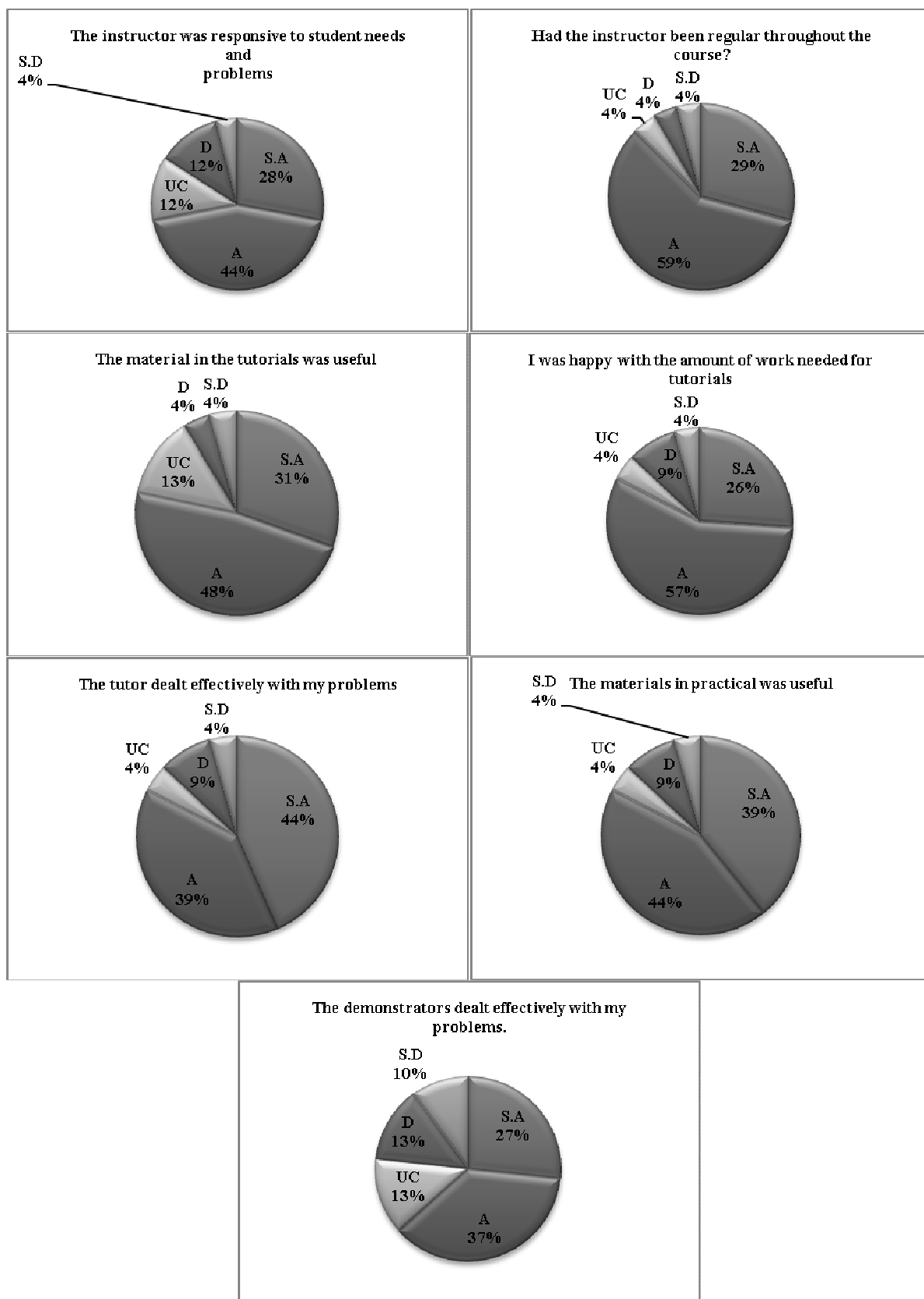
The provision of learning resources in the library was adequate and appropriate.



The provision of learning resources on the web was adequate and appropriate. (if relevant)







General Comments of Students about this course

Strength:

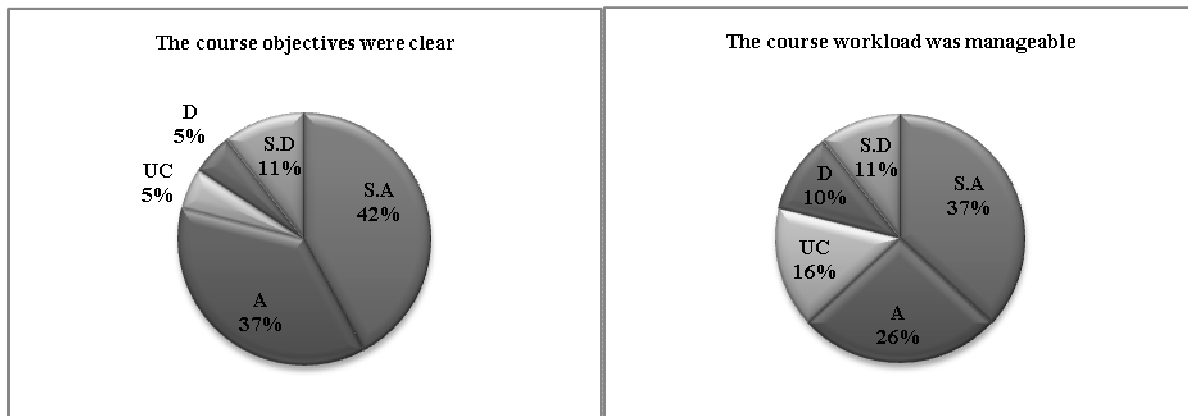
- Clear course objectives
- Helpful feedback on assessment
- Students made good progress in this course

Weakness:

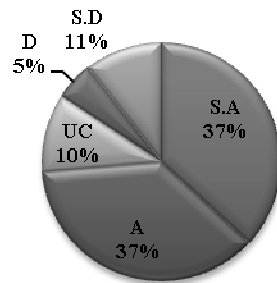
- Should explain problem more

MGT-772 (Ms. Fakhra Mushtaq)

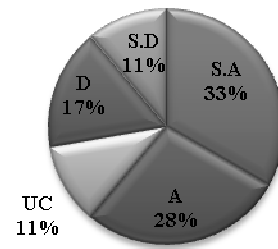
The pie chart shows the details of evaluation. The graph “The course objective were clear” indicates this. (33% strongly agree, 52% agree, 4% are uncertain, 4% disagreed and 7% strongly disagree). The instructor also provides additional study material apart from the text to students. The graph “The course workload was manageable “ reflects this. (39% strongly agree, 39% agree, 9% are uncertain, 9% disagreed and 4% strongly disagree). This can be seen in the graph “The course is well organized”. (31% strongly agree, 50% agree, 7% are uncertain, 4% disagree and 8% strongly disagree). “The material in the tutorial was useful” 28% strongly agree, 44% agree, 16% are uncertain, 9% disagreed and 3% strongly disagree). “The feedback on assessment was timely. (37% strongly agree, 32% agree, 16% are uncertain, 10% disagreed and 5% strongly disagree). “ The pace of the course was appropriate “. (31% strongly agree, 41% agree, 17% are uncertain, 7% disagreed and 4% strongly disagree).” The instructor had made progress in this course “. (36% strongly agree, 27% agree, 23% are uncertain, 5% disagreed and 9% strongly disagree).



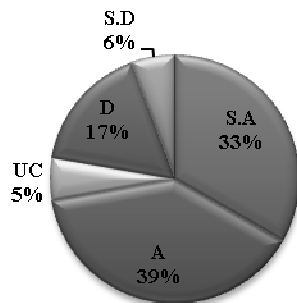
The course was well organized (e.g. timely access to materials, notification of changes, etc.)



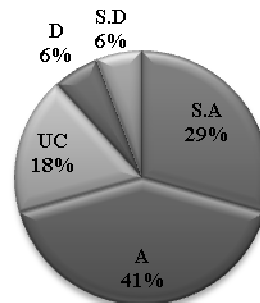
Approximate level of your own attendance during the whole course.



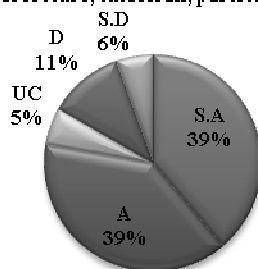
I participated actively in the course



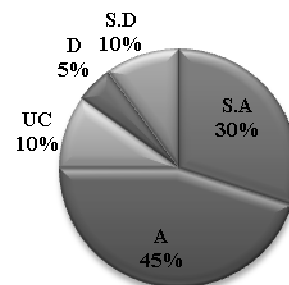
I think I have made progress in this course



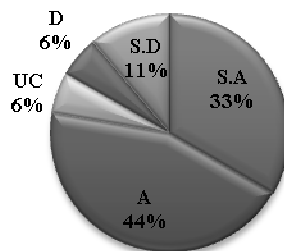
I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



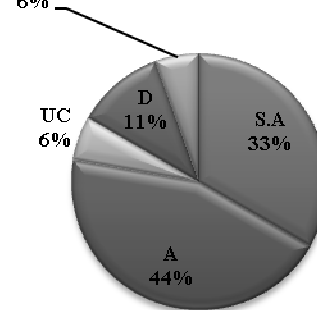
The learning and teaching methods encouraged participation.

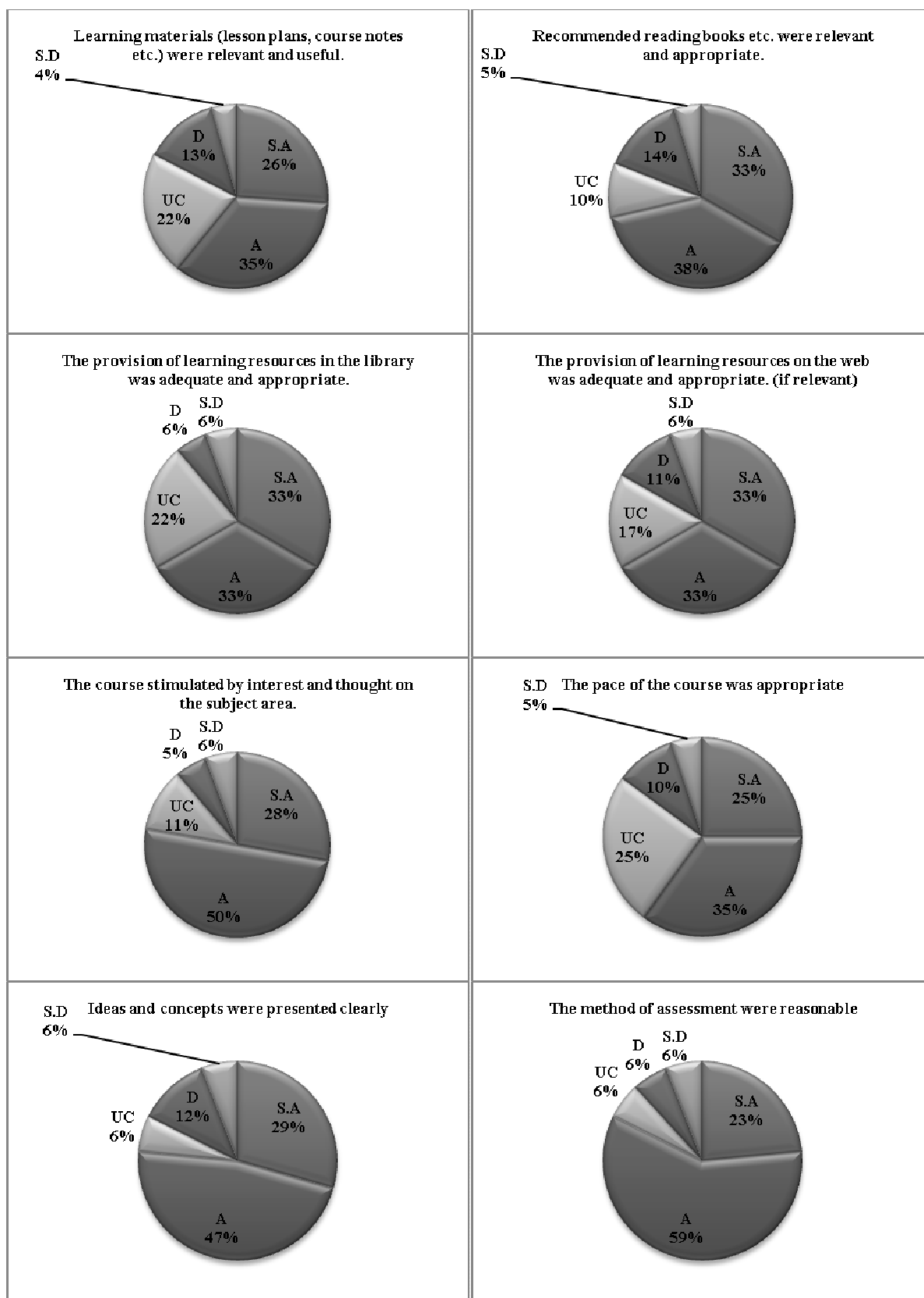


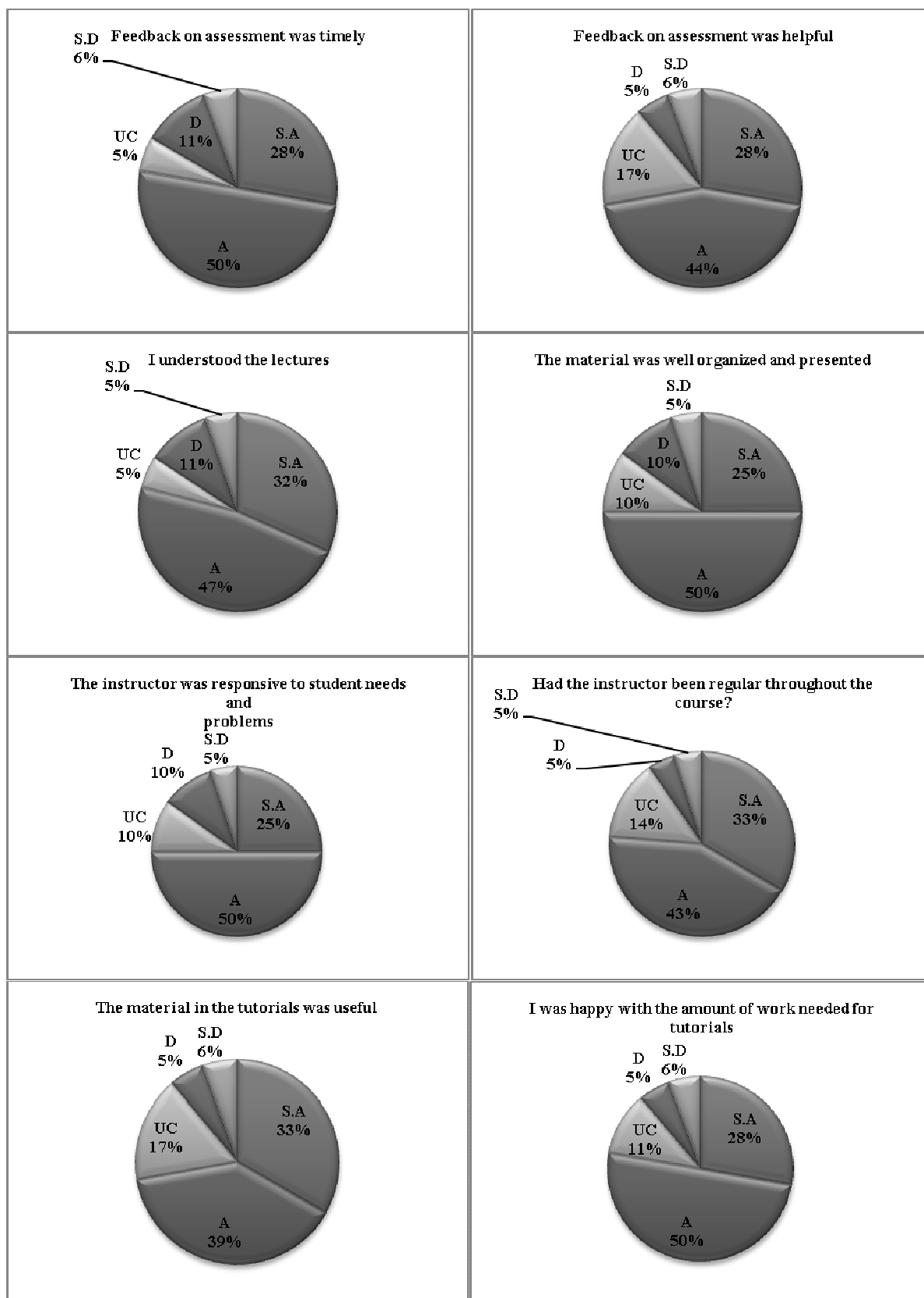
The overall environment in the class was conducive to learning.

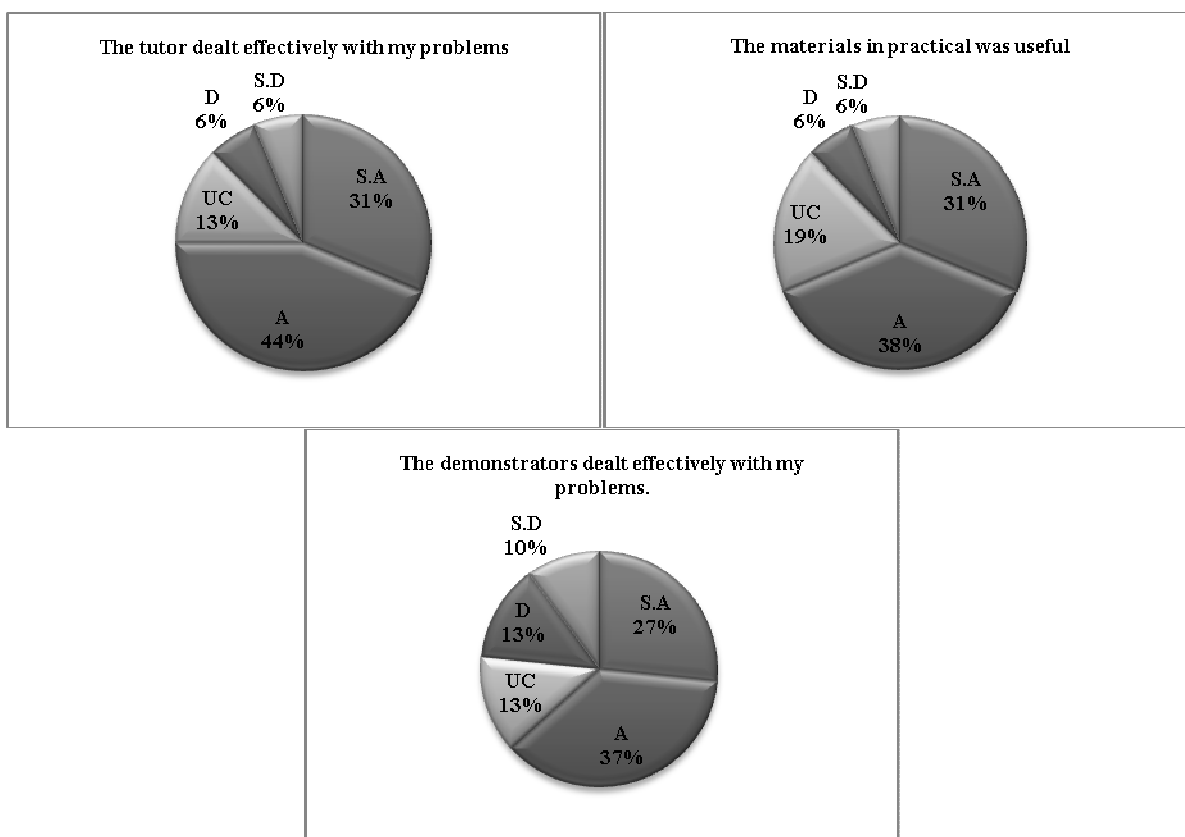


Classrooms were satisfactory









General Comments of Students about this course

Strength:

- Reasonable method of assessment
- Material in tutorials was useful
- Learning outcomes achieved

