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Self Assessment Report
University Institute of Information Technology
MIT Degree Program
July, 2010-2012

Self Assessment Report

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Introduction

Information Technology (IT) has become a synonym for efficiency and quality of service and has thus emerged as an integral component of every domain. In the forthcoming knowledge revolution era, its role is even more pronounced. Only the countries that have computer science (CS) and IT skilled manpower will survive and succeed. University Institute of Information Technology (UIIT) was established in 2001 to address this dire need. UIIT 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 the agriculture sector in particular.

The Master in Information Technology (MIT) degree program started in 2001. The aim of MIT program is to provide an opportunity for 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, and able to face the challenges of the technology driven employment market. Toward this end 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.

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 mission of MIT program is to prepare students as professionals by imparting high quality education in the field of computing. Graduates of the program can take appropriate professional positions in industry and organizations, or pursue higher education and research in related disciplines.

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

The assessment of program objectives through different criteria is presented in Table 1

Table 1 Programs Objectives Assessment

S #	Objective	How Measured	When Measured	Improvement Identified	Improvement made
1	To build practical knowledge	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	Guideline techniques to be improved	Techniques regarding research and field practices developed and dissemination to the students.
2	Apply different algorithms and techniques	Assessing is done through making students visits to different software houses.	During the semester.	Seminars should be arranged.	Students have a better understanding of their field.
3	Prepare students to effectively communicate ideas	Though quiz assignments and exams.	During the semester and at end of semester specially.	Students should make presentations and reports	Presentations, seminars, communication skills development
4	Effectively assess business and technical issues	By giving practical assignments involving solutions to different problems.	It's a continuous process	Related subjects to be recommended	Enhancement of knowledge and vision

				for studies	
5	Develop an understanding of the enterprise computing models	Through surveys, monitoring of software houses and IT industry	Continuous activity	New courses to be included in curriculum, research on new problems	Approval of new curriculum integrated approaches
6	Do research and develop academic and technical reports	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. Develop database applications using relational and object-oriented data modeling and evaluate the different architecture of database systems.
3. Able to 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 Outcometo Their Relationship to 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 summarizing form as well as in detail form.

Teacher Evaluation

There are more than fourteen faculty members in this institute, but not all of them are involved in the teaching MIT program. The graph given below showing the summarized results of the teachers, who taught different courses in MIT program. Dr. Sohail Asghar has scored 80%, Mr. Sheeraz Akram has scored 81%, Mr. Nasir Mehmood Minhas has scored 79%, Ms. Iram Rhubarb has scored 73%, Ms. Fakhra Mushtaq has scored 72%, Mr. Malik Nadeem Ahmed has scored 79%, Mr. Muhammad Nazir has scored 80%, Mr. Shehzad Saqib has scored 73%, Mr. Yasir Hafeez has scored 78%, Ms. Rubina Ghazal has scored 75%, Dr. Muhammad Ramzan has scored 76%, Ms. Aisha Umair has scored 80%, Ms. Bushra Hamid has scored 76%, and Mr. Mashhad Gillani has scored 75%. The comparison of their scored is given below.

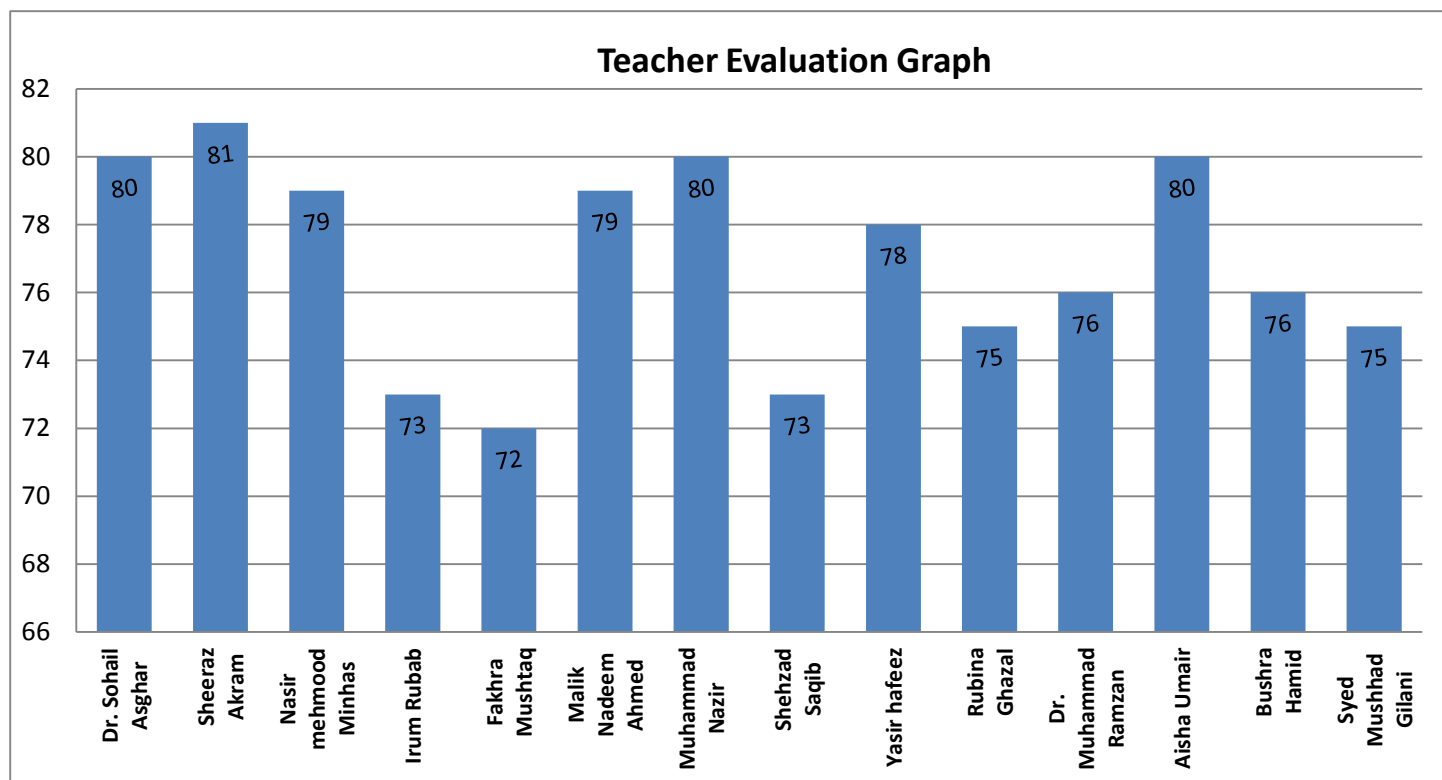
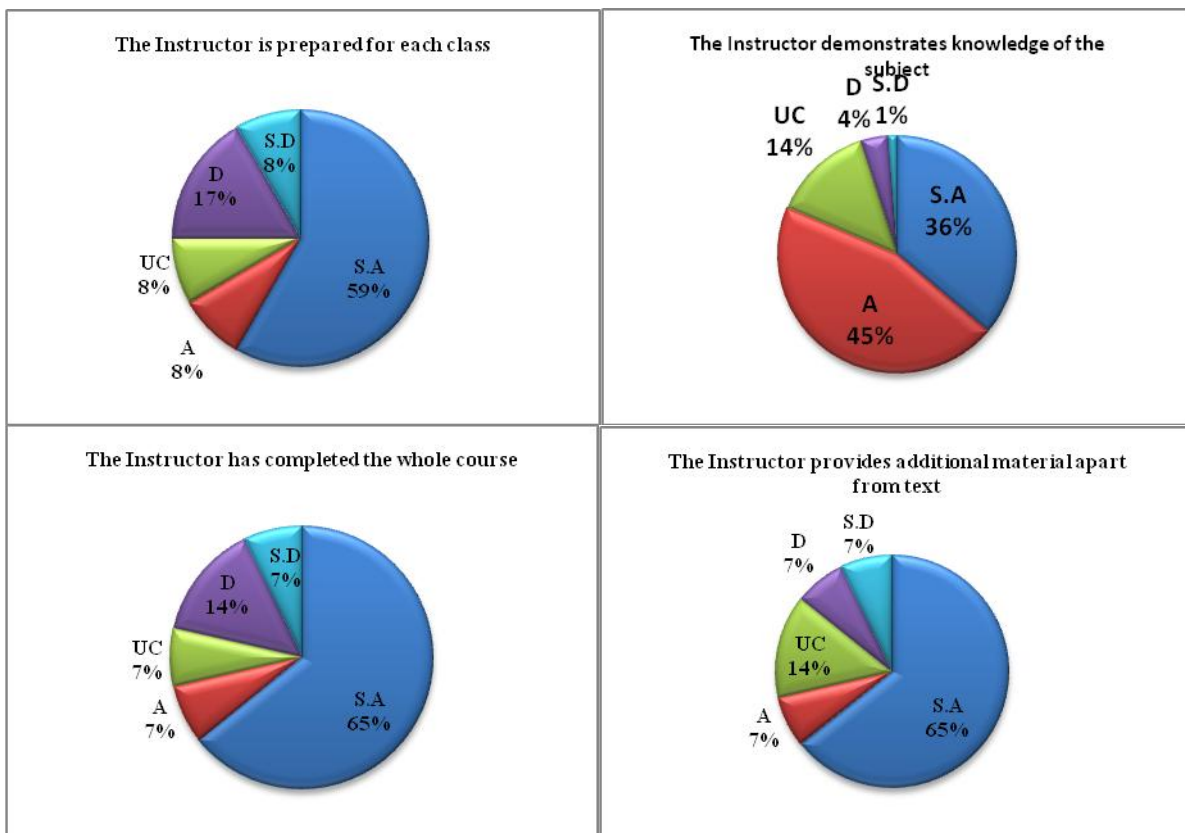


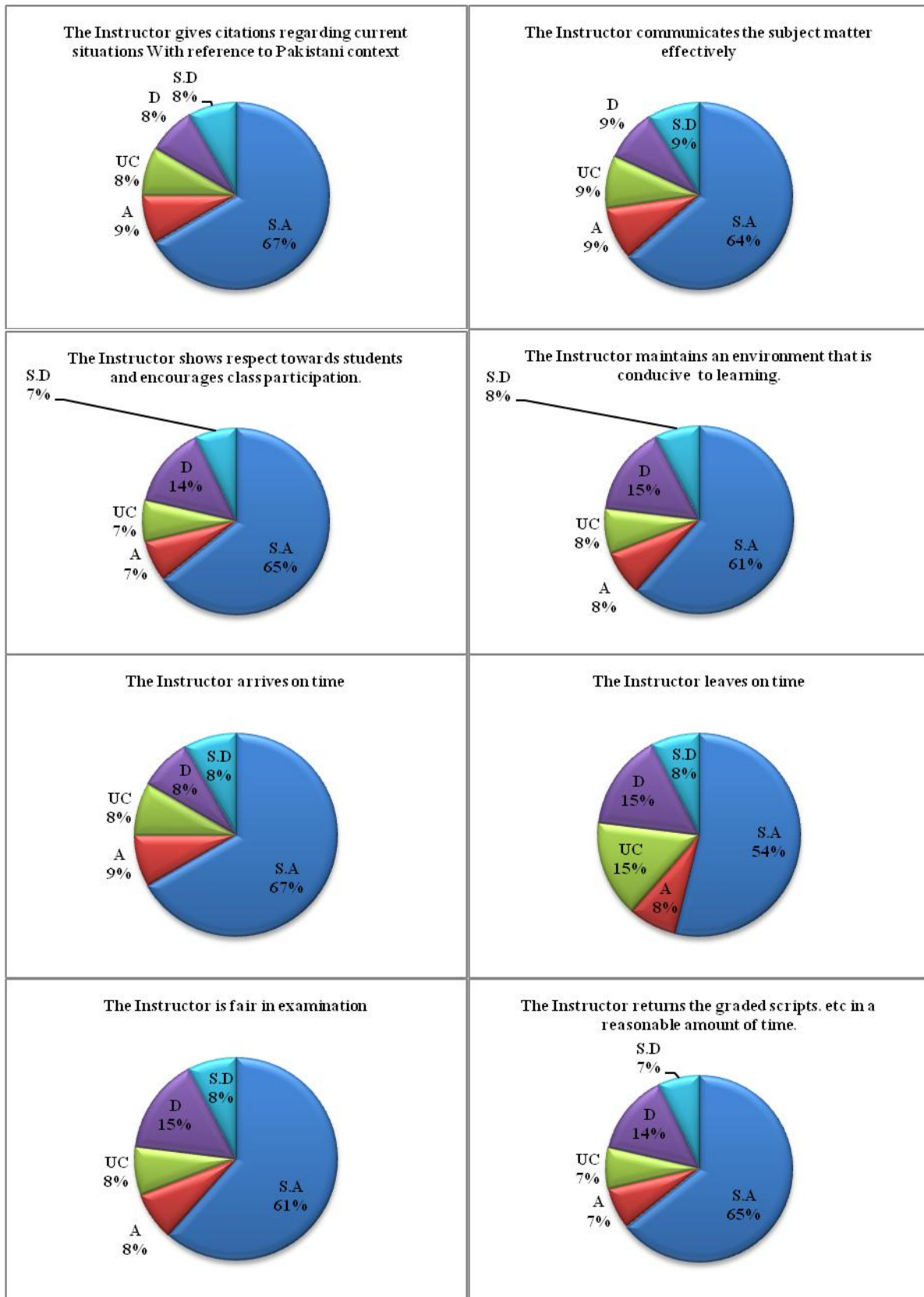
Figure 1: Teacher Evaluation Graph

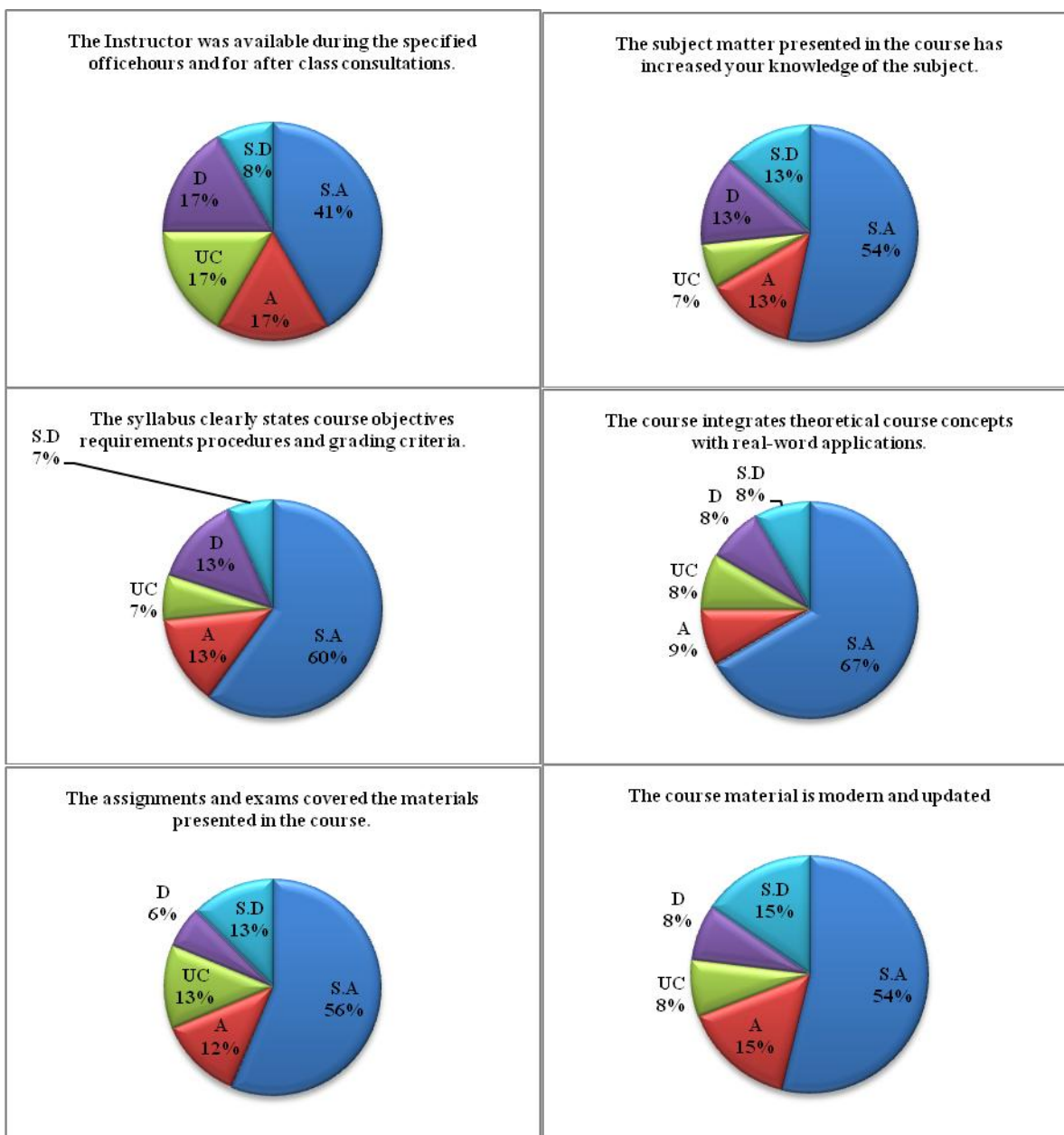
The graphs below show the summarized results of the teachers, who taught different courses in MIT program.

Dr. Sohail Asghar (CS-789)

The graph for “The instructor is prepared for each class”, shows that 59% are strongly agreed, 8% are agreed, 8% are uncertain, 17% are Disagreed and 8% are strongly disagreed. “The Instructor provides additional material apart from text” , shows that 65% are strongly agreed, 7% are agreed, 14% are uncertain, 7% are Disagreed and 7% are strongly disagreed. The graph for “The Instructor maintains an environment that is conducive to learning.” , shows that 61% are strongly agreed, 8% are agreed, 8% are uncertain, 15% are Disagreed and 8% are strongly disagreed. The graph for “The subject matter presented in the course has increased your knowledge of the subject” shows that 54% are strongly agreed, 13% are agreed, 7% are uncertain, 13% are Disagreed and 13% are strongly disagreed.







General Comments of the Students about the Teacher

Strengths:

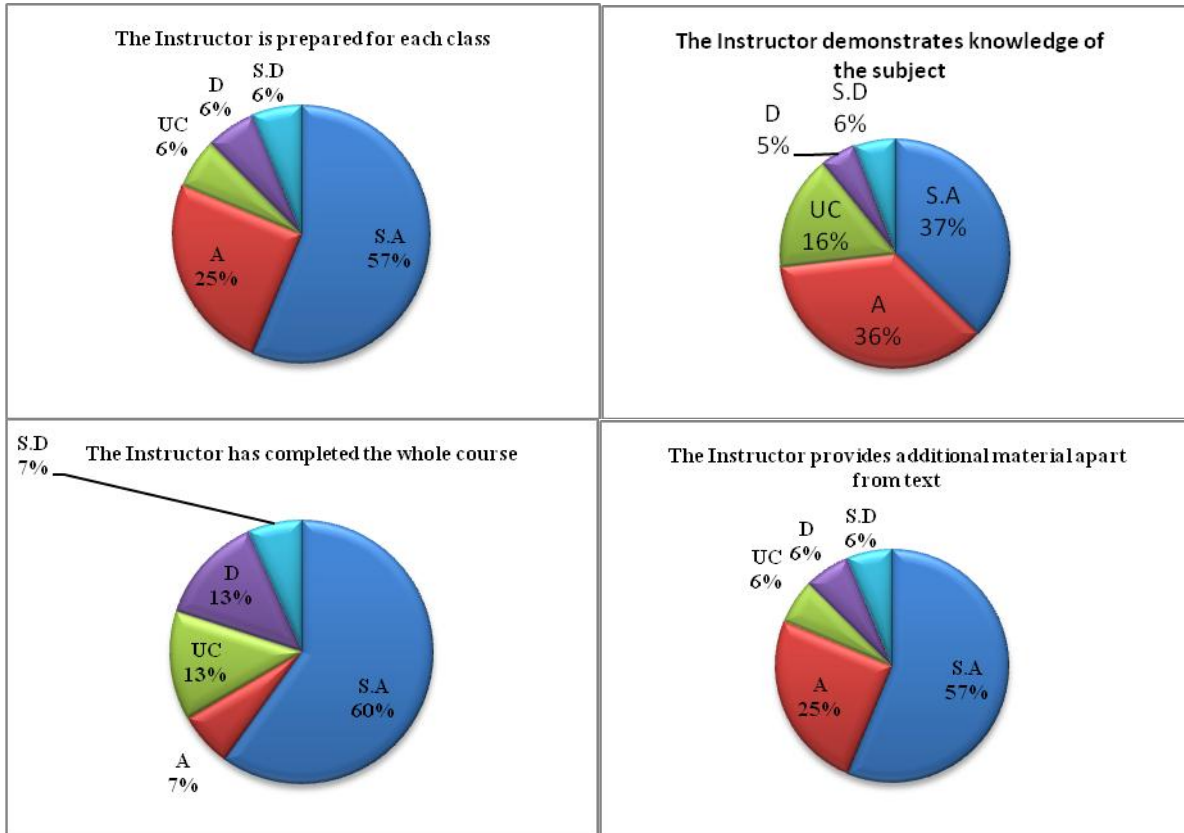
- Comprehensive course material
- Well presented
- Good Teaching method

Weakness:

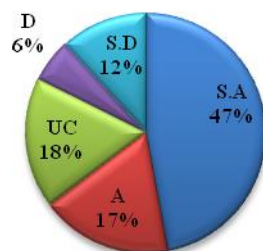
- More workload

Mr. Sheeraz Akram (CS-701)

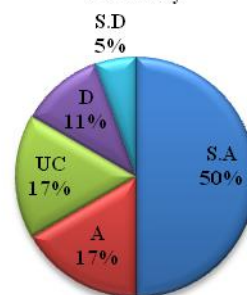
The graph for “The instructor is prepared for each class”, shows that 57% are strongly agreed, 25% are agreed, 6% are uncertain, 6% are Disagreed and 6% are strongly disagreed. The Instructor provides additional material apart from text” , shows that 57% are strongly agreed, 25% are agreed, 6% are uncertain, 6% are Disagreed and 6% are strongly disagreed. The graph for “The Instructor maintains an environment that is conducive to learning.” , shows that 60% are strongly agreed, 20% are agreed, 6% are uncertain, 7% are Disagreed and 7% are strongly disagreed. The graph for “The subject matter presented in the course has increased your knowledge of the subject” shows that 47% are strongly agreed, 23% are agreed, 12% are uncertain, 12% are Disagreed and 6% are strongly disagreed.



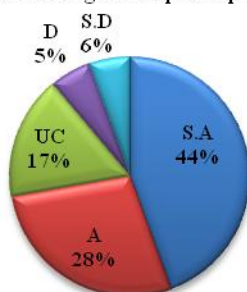
The Instructor gives citations regarding current situations With reference to Pakistani context



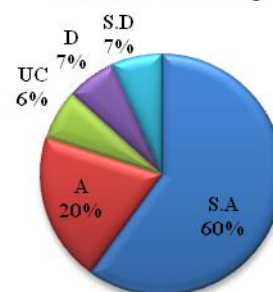
The Instructor communicates the subject matter effectively



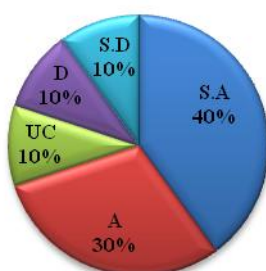
The Instructor shows respect towards students and encourages class participation.



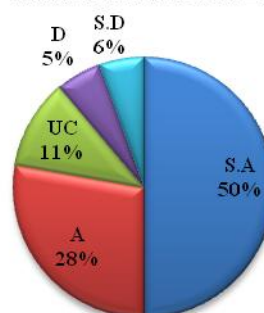
The Instructor maintains an environment that is conducive to learning.



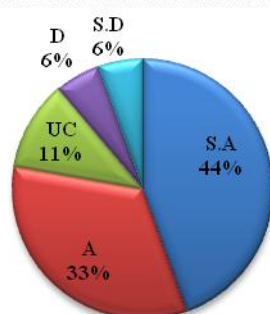
The Instructor arrives on time



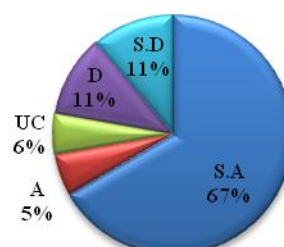
The Instructor leaves on time

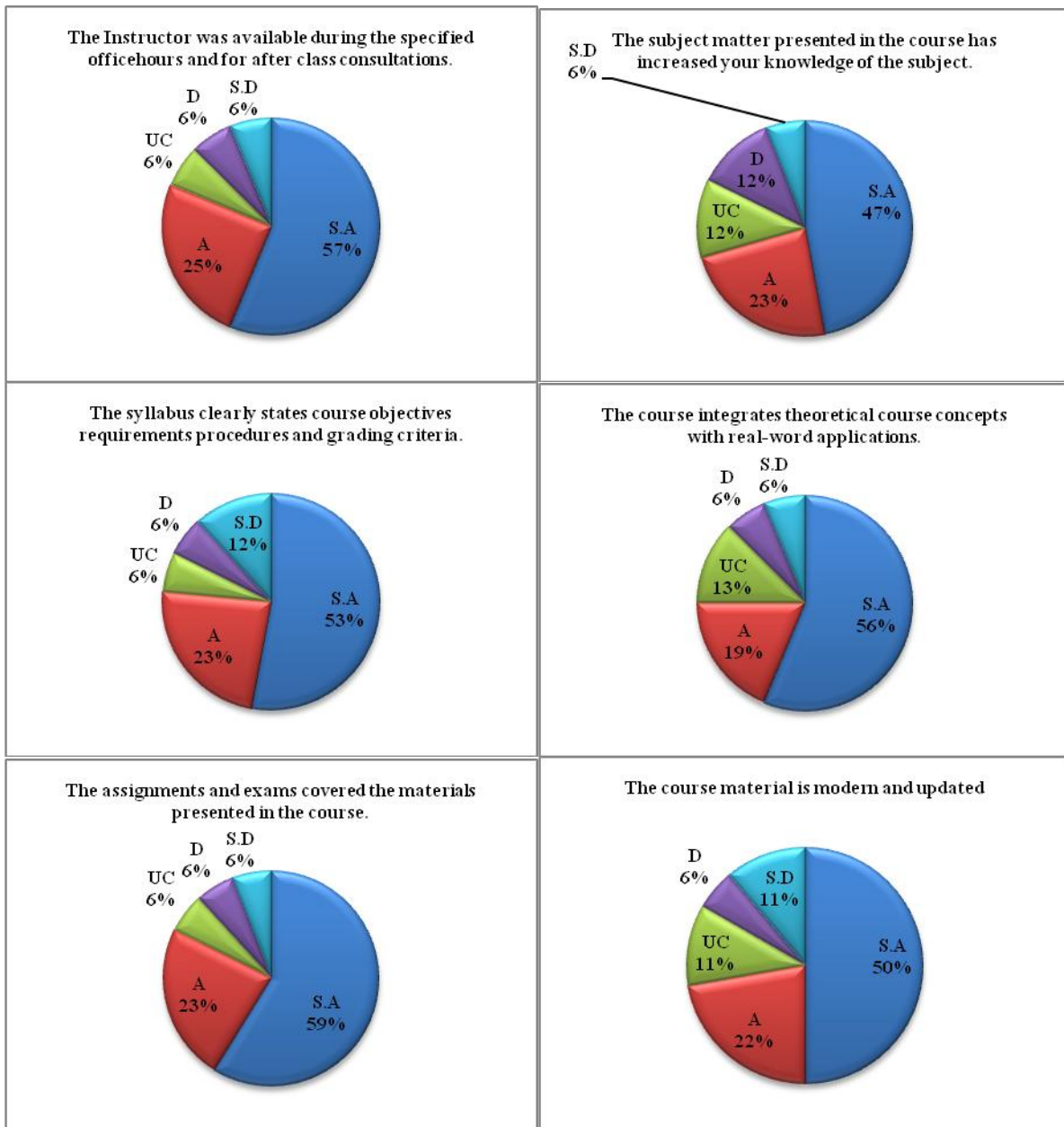


The Instructor is fair in examination



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





General Comments of the Students about the Teacher

Strengths:

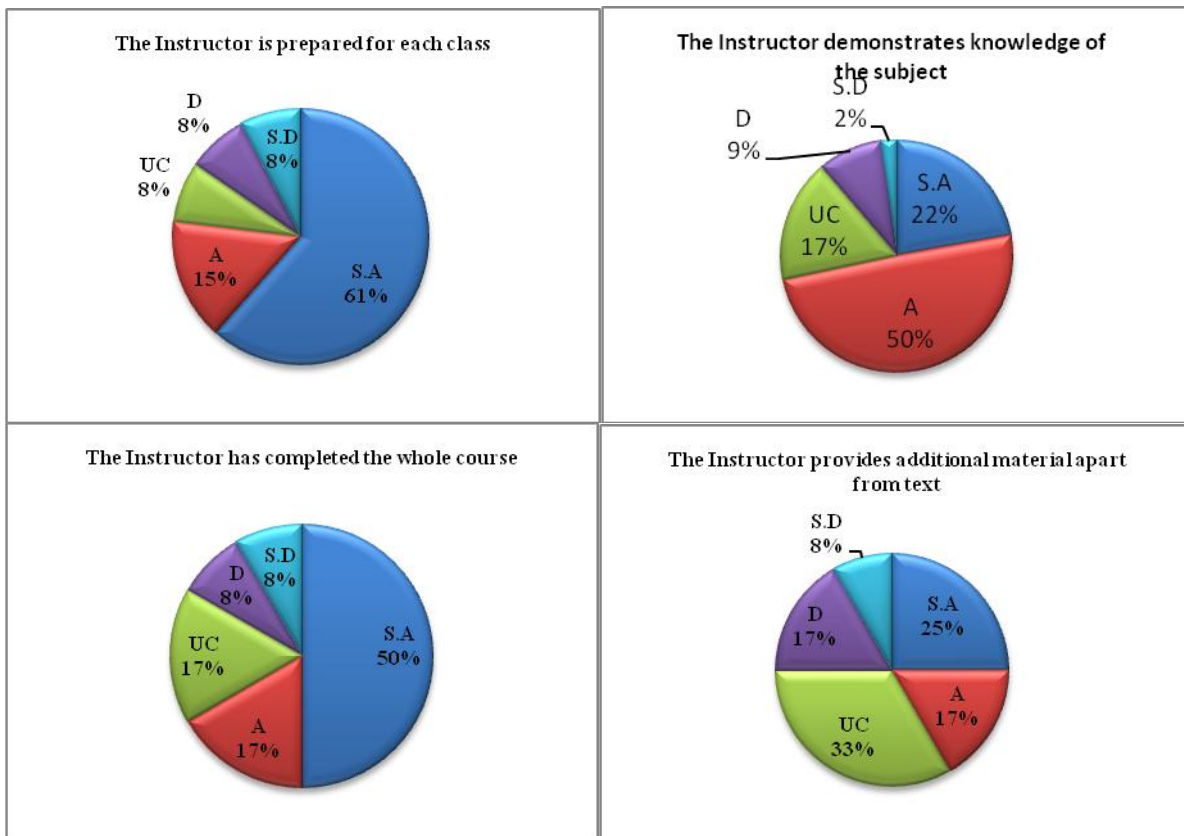
- Well prepared
- Punctual
- Fair in examinations

Weakness:

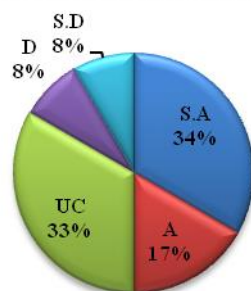
- The syllabus needs improvement
- More workload

Mr. Nasir mehmood Minhas (CS-784)

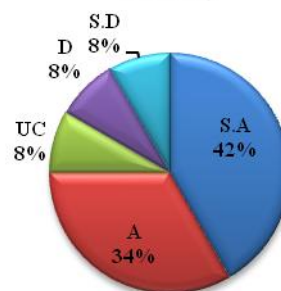
The graph for “The instructor is prepared for each class”, shows that 61% are strongly agreed, 15% are agreed, 8% are uncertain, 8% are Disagreed and 8% are strongly disagreed. The Instructor provides additional material apart from text” , shows that 25% are strongly agreed, 17% are agreed, 33% are uncertain, 17% are Disagreed and 8% are strongly disagreed. The graph for “The Instructor maintains an environment that is conducive to learning.” , shows that 61% are strongly agreed, 15% are agreed, 8% are uncertain, 8% are Disagreed and 8% are strongly disagreed. The graph for “The subject matter presented in the course has increased your knowledge of the subject” shows that 46% are strongly agreed, 31% are agreed, 7% are uncertain, 8% are Disagreed and 8% are strongly disagreed.



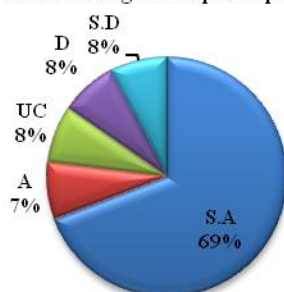
The Instructor gives citations regarding current situations With reference to Pakistani context



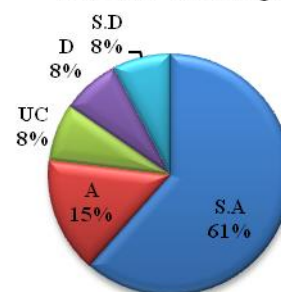
The Instructor communicates the subject matter effectively



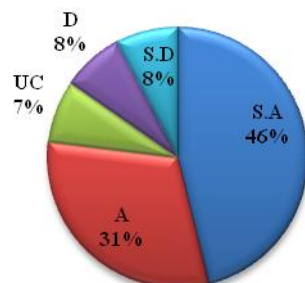
The Instructor shows respect towards students and encourages class participation.



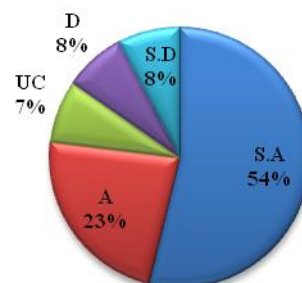
The Instructor maintains an environment that is conducive to learning.



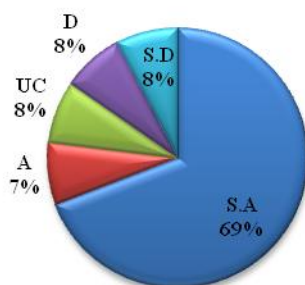
The Instructor arrives on time



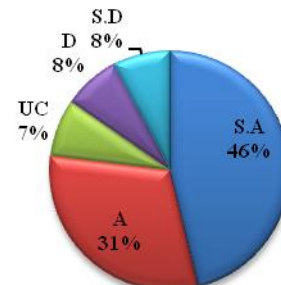
The Instructor leaves on time

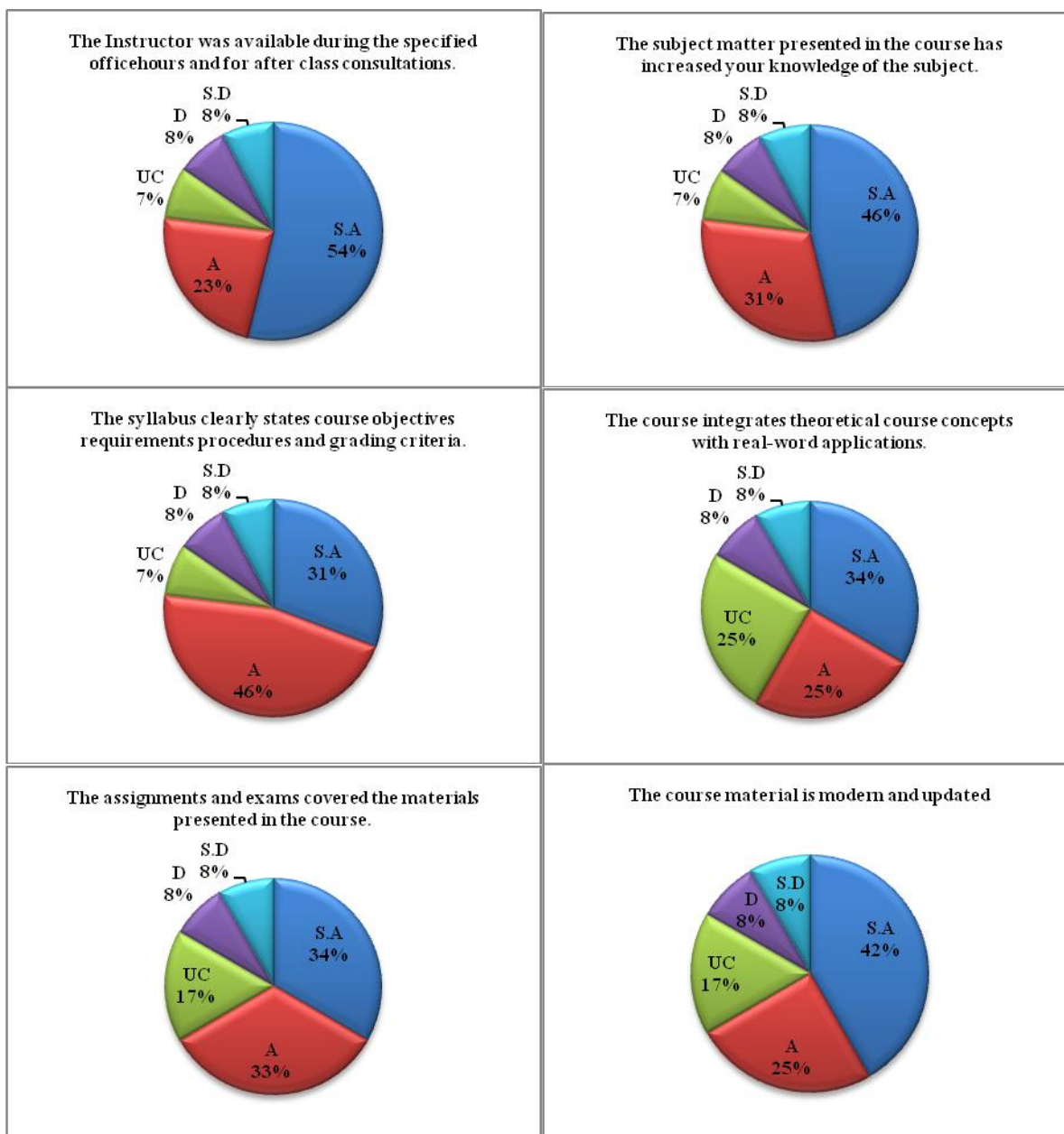


The Instructor is fair in examination



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





General Comments of the Students about the Teacher

Strengths:

- Well prepared and fair in examination
- Punctual and Respects the students

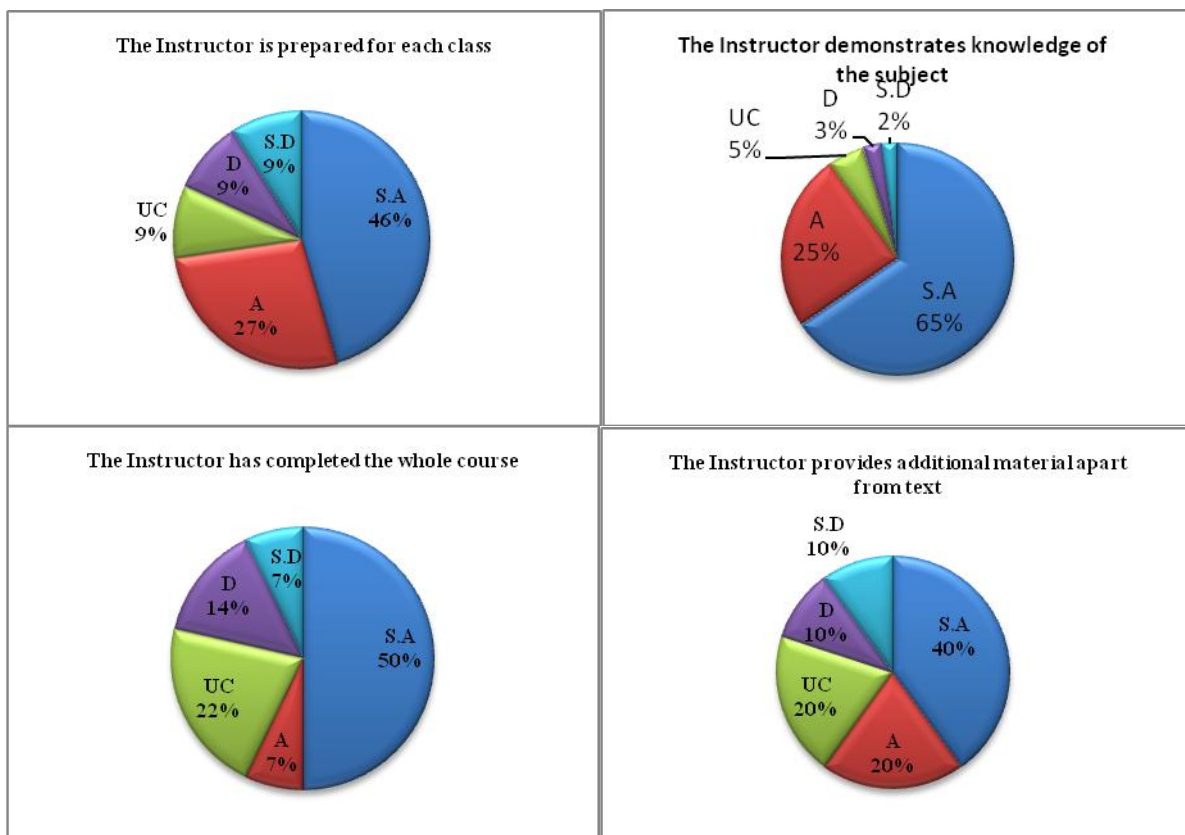
Weakness:

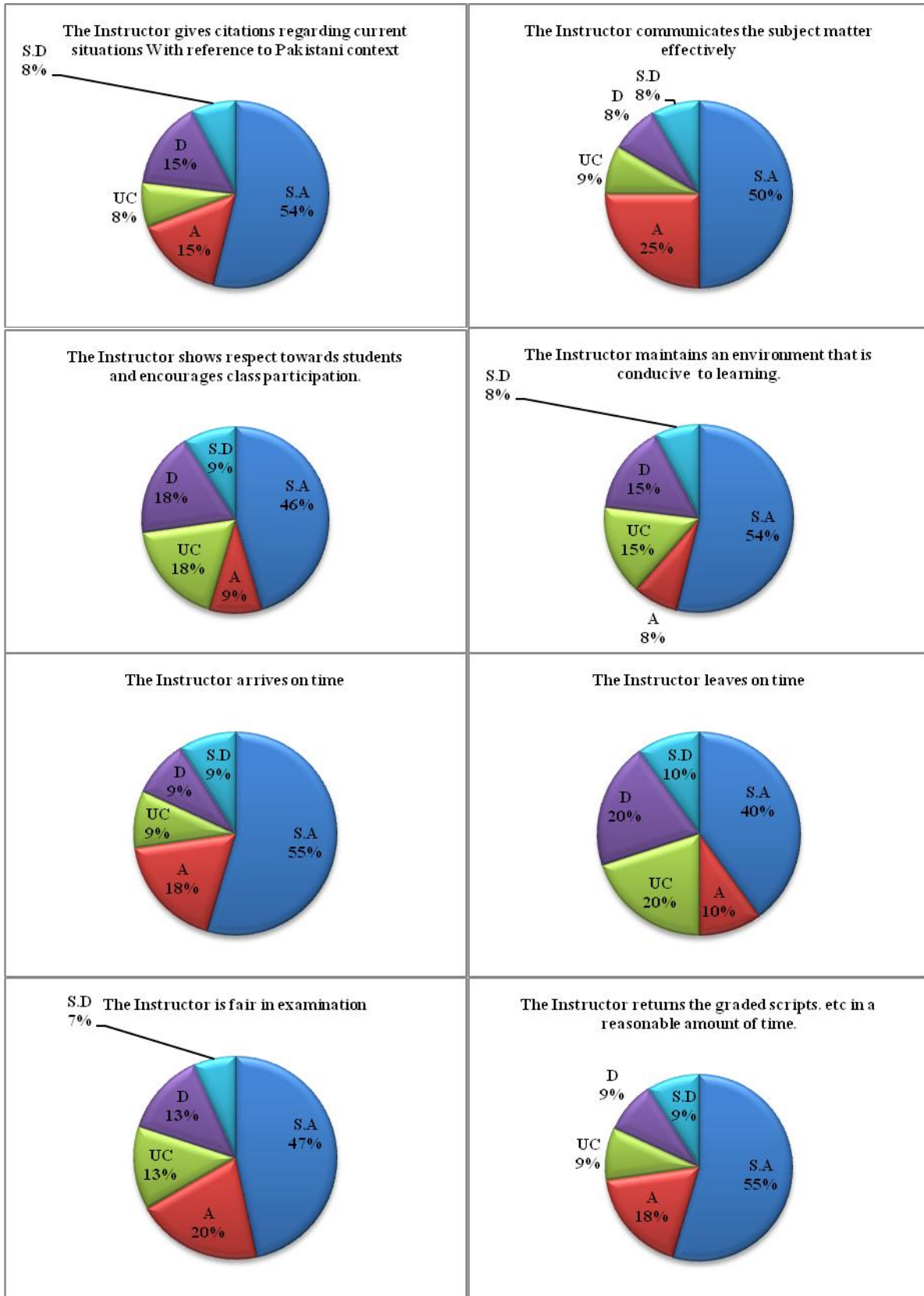
- The syllabus needs improvement

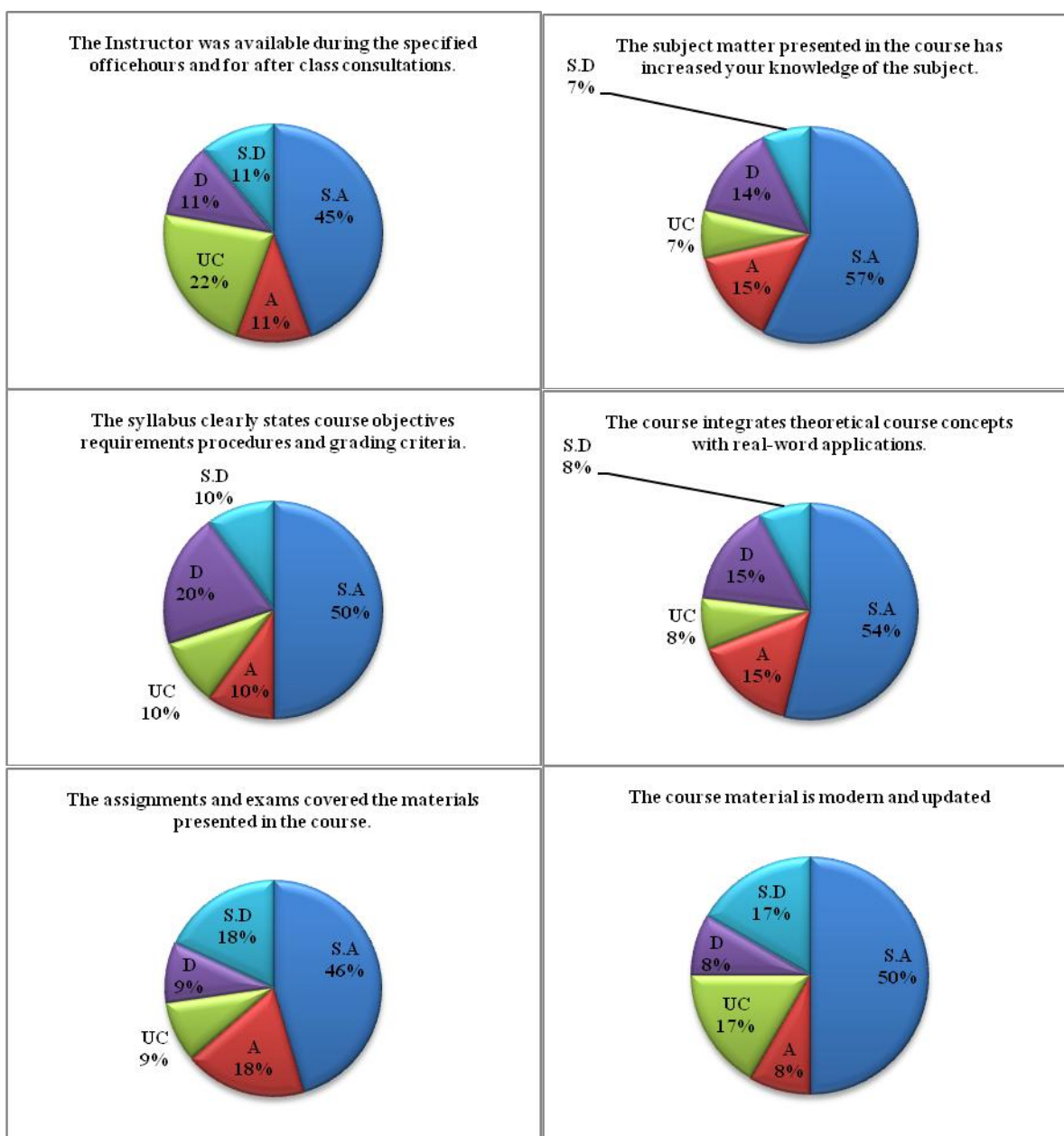
- More practical assignments required

Ms. Irum Rubab (CS-745)

The pie chart shows the detail of evaluation. The graph for “The instructor is prepared for each class”, shows that 46% are strongly agreed, 27% are agreed, 9% are uncertain, 9% are Disagreed and 9% are strongly disagreed. The graph for ” The Instructor provides additional material apart from text” , shows that 40% are strongly agreed, 20% are agreed, 20% are uncertain, 10% are Disagreed and 10% are strongly disagreed. The graph for “The Instructor maintains an environment that is conducive to learning.” , shows that 54% are strongly agreed, 8% are agreed, 15% are uncertain, 15% are Disagreed and 8% are strongly disagreed. The graph for “The subject matter presented in the course has increased your knowledge of the subject” shows that 57% are strongly agreed, 15% are agreed, 7% are uncertain, 14% are Disagreed and 7% are strongly disagreed.