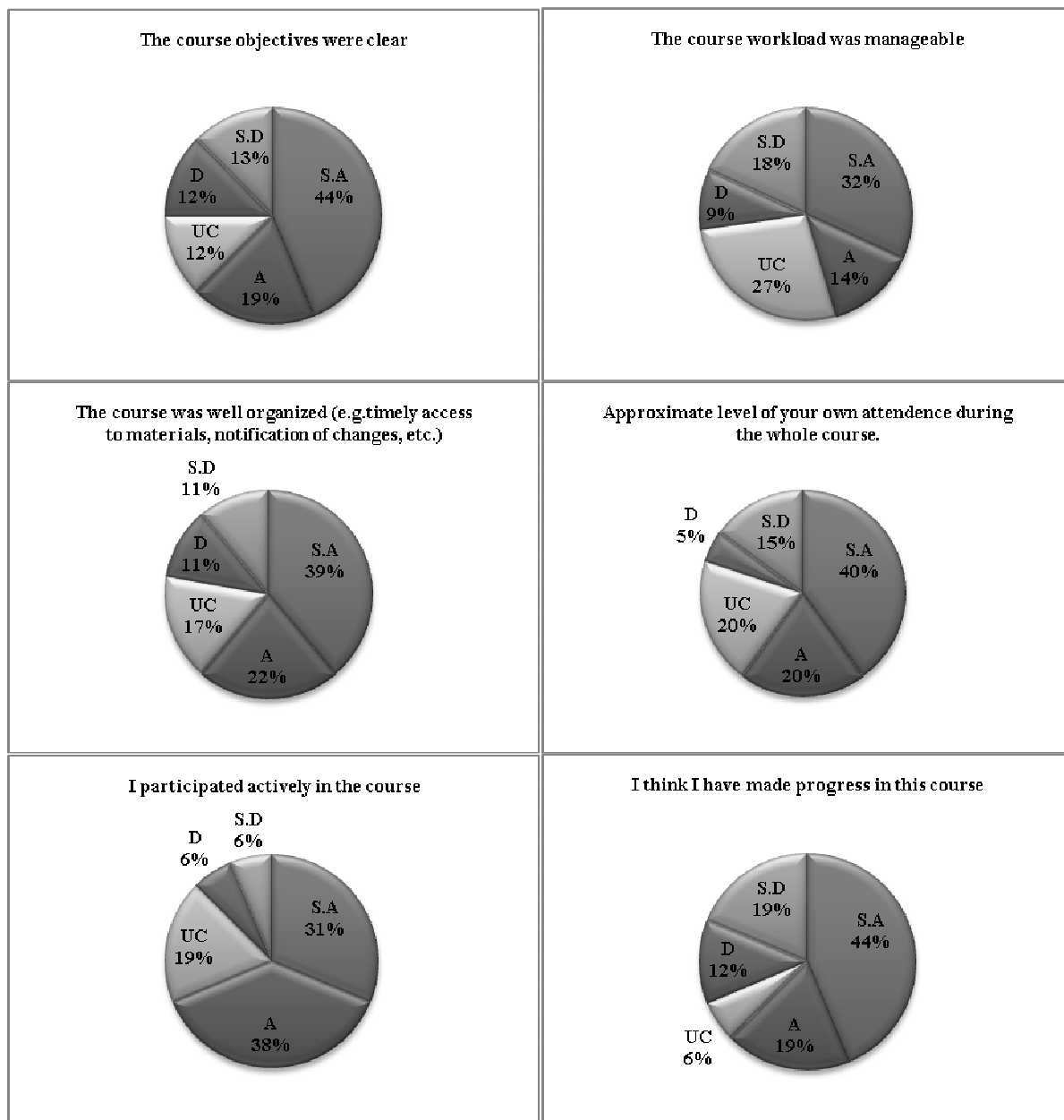
Weakness:

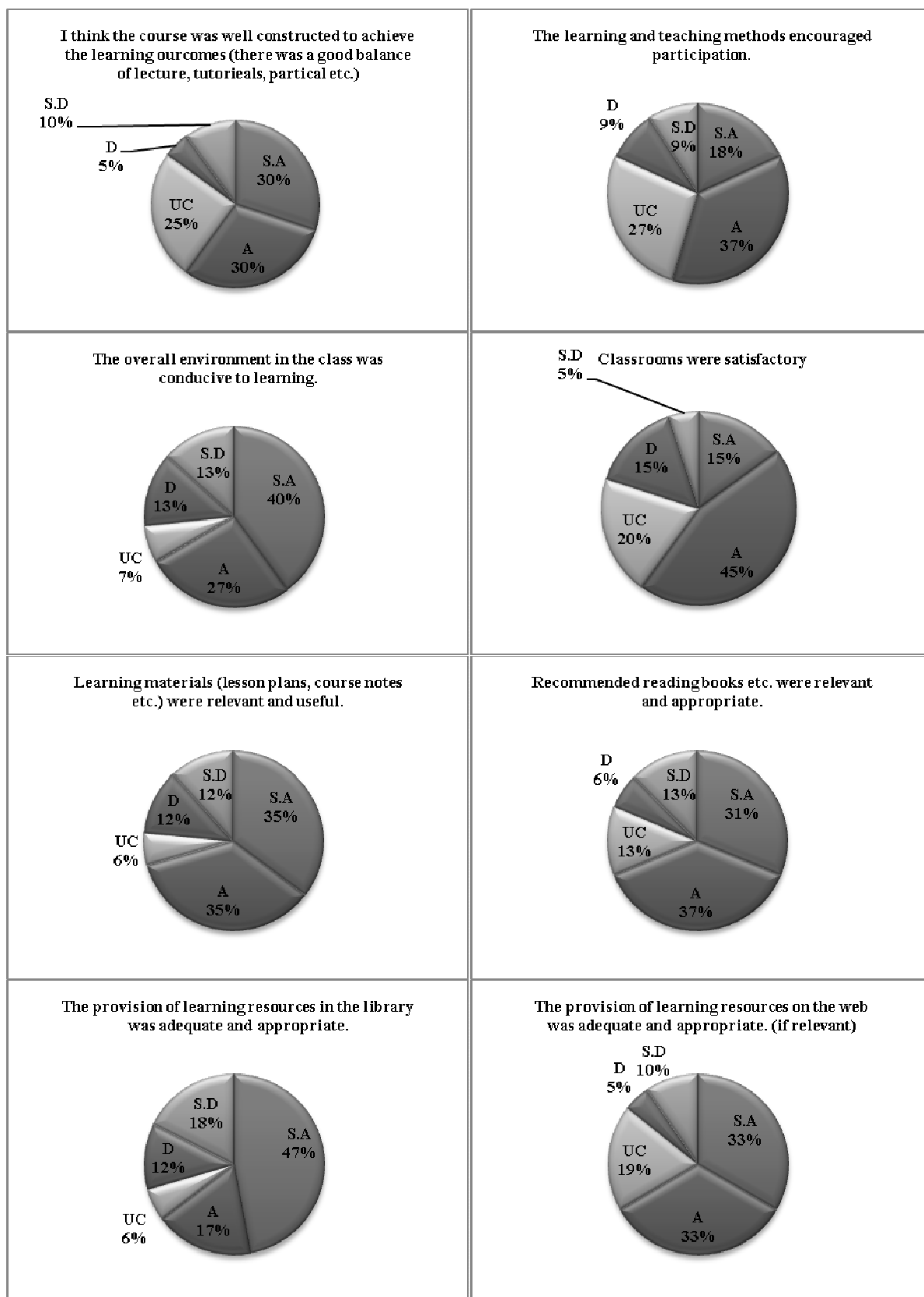
- Should explain the problem more

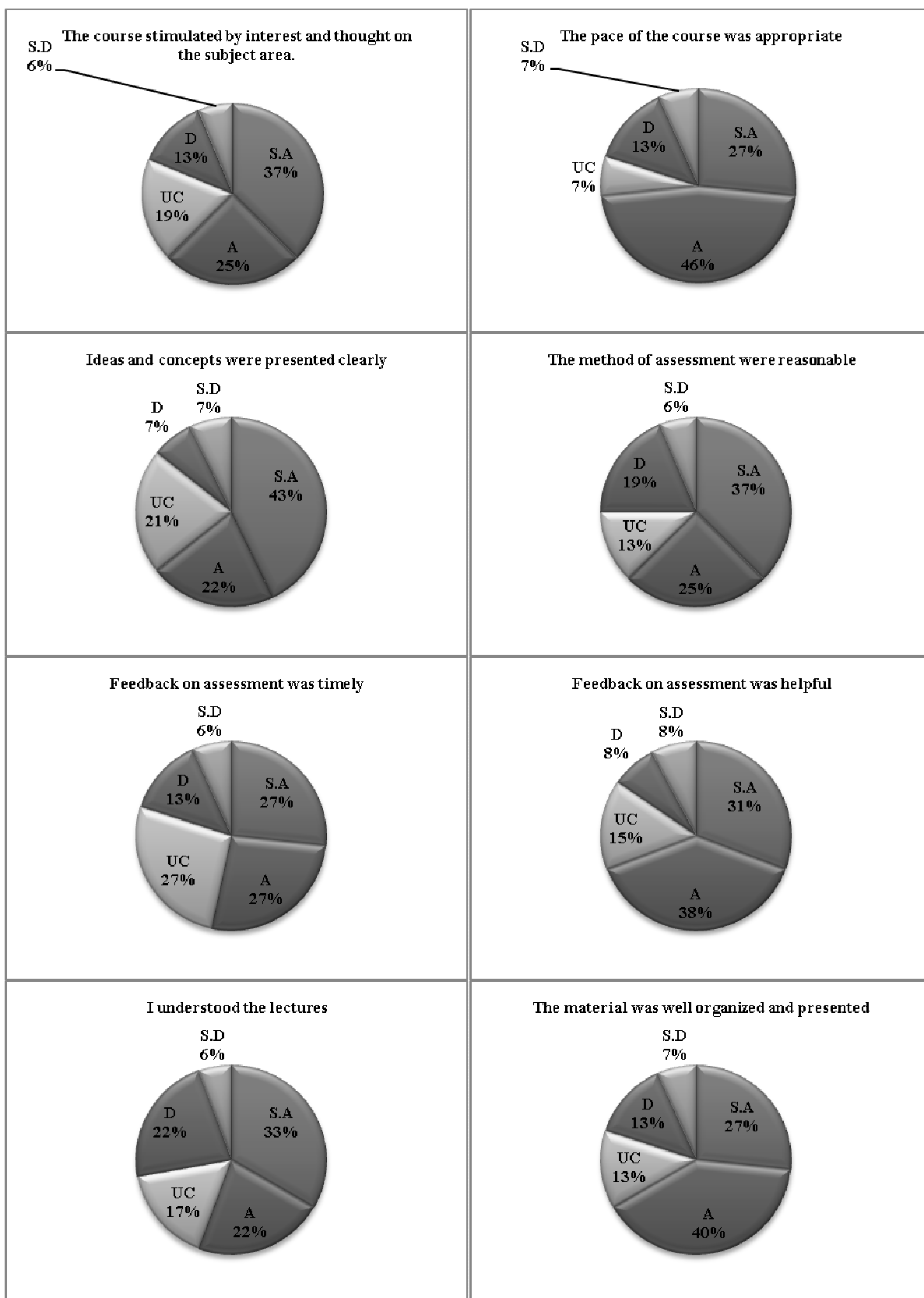
CS-701 (Mr. Saqib Majeed)

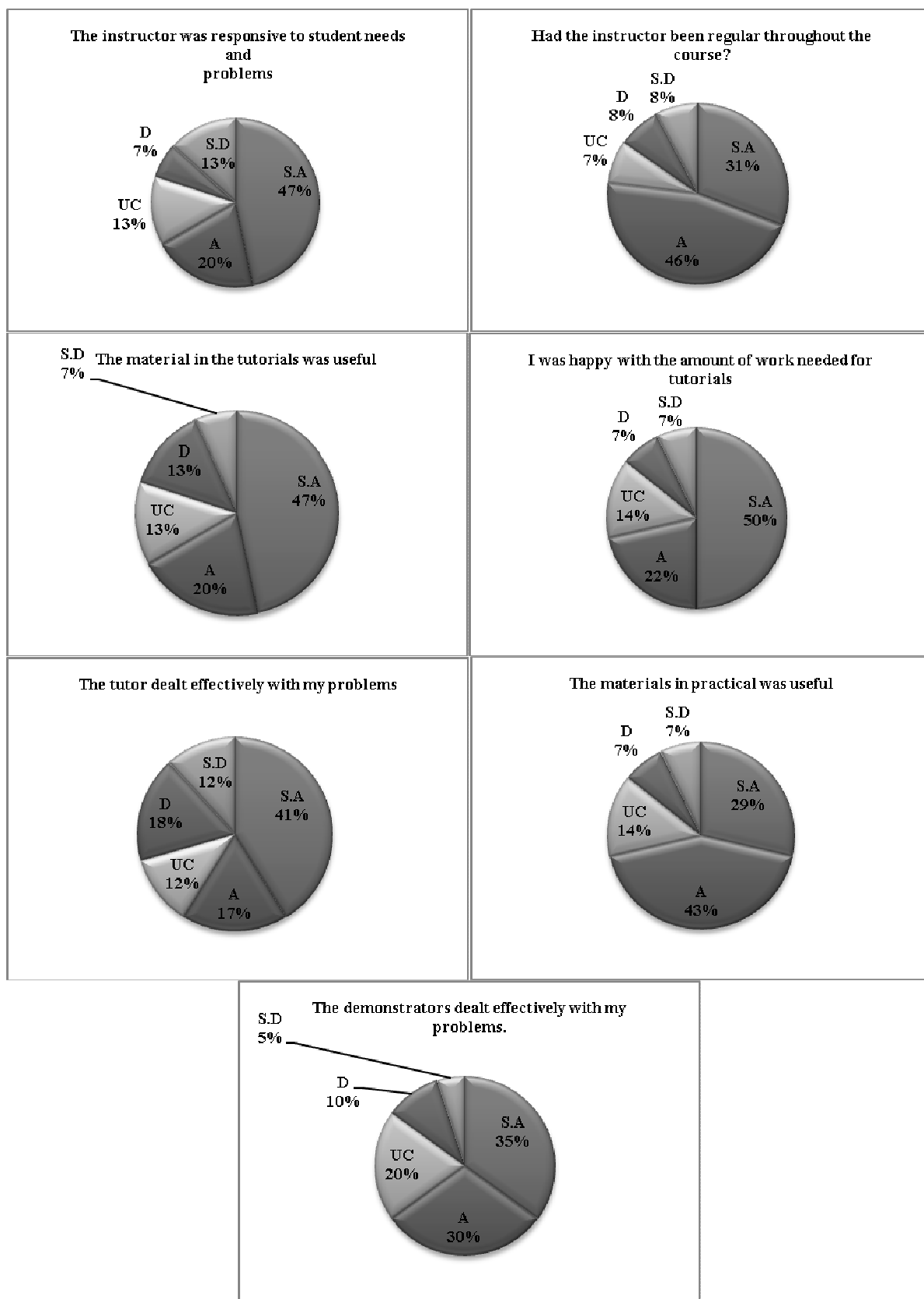
The pie chart shows the details of evaluation. The graph “The course objective were clear” indicates this. (44% strongly agree, 19% agree, 12% are uncertain, 12% disagreed and 13% strongly disagree). The instructor also provides additional study material apart from thr text to students. The graph “The course workload was manageable “ reflects this. (32% strongly agree, 14% agree, 27% are uncertain, 9% disagreed and 18% strongly disagree). This can be seen in the graph “The course is well organized”. (39% strongly agree, 32% agree, 17% are uncertain,

11% disagree and 11% strongly disagree). “The material in the tutorial was useful” 35% strongly agree, 35% agree, 6% are uncertain, 12% disagreed and 12% strongly disagree). “The feed back on assesment was timely. (27% strongly agree, 27% agree, 27% are uncertain, 13% disagreed and 6% strongly disagree). “ The pace of the course was appropriate “.(27% strongly agree, 46% agree, 7% are uncertain, 13% disagreed and 7% strongly disagree).” The instructor had made progress in this course “.(44% strongly agree, 19% agree, 12% are uncertain, 19% disagreed and 6% strongly disagree).









General Comments of Students about this course

Strength:

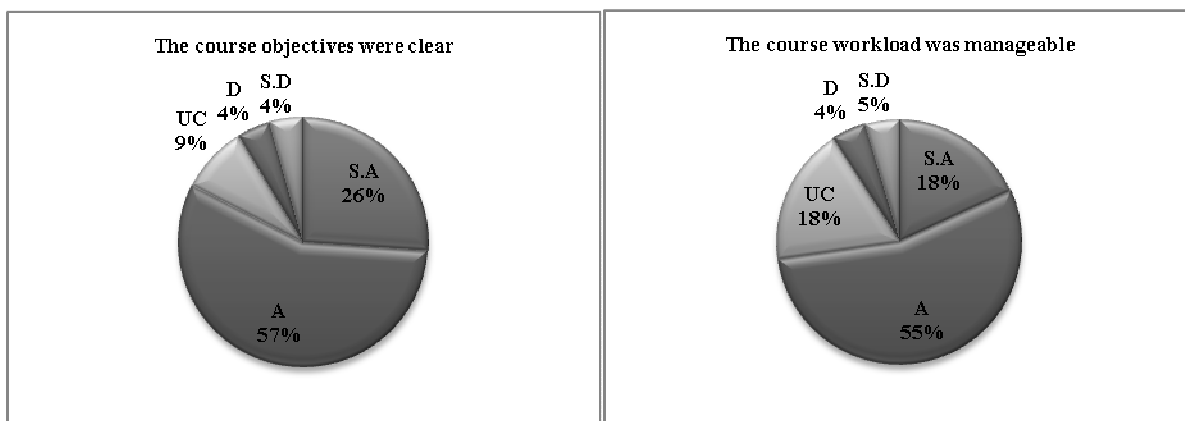
- The course objectives were clear.
- The contents were well designed.
- Students are satisfied with feedback on assessment

Weakness:

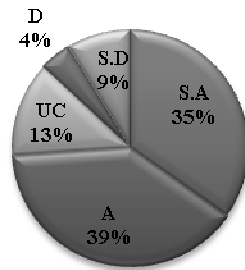
- Inadequate library resources for this course

CS-704 (Mr. Nadeem Malik)

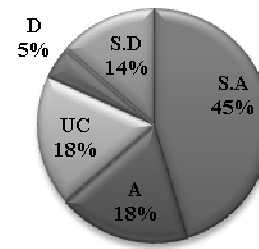
The pie chart shows the details of evaluation. The graph “The course objective were clear” indicates this. (26% strongly agree, 57% agree, 9% are uncertain, 4% disagreed and 4% strongly disagree). The instructor also provides additional study material apart from thr text to students. The graph “The course workload was manageable “ reflects this. (18% strongly agree, 55% agree, 18% are uncertain, 4% disagreed and 5% strongly disagree). This can be seen in the graph “The course is well organized”. (35% strongly agree, 39% agree, 13% are uncertain, 52% disagree and 5% strongly disagree). “The material in the tutorial was useful” 33% strongly agree, 52% agree, 5% are uncertain, 5% disagreed and 3% strongly disagree). “The feed back on assesment was timely. (27% strongly agree, 50% agree, 14% are uncertain, 4% disagreed and 5% strongly disagree). “ The pace of the course was appropirate “. (31% strongly agree, 52% agree, 9% are uncertain, 4% disagreed and 4% strongly disagree).” The instructor had made progress in this course “. (36% strongly agree, 27% agree, 23% are uncertain, 5% disagreed and 9% strongly disagree).



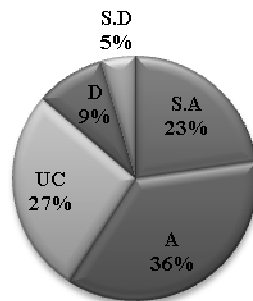
The course was well organized (e.g. timely access to materials, notification of changes, etc.)



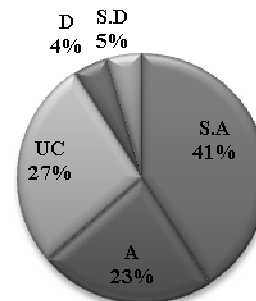
Approximate level of your own attendance during the whole course.



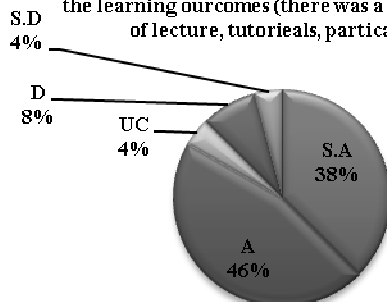
I participated actively in the course



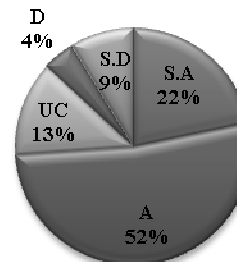
I think I have made progress in this course



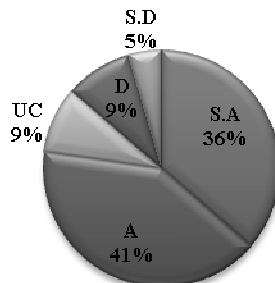
I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



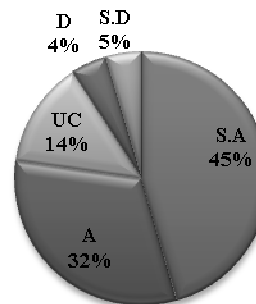
The learning and teaching methods encouraged participation.

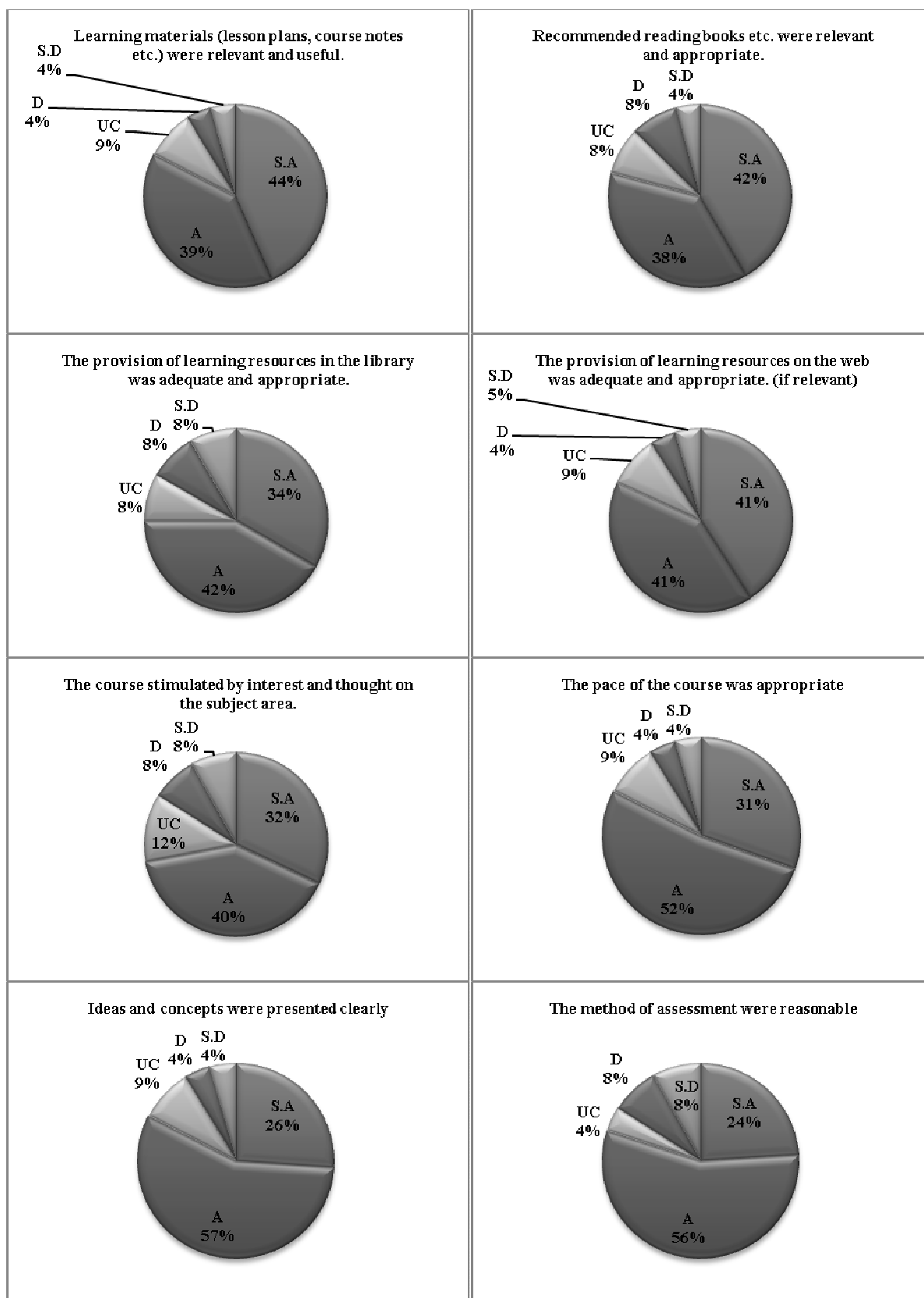


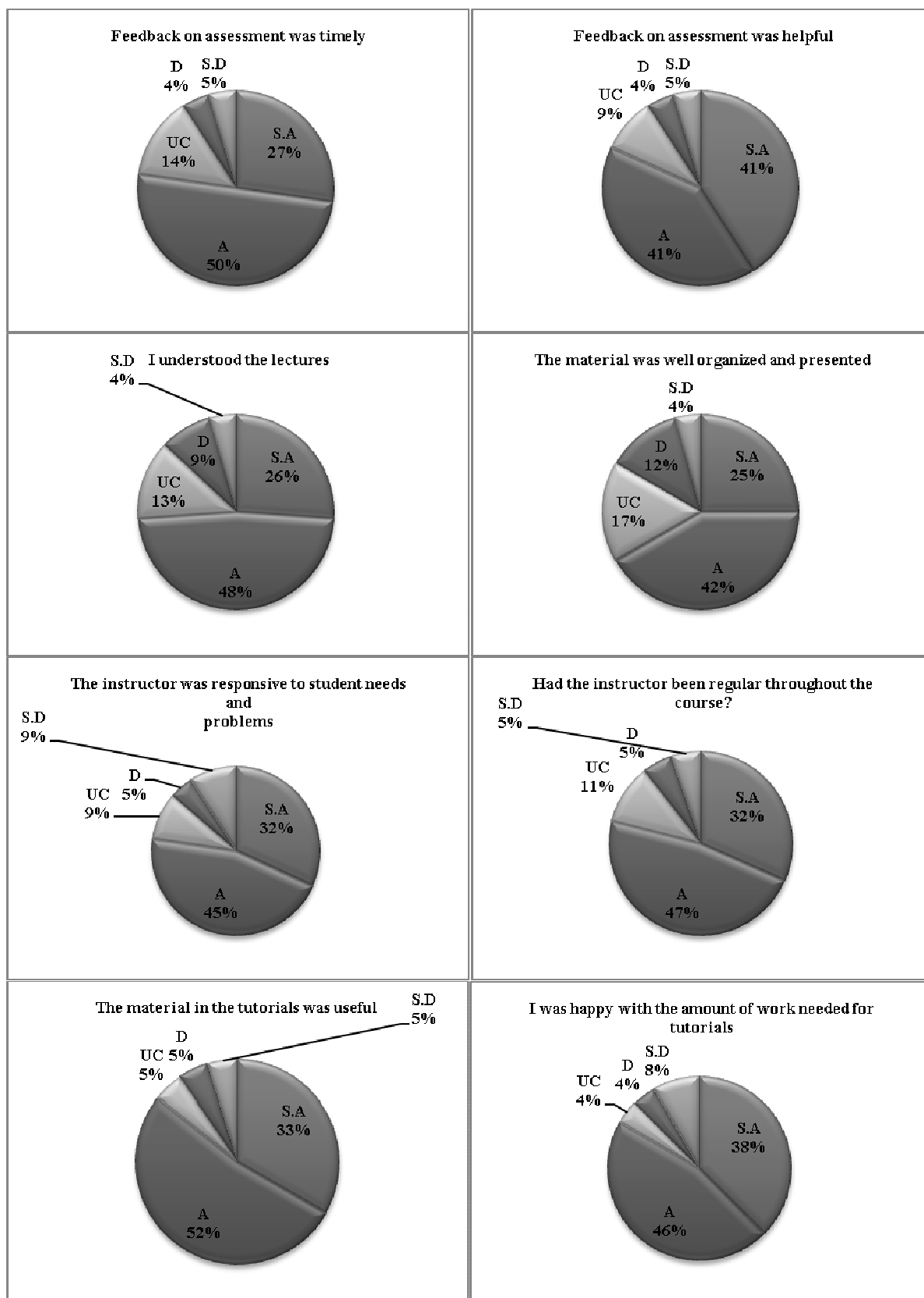
The overall environment in the class was conducive to learning.

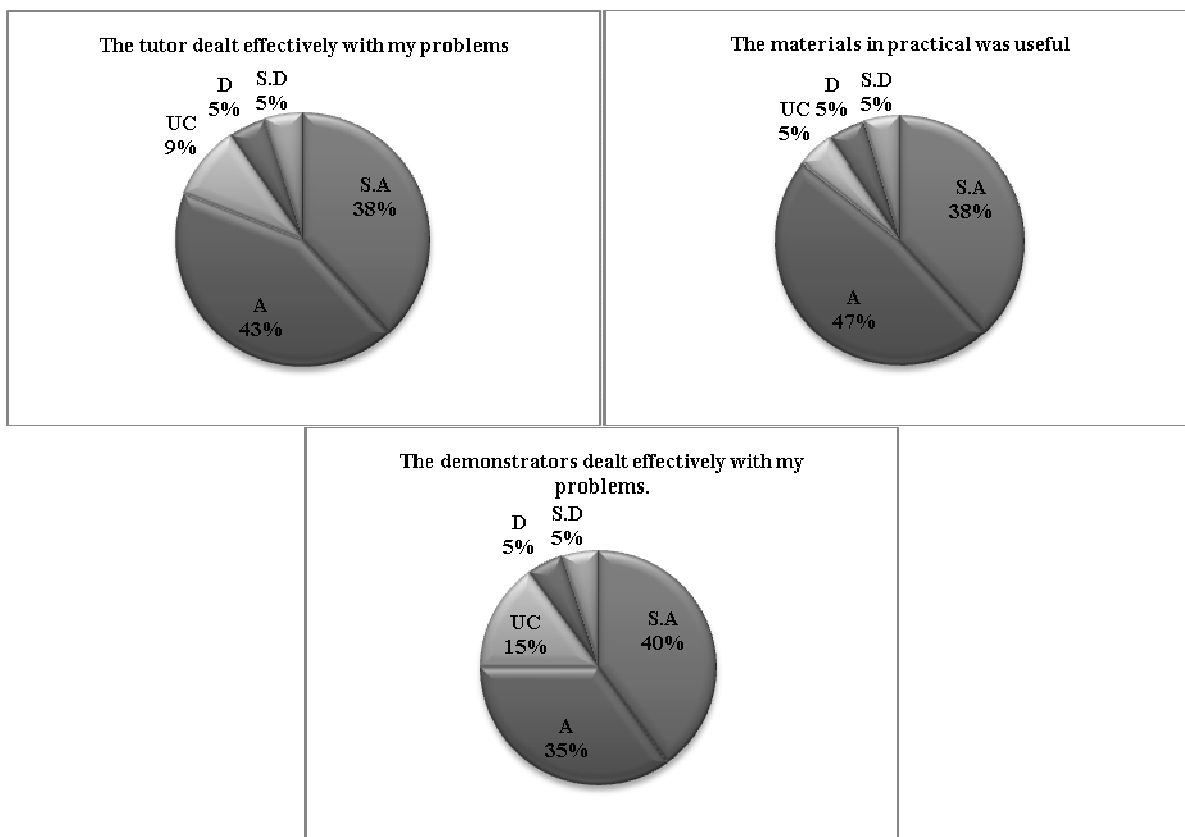


Classrooms were satisfactory









General Comments of Students about this course

Strength:

- The course objectives were clear.
- Well prepared for the lecture and feedback on assessment on time.

Weakness:

- Inadequate library resources for this course

Alumni Survey Results

The students after MIT usually join organizations like software house, telecom companies, school, colleges and few adopted higher education and then came toward the research field. So Performa 7 was sent to the organizations and feedback was collected.

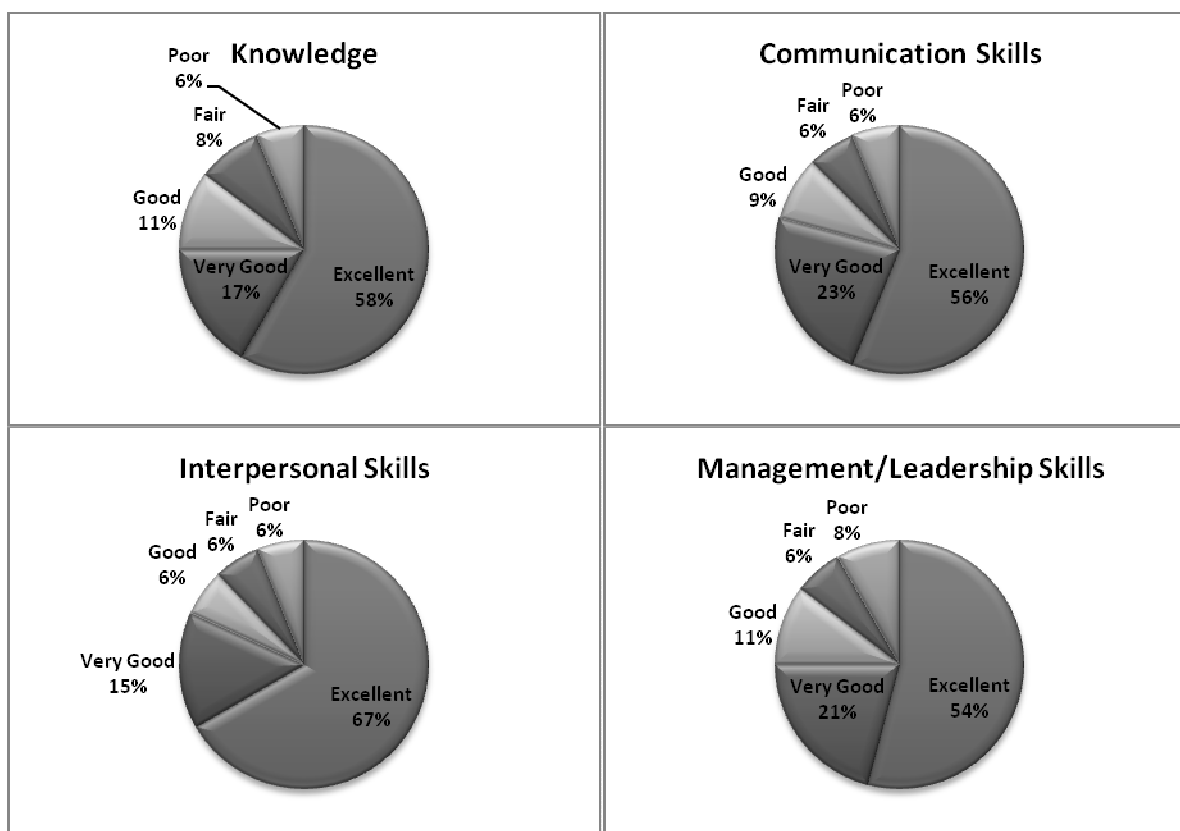


Figure 3: Result of Alumni Survey

The 58% alumni are of the view that MIT graduates have excellent knowledge, 17% are of the view that they have very good knowledge, 11% view that knowledge is good, 8% are of the view that their knowledge is fair and only 6% are of the view that their knowledge is poor. The graph regarding communication skills show that 56% are excellent, 23% are very good, 9% are good, 6% are fair and 6% are poor. According to interpersonal skills graph, 67% are excellent, 15% are very good, 6% are good, 6% are fair and 6% are poor. The graph of management/leadership skills shows that 54% are excellent, 21% are very good, 11% are good, 6% are fair and 8% are poor. The detail graphs of individual parameters are given below.