General Comments of the Students about the Teacher

Strengths:

- Punctual in class and fair in examination
- Well prepared and Good communication

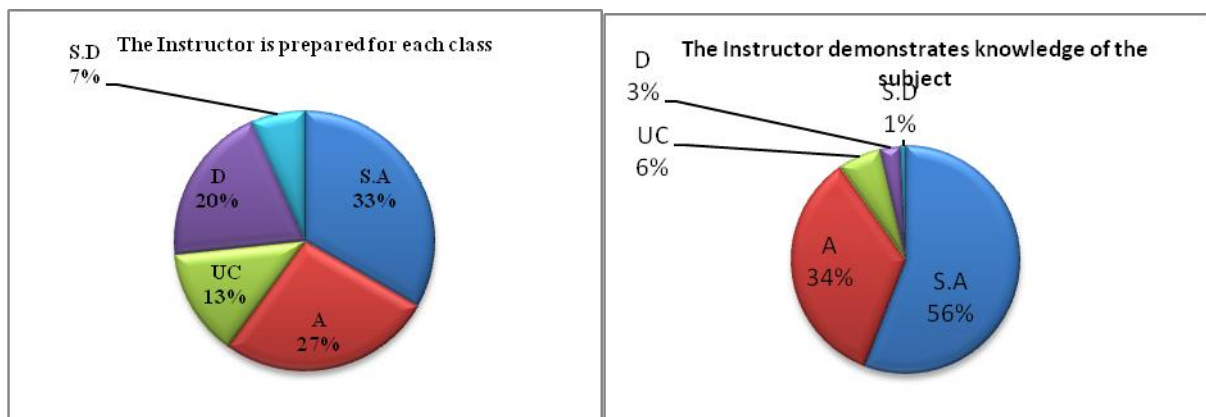
Weaknesses:

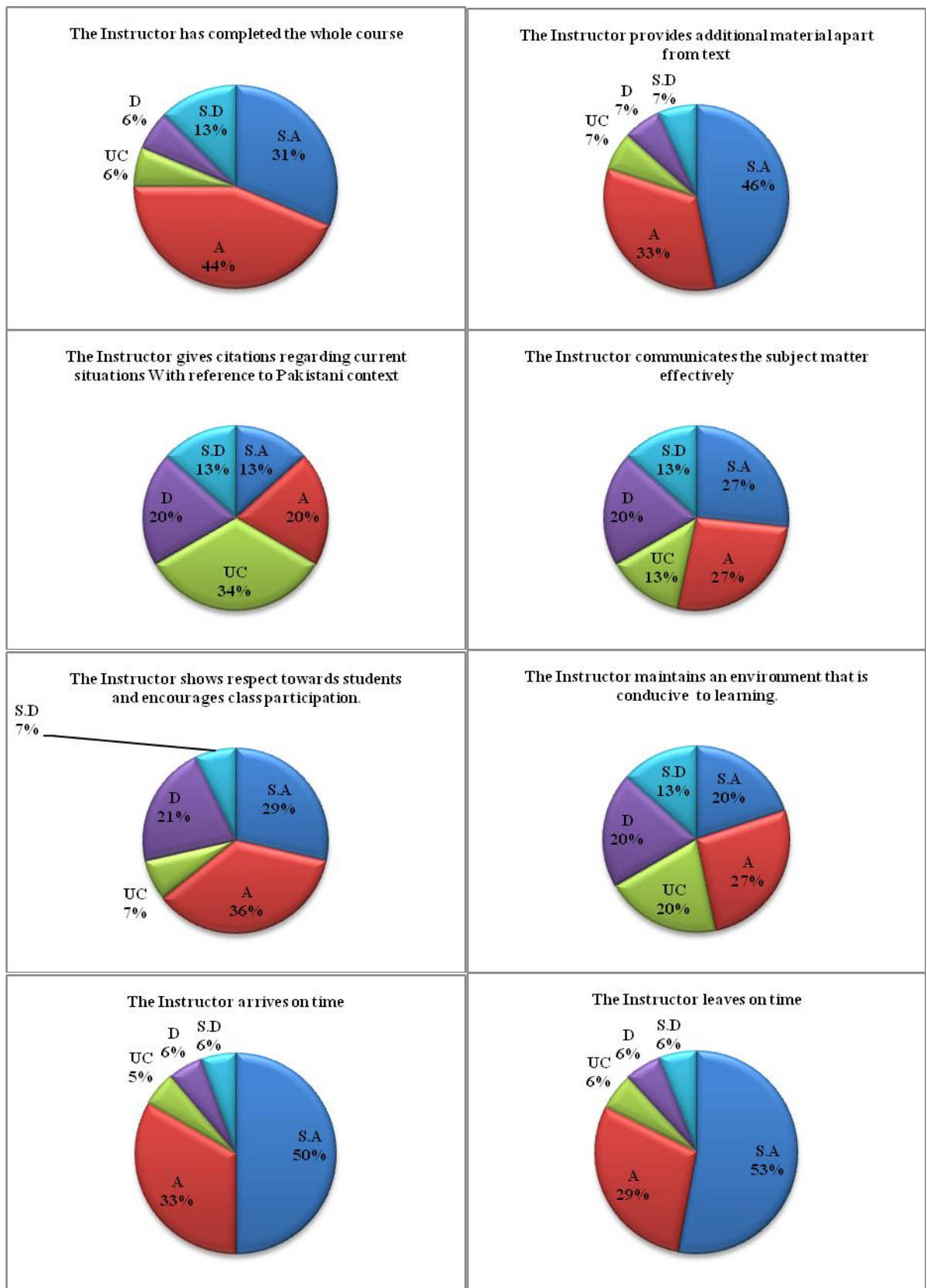
- Course material should be more updated

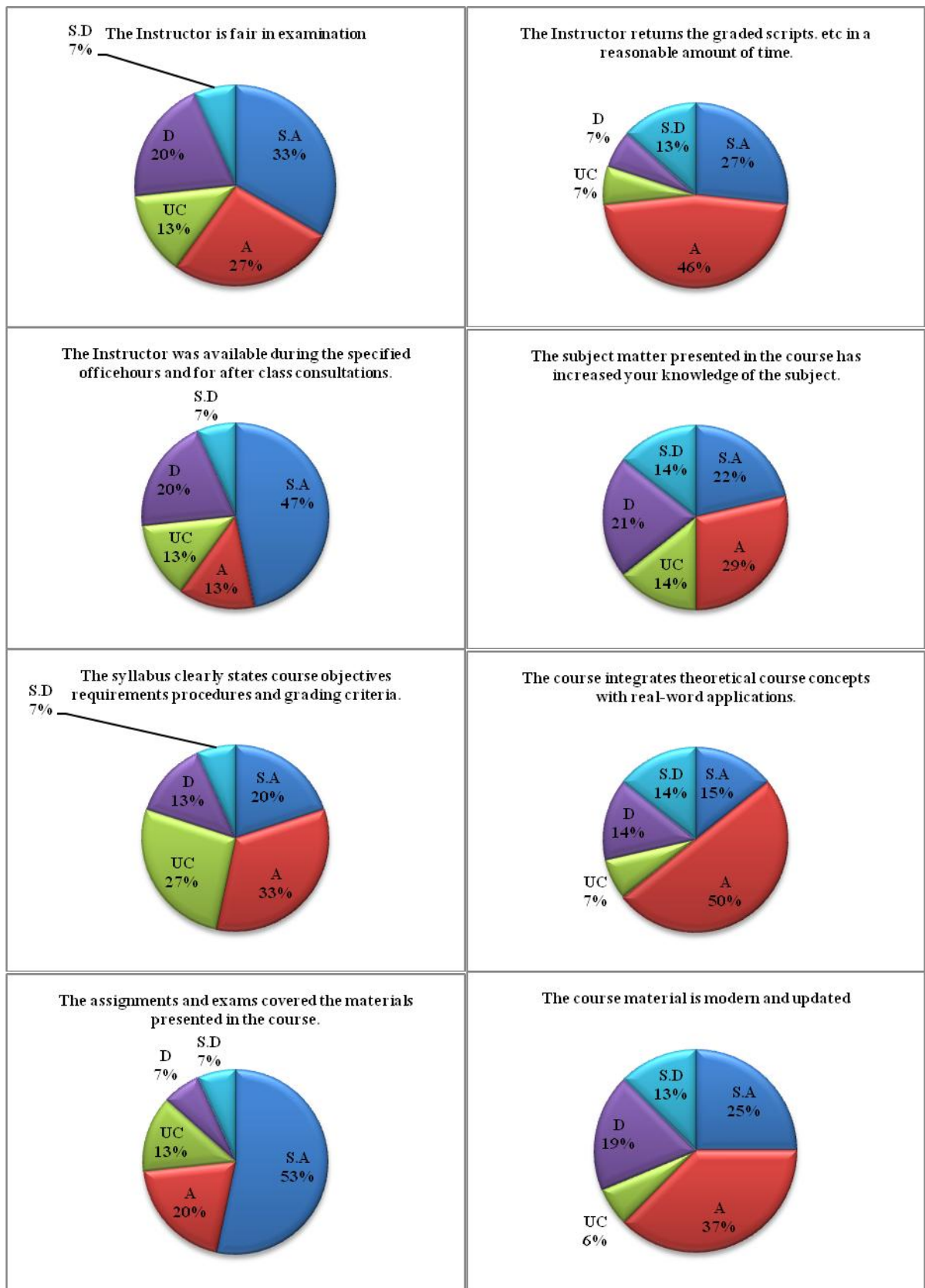
- The teacher should be available to students for extra help.

Ms. Fakhra Mushtaq (MGT-776)

The graph shows the details of the evaluation. The graph “The instructor has completed the whole course” indicates this. (31% strongly agreed, 44% agreed, 6% are uncertain, 6% disagreed and 13% strongly disagreed). The instructor is punctual as reflected in the graph “The instructor arrives on time” (50% strongly agreed, 33% agreed, 5% are uncertain, 6% disagreed and 6% strongly disagreed) and the graph “The instructor leaves on time” (53% strongly agreed, 29% agreed, 6% are uncertain, 6% disagreed and 6% strongly disagreed). The instructor returns graded material on time. The graph “The instructor returns graded scripts in a reasonable amount of time” shows this. (27% strongly agreed, 46% agreed, 7% are uncertain, 7% disagreed and 13% strongly disagreed). 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. (46% strongly agreed, 33% agreed, 7% are uncertain, 7% disagreed and 7% strongly disagreed). The instructor show respects towards the students as shown in the graph “The instructor shows respect towards students and encourages class participation”. (29% strongly agreed, 36% agreed, 7% are uncertain, 21% disagreed and 7% strongly disagreed).







General Comments of the Students about the Teacher

Strengths:

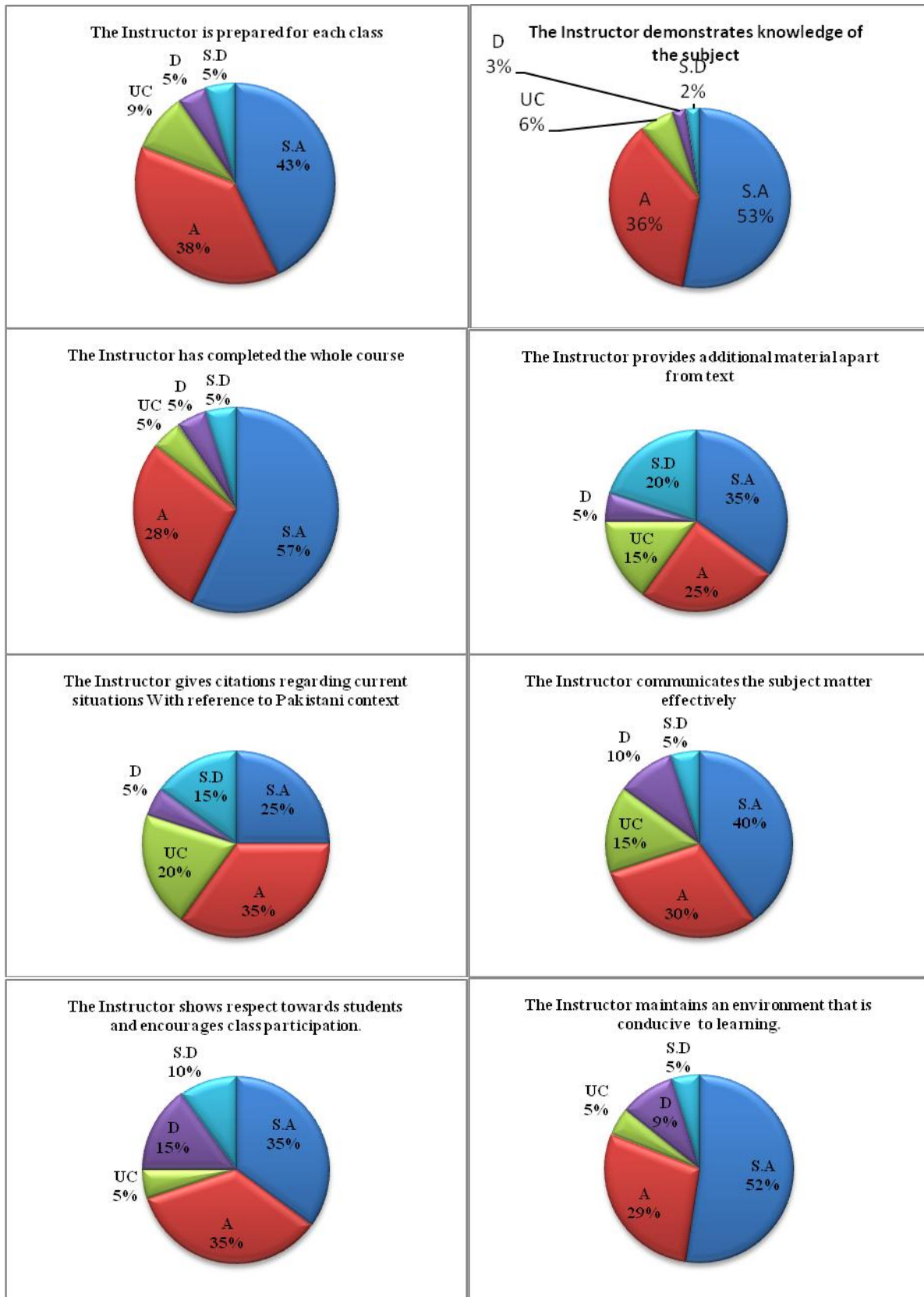
- Punctual in class and returns graded material on time
- Provides additional material apart from text
- Respects students

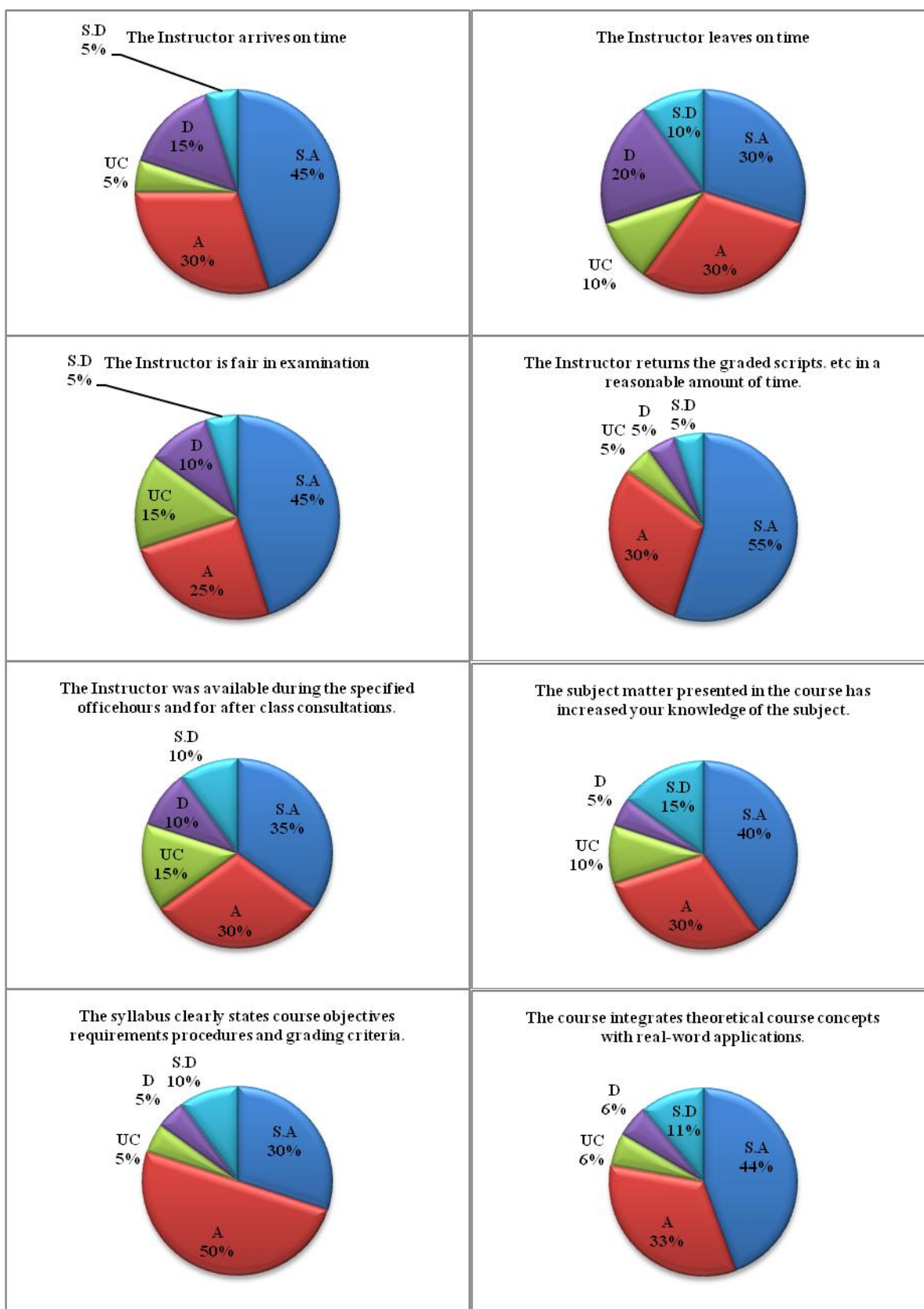
Weaknesses:

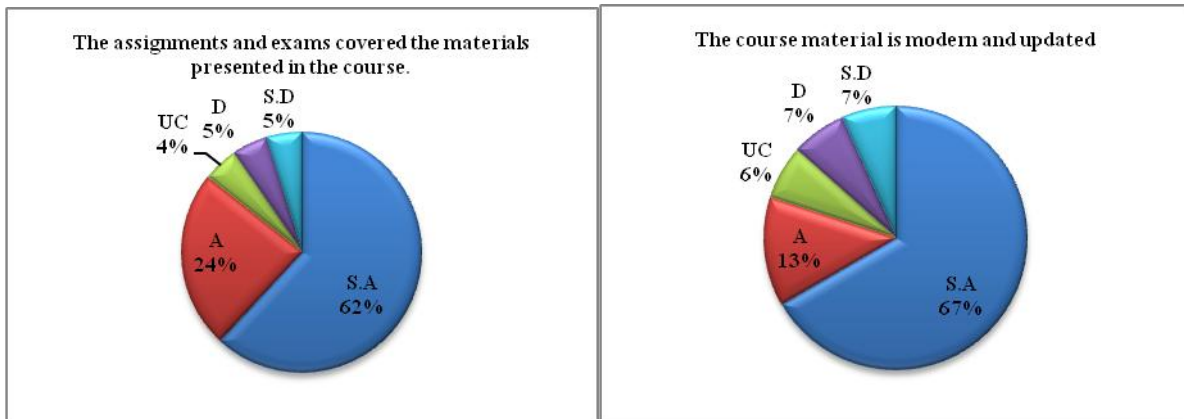
- The syllabus needs improvement
- More practical assignments required

Mr. Malik Nadeem Ahmed (CS-704)

The graph for “The instructor is prepared for each class”, shows that 43% are strongly agreed, 38% are agreed, 9% are uncertain, 5% are Disagreed and 5% are strongly disagreed. The Instructor provides additional material apart from text” , shows that 35% are strongly agreed, 25% are agreed, 15% are uncertain, 5% are Disagreed and 20% are strongly disagreed. The graph for “The Instructor maintains an environment that is conducive to learning.” , shows that 52% are strongly agreed, 29% are agreed, 5% are uncertain, 9% are Disagreed and 5% are strongly disagreed. The graph for “The subject matter presented in the course has increased your knowledge of the subject” shows that 40% are strongly agreed, 30% are agreed, 10% are uncertain, 5% are Disagreed and 15% are strongly disagreed.







General Comments of the Students about the Teacher

Strengths:

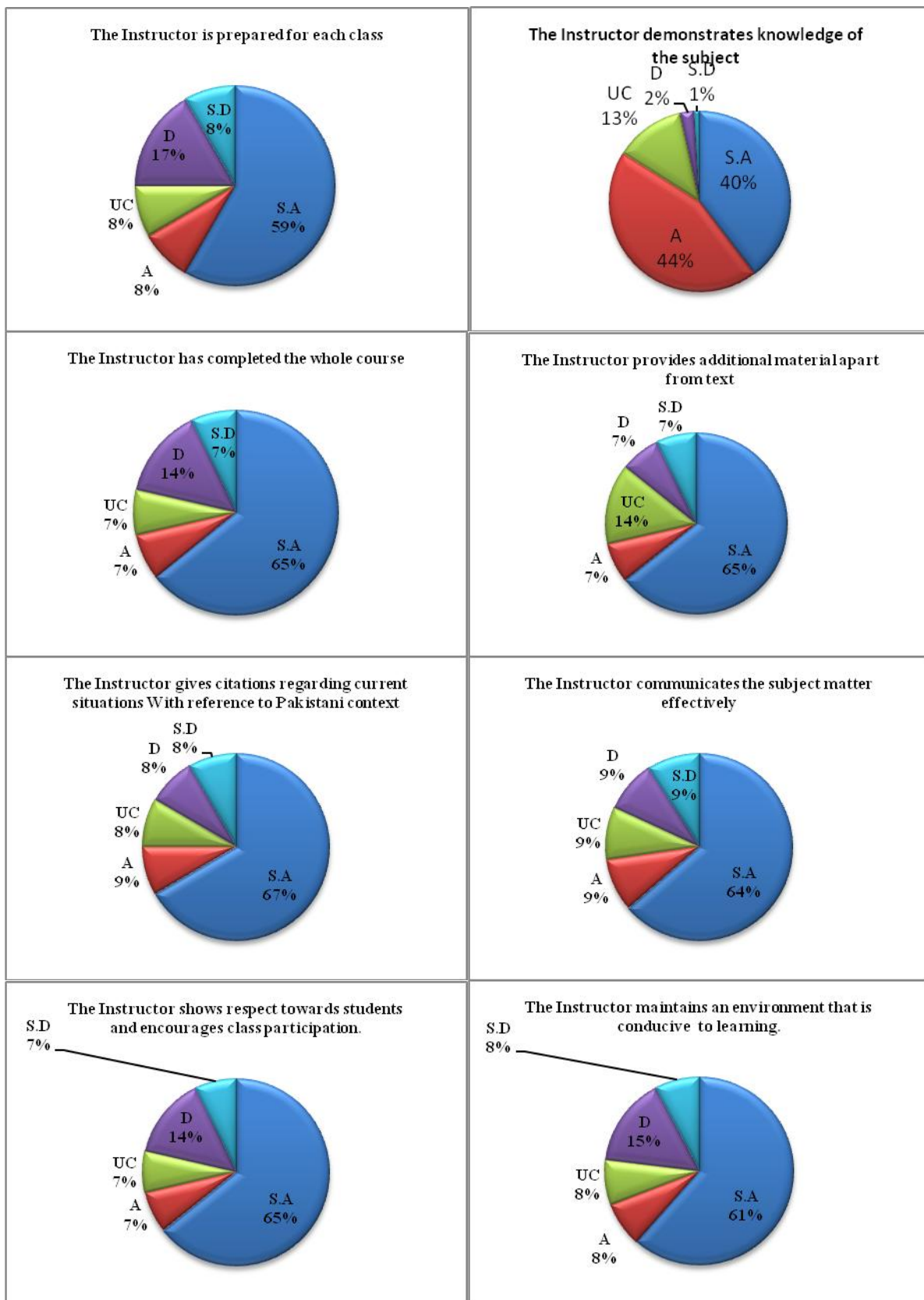
- Good Course objectives
- Well delivered
- Problem solving is good

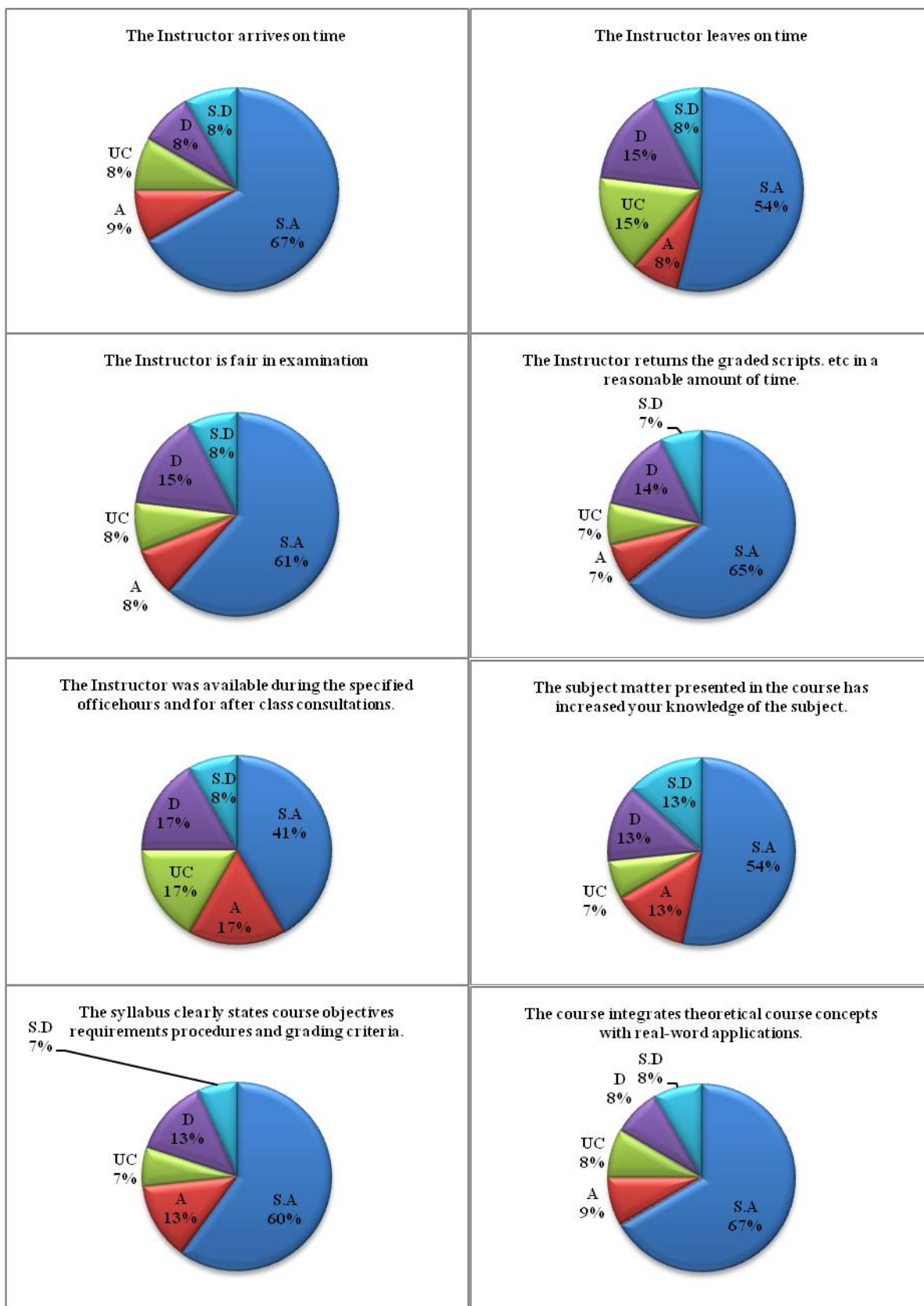
Weaknesses:

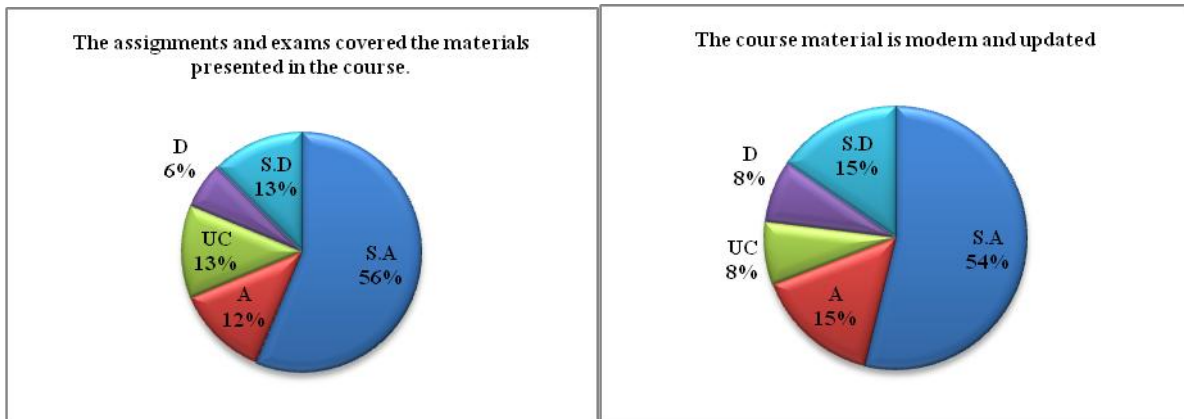
- Need timely feedback

Mr. Muhammad Nazir (CS-724)

The graph for “The instructor is prepared for each class”, shows that 59% are strongly agreed, 8% are agreed, 8% are uncertain, 17% are Disagreed and 8% are strongly disagreed. “The Instructor provides additional material apart from text” , shows that 65% are strongly agreed, 7% are agreed, 14% are uncertain, 7% are Disagreed and 7% are strongly disagreed. The graph for “The Instructor maintains an environment that is conducive to learning.” , shows that 61% are strongly agreed, 8% are agreed, 8% are uncertain, 15% are Disagreed and 8% are strongly disagreed. The graph for “The subject matter presented in the course has increased your knowledge of the subject” shows that 54% are strongly agreed, 13% are agreed, 7% are uncertain, 13% are Disagreed and 13% are strongly disagreed.







General Comments of the Students about the Teacher

Strengths:

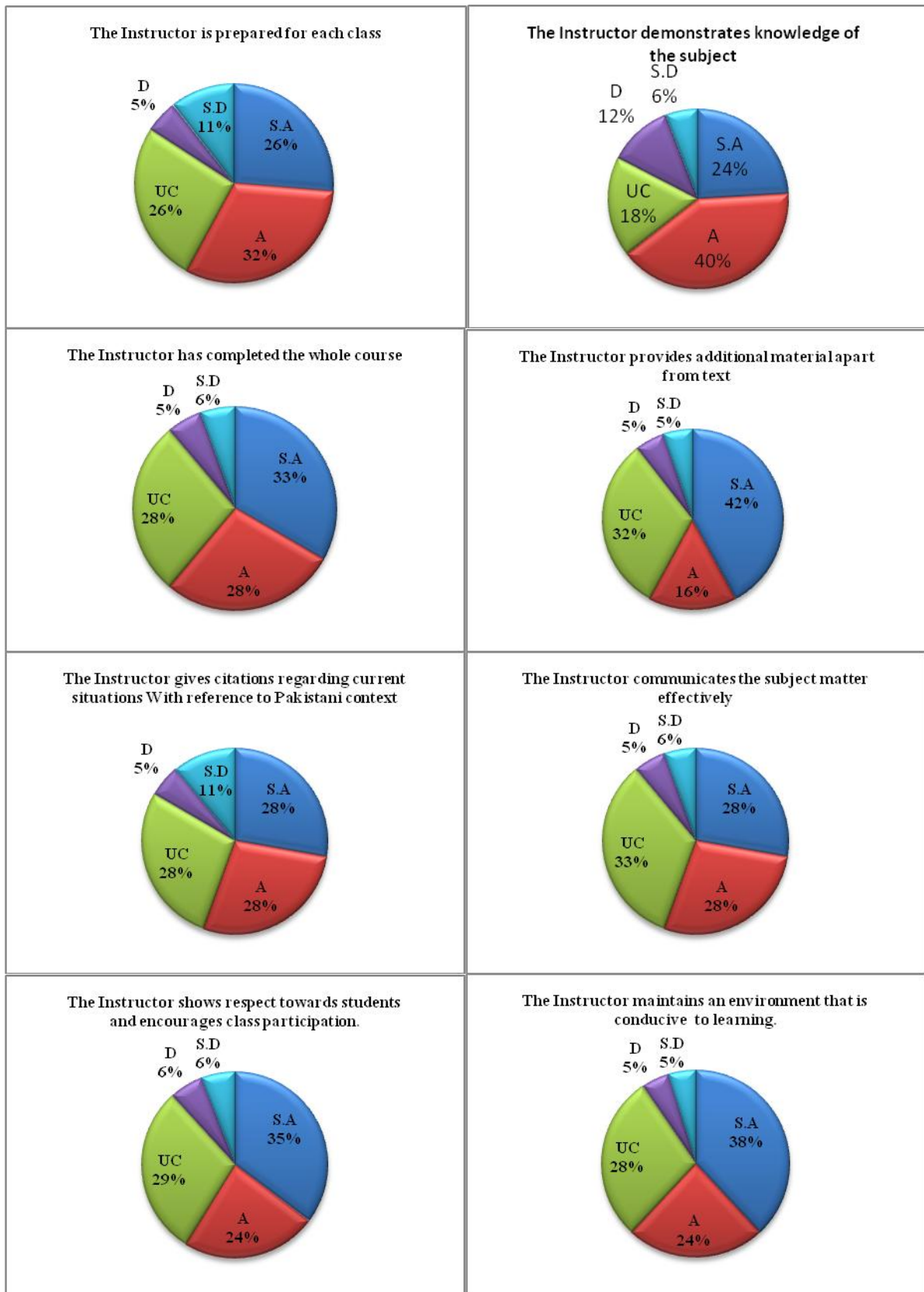
- Comprehensive course material
- Well presented
- Good Teaching method
- Take Quiz Weekly

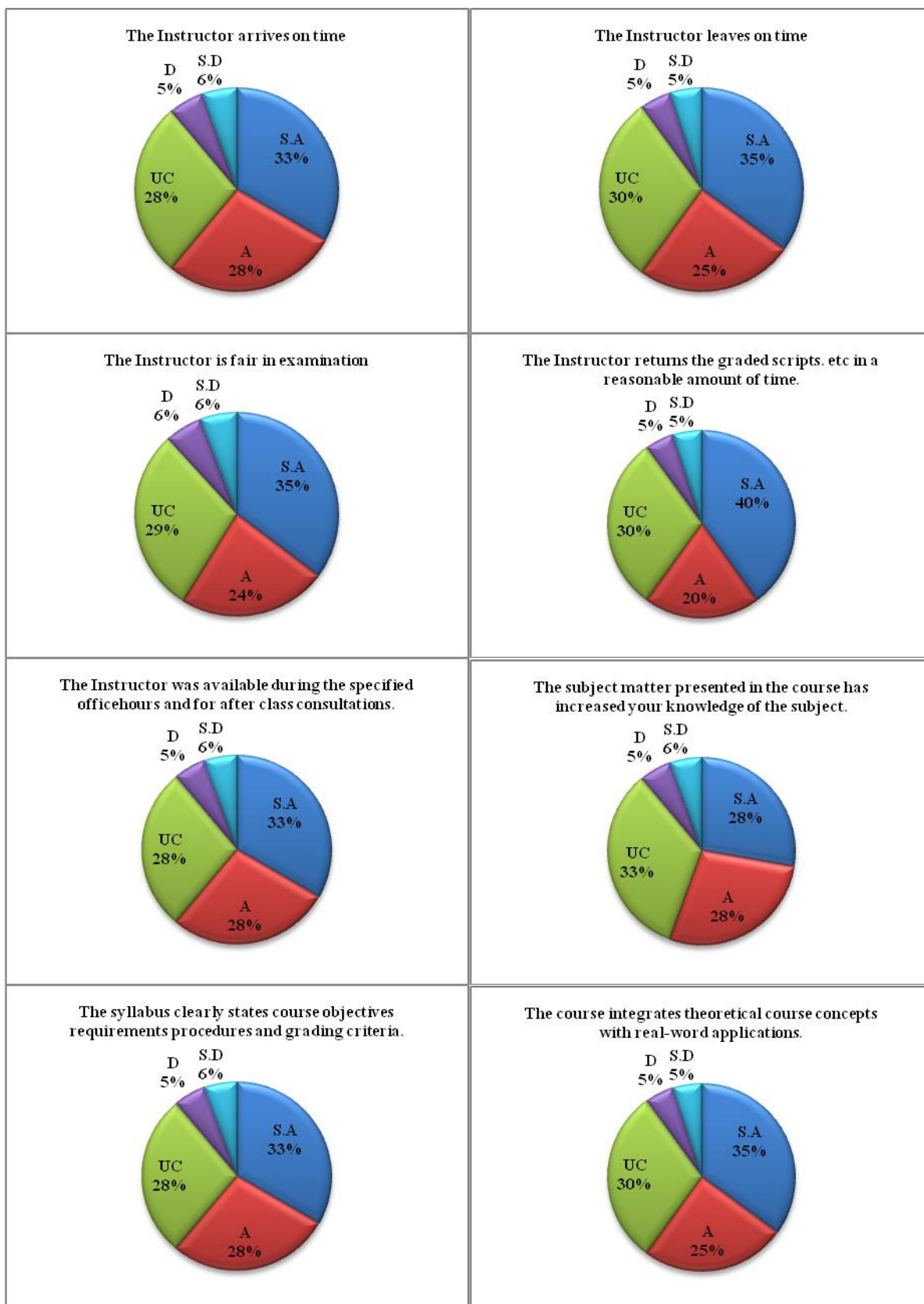
Weakness:

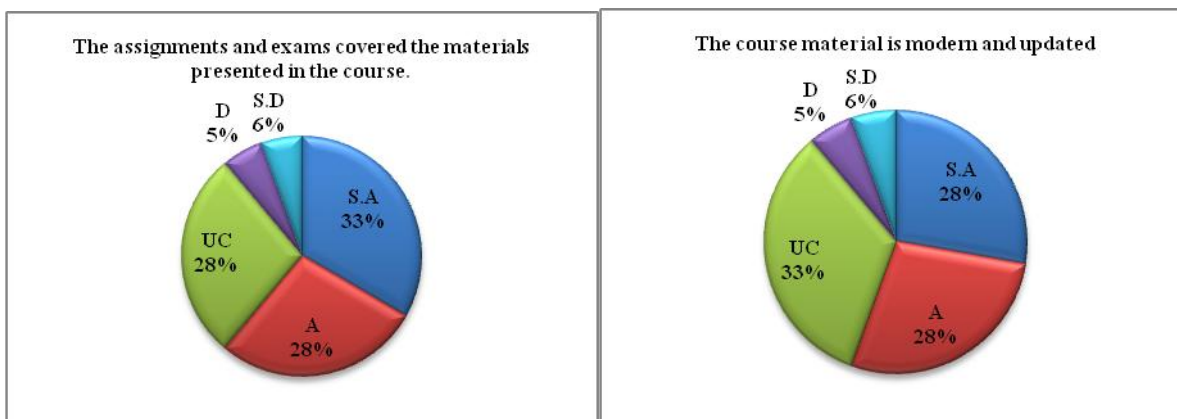
- The instructor should be more responsive to students
- More workload
- Take Quiz Monthly
- Slides should be provided

Ms. Shehzad Saqib (CS-701)

The graph for “The instructor is prepared for each class”, shows that 26% are strongly agreed, 32% are agreed, 26% are uncertain, 5% are Disagreed and 11% are strongly disagreed. The graph for “The Instructor provides additional material apart from text” , shows that 42% are strongly agreed, 16% are agreed, 32% are uncertain, 5% are Disagreed and 5% are strongly disagreed. The graph for “The Instructor maintains an environment that is conducive to learning.” , shows that 38% are strongly agreed, 24% are agreed, 28% are uncertain, 5% are Disagreed and 5% are strongly disagreed. The graph for “The subject matter presented in the course has increased your knowledge of the subject” shows that 28% are strongly agreed, 28% are agreed, 33% are uncertain, 6% are Disagreed and 5% are strongly disagreed.







General Comments of the Students about the Teacher

Strengths:

- Course material available
- Course objectives clear
- Good knowledge of the subject

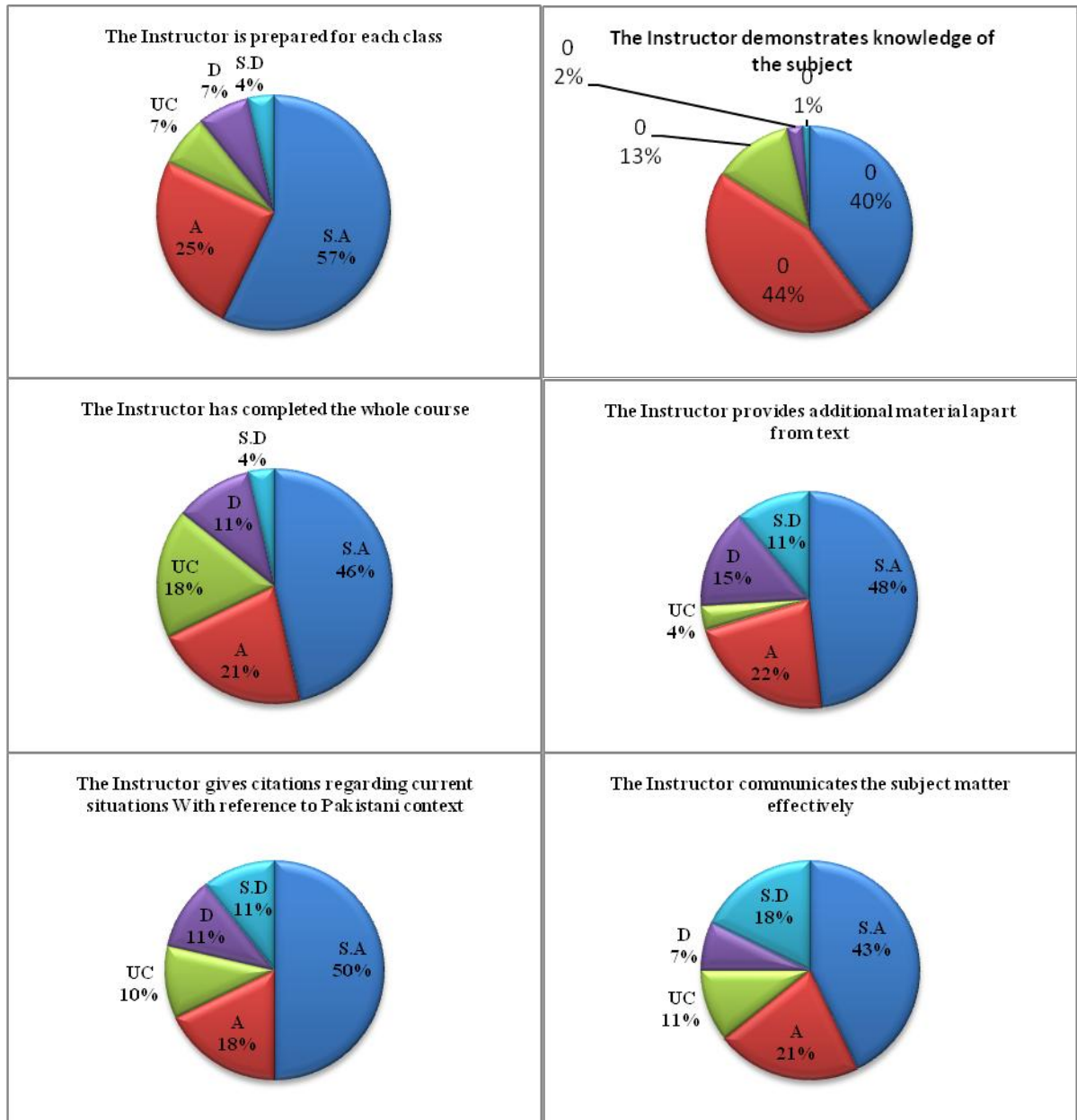
Weakness:

- Should add a real world example

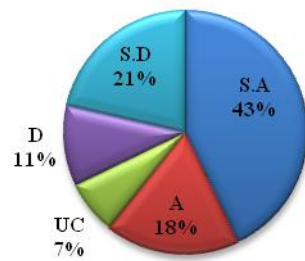
Ms. Yasir Hafeez (CS-704)

The graph shows the details of the evaluation. The graph “The instructor has completed the whole course” indicates this. (46% strongly agreed, 21% agreed, 18% are uncertain, 11% disagreed and 4% strongly disagreed). The instructor is punctual as reflected in the graph “The instructor arrives on time” (38% strongly agreed, 34% agreed, 7% are uncertain, 7% disagreed and 14% strongly disagreed) and the graph “The instructor leaves on time” (44% strongly agreed, 26% agreed, 7% are uncertain, 4% disagreed and 19% strongly disagreed). The instructor returns graded material on time. The graph “The instructor returns graded scripts in a reasonable amount of time” shows this. (50% strongly agreed, 11% agreed, 15% are uncertain, 12% disagreed and 12% strongly disagreed). 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 agreed, 22% agreed, 4% are uncertain, 15% disagreed and 11% strongly disagreed). The instructor show respects towards the students as

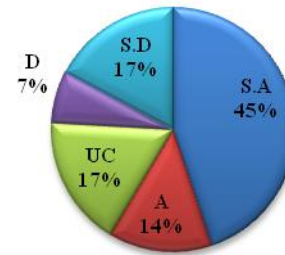
shown in the graph “The instructor shows respect towards students and encourages class participation”. (43% strongly agreed, 18% agreed, 7% are uncertain, 11% disagreed and 21% strongly disagreed). The instructor communicates the subject matter effectively “. 43% strongly agreed, 21% agreed, 11% are uncertain, 7% disagreed and 18% strongly disagreed).



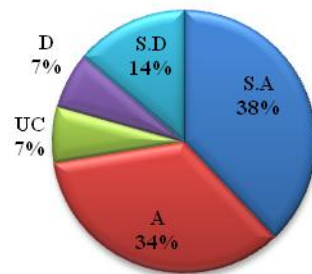
The Instructor shows respect towards students and encourages class participation.



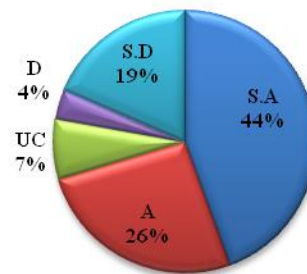
The Instructor maintains an environment that is conducive to learning.



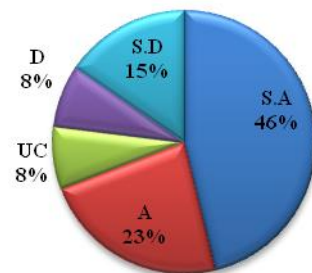
The Instructor arrives on time



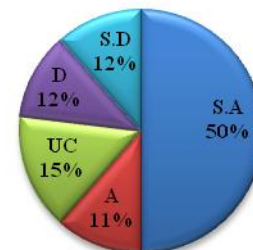
The Instructor leaves on time



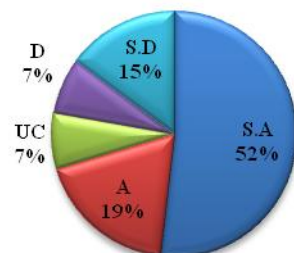
The Instructor is fair in examination



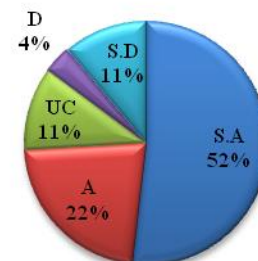
The Instructor returns the graded scripts, etc in a reasonable amount of time.

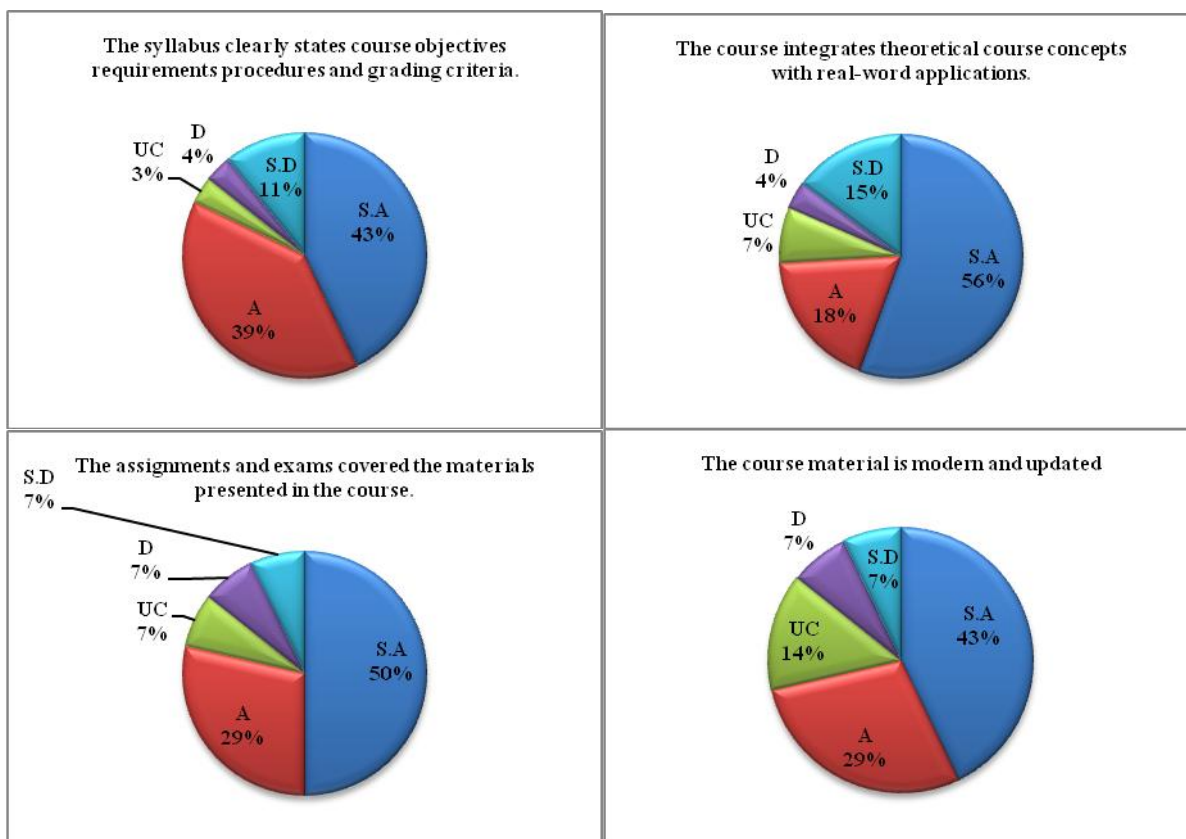


The Instructor was available during the specified officehours and for after class consultations.



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





General Comments of the Students about the Teacher

Strengths:

- Well prepared
- Punctual
- Fair in examinations

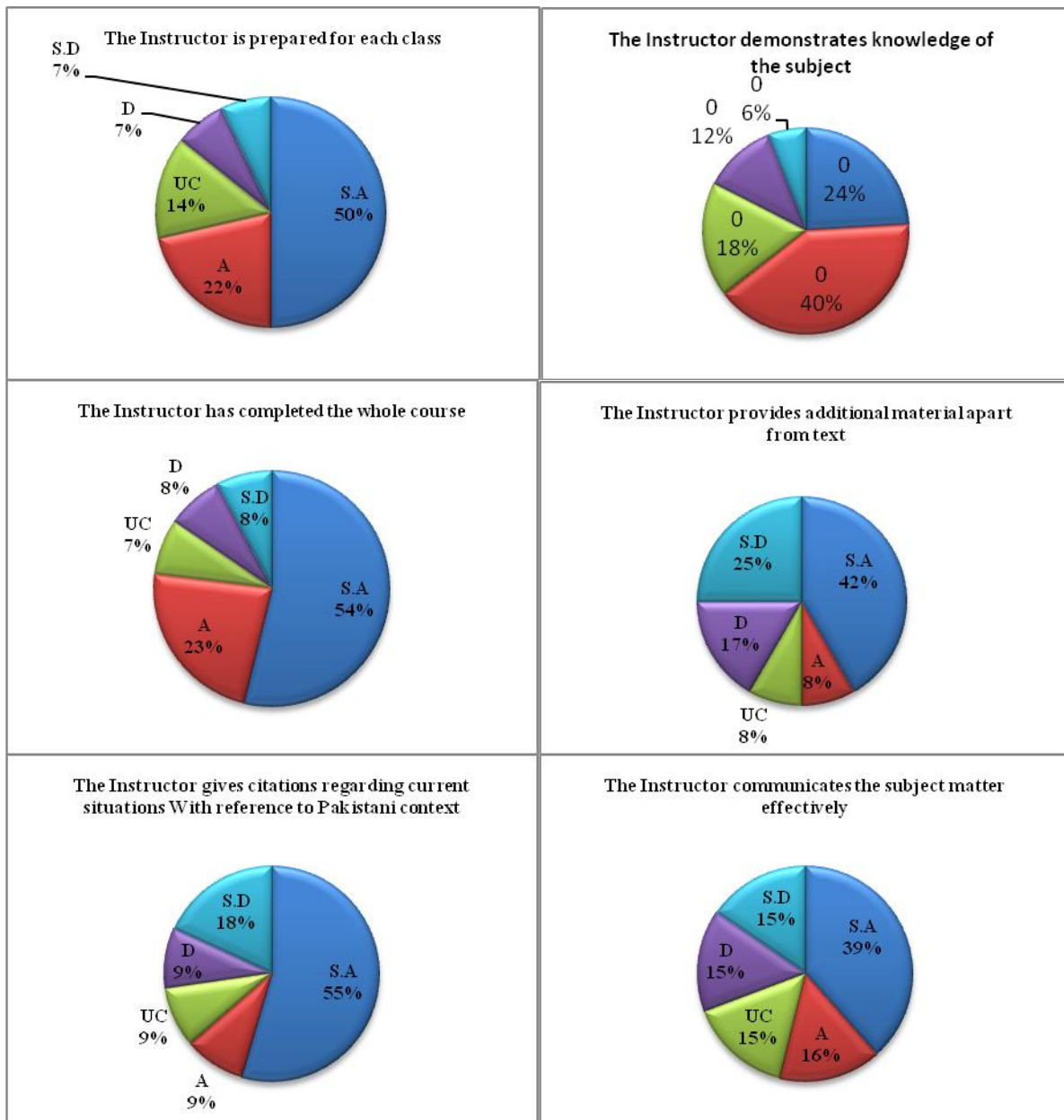
Weakness:

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

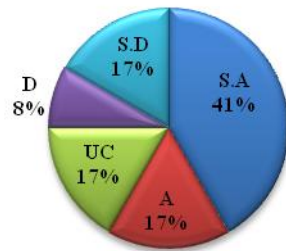
Mrs. Rubina Ghazal (CS-763)

The graph for “The instructor is prepared for each class”, shows that 50% are strongly agreed, 23% are agreed, 14% are uncertain, 7% are Disagreed and 7% are strongly disagreed. The graph for “The Instructor provides additional material apart from text” , shows that 42% are strongly agreed, 8% are agreed, 15% are uncertain, 15% are Disagreed and 15% are strongly disagreed. The graph for “The Instructor maintains an environment that is conducive to learning.” , shows

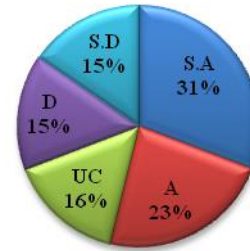
that 31% are strongly agreed, 23% are agreed, 15% are uncertain, 15% are Disagreed and 8% are strongly disagreed. The graph for “The subject matter presented in the course has increased your knowledge of the subject” shows that 50% are strongly agreed, 12% are agreed, 19% are uncertain, 6% are Disagreed and 13% are strongly disagreed.