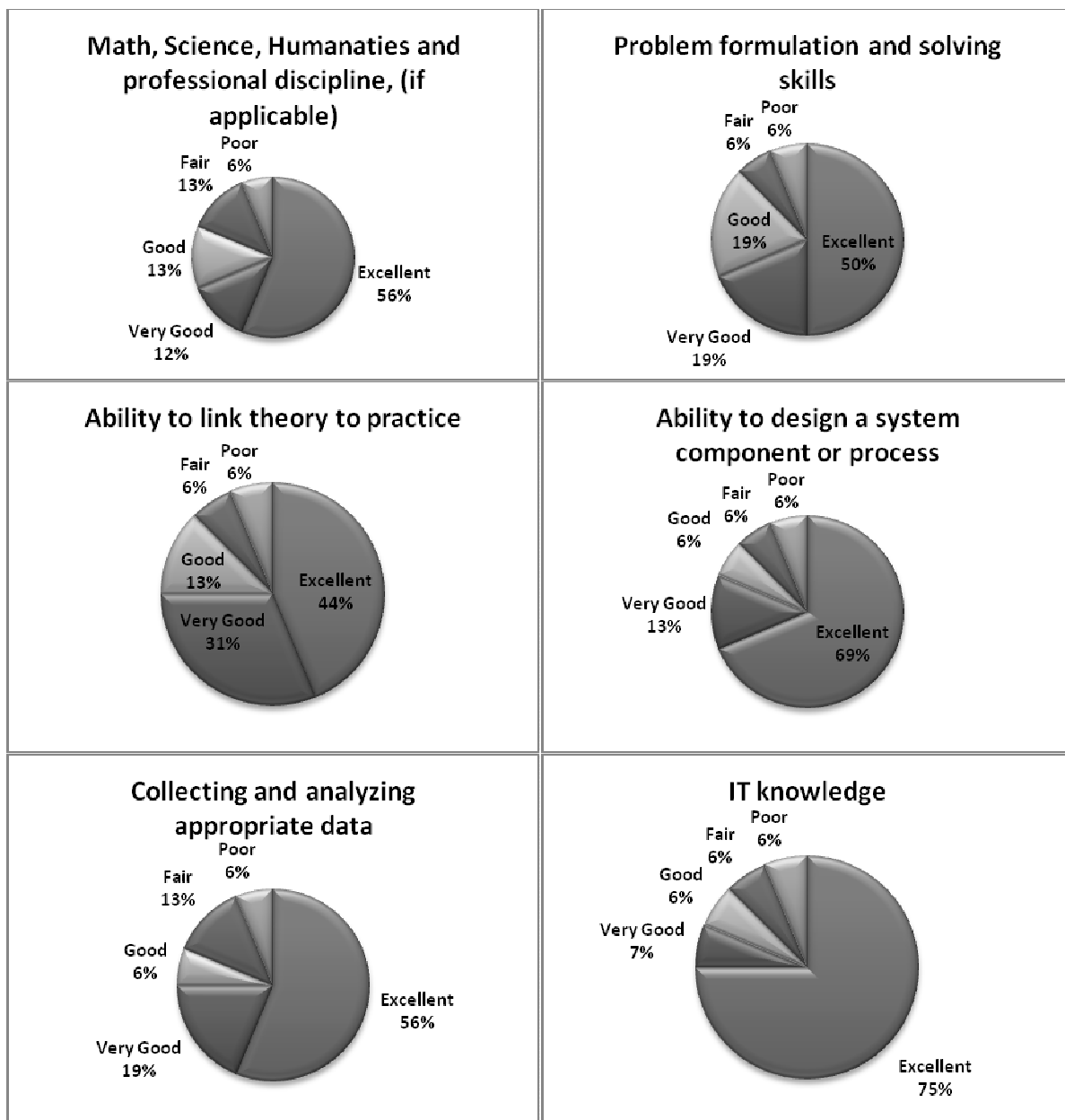


Figure 4: Knowledge

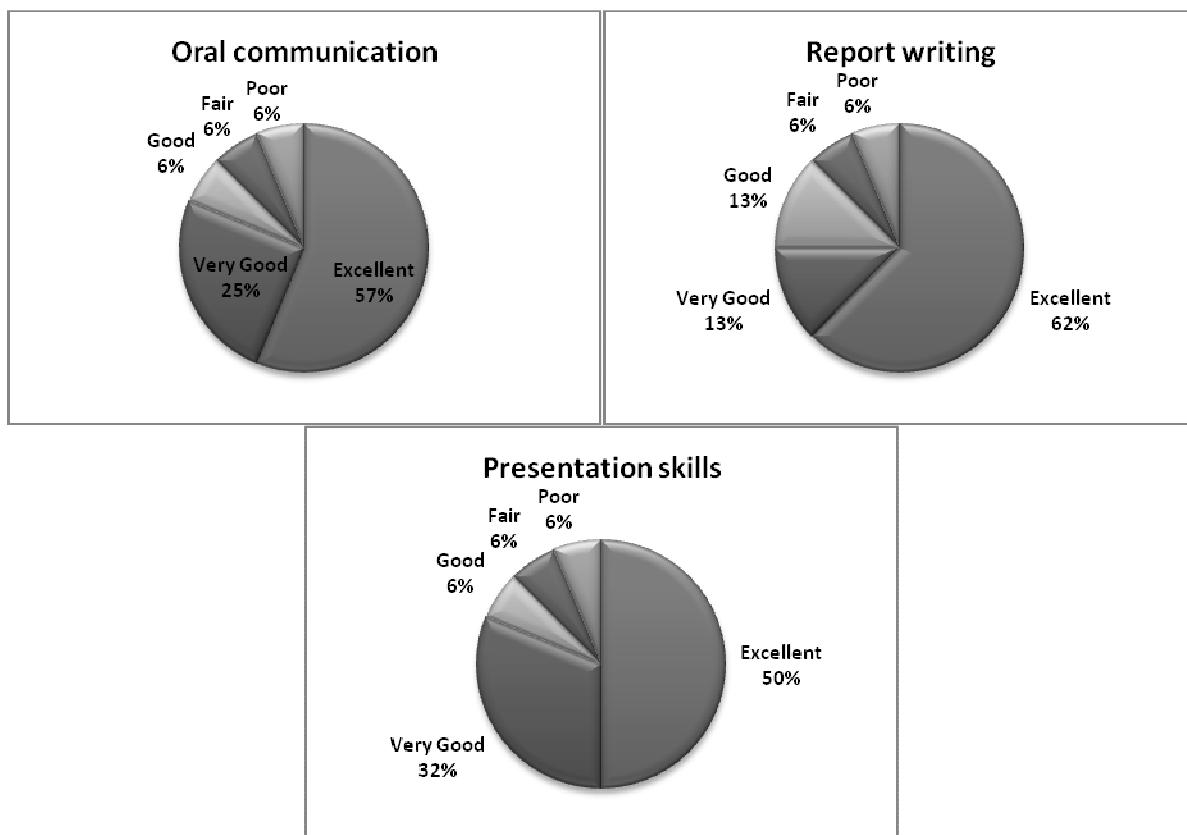


Figure 5: Communication Skills

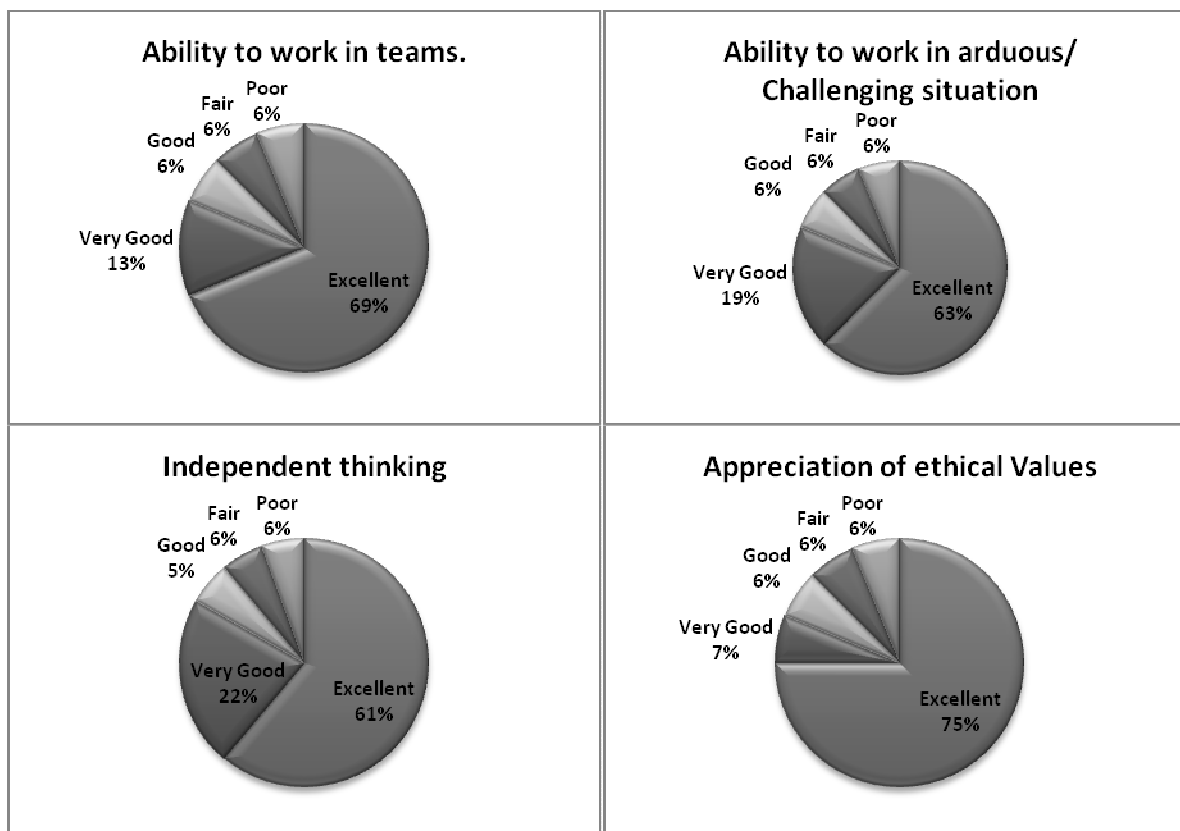


Figure 6: Interpersonal Skills

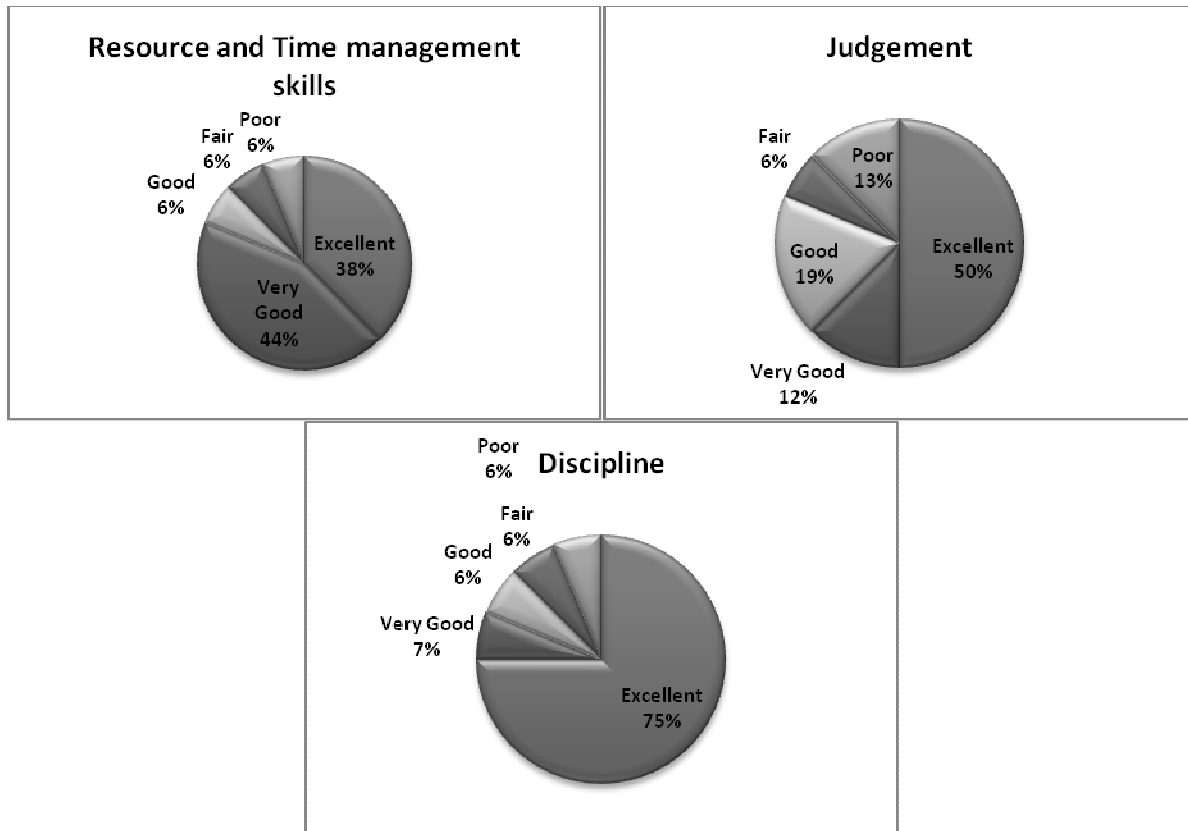


Figure 7: Management and Leadership Skills

Skills of Students as MIT graduates

Graduates of the program will acquire an awareness of current issues in IT and the skills to implement industry-standard technology in a variety of organizations. Graduates can pursue a wide range of roles in senior IT and network positions, and possible job titles include: software architect, business analyst, database developer, web developer, network programmer, IT manager, security analyst, and ecommerce architect and systems integrator.

Survey of Graduating Students

A survey is conducted from the students of last semester and feedback is collected on Performa 3. The results are summarized. A set of questions is present in the Performa 3. The graph from the summarized results shows that 36% students are very satisfied from program, 29% are satisfied, 18% are uncertain, 10% are dissatisfied and 7% are very dissatisfied.

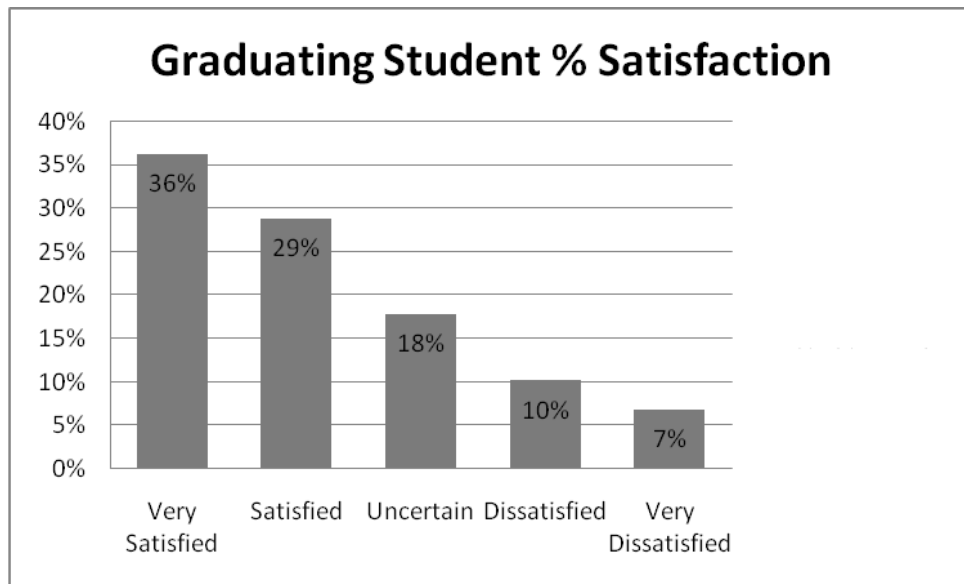


Figure 8: Survey of Graduating Students

Best Aspects of the Program:

- Qualified faculty
- Director helpful and address the student's problem on time
- Introduction to the new technologies

Weaknesses:

- Less number of faculty members
- More lab time should be provided which should be independent of the time table so that students can work what work they want to do.

Standard 1-3: The results of the program's assessment and the extent to which they are used to improve the program must be documented.

Strengths of Program/Institute

The course curriculum is well designed and updated. The institute has hired new faculty members to meet the needs of the students. Now the faculty at UIIT is qualified and have grip on all fields of IT and Computer Science.

Weakness of Program/Institute

There should be less dependence on the visiting faculty. Although institute has hired new faculty but still it is less according to the requirements. More PhD faculty should be hired.

Standard 1-4: The institute must assess its over all performance periodically using quantifiable measures.

As the MIT program is not research oriented program, but at MS levels, students along with the faculty have published their research papers in the leading research Conferences and Journals. The detail is present in the faculty resume.

Community Service provided by institutes:

Although right now there is no such mechanism to provide technical support to the local community but UIIT faculty was actively involved in establishing the lab in schools in remote areas under the Chief Minister Punjab program.

The institute has a plan to establish a wing which will provide support to different organization which is helping local community free of cost.

Employer Survey

A survey has been conducted and feedback has been collected on Performa 8 from the employees where students have MIT degree from UIIT are working. The results are summarized in figure given below.

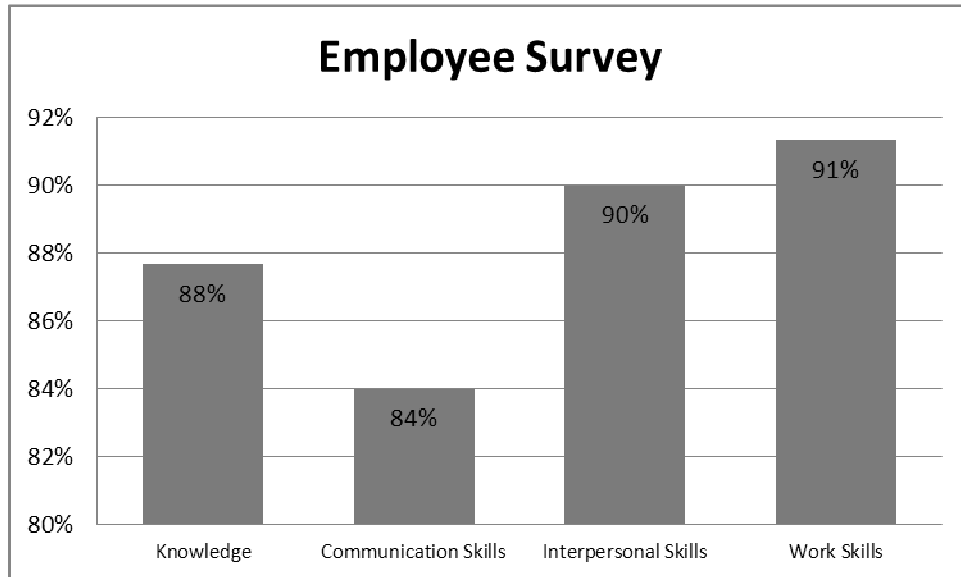


Figure 9: Employee Survey for Determining the Student's Skill Level

The graph shows the employees view regarding the students. The 88% students have enough knowledge regarding their field. The 84% have communication skills to communicate with the people of their own field. The 94% students have Interpersonal skills and 91% students have work skills related to the field. All the employees were of the view that the students have potential and they can be more productive. This problem will be tackled in future.

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

Criterion 2: Curriculum Design and Organization

Degree Title: MIT Master in Information Technology

Intent:

All the courses for degree program are developed by a committee constituted by the Higher Education Commission, Pakistan. The committee consists of experts and learned professors, subject matter specialists from other universities and research organizations from Pakistan. When and if needed, curriculum for the University Institute of Information Technology is revised/updated through different bodies. At institute level, Board of Studies, which comprised of senior faculty members, is responsible for updating the curriculum. This body is authorized to formulate syllabus and course content. The Director of UIIT is the convener of this body. As per university rules courses after the approval from the UIIT Board, are placed before the University Academic Council for their approval.

Definition of Credit Hour

A student must complete a definite number of credit hours. One credit hour is one theory lecture or two hours laboratory (practical/week). One credit hour carries 20 marks.

Degree plan

Presently five degree programs are organized by the University Institute of Information Technology. The MIT degree program consists of 2 academic years/ 4 semesters.

Pre-requisites: minimum academic requirements

Minimum Academic Requirements for MIT:

- i) Must have passed the Bachelor Degree Examination with at least second division or overall 45% Marks from a University recognized by the higher Education Commission (HEC), in Mathematics, Physics, Chemistry, Engineering, Computer Science, Commerce, Statistics, Economics, and Business Administration.
- ii) Admission will be on open merit basis, with following weightage for merit: (Entrance test 40%, Bachelor 35%, Intermediate 15% and Metric 10%)

Minimum Requirements for the Award of Master's Degree:-

- i) For full-time students the minimum duration of Master's degrees shall be 4 semesters and maximum duration shall be 6 semesters. When admitted as part-time students the minimum duration shall be 6 semesters and maximum duration shall be 8 semesters.
- ii) The requirements to be completed by each student for award of a MIt degree shall be:-
 - a) 72 credits which will comprise as follow:
 - For MIT with coursework option: 72 credits of course work.
 - For MIT with project option: 66 credits of course work, and 6 credits of programming project based on approved project.
 - b) The requirements above are excluding the credits required for rectifying course deficiency if any.

Academic Standing:-

- i) Grade Point Average
 - a) Maximum grade point average: 4.00
 - b) Minimum grade point average for obtaining Master's Degree: 2.50
- ii) To remain on the roll of the university a student shall be required to maintain the following minimum CGPA in each semester:

Semester	CGPA
1 st	1.50
2 nd	1.75
3 rd	2.00
4 th	2.50

- iii) A student, who does not meet the above requirements for promotion, shall cease to be on the university roll. However, he/she may repeat the whole semester only once.

- iv) A student, who obtains CGPA of 2.00 or above but less than 2.50, upon the completion of entire approved course work or minimum residency, may be allowed to repeat the courses of the previous semesters in which he/she had obtained the lowest grades, in order to improve the CGPA so as to obtain the minimum of 2.50.
- v) If students fail to achieve the required minimum CGPA of 2.50 at the end of their program (6 semesters full-time and 8 semesters part-time); however, if their CGPA is 2.00 or above, they shall be awarded a PGD in Computer Science and PGD in Information Technology Respectively, and shall cease to be on the rolls of the University.

Thesis:-

- i) A student, enrolled for MCS/MIT with thesis option, shall be entitled to submit software project for examination after he/she has passed all the final examinations in the approved courses provided he/she has also fulfilled the residential requirements.
- ii) The software project shall be prepared and presented in the manner laid down in the manual approved by the Advanced Studies and Research Board.
- iii) The unbound thesis shall be referred to the examiners for evaluation duly certified by major supervisor that the contents and form of the thesis are satisfactory for submission.
- iv) The hard bound copies of corrected/modified version of the thesis shall have to be submitted within two months of viva voce examination failing which the candidature for the degree shall stand cancelled.
- v) Evaluation
 - a) The thesis shall be evaluated by a Board of Examiners comprising members of the supervisory committee.
 - b) At least three members of the Board of Examiners, for the purpose of evaluating the thesis, hold a viva-voce examination.

- c) The date, time, and venue of examination must be notified at least one week before the commencement and the faculty and students interested to participate in the oral presentation may be allowed.
- d) The Controller of Examinations shall get the thesis evaluated within two months after the date submission / resubmission of thesis in his office. Any delay beyond two months must be brought to the notice of the Vice Chancellor.
- vi) All the members of Software Project Evaluation Committee supervisory committee present shall sign the thesis after the viva-voce examination after making necessary corrections and incorporating therein any suggestions by the Board of Examiners.
- vii) In case of difference among the examiners regarding the acceptance of the thesis, it shall be referred to an external examiner appointed by the Vice Chancellor whose decision shall be final.

Failure in Thesis Examination:-

If a candidate fails in the thesis examination, he/she may enroll again and submit a revised thesis on payment of the prescribed examination fee but he/she shall not be entitled to resubmit his/her thesis before the expiry of six months after the date of the declaration of the result of the last thesis examination. He can avail this chance only once.

Examination and Weightage

a) Theory

In theory paper, students' evaluation is done by mid-term examination, assignments/ quizzes and final examination. Both the mid-term and final examinations are compulsory. A student who misses the mid-term examination is not allowed a make-up examination and is awarded zero marks in that examination. In case a student does not appear in the final examination of a course, he/she will be deemed to have failed in that course. In theory, weightage to each component of examination is as prescribed here under:

Credit Hours	Quiz-Assignment	Mid-Examination	Final Examination	Practical
3(3-0)	20%	30%	50%	N/A
3(2-2)	13.33%	20%	33.33%	33.33%
4(3-2)	15%	22.5%	37.50%	25.0%

b) Practical

It is necessary for the student to pass the practical final examination separately.

Eligibility for Examination

A student is eligible to sit for the examination provided that he/she has attended not less than 75% of the classes in theory and practical, separately. The minimum pass marks for each course are 40% for undergraduate.

Scheme of Studies and Course Contents of MIT Degree Program**Table 3 Scheme of Study for MIT Program****Semester 1**

#	Code	Pre-Req	Course Title	Credit hours
1	CS-701		Programming Fundamentals	4 (3-2)
2	CS-704		Database Systems	3 (2-2)
3	CS-709		Web Design and Development	4 (3-2)
4	MGT-771		Fundamentals of Management	3 (3-0)
5	CS-724		Software Engineering – I	3 (3-0)
6	ENG-705		English Comprehension	3(3-0)

Semester 2

#	Code	Pre-Req	Course Title	Credit hours
7	CS-727		Object Oriented Programming	4 (3-2)
8	CS-745	CS-701	Data Structures and Algorithms	4 (3-2)
9	CS-772		Operating Systems Concepts	3 (2-2)
10	CS-773		Systems Administration	4 (3-2)

11	MGT-772		Introduction to Marketing	3 (3-0)
12	MGT-773		Introduction to Accounting	3 (3-0)

Semester 3

#	Code	Pre-Req	Course Title	Credit hours
13	CS-771		Computer Communication and Networks	3 (3-0)
14	CS-783	CS-727	Visual Programming	4 (3-2)
15	CS-784	CS-704	Distributed Database Systems	3 (2-2)
16	CS-789		Network Management and Security	3 (3-0)
17	MGT-775	MGT-771	Human Resource Management	3 (3-0)
18	MGT-776	MGT-773	Financial Management	3 (3-0)

Semester 4

#	Code	Pre-Req	Course Title	Credit hours
19	CS-763		Digital Logic Design	3 (2-2)
20	CS-798		Software Project	6 (0-12)
21	ENG-715	ENG-705	Technical and Business Writing	3 (3-0)

Standard 2-1: The curriculum must be consistent and support the program's documented objectives.

The table given below shows the list of courses those are consistent with the programs objectives.

Table 4 Courses versus Outcomes

Courses	Outcomes					
	1	2	3	4	5	6
CS-701, CS-727, CS-783	+++	++	+	++	++	+
CS-708, CS-745, CS-772	+	+++	+	++	+++	++
CS-709, CS-724, CS-704, CS-784, CS-798	++	++	+++	++	++	+++
CS-763, CS-771	++	+++	+	+++	++	+
ENG-705, ENG-715	++	+++	++	++	+++	++
CS-773, CS-789	+++	+	+	++	++	+
MGT-771, MGT-772, MGT-773, MGT-775, MGT-776	+	++	++	+++	++	++

+ = Moderately Satisfactory

++ = Satisfactory

+++ = Highly Satisfactory

Assessment of MIT Curriculum

The assessment of the MIT degree program is shown in tabulated form which indicated that contribution of each course for the program outcomes.

- It contains the introductory computing course, middle level course and advanced computing courses.
- It contains mathematical courses which help in designing the mathematical modeling and developing numerical solutions.
- It contains the management and business courses to give students a flavor of business infrastructures.

Standard 2-2: Theoretical backgrounds, problem analysis and solution design must be stressed within the program's core material.

The Table below shows the categorization of courses which plays vital role in building theoretical background, problem analysis and designing a solution.

Division of Courses in Theoretical Background, Problem Analysis and Solution Design

Table 5 Detail of courses representing theoretical background, problem analysis and solution design

Element	Course Code	Course Title
Theoretical Background	MGT-771	Fundamentals of Management
	CS-724	Software Engineering – I
	ENG-705	English Comprehension
	CS-763	Digital Logic Design
	MGT-772	Introduction to Marketing

	MGT-773	Introduction to Accounting
Problem Analysis	CS-745	Data Structures and Algorithms
	CS-772	Operating Systems Concepts
	CS-771	Computer Communication and Networks
Solution Design	CS-701	Programming Fundamentals
	CS-727	Object Oriented Programming
	CS-704	Database Systems
	CS-709	Web Design and Development
	CS-783	Visual Programming
	CS-784	Distributed Database Systems
	CS-789	Network Management and Security
	CS-798	Software Project
	ENG-715	Technical and Business Writing
	MGT-775	Human Resource Management
	MGT-776	Financial Management
	CS-773	Systems Administration

Standard 2-6: Information technology component of the curriculum must be integrated throughout the program.

The degree of MIT is a computer science professional degree. The extensive programming and application courses are included in the degree. It includes major computer science, software engineering and information technology courses.

Table 6 Credit Hour Division between major areas

Category	Credit Hours
Required Computer Courses	51
Required Management Courses	15
Supporting Courses	6
Total Credit Hours	72

Standard- 2.7: Oral and written communication skills of the student must be developed and applied in the program.

To enhance the communication skills of students, UIIT has included a number of General Education courses as per HEC criterion.

Table 7 General Education Courses

Course Code	Course Title	Credit Hours
ENG 305	English Comprehension	3(3-0)
ENG-315	Technical Business Writing	3(3-0)

A number of seminars and workshops are arranged by the students and the faculty as part of the practical work of certain courses.

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

Criterion 3: Laboratories and Computing Facilities

Table contains the detail of the lab and computing facilities at UIIT.