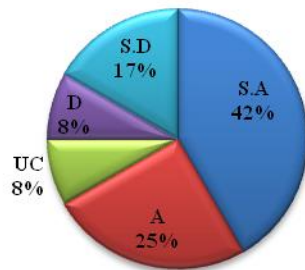
The Instructor shows respect towards students and encourages class participation.



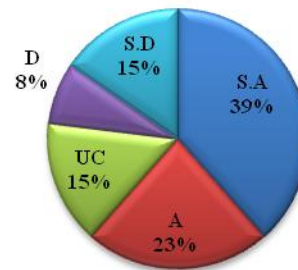
The Instructor maintains an environment that is conducive to learning.



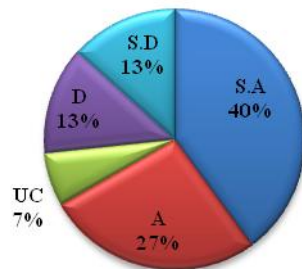
The Instructor arrives on time



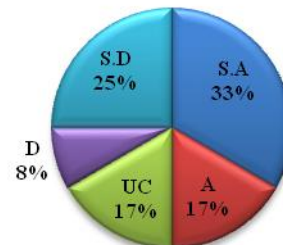
The Instructor leaves on time



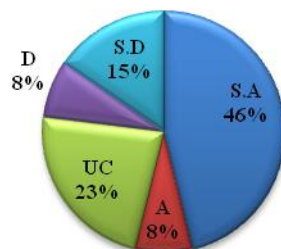
The Instructor is fair in examination



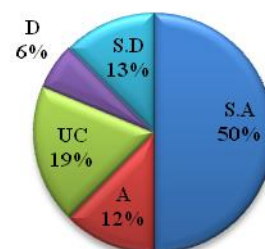
The Instructor returns the graded scripts, etc in a reasonable amount of time.

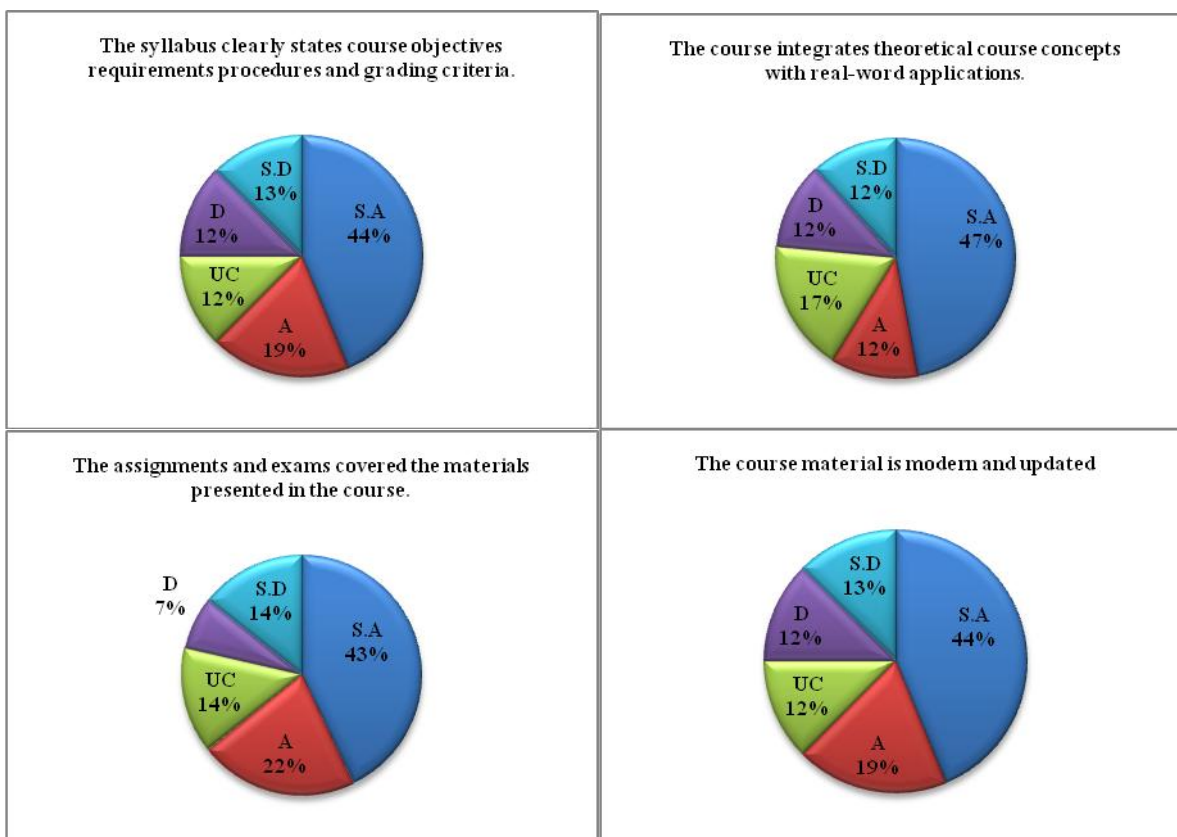


The Instructor was available during the specified officehours and for after class consultations.



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





General Comments of the Students about the Teacher

Strengths:

- Comprehensive course material
- Well presented
- Good Teaching method

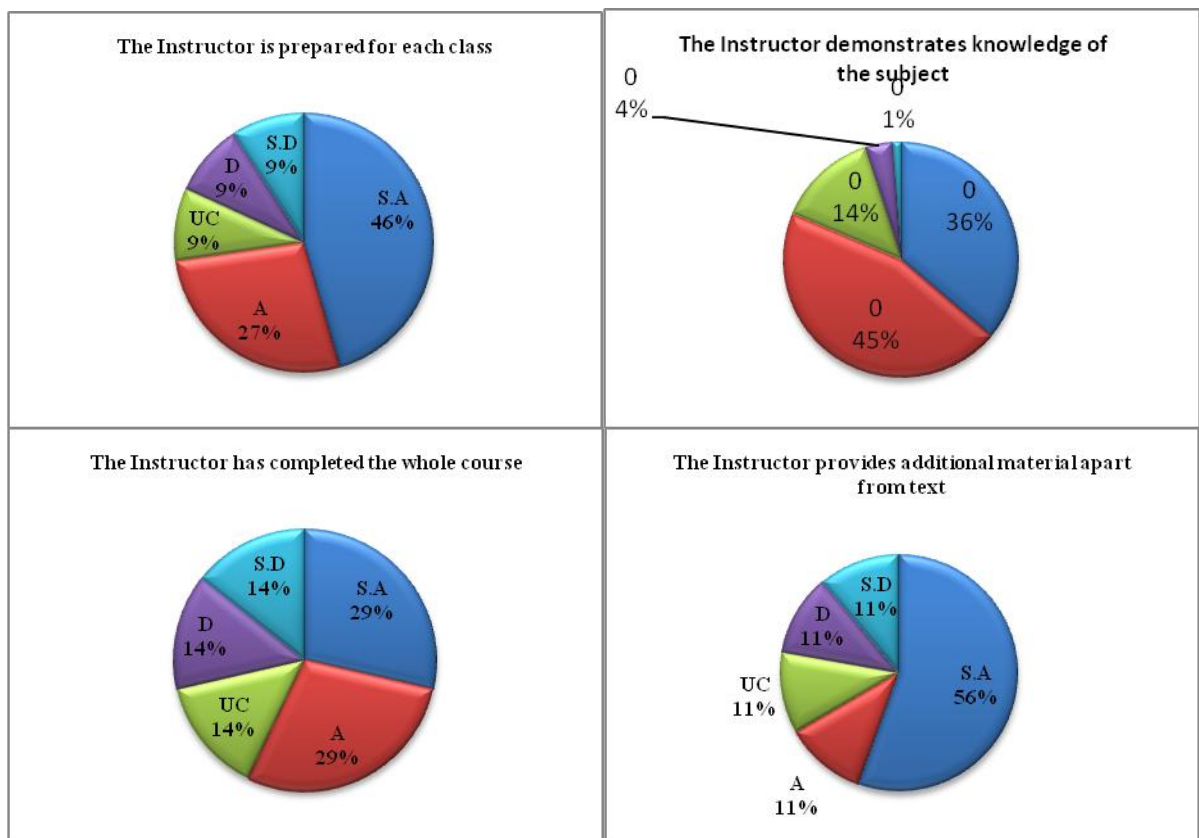
Weakness:

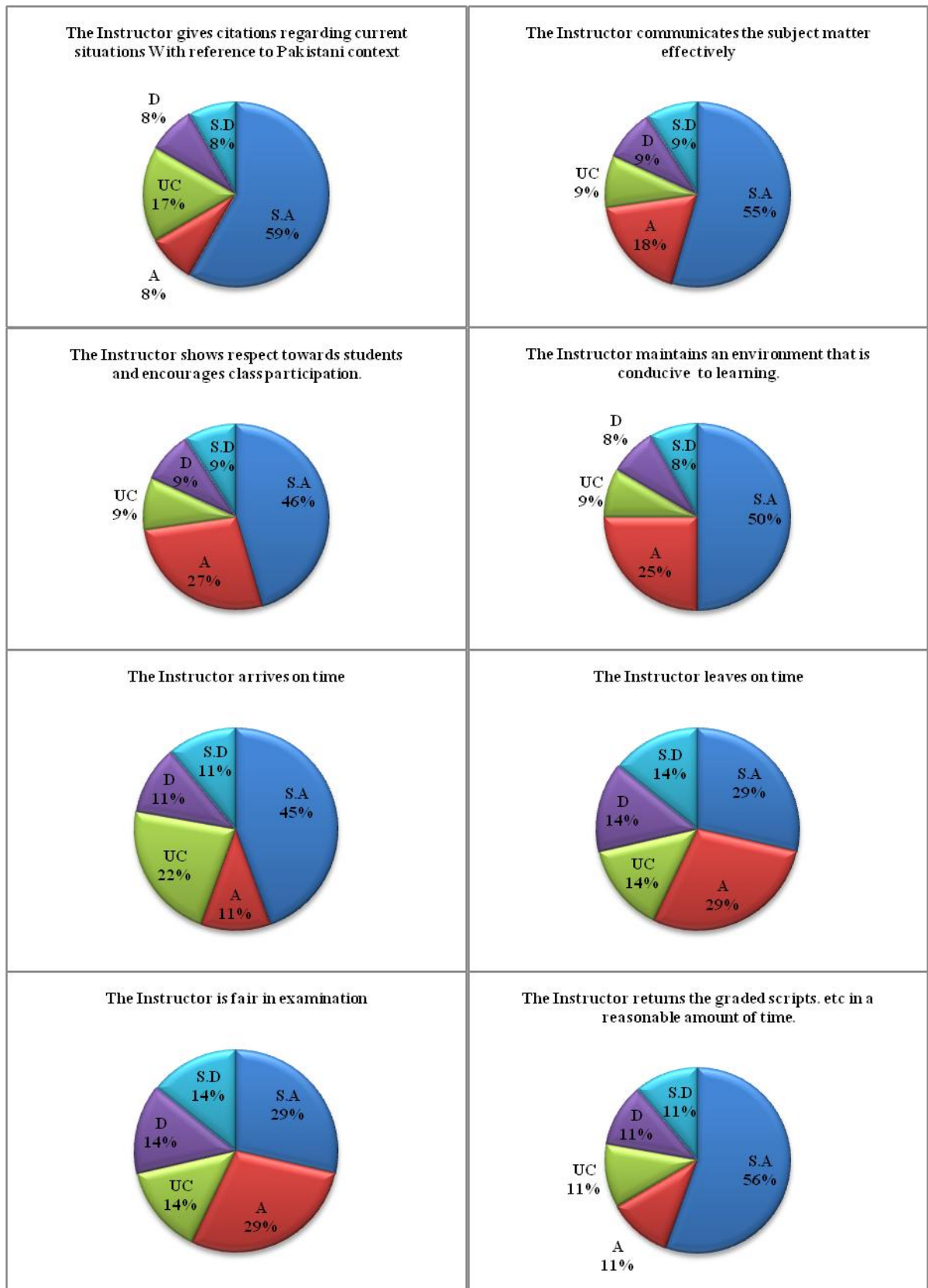
- The instructor should be more responsive to students

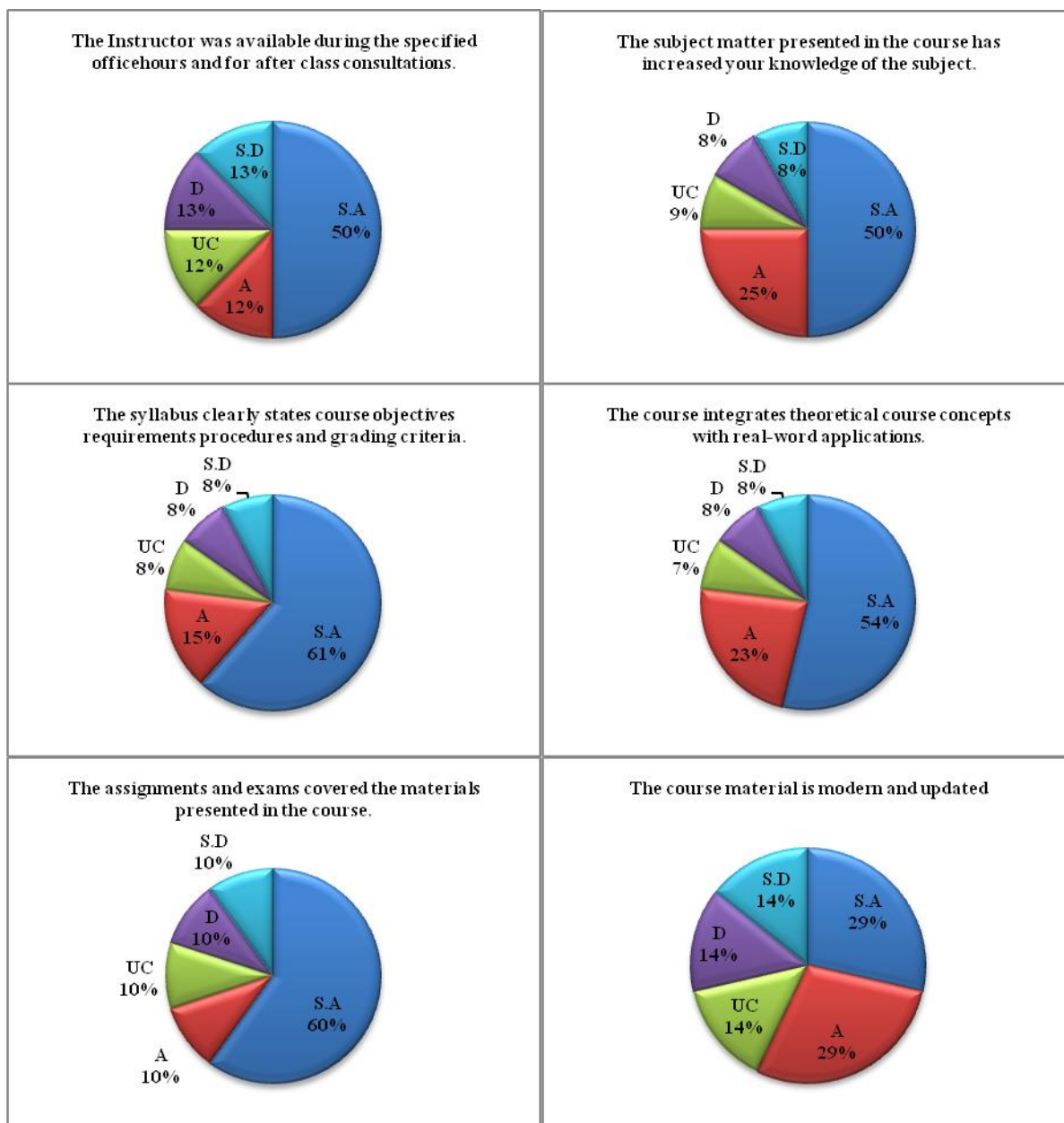
Dr. Muhammad Ramzan (CS-709)

The graph shows the detail of evaluation. The graph for “The instructor is prepared for each class”, shows that 46% are strongly agreed, 27% are agreed, 9% are uncertain, 9% are Disagreed and 9% are strongly disagreed. The graph for “The instructor has completed the whole course”, shows that 29% are strongly agreed, 29% are agreed, 14% are uncertain, 14% are Disagreed and 14% are strongly disagreed. The graph for “The instructor shows respect towards students”,

shows that 46% are strongly agreed, 27% are agreed, 9% are uncertain, 9% are Disagreed and 9% are strongly disagreed. The graph for “The instructor is fair in examination”, shows that 29% are strongly agreed, 29% are agreed, 14% are uncertain, 14% are Disagreed and 14% are strongly disagreed. The graph for “The instructor arrives on time”, shows that 45% are strongly agreed, 11% are agreed, 22% are uncertain, 11% are Disagreed and 11% are strongly disagreed. The graph for “The course material is modern and updated”, shows that 50% are strongly agreed, 25% are agreed, 9% are uncertain, 8% are Disagreed and 8% are strongly disagreed. The graph for “The teacher returns graded scripts in a reasonable amount of time”, shows that 56% are strongly agreed, 11% are agreed, 11% are uncertain, 11% are Disagreed and 11% are strongly disagreed.







General Comments of the Students about this Teacher

Strengths:

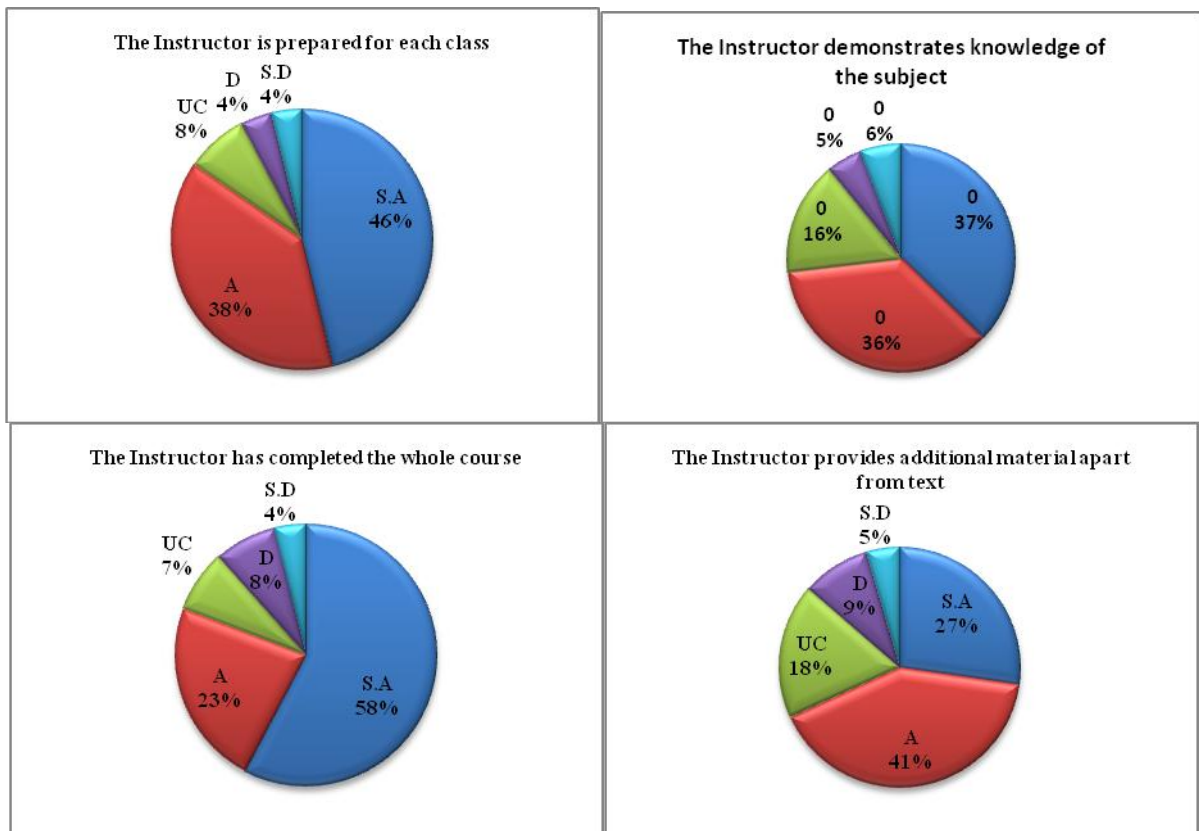
- Punctual
- Fair in marking
- Encourages student's participation.

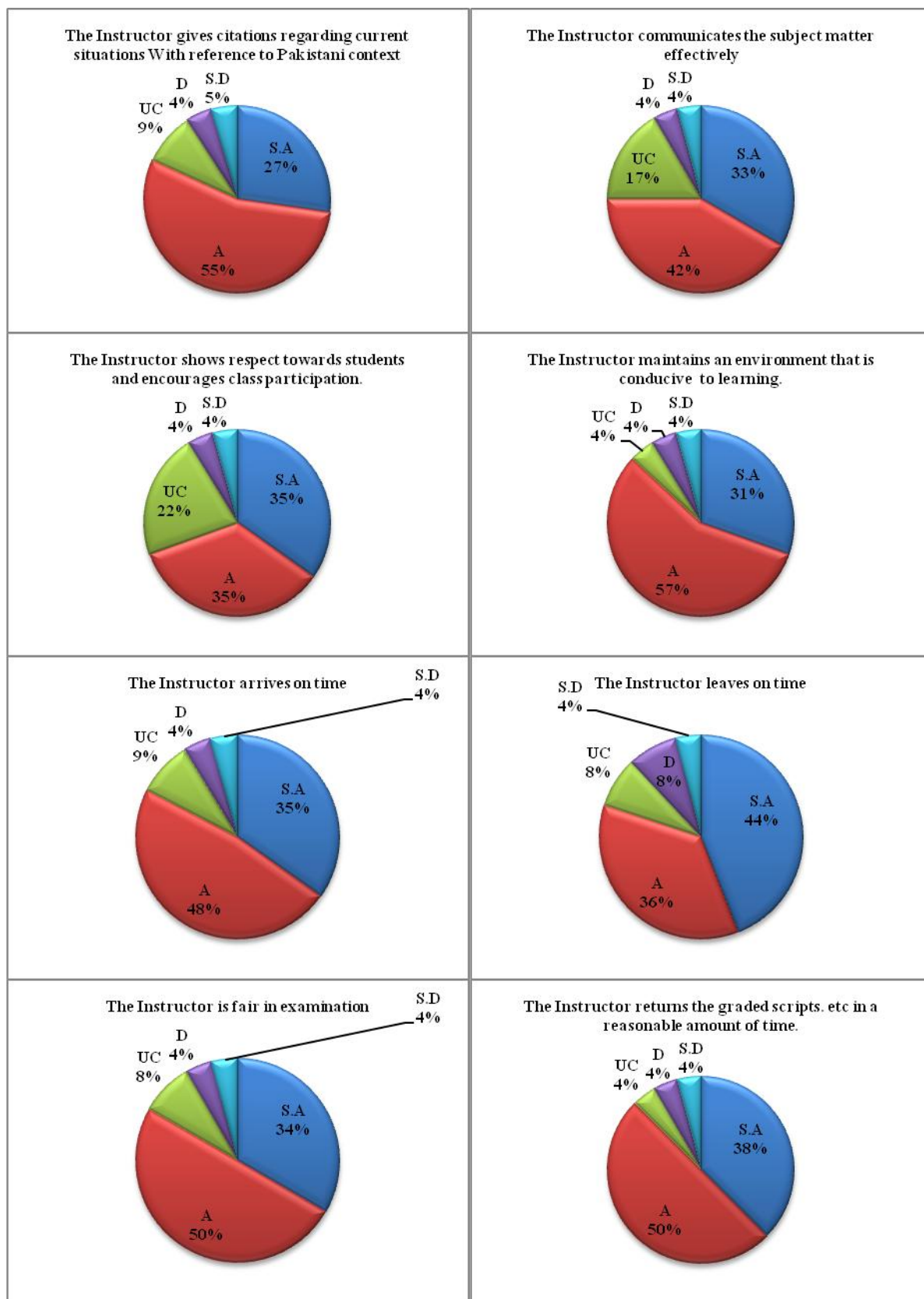
Weaknesses:

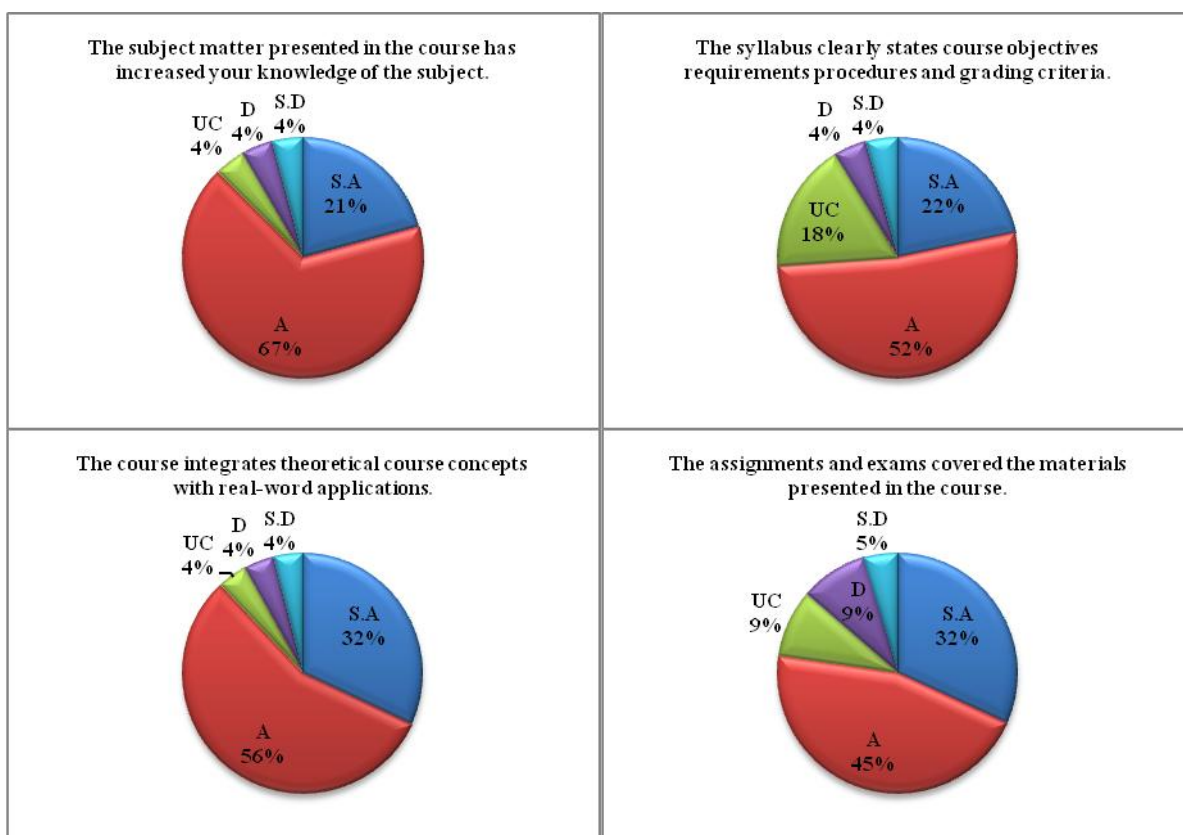
- Must include modern concepts
- Assignments and exams should cover the material presented in the course.

Ms. Aisha Umair (CS-772)

The graph shows the details of the evaluation. The graph “The instructor has completed the whole course” indicates this. (58% strongly agreed, 23% agreed, 7% are uncertain, 8% disagreed and 4% strongly disagreed). 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. (27% strongly agreed, 41% agreed, 18% are uncertain, 9% disagreed and 5% strongly disagreed). The instructor is well prepared for each class. This can be seen in the graph “The instructor is prepared for each class” (46% strongly agreed, 38% agreed, 8% are uncertain, 4% disagreed and 4% strongly disagreed). The instructor show respects towards the students as shown in the graph “The instructor shows respect towards students and encourage class participation”. (35% strongly agreed, 35% agreed, 22% are uncertain, 4% disagreed and 4% strongly disagreed). The instructor is always available for after class consultations as shown in the graph “The instructor was available during the office hours and after the class consultation” 44% strongly agreed, 40% agreed, 4% are uncertain, 8% disagreed and 4% strongly disagreed).







General Comments of the Students about the Teacher

Strengths:

- Well prepared
- Fair in examinations

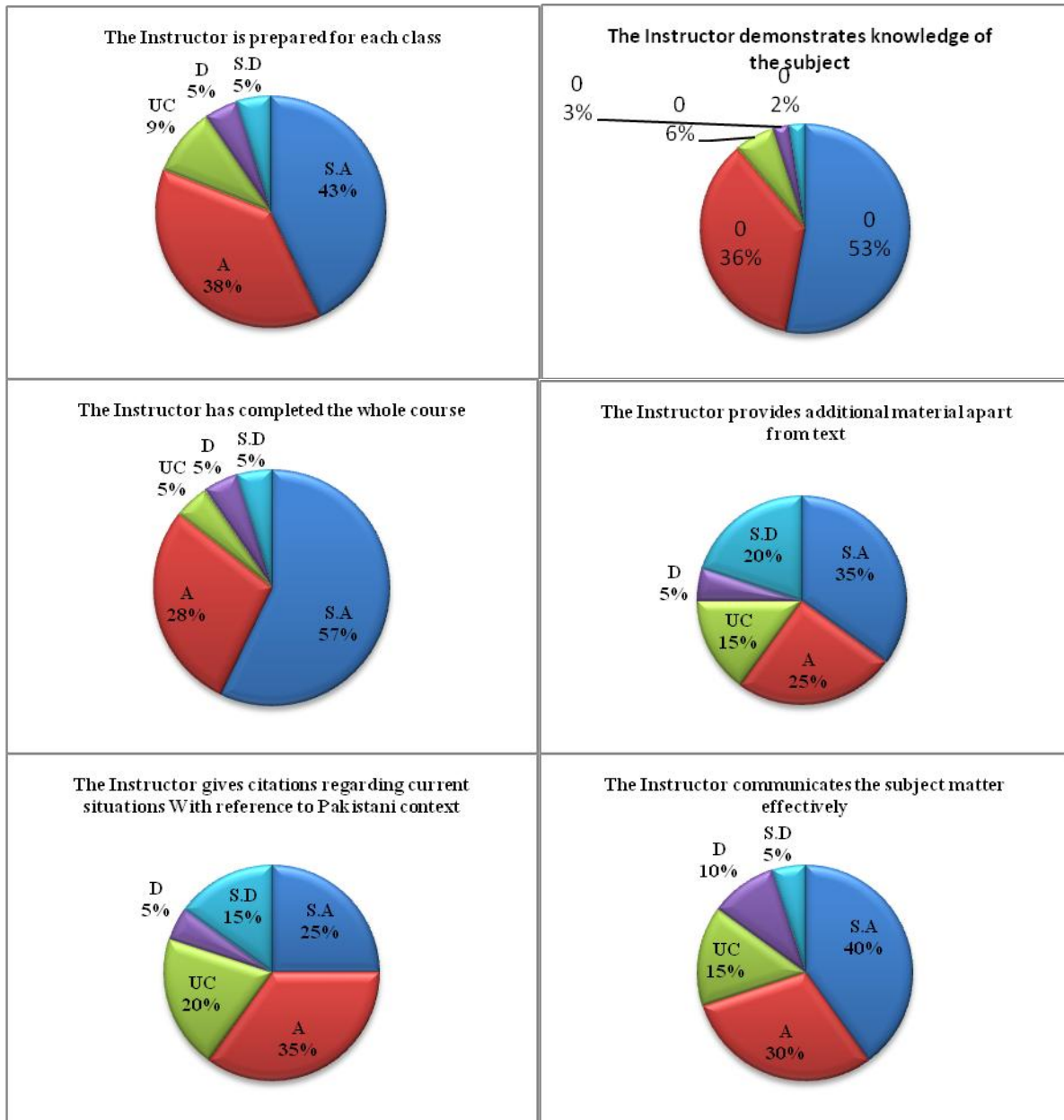
Weakness:

- The teacher should provide additional material apart from the text

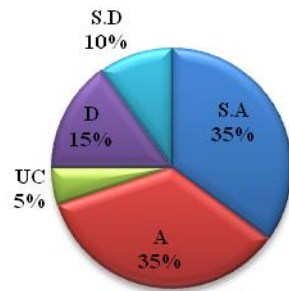
Ms. Bushra Hamid (CS-727)

The graph for “The instructor is prepared for each class”, shows that 43% are strongly agreed, 38% are agreed, 9% are uncertain, 5% are Disagreed and 5% are strongly disagreed. The Instructor provides additional material apart from text”, shows that 35% are strongly agreed, 25% are agreed, 15% are uncertain, 5% are Disagreed and 20% are strongly disagreed. The graph for “The Instructor maintains an environment that is conducive to learning.”, shows that 52% are strongly agreed, 29% are agreed, 5% are uncertain, 9% are Disagreed and 5% are strongly disagreed. The graph for “The subject matter presented in the course has increased your

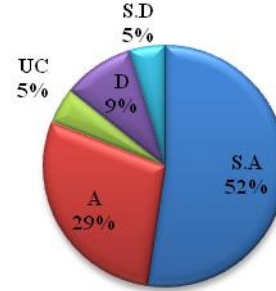
knowledge of the subject” shows that 40% are strongly agreed, 30% are agreed, 10% are uncertain, 5% are Disagreed and 15% are strongly disagreed.



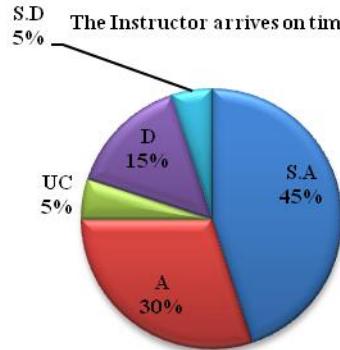
The Instructor shows respect towards students and encourages class participation.



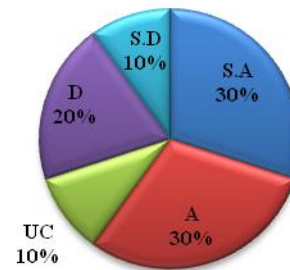
The Instructor maintains an environment that is conducive to learning.



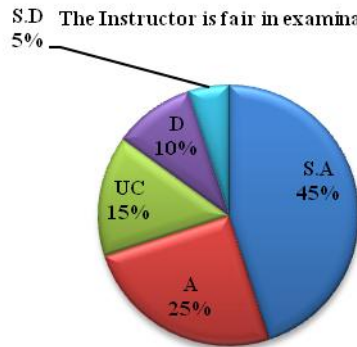
The Instructor arrives on time



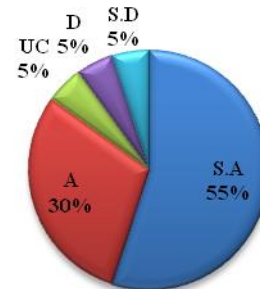
The Instructor leaves on time



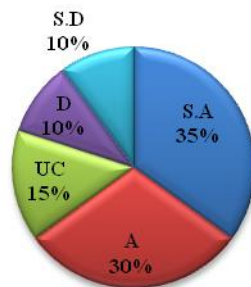
The Instructor is fair in examination



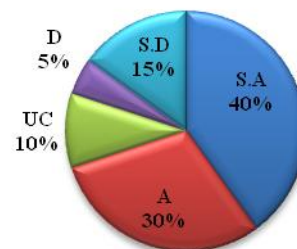
The Instructor returns the graded scripts, etc in a reasonable amount of time.

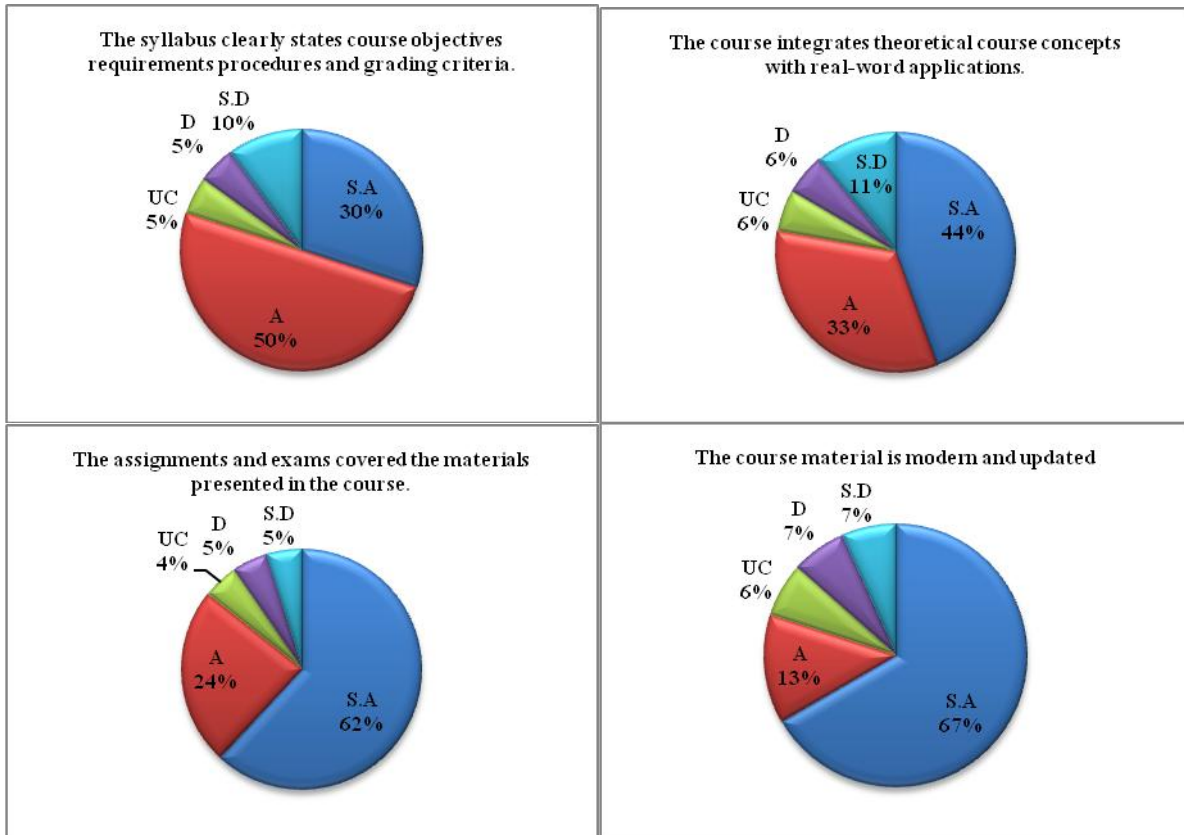


The Instructor was available during the specified officehours and for after class consultations.



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





General Comments of the Students about the Teacher

Strengths:

- Good Course objectives
- Well delivered
- Problem solving is good

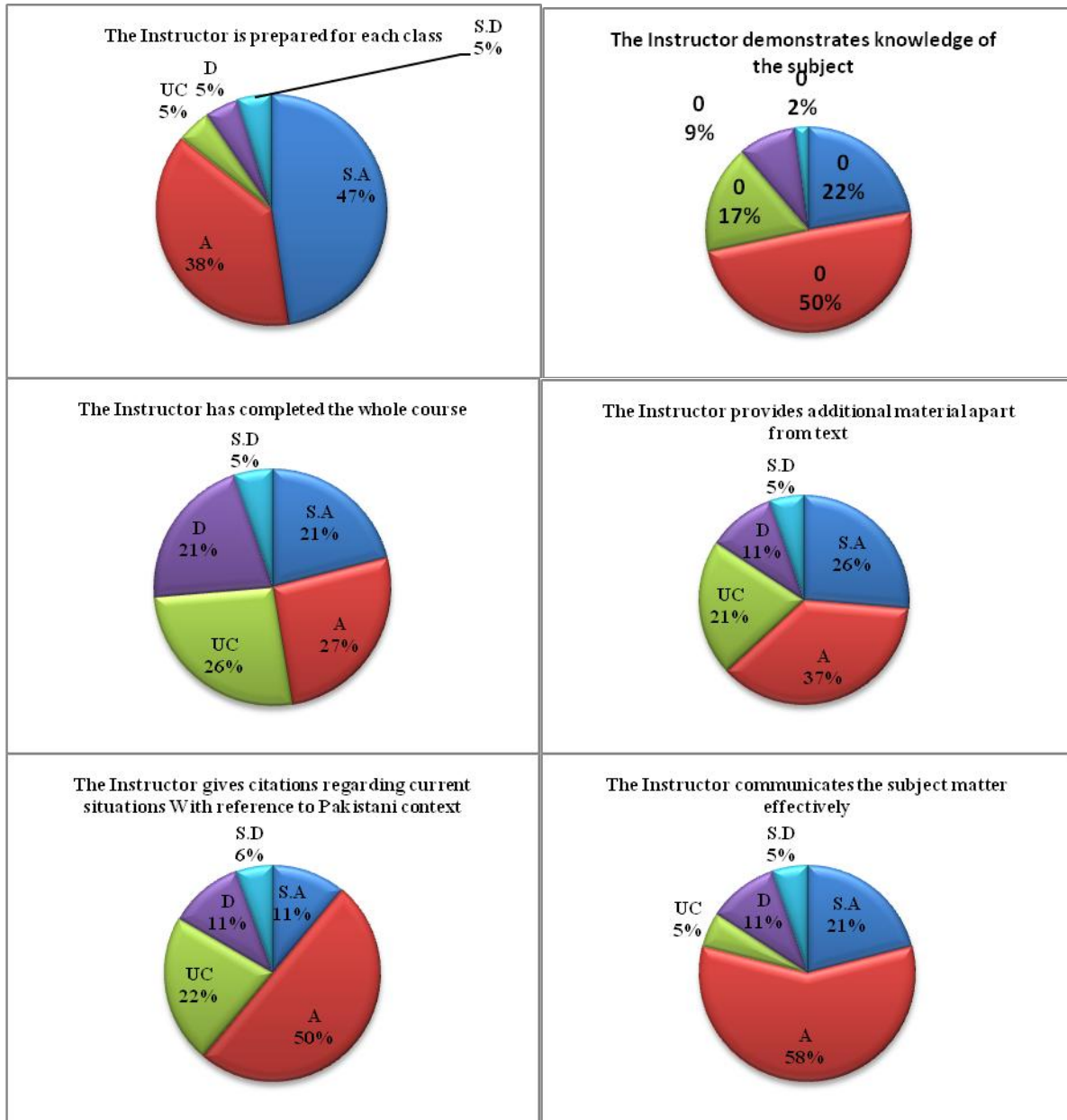
Weaknesses:

- Need timely feedback

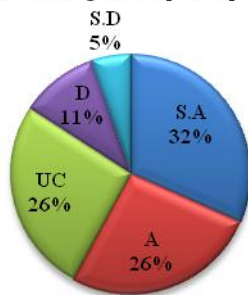
Mr. Syed Mushhad Gilani (CS-773)

The graph for “The instructor is prepared for each class”, shows that 47% are strongly agreed, 38% are agreed, 5% are uncertain, 5% are Disagreed and 5% are strongly disagreed. The graph for “The Instructor provides additional material apart from text” , shows that 26% are strongly agreed, 37% are agreed, 21% are uncertain, 11% are Disagreed and 5% are strongly disagreed. The graph for “The Instructor maintains an environment that is conducive to learning.” , shows that 28% are strongly agreed, 33% are agreed, 28% are uncertain, 5% are Disagreed and 6% are

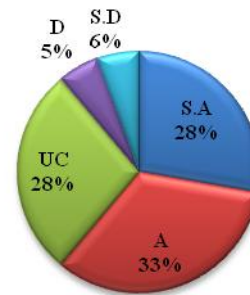
strongly disagreed. The graph for “The subject matter presented in the course has increased your knowledge of the subject” shows that 37% are strongly agreed, 37% are agreed, 16% are uncertain, 5% are Disagreed and 5% are strongly disagreed.



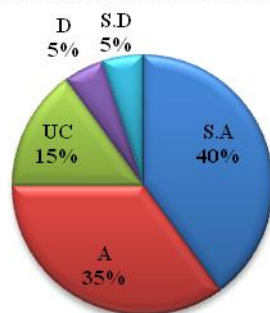
The Instructor shows respect towards students and encourages class participation.



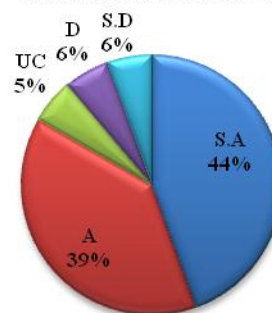
The Instructor maintains an environment that is conducive to learning.



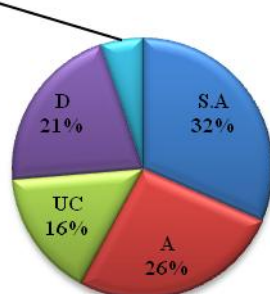
The Instructor arrives on time



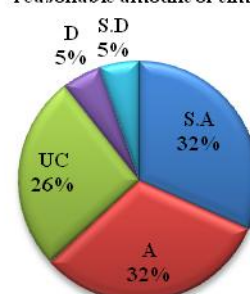
The Instructor leaves on time



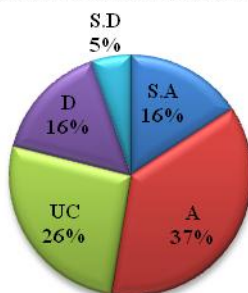
The Instructor is fair in examination



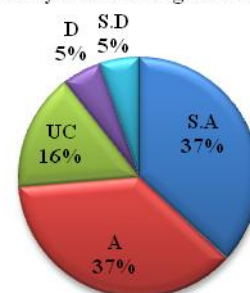
The Instructor returns the graded scripts, etc in a reasonable amount of time.

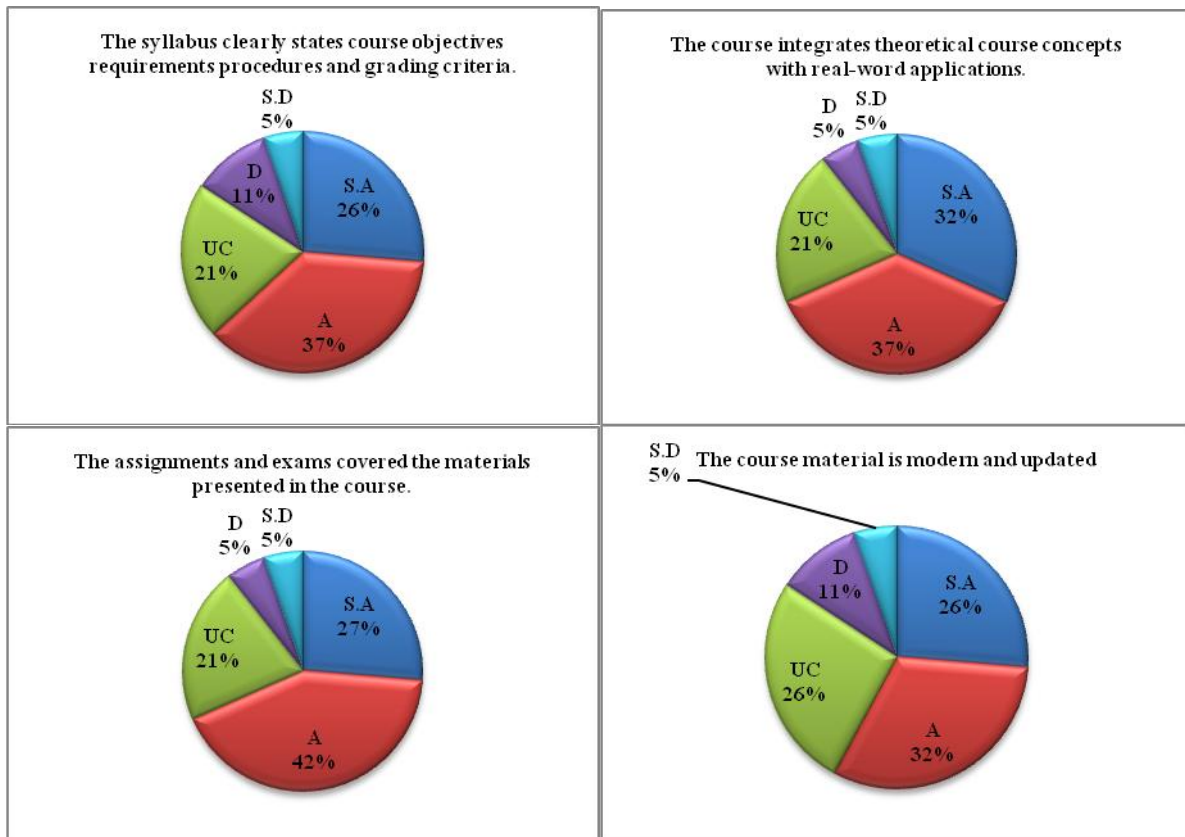


The Instructor was available during the specified officehours and for after class consultations.



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





General Comments of the Students about the Teacher

Strengths:

- Course material available
- Good pace

Weakness:

- Should discuss the problem in detail
- Relevant material should be provided

Student Course Evaluation

The courses of the teachers for MIT degree program are also evaluated. The results are summarized. The teacher who taught CS-789 has scored 80%, the teacher for course CS-701 has scored 76%, the teacher for CS-784 has scored 74%, the teacher for CS-745 has scored 77%, the teacher for MGT-776 has scored 78%, the teacher for CS-704 has scored 78%, the teacher for CS-724 has scored 80%, the teacher for CS-701 has scored 79%, the teacher for CS-704 has scored 76%, the teacher for CS-763 has scored 74%, the teacher for CS-709 has scored 79%, the teacher for CS-772 has scored 74%, the teacher for CS-727 has scored 76% and then teacher for CS-773 has scored 73%.

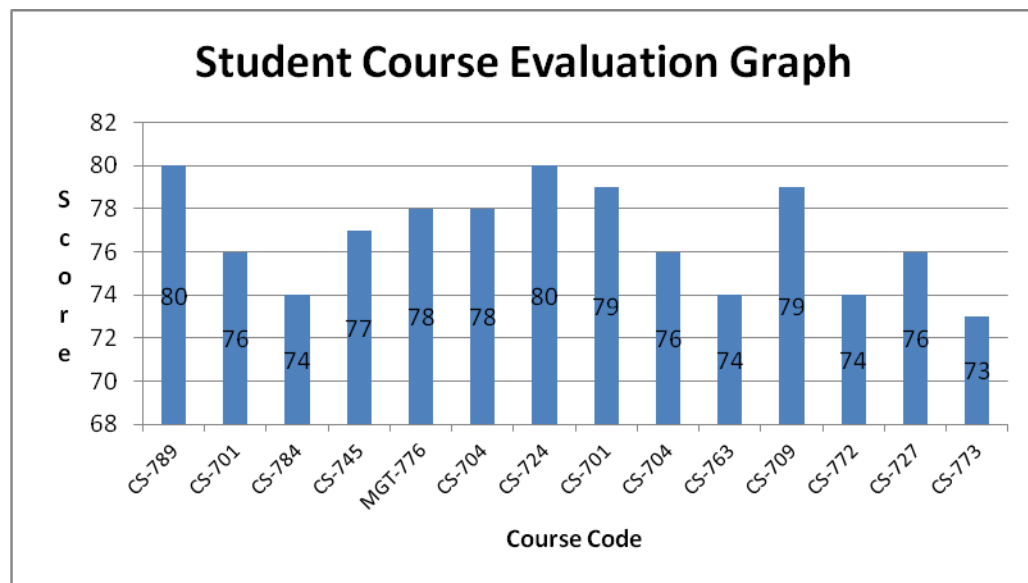


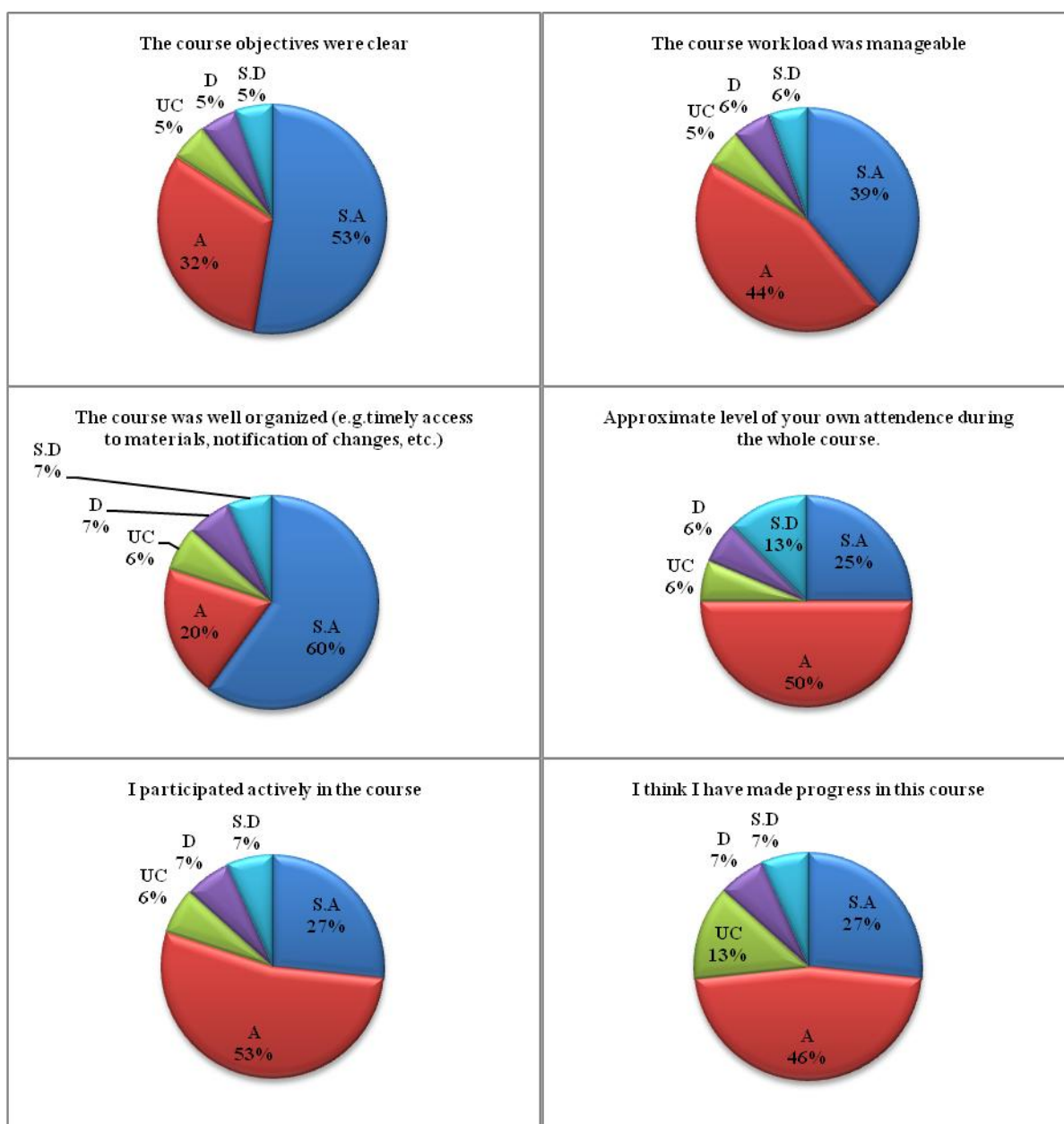
Figure 2: Course Evaluation Graph

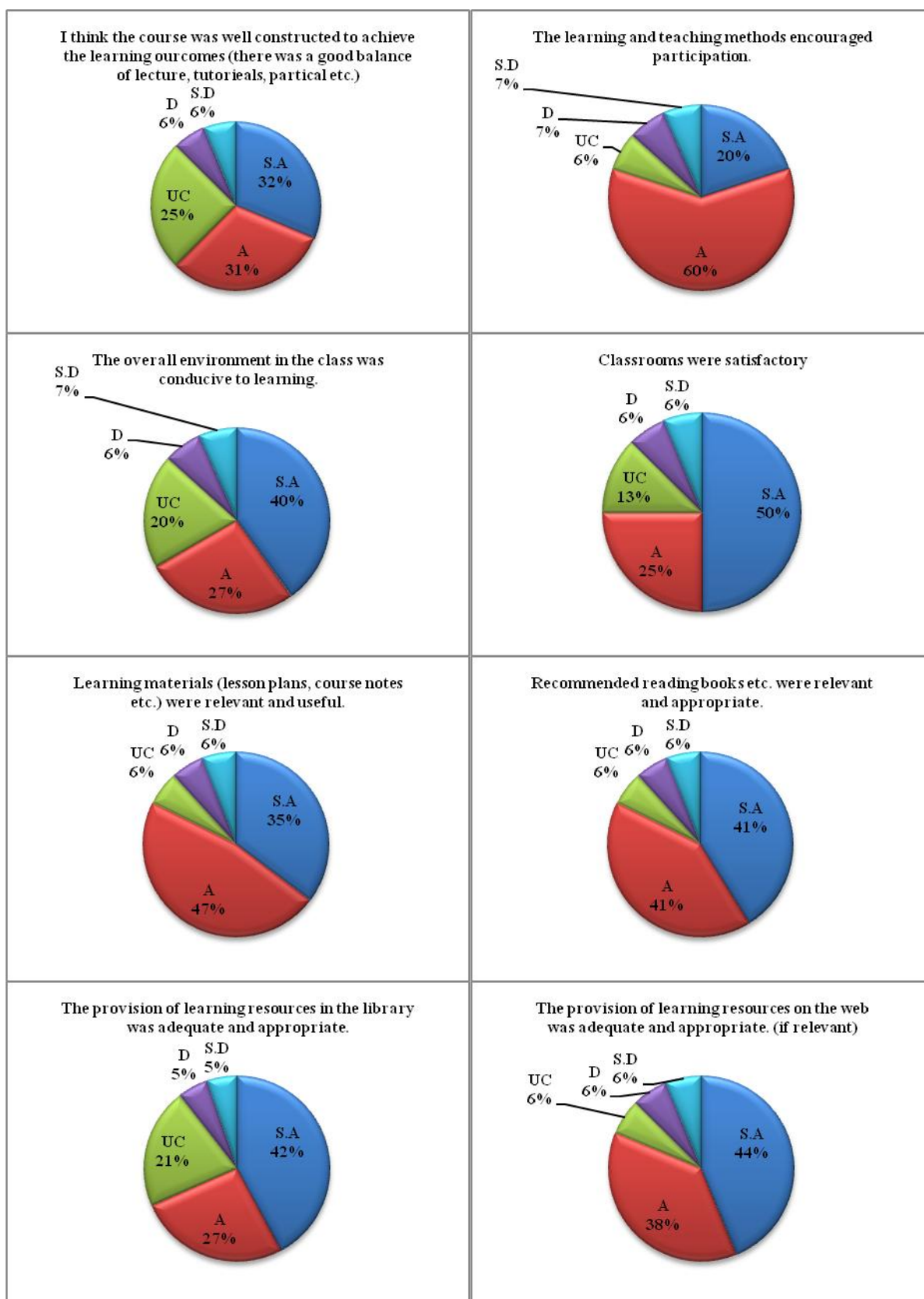
Each course evaluation presented graphically below.

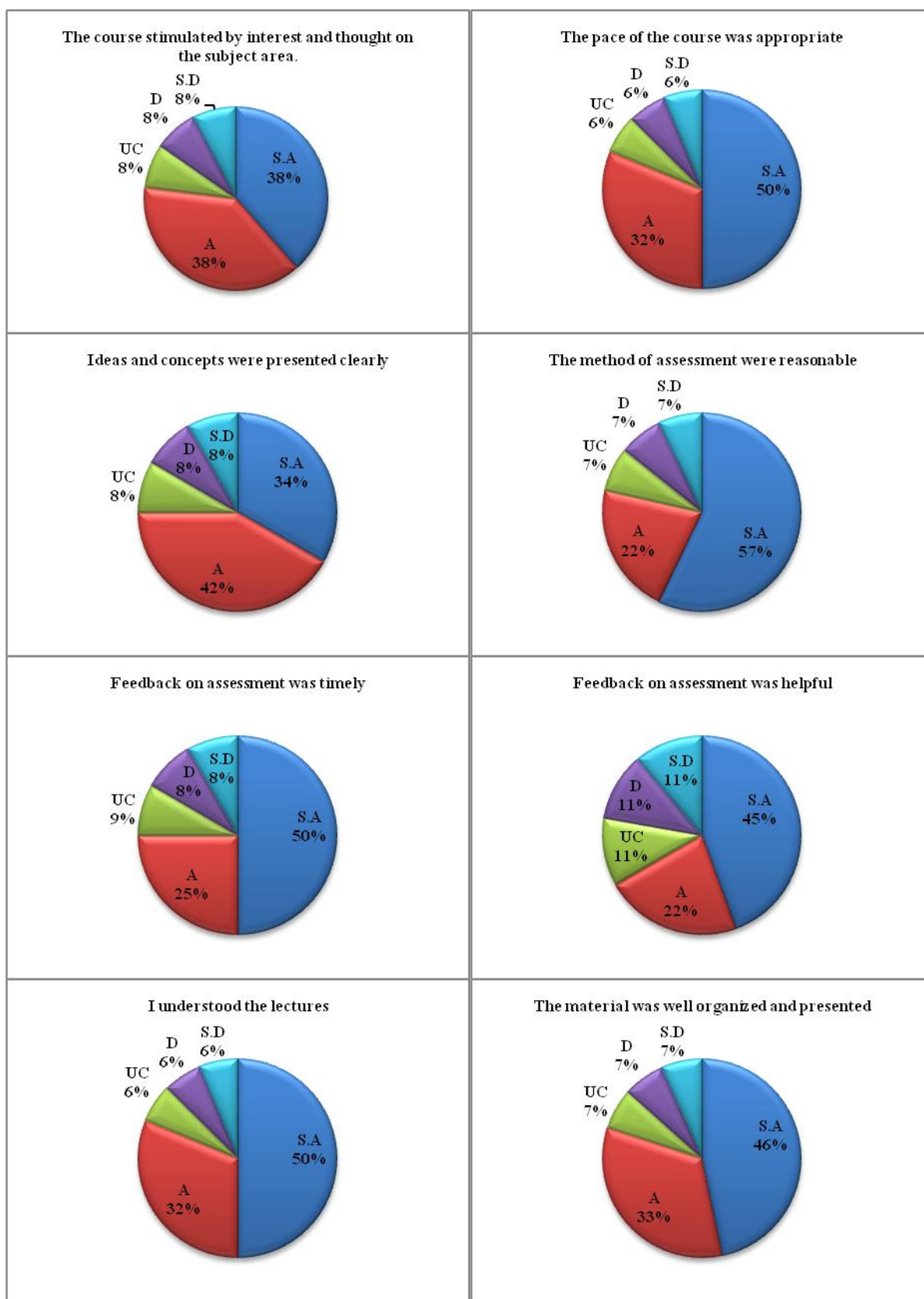
CS-789 (Dr. Sohail Asghar)

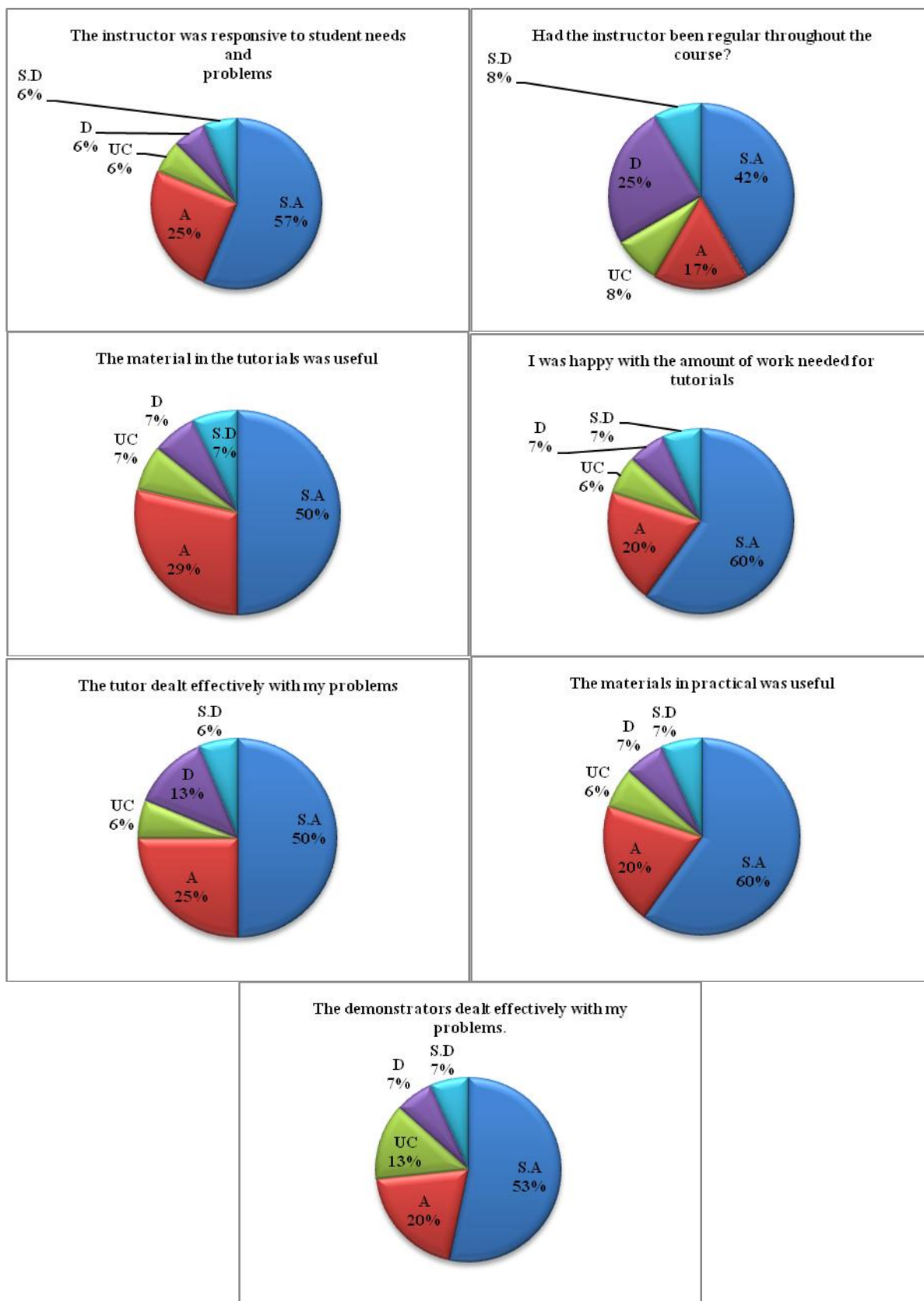
The graph shows that 53% of the students strongly agreed that course objectives are clear. The 32% agreed, and 5% are uncertain. Only 5% do not agree and 5% strongly disagreed. The course load was manageable as 39% of the students strongly agreed, 44% of the students agreed and 5%

of the students are uncertain. 6% of the students do not agree and 6% strongly disagreed. The course material was well organized this is strongly agreed by the 60% of the students, 20% of the students agreed and 6% of the students are uncertain . The approximate level of attendance of the teacher during the course was good, it is agreed by the 50% of the students, 25% strongly agreed and 6% of the students are uncertain. The learning and teaching method of the teacher encouraged the participants; this is agreed by the 60% of the students, strongly agreed by 20% of the students and 6% of the students are uncertain. Around 7% of the students do not agree with the concept while 7% are strongly disagreed.









General Comments by Students about this course:

Strengths :

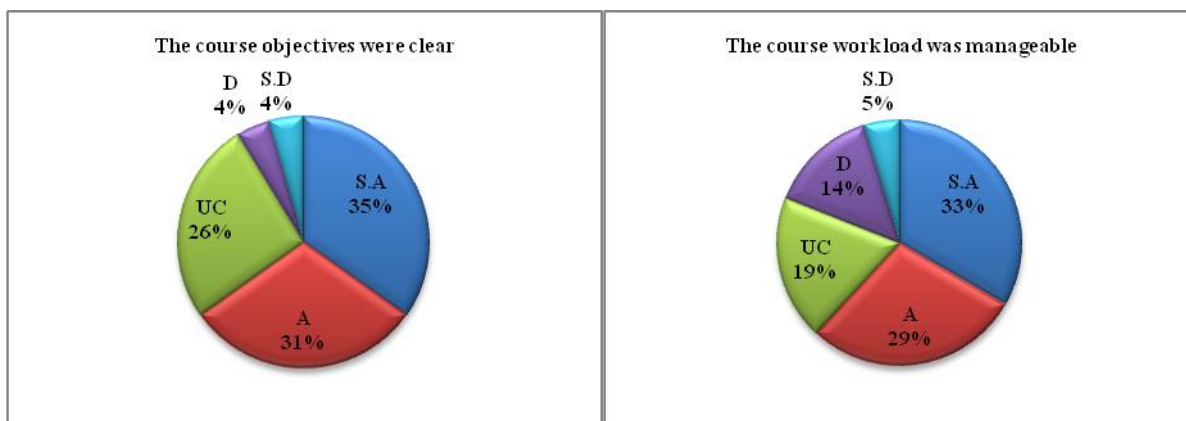
- Understanding of the course
- Clear Objectives
- Well organized material

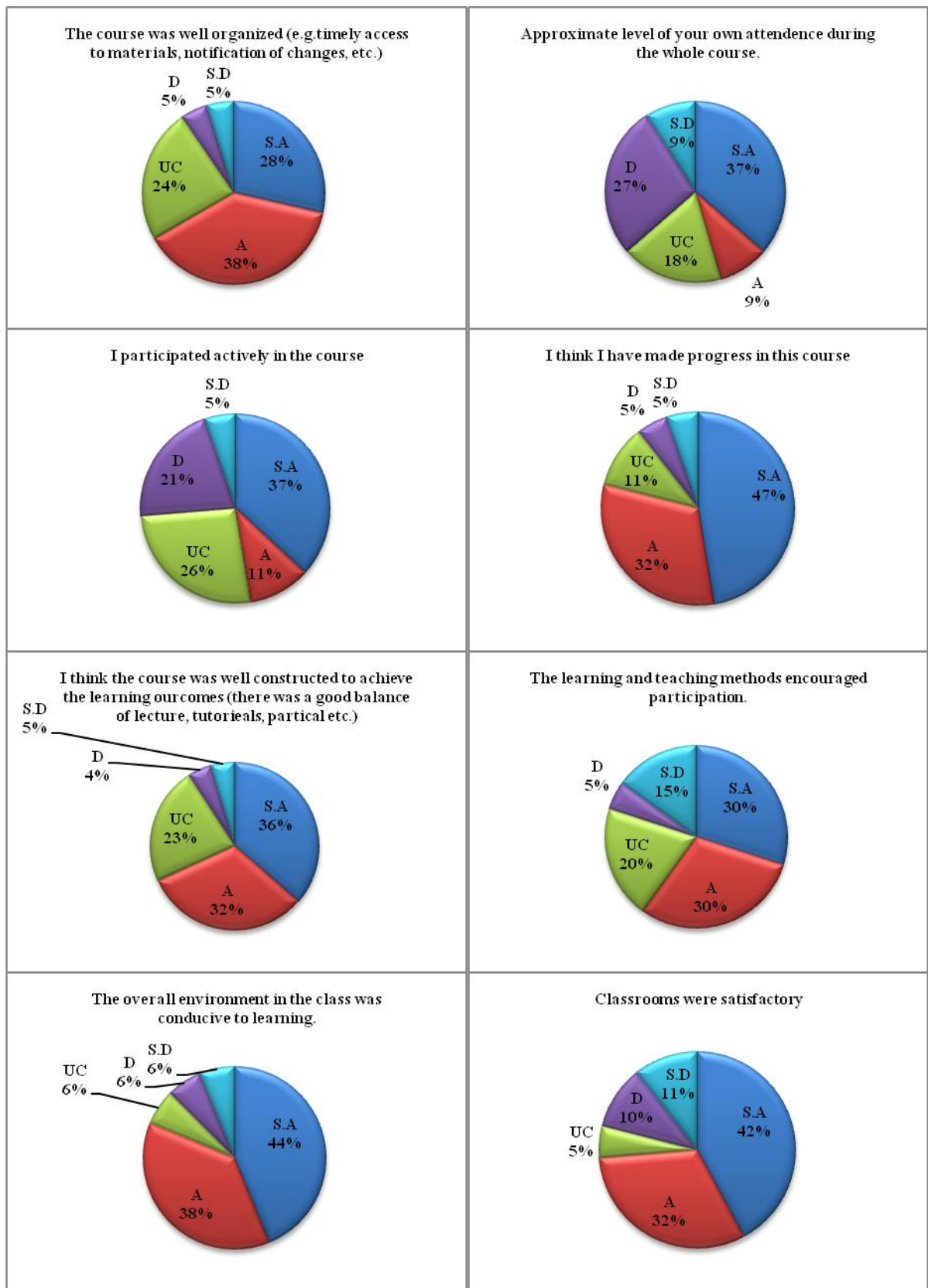
Weaknesses:

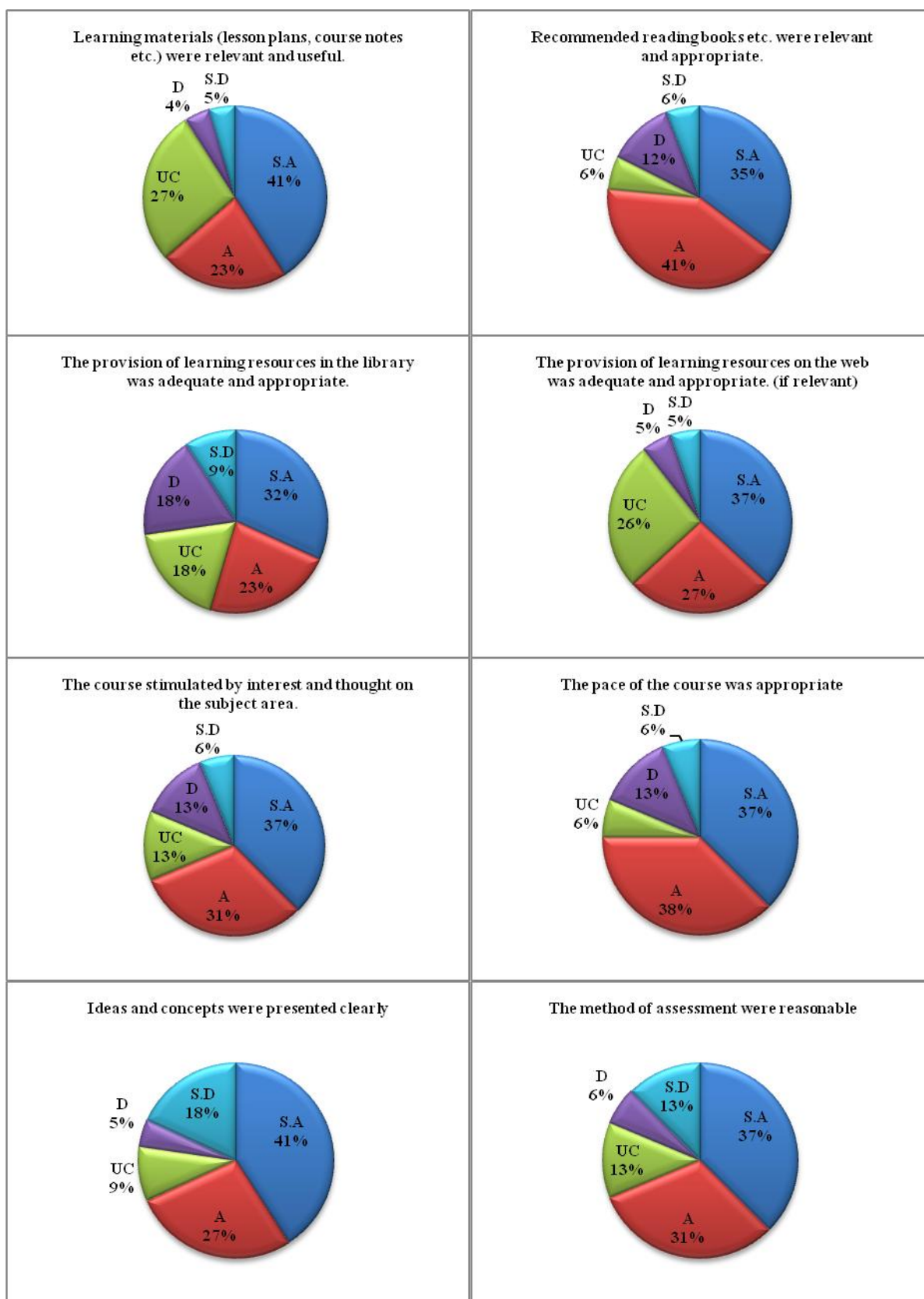
- More practical material should be added

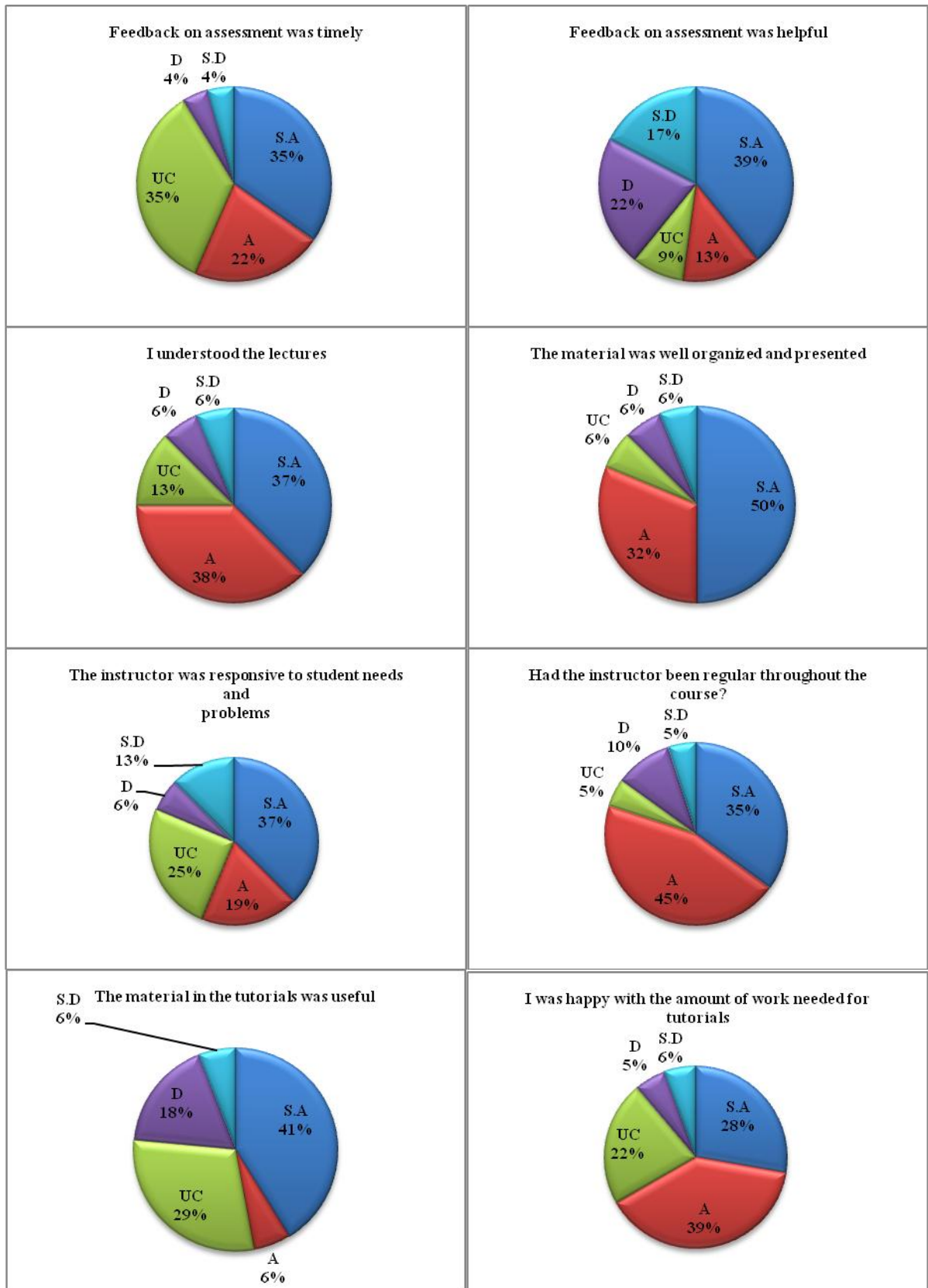
CS-701(Mr. Sheeraz Akram)

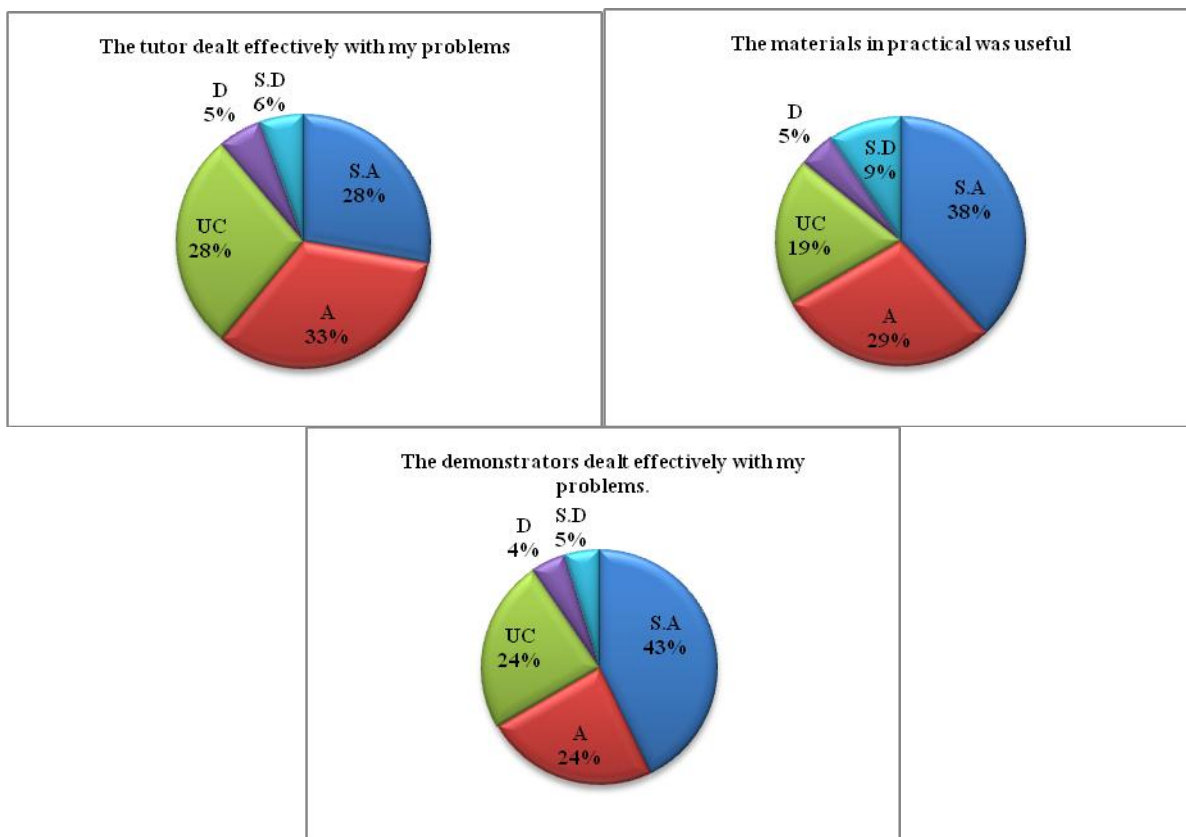
The graph shows that 35% of the students strongly agreed that course objectives are clear. The 31% agreed with the notion and 26% of the students are uncertain. Only 4% do not agree and 4% strongly disagreed. The course load was manageable as 33% of the students strongly agreed and 29% of the students agreed. 5% of the students do not agree and 14% strongly disagreed. The course material was well organized this is strongly agreed by the 28% of the students and 38% of the students agreed. The approximate level of attendance of the teacher during the course was good, it is agreed by the 9% of the students and 37% strongly agreed. The learning and teaching method of the teacher encouraged the participants, this is agreed by the 32% of the students and strongly agreed by the 36% of the students. Around 9% of the students do not agree with the concept.











General Comments by Students about this course:

Strengths :

- Conducive environment in class
- Good communication with students
- Well organized material

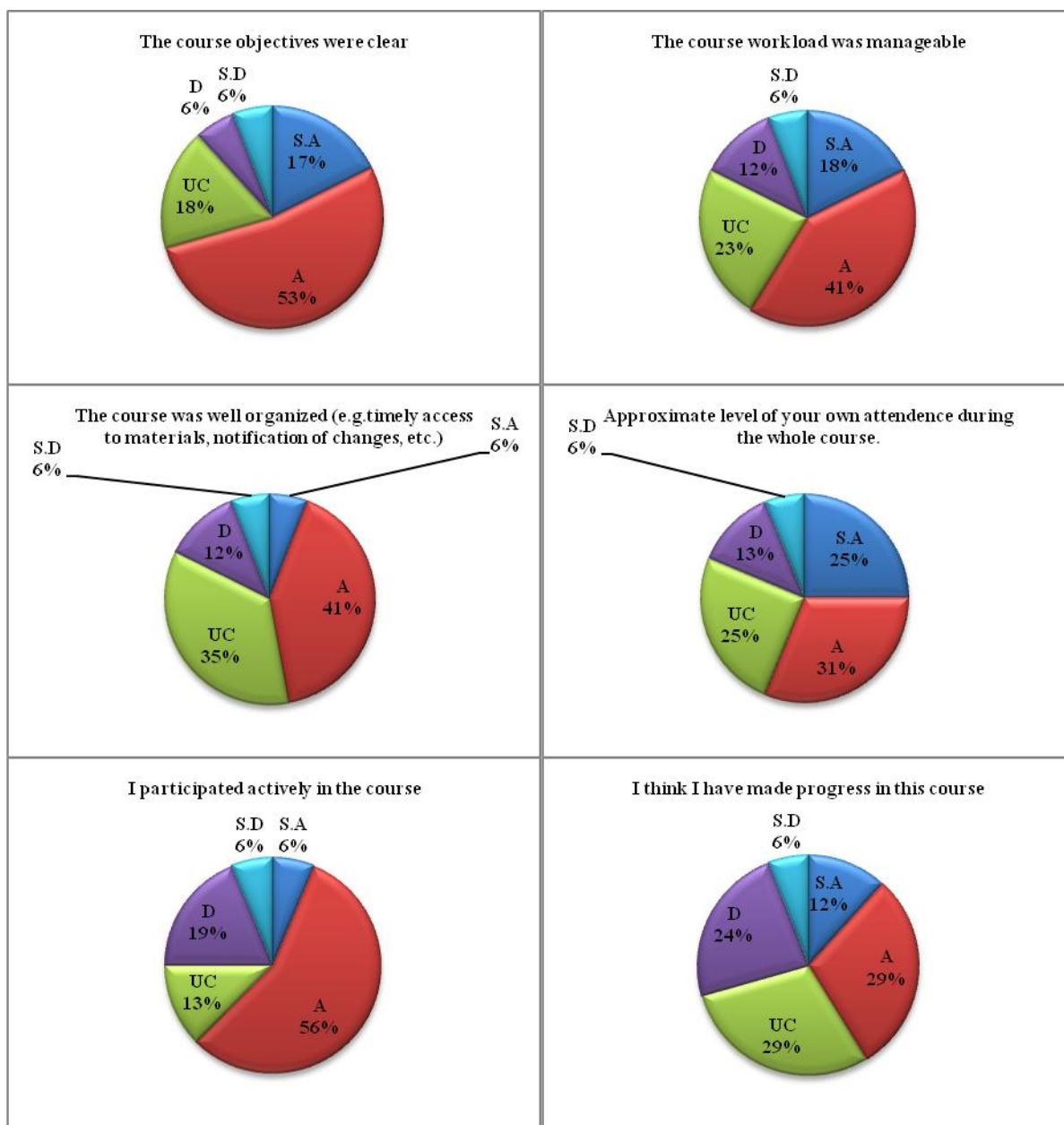
Weaknesses:

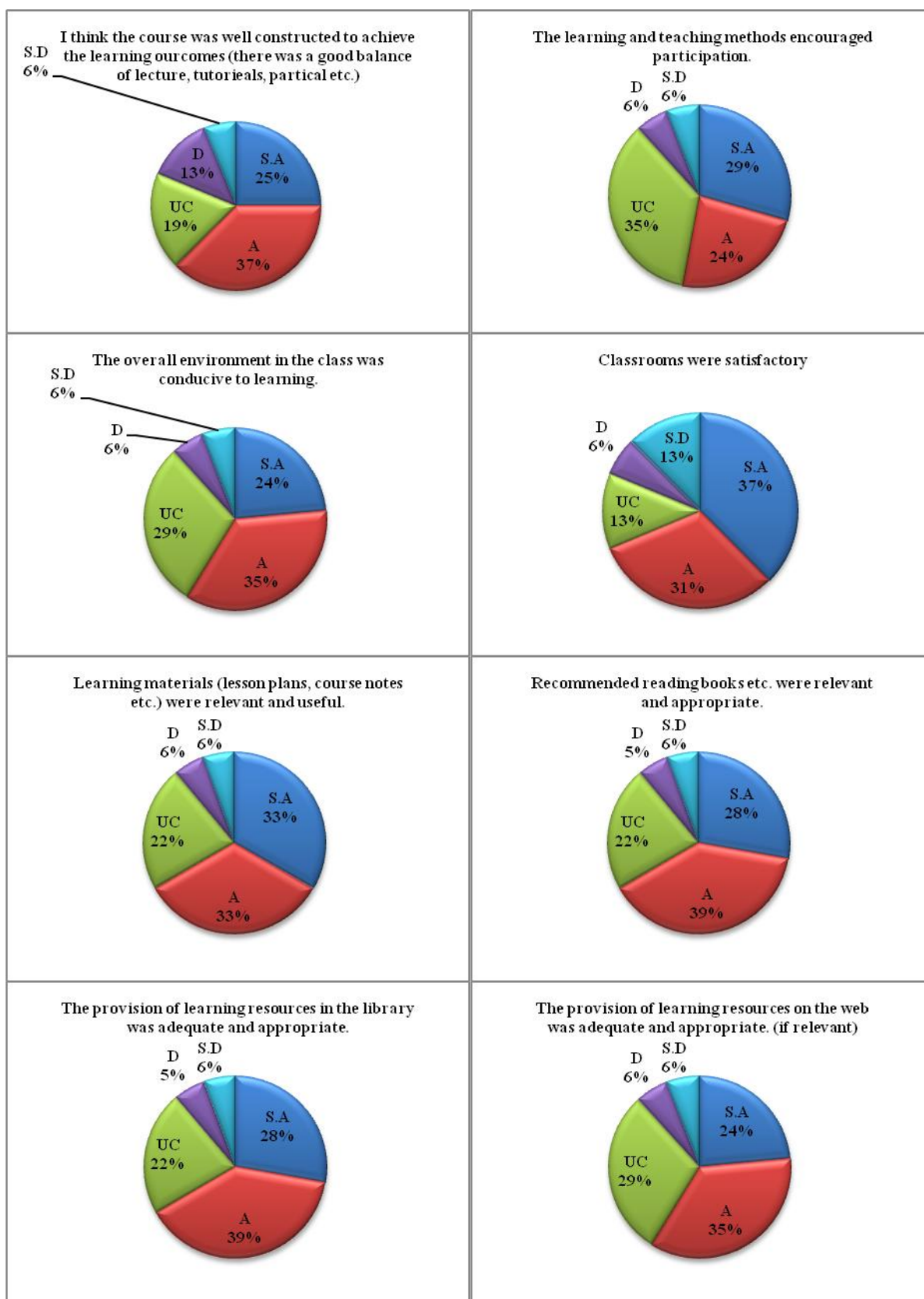
- Tutorials should be added
- Weekly Assignments

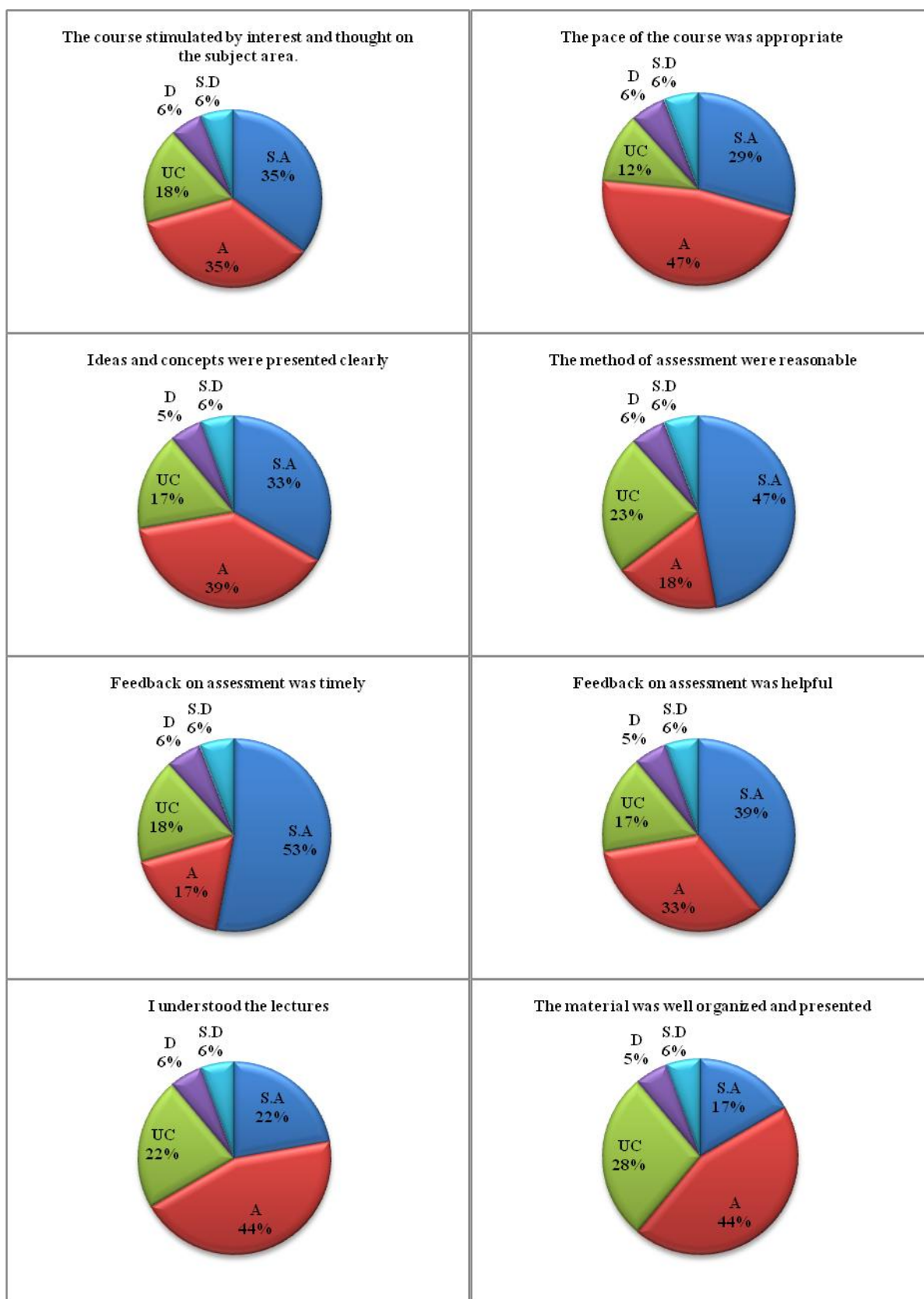
CS-784 (Mr. Nasir Mehmood Minhas)

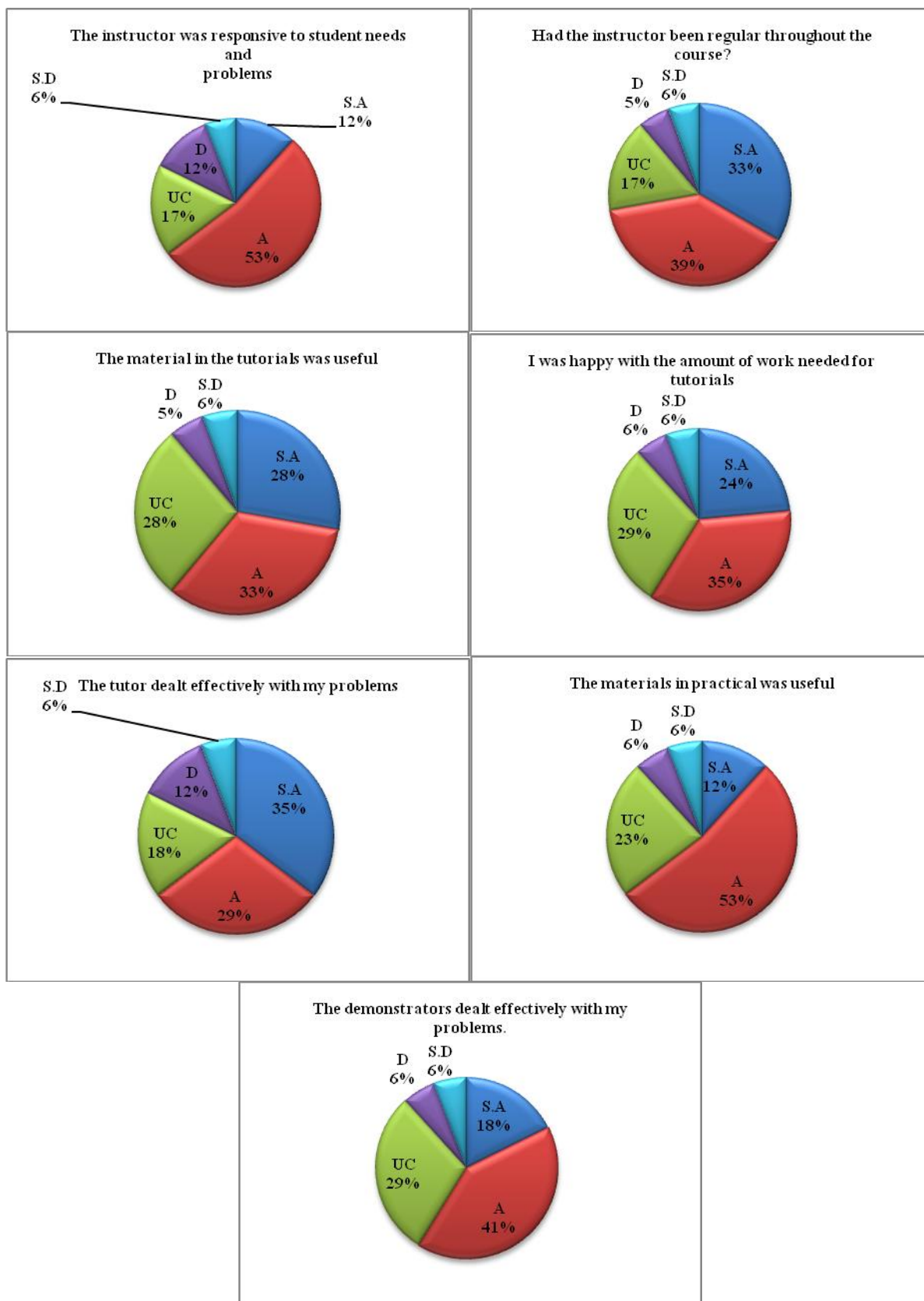
The graph shows that 17% of the students strongly agreed that course objectives are clear. The 53% agreed with the notion, while 18% are uncertain, 6% are disagreed and 6% are strongly disagreed. The course load was manageable as 18% of the students strongly agreed and 41% of the students agreed while 23% are uncertain, 12% of the students do not agree and 6% strongly

disagreed. The course material was well organized this is strongly agreed by 17% of the students, 44% of the students agreed, 28% of the students are uncertain, 5% of the students are disagreed, and 6% of the students are strongly disagreed. The approximate level of attendance of the teacher during the course was good, it is agreed by 31% of the students, 25% strongly agreed, 25% uncertain, 13% disagreed and 6% strongly disagreed. The learning and teaching method of the teacher encouraged the participants; this is agreed by 29% of the students and strongly agreed by 24% of the students while 35% of the students uncertain, 6%do not agree and 6% strongly disagreed with the concept.