Table 8 Laboratory Facility

Size of campus (in kanals)	9.3 kanals						
Covered area (sq ft)	51,165 sq ft						
Sizes of lecture rooms	Class Room 30’ x 40’			Lecture Theater 30’ x 50’			
Instructional facilities provided in lecture rooms	Multimedia White Board			Overhead Projectors Sound System			
General computing lab facilities: total number of PCs and lab hours	Approximately 100 hours Per Day Total PCs in Labs: 285 Labs Open: 8:00 am – 9:00 pm						
Nature and level of networking	Fiber Optic based Campus Wide LAN, Point to Point connectivity using fiber optic with 20MB of bandwidth.						
Specialized lab facilities and hours of their availability	CISCO (Router/Switch) GIS (Plotter/Scanner) DLD(Trainer/Oscilloscope) General Purpose Labs (2)		Linux Lab Teaching Lab Project Lab The labs are open almost the whole day from 8:00 am to 9:00 pm				
Student-to-computer ratio	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	
	2.1:1 (309:150)	2:1 (352:150)	1.3:1 (324:260)	1.4:1 (372:260)	1.2:1 (352:285)	1.3:1 (383:285)	
Average lifetime of a PC in computing labs	3 to 4 years						
Library information	Area (sq ft)	Automated	Total Books	Total Computer Books	Total Journals (Give full)	IEEE (Give full)	ACM (Give full)
	1020	Automated	2732 In addition to university main library resources	2300		UIIT has an access to digital library services being extended by HEC	

Standard-3.1: Laboratory manuals/documentation/instructions for experiments must be available and daily accessible to faculty and students.

Laboratory manuals for the entire practical subject are prepared and distributed among students. Manuals are present in the institute in the soft form.

Standard-3.2: There must be support personal for instruction and maintaining the laboratories.

There are enough number of people to support students and maintaining the laboratories. Detail is given below:

Computer Lab support staff:	15
Multimedia Projector Count:	11
Over Head Projectors Count:	7

E-learning Facility: Video Conferencing, Digital Library	
Total Lab Computers:	285
Total No. of Labs:	8

Standard-3.3: The University computing infrastructure and facilities must be adequate to support program's objectives.

The UIIT provides enough computing facilities for students in the Lab. The total numbers of computers available for students use in multiple labs are 285 in 8 labs.

A student to computer ratio maintained in the year 2009-2010 is 1:3. The detailed information is presented in table 8.

CRITERION 4: STUDENT SUPPORT AND ADVISING

Criterion 4: Student Support and Advising

Our University organizes support programs for students and provide information regarding admission, scholarship schemes etc. Institute in its own capacity arranges orientation and guided tours of the institute. Director Students Affairs is also there and arranges various cultural activities and solves the students' problems. However currently there is no Parent/Teacher association.

Standard-4.1: Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner.

Courses are taught as per HEC criteria.

- At graduate level subjects/courses are offered as per scheme of study provided by the HEC and approved by Academic Council. Postgraduate level courses are however offered according to the availability of the teacher and number of students.
- Elective courses are offered as per policy of HEC and the University.
- For post graduate programs, a variety of courses is offered according to demand of the profession

Standard-4.2: Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.

Both theoretical and practical aspects are focused to prepare the students for professional challenges. Theoretical problems are explained and assignments are given to the students whereas, practical are carried out in the labs. Courses are structured and decided in the board of studies meeting. At commencement of each semester, faculty members interact frequently among themselves and with students. Students are welcome to ask question in class and even after the class. Emphasis is always given for an effective interaction between each section of a MIT class.

Standard-4.3: Guidance on how to complete the program must be available to all students and access to qualified advising must be available to make course decisions and career choices.

Several steps have been taken to provide guidance to students by different ways such as:

- Students are informed about the program requirement through the director office.
- Through the personal communication of the teachers with the students.
- Meetings are organized by the director of the institute for counseling of the students. In addition, students can also contact with the relevant teachers whenever they face any problem.
- Students can meet director of institute when ever they feel need to meet on any serious issue.
- Realizing the need for exploring job opportunities for the university graduates, Directorate of Placement Bureau has been established.

Table 9 Student to Teacher Ratio for MIT

2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
1:31	1:43	1:52	1:30	1:22	1:18	1:22	1:27	1:17

CRITERION 5: PROCESS CONTROL

Criterion 5: Process Control

It includes students' admission, registration and faculty recruitment activities, which are dealt by various statutory bodies and the university administration.

Standard-5.1: The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

- The process of admission is well established and is followed as per rules and criteria set by HEC. For this purpose an advertisement is published in the national news papers by the Registrar office.
- Admission criteria is to have passed the Bachelor Degree Examination with at least second division or overall 45% Marks from a University recognized by the higher Education Commission (HEC), in Mathematics, Physics, Chemistry, Engineering, Computer Science, Commerce, Statistics, Economics, and Business Administration.
- Admission will be on open merit basis, with following weightages for merit: (Entrance test 40%, Bachelor 35%, Intermediate 15% and Metric 10%)
- Admission criteria are revised every year before the announcement of admission.

Standard-5.2: The process by which students are registered in the program and monitoring of students progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

- The student name, after completion of the admission process, is forwarded to the Registrar office for proper registration in the specific program and the registration number is issued to the student.

- Registration is done for one time for each degree but evaluation is done through the result of each semester. Only those students, who fulfill the criteria of the University, are promoted to the next semester.

Standard-5.3: The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

- Recruitment policy followed by the University is the same as recommended by the HEC. Induction of all posts is done as per rule.
- Vacant and newly created positions are advertised in the national newspapers, applications are received by the Registrar office, scrutinized by the scrutiny committee, and call letters are issued to the short-listed candidates on the basis of experience, qualification, publications and other qualities/activities as determined by the University.
- The candidates are interviewed by the University Selection Board, and Principal and alternate candidates are selected.
- Selection of candidates is approved by the Syndicate for issuing orders to join within a specified period.
- Induction of new candidates depends upon the number of approved vacancies.
- Standard set by HEC are followed.
- At present, no procedure exists for retaining highly qualified faculty members. However, the revised pay scales structure is quite attractive.
- HEC also supports appointment of highly qualified members as foreign faculty Professors, National Professors and deputed them to the concerned institutes of the University.

Standard 5-4: The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.

- To provide high quality teaching.
- The institute periodically revises the curriculum in views of field requirements, innovations and new technology.
- New courses are introduced and included in the curriculum..
- Most of the lectures are supplemented by overheads, slides and pictures.
- All efforts are made that the courses and knowledge imparted meet the objectives and outcome. The progress is regularly reviewed in the staff meetings.

Standard 5-5: The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

The controller of examinations announces the date regarding commencement of examination. After each semester, the controller office notifies results of the students. The evaluation procedure consists of quizzes, mid and final examinations, practical, assignments, reports, oral and technical presentations. For MIT, the minimum pass marks for each course is 40%. The weightage to each component of examination is as prescribed here under:

Credit Hours	Quiz-Assignment	Mid-Examination	Final Examination	Practical
3(3-0)	20%	30%	50%	N/A
3(2-2)	13.33%	20%	33.33%	33.33%
4(3-2)	15%	22.5%	37.50%	25.0%

Table 10 Grading Criteria at UIIT

Marks Scored out 60 (for a 3 credit hours course)	Grade	GPA
48 and above (80% & above)	A	4.00
39 to 47 (65% & above)	B	3.00
30 to 38 (50 % & above)	C	2.5
24 to 29 (40% & above)	D	2.00
Below 24(below 40%)	Fail	0

- Gold medals are awarded to the students who secure highest marks. Degrees are awarded to the students on the convocation that is held every year.

CRITERION 6: FACULTY

Criterion 6: Faculty

Standard 6-1: There must be enough full time faculty who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D. in the discipline.

Below is the detail of faculty members at UIIT.

A. Full-Time Faculty Information

Table 11 Full Time Faculty Members at UIIT

Full-Time Faculty Size	Number of faculty members with		Full Professors	Associate Professors	Assistant Professors	Lecturers	Teaching Assistants/Fellows
	PhD	MS					
16	2	8	1	1	6	8	

B. Part-Time Faculty Information

Table 12 Part Time Faculty Members at UIIT

Part-Time Faculty Size	Number of Part-Time Faculty Members with		Total Number of Courses Offered by the Institute	Number of Courses Taught by Part-Time Faculty per Year	Average Teaching Load per Part-Time Faculty Member
	PhD	MS			
(Fall-09)	01	15	48	24	1:2
(Spring-10)		16	38	24	1:1.58

The entire faculty members are hired on the basis of the degree offered by institute. As there is no specialization offered in degree's the student enrolled get similar degree. So there is no distribution of faculty in all programs with respect to specialization.

Standard 6-2: All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place. Effective Programs for Faculty Development

- The faculty members are sent for the training for the available resourced. Currently many faculty members are studying in Pakistan and abroad in MS and PhD level studies.
- Institute provides them study leave with pay and some time allowance where possible for the institute.
- Internet is available to all the faculty members. The faculties also have access to the digital library and limited access to some well known journals.
- Institute provides support for attending conferences through HEC. There are certain policy matters which a faculty members need to follow in order to get a positive feedback from the institute for travel grants for the conference.
- The university provides certain amount for innovative research ideas to the faculty members.

Standard 6-3: All faculty members should be motivated and have job satisfaction to excel in their profession.

The faculty members are not fully satisfied with the workload and amount they get in the form of salary. The faculty members are satisfied with the support they are getting from the administration regarding the research and teaching. Not all the faculty members are satisfied with the job security. A table of Results of faculty Survey is at next Page. (Table 13 Result of Faculty Survey)

Table 13 Result of Faculty Survey

S. No	Parameters	Mr. Nasir Minhas	Mr. Muhammad Amjad Iqbal	Mr. Saqib Majeed	Ms. Aisha Umair	Ms. Fakhra Mushtaq	Mr. Nadeem Malik
1	Your mix of research, teaching and community service	B	B	B	B	B	B
2	The intellectual stimulations of your work.	B	B	B	B	B	B
3	Type of teaching /research you currently do.	A	B	B	B	B	B
4	Your interaction with students.	A	B	B	C	A	B
5	Cooperation you receive form colleagues.	A	B	C	C	C	B
6	The mentoring available to you.	B	C	B	C	B	C
7	Administrative support from the department.	B	B	B	B	B	B
8	Providing clarity about the faculty promotion process.	A	C	D	C	D	B
9	Your prospects for advancement and progress through ranks.	B	B	C	C	C	C
10	Salary and compensation package.	B	B	B	E	D	C
11	Job security and stability at the department.	B	B	B	B	D	C
12	Amount of time you have for yourself and family.	B	B	B	D	B	C
13	The over all climate at the department.	B	B	B	C	B	B

14	Whether the department is utilizing your experience and knowledge	B	C	B	B	B	B
15	What are the best programs / facts currently available in your department that enhance you motivation and job satisfaction	NIL	Available of Resources, Motivation for Higher Studies	NIL	NIL	NIL	NIL
16	Suggest programs/factors that could improve your motivation and job satisfaction?	NIL	Need to improve Research Environment, Research Grants should be provided to faculty members. Needs to organize conference at National level at UIIT	NIL	Different workshop related to IT should be organized.	NIL	NIL

A= Very Satisfied; B= Satisfied; C=Uncertain; D= Dissatisfied; E= Very Dissatisfied

CRITERION 7: INSTITUTIONAL FACILITIES

Criterion 7: Institutional Facilities

According to this criterion, the institution must have the infrastructure to support new trends in learning such as e-learning including digital publications, journals etc.

- The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel. Recommended books and relevant journals of the programs are not available to the students.
- Class rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.
- Description of this criterion is given a under

Standard- 7.1: The institution must have the infrastructure to support new trends in learning such as e-learning.

The university faculty has access to e-library and internet which is very supportive for the faculty. But faculty facing certain problems like

- Repeatedly power failure during the labs
- Faculty don't have access to many well known journal those are relevant to the field.

Standard- 7.2: The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.

The University Central Library has very limited number of books, journals and periodicals. It's a small library in term of space and facilities with no catalogue systems. It does not meet the standards of a University Library. Institute has its own small library which have computer science related books. But this library also lack the book related to the latest field and the filed in which currently latest results are being conducted.

Standard- 7.3: Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.

- Office environment is not comfortable to work at all during the summer.
- Class rooms have limited size white board which ends after writing for few minutes.
- Because of fans, teacher keep on speaking and voice don't reach ahead of 2nd or 3rd row in summer, so some thing should be done to replace fans with air conditions.

CRITERION 8: INSTITUTIONAL SUPPORT

Criterion 8: Institutional Support

The university administration has been struggling hard to strengthen all the institutes, upgrade them and establish new faculties and Institutes. The university is also trying to attract highly qualified faculty.

Standard 8-1: There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars.

The institute currently has limited resources for the research. There should be enough research budgets that can attract the faculty member to do research in their fields. Along with the research grant, the institute should provide funding for the research projects independently.

Standard 8-2: There must be an adequate number of high quality graduate students, research assistants and Ph.D. students.

Below is the list of students in MIT program over past ten years. UIIT is not accredited for a PhD Degree. Teaching Assistants positions are not available for UIIT.

Table 14 Number of students enrolled in MIT in last ten years

2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
94	85	62	52	34	-	44	41	50

Standard- 8.3: Financial resources must be provided to acquire and maintain library holdings, laboratories and computing facilities.

Following is the detail of the institutions budget for maintenance, library holdings, laboratories, computing facilities and faculty development.

Table 15 Financial Information about the institution and the Program

Total assets of the institution	PMAS-AAUR is a public sector University and UIIT is a constituent part of the university -- it is relatively hard to determine exact value of its assets.								
Total endowment fund of the institution									
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Yearly budget for the past five years	- Funded through MoST project	11.933M		16.425 M	18.105M	18.241M	13.107M	24.584M	25.409M
Institution's yearly budget for research and faculty development for the past five years	1.903M	0.80M	1.5M	1.0M	2.0M	2.0 M	1.049 M	1.168M	2.25M
Institution's yearly budget for library	Ministry of Science & Technology had sponsored the establishment of this institute through a development project of Rs 27.96 M -- all such	0.400M		0.600M	0.400M	0.300M	0.350M	0.350M	0.400M

	expenditures for two years were met through that project.								
Institution’s yearly budget for computing facilities	As Above	0.560M	1M	0.300M	0.300M	0.150M	0.400M	0.400M	
Total working capital of the department/school/college that offers the program									
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Yearly budget of the department/school/college that offers the program	As Above								
Department/school/college’s yearly budget for research and faculty development for the past five years									
Fee Structure	Subsidized Fee: Rs 4600 Regular Fee: Rs.	Subsidized Fee: Rs 7600 Regular Fee: Rs. 24900			Subsidized Fee: Rs. 10100 Regular Fee: Rs.	Subsidized Fee: Rs 8360 Regular Fee: Rs.	Subsidized Fee: Rs 8360 Regular Fee: Rs.	Regular Fee Category Only: Rs 23190	

	24900		24900	24900	24900	
What are sources of income	Project of MoST	Students fee and Govt. Grants				

SUMMARY AND CONCLUSION

Summary and Conclusion

The Self Assessment Report (SAR) of the University Institute of Information Technology (UIIT), Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi for Degree Program Master in Information Technology (MIT), was based on eight criteria.

The first criterion outlined the program mission and objectives. Criterion 2 provided information about the curriculum development. Criterion 3 enlisted the laboratories and other relevant information. The fourth criterion was pertinent to the information about students' support and advising. The last four criteria provided information about process control, faculty characteristics and institutional facilities and support. This report depicted an introduction about the institute and later about the importance of the degree program. The programs important features, objective, outcomes and measures to assess those objectives were also discussed.

As MIT is a degree program for two years, offering a limited number of courses, therefore all the permanent faculty members are not involved in it. Teachers and Courses from students prospective were evaluated according to standard rules given by Higher Education Commission (HEC) of Pakistan. The outcome of this SAR, based on the eight criteria already mentioned can be summarized in the following sections.

MIT degree program objectives were assessed through different criteria presented in Table 1. Table 15 documented program outcomes and their relationship with the objectives. An outcome for graduating students documented indicates that MIT program objectives support its outcomes, making it capable for the graduating students to realize them.

The students after MIT usually join organizations like software house, telecom companies, school, colleges and few adopted higher education and then came toward the research field. So Performa 7 was sent to the organizations and feedback was collected

Alumni Survey Results confirm the skills of Students as MIT graduates are equipped with latest technologies to work in software house and in telecom industry. The students also have knowledge to conduct research in the field of information technology. The students have adequate knowledge to teach in any academic institute.

A survey conducted from the graduating students of last semester shows that 65% of the students were satisfied with the program, 17% were dissatisfied, while 18% were uncertain about it. It also reports the best aspects of the program which include a qualified faculty, a helpful Director and Introduction to the new technologies. The survey also identified less number of faculty members as a weakness of this program

According to the same survey, more lab time should be provided which should be independent of the time table so that students can work what work they want to do.

The weaknesses in the program are, there should be less independence on the visiting faculty. Although institute has hired new faculty but still it is less according to the requirements. There should be some sitting place in the campus in extreme summer weather.

The assessment of the MIT curriculum tabulated in table 4 indicates it contains the introductory computing course, middle level course and advanced computing courses. It also contains mathematical courses which help in designing the mathematical modeling and developing numerical solutions and management and business courses to give students a flavor of business infrastructures

To enhance the communication skills of students, UIIT has included a number of General Education courses as per HEC criterion. A number of seminars and workshops are arranged by the students and the faculty as part of the practical work of certain courses.

The curriculum is designed by keeping in view the latest market requirements. This curriculum also meets the international requirements in the field of computer science

Table 8, containing the detail of the lab and computing facilities indicate that UIIT provides enough computing facilities for students in the Lab. The total numbers of computers

available for students use in multiple labs are 285 in 8 labs, whereas a student to computer ratio maintained in the year 2009-2010 was 1:3. Some class rooms, however, lack multimedia facilities.

According to this criterion, the institution must have the infrastructure to support new trends in learning such as e-learning including digital publications, journals etc

The university faculty has access to e-library and internet which is very supportive for the faculty. MIT faculty is facing certain problems like repeatedly power failure during the labs. Faculty don't have access to many well known journal those are relevant to the field

The University Central Library has very limited number of books, journals and periodicals. It's a small library in term of space and facilities with no catalogue systems. It does not meet the standards of a University Library. Institute has its own small library but also lacks latest books

Office environment is not comfortable to work at all during the summer. Class rooms have limited size white board which ends after writing for few minutes. Because of fans, teacher keep on speaking and voice don't reach ahead of 2nd or 3rd row in summer, so some thing should be done to replace fans with air conditions

The university administration has been struggling hard to strengthen all the departments/institutes, upgrade them and establish new faculties and Institutes. The university is also trying to attract highly qualified faculty.

At present institute is having a very meager financial resource to maintain the present needs of the institute. Individual research grants for students and faculty are mainly supporting the institute research activities. There is a dire need for increasing the financial resources allocated to the institute to establish an institutional library, laboratories and computer facilities.

UIIT organizes support programs for students and provide information regarding admission, scholarship schemes etc. Guidance on how to complete the program is available to all students through the personal communication of the teachers with the students.

MIT course is structured to ensure effective interaction between students and faculty. Theoretical problems are explained and assignments are given to the students whereas, practical are carried out in the labs. Courses are structured and decided in the board of studies meeting. Students are welcome to ask question in class and even after the class. Emphasis is always given for an effective interaction between each section of a MIT class.

It includes students' admission, registration and faculty recruitment activities, which are dealt by various statutory bodies and the university administration.

The process of admission is well established and is followed as per rules and criteria set by HEC. For this purpose an advertisement is published in the national news papers by the Registrar office. Admission criteria are revised every year before the announcement of admission.

Recruitment policy followed by the University is the same as recommended by the HEC. Induction of all posts is done as per rule. Vacant and newly created positions are advertised in the national newspapers, applications are received by the Registrar office, scrutinized by the scrutiny committee, and call letters are issued to the short-listed candidates on the basis of experience, qualification, publications and other qualities/activities as determined by the University.

UIIT has a Full-Time Faculty Size of 16 and Part Time Faculty Size of 16. Not all the teachers are involved in the MCS degree program. The teachers who teaching courses to MIT degree program have been evaluated. Graphs indicate that they have score from 80% to 85% with an average of 81%, while in Student Course evaluation; the teachers have score from 79% to 83% with an average of 78%.