General Comments by Students about this course:

Strengths :

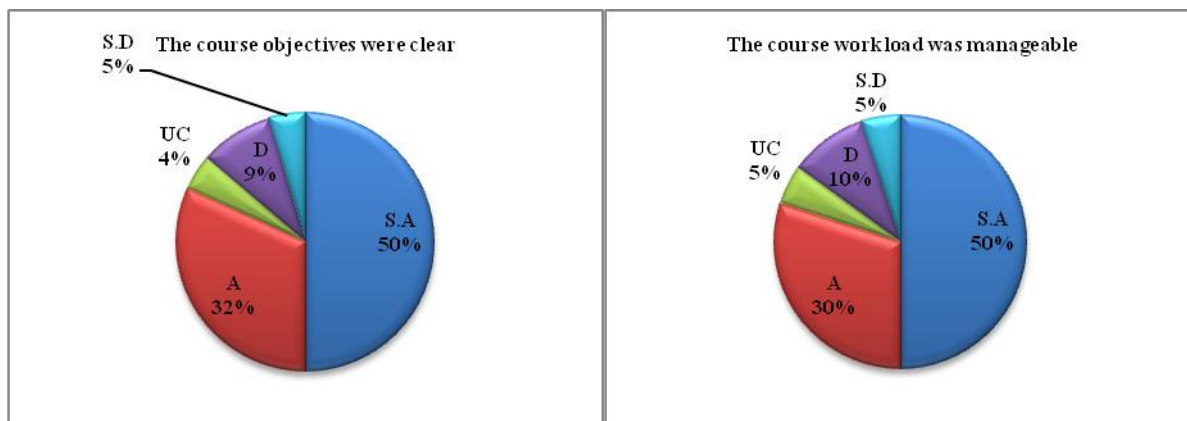
- Objectives well clear
- Reference material provided
- Well organized material

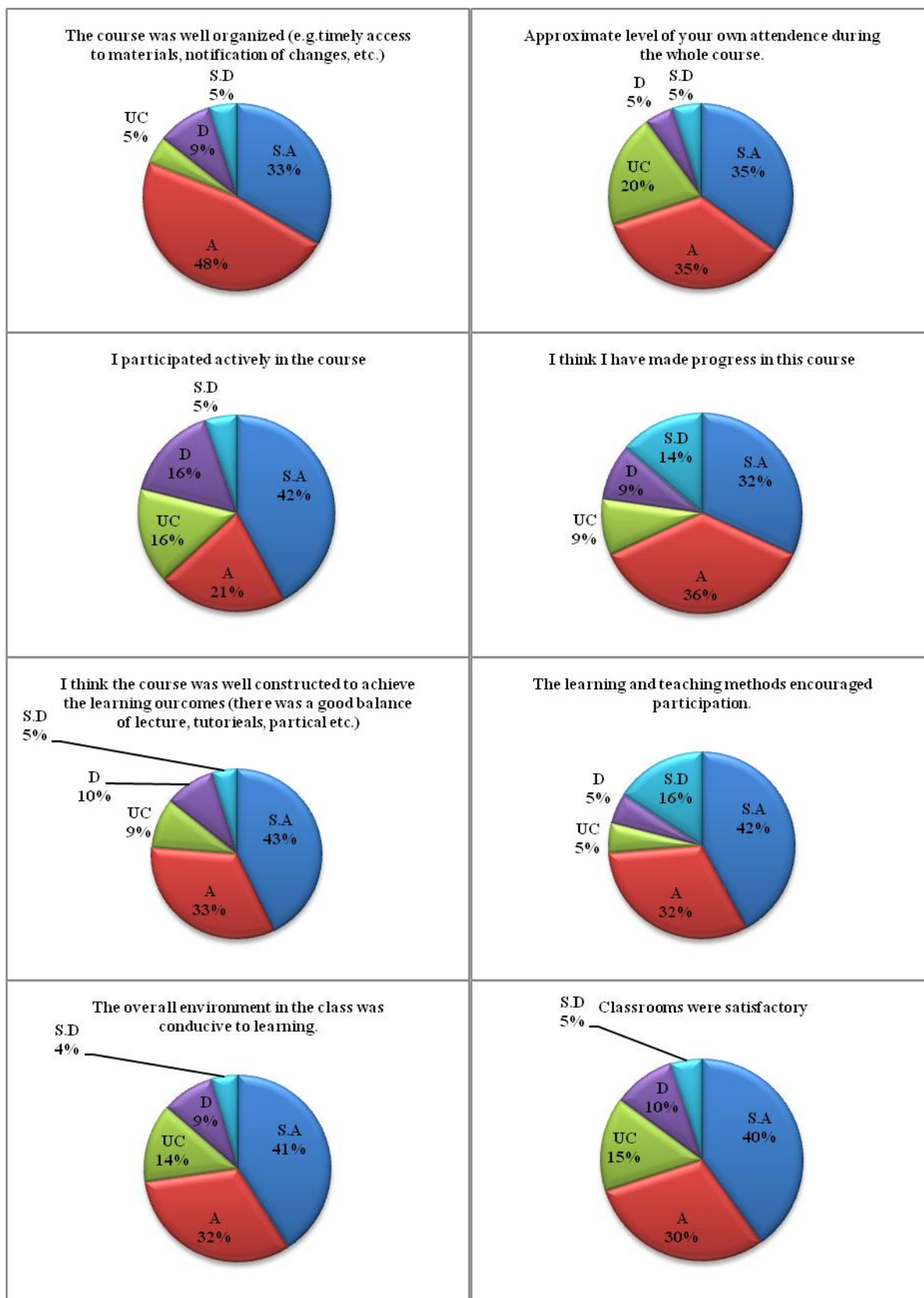
Weaknesses:

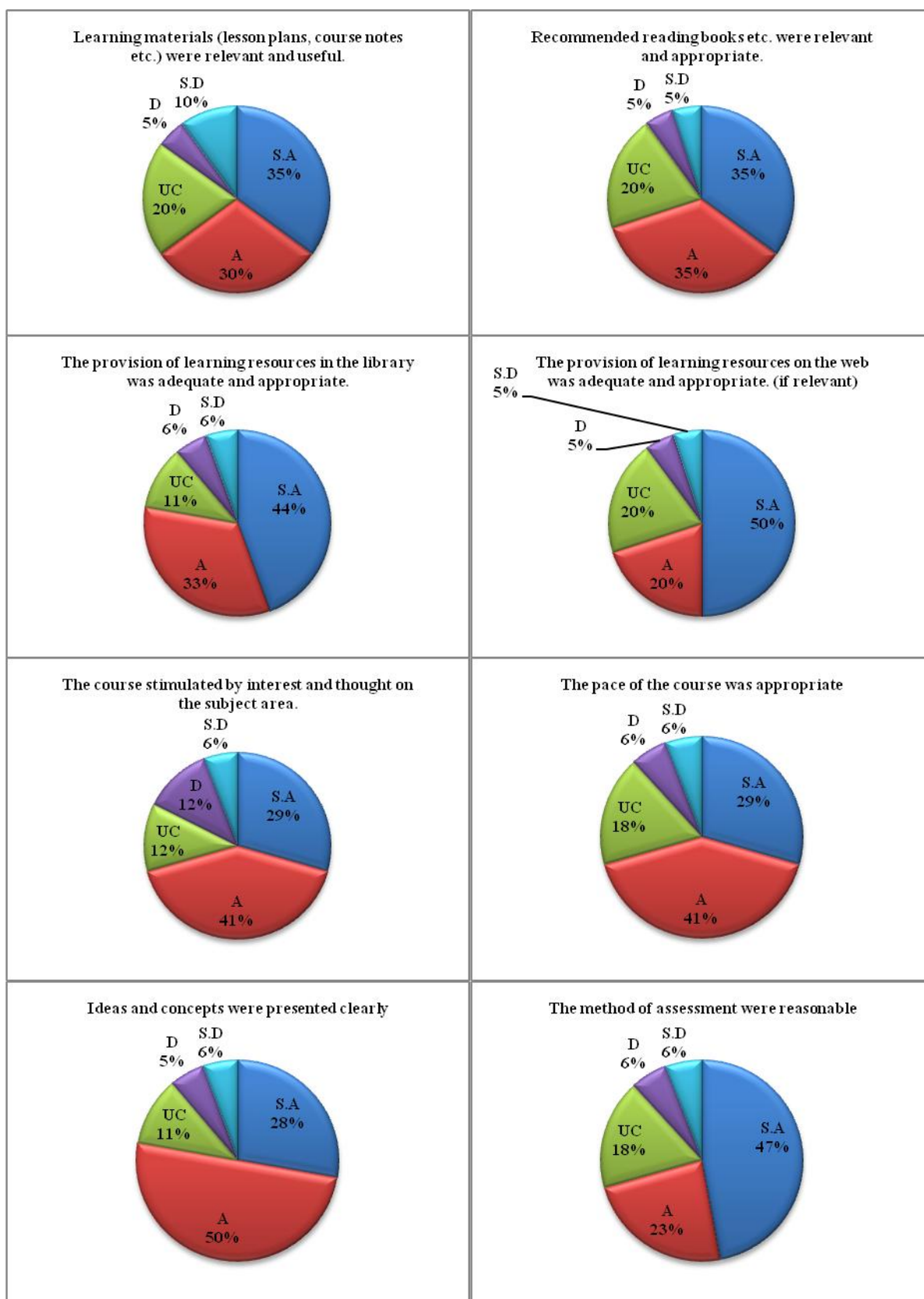
- The demonstration should be more effective

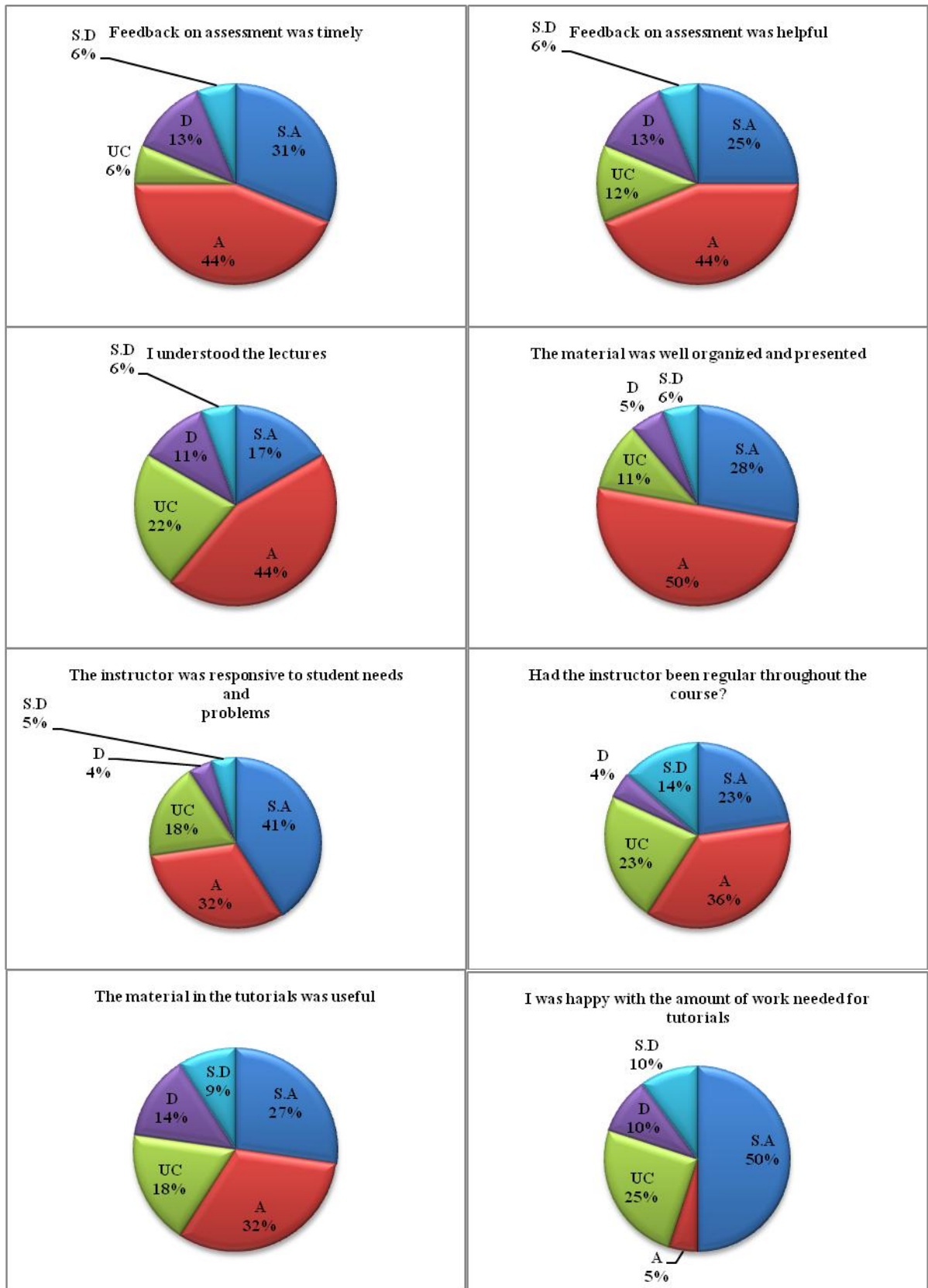
CS-745 (Ms. Irum Rubab)

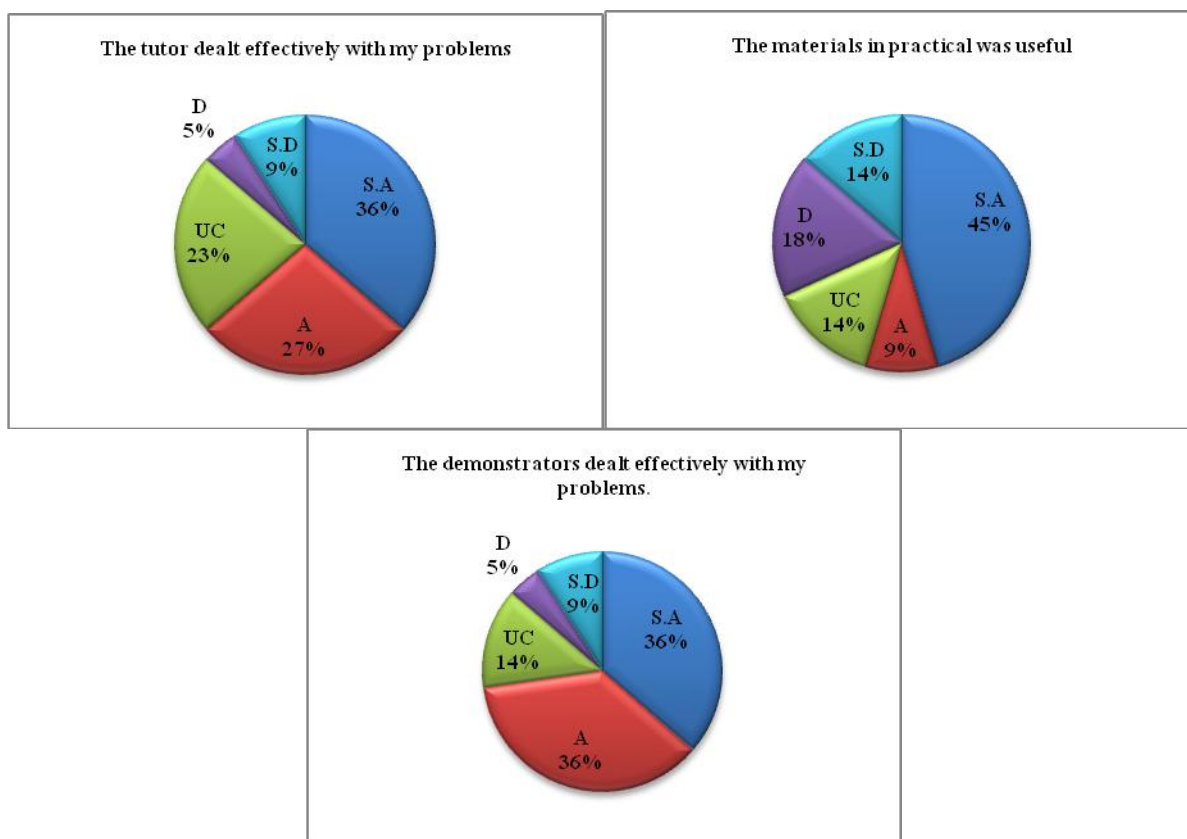
The graph shows that 50% of the students strongly agreed that course objectives are clear. The 32% agreed with the notion while, 4% are uncertain, 9% do not agree and 5% strongly disagreed. The course load was manageable as 50% of the students strongly agreed and 30% of the students agreed while, 5% are uncertain, 10% of the students do not agree and 5% strongly disagreed. The course material was well organized this is strongly agreed by 33% of the students, 48% of the students agreed, 5% of the students are uncertain, 9% do not agree and 5% of the students strongly disagreed. The approximate level of attendance of the teacher during the course was good, it is agreed by 35% of the students and 35% strongly agreed while, 20% are uncertain, 5% do not agree and 5% strongly disagreed. The learning and teaching method of the teacher encouraged the participants; this is agreed by 32% of the students and strongly agreed by 42% of the students, while 5% are uncertain, 5% are disagreed and 16% of the students strongly disagreed with the concept.











General Comments by Students about this course:

Strengths :

- Good reference material provided
- Fair in examination

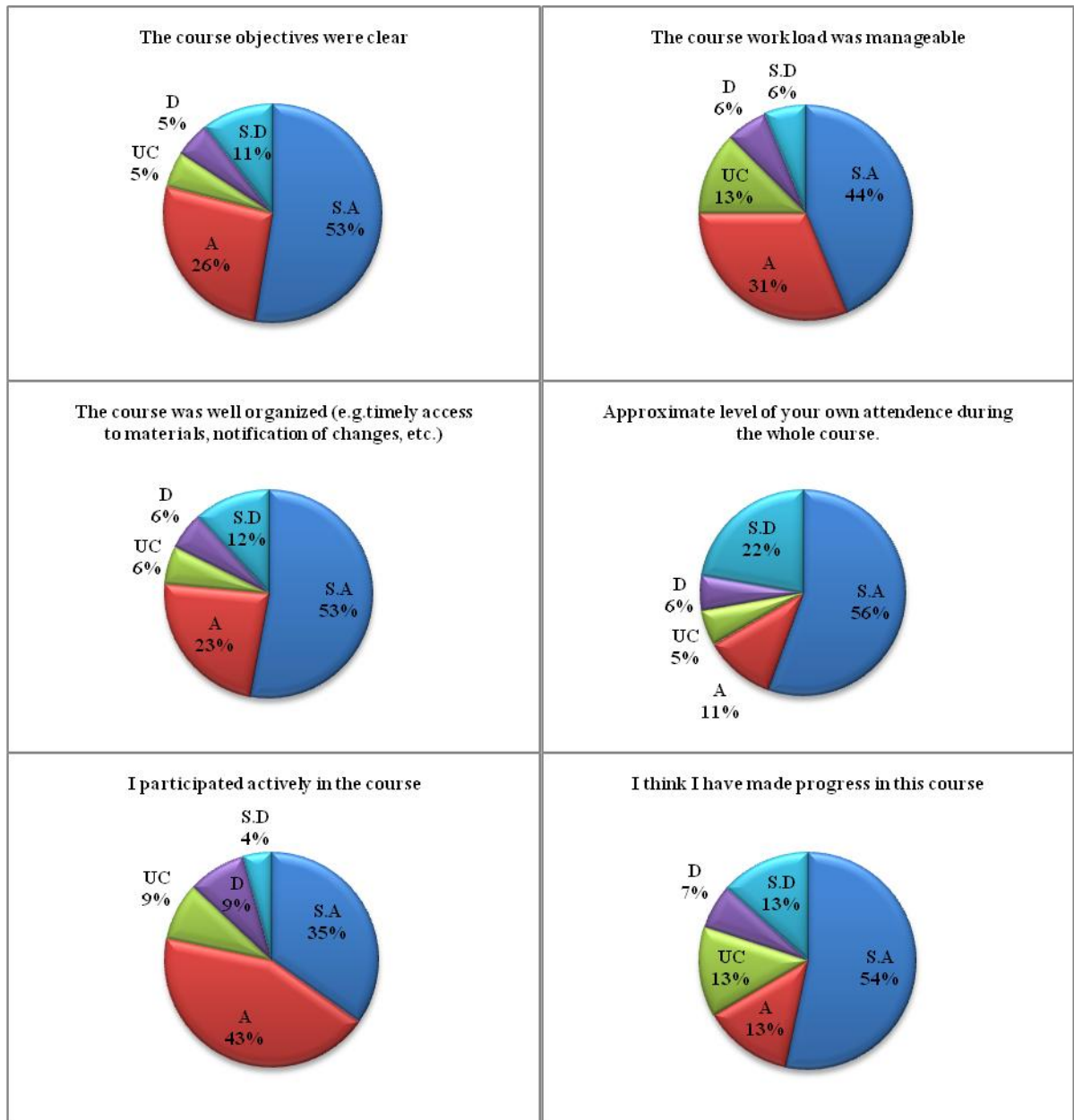
Weaknesses:

- Objectives should be more clear

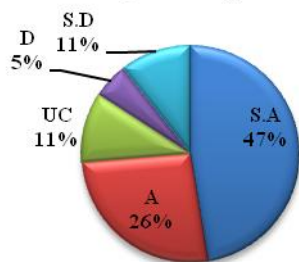
MGT-776 (Ms. Fakhra Mushtaq)

The graph shows that 53% of the students strongly agreed that course objectives are clear. The 26% agreed with the notion while, 5% are uncertain, 5% do not agree and 11% strongly disagreed. The course load was manageable as 44% of the students strongly agreed and 31% of the students agreed while, 13% are uncertain, 6% of the students do not agree and 6% strongly disagreed. The course material was well organized this is strongly agreed by 53% of the students and 23% of the students agreed while, 6% are uncertain, 6% of the students do not agree and 12% strongly disagreed . The approximate level of attendance of the teacher during the whole

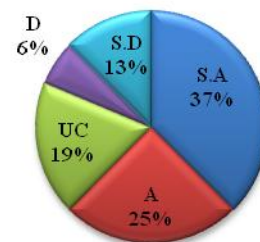
course, is strongly agreed by 56% of the students and 11% agreed while, 5% are uncertain, 6% of the students do not agree and 22% strongly disagreed. The learning and teaching method of the teacher encouraged the participants; this is agreed by 37% of the students and strongly agreed by 25% of the students. 19% are uncertain, 6% of the students do not agree and 13% strongly disagreed with the concept.



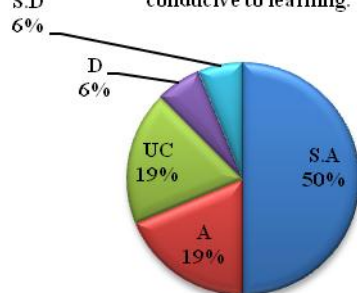
I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



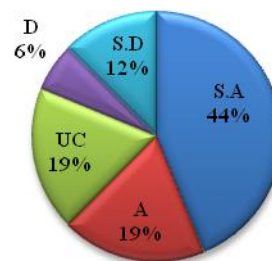
The learning and teaching methods encouraged participation.



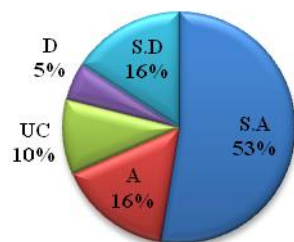
The overall environment in the class was conducive to learning.



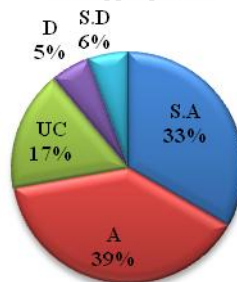
Classrooms were satisfactory



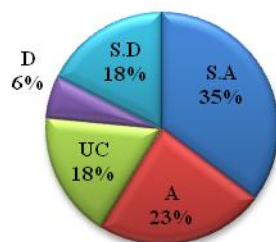
Learning materials (lesson plans, course notes etc.) were relevant and useful.



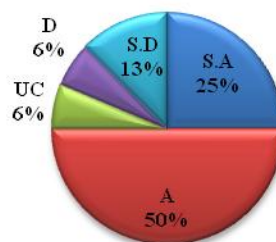
Recommended reading books etc. were relevant and appropriate.

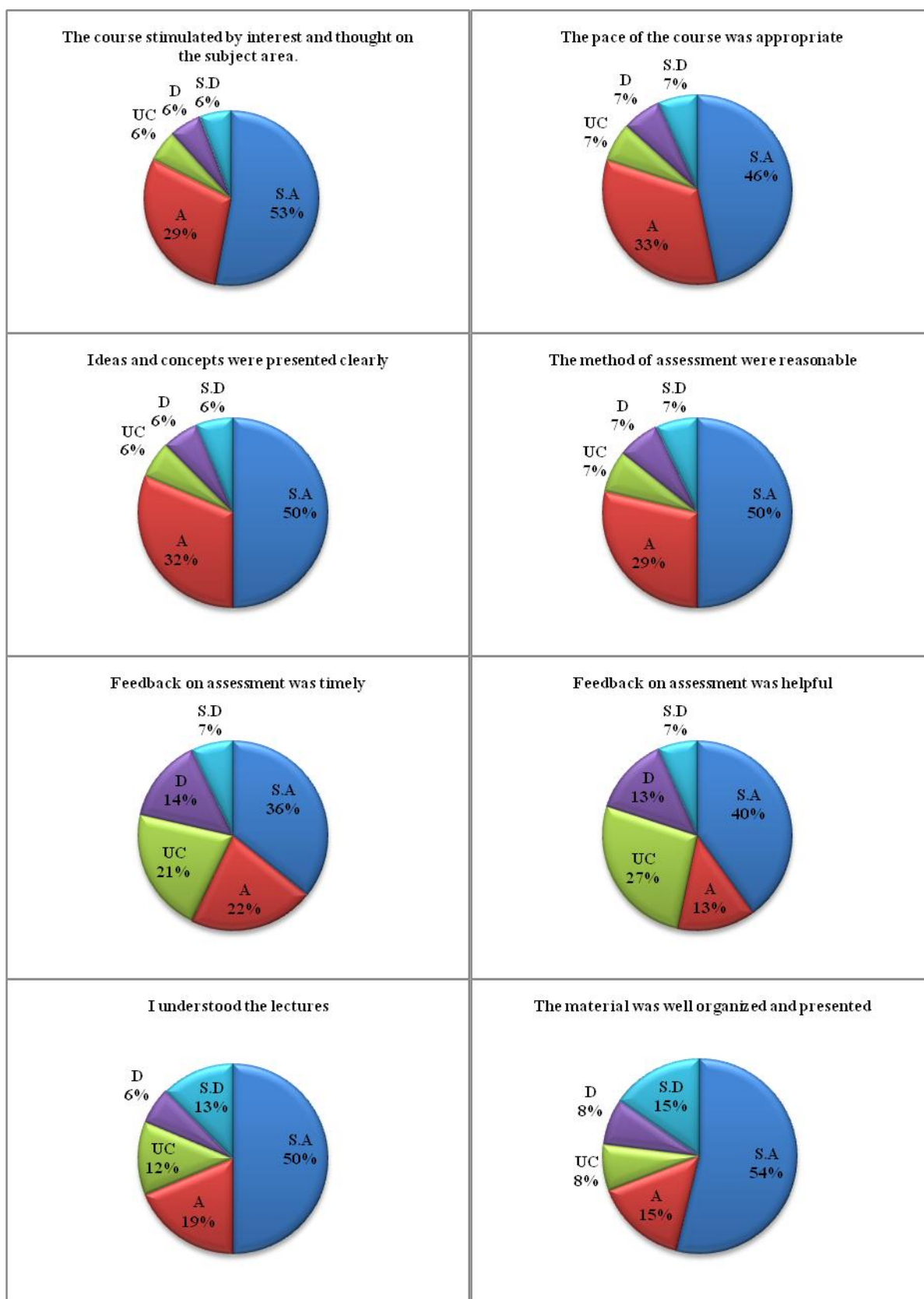


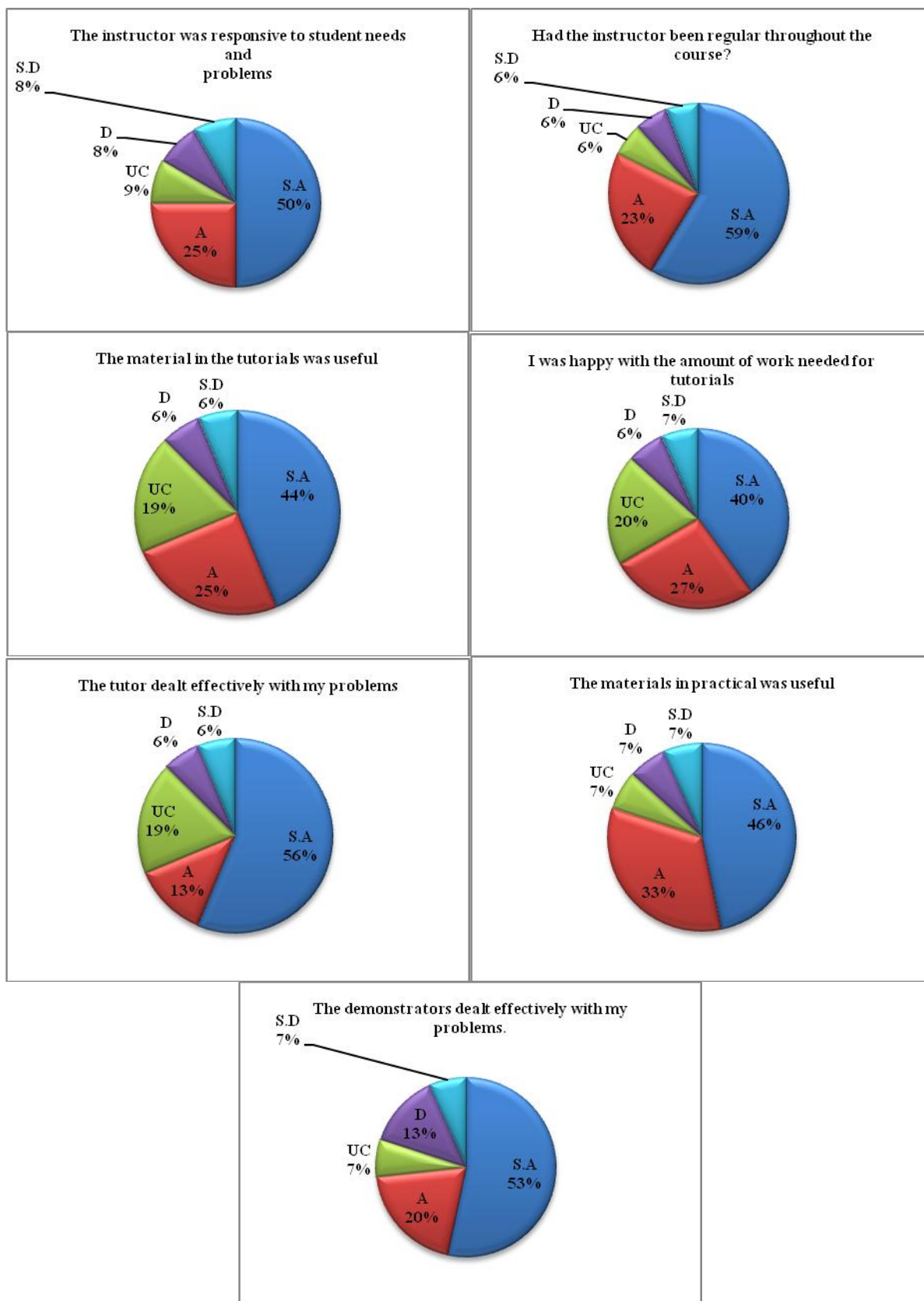
The provision of learning resources in the library was adequate and appropriate.



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







General Comments by Students about this course:

Strengths :

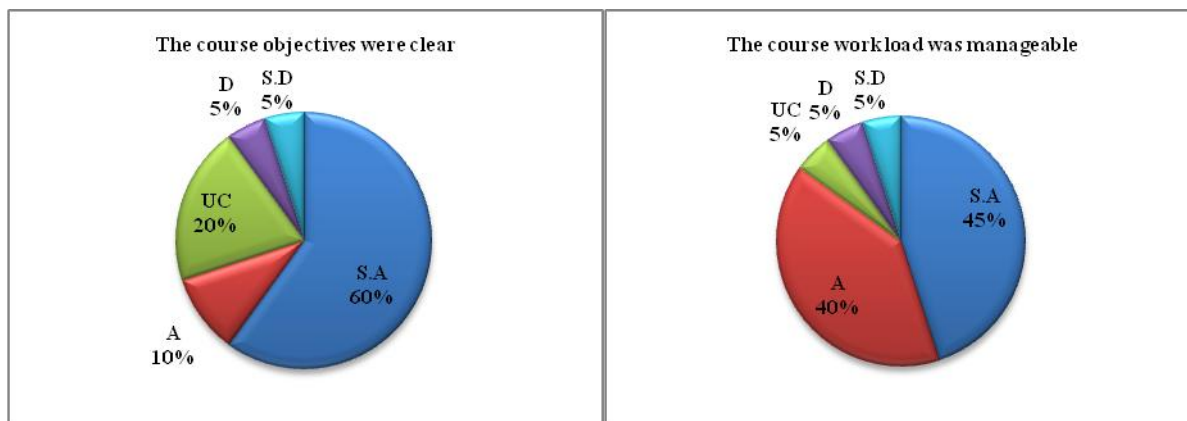
- Well organized course
- Reference material provided
- The course was effective

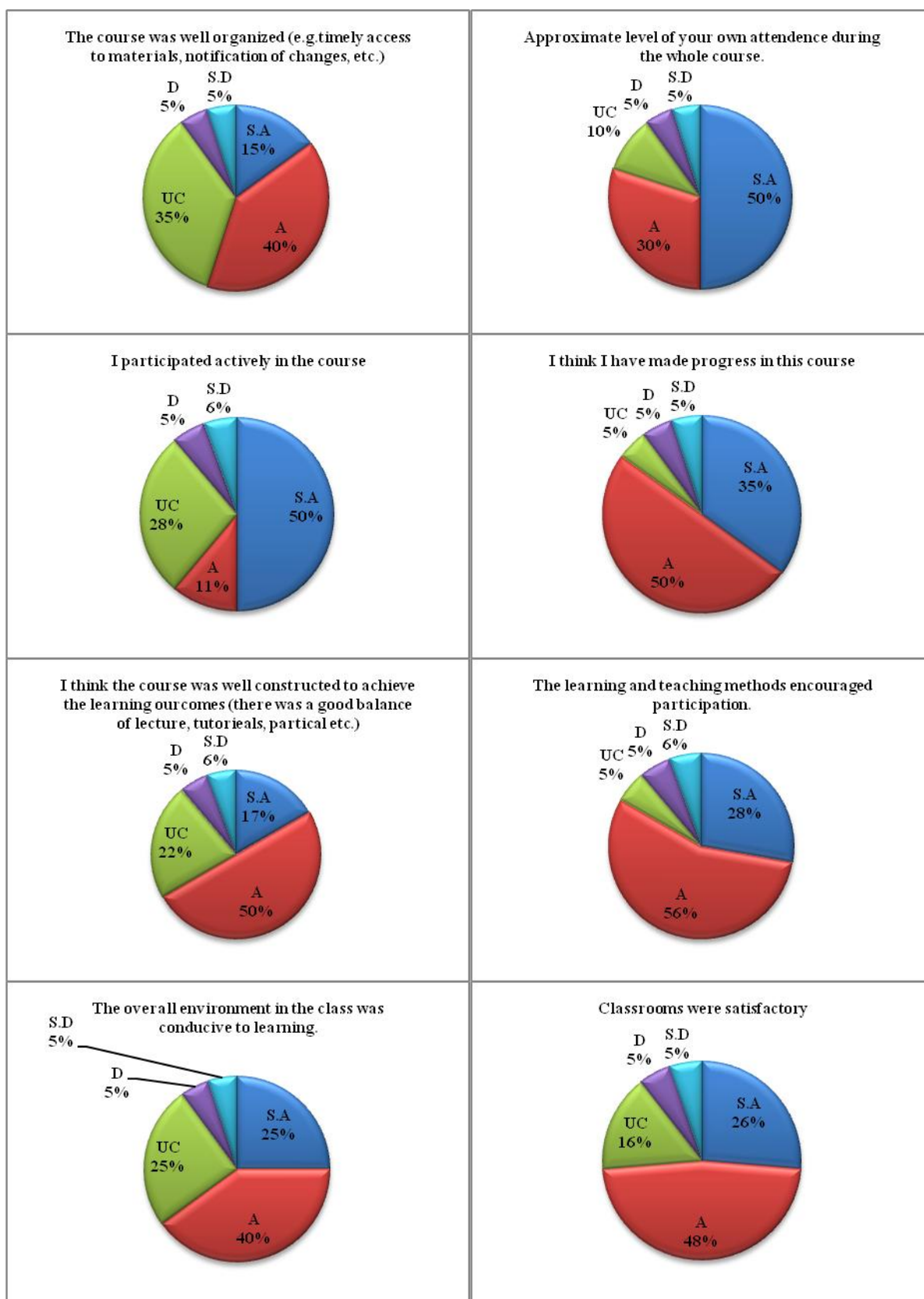
Weaknesses:

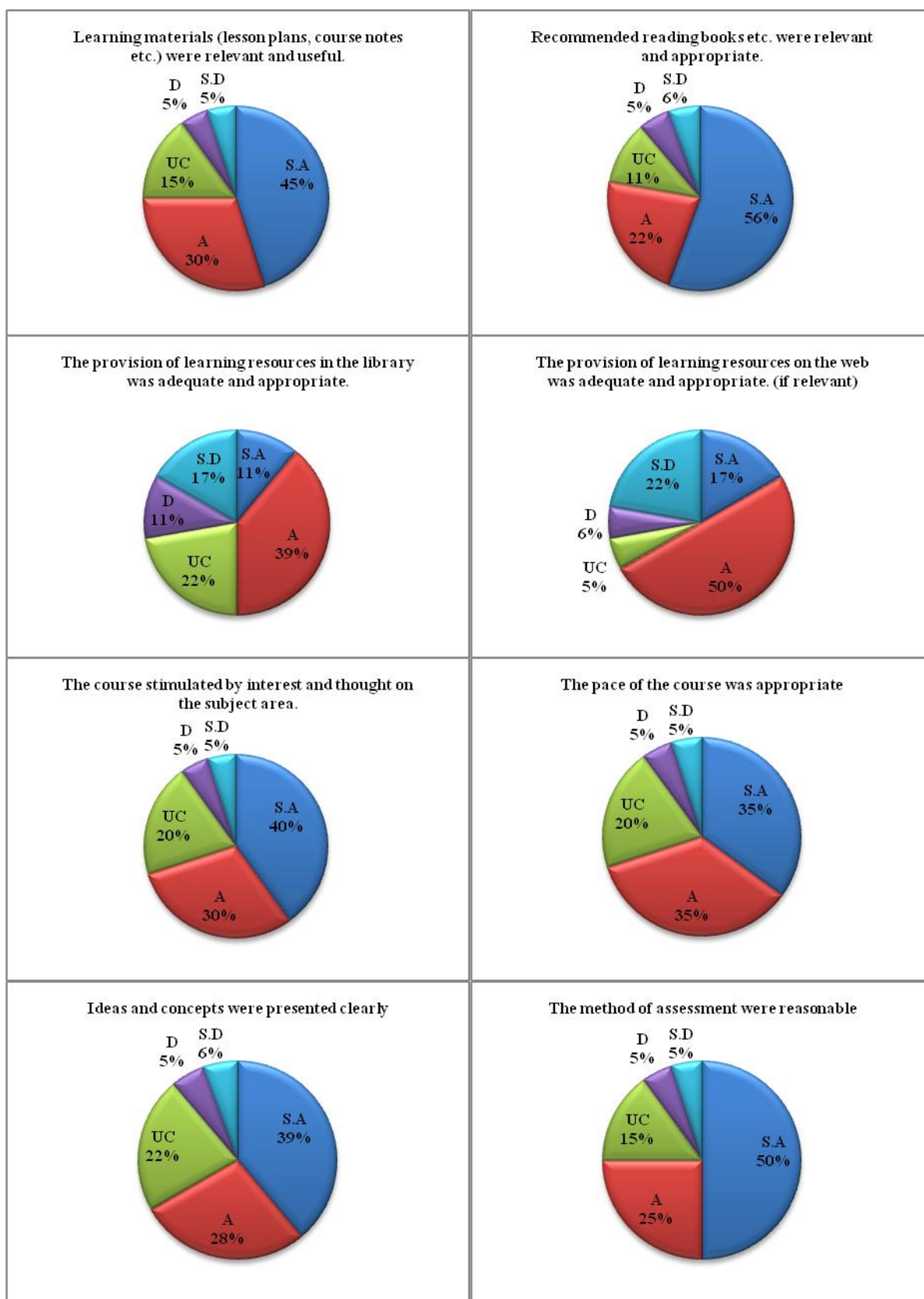
- More online resources should be provided

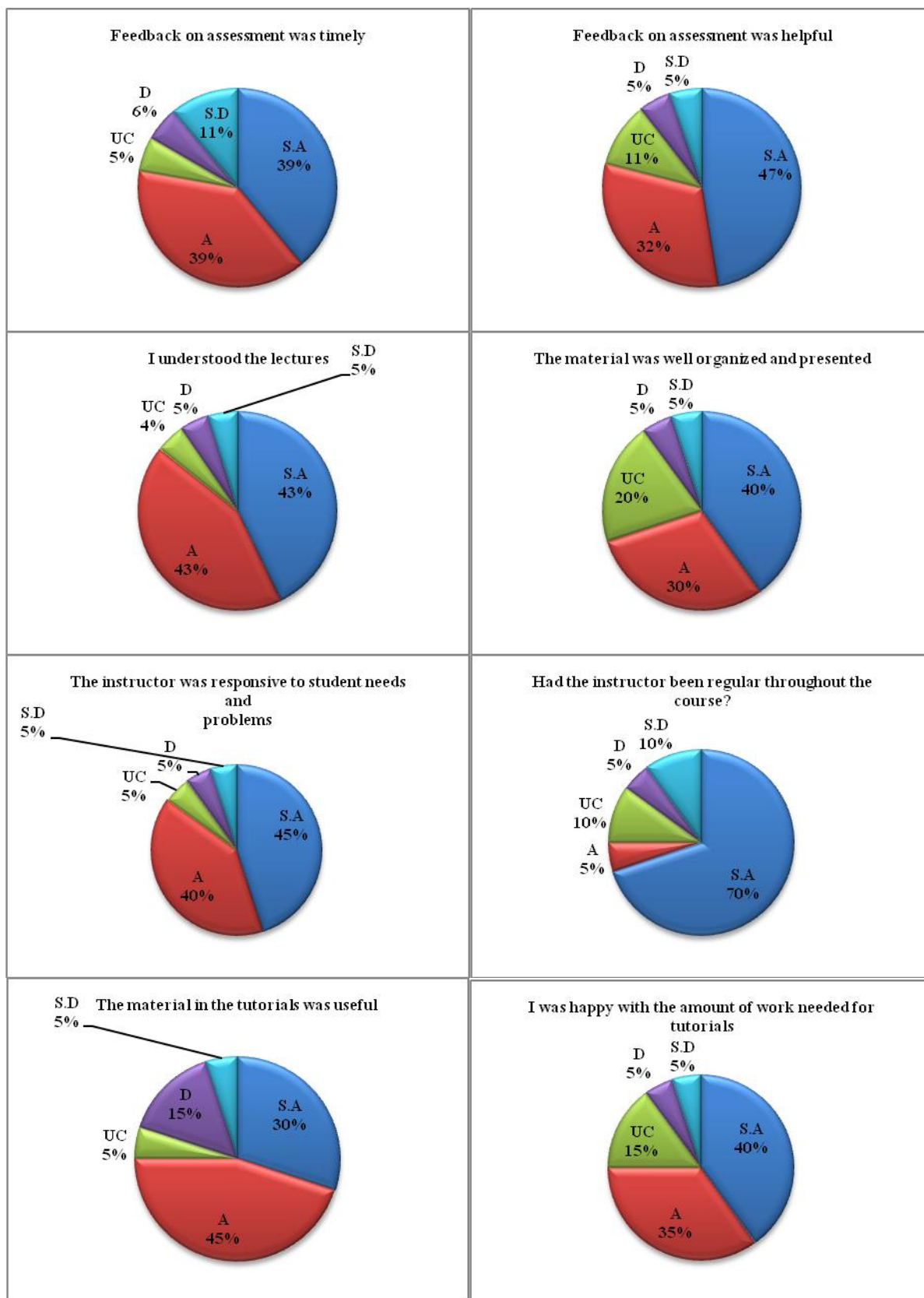
CS-704 (Mr. Malik Nadeem Ahmed)

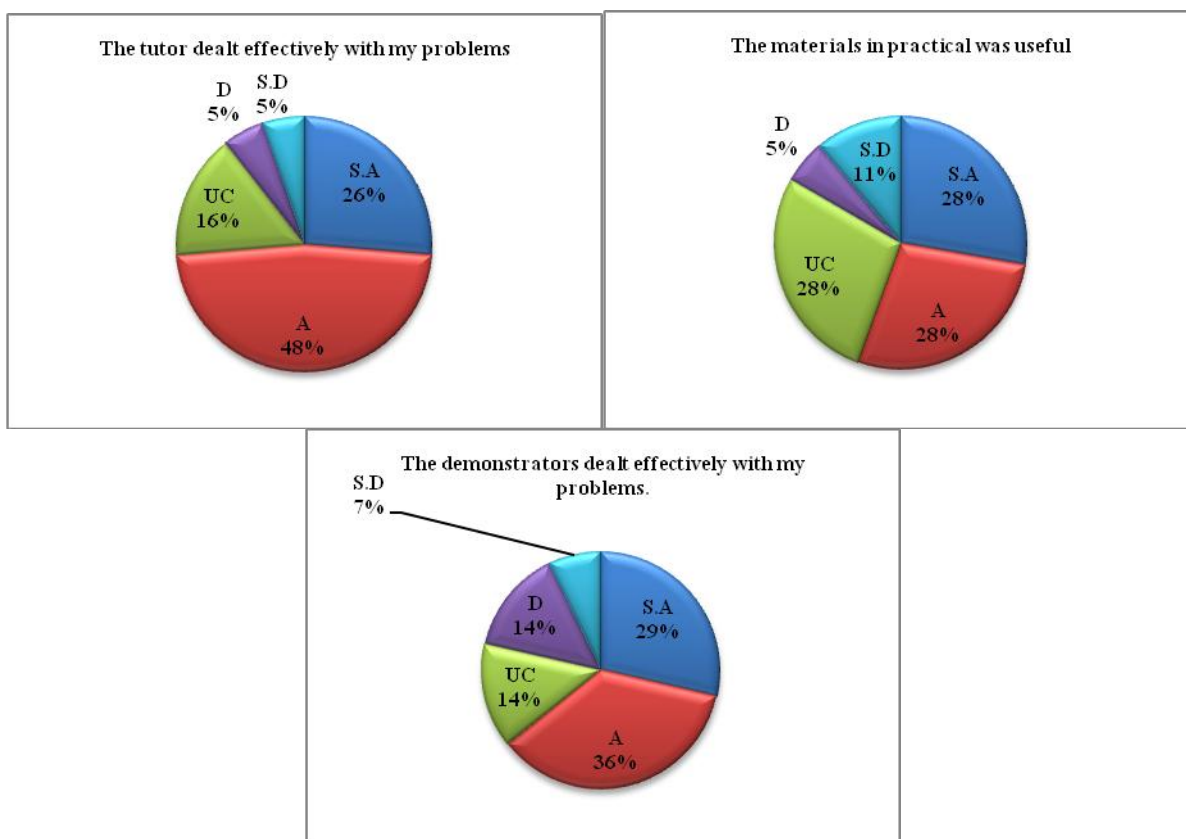
The graph shows that 60% of the students strongly agreed that course objectives are clear. The 10% agreed with the notion while, 20% are uncertain, 5% of the students do not agree and 5% strongly disagreed. The course load was manageable as 45% of the students strongly agreed and 40% of the students agreed while, 5% are uncertain, 5% of the students do not agree and 5% strongly disagreed. The course material was well organized this is strongly agreed by 15% of the students and 40% of the students agreed while, 35% are uncertain, 5% of the students do not agree and 5% strongly disagreed. The approximate level of attendance of the teacher during the course, is agreed by 30% of the students and 50% strongly agreed while, 10% are uncertain, 5% of the students do not agree and 5% strongly disagreed. The learning and teaching method of the teacher encouraged the participants; this is agreed by 56% of the students and strongly agreed by 28% of the students while, 5% are uncertain, 5% of the students do not agree and 6% strongly disagreed with the concept.











General Comments by Students about this course:

Strengths :

- Effective learning
- The material was good

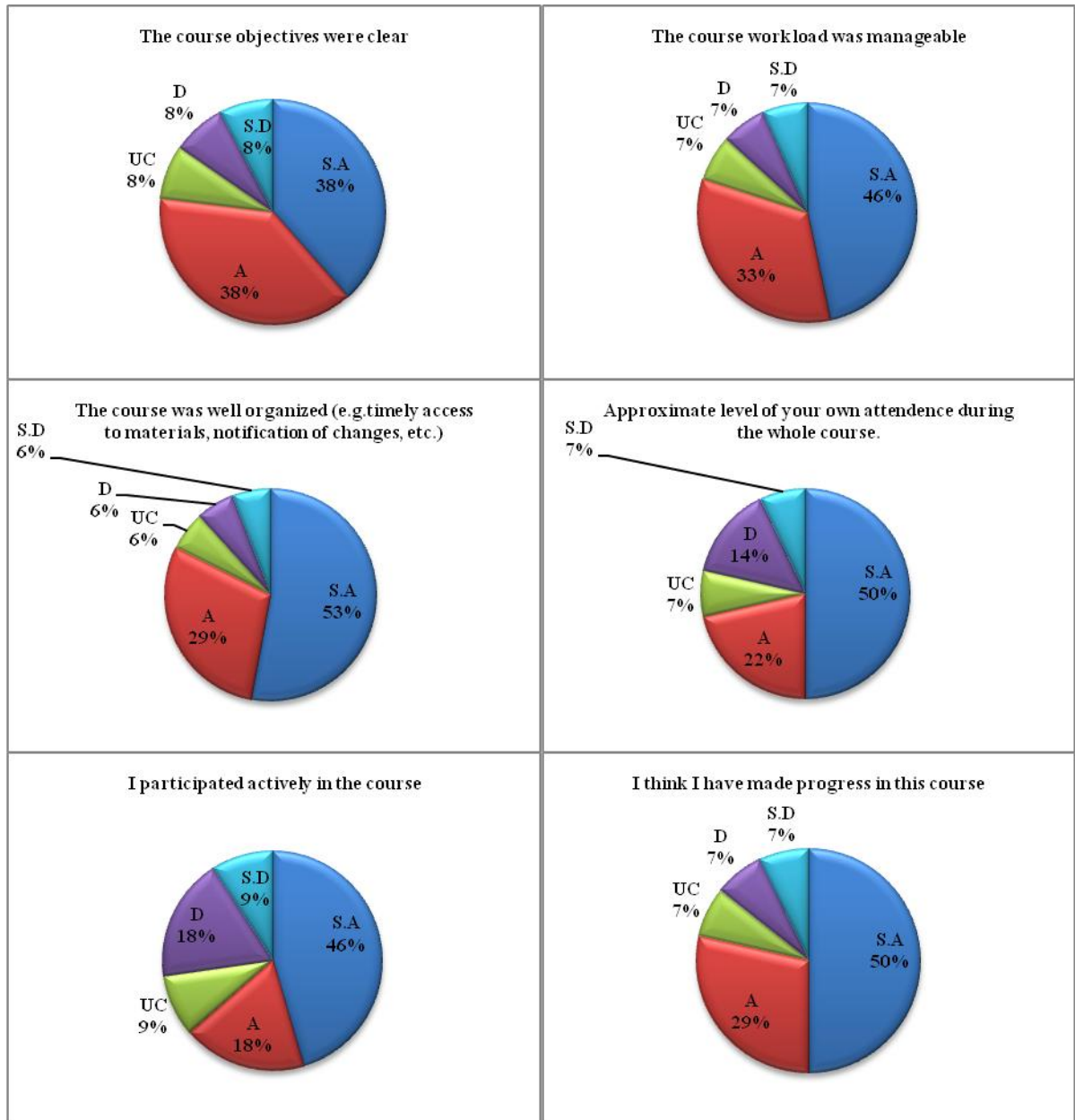
Weaknesses:

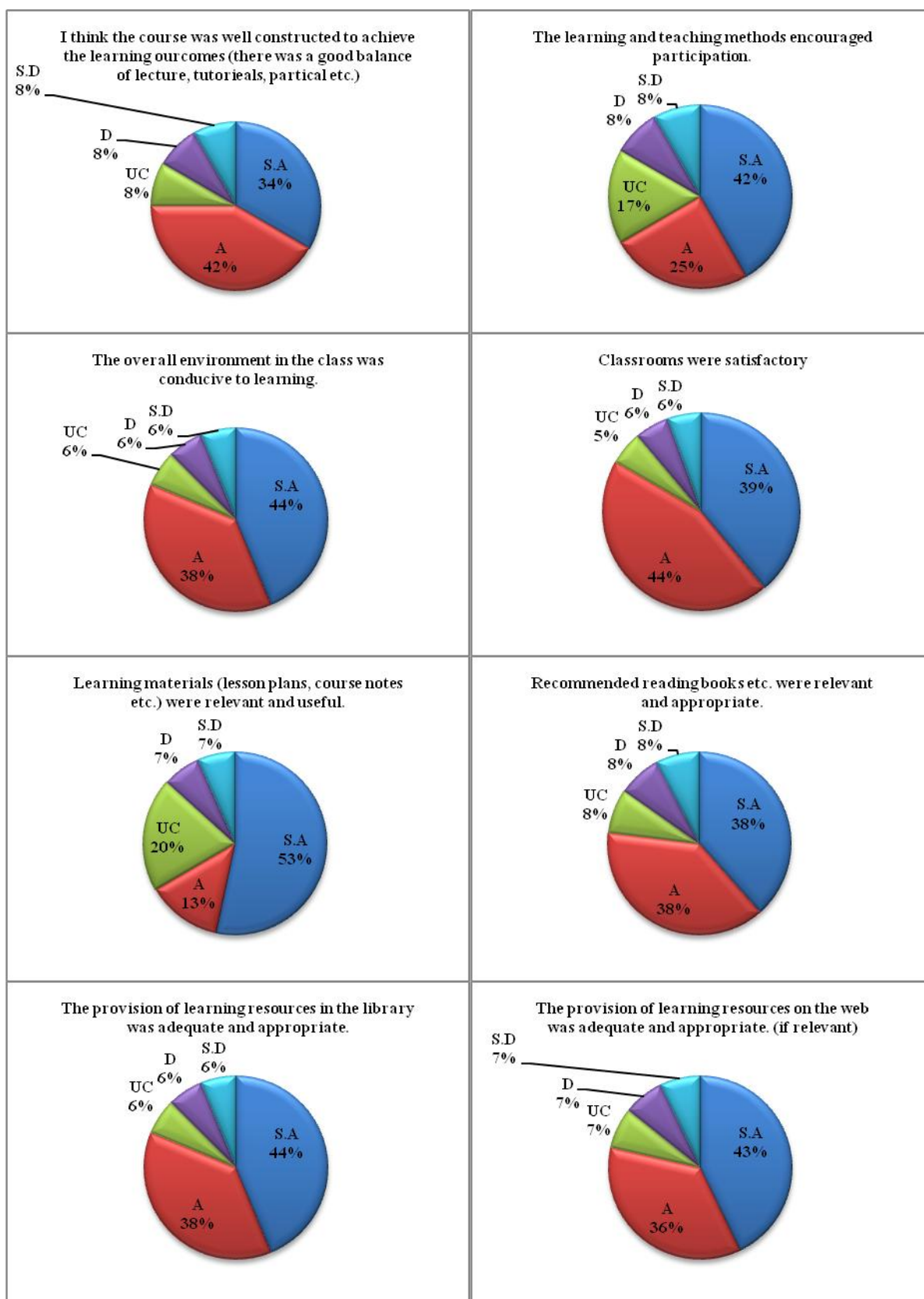
- Extra work load

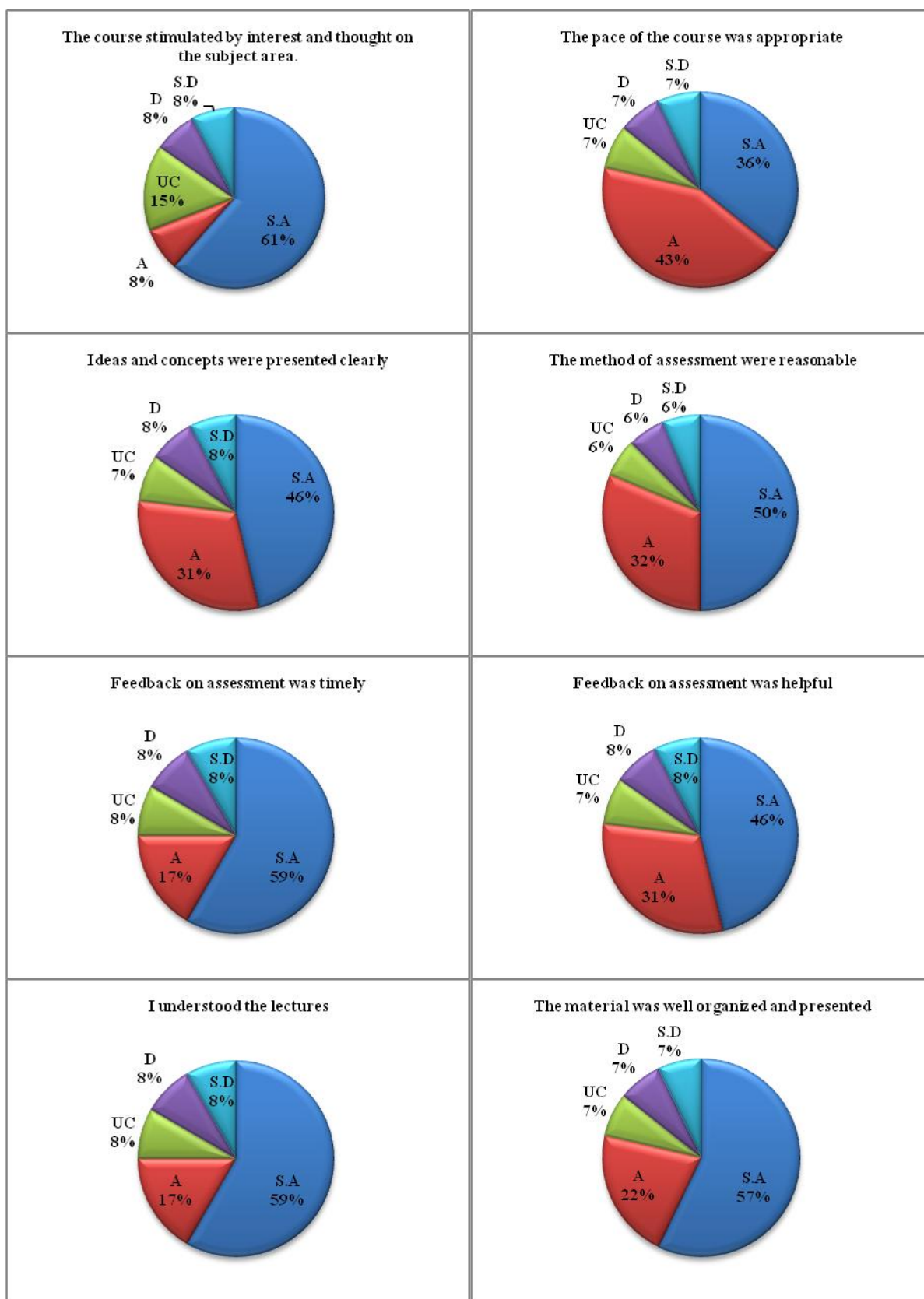
CS-724 (Mr. Muhammad Nazir)

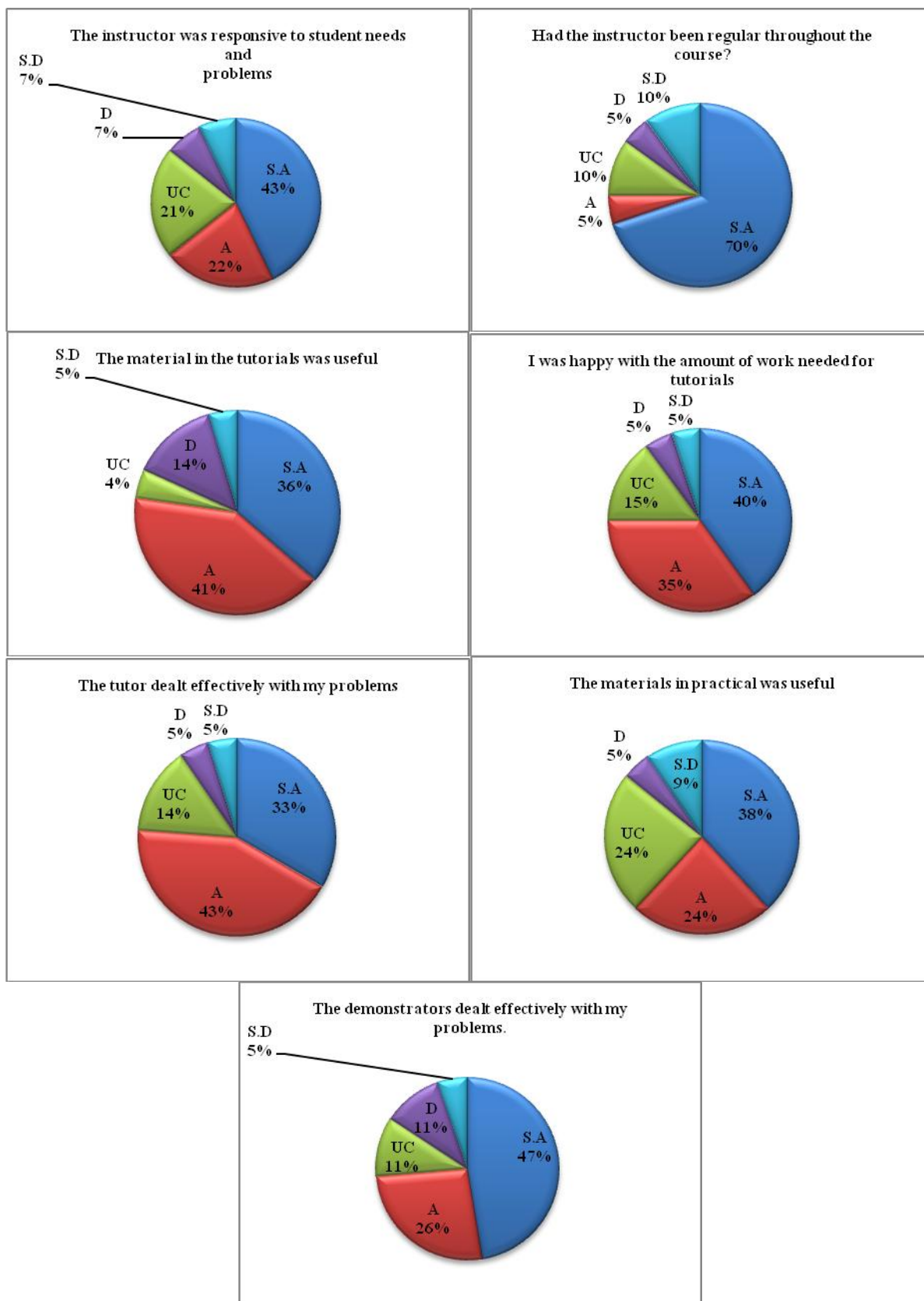
The graph shows that 38% of the students strongly agreed that course objectives are clear. The 38% agreed with the notion while, 8% are uncertain, 8% of the students do not agree and 8% strongly disagreed. The course load was manageable as 46% of the students strongly agreed and 33% of the students agreed while, 7% are uncertain, 7% of the students do not agree and 7% strongly disagreed. The course material was well organized this is strongly agreed by 53% of the students and 29% of the students agreed while, 6% are uncertain, 6% of the students do not agree and 6% strongly disagreed. The approximate level of attendance of the teacher during the course was good, it is agreed by 50% of the students and 22% strongly agreed while, 7% are uncertain, 14% of the students do not agree and 7% strongly disagreed. The learning and teaching method

of the teacher encouraged the participants; this is agreed by 42% of the students and strongly agreed by 25% of the students while, 17% are uncertain, 8% of the students do not agree and 8% strongly disagreed with the concept.









General Comments by Students about this course:

Strengths :

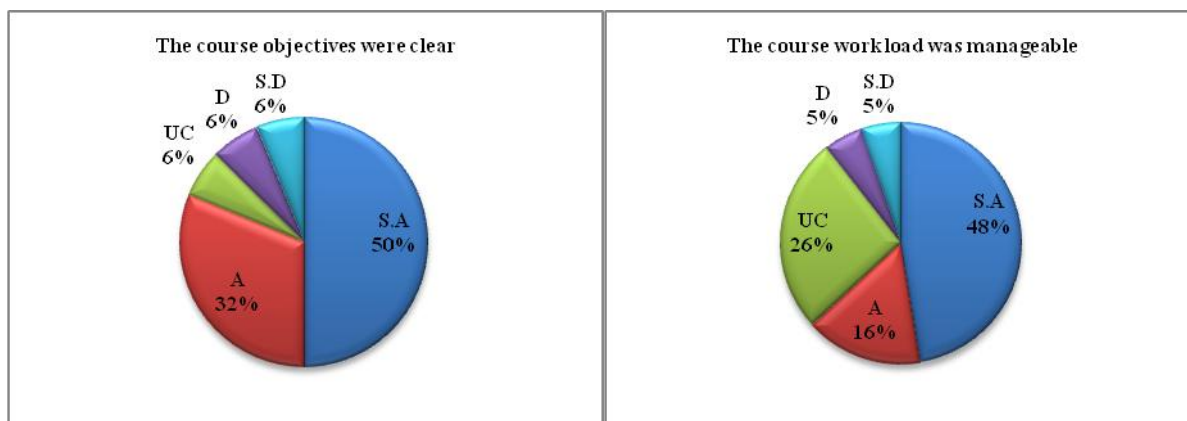
- Taught well
- Well organized material

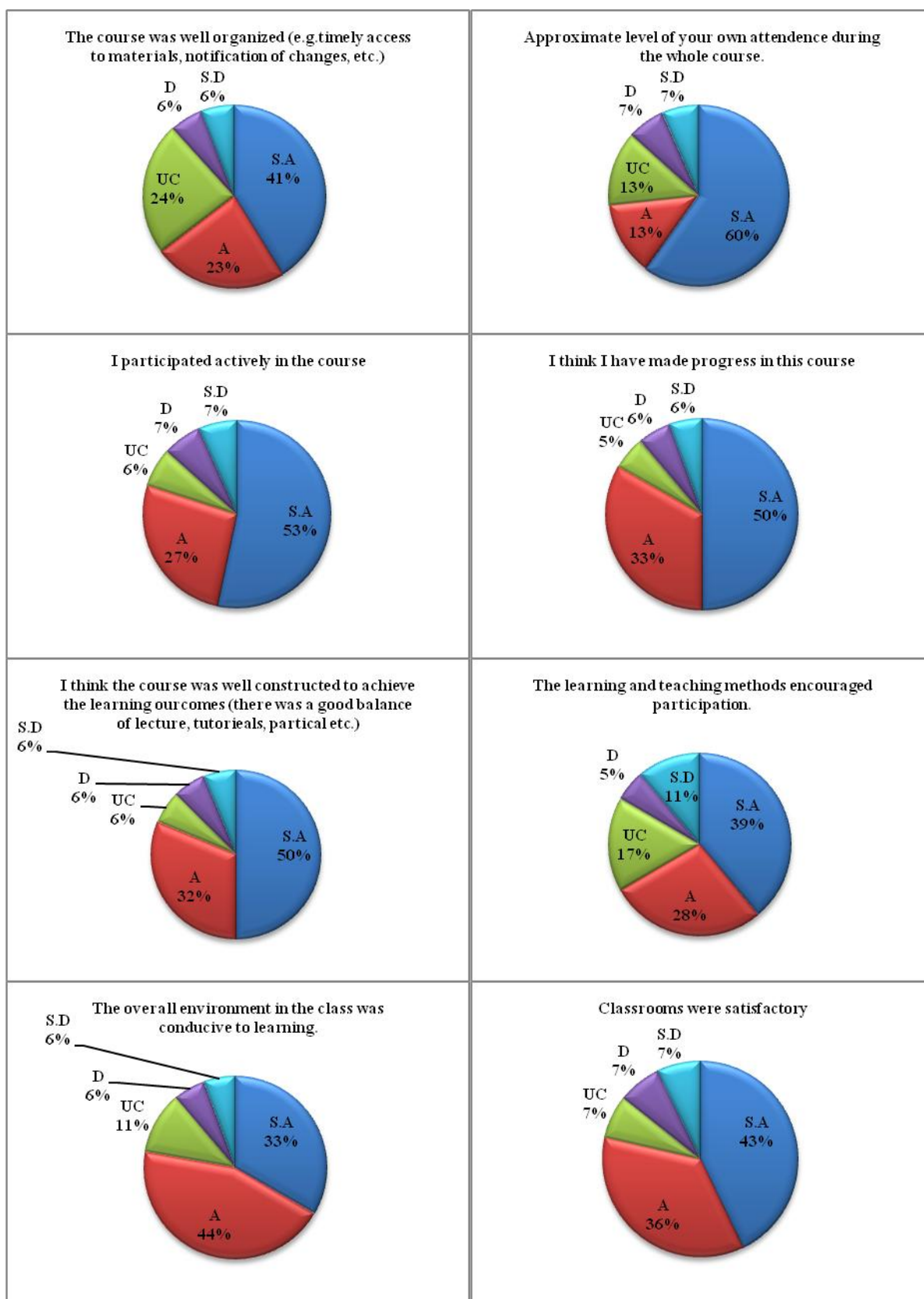
Weaknesses:

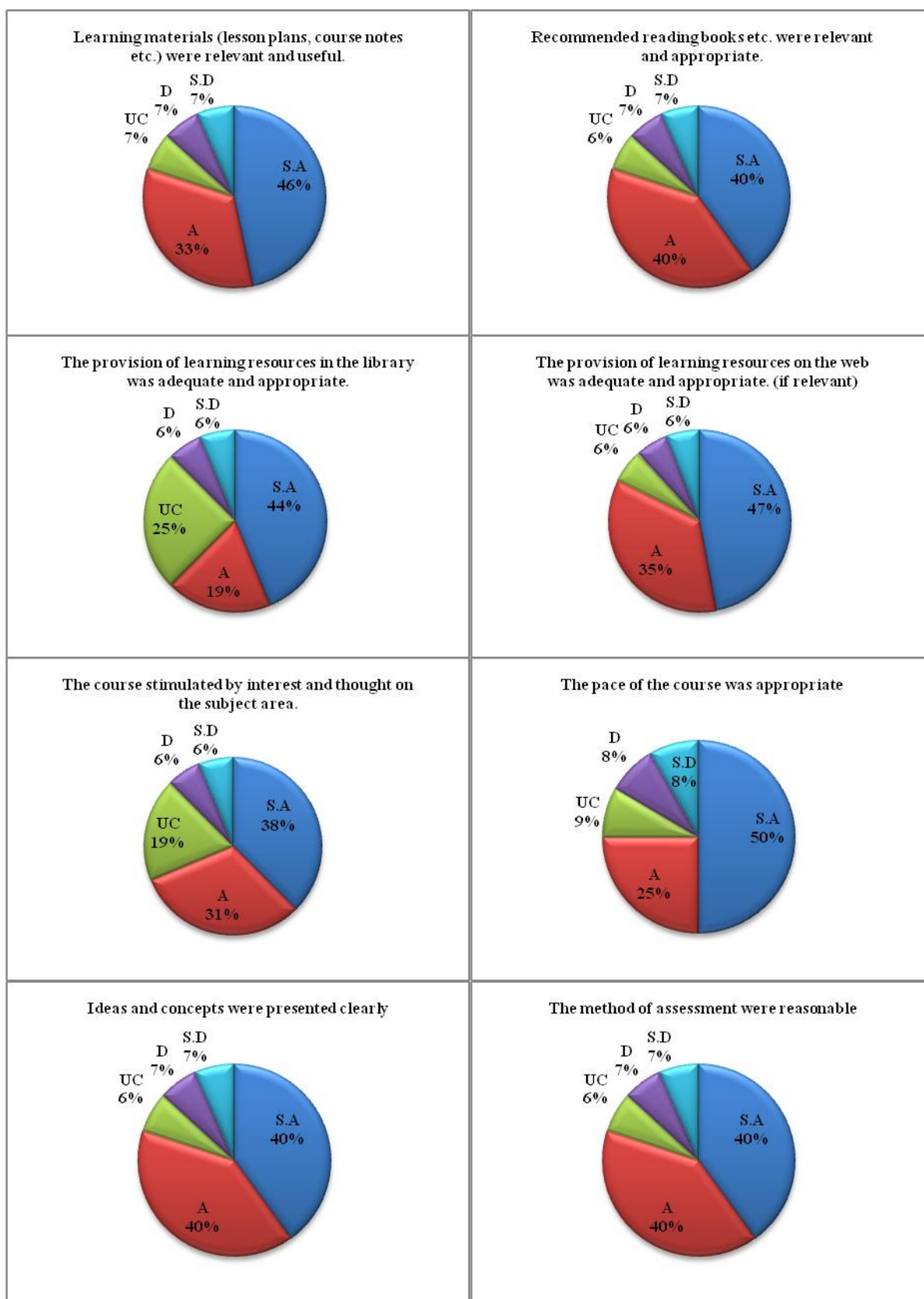
- More practical material needed
- More reference material needed

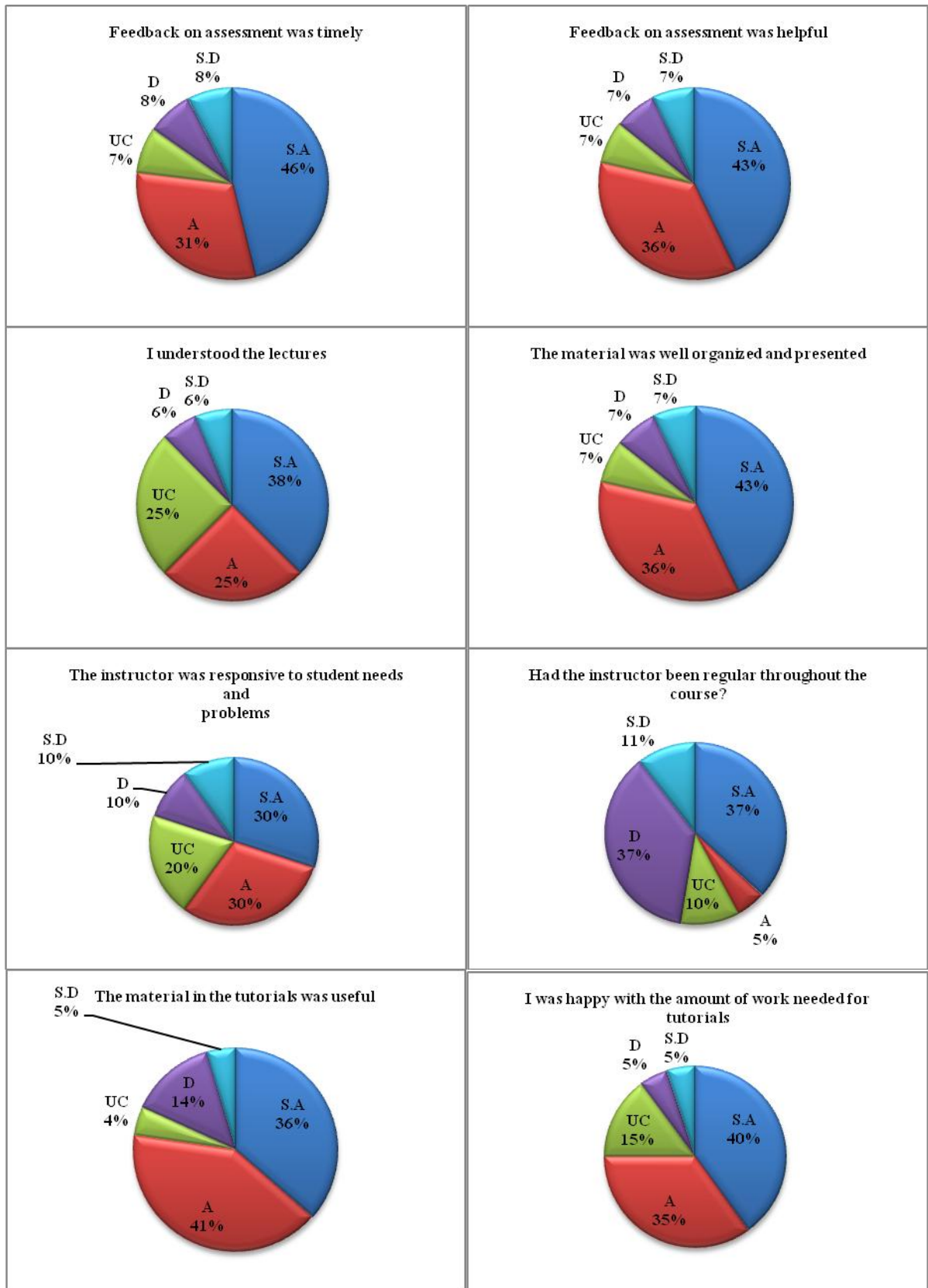
CS-701 (Mr. Shehzad Saqib)

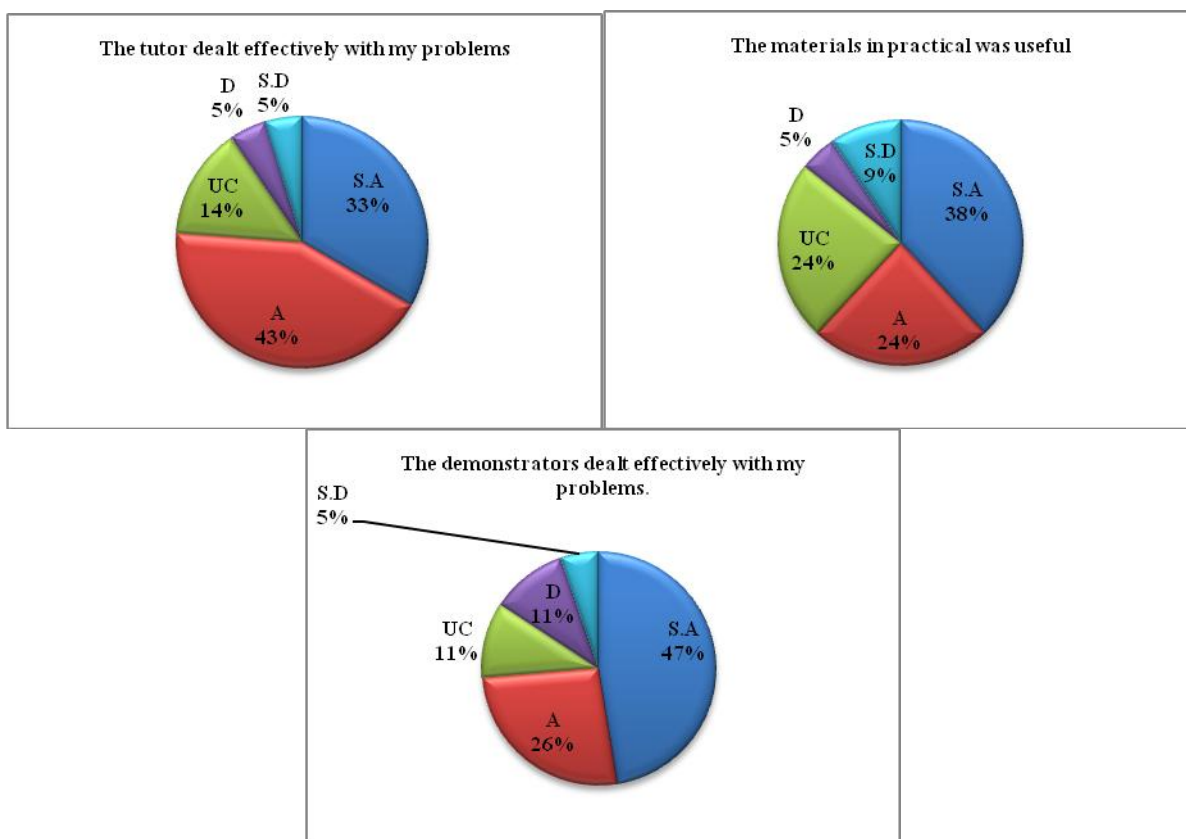
The graph shows that 50% of the students strongly agreed that course objectives are clear. The 32% agreed with the notion while, 6% are uncertain, 6% of the students do not agree and 6% strongly disagreed. The course load was manageable as 48% of the students strongly agreed and 16% of the students agreed while, 26% are uncertain, 5% of the students do not agree and 5% strongly disagreed. The course material was well organized this is strongly agreed by 41% of the students and 23% of the students agreed while, 24% are uncertain, 6% of the students do not agree and 6% strongly disagreed. The approximate level of attendance of the teacher during the course, it is agreed with 60% of the students and 13% strongly agreed while, 13 % are uncertain, 7% of the students do not agree and 7% strongly disagreed. The learning and teaching method of the teacher encouraged the participants; this is agreed by 39% of the students and strongly agreed by 28% of the students while, 17% are uncertain, 5% of the students do not agree and 11% strongly disagreed with the concept.











General Comments by Students about this course:

Strengths :

- Objectives well clear
- Punctual
- Practical work

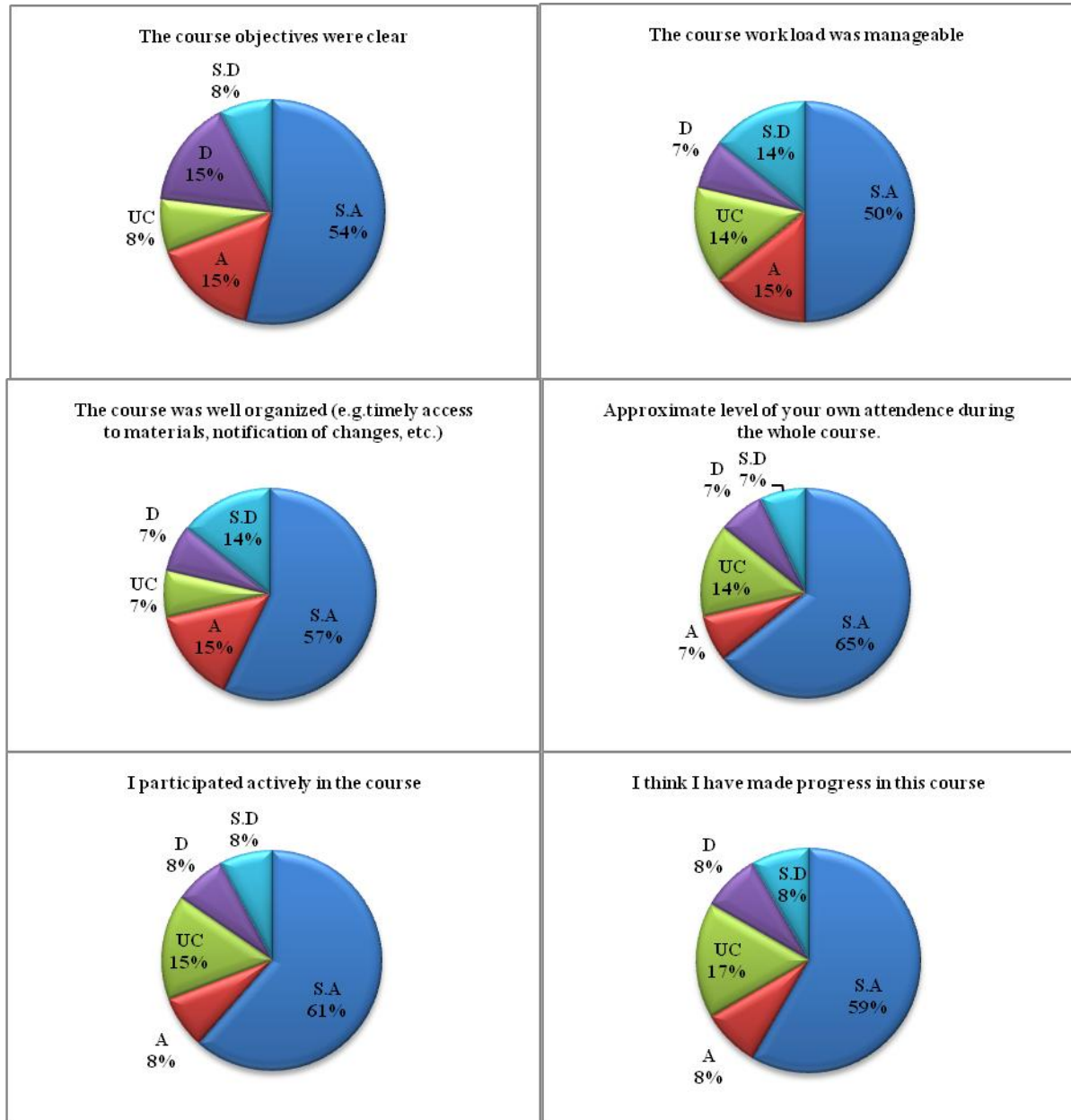
Weaknesses:

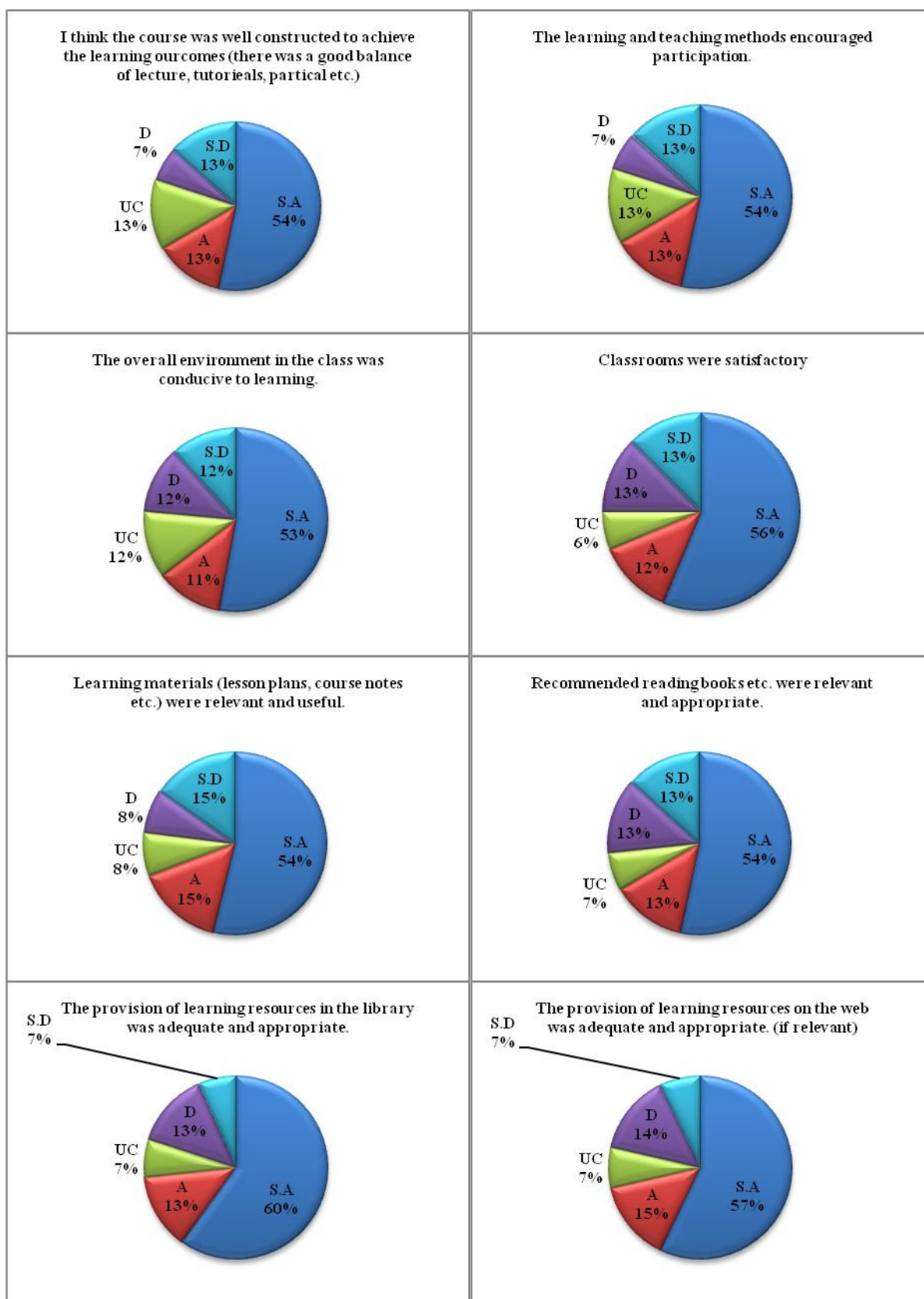
- Tutorials should be added

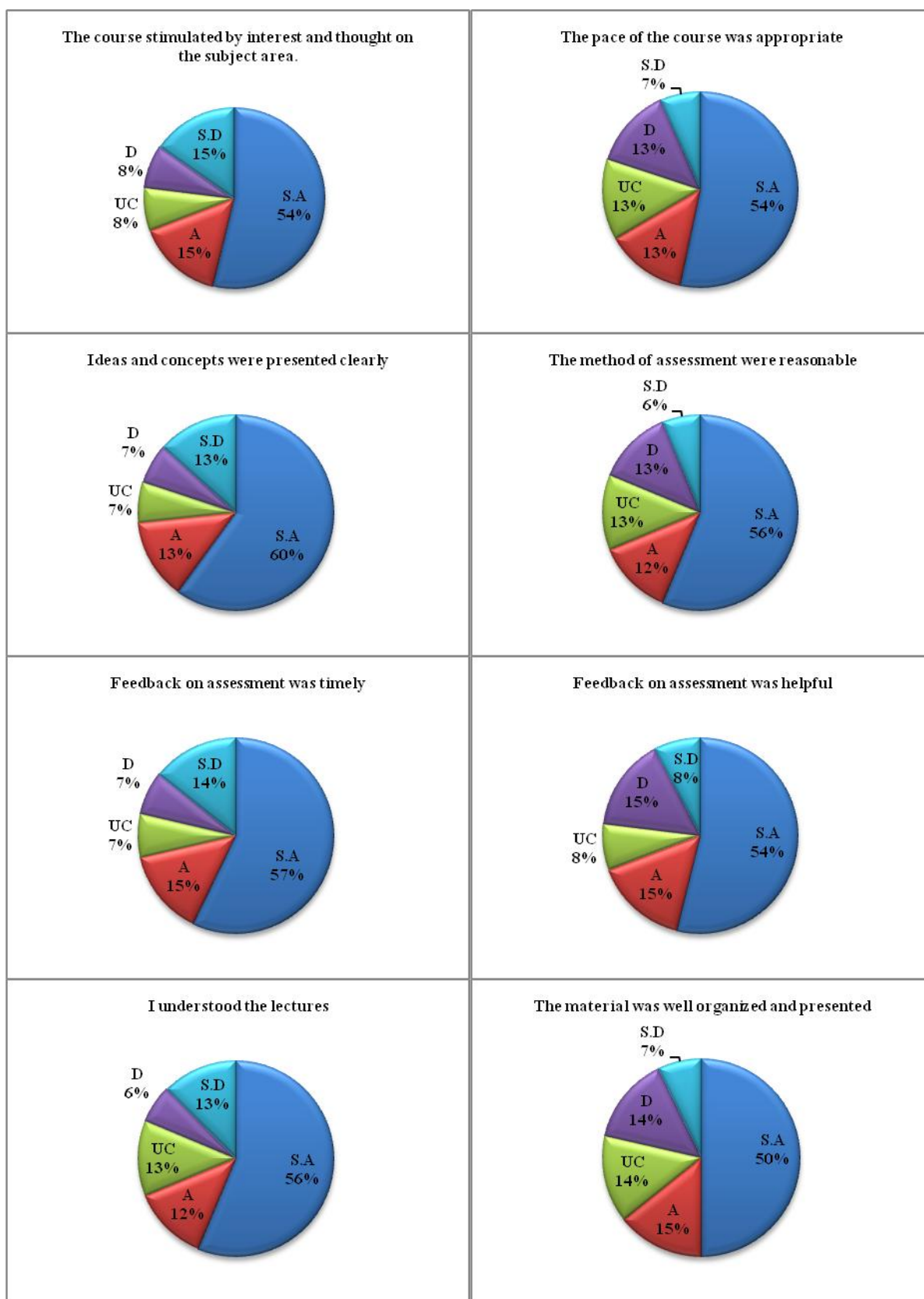
CS-763 (Mr. Yasir Hafeez)

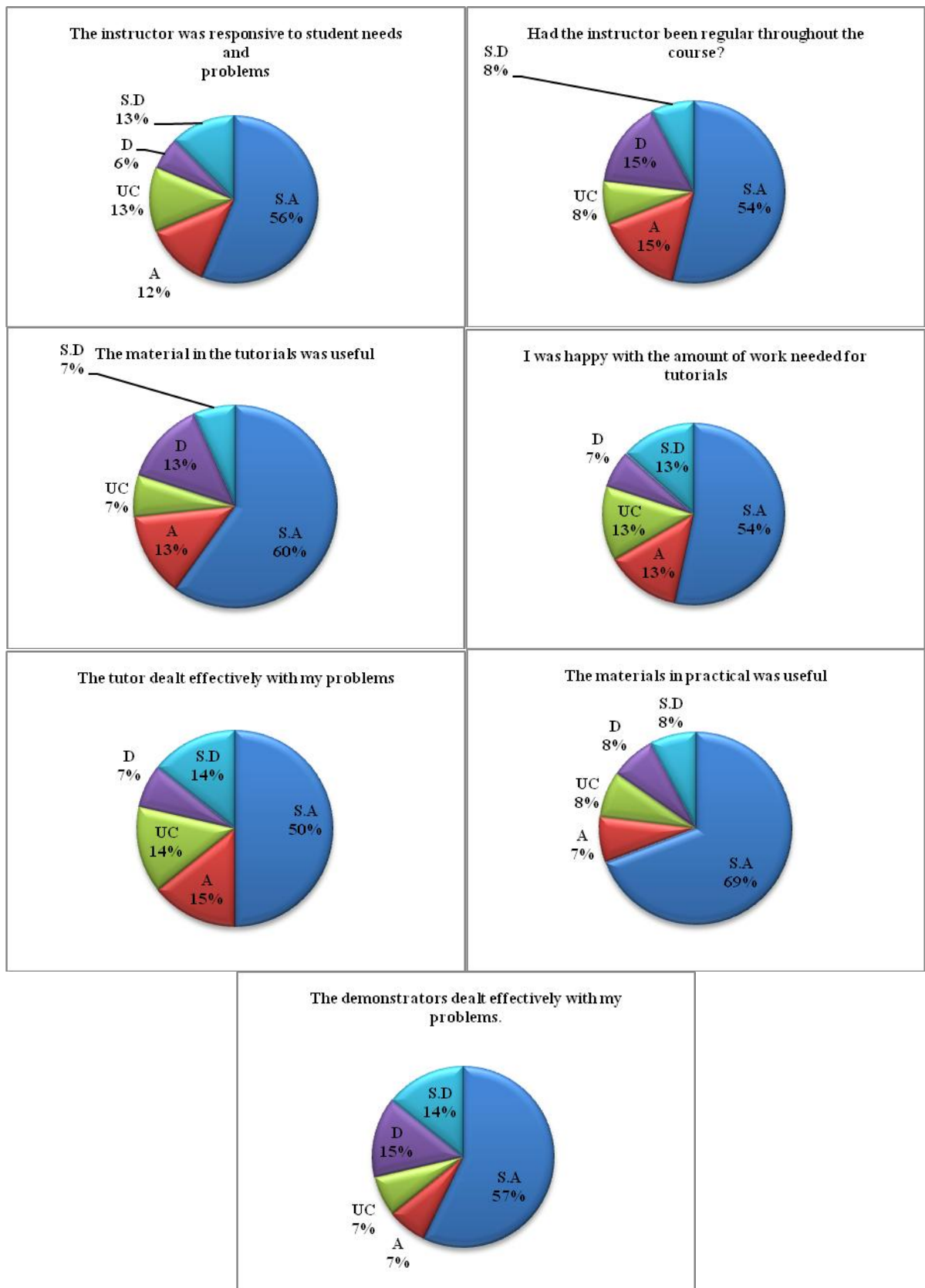
The graph shows that 54% of the students strongly agreed that course objectives are clear. The 15% agreed with the notion while, 8% are uncertain, 15% of the students do not agree and 8% strongly disagreed. The course load was manageable as 50% of the students strongly agreed and 15% of the students agreed while, 14% are uncertain, 7% of the students do not agree and 14% strongly disagreed. The course material was well organized this is strongly agreed by 57% of the students and 15% of the students agreed while, 7% are uncertain, 7% of the students do not agree and 14% strongly disagreed. The approximate level of attendance of the teacher during the

course, it is agreed by 65% of the students and 7% strongly agreed while, 14% are uncertain, 7% of the students do not agree and 7% strongly disagreed. The learning and teaching method of the teacher encouraged the participants; this is agreed by 54% of the students and strongly agreed by 13% of the students while, 13% are uncertain, 7% of the students do not agree and 13% strongly disagreed with the concept.









General Comments by Students about this course:

Strengths :

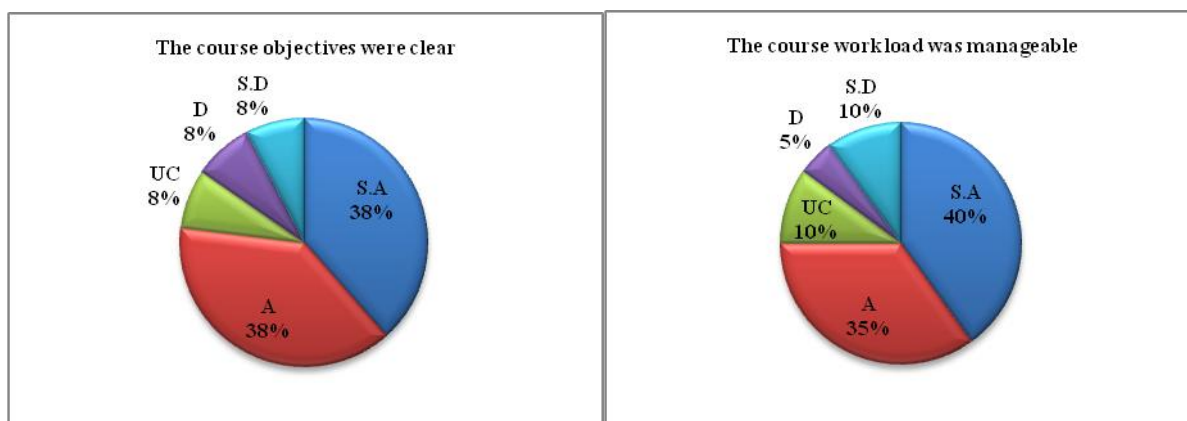
- Objectives well clear
- Increased students' attention and interest

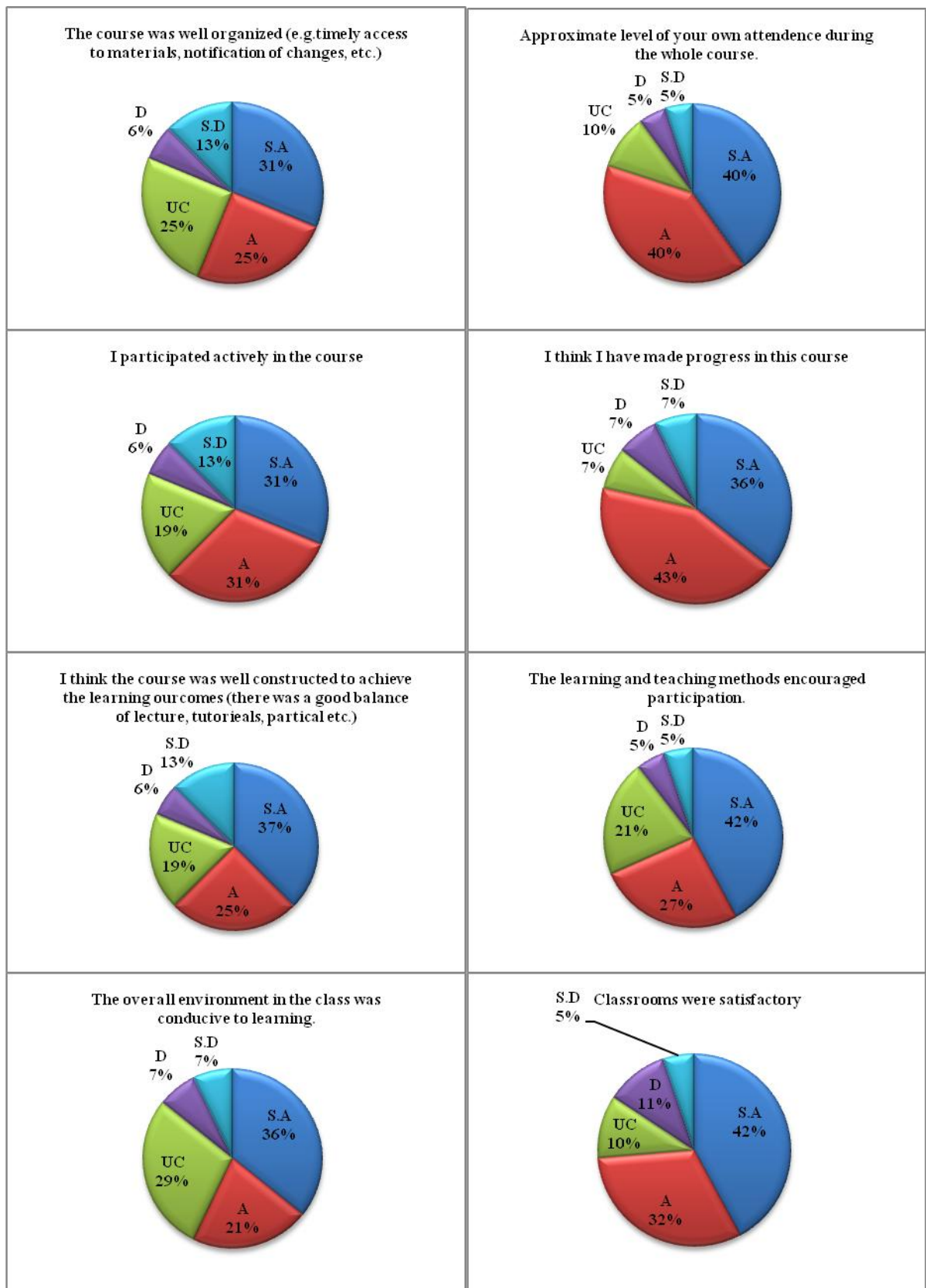
Weaknesses:

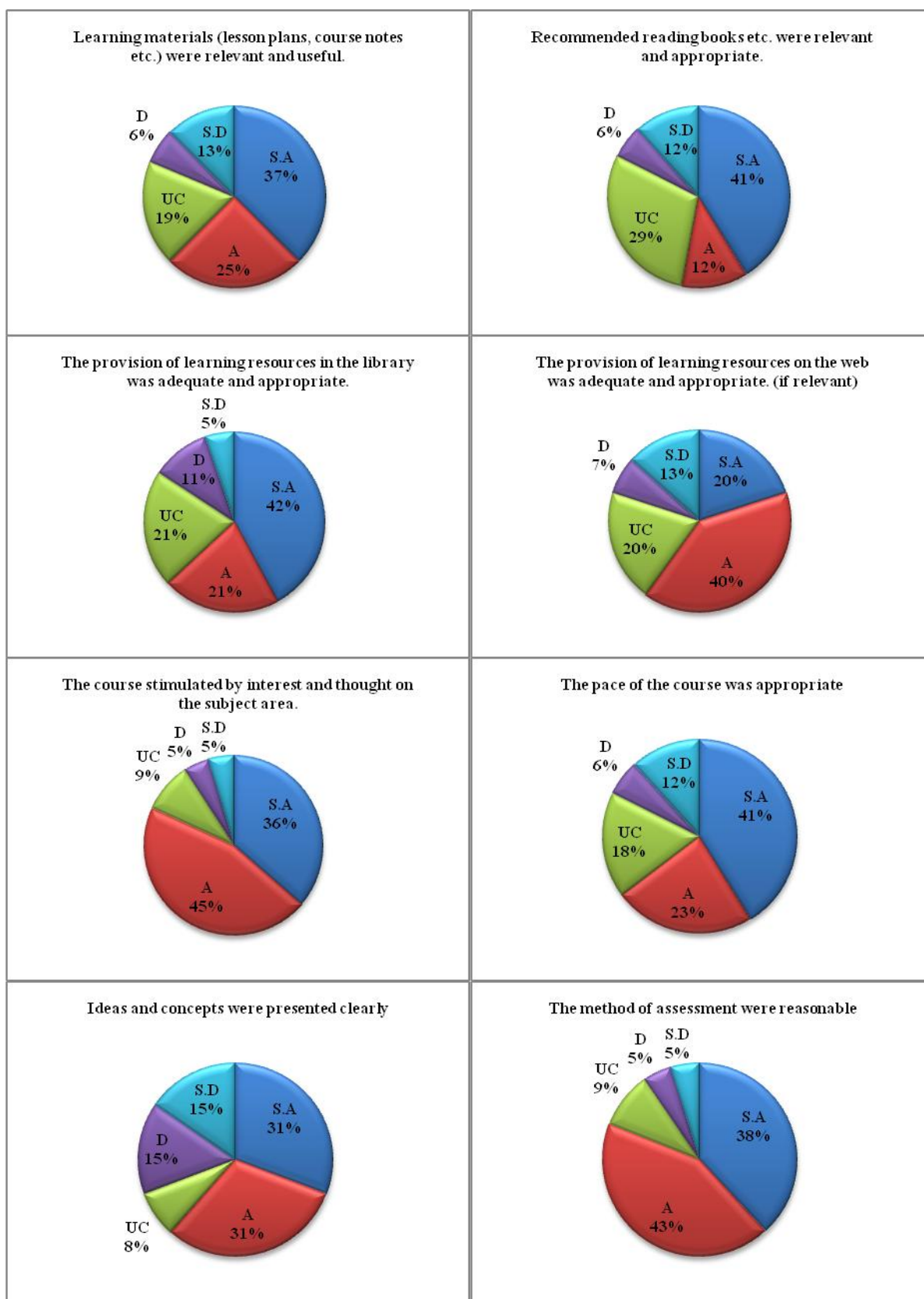
- Tutorials should be added
- More practical examples should be added

CS-763 (Ms. Rubina Ghazal)

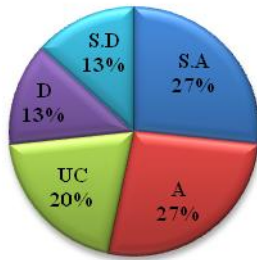
The graph shows that 38% of the students strongly agreed that course objectives are clear. The 38% agreed with the notion while, 8% are uncertain, 8% of the students do not agree and 8% strongly disagreed. The course load was manageable as 40% of the students strongly agreed and 35% of the students agreed while, 10% are uncertain, 5% of the students do not agree and 10% strongly disagreed. The course material was well organized this is strongly agreed by 31% of the students and 25% of the students agreed while, 25 % are uncertain, 6% of the students do not agree and 13% strongly disagreed. The approximate level of attendance of the teacher during the course was good, it is agreed by 40% of the students and 40% strongly agreed while, 10% are uncertain, 5% of the students do not agree and 5% strongly disagreed. The learning and teaching method of the teacher encouraged the participants; this is agreed by 27% of the students and strongly agreed by 42% of the students while, 21% are uncertain, 5% of the students do not agree and 5% strongly disagreed with the concept.