Existing facilities include mainly internet access, which is available through local area network. In addition library facility is also available but lacks the book related to the latest fields. Effective programs for faculty development have been just introduced since the last semester. Faculty organizes workshops form time to time

The performance of UIIT can be improved in general and especially for MCS Degree program by improving following items:

1. There should be continuous power supply for Computer Labs and class rooms.
2. The multimedia should be provided in each class room..
3. To counter the workload problem, the Teacher Assistants should be provided which is the practice in the most of the leading universities in the field of Computer Science and Information Technology.
4. Faculty members are of the view that job satisfaction can be improved by providing more research opportunities as well as increase in salary package in according with the market of computer science and information technology.
5. There is need of expanding the campus as its giving a look of the conducive environment because of more number of students than the capacity of the building.
6. There is need of introducing specialization in the final year of the MIT degree program.
7. There should be more labs so that students can have time to work on their assignments and projects.
8. The dependency on visiting faculty members should be reduced.
9. Research grants for young faculty members may be allocated.
10. Foreign trainings should be arranged for the faculty members

Program Team Members

Sheeraz Akram	(Convener)	_____
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Shehzad Saqib	(Member)	_____
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Syed Mushhad Gillani	(Member)	_____
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Muhammad Nazir	(Member)	_____
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ANNEXURES

ANNEXURE I: ALUMNI SURVEY

Annexure I: Alumni Survey

The results of Alumni survey in table form are given below

		Excellent	Very Good	Good	Fair	Poor
I	Knowledge					
1	Math, Science, Humanities and professional discipline, (if applicable)	56%	13%	13%	13%	6%
2	Problem formulation and solving skills	50%	19%	19%	6%	6%
3	Collecting and analyzing appropriate data	56%	19%	6%	13%	6%
4	Ability to link theory to practice	44%	31%	13%	6%	6%
5	Ability to design a system component or process	69%	13%	6%	6%	6%
6	IT knowledge	75%	6%	6%	6%	6%
II	Communication Skills					
1	Oral communication	56%	25%	6%	6%	6%
2	Report writing	63%	13%	13%	6%	6%
3	Presentation skills	50%	31%	6%	6%	6%
III	Interpersonal Skills					
1	Ability to work in teams.	69%	13%	6%	6%	6%
2	Ability to work in arduous/Challenging situation	63%	19%	6%	6%	6%
3	Independent thinking	61%	22%	6%	6%	6%
4	Appreciation of ethical Values	75%	6%	6%	6%	6%
IV	Management/Leadership Skills					
1	Resource and Time management skills	38%	44%	6%	6%	6%
2	Judgment	50%	13%	19%	6%	13%
3	Discipline	75%	6%	6%	6%	6%
V	General Comments					
VI	Career Opportunities					
VII	Department Status					
1	Infrastructure	69%	19%	0%	6%	6%
2	Faculty	56%	25%	13%	0%	6%
3	Repute at national level	67%	7%	20%	0%	7%
4	Repute at International level	31%	31%	19%	0%	19%

ANNEXURE II: GRADUATING STUDENTS SURVEY

Annexure II: Graduating Students Survey

The results of Graduating Student Survey in table form are given below

		Very Satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1	The work in the program is too heavy and induces a lot of pressure.	50%	29%	7%	4%	11%
2	The program is effective in enhancing team-work abilities.	36%	46%	4%	7%	7%
3	The program administration is effective in supportive learning	36%	39%	7%	14%	4%
4	The program is effective in developing analytical and problem solving skills.	39%	25%	29%	4%	4%
5	The program is effective in developing independent thinking.	43%	36%	4%	14%	4%
6	The program is effective in developing written communication skills.	18%	25%	36%	14%	7%
7	The program is effective in developing planning abilities.	29%	32%	21%	14%	4%
8	The objectives of the program have been fully achieved.	43%	25%	7%	18%	7%
9	Whether the contents of curriculum are advanced and meet program objectives.	29%	36%	18%	7%	11%
10	Faculty was able to meet the program objectives.	39%	29%	25%	4%	4%
11	Environment was conducive for learning	32%	21%	29%	7%	11%
12	Whether the infrastructure of the department was good	36%	25%	18%	14%	7%
13	Whether the program was comprised of Co-curricular and extra-curricular activities	25%	18%	32%	14%	11%
14	Whether scholarships/grants were available to students in case of hardship.	54%	18%	14%	7%	7%

ANNEXURE III: EMPLOYER SURVEY

Annexure III: Employer Survey

The results of Employer Survey in table form are given below

		Excellent	Very Good	Good	Fair	Poor
I	Knowledge					
1	Math, Science, Humanities and professional discipline, (if applicable)	50%	40%	10%	0%	0%
2	Problem formulation and solving skills	60%	40%	0%	0%	0%
3	Collecting and analyzing appropriate data	70%	20%	10%	0%	0%
4	Ability to link theory to practice	50%	50%	0%	0%	0%
5	Ability to design a system component or process	40%	20%	20%	20%	0%
6	Computer knowledge	70%	0%	30%	0%	0%
II	Communication Skills					
1	Oral communication	40%	30%	10%	20%	0%
2	Report writing	50%	40%	0%	10%	0%
3	Presentation skills	60%	20%	20%	0%	0%
III	Interpersonal Skills					
1	Ability to work in teams.	80%	20%	0%	0%	0%
2	leadership	20%	60%	20%	0%	0%
3	Independent thinking	40%	50%	10%	0%	0%
4	Motivation	60%	30%	10%	0%	0%
5	Reliability	70%	10%	20%	0%	0%
6	Appreciation of ethical values	90%	10%	0%	0%	0%
IV	Work Skills					
1	Time management skills	70%	20%	10%	0%	0%
2	Judgment	60%	20%	10%	10%	0%
3	Discipline	90%	0%	10%	0%	0%

ANNEXURE IV: FACULTY RESUME

Annexure IV: Faculty Resume

The resume of the faculty members at UIIT are given below



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Faculty Resume

Name	Dr ZIA UL-QAYYUM
Personal	Director University Institute of Information Technology PMAS-Arid Agriculture University, Rawalpindi - Pakistan Mobile: 0092 333 5351117;
Experience	Director May 2009 to-date University Institute of Information Technology PMAS-Arid Agri. University (AAUR) – Rawalpindi - Pakistan Assistant Professor June 2008 – to-date (on deputation to AAUR) School of Electrical Engineering & Computer Science National University of Sciences & Technology, Islamabad – Pakistan. Responsibilities : Teaching & Research Deputy Director /Assistant Professor Oct 2001 – Oct 2003 University Institute of Information Technology (Formerly -- Centre for Information Technology), University of Arid Agriculture (UAAR), Rawalpindi. Responsibilities include : To look after students' affairs, ensure smooth conduct of classes, course scheduling, hiring visiting faculty , prepare Project progress reports and to liaisons with IT Div. MoST, reporting to Director in day to day administrative affairs- in addition to

	teaching assignments. Deputy Director /Assistant Professor Oct 2001 – Oct 2003 University Institute of Management Sciences, University of Arid Agriculture (UAAR), Rawalpindi. Responsibilities include: To look after students’ activities, ensure smooth conduct of classes, course scheduling, hiring visiting faculty and reporting Director in regards to day to day administrative affairs. Deputy Director Hamdard Institute of Information Technology, Nov 1998 - July 1999 Hamdard University Karachi- Faisalabad Campus Assistant Professor (Computer Science) Sept 2000 – Dec 2004 University Institute of Management Sciences, University of Arid Agriculture (UAAR), Rawalpindi Lecturer (Computer Science) Jan 1998 – Sept 2000 University Institute of Management Sciences, University of Arid Agriculture (UAAR), Rawalpindi Lecturer (Mathematics) June 1990 – Jan 1998 Department of Math, Stat & Computer Sciences, University of Agriculture, Faisalabad
Honor and Awards	
Memberships	
Graduate Students	I have supervised 8 plus MS thesis and currently supervising more than 10 MS thesis.

Undergraduate Students	
Honor Students	
Service Activity	None
Brief Statement of Research Interest	Knowledge Engineering, Computational Intelligence, Ontologies
Publications	• CBR and Neural Networks Based Technique for Predictive Prefetching. In Proceedings of 9th Mexican International Conference on Artificial Intelligence, LNAI, Springer, Mexico. • Directional Weighted Median Based Fuzzy Filter for Random-Valued Impulse Noise Removal, ICIC Express Letters, (Part-B – Applications), Vol. 1, No. 1, pp 9-14,2010. • Psychophysical Evaluation for a Qualitative Semantic Image Categorisation and Retrieval Approach. In Proceedings of Twenty Third International Conference on Industrial, Engineering & Other Applications of Applied Intelligent Systems (IEA-AIE 2010), Lecture Notes in Artificial Intelligence, June 1-4, 2010, Cordoba, Spain. • Performance Comparison of Case Retrieval between Case Based Reasoning and Neural Networks in Predictive Prefetching. In Proc. of 6th International Symposium on High Capacity Optical Networks and Enabling Technologies (HONET'09), December 28-30 2009, Alexandria, Egypt. • Case Adaptation through Case Based Reasoning and Neural Networks for Predictive Prefetching. In Proceedings of Distributed Computing in Ambient Environments (DiComAe' 2009) Workshop, 32nd Annual Conference on Artificial Intelligence (KI 2009), September 15-18 2009, Paderborn, Germany. • A Spatio-Temporal Trajectory Analysis and Retrieval Framework. In Proc. of 13th Portuguese Conference on Artificial Intelligence (EPIA'07), Guimarães – Portugal, December 3-7, 2007. • Image Retrieval through Qualitative Representations over Semantic Features. In Proc. of 18th British Machine Vision Conference (BMVC'07), Warwick-UK, 2007. • Qualitative Approaches to Semantic Scene Modeling and Retrieval. In Research and Development in Intelligent Systems XXIII, Springer Verlag, 2006. • Present and Future Prospectus of Artificial Intelligence. Published

	in the Proc. of 5th Islamic Countries Conference on Statistical Sciences, 24-31 August 1996, Malang, Indonesia. • Fitting generalized distribution to flood frequency data of river Indus Jinnah Barrage (Kalabagh). Published in Pak. J. Agri. Sci., Vol.32, No. 2-3, 1995. - To Appear: • A Qualitative Reasoning Framework for Image Categorization and Retrieval Using Semantic Features. (Submitted to a journal). • A Hybrid of Case Based Reasoning and Neural Networks improvising Predictive Accuracy for Cache Prefetching - Technical Reports • Semantic Spatial Data Analysis; School of Computing, University of Leeds, Leeds – UK. • An Ontology Learning Framework for Spatial and Spatio-Temporal Domains; School of Computing, University of Leeds, Leeds – UK
Research Grants and Contracts.	
Other Research or Creative Accomplishments	
Selected Professional Presentations	



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Faculty Resume

Name	Muhammad Ramzan
Personal	Room # 111, UIIT, Arid Agriculture University, Rawalpindi, 0332-5142505
Experience	2009– Current UIIT, Arid Agriculture University Rawalpindi Assistant Professor, Coordinator Higher Studies Board Major course taught during my tenure at UIIT so far include: MS • Introduction to Formal Methods and Specifications • Requirement Engineering BS • Software Engineering • Introduction to HCI • Software Project Management 2008– 2009 NU-FAST Islamabad Visiting Faculty Member I have taught the following course at NU-FAST, Islamabad. • Software Engineering • Introduction to Computer Programming • IT in Business 2008– Current Institute of Space Technologies (IST) Islamabad Temporary Visiting Faculty (TVF) I have taught the following course at IST, Islamabad.

	• Software Engineering • Technical Writing 2007– 2008 International Islamic University Islamabad Visiting Faculty Member I had the honor of conducting course at both male and female campus of International Islamic University, Islamabad. The courses I have taught so far include. • Software Quality Engineering (MS) 2006– 2009 Bahria University Islamabad Visiting Faculty Member Since 2006, I have been Conducting computer science courses at Bahria Institute of Management & Computer Sciences, Bahria University, Islamabad. The courses include. • Software Engineering 1 • Software Engineering 2 • Introduction to Multimedia Systems • Web Engineering • Formal Methods (MS) Usability Engineering (MS)
Honor and Awards	• Recipient of HEC Scholarship for PhD in Pakistan • Session Chair at IACASIT-ICIIT Conference, Lahore 2010 • Supervised MS thesis of two students • Six students currently under supervision for MS thesis (two in thesis writing process, four in synopsis process) • Successfully transformed MS program of UIIT from non-thesis (2009) to thesis mandatory (2010) • Highest number of conference submissions (5) in one calendar year by any faculty member of UIIT since 2001. • Nominated for best faculty member by UIIT in Arid Agriculture University • Five BS (CS) final year projects under supervision • Chaired the most successful open house (2010) of UIIT • Member of UIIT study board
Memberships	None
Graduate	• 2 MS students successfully defended their MS thesis under

Students Undergraduate Students Honor Students	my supervision • 6 MS students currently under supervision for their MS Thesis
Service Activity	None
Brief Statement of Research Interest	An active researcher in the domain of software engineering, requirement prioritization and computational intelligence since 2007.
Publications	Book Chapters 1. Tayyaba Azim, M. Arfan Jaffar, M. Ramzan & Anwar M. Mirza, “Automatic Fatigue Detection of Drivers through Yawning Analysis”, Signal Processing, Image Processing and Pattern Recognition, Springer, 2010 2. Muhammad Ramzan, Saqib Saeed, Dr. Zaigham Mahmood, “Cloud Computing: Business Models for Emerging Paradigm Change”, Cloud Computing Book (Title to be Decided), Elsevier (In proof Reading), To be published in 2011 International Journal Accepted Papers 1. Muhammad Ramzan, M. Arfan Jaffar, Arshad A. Shahid, “Value based Intelligent Requirement Prioritization (VIRP): Expert Driven Fuzzy Logic based Prioritization Technique”, International Journal of Innovative Computing, Information and Control (IJICIC) Vol.6, No.12, December 2010 (indexed by ISI Impact factor 2.93) 2. Sajid Anwar, Abdul Rauf, Muhammad Ramzan, Arshad Ali Shahid, “A Novel Approach for Architecture Based Software Maintenance Prediction”, International Journal of

	Innovative Computing, Information and Control (IJICIC) (IF=2.93) 3. Muhammad Ramzan, M. Arfan Jaffar, M. Amjad Iqbal, Sajid Anwar, Abdul Rauf, Arshad A. Shahid, “Value Based Conflict Identification and Resolution in Project Management using Genetic Algorithms”, Springer Journal of Telecommunication Systems, (indexed by ISI Impact factor 0.396) International Journal Submitted Papers 1. Muhammad Ramzan, M. Arfan Jaffar, Arshad A. Shahid, “Intelligent Requirement Prioritization”, Journal of Chinese Institute of Engineering (JCIE) (indexed by ISI Impact factor 0.27), (Submitted) 2. Sajid Anwar, Abdul Rauf, Muhammad Ramzan, Arshad Ali Shahid, “Software Architecture Based Quality Maintenance Ripple Effects Analysis”, International Journal of Innovative Computing, Information and Control (IJICIC) (IF=2.93) [Under 2nd Revision] International Conferences Accepted Papers 1. Muhammad Ramzan, Sajid Anwar, Abdul Rauf, Arshad Ali Shahid International Conference on Telecom Technology and Applications (ICTTA 2009) Manila, Philipines 2. Muhammad Ramzan, M. Arfan Jaffar, Arshad Ali Shahid International Symposium on Management Engineering (ISME 2009) Dalian, China 3. Muhammad Ramzan, M. Arfan Jaffar, Sajid Anwar, M. Amjad Iqbal, Arshad Ali Shahid International Conference of Innovative Computing, Information and Control (ICICIC 2009), Taiwan (2 International Citations) 4. Muhammad Ramzan, M. Arfan Jaffar, Arshad Ali Shahid,
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	“Value Assignment Process (VAP): Establishing Value of Software through a New Definition of Value”The 4th International Conference on Ubiquitous Information Technologies & Applications (ICUT 2009), Fukuoka, Japan 5. Muhammad Ramzan, M. Arfan Jaffar, M. Amjad Iqbal, Sajid Anwar, Abdul Rauf, Arshad A. Shahid, “Value Based Conflict Identification and Resolution in Project Management using Genetic Algorithms”, International Conference on Information Science and Applications (ICISA 2010). , April 2010, Seoul, Korea 6. Muhammad Ramzan, Aasem, Iqbal, M. Arfan Jaffar, “Overview of Existing Requirement Prioritization Techniques”, International Conference on Information and Emerging Technologies (ICIET 2010), June2010, Karachi, Pakistan 7. Abdul Rauf, M. Abdul Basit, Muhammad Ramzan, Arshad Ali Shahid, “Extending UML to Model GUI: A New Profile”, 2nd International Conference on Computer and Automation Engineering (ICCAE 2010), Singapore, Feb 26 - 28, 2010 8. Abdul Rauf, Muhammad Ramzan, Arshad Ali Shahid, “Analysis of Software Process Improvement Efforts in Pakistan”, 2nd International Conference on Computer and Automation Engineering (ICCAE 2010), Singapore, Feb 26 - 28, 2010 9. Sajid Anwar, Fouzia Khan, Abdul Rauf, Muhammad Ramzan, “Software Component Specification Framework”,2nd International Conference on Computer and Automation Engineering (ICCAE 2010), Singapore, Feb 26 - 28, 2010 10. Sajid Anwar, Abdul Rauf, Muhammad Ramzan, Arshad
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	Ali Shahid, “Architecture based ripple effect analysis: A software quality maintenance perspective”, International Conference on Information Science and Applications (ICISA 2010), Seoul, Korea, April 21st - 23rd, 2010. 11. Sajid Anwar, Abdul Rauf, Muhammad Ramzan, Arshad Ali Shahid, “Software maintenace prediction: A Software architecture perspective”, International Conference on Information Science and Applications (ICISA 2010), Seoul, Korea, April 21st - 23rd, 2010. 12. Abdul Rauf, Sajid Anwar, Muhammad Ramzan, Arshad Ali Shahid, “Ontology Driven Semantic Annotation Based GUI Testing”, IEEE International Conference on Emerging Technologies 2010 (ICET 2010) Islamabad, Pakistan, October 18-19, 2010
Research Grants and Contracts.	None
Other Research or Creative Accomplishments	None
Selected Professional Presentations	None

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Faculty Resume

Name	Yasir Hafeez
Personal	University Institute of Information Technology, PMAS - Arid Agriculture University, Rawalpindi, Cell: 0333-5146356 Email: yasir@uaar.edu.pk
Experience	Current Position Jan 2010 - Assistant Professor (IT) Todate University Institute of Information Technology, PMAS-Arid Agriculture University Rawalpindi. Previous Positions Held Dec 2004-Jan 2010 Assistant Director (IT) University Institute of Information Technology, PMAS-Arid Agriculture University Rawalpindi. 2001-Dec 2004 Lecturer (Computer Science) The University of Lahore Islamabad Campus.
Honor and Awards	Participated in the workshop on “Case Teaching Methodologies” held during March 2007 at Higher Education Commission (HEC), Islamabad, Organized by HEC.

	• CISCO Networking Academy Program (CCNA) successfully completed all modules. • Participated in International Conference on “<i>The Future of Schools and Education</i>” held during November 2005 at Islamabad, organized by Beacon House School System. • Attended first International Seminar on “Capability Maturity Model Integration” held during March 2008 at College of Electrical and Mechanical Engineering (NUST).
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Performa 9



Faculty Resume

Name	Nasir Mehmood Minhas
Personal	Room # 22, UIIT, Arid Agriculture University, Rawalpindi, 0333-5651973
Experience	Jan 2008– Current UIIT, Arid Agriculture University Rawalpindi Assistant Professor, Coordinator BS (IT) Program Major course taught during my tenure at UIIT so far include: BS • Operating System Concepts • Software Engineering (I & II) • Database Systems • Distributed Database Systems • Data Structures & Algorithms • Web Design & Development • Introduction to Computing 2001– 2008 ICMS (ASC AIOU) Rawalpindi I worked on various positions at ICMS, I started as a lecturer, then promoted as HOD CS and finally I was serving as Principal I have taught the following course at ICMS (ASC AIOU) • Software Engineering • Database – I & II • Object Oriented Programming • Programming Concepts • Management Information System • Fundamentals of Computer

	E – Commerce 2000 – 2001 502 Model College Lalazar Rawalpindi Lecturer I served for some time at 502 Model College Lalazar Rawalpindi as Lecturer Computer Science, I taught Fundamental of Computers and Computer Programming there. Visiting Faculty Member I have served as visiting faculty member in the number of renowned institutions of Rawalpindi and Islamabad
Honor and Awards	
Memberships	
Graduate Students Undergraduate Students Honor Students	
Service Activity	
Brief Statement of Research Interest	
Publications	
Research Grants and Contracts.	
Other Research or Creative Accomplishments	
Selected Professional Presentations	



Faculty Resume

Name	Muhammad Nazir
Personal	Room # 23, UIIT, Arid Agriculture University, Rawalpindi, 0333-5263675
Experience	2008– Current UIIT, Arid Agriculture University Rawalpindi Major course taught during my tenure at UIIT so far include: MCS • Artificial Intelligence • Data structures and Algorithms • Distributed Databases • Discrete Structures BS • Data Structures and Algorithms • Introduction to Computer • Database Systems • Discrete Structures Visiting Faculty Member Fall 2008 NU-FAST Islamabad I have taught the following course at NU-FAST, Islamabad. • IT in Business National University of Computer & Emerging Sciences FAST-Nu Islamabad Fall-2008 Visiting Faculty Member PMAS University of Arid Agriculture Rawalpindi Fall 2007-Fall 2008

	Visiting faculty member in the University Institute of Information Technology Mohi-Ud-Din Islamic University January 2004 - September 2008 Faculty member in IITM- Campus Bank Road Saddar Rawalpindi Allama Iqbal Open University March 2002- December 2003 Faculty member in ERP-Soft Institute of Computer Science, Jinnah super Islamabad.
Honor and Awards	• Four students currently under supervision for MS thesis • Nominated for best project by UIIT in Arid Agriculture University in open House 2010. • Five BS (CS) final year projects under supervision
Memberships	None
Graduate Students Undergraduate Students Honor Students	• 4 MS students currently under supervision for their MS Thesis
Service Activity	None
Brief Statement of Research Interest	An active researcher in the domain of computer vision since 2007.
Publications	1. M. Nazir, Muhammad A. Khan, Arfan Jaffer, Ayyaz Hussain and Anwar M. Mirza,” Efficient Gender Classification using Optimization of Hybrid Classifiers using

	Genetic Algorithm “ International Journal of Innovative Computing, Information and Control (IJICIC)(Under 2nd Review) 2. M. Nazir, Muhammad A. Khan, Arfan Jaffer, Ayyaz Hussain and Anwar M. Mirza, “Pose based efficient gender classification” International Journal of Innovative Computing, Information and Control (IJICIC) (indexed by ISI Impact factor 2.94) (Submitted). 3. Muhammad A. Khan, M. Nazir, Arfan Jaffer and Anwar M. Mirza,” Selection of accurate and Robust Classification Model for binary classification,” International Journal of Innovative Computing, Information and Control (IJICIC) Vol.5, No.12, May 2010 (indexed by ISI Impact factor 2.94) (Submitted) 4. M. Nazir, Muhammad Ishtiaq, Anab Batool, M. Arfan Jaffar, Anwar M. Mirza, “Feature Selection for Efficient Gender Classification”, WSEAS, University of G.Enescu, June 13-15, 2010, Iasi, Romania. 5. Ayyaz Hussain, M. Arfan Jaffar, M. Nazir, Abdul Basit, and Anwar M. Mirza, Modified Histogram based Fuzzy Filter, Lecture Notes in Computer Science (LNCS), Springer-Verlag, 5496 (2009) 277-284 6. Ayyaz Hussain, M. Arfan Jaffar, M. Nazir, Abdul Basit and Anwar M. Mirza, “Modified Histogram based Fuzzy Filter, Mirage2009, France May, 4-6 2009. 7. M. Arfan Jaffar, Ayyaz Hussain, M. Nazir and Anwar M. Mirza, “GA and Morphology based fully automated Segmentation of Lungs from CT scan Images”, International conference on Computational Intelligence for modeling, control and Automation 10-12 Decemeber 2008, Vienna, Austria.
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	8. M. Arfan Jaffar, Ayyaz Hussain, M. Nazir, Fauzia Jabeen and Anwar M. Mirza, “GA-SVM based lungs nodule detection and classification” International Symposium on Signal Processing, Image Processing and Pattern Recognition (SIP 2009) 9. Muhammad A. Khan, M. Nazir, Arfan Jaffer and Anwar M. Mirza,” Fuzzy Clustering and Fuzzy Entropy based Classification Model,” 6th International Conference on Emerging Technology, ICET 2010, Islamabad, October 2010.
Research Grants and Contracts.	None
Other Research or Creative Accomplishments	None
Selected Professional Presentations	None