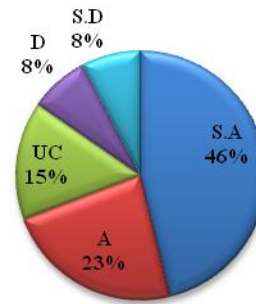




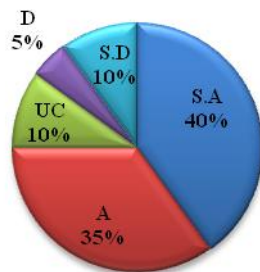
Feedback on assessment was timely



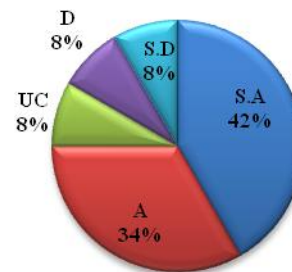
Feedback on assessment was helpful



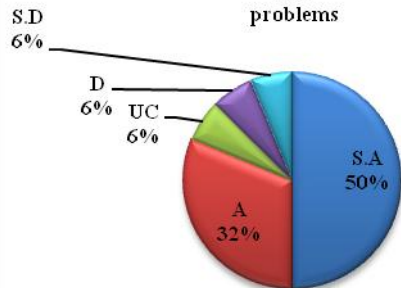
I understood the lectures



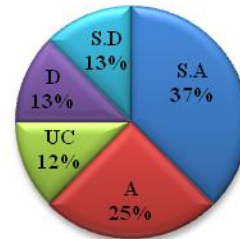
The material was well organized and presented



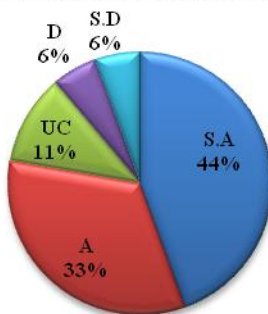
The instructor was responsive to student needs and problems



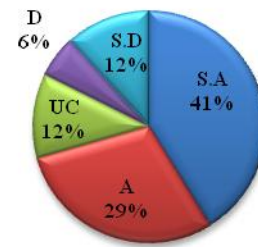
Had the instructor been regular throughout the course?

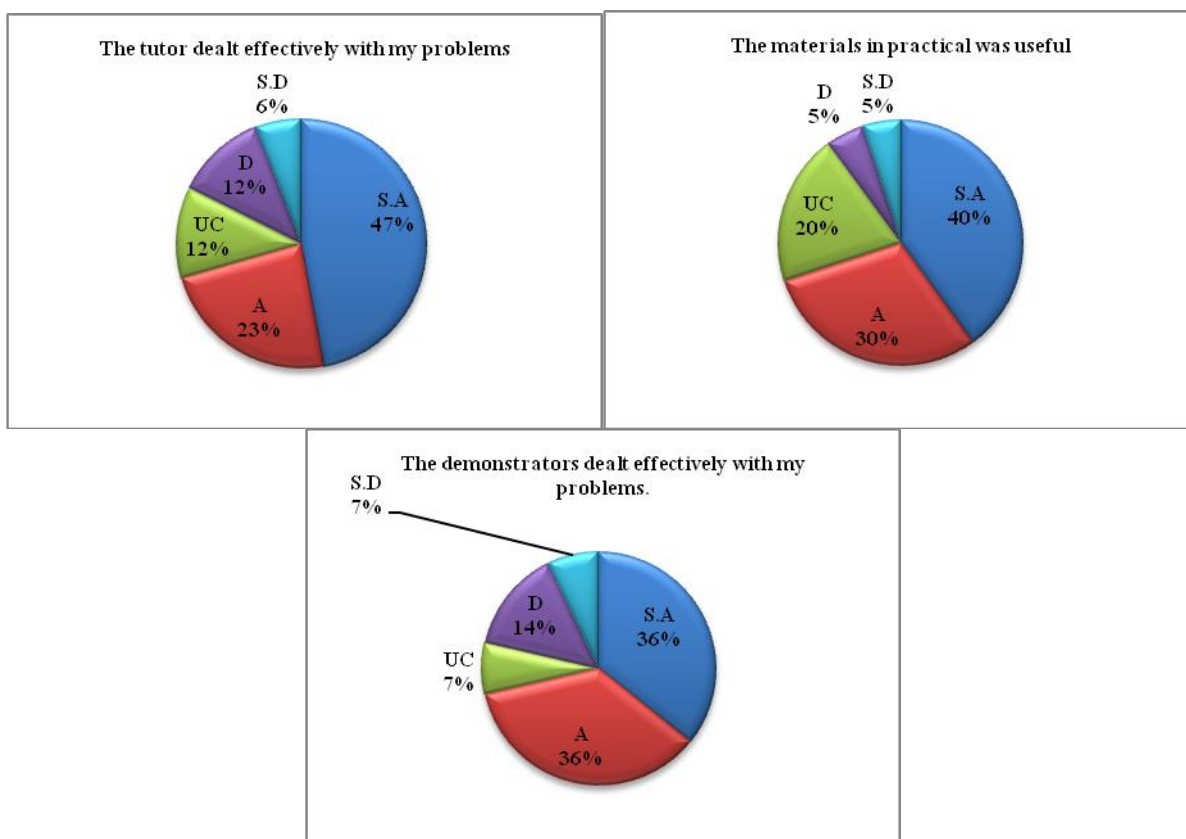


The material in the tutorials was useful



I was happy with the amount of work needed for tutorials





General Comments by Students about this course:

Strengths :

- Well organized
- Better Learning

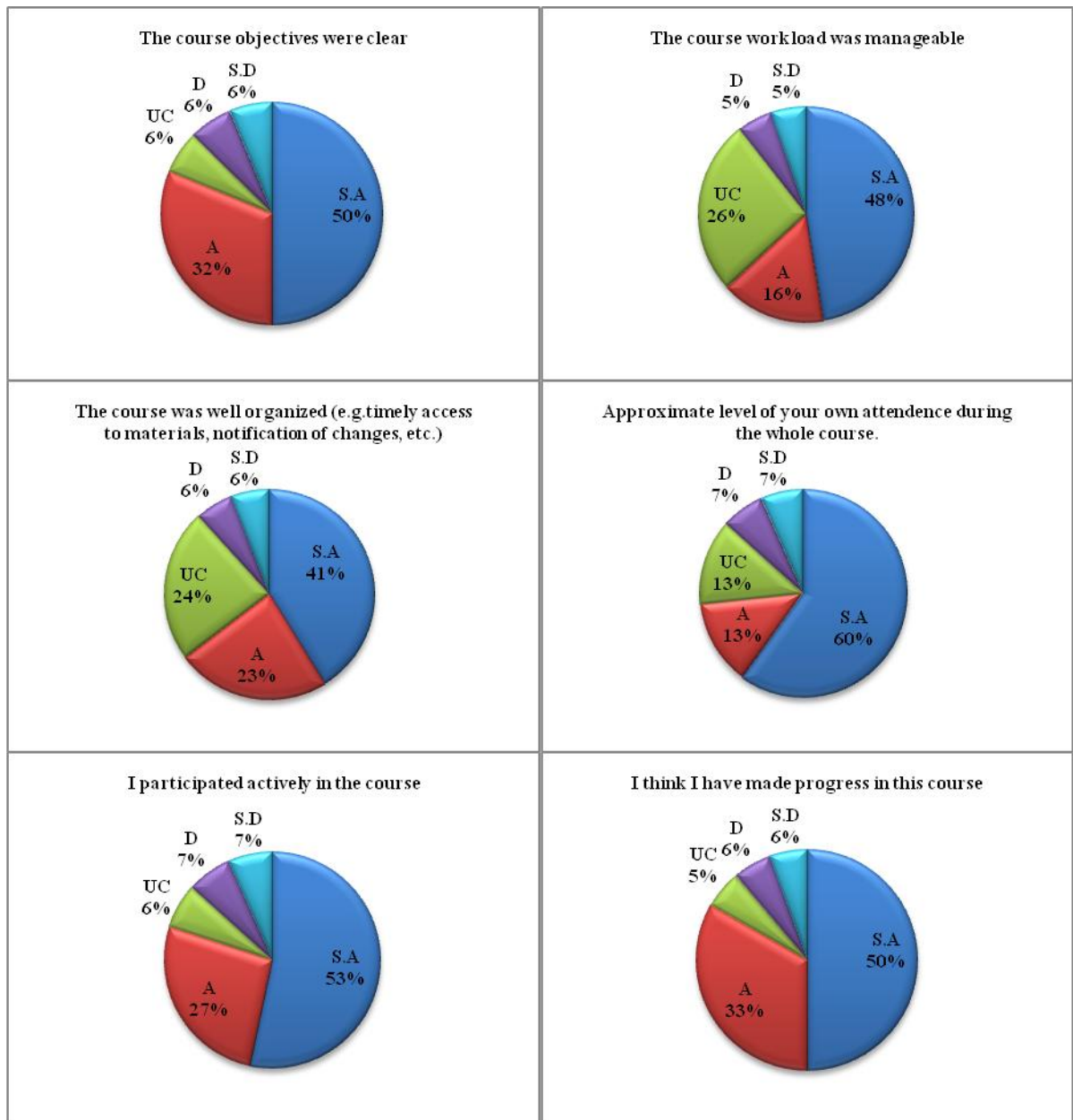
Weaknesses:

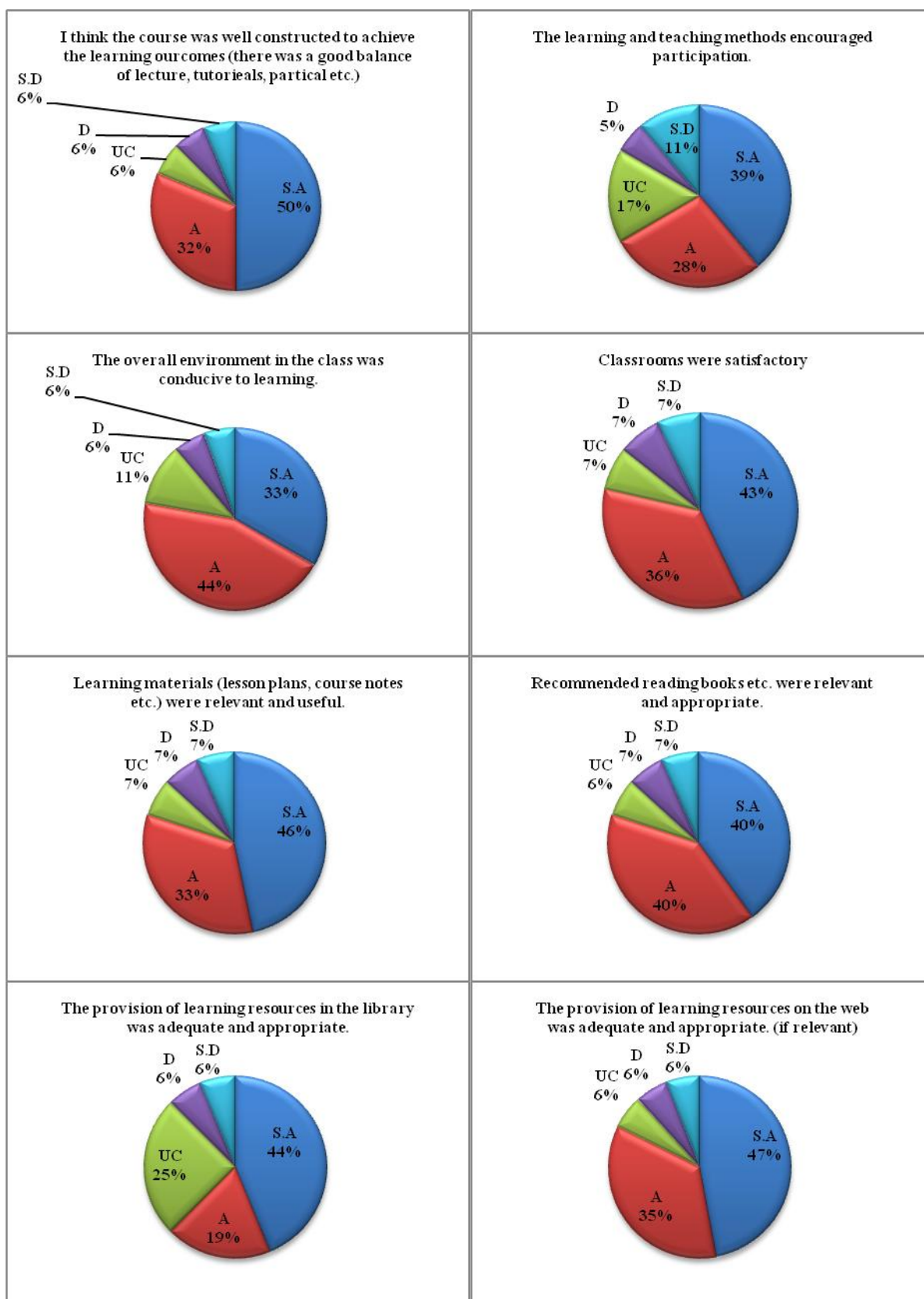
- Tutorials should be added
- More practical work

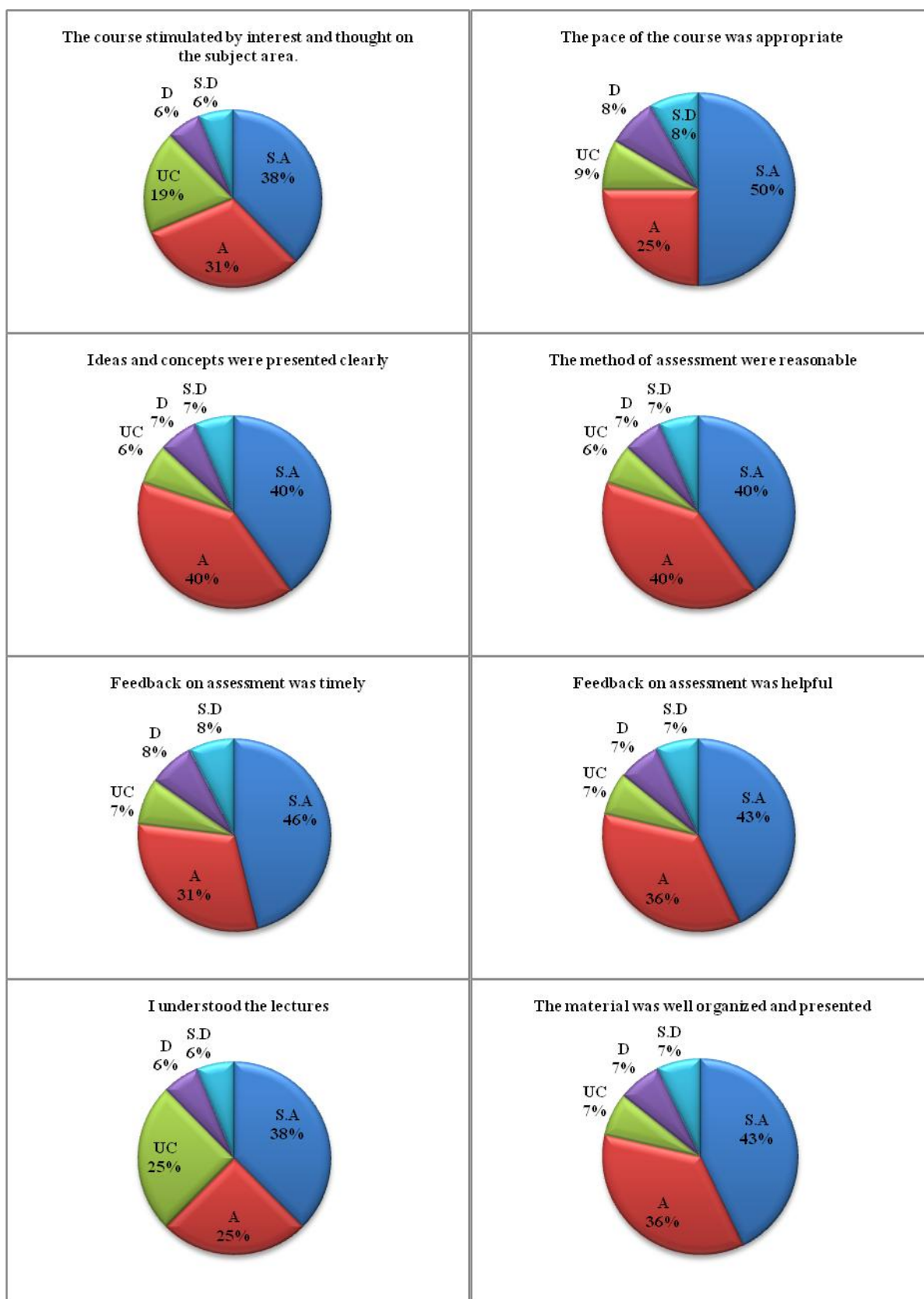
CS-709 (Mr. Muhammad Ramzan)

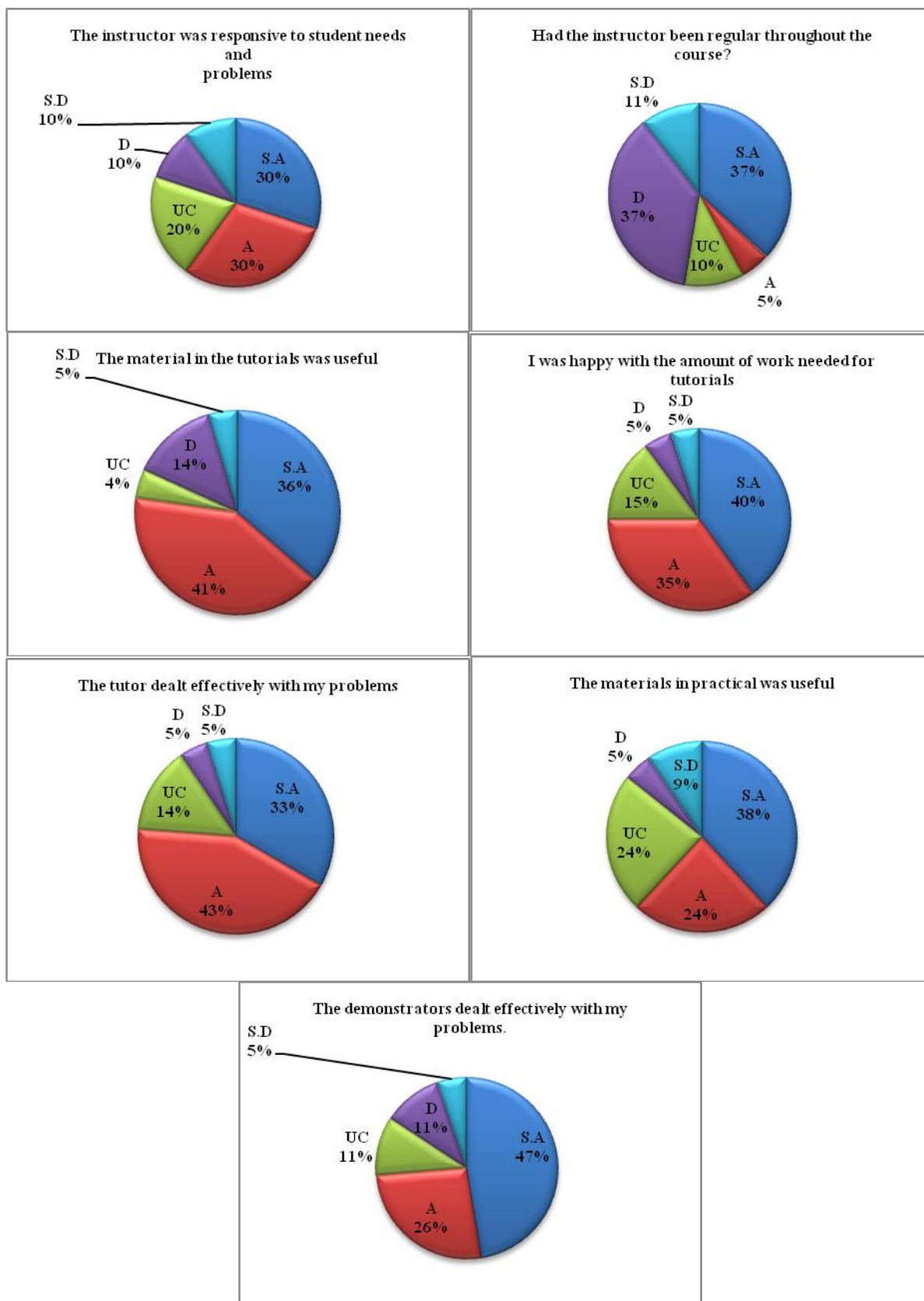
The graph shows that 50% of the students strongly agreed that course objectives are clear. The 32% agreed with the notion while, 6% are uncertain, 6% of the students do not agree and 6% strongly disagreed. The course load was manageable as 48% of the students strongly agreed and 16% of the students agreed while, 26% are uncertain, 5% of the students do not agree and 5% strongly disagreed. The course material was well organized this is strongly agreed by 41% of the students and 23% of the students agreed while, 24% are uncertain, 6% of the students do not agree and 6% strongly disagreed. The approximate level of attendance of the teacher during the course was good, it is agreed by 60% of the students and 13% strongly agreed while, 13% are

uncertain, 7% of the students do not agree and 7% strongly disagreed. The learning and teaching method of the teacher encouraged the participants; this is agreed by 28% of the students and strongly agreed by 39% of the students while, 17% are uncertain, 5% of the students do not agree and 11% strongly disagreed with the concept.









General Comments by Students about this course:

Strengths :

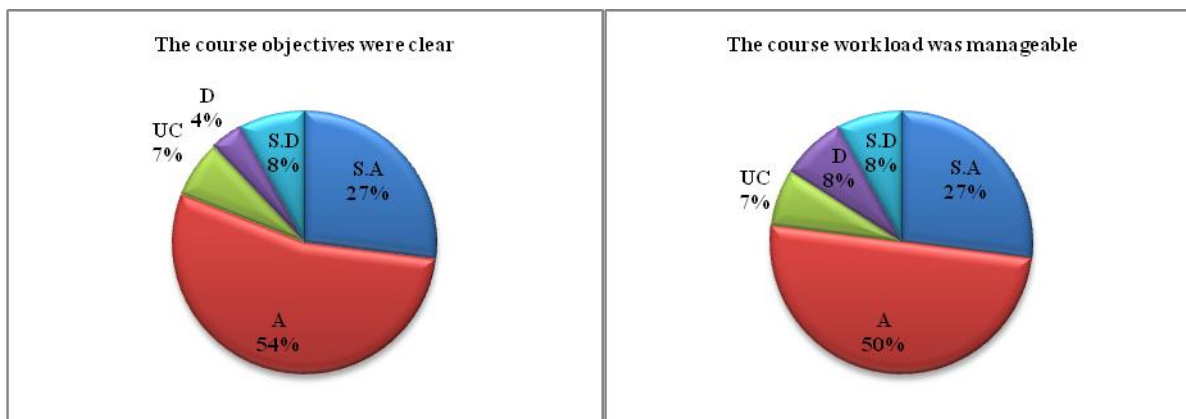
- Objectives well clear
- Enhance learning
- More practical work

Weaknesses:

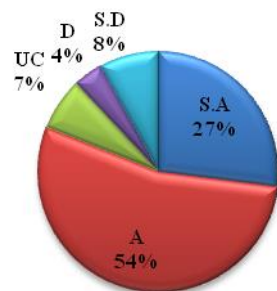
- Tutorials should be added

CS-772 (Ms. Aisha Umair)

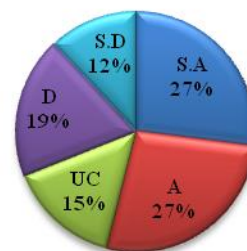
The graph shows that 27% of the students strongly agreed that course objectives are clear. The 54% of the students agreed. The 7% are uncertain, 4% do not agree and 8% strongly disagreed. The course load was manageable as 27% of the students strongly agreed and 50% of the students agreed. The 7% are uncertain, 8% of the students do not agree and 8% strongly disagreed. The course material was well organized this is strongly agreed by 27% of the students and 54% of the students agreed while, 7% are uncertain, 4% of the students do not agree and 8% strongly disagreed. The approximate level of attendance of the teacher during the course was good; it is agreed by 27% of the students and 27% strongly agreed while, 15% are uncertain, 19% of the students do not agree and 12% strongly disagreed. The learning and teaching method of the teacher encouraged the participants; this is agreed by 50% of the students and strongly agreed by 31% of the students while, 4% are uncertain, 7% of the students do not agree and 8% strongly disagreed with the concept.



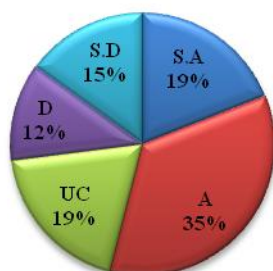
The course was well organized (e.g. timely access to materials, notification of changes, etc.)



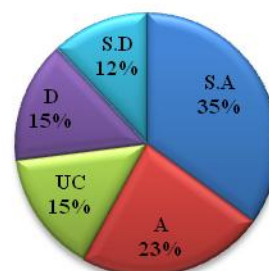
Approximate level of your own attendance during the whole course.



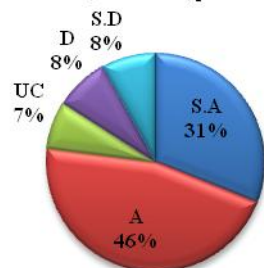
I participated actively in the course



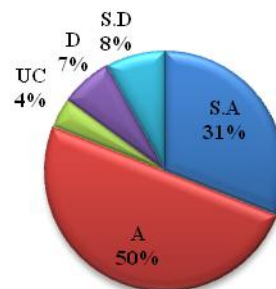
I think I have made progress in this course



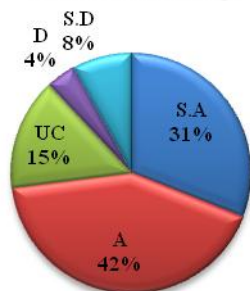
I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



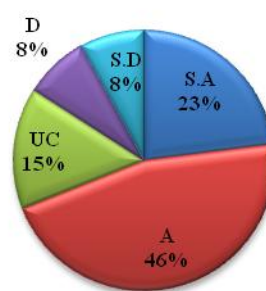
The learning and teaching methods encouraged participation.

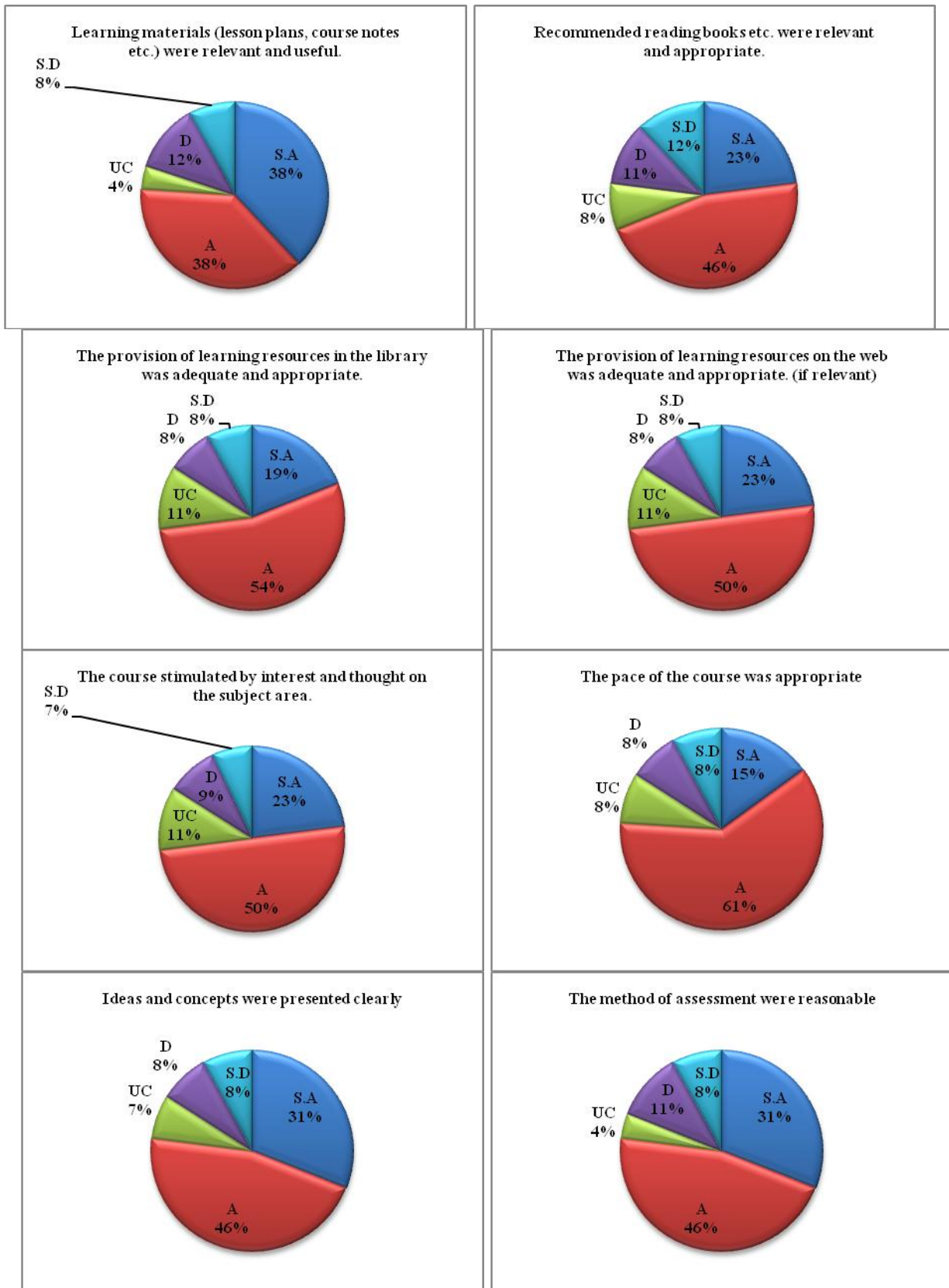


The overall environment in the class was conducive to learning.

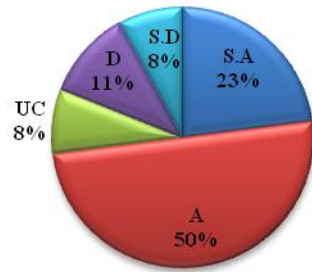


Classrooms were satisfactory

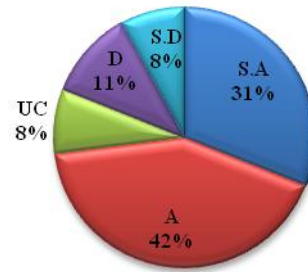




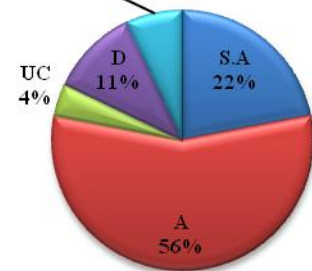
Feedback on assessment was timely



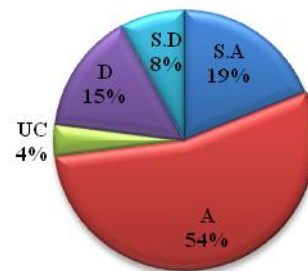
Feedback on assessment was helpful



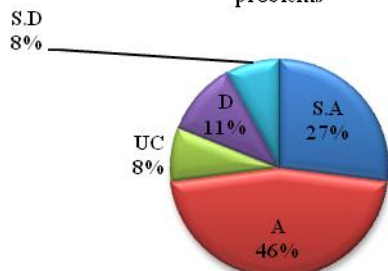
I understood the lectures



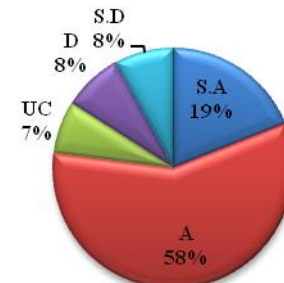
The material was well organized and presented



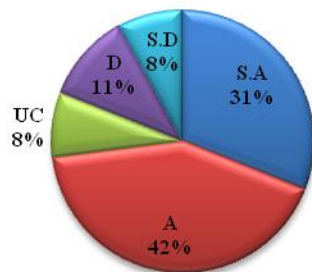
The instructor was responsive to student needs and problems



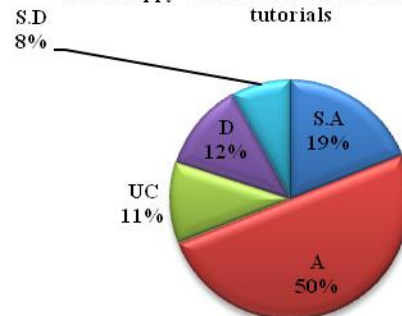
Had the instructor been regular throughout the course?

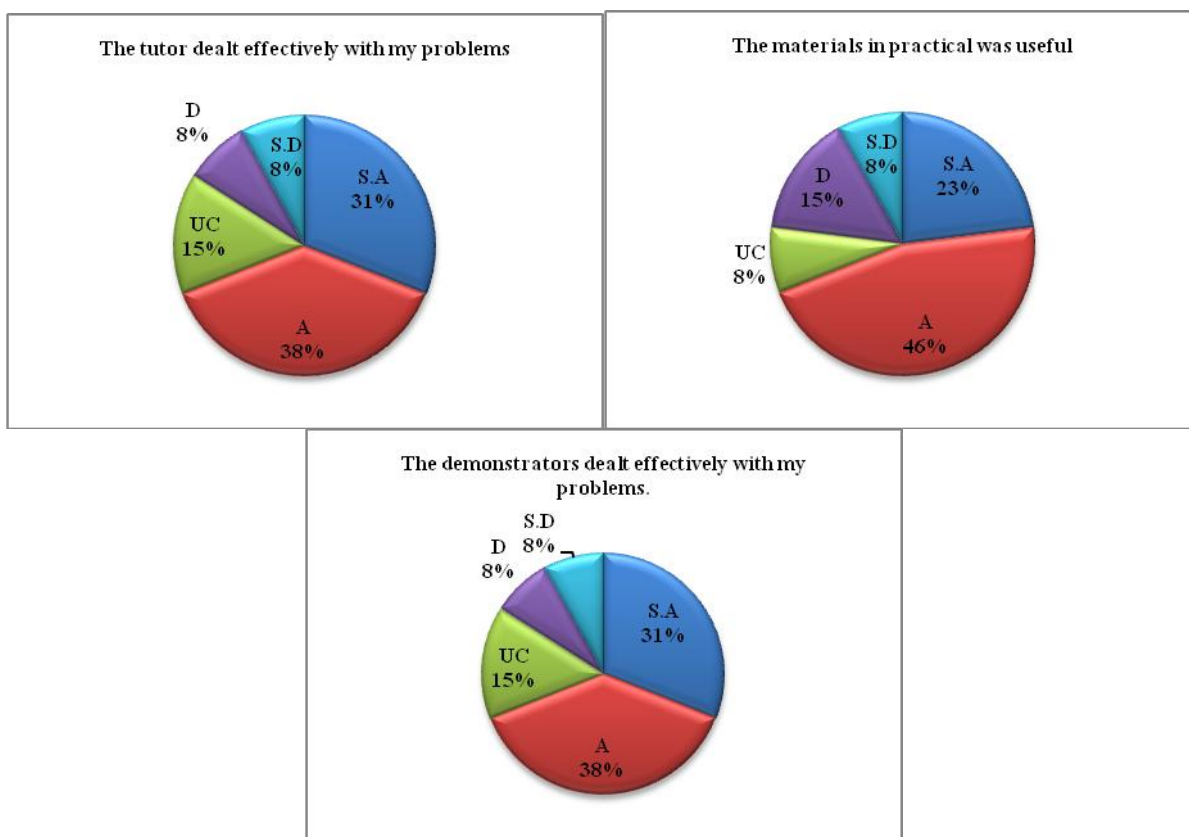


The material in the tutorials was useful



I was happy with the amount of work needed for tutorials





General Comments by Students about this course:

Strengths :

- Concepts are well explained.
- Reasonable work load
- Good pace

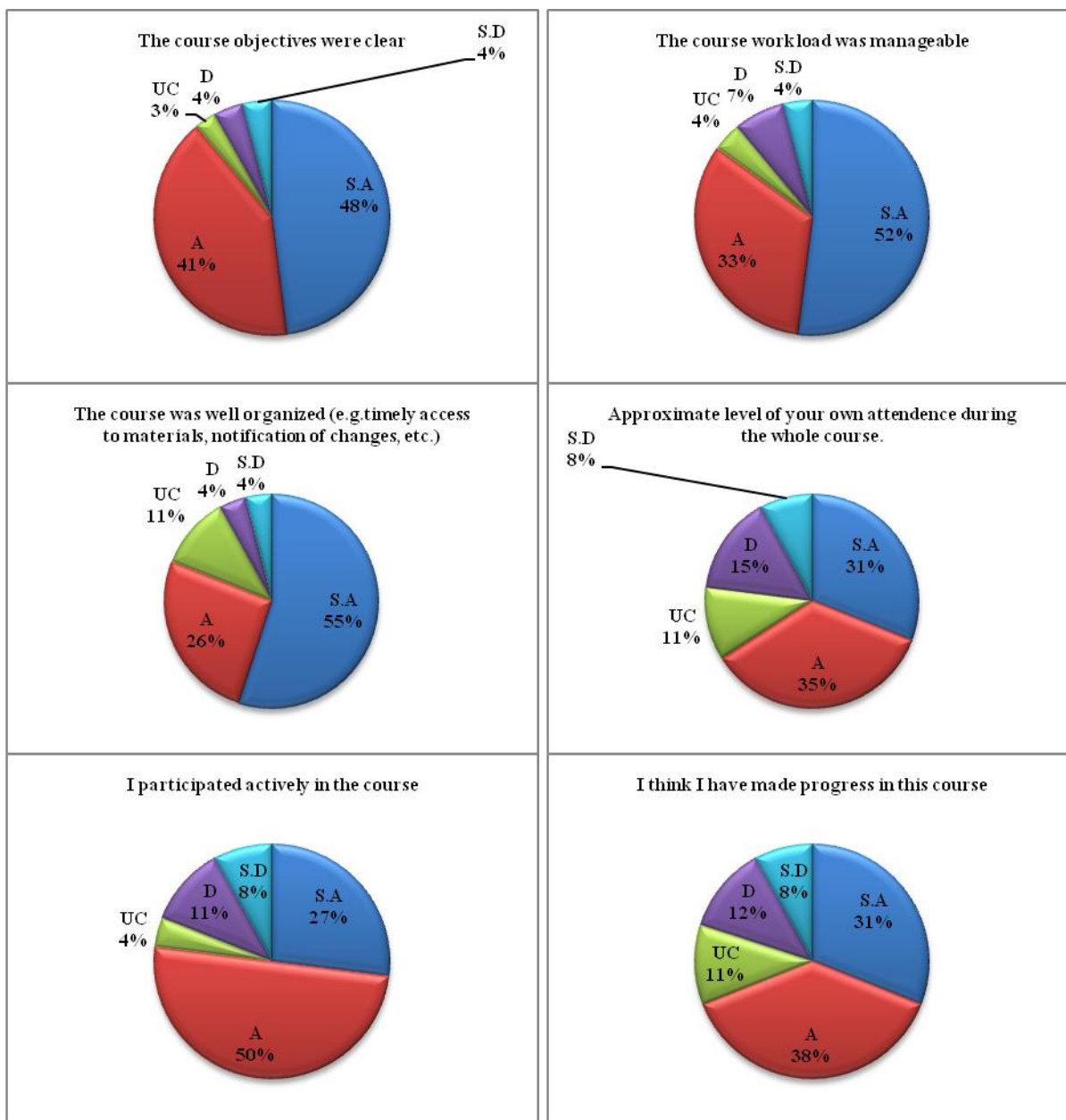
Weaknesses:

- Assessment feedback should be given on time.

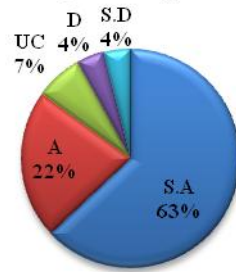
CS-727 (Ms. Bushra Hamid)

The graph shows that 48% of the students strongly agreed and 41% agreed that course objectives are clear. The 3% are uncertain, 4% do not agree and 4% strongly disagreed. The course load was manageable as 52% of the students strongly agreed and 33% of the students agreed while, 4% are uncertain, 7% of the students do not agree and 4% strongly disagreed. The course material was well organized this is strongly agreed by 55% of the students and 26% of the students agreed while, 11% are uncertain, 4% of the students do not agree and 4% strongly disagreed. The approximate level of attendance of the teacher during the course, it is agreed by

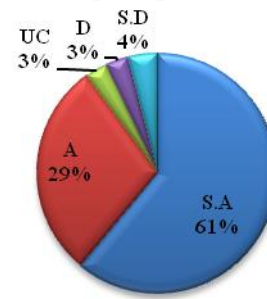
35% of the students and 31% strongly agreed while, 11% are uncertain, 15% of the students do not agree and 8% strongly disagreed. The learning and teaching method of the teacher encouraged the participants; this is agreed by 29% of the students and strongly agreed by 61% of the students while, 3% are uncertain, 3% of the students do not agree and 4% strongly disagreed with the concept.



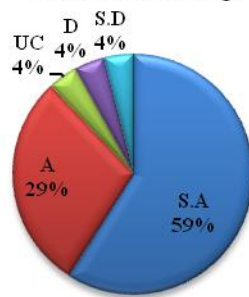
I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



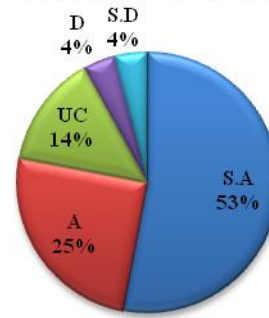
The learning and teaching methods encouraged participation.



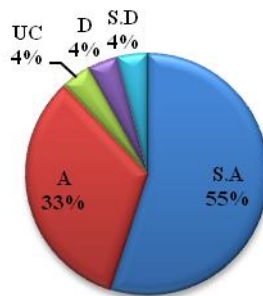
The overall environment in the class was conducive to learning.



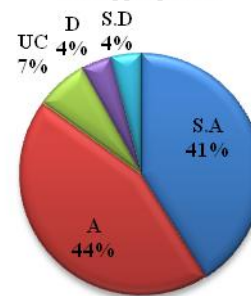
Classrooms were satisfactory



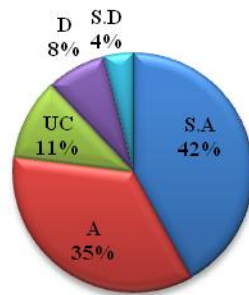
Learning materials (lesson plans, course notes etc.) were relevant and useful.



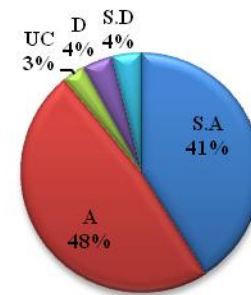
Recommended reading books etc. were relevant and appropriate.

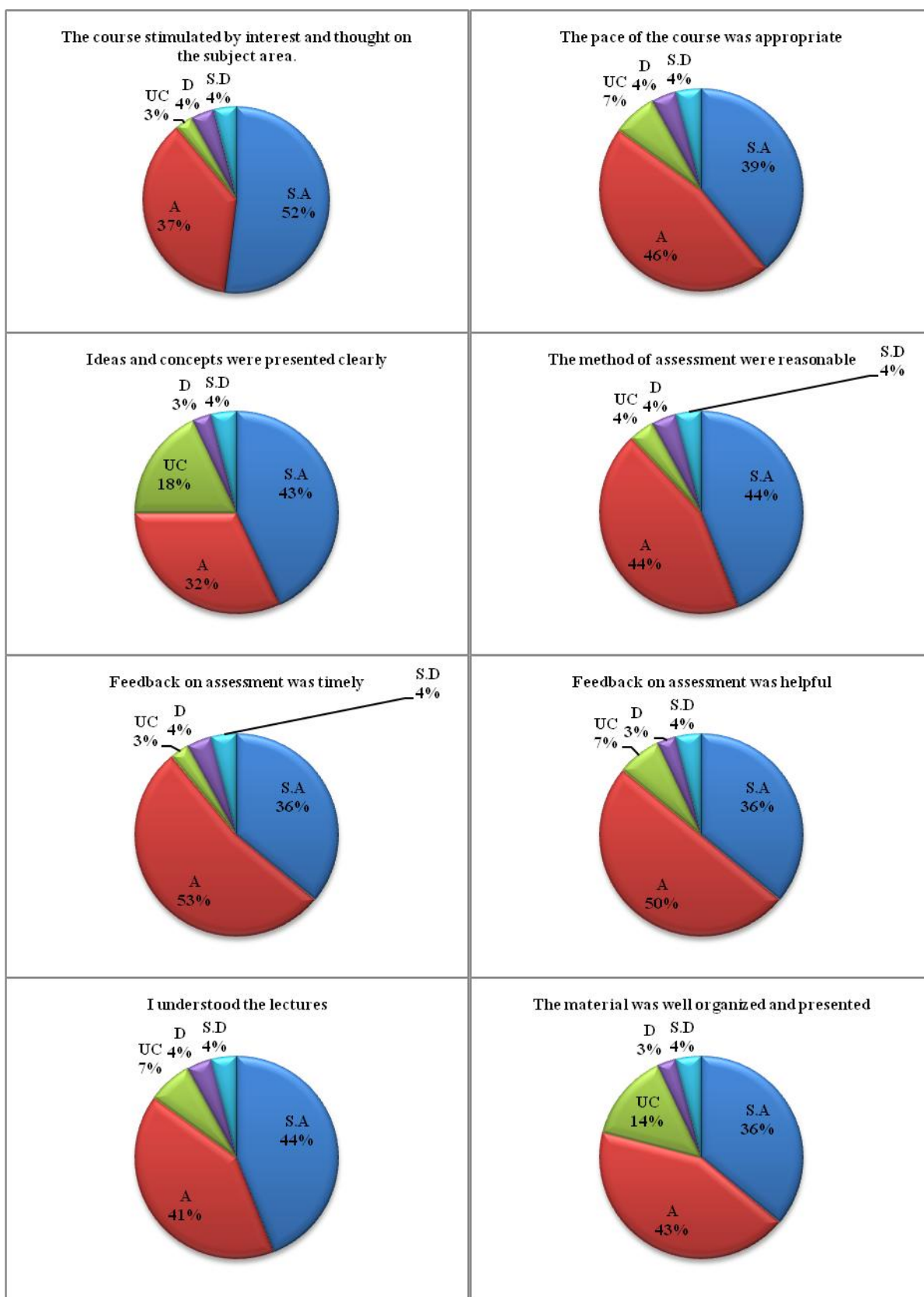


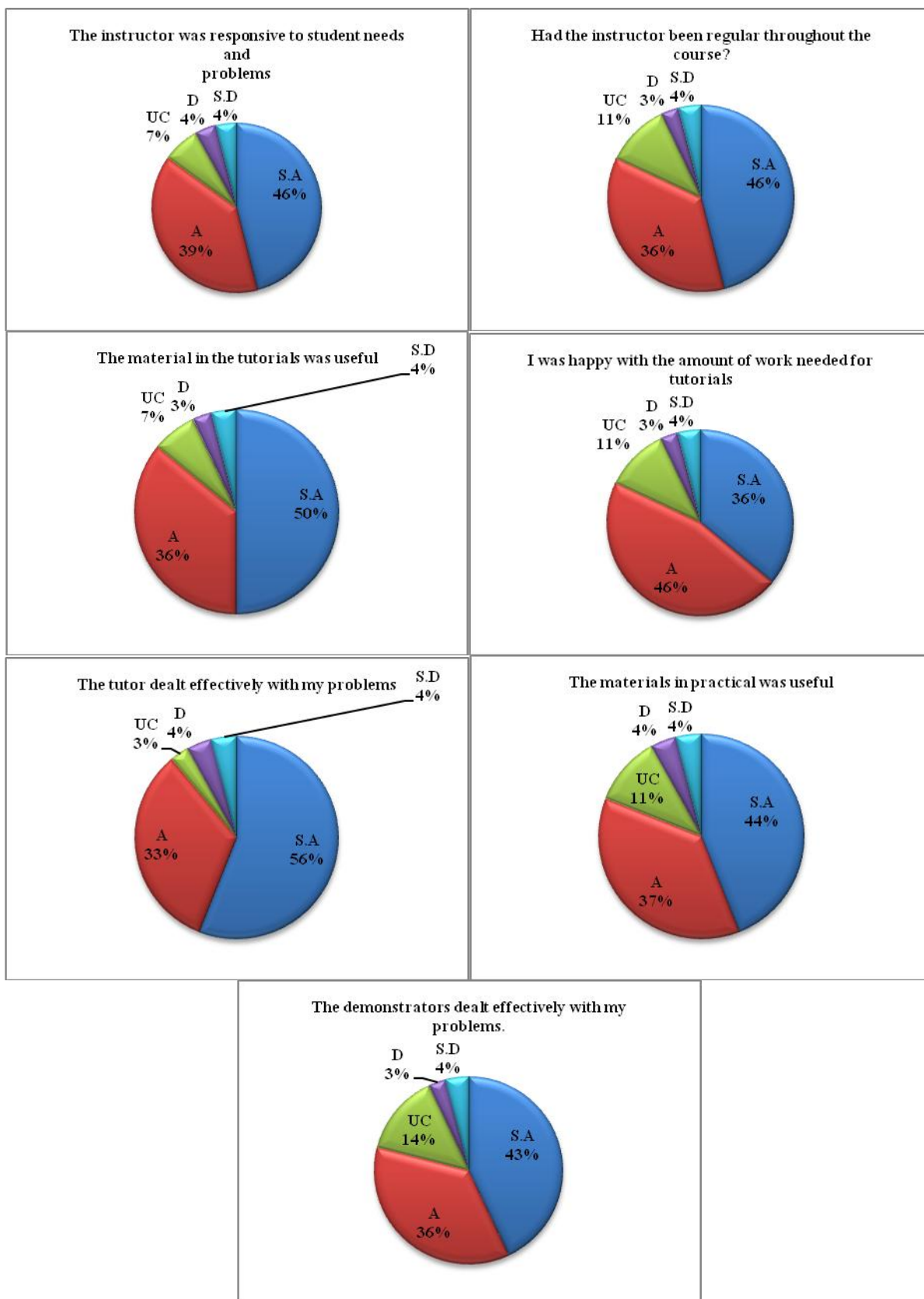
The provision of learning resources in the library was adequate and appropriate.