Performa 9



Faculty Resume

Name	Sheeraz Akram
Personal	Office # 05, UIIT, PMAS-Arid Agriculture University Rawalpindi Home #: Mobile: 0300-8532782 E-mail: sheeraz@uaar.edu.pk sheeraz.cs@gmail.com
Experience	September 2009 – to date Assistant Professor, Computer Science, PMAS Arid Agriculture University, Rawalpindi September 2006 – September 2009 Lecturer, Department of Computer Science, GIFT University Gujranwala
Honor and Awards	
Memberships	
Graduate Students Undergraduate Students Honor Students	I have supervised 2 Final year projects of MCS and one Final Year project of MIT students. 1 MS thesis under my supervision.
Service Activity	Coordinator QEC at UIIT Coordinator BS CS (Morning) Program at UIIT
Brief Statement of Research Interest	In MS CS, my main focus was on Image and Video compression and 3D video. Now I am working in area of Medical Image Processing, Theoretical CS. Computer Vision. In PhD I am working in Medical Image Processing
Publications	N/A
Research Grants and Contracts.	N/A
Other Research or Creative Accomplishments	
Selected Professional Presentations	



Performa 9

Faculty Resume

Name	Saqib Majeed
Personal	UIIT, University institute of Information Technology, Muree Road Rawalpindi Email: saqib@uaar.edu.pk
Experience	Lecturer 2006 to Date PMAS, Arid Agriculture University Rawalpindi Research Associate 3 Year experience PMAS, Arid Agriculture University Rawalpindi
Memberships	
Graduate Students Undergraduate Students ,Honor Students	Under Graduate Students I have supervised multiple undergraduate projects in my career.
Service Activity	Teaching and Research Activities at UIIT
Brief Statement of Research Interest	
Publications	
Other Research or Creative Accomplishments	

Faculty Resume



Name	Iram Rubab														
Personal	House No 1185, Street No 12, G-11/1 Islamabad. Ph.No : 0321-5307644 Email: iram@uaar.edu.pk														
Experience	Sep 2008 to Date as Lecturer in UIIT-AAUR														
Memberships	- Coordinator for ACM Students Chapter at UIIT - Member ACM														
Graduate Students Undergraduate Students Honor Students	List supervision of graduate students, postdocs and undergraduate honors theses showing: - Graduate Students <table><thead><tr><th>Years</th><th>Degree</th><th>Name</th></tr></thead><tbody><tr><td>2010</td><td>MS-CS</td><td>Ms Reham Ijaz</td></tr><tr><td>2010</td><td>MS-CS</td><td>Ms Rabia Sami</td></tr><tr><td>2010</td><td>MS-CS</td><td>Ms Mubeena Nazmeen</td></tr></tbody></table> - Under Graduate Students I have supervised multiple undergraduate projects in my career.			Years	Degree	Name	2010	MS-CS	Ms Reham Ijaz	2010	MS-CS	Ms Rabia Sami	2010	MS-CS	Ms Mubeena Nazmeen
Years	Degree	Name													
2010	MS-CS	Ms Reham Ijaz													
2010	MS-CS	Ms Rabia Sami													
2010	MS-CS	Ms Mubeena Nazmeen													
Service Activity	- Teaching and Research Activities at UIIT - Project Coordinator for BS(CS)/BS(IT)/MCS/MIT Final year projects - Organization of Seminars and workshops at UIIT - Organization of co curricular activities at UIIT														
Brief Statement of Research Interest	My Research interests include - Model Driven Architecture - Model Based Testing - Formal Specification based Development and Testing														
Publications	Nazmeen,M.and I.Ruban.2011.Data and control flow analysisof VDM++ Specifications. World Academy of Science, Engineering and Technology. Rome,Italy. Vol,64.														

	ISSN 2070-3724. • Sammi, R.; Rubab, I Formal specification languages for real-time systems. International Symposium on Information Technology 2010 (ITSim 2010), IEEE Explore
Other Research or Creative Accomplishments	• Development of Formal Specification based testing tool for Model Transformations • VDM++ Parser and Test Case Generator



Faculty Resume

Name	Syed Mushhad Mustuzhar Gilani
Personal	Room # 05, UIIT, PMAS-Arid Agriculture University, Rawalpindi, 0300-6604200
Experience	• 2009– Current UIIT, PMAS-Arid Agriculture University Rawalpindi Lecturer Major course taught during my tenure at UIIT so far include: MCS/MIT/PGD • Computer Communication and Network • Operating System • Telecommunication Technologies • Web Design and Development BS • Computer Communication and Network • Discrete Structure • Data Structure and algorithm • Operating System • Web Design and Development • Nov 2006 to Feb 2009 UIIT, PMAS-Arid Agriculture University Rawalpindi Software Developer My Responsibilities • Working on university automation projects. • Make Software Requirement Specification for new projects • Software Development, Deployment and Testing Also handles and maintain database server April 2005 to Nov 2006 UIIT, PMAS-Arid Agriculture University Rawalpindi Research Associate Research Activities:

	- Supervised the final research project student at Graduate and Post-Graduate level. - I also organized abstracts of Research projects/Thesis of outgoing students in order to make them available for industry and software houses. - Maintain students software projects repository. Following courses taught during my tenure as Research Associate in CIT-UAAR. - Data Communication - Introduction to Information Technology - Computer Network - Web Design and Development 2004-2005 Information Technology Department District Government Faisalabad Working Assisted EDO IT Faisalabad in the preparation of PC1 for the networking of all provincial departments at Faisalabad.																
Honor and Awards	- Attended Five day workshop on Linux Kernel Development Organized by PSEB, NIIT and IBM. - Linux Red Hat 9 from Beacon House Informatics, Singapore - Video Conference Training organized by HEC and Tandberg																
Memberships	- Organizer Open House held in 2006 - Coordinator of UIIT computer society - Coordinator of UIIT blood donation society																
Graduate Students Undergraduate Students Honor Students	List supervision of graduate students, postdocs and undergraduate honors theses showing: <table> <thead> <tr> <th>Name</th><th>Degree</th></tr> <tr> <th>Year</th><th></th></tr> </thead> <tbody> <tr> <td>1.Fate Twist</td><td>BS(CS) 2006</td></tr> <tr> <td>2.Turbo Tier Generator</td><td>BS CS) 2007</td></tr> <tr> <td>3.Smart Printer Tracker</td><td>BS CS) 2007</td></tr> <tr> <td>4.Luxury Residency Providers</td><td>BS(CS) 2007</td></tr> <tr> <td>5.On Line E-learning University System</td><td>BS (CS) 2007</td></tr> <tr> <td>6.Server Soft</td><td>BS (CS) 2007</td></tr> </tbody> </table>	Name	Degree	Year		1.Fate Twist	BS(CS) 2006	2.Turbo Tier Generator	BS CS) 2007	3.Smart Printer Tracker	BS CS) 2007	4.Luxury Residency Providers	BS(CS) 2007	5.On Line E-learning University System	BS (CS) 2007	6.Server Soft	BS (CS) 2007
Name	Degree																
Year																	
1.Fate Twist	BS(CS) 2006																
2.Turbo Tier Generator	BS CS) 2007																
3.Smart Printer Tracker	BS CS) 2007																
4.Luxury Residency Providers	BS(CS) 2007																
5.On Line E-learning University System	BS (CS) 2007																
6.Server Soft	BS (CS) 2007																

	7.Order Management System of Surgical and Medical Products BS(CS) 2008 8.Capital Management For E-Company BS(CS) 2008 9. Recruit Track BS(CS) 2009 10. Wisen BS(CS) 2010 Graduate Level:- 1. Designing and Implementation of Data Warehouse MCS 2006 2. Disease Epidemiology and Surveillance Management System MCS 2006 3. Guard Over Local Area Network MCS 2006 4. School Management System PGD 2007 5. Cosmetic Crush PGD 2008 6. Employee Management System PGD 2009 7. Student Management System MCS 2008 8. PC Pak Intranet MCS 2010 9. Interactivity with Annotation MIT 2010 10. Automated System for Amrat Beverages International (Pvt) Ltd MCS 2010 11. Monitoring and Control System for Data Centre MCS 2010 12. TxtTunnal MIT 2010 13. Kalar Kahar Science College MCS 2010
Service Activity	List University and public service activities.
Brief Statement of Research Interest	An active researcher in the domain of information system, computer network communication and wireless communication technologies since 2007.
Publications	[1] M. Usman, W. Noshairwan, M. Gilani , A. Irshad, E. Irshad “Seamless Vertical Handoff Using Authentication Certificate in GPRS-WLAN Tightly Coupled Integrated Networks” 4 th International Conference on Emerging Technologies, IEEE Catalog Number: CFP08617, IEEE ICET-2008. [2] E. Irshad, W. Noshairwan, M. Usman, A. Irshad, M. Gilani

	“GROUP MOBILITY IN MOBILE ADHOC NETWORKS” In IADIS International Conference WWW/Internet 2008, Freiberg, Germany. [3] A. Irshad, W. Noshairwan, M. Rashid, M. Gilani, E. Irshad and M. Usman “Authentication of Nodes Among Different Symmetric Key Groups in MANETs using 4G Technologies” ICCET 2009 International Conference on Computer Engineering and Technology, IEEE Computer Society, Singapore. [4] S.M. Gilani, J.Ahmed, M.A.Abbas, “A Paperless Model to onvert Universities Environment into Fully Automated System” 2009 The International Conference on Industrial globalization and Technology Innovation, China. [5] S.M. Gilani, J.Ahmed, M.A.Abbas, “Electronic Document Management: A Paperless University Model” IEEE ICCSIT 2009, August 8 - 11, 2009, Beijing, China						
Research Grants and Contracts.	Entries should include: <table><tr><td>Date</td><td>Title</td><td>Agency/Organization</td></tr><tr><td>21-07-09</td><td>Teacher Travel Grant</td><td>HEC</td></tr></table>	Date	Title	Agency/Organization	21-07-09	Teacher Travel Grant	HEC
Date	Title	Agency/Organization					
21-07-09	Teacher Travel Grant	HEC					
Other Research or Creative Accomplishments	Web Development Experience: Official Web portal of Faisalabad www.faisalabad.gov.pk Description Faisalabad portal is an information management system Responsibilities: Analysis, Development, Testing and documentation Environment: Dream Weaver, HTML, java script PHP and MySql.						
Selected Professional Presentations							

Performa 9



Faculty Resume

Name	Bushra Hamid
Personal	Cell No: 03325137197 Address-No p-1449, Ghazi Road Rawalpindi
Experience	Date:5-05-2009 Title: Lecturer Institution: PMAS,Arid Agriculture University, Rawalpindi
Honor and Awards	Merit scholarship in all semesters during Masters degree 2 nd Position in class in MCS
Memberships	N/A
Graduate Students	Years Degree Name 2010 PGD(IT) Abdul Raziq, Muzzamil Ahmed, M. Undergraduate Waris Bhatti
Students	2010 PGD(IT) Hanif-ur- Rehman, Noor rehman
Honor Students	2010 PGD(IT) Tassawar Hussain, M. Bashir Feroz, M. Asif 2010 PGD(IT) Adnan Mumtaz , Nasir Shehzad, Nazia Khaliq
Service Activity	N/A
Brief Statement of Research Interest	My research interests belong to the requirement engineering and software system design and architecture.
Publications	-----
Research Grants	N/A

and Contracts.	
Other Research or Creative Accomplishments	N/A
Selected Professional Presentations	N/A



Faculty Resume

Name	Fakhra Mushtaq
Personal	House No. 1-A, Street No.22 , F-8/2, Islamabad ,Pakistan Home #: 051-2515161 Mobile: 0333-5346269 E-mail: fakhra@uaar.edu.pk fakhramalik2002@yahoo.com
Experience	Feb 2007 – to date Lecturer – PMAS Arid Agriculture University July 2005 – August 2005 Internee Accountant - Anwar Khawaja Industries (Pvt) Ltd Sialkot, (Pakistan)
Honor and Awards	Scholarship Awarded scholarship in BBA (Hons) – ITM Scholarship Awarded scholarship in MBA Merit Certificate Awarded for securing First position in Bachelor’s Degree. Merit Certificate Awarded for securing Second position in Master’s Degree.
Memberships	List memberships in professional and learned Societies, indication offices held, committees, or other specific assignments.
Graduate Students	List supervision of graduate students, postdocs and undergraduate honors theses showing:
Undergraduate Students	Years Degree Name
Honor Students	Show other information as appropriate and list membership on graduate degree committees.
Service Activity	List University and public service activities.
Brief Statement of Research Interest	May be as brief as a sentence or contain additional details up to one page in length.
Publications	2010 Submitted Fakhra, Jabbar and Shad “A Study of Relationships between Job Satisfaction, Organizational Commitment and Turnover Intention among Hospital Employees Evidence in Pakistan” Second International Conference on Business Management and Information Sciences Phitsanulok, Thailand. 2010

	In-Progress Fakhra “<i>The Financial Factors Influencing Cash Dividend Policy: An Empirical Analysis of Pakistan</i>” 2010 In-Progress Fakhra “<i>The Financial Integration: An Empirical Analysis of Pakistan</i>”			
Research Grants and Contracts.	Entries should include: <table><tr><td>Date</td><td>Title</td><td>Agency/Organization</td></tr></table> Total Award Amount Segment the list under following headings: • Completed • Funded and In Progress • In review	Date	Title	Agency/Organization
Date	Title	Agency/Organization		
Other Research or Creative Accomplishments	List patents, software, new products developed, etc.			
Selected Professional Presentations				



Faculty Resume

Name	Aisha Umair		
Personal	Address House # 263-G, Block- E, Satellite Town Rawalpindi. Pakistan Mobile No. +92-322-5054264		
Experience	May 2009-to date Lecturer Pir Mehr Ali Shah Arid Agriculture University, UIIT Rawalpindi. Feb 2008 – April 2009 Research Assistant Military College of Signals, NUST, Rawalpindi. Feb 2007 – Jan 2008 Lecturer Govt. Viqar-un-Nisa College for Women Tipu Road Rawalpindi.		
Honor and Awards	➤ Awarded <u>ROLE OF HONOR</u> in BS Software Engineering, (2004), Fatima Jinnah Women University. ➤ Awarded NUST Merit scholarship in MS Software Engineering (2005-2007). ➤ Recommended for Foreign PhD program at Military College of Signals, NUST.		
Memberships	N/A		
Graduate Students	Years	Degree	Name
Undergraduate Students	2010	BS (CS)	Rabia Awan, Ruqayya Awan, Mohammad Afzaal Khan
Honor Students	2010	BS (CS)	Muhammad Azeem, Muhammad Waqas, Kaleem Ullah

	2010 MCS Adnan Mehmod, Nosheen Manzoor 2010 MCS Tahir Ali, Afshan Gulzar, Misbah Hafeez, Muhammad Raheel 2010 MCS Safeer Israr, Sehrish Rasool, Sohail Bashir Chughtai, Muhammad Sajjad
Service Activity	List University and public service activities.
Brief Statement of Research Interest	I wish to pursue PhD degree in the field of Computer Science with a specialization in Computer Software Engineering. I want to acquire further expertise in Software Engineering that will bring me closer to what I see as my career aims.
Publications	N/A
Research Grants and Contracts.	N/A
Other Research or Creative Accomplishments	N/A

ANNEXURE V: FACULTY COURSE REVIEW REPORT

Annexure V: Faculty Course Review Report

Faculty course review report for the courses those have been evaluated either in Teacher evaluation or in Student course evaluation.

Performa 2

Faculty Course Review Report

(To be filed by each teacher at the time of Course Completion)



For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline

Department:	Information Technology		Faculty:	University Institute of Information Technology	
Course Code	CS-724	Title:	Software Engineering-I		
Session:	2009	Semester:	Fall		
Credit Value:	3(2-3)	Level:	MIT-1	Prerequisites:	
Name Of Course Instructor:	Aisha Umair	No. of Students Contact Hours	Lectures (2 hours) Labs (3 hours)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc)	Quizzes, Assignment, Mid Term, Final term, labs, Practical's				

Distribution of Grade/ Marks and other Outcomes (adopt the grading system as required)

Undergraduate	Originally	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No Of Students										
Post Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students	49	8	27	11	1		2		2	49

Overview /Evaluation (Course Co-Coordinator's Comments)

Feedback: first Summarize, then comment feedback received form:

(These boxes will expand as you type in your answer.)

1) Student (Course Evaluation) Questionnaires

2) External Examiners or Moderators (if any)

3) Student/Staff Consultative Committee (SSCC) or equivalent, (if any)

4) Curriculum: comments on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved/Revised National Curriculum Guidelines.

The course curriculum is in accordance with HEC approved guidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course Objectives)

6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7) Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt.

Name: Aisha Umair Date _____

(Course Instructor)

Name: Dr. Zia ul Qayyum Date _____

(Director)

Performa 2

Faculty Course Review Report

(To be filed by each teacher at the time of Course Completion)



For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline

Department:	Information Technology		Faculty:	University Institute of Information Technology	
Course Code	CS-704	Title:	Database System		
Session:	2009	Semester:	Fall		
Credit Value:	3(2-3)	Level:	MIT-1	Prerequisites:	
Name Of Course Instructor:	Nadeem Malik	No. of Students Contact Hours	Lectures (2 hours) Labs (3 hours)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc)	Quizzes, Assignment, Mid Term, Final term, labs, Practical's				

Distribution of Grade/ Marks and other Outcomes (adopt the grading system as required)

Undergraduate	Originally	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No Of Students										
Post Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students	53	5	13	17	14		4			

Overview /Evaluation (Course Co-Coordinator's Comments)

Feedback: first Summarize, then comment feedback received form:

(These boxes will expand as you type in your answer.)

1) Student (Course Evaluation) Questionnaires

2) External Examiners or Moderators (if any)

3) Student/Staff Consultative Committee (SSCC) or equivalent, (if any)

4) Curriculum: comments on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved/Revised National Curriculum Guidelines.

The course curriculum is in accordance with HEC approved guidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course Objectives)

6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7) Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt.

Name: Nadeem Malik Date _____

(Course Instructor)

Name: Dr. Zia ul Qayyum Date _____

(Director)

Performa 2

Faculty Course Review Report

(To be filed by each teacher at the time of Course Completion)



For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline

Department:	Information Technology		Faculty:	University Institute of Information Technology	
Course Code	MGT-772	Title:	Introduction to Marketing		
Session:	2010	Semester:	Spring		
Credit Value:	3(3-0)	Level:	MIT-2	Prerequisites:	
Name Of Course Instructor:	Fakhra Mushtaq	No. of Students Contact Hours	Lectures (3 hours) Labs (N/A)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc)	Quizzes, Assignment, Mid Term, Final term, case studies				

Distribution of Grade/ Marks and other Outcomes (adopt the grading system as required)

Undergraduate	Originally	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No Of Students										
Post Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students	45	1	7	14	19		3		1	

Overview /Evaluation (Course Co-Coordinator's Comments)

Feedback: first Summarize, then comment feedback received form:

(These boxes will expand as you type in your answer.)

1) Student (Course Evaluation) Questionnaires

2) External Examiners or Moderators (if any)

3) Student/Staff Consultative Committee (SSCC) or equivalent, (if any)

4) Curriculum: comments on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved/Revised National Curriculum Guidelines.

The course curriculum is in accordance with HEC approved guidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course Objectives)

6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7) Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt.

Name: Fakhra Mushtaq Date _____

(Course Instructor)

Name: Dr. Zia ul Qayyum Date _____

(Director)

Performa 2

Faculty Course Review Report

(To be filed by each teacher at the time of Course Completion)



For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline

Department:	Information Technology		Faculty:	University Institute of Information Technology	
Course Code	CS-772	Title:	Operating System		
Session:	2010	Semester:	Spring		
Credit Value:	3(2-3)	Level:	MIT-2	Prerequisites:	
Name Of Course Instructor:	Nasir Minhas	No. of Students Contact Hours	Lectures (2 hours) Labs (3 hours)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc)	Quizzes, Assignment, Mid Term, Final term, labs, Practical's				

Distribution of Grade/ Marks and other Outcomes (adopt the grading system as required)

Undergraduate	Originally	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No Of Students										
Post Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students	46	3	6	17	6		14			

Overview /Evaluation (Course Co-Coordinator's Comments)

Feedback: first Summarize, then comment feedback received form:

(These boxes will expand as you type in your answer.)

1) Student (Course Evaluation) Questionnaires

2) External Examiners or Moderators (if any)

3) Student/Staff Consultative Committee (SSCC) or equivalent, (if any)

4) Curriculum: comments on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved/Revised National Curriculum Guidelines.

The course curriculum is in accordance with HEC approved guidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course Objectives)

6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7) Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt.

Name: Nasir Minhas Date _____

(Course Instructor)

Name: Dr. Zia ul Qayyum Date _____

(Director)

ANNEXURE VI: SELF ASSESSMENT REPORT PERFORMANCE

Annexure VI: Self Assessment Report Performae

The Performae used to collect the feedback for Self Assessment Report are given below.

UIIT has used only the required Performae

Performa I: Student Course Evaluation Questionnaire

Performa II: Faculty Course Review Report

Performa III: Survey of Graduating Students

Performa IV: Research Students Progress Review Form

Performa V: Faculty Survey

Performa VI: Survey of Departments Offering PhD Programs

Performa VII: Alumni Survey

Performa VIII: Employer Survey

Performa IX: Faculty Resume

Performa X: Teacher Evaluation Form

Proforma - 1

Student Course Evaluation Questionnaire

(To be filled by each Student at the time of Course Completion)



Department _____ Course No _____

Course Title _____ Teacher Name _____

Year of Study _____ Semester / Term _____

Please give us your views so that Course quality can be improved. You are encouraged to be frank and constructive in your comments

CORE QUESTIONS

Course Content and Organization	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. The course objectives were clear	☐	☐	☐	☐	☐
2. The Course workload was manageable	☐	☐	☐	☐	☐
3. The Course was well organized (e.g. timely access to materials, notification of changes, etc.)	☐	☐	☐	☐	☐
4. Comments					

Student Contribution

5. Approximate level of your own attendance during the whole Course	☐ <20%	☐ 21-40%	☐ 41-60%	☐ 61-80%	☐ >81%
	Strongly Agree	Agree	uncertain	Disagree	Strongly Disagree
6. I participated actively in the Course	☐	☐	☐	☐	☐
7. I think I have made progress in this Course	☐	☐	☐	☐	☐
8. Comments					

Learning Environment and Teaching Methods

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
9. I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical etc.)	☐	☐	☐	☐	☐
10. The learning and teaching methods encouraged participation.	☐	☐	☐	☐	☐
11. The overall environment in the class was conducive to learning.	☐	☐	☐	☐	☐
12. Classrooms were satisfactory	☐	☐	☐	☐	☐
13. Comments	☐	☐	☐	☐	☐

Learning Resources	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
14. Learning materials (Lesson Plans, Course Notes etc.) were relevant and useful.	☐	☐	☐	☐	☐
15. Recommended reading Books etc. were relevant and appropriate	☐	☐	☐	☐	☐
16. The provision of learning resources in the library was adequate and appropriate	☐	☐	☐	☐	☐
17. The provision of learning resources on the Web was adequate and appropriate (if relevant)	☐	☐	☐	☐	☐
18 Comments					

Quality of Delivery	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
19. The Course stimulated my interest and thought on the subject area	☐	☐	☐	☐	☐
20. The pace of the Course was appropriate	☐	☐	☐	☐	☐
21. Ideas and concepts were presented clearly	☐	☐	☐	☐	☐
22. Comments					

Assessment	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
23. The method of assessment were reasonable	☐	☐	☐	☐	☐
24. Feedback on assessment was timely	☐	☐	☐	☐	☐
25. Feedback on assessment was helpful	☐	☐	☐	☐	☐
26. Comments					

Additional Core Questions

Instructor / Teaching Assistant Evaluation	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
27. I understood the lectures	☐	☐	☐	☐	☐
28. The material was well organized and presented	☐	☐	☐	☐	☐
29. The instructor was responsive to student needs and problems	☐	☐	☐	☐	☐
30. Had the instructor been regular throughout the course?	☐	☐	☐	☐	☐

Tutorial	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
30. The material in the tutorials was useful	☐	☐	☐	☐	☐
31. I was happy with the amount of work needed for tutorials	☐	☐	☐	☐	☐
32. The tutor dealt effectively with my problems	☐	☐	☐	☐	☐

Practical	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
33. The material in the practicals was useful	☐	☐	☐	☐	☐
34. The demonstrators dealt effectively with my problems.	☐	☐	☐	☐	☐

Overall Evaluation 35. The best features of the Course were: 36. The Course could have been improved by:

Equal Opportunities Monitoring (Optional) 37. The University does not tolerate discrimination on any irrelevant distinction (e.g. race, age, gender) and is committed to work with diversity in a wholly positive way. Please indicate below anything in relation to this Course which may run counter to this objective:
--

Demographic Information: (Optional)			
38. Full/part time study:	Full Time ☐	Part Time ☐	
39. Do you consider yourself to be disabled:	Yes ☐	No ☐	
40. Domicile:			
41. Gender:	Male ☐	Female ☐	
42. Age Group:	less than 22 ☐	22-29 ☐	over 29 ☐
43. Campus:	Distance Learning/ Collaborative ☐		

THANK YOU

Proforma 2

Faculty Course Review Report

(To be filled by each teacher at the time of Course Completion)



For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline

Department:			Faculty:		
Course Code:		Title:			
Session:		Semester:	Autumn ☐	Spring ☐	Summer ☐
Credit Value:		Level:		Prerequisites:	
Name of Course Instructor:		No. of Students Contact Hours	Lectures	Other (Please State)	
			Seminars		
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)					

Distribution of Grade/Marks and other Outcomes: (adopt the grading system as required)

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students										
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	No Grade		Withdrawal	Total
No. of Students										

Overview/Evaluation (Course Co-coordinator's Comments)

Feedback: first summarize, then comment on feedback received from: (These boxes will expand as you type in your answer.)

1) Student (Course Evaluation) Questionnaires

2) External Examiners or Moderators (if any)

3) Student /staff Consultative Committee (SSCC) or equivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved / Revised National Curriculum Guidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course objectives)

6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7) Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt

Name: _____ Date: _____
(Course Instructor)

Name: _____ Date: _____
(Head of Department)

UNIVERSITY OF ARID AGRICULTURE
1994
RAWALPINDI

(To be filled out by graduating students in last semester/year before the award of degree)

A: Very satisfied B: Satisfied C: Uncertain D: Dissatisfied E: Very dissatisfied

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	A	B	C	D	E
--	---	---	---	---	---

12. Whether the Infrastructure of the department was good.

	A	B	C	D	E
--	---	---	---	---	---

13. Whether the program was comprised of Co-curricular and extra-curricular activities

	A	B	C	D	E
--	---	---	---	---	---

14. Whether scholarships/ grants were available to students in case of hardship

	A	B	C	D	E
--	---	---	---	---	---

Answer question 9 if applicable.

9. The internship experience is effective in enhancing
- | | | | | | | |
|----|--------------------------------------|-----|-----|-----|-----|-----|
| a. | Ability to work in teams | (A) | (B) | (C) | (D) | (E) |
| b. | Independent thinking | (A) | (B) | (C) | (D) | (E) |
| c. | Appreciation of ethical Values | (A) | (B) | (C) | (D) | (E) |
| d. | Professional development | (A) | (B) | (C) | (D) | (E) |
| e. | Time management skills | (A) | (B) | (C) | (D) | (E) |
| f. | Judgment | (A) | (B) | (C) | (D) | (E) |
| g. | Discipline | (A) | (B) | (C) | (D) | (E) |
| h. | The link between theory and practice | (A) | (B) | (C) | (D) | (E) |

10. What are the best aspects of your program?

11. What aspects of your program could be improved?

You may use additional sheets for questions 10 & 11 if needed.

Proforma 4

RESEARCH STUDENT PROGRESS REVIEW FORM

(To be filled out by Master/ M.Phil / Ph.D Research Students on
six monthly basis)



To be submitted by the HoD / Dept. Quality Officer to the QEC

For Research Student to Complete:

1. Date of admission to the department
2. Date of initiation of research
3. Date of completion of Course work
4. Number of credit hours completed
5. Date of Synopsis Defense
6. Cumulative Grade Point Average (CGPA) secured
7. Please outline details of progress in your research since your last review
(including any research publications):
8. Do you have any comments on the level of supervision received?
9. What do you plan to achieve over the next 6 months?
10. Do you have any comments on generic or subject-specialist training you may have
received or would like to receive internally and / or externally?
11. Do you have easy access to sophisticated scientific equipment?
12. Do you have sufficient research material / commodities available?

Student _____

Date: _____

Supervisory Committee Comments

(Please comment on and benchmark the student's progress against your University's
internal and external HEC Quality Criteria for Master/PhD/MPhil Studies)

Principal Supervisor: _____

Date: _____

Co-Supervisor: _____ Date: _____

Co-Supervisor: _____ Date: _____

Head of Department Comments:

Signature: _____ Date: _____

Director, Board of Research Studies (or equivalent) Comments:

Signature: _____ Date: _____

Dean/Director, QEC Action: (including monitoring of Follow-up action) Date: ____



Proforma 5

Faculty Survey

(To be submitted on annual basis by each faculty member)

The Purpose of this survey is to assess faculty members' satisfaction level and the effectiveness of programs in place to help them progress and excel in their profession. We seek your help in completing this survey and the information provided will be kept in confidence. **Indicate how satisfied are you with each of the following aspects of your situation at your department?**

A: Very satisfied B: Satisfied C: Uncertain D: Dissatisfied E: Very dissatisfied.

1. Your mix of research, teaching and community service.

A B C D E

2. The intellectual stimulation of your work.

A B C D E

3. Type of teaching / research you currently do.

A B C D E

4. Your interaction with students.

A B C D E

5. Cooperation you receive from colleagues.

A B C D E

6. The mentoring available to you.

A B C D E

7. Administrative support from the department.

A B C D E

8. Providing clarity about the faculty promotion process.

A B C D E

9. Your prospects for advancement and progress through ranks.

A B C D E

10. Salary and compensation package.

A B C D E

11. Job security and stability at the department.

A B C D E

12. Amount of time you have for yourself and family.

A B C D E

13. The overall climate at the department.

A B C D E

14. Whether the department is utilizing your experience and knowledge

A B C D E

15. What are the best programs / factors currently available in your department that enhance your motivation and job satisfaction:

16. Suggest programs / factors that could improve your motivation and job satisfaction?

Information about faculty member

i. Academic rank:

A: Professor B: Associate Professor C: Assistant Professor D: Lecturer
E: Other

ii. Years of service:

A: 1-5 B: 6-10 C: 11-15 D: 16-20 E: >20

Name: _____ Signature: _____ Date: _____



Proforma 6

SURVEY OF DEPARTMENT OFFERING Ph.D. PROGRAMS

The following information is required for EACH Department in which a Ph.D. program is offered.

1	General Information:	
1.1	Name of Department	
1.2	Name of Faculty	
1.3	Date of initiation of Ph.D. program	
1.4	Total number of academic journals subscribed in area relevant to Ph.D. program.	
1.5	Number of Computers available per Ph.D. student	
1.6	Total Internet Bandwidth available to all the students in the Department.	
2	Faculty Resources:	
2.1	Number of faculty members holding Ph.D. degree in the department.	
2.2	Number of HEC approved Ph.D. Advisors in the department.	
3	Research Output:	
3.1	Total number of articles published last year in International Academic Journals that are authored by faculty members and students in the department.	
3.2	Total number of articles published last year in Asian Academic Journals that are authored by faculty members and students in the department.	
3.3	Total number of ongoing research projects in the department funded by different organizations	
3.4	Number of post-graduate students in the department holding scholarships/fellowships.	
3.5	Total Research Funds available to the Department from all sources.	
3.6	Number of active international linkages involving exchange of researchers/students/faculty etc. (Attach Details).	

4	Student Information:	
4.1	Number of Ph.D. degrees conferred to date to students from the Department during the past three academic years.	
4.2	Number of Ph.D. students currently enrolled in the department.	
4.3	Ratio of number of students accepted to total number of applicants for Ph.D. Program.	
5	Program Information	
5.1	Entrance requirements into Ph.D. Program (M.Sc. / M.Phil.) Indicate subjects or M.Sc. / M.Phil.	
5.2	Is your Ph.D. program based on research only? (Y/N)	
5.3	Maximum number of years in which a Ph.D. degree has to be completed after initial date of enrollment in Ph.D. program.	
5.4	Total number of post M.Sc. (16 year equivalent) courses required for Ph.D.	
5.5	Total number of M.Phil. level courses taught on average in a Term / Semester.	
5.6	Total number of Ph.D. level courses taught on average in a Term / Semester.	
5.7	Do your students have to take/write:	
	a. Ph.D. Qualifying examination (Y/N)	
	b. Comprehensive examination (Y/N)	
	c. Research paper in HEC approved Journal	
	d. Any other examination (Y/N)	
5.8	Total number of International examiners to which the Ph.D. dissertation is sent.	
5.9	How is the selection of an examiner from technologically advanced countries carried out?	
5.10	Is there a minimum residency requirement (on campus) for award of Ph.D. degree?	
6	Additional Information	
6.1	Any other information that you would like to provide.	

Proforma 7



Alumni Survey

(To be filled by Alumni - after the completion of each academic year)

The purpose of this survey is to obtain alumni input on the quality of education they received and the level of preparation they had at University. The purpose of this survey is to assess the quality of the academic program. We seek your help in completing this survey.

A: Excellent B: Very good C: Good D: Fair E: Poor

1. Math, Science, Humanities and professional discipline, (if applicable)

- | | | | | | |
|--|-----|-----|-----|-----|-----|
| | (A) | (B) | (C) | (D) | (E) |
| 2. Problem formulation and solving skills | (A) | (B) | (C) | (D) | (E) |
| 3. Collecting and analyzing appropriate data | (A) | (B) | (C) | (D) | (E) |
| 4. Ability to link theory to practice. | (A) | (B) | (C) | (D) | (E) |
| 5. Ability to design a system component or process | (A) | (B) | (C) | (D) | (E) |
| 6. IT knowledge | (A) | (B) | (C) | (D) | (E) |

II Communications Skills

- | | | | | | |
|------------------------|-----|-----|-----|-----|-----|
| 1. Oral communication | (A) | (B) | (C) | (D) | (E) |
| 2. Report writing | (A) | (B) | (C) | (D) | (E) |
| 3. Presentation skills | (A) | (B) | (C) | (D) | (E) |

III Interpersonal Skills

- | | | | | | |
|--|-----|-----|-----|-----|-----|
| 1. Ability to work in teams. | (A) | (B) | (C) | (D) | (E) |
| 2. Ability to work in arduous /Challenging situation | (A) | (B) | (C) | (D) | (E) |
| 3. Independent thinking | (A) | (B) | (C) | (D) | (E) |
| 4. Appreciation of ethical Values | (A) | (B) | (C) | (D) | (E) |

IV Management /leadership Skills

- | | | | | | |
|--|-----|-----|-----|-----|-----|
| 1. Resource and Time management skills | (A) | (B) | (C) | (D) | (E) |
| 2. Judgment | (A) | (B) | (C) | (D) | (E) |
| 3. Discipline | (A) | (B) | (C) | (D) | (E) |

1. Knowledge

V General Comments

Please make any additional comments or suggestions, which you think would help strengthen our programs. (New courses that you would recommend and courses that you did not gain much from)

VI. Career Opportunities

VII. Department Status

- | | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| 1. Infrastructure | (A) | (B) | (C) | (D) | (E) |
| 2. Faculty | (A) | (B) | (C) | (D) | (E) |
| 3. Repute at National level | (A) | (B) | (C) | (D) | (E) |
| 4. Repute at international level | (A) | (B) | (C) | (D) | (E) |

VIII Alumni Information

1. Name (Optional)_____
2. Name of organization_____
3. Position in organization_____
4. Year of graduation_____

Proforma 8



Employer Survey

(To be filled in by Employer - after the completion of each academic year)

The purpose of this survey is to obtain employers' input on the quality of education **University of Arid Agriculture, Rawalpindi** is providing and to assess the quality of the academic program. The survey is with regard to University of graduates employed at your organization. We seek your help in completing this survey.

A: Excellent B: Very good C: Good D: Fair E: Poor

I. Knowledge.

Math, Science, Humanities and professional discipline, (if applicable)

- | | | | | | |
|--|-----|-----|-----|-----|-----|
| 1. | (A) | (B) | (C) | (D) | (E) |
| 2. Problem formulation and solving skills | (A) | (B) | (C) | (D) | (E) |
| 3. Collecting and analyzing appropriate data | (A) | (B) | (C) | (D) | (E) |
| 4. Ability to link theory to Practice | (A) | (B) | (C) | (D) | (E) |
| 5. Ability to design a system component or process | (A) | (B) | (C) | (D) | (E) |
| 6. Computer knowledge. | (A) | (B) | (C) | (D) | (E) |

II. Communication Skills

- | | | | | | |
|------------------------|-----|-----|-----|-----|-----|
| 1. Oral communication | (A) | (B) | (C) | (D) | (E) |
| 2. Report writing | (A) | (B) | (C) | (D) | (E) |
| 3. Presentation skills | (A) | (B) | (C) | (D) | (E) |

III. Interpersonal Skills

- | | | | | | |
|-----------------------------------|-----|-----|-----|-----|-----|
| 1. Ability to work in teams | (A) | (B) | (C) | (D) | (E) |
| 2. Leadership | (A) | (B) | (C) | (D) | (E) |
| 3. Independent thinking | (A) | (B) | (C) | (D) | (E) |
| 4. Motivation | (A) | (B) | (C) | (D) | (E) |
| 5. Reliability | (A) | (B) | (C) | (D) | (E) |
| 6. Appreciation of ethical values | (A) | (B) | (C) | (D) | (E) |

IV. Work skills

- | | | | | | |
|---------------------------|-----|-----|-----|-----|-----|
| 1. Time management skills | (A) | (B) | (C) | (D) | (E) |
| 2. Judgment | (A) | (B) | (C) | (D) | (E) |
| 3. Discipline | (A) | (B) | (C) | (D) | (E) |

V. General Comments

Please make any additional comments or suggestions, which you think would help strengthen our programs for the preparation of graduates who will enter your field. Did you know as to what to expect from graduates?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

VI. Information About Organization

1. Organization Name_____
2. Type of Business_____
3. Number of Graduates (specify the program) in your Organization:



Proforma 9

Faculty Resume

Name				
<i>Personal</i>	<i>May include address(s) and phone number(s) and other personal information that the candidate feels is pertinent.</i>			
<i>Experience</i>	List current appointment first, each entry as follows: <i>Date, Title, Institution.</i>			
<i>Honor and Awards</i>	List honors or awards for scholarship or professional activity.			
<i>Memberships</i>	<i>List memberships in professional and learned Societies, indicating offices held, committees, or other specific assignments.</i>			
Graduate Students Postdocs Undergraduate Students <i>Honour Students</i>	<i>List supervision of graduate students, postdocs and undergraduate honors theses showing:</i> <table border="0"> <tr> <td>Years</td> <td>Degree</td> <td>Name</td> </tr> </table> Show other information as appropriate and list membership on graduate degree committees.	Years	Degree	Name
Years	Degree	Name		
Service Activity	<i>List University and public service activities.</i>			

<i>Brief Statement of Research Interest</i>	<i>May be as brief as a sentence or contain additional details up to one page in length.</i>						
<i>Publications</i>	<i>List publications in standard bibliographic format with earliest date first.</i> - o Manuscripts accepted for publication should be included under appropriate category as “in press;” - o Segment the list under the following standard headings: ☐ Articles published by refereed journals. ☐ Books. ☐ Scholarly and / or creative activity published through a refereed electronic venue. ☐ Contribution to edited volumes. ☐ Papers published in refereed conference proceedings. ☐ Paper or extended abstracts published in conference proceedings. (refereed on the basis of abstract) ☐ Articles published in popular press. ☐ Articles appearing in in-house organs. ☐ Research reports submitted to sponsors. ☐ Articles published in non-refereed journals. ☐ Manuscripts submitted for publication. (include where and when submitted).						
<i>Research Grants and Contracts.</i>	<i>Entries should include:</i> <table border="0"> <thead> <tr> <th>Date</th> <th>Title</th> <th>Agency / Organization</th> </tr> </thead> <tbody> <tr> <td colspan="3">Total Award Amount</td> </tr> </tbody> </table> Segment the list under following headings: ☐ Completed ☐ Funded and in progress ☐ In review	Date	Title	Agency / Organization	Total Award Amount		
Date	Title	Agency / Organization					
Total Award Amount							
<i>Other Research or Creative Accomplishments</i>	<i>List patents, software, new products developed, etc.</i>						
<i>Selected Professional Presentations</i>							



Proforma 10

Teacher Evaluation Form

(To be filled by the student)

Course Title and Number: _____

Name of Instructor: _____ Semester _____

Department: _____ Degree _____

Use the scale to answer the following questions below and make comments

A: Strongly Agree B: Agree C: Uncertain D: Disagree E: Strongly Disagree

Instructor:					
1. The Instructor is prepared for each class	A	B	C	D	E
2. The Instructor demonstrates knowledge of the subject	A	B	C	D	E
3. The Instructor has completed the whole course	A	B	C	D	E
4. The Instructor provides additional material apart from the textbook	A	B	C	D	E
5. The Instructor gives citations regarding current situations with reference to Pakistani context.	A	B	C	D	E
6. The Instructor communicates the subject matter effectively	A	B	C	D	E
7. The Instructor shows respect towards students and encourages class participation	A	B	C	D	E
8. The Instructor maintains an environment that is conducive to learning	A	B	C	D	E
9. The Instructor arrives on time	A	B	C	D	E
10. The Instructor leaves on time	A	B	C	D	E
11. The Instructor is fair in examination	A	B	C	D	E
12. The Instructor returns the graded scripts etc. in a reasonable amount of time	A	B	C	D	E
13. The Instructor was available during the specified office hours and for after class consultations	A	B	C	D	E
14. Course:					
15. The Subject matter presented in the course has increased your knowledge of the subject	A	B	C	D	E
16. The syllabus clearly states course objectives requirements, procedures and grading criteria	A	B	C	D	E
17. The course integrates theoretical course concepts with real-world applications	A	B	C	D	E
18. The assignments and exams covered the materials presented in the course	A	B	C	D	E
19. The course material is modern and updated	A	B	C	D	E

Comments:

Instructor:_____

Course:_____

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OFFENDING COMMAND:

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