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







General Comments by Students about this course

Strengths:

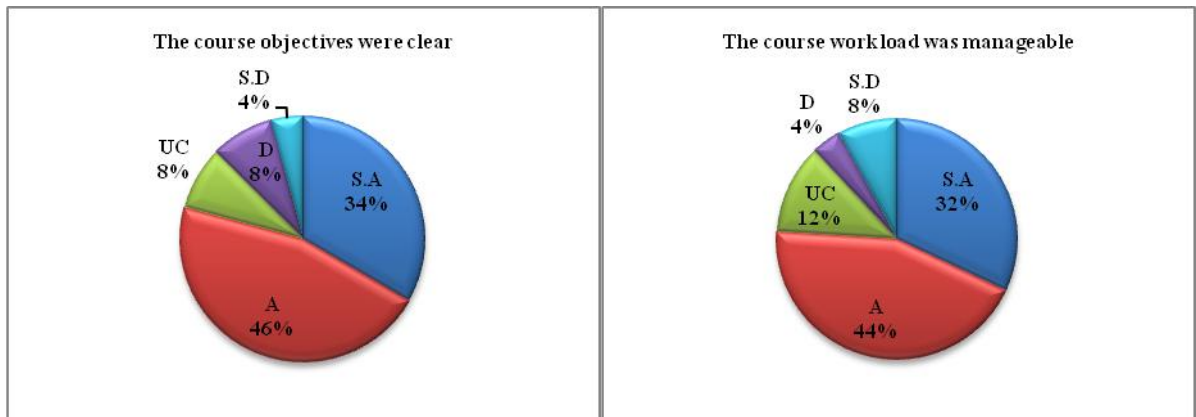
- To improve the concept
- According to course outline

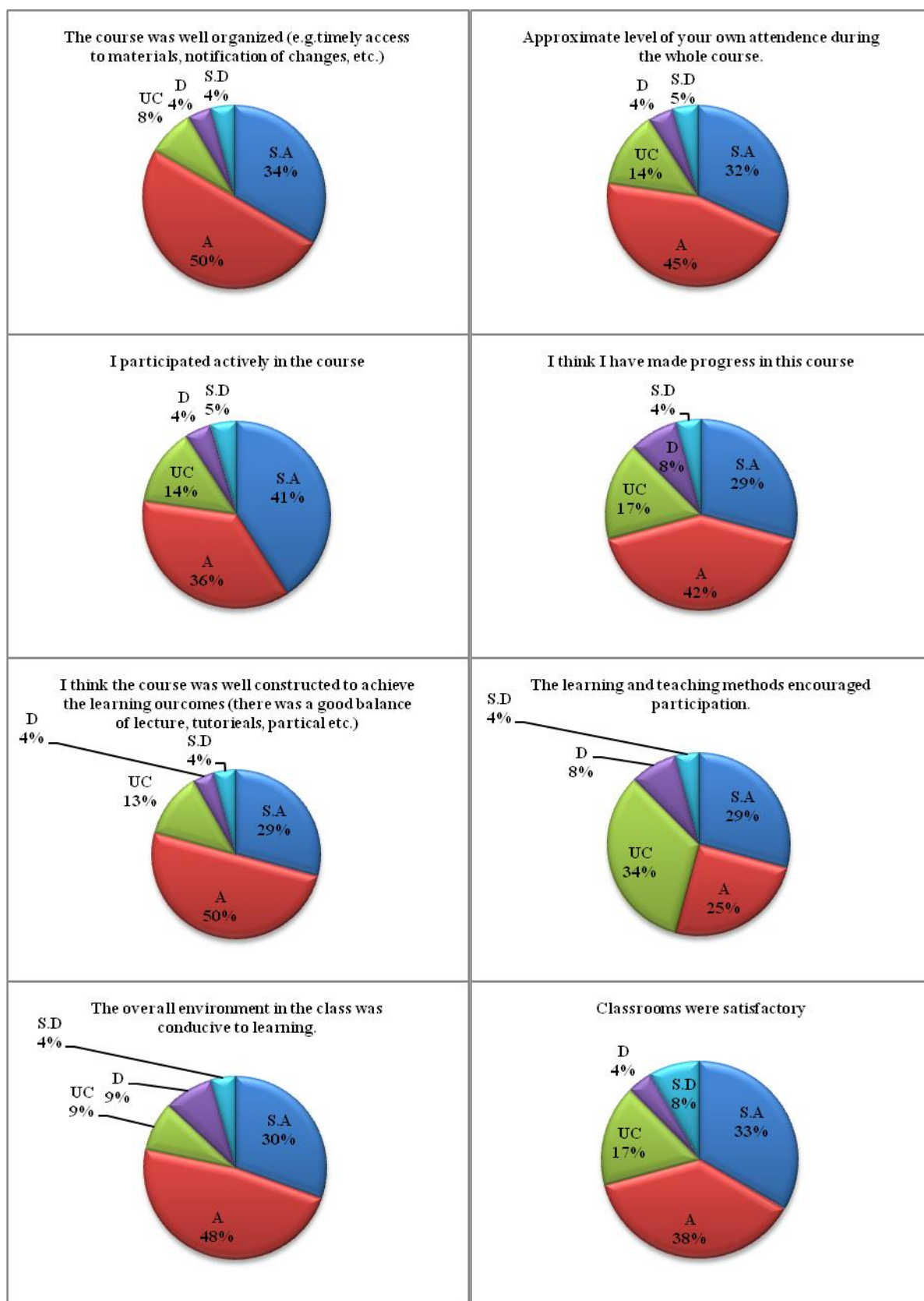
Weaknesses:

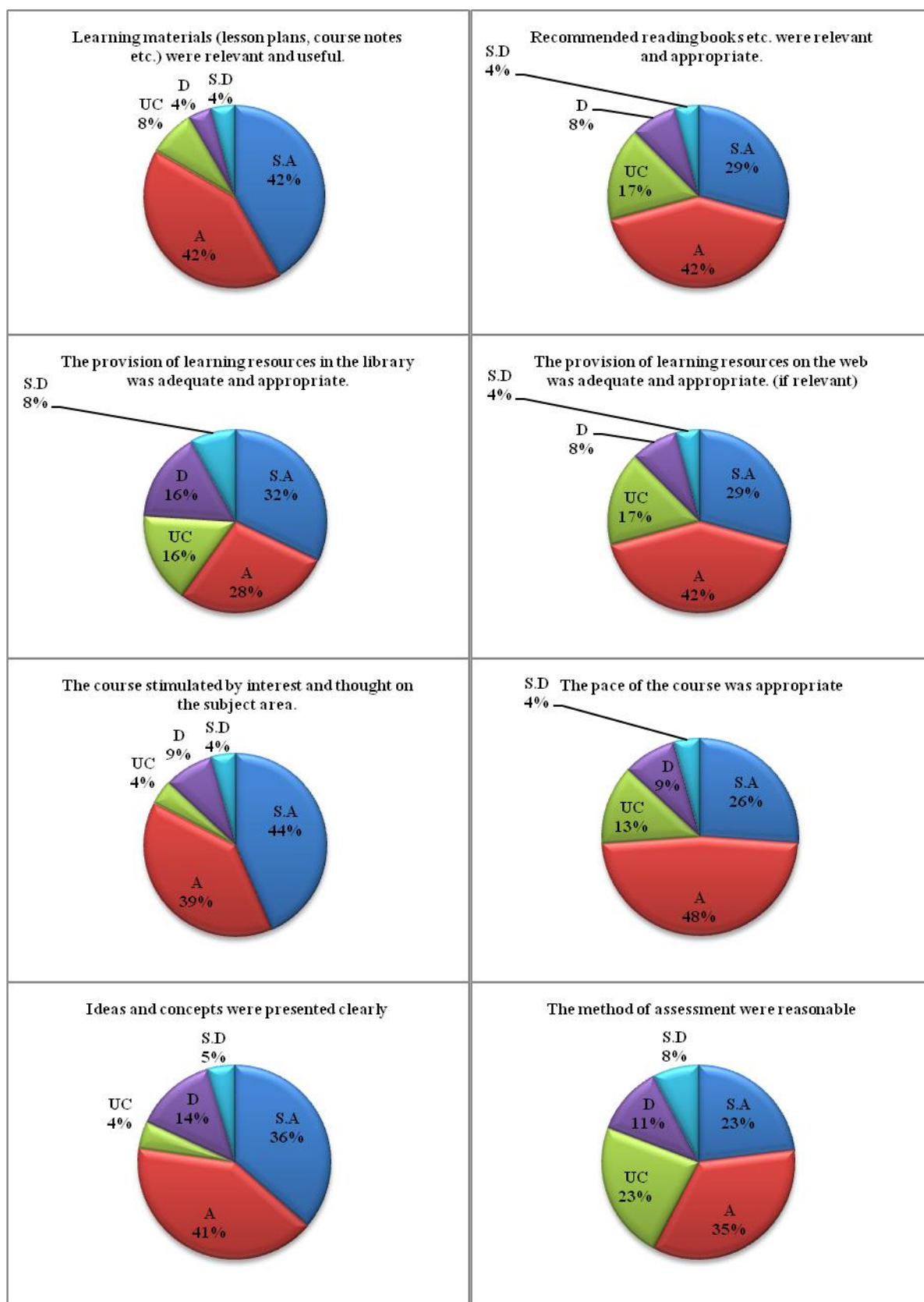
- The more time required for the lab.

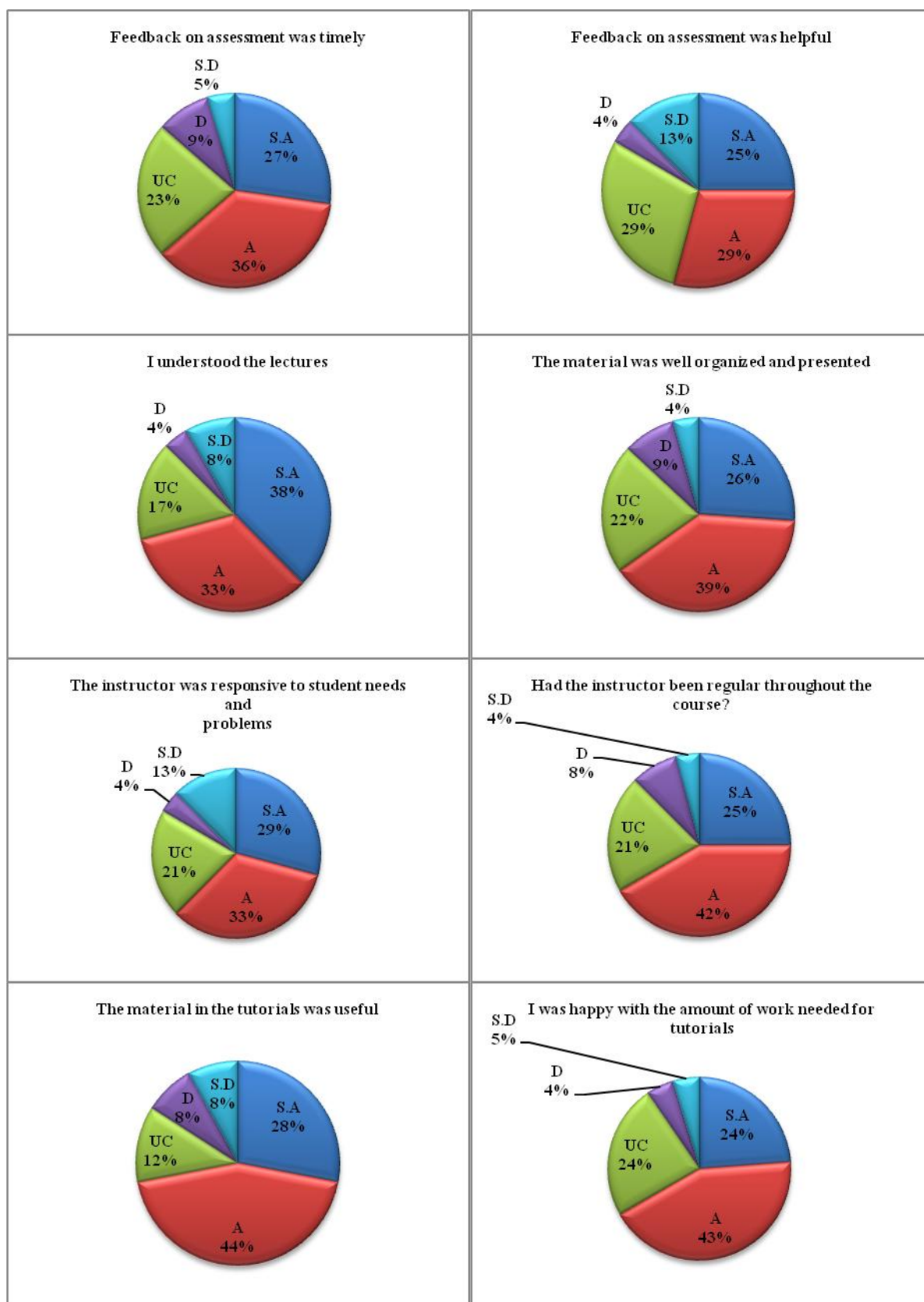
CS-773 (Mr. Syed Mushadd Gillani)

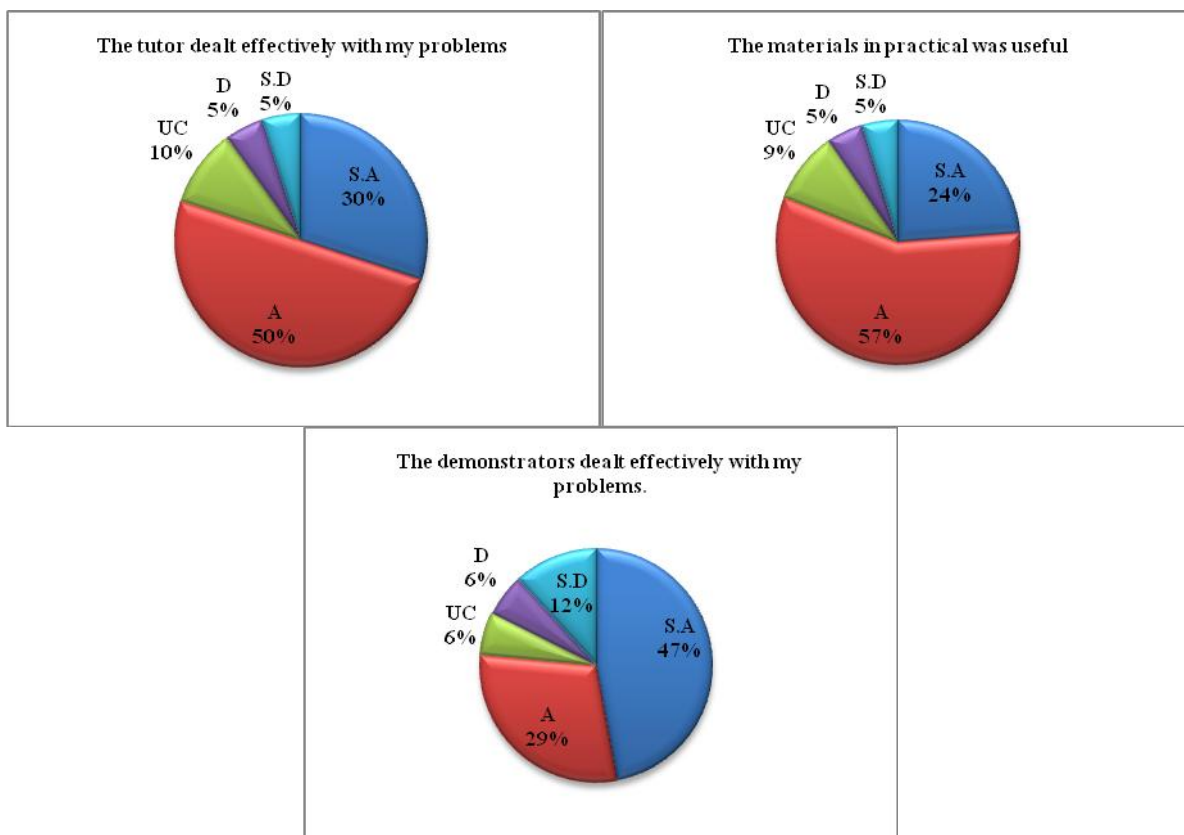
The graph shows that 34% of the students strongly agreed and 46% agreed that course objectives are clear. The 8% are uncertain, 8% do not agree and 4% strongly disagreed. The course load was manageable as 32% of the students strongly agreed and 44% of the students agreed. The 12% are uncertain, 4% of the students do not agree and 8% strongly disagreed. The material in the tutorial was useful” 28% strongly agreed, 44% agreed, 12% are uncertain, 8% disagreed and 8% strongly disagreed. The feedback on assessment was timely, 27% strongly agreed, 36% agreed, 23% are uncertain, 9% disagreed and 5% strongly disagreed. The pace of the course was appropriate 26% strongly agreed, 48% agreed, 7% are uncertain, 6% disagreed and 6% strongly disagreed. The instructor had made progress in this course 29% strongly agreed, 42% agreed, 17% are uncertain, 8% disagreed and 4% strongly disagreed.











General Comments by Students about this course

Strengths:

- Good material to learn
- Practical material was helpful

Weakness:

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

Alumni Survey Results

The students after completion of MIT usually join government and private organizations like software houses, telecom and multinational companies, schools, colleges, universities and few adopted higher education and then came to the research field. So Performa 7 was sent to the organizations and feedback was collected.

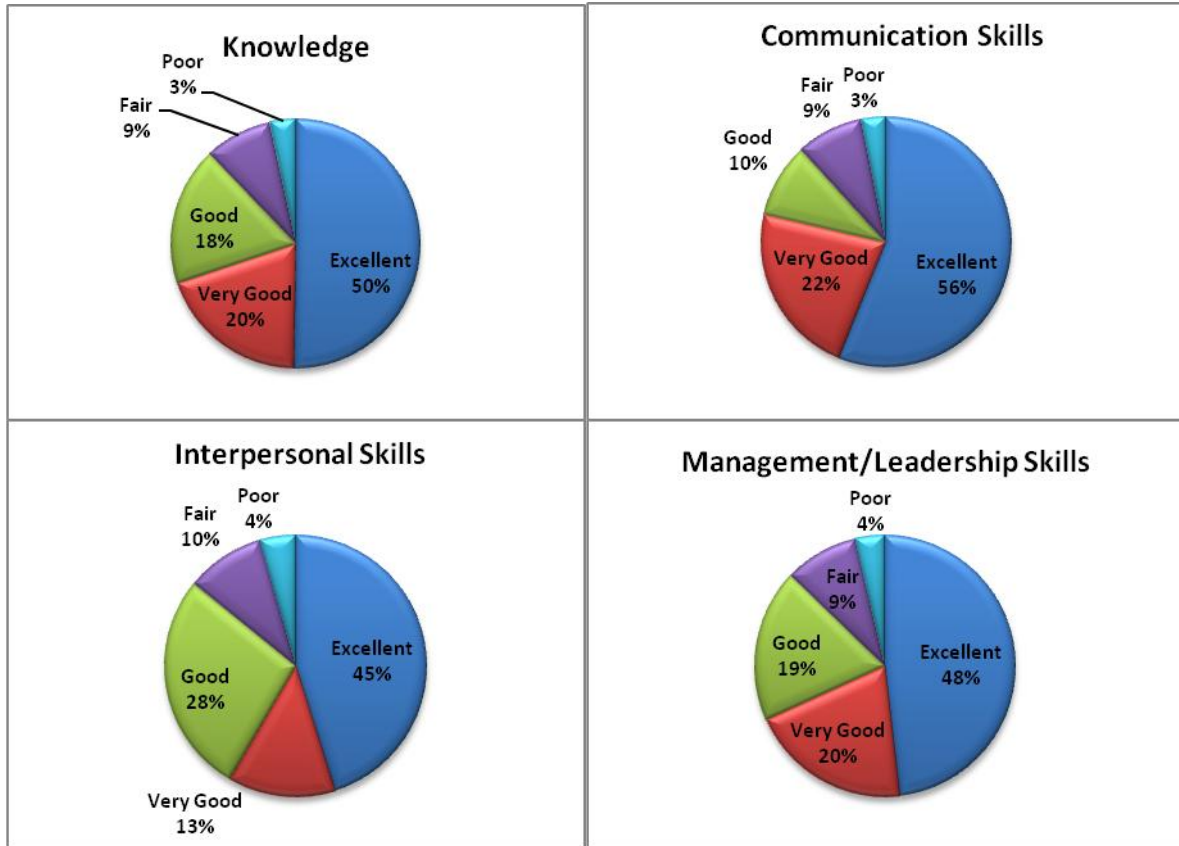


Figure 3: Result of Alumni Survey

The 50% alumni are of the view that MIT graduates have excellent knowledge, 20% are of the view that they have very good knowledge, 18% view that knowledge is good, 9% are of the view that their knowledge is fair and only 3% are of the view that their knowledge is poor. The graph regarding communication skills shows that 56% are excellent, 22% are very good, 10% are good, 9% are fair and 3% are poor. According to the interpersonal skills graph, 43% are excellent, 13% are very good, 28% are good, 10% are fair and 4% are poor. The graph of

management/leadership skills shows that 48% are excellent, 20% are very good, 19% are good, 9% are fair and 4% are poor. The detail graphs of individual parameters are given below.

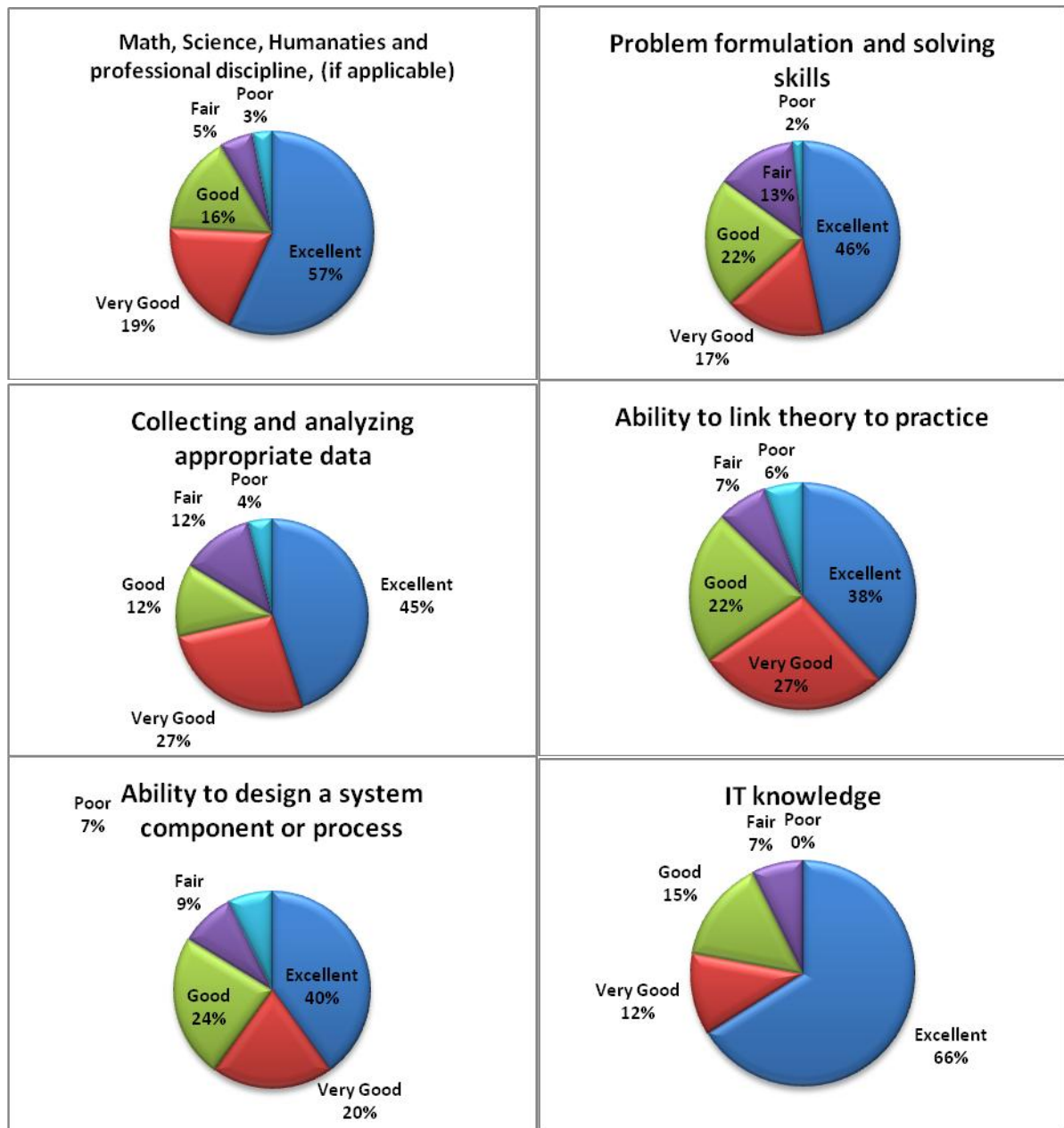


Figure 4: Knowledge

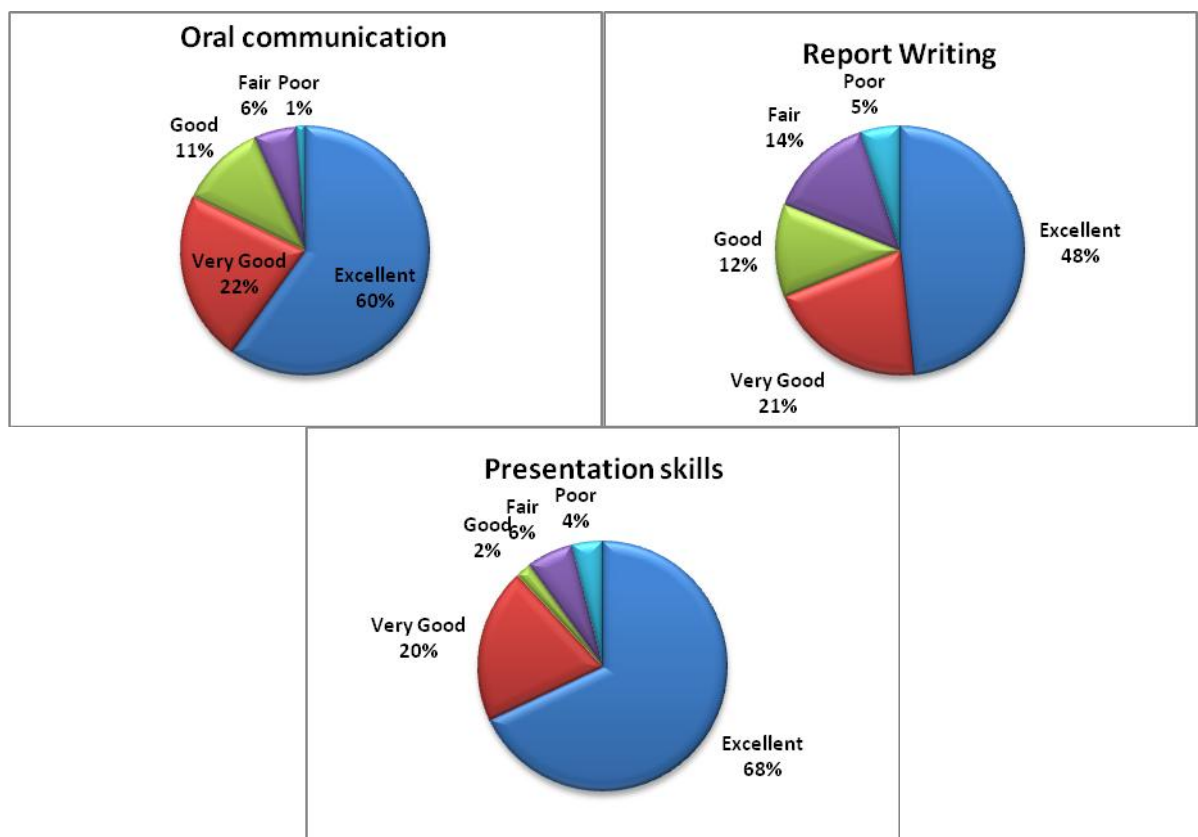


Figure 5: Communication Skills

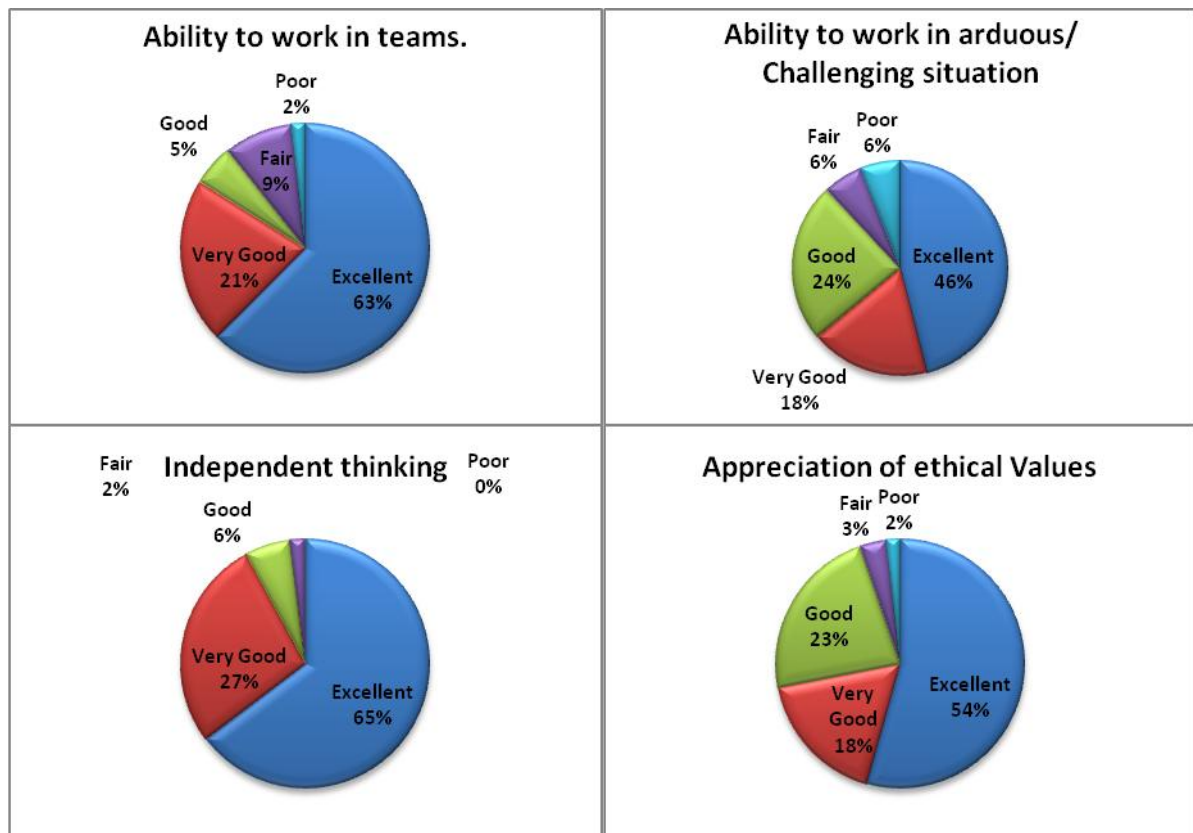


Figure 6: Interpersonal Skills

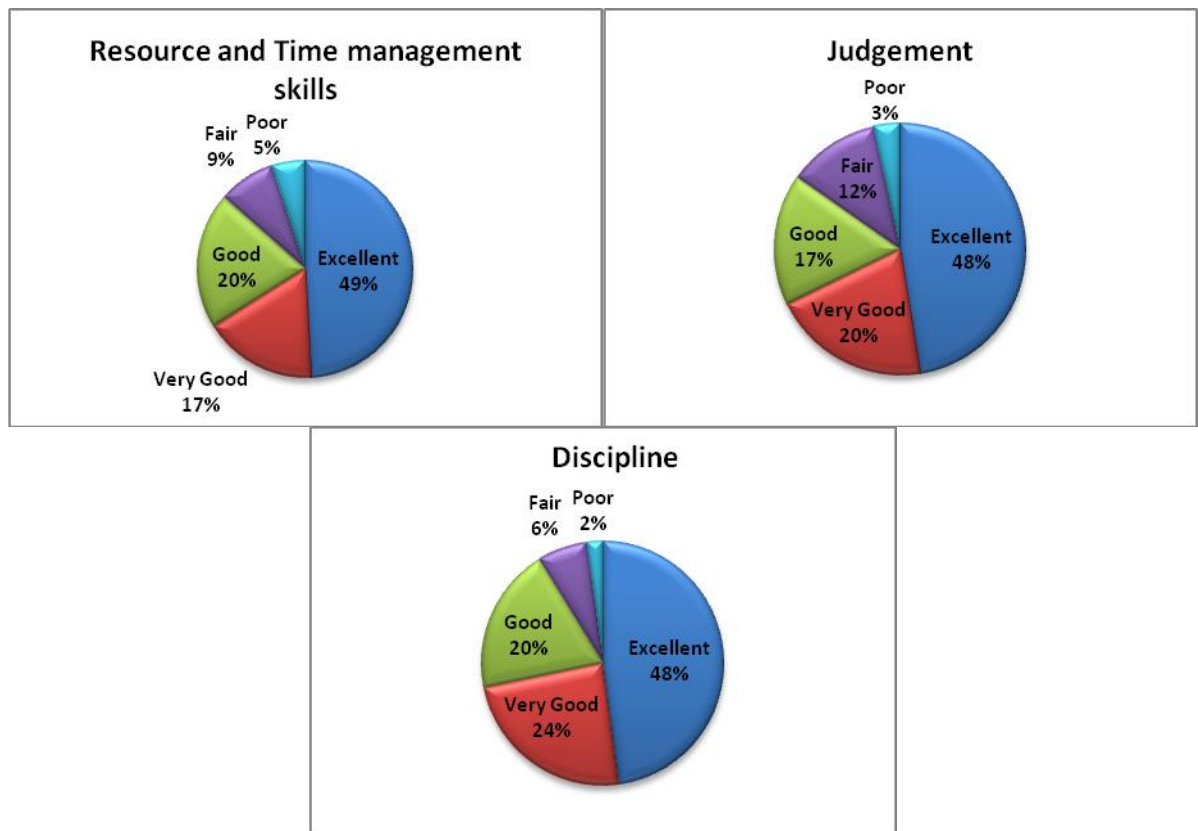


Figure 7: Management and Leadership Skills

Skills of Students as MIT graduates

The students are prepared and educated with latest technologies to work in a software house, telecom industry and other scientific organizations. 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.

Survey of Graduating Students

A survey is conducted for the students of the last semester of MIT 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 48% students are very satisfied with the program, 35% are satisfied, 6% are uncertain, 6% are dissatisfied and 5% are very dissatisfied.

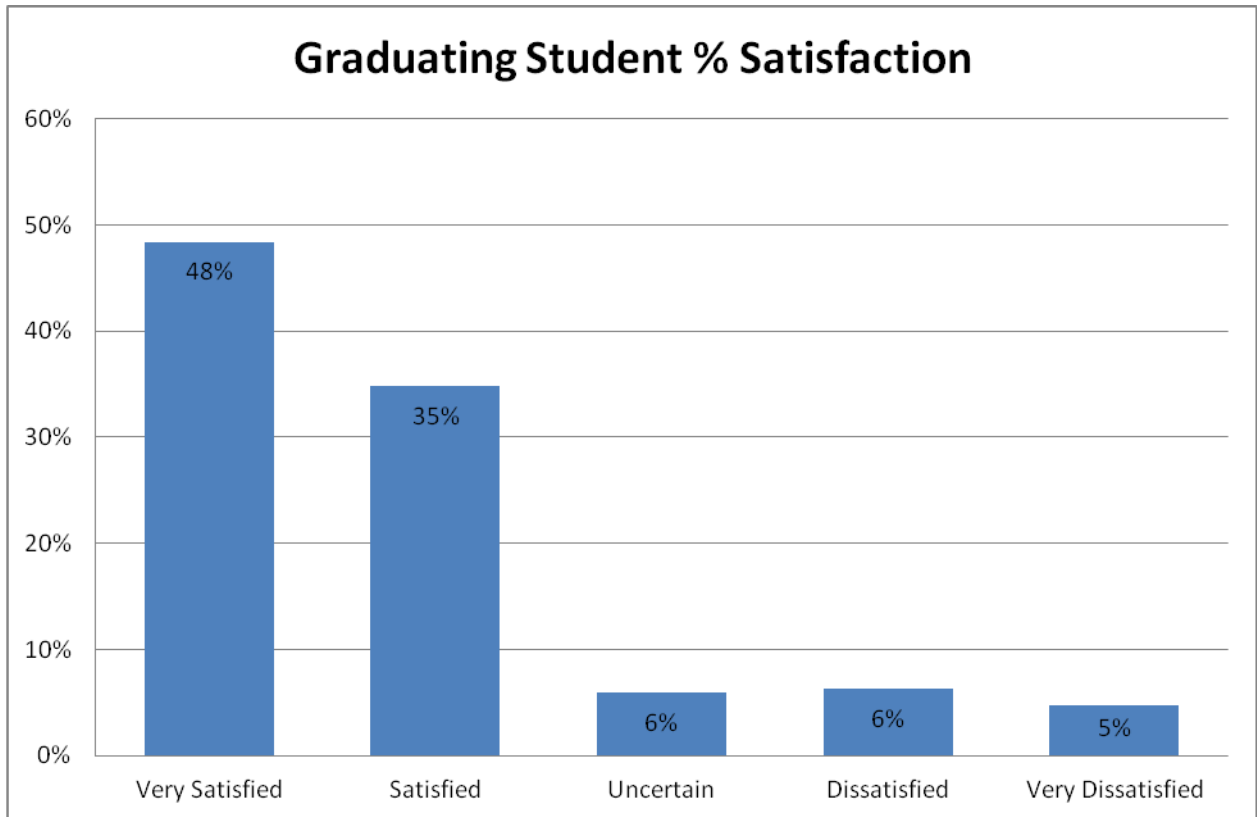


Figure 8: Survey of Graduating Students

Best Aspects of the Program:

- Qualified faculty
- Promote team work abilities
- Sustain the communication skill level
- Introduction to the new technologies, tools and equipments

Weaknesses:

- More practical work is required for students' useful grip on technical subjects
- Research oriented activities should be commenced properly

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 a grip on all fields of IT and Computer Science. Due to projects, presentations the team work abilities are also getting an elegant approach to student communication proficiencies.

Weakness of Program/Institute

The weaknesses in the program are dependence on the visiting faculty. More labs should be provided to the students other than their timetable, so that they can perform more practical work. There is no sitting place on the campus in extreme summer weather.

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

As the MIT program is not a 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 the 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.

Table 3: Performance measures for research activities

Faculty	Publications in Journals	Publications in proceedings/abstracts	Research Projects
Dr. Sohail Asghar	9	20	4
Mr. Nasir Mehmood Minhas	1	8	-
Mr. Yasir Hafeez	-	6	1
Ms. Rubina Ghazal	-	-	-
Ms. Aisha Umair	-	-	-
Ms. Bushra Hamid	-	2	-
Mr. Syed Mushadd Gillani	-	6	-

Future Plans

The Management of UIIT has planned a number of research studies and practical work in future deal with the issues of computer science and information technology as according to the requirement of HEC.

Table 4: Quantitative assessment of the department

Sr. #	Particular	No.	Remarks
I	MIT. degree awarded	40	For the year 2010 and 2011
Ii	MS (IT) degree awarded	-	--
iii	Ph.D. degree awarded	-	--
iv	Post-Doc fellowship	-	--
V	Students: Faculty ratio	-	1:38
vi	Technical: Nontechnical Ratio	-	Fulfills HEC criteria

Employer Survey

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

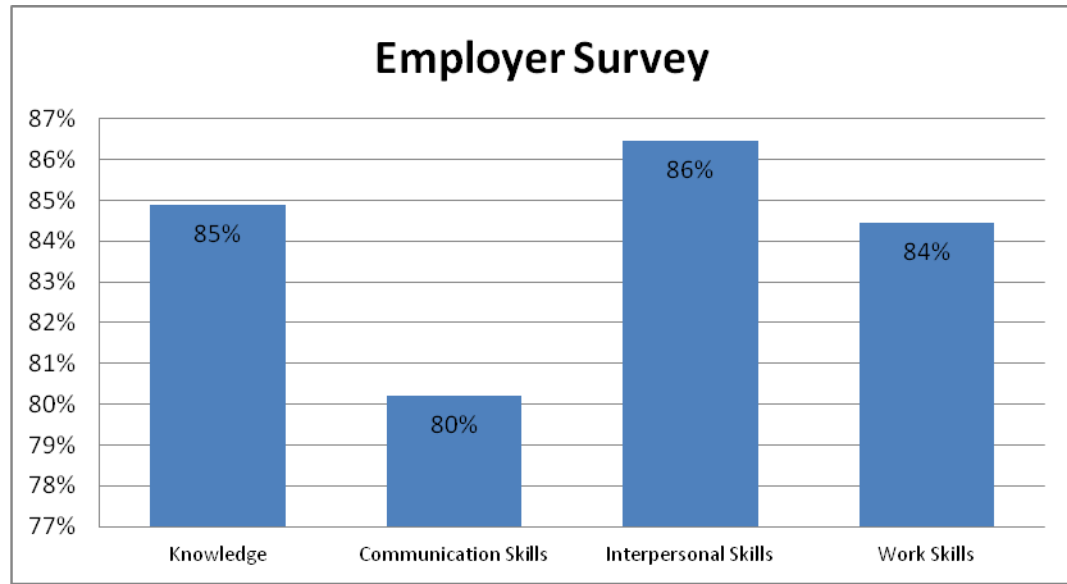


Figure 9: Employer Survey for Determining the Student's Skill Level

The graph shows the employers view regarding the students. The 85% students have enough knowledge regarding their field. The 80% have communication skills to communicate with the people of their own field. The 86% students have Interpersonal skills and 84% students have work skills related to the field. All the employer was 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

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 institutional level, Board of Studies, which comprised of senior faculty members, is responsible for updating the curriculum. This body is authorized to formulate a 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.

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 5 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(a) 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 2-3: The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body. Examples of such requirements are given in Table A.1, Appendix A.

The curriculum is designed according to the requirements of the Accreditation Council of Pakistan and is duly approved by the Academic Council of PMAS-AAUR.

Standard 2-4: The curriculum must satisfy the major requirements for the program as specified by HEC, the respective accreditation body / councils. Examples of such requirements are given in Table A.1, Appendix A.

The institute has its own faculty board comprising of ten members, one member from sister institute, two members from the academic council of PMAS-AAUR and seven members from faculty of UIIT. All courses of MIT degree are designed according to the defined standard of HEC by the said faculty board and curriculum is duly approved by the academic council of the university.

Standard 2-5: The curriculum must satisfy general education, arts, and professional and other discipline requirements for the program, as specified by the respective accreditation body / council. Examples of such requirements are given in Table A.1, Appendix A.

The course distribution in the curriculum of MIT is according requirements of Accreditation Council of Pakistan and HEC

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 5(b) 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 5(c) General Education Courses

Course Code	Course Title	Credit Hours
ENG-705	English Comprehension	3(3-0)
ENG-715	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

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

Table 6 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 60MB of bandwidth.							
Specialized lab facilities and hours of their availability	CISCO (Router/Switch) GIS (Plotter/Scanner) DLD(Trainer/Oscilloscope) PhD Lab (1)				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	2010-11	2011-12
	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)	1.2:1 (390:285)	2:1 (410:285)
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 details)	IEEE (Give full details)	ACM (Give full details)	
	1020	Automated	3604 In addition to university main library resources	2700	8 Journals	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:	18
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 2011-2012 is 1:2. The detailed information is presented in table 6.

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 undergraduate level subjects/courses are offered as per the 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 a number of students.
- Elective courses are offered as per policy of HEC and the University.
- For postgraduate programs, a variety of courses are 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, practices are carried out in the labs. Courses are structured and decided by the board of studies meeting. At commencement of each semester, faculty members interact frequently among themselves and with students. Students are welcome to ask questions in class and even after the class. Emphasis is always given for an effective interaction between each section of an 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's office.
- Through the personal communication of the teachers with the students.
- Meetings are organized by the director of the institute for counseling for the students. In addition, students can also contact with the relevant teachers whenever they face any problem.
- Students can meet director of the institute whenever 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 7 Student to Teacher Ratio at UIIT

2008-09	2009-10	2010-11	2011-12
1:23	1:27	1:30	1:35

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 the rules and criteria set by HEC. For this purpose an advertisement is published in the national newspapers by the Registrar's office.
- Admission criteria is to pass 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 is on open merit basis.
- 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's office for proper registration in the specific program and the registration number is issued to the student.

- Registration is done in 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 the institution's mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

- The recruitment policy followed by the University is the same as recommended by the HEC. Induction of all posts is done as per rule.
- Vacancies and newly created positions are advertised in the national newspapers, applications are received by the Registrar's office, scrutinized by the scrutiny committee, and call letters are issued to the shortlisted 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.
- The standard set by HEC are followed.
- At present, no procedure exists for retaining highly qualified faculty members. However, the revised pay scale structure is quite attractive.
- HEC also supports the appointment of highly qualified members as foreign faculty Professors, National Professors and depute 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, Institute periodically revises the curriculum in views of field requirements, innovations and new technology.
- With the emergence of new fields, new courses are introduced and included in the curriculum.
- Students usually buy cheap Asian editions of technology books. These are also available in the University library, where documentation, copying and internet facilities are available.
- Notes are also prepared by the teachers and given to the students.
- 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 at 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's 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%.

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 8 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					
22	3	16	0	01	09	09	-

B. Part-time Faculty Information

Table 9 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-11)	02	15	48	24	1:2
(Spring-12)	03	16	38	24	1:1.58

The entire faculty members are hired on the basis of the degree offered by the 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 to the training for the available resourced. Currently many faculty members are studying in Pakistan and abroad in MS and PhD level studies.
- The 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.
- The institute provides support for attending conferences through HEC. There are certain policy matters which a faculty member needs to follow in order to get a positive feedback from the institute for travel grants to the conference.
- The university provides a certain amount of 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 the amount they get in the form of salary. Most of the faculty members are satisfied with the mix of research and teaching method. The faculty members are satisfied with the support they are getting from the administration regarding the research and teaching. The faculty members are satisfied with overall climate of the institute. Not all the faculty members are satisfied with the job security. Most of the faculty members are satisfied that the institution is utilizing their capabilities in the good way. The faculty should be encouraged to continue excelling through their career. A table of Results of faculty Survey is at next Page. (Table 13 Result of Faculty Survey)

Table 10 Result of Faculty Survey

S. No	Parameters	Dr. Sohail Asghar	Mr. Sheeraz Akram	Mr. Nasir Mehmood Minhas	Ms. Irum Rubab	Ms. Fakhra Mushtaq	Mr. Malik Nadeem Ahmed	Mr. Muhammad Nazir	Mr. Shehzad Saqib	Mr. Yasir Hafeez	Ms. Rubina Ghazal	Dr. M. Ramzan	Ms. Aisha Umair	Ms. Bushra Hamid	Mr. Syed Mushhad Gillani
1	Your mix of research, teaching and community service	A	B	B	B	B	B	B	B	B	B	B	A	B	B
2	The intellectual stimulations of your work.	B	B	B	B	B	A	B	B	B	B	B	B	B	C
3	Type of teaching /research you currently do.	A	B	B	B	B	B	B	B	B	B	B	B	B	B
4	Your interaction with students.	A	C	B	B	B	B	B	B	C	A	B	A	C	B
5	Cooperation you receive from colleagues.	A	B	B	B	B	A	B	C	C	C	B	B	C	B
6	The mentoring available to you.	B	B	C	B	B	B	C	B	C	B	C	A	C	B
7	Administrative support from the department.	B	B	B	B	C	B	B	B	B	B	B	B	C	B
8	Providing clarity about the faculty promotion process.	A	C	B	B	C	C	C	D	C	B	B	C	C	C
9	Your prospects for advancement and progress through ranks.	B	C	B	C	C	B	B	C	C	C	C	B	E	D
10	Salary and compensation package.	A	C	B	B	C	B	B	B	E	B	C	B	B	D
11	Job security and stability at the department.	B	C	B	C	B	B	B	B	B	A	C	A	C	C

12	Amount of time you have for yourself and family.	B	C	B	C	B	C	B	B	D	A	C	C	B	B
13	The over all climate at the department.	B	B	B	C	B	B	B	B	C	B	B	B	B	B
14	Whether the department is utilizing your experience and knowledge	B	C	B	C	C	B	C	B	B	B	B	C	B	B
15	What are the best programs / facts currently available in your department that enhance you motivation and job satisfaction	The MS Program and BS CS Program	New Building , Latest Equipment	NIL	MS and BS CS Program	Colleagues are well qualified and fresh in research, MS and BS CS Program	Available of Resources, Motivation for Higher Studies	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
16	Suggest programs/factors that could improve your motivation and job satisfaction?	It is better to offer new courses in the existing programs	Research Environment should be improved	NIL	Promotion of Research culture to give faculty a chance for improving research.	The workload of the faculty should be –re-considered	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	NIL	NIL	NIL	NIL

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. Insufficient library's technical collection of books. Recommended books and relevant journals of the programs are not available to the students.
- These aspects need to be strengthened in number and space.
- Classrooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.
- The standard wise description of this criterion is given an 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 of 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. The institute has its own small library which has computer science related books. But this library also lacks the book related to the latest field and the field in which currently latest results are being conducted.

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

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

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 Assistant positions are not available for UIIT.

Table 11 Number of students enrolled in MIT in last ten years

2008-09	2009-10	2010-11	2011-12
41	50	189	181

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

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

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

Table 12 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 expenditures for two	0.400M		0.600M	0.400M	0.300M	0.350M	0.350M	0.400M

	years are 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. 24900	Subsidized Fee: Rs 7600 Regular Fee: Rs. 24900			Subsidized Fee: Rs. 10100 Regular Fee: Rs. 24900	Subsidized Fee: Rs 8360 Regular Fee: Rs. 24900	Subsidized Fee: Rs 8360 Regular Fee: Rs. 24900	Regular Fee Category Only: Rs 23190	
What are sources of income	Project of Most	Students fee and Govt. Grants							

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 the Degree Program Master in Information Technology (MIT) included a general introduction of the institute and a particular discussion of the said degree program while highlighting its significance, objectives, outcomes, metrics to assess the outcomes against the objectives and other important features. The overall discussion was divided into following eight criteria, each describing a distinct aspect of the program.

The first criterion outlined the program mission and objectives. Criterion 2 provided information about the curriculum development, followed by a detailed account of the laboratories and relevant information in criterion 3. Students' advisory and support facilities were discussed in criterion 4 while the remaining 4 criteria provided information about process control, faculty and institutional facilities and support, in that order.

MIT is a compact 2-year degree program intended to provide crash coverage of the important IT related courses at the master's level. The process of admission, as outlined in the report, is well established, adhering to the criterion set by the HEC and revised every year before the announcement of new admissions.

The curriculum, MIT degree program, has been designed according to the requirements of the Higher Education Commission (HEC) of Pakistan keeping in view the international IT trends and latest market approaches. The assessment of the MIT curriculum in table 5 demonstrates a mix of introductory, intermediate and advanced computing courses together with courses on mathematical modeling and numerical solutions and management science; to provide an adequate exposure to the necessary allied skills. The institute has also included some general courses to augment the written and oral communication skills of the students as required by the HEC. Moreover, seminars and workshops are also arranged by

the faculty and students as part of their practical work, in order to supplement the development of professional work skills among the students.

The objectives of MIT degree program are evaluated based on the criteria presented in Table 1.

The students, after completing their MIT degrees, usually join IT departments in public and private sectors or else proceed for higher education and pursue careers in research and education. Feedback from our alumni, collected through Performa 7, showed a general trend of satisfaction with the quality of the program and was further endorsed by their employers as depicted through the results of the Performa 8 survey. The survey of the graduating students again shows a general satisfaction with a few points of concerns raised by the faculty and students as discussed in the subsequent paragraphs

The institution is struggling hard to provide best infrastructural support for teaching including provision of multimedia in every room and well-equipped computer lab with a full-time internet access throughout the campus. New learning trends such as e-learning have also been incorporated to enhance learning and teaching experiences. Despite all such endeavors on the part of the UIIT management, some complaints have still been reported by the students and faculty that need urgent attention:

- a) Insufficient lab time for practical work because of entirely committed lab schedule
- b) Difficulty listening to the lectures in summers because of the white noise (fans)
- c) Frequent power failures that hinder the smooth flow of lectures and practical work
- d) Lack of screens for multimedia projection in classrooms and labs.
- e) Over-congested campus particularly the computer labs during summer
- f) Lack of latest edition of important technology related books in the UIIT library.
And insufficient seating.
- g) High academic loads on the faculty members that leave less time for consultation outside the class.

The current financial resources have become insufficient to meet the requirements. Individual research grants for students and faculty are mainly supporting the institute research activities only. There is a dreadful need to increase the financial resources to continue to improve the performance.

Program Team Member

Coordinator: Dr. Sohail Asghar

Convener: Ms. Hina Gul

Members: Mr. Saif Ur Rehman

Mr. Syed Mushhad Gilani

Mr. Asif Nawaz

ANNEXURES

ANNEXURE I: ALUMNI SURVEY

The results of the Alumni survey in tabular form are given below

		Excellent	Very Good	Good	Fair	Poor
I	Knowledge					
1	Math, Science, Humanities and professional discipline, (if applicable)	57%	19%	16%	5%	3%
2	Problem formulation and solving skills	47%	17%	22%	13%	2%
3	Collecting and analyzing appropriate data	45%	27%	12%	12%	4%
4	Ability to link theory to practice	38%	27%	22%	7%	5%
5	Ability to design a system component or process	40%	20%	24%	9%	7%
6	IT knowledge	66%	12%	15%	7%	0%
II	Communication Skills					
1	Oral communication	60%	22%	11%	6%	1%
2	Report writing	48%	21%	12%	14%	5%
3	Presentation skills	68%	20%	2%	6%	4%
III	Interpersonal Skills					
1	Ability to work in teams.	63%	21%	5%	9%	2%
2	Ability to work in arduous/Challenging situation	46%	18%	24%	6%	6%
3	Independent thinking	65%	27%	6%	2%	0%
4	Appreciation of ethical Values	54%	18%	23%	4%	2%
IV	Management/Leadership Skills					
1	Resource and Time management skills	49%	17%	20%	8%	5%
2	Judgment	47%	20%	17%	12%	3%
3	Discipline	48%	24%	20%	7%	2%
V	General Comments					
VI	Career Opportunities					
VII	Department Status					
1	Infrastructure	50%	27%	13%	3%	7%
2	Faculty	43%	30%	22%	4%	0%
3	Repute at national level	43%	31%	17%	7%	2%
4	Repute at International level	48%	29%	24%	0%	0%

ANNEXURE II: GRADUATING STUDENTS SURVEY

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

1	The work in the program is too heavy and induces a lot of pressure.	59%	25%	11%	4%	1%
2	The program is effective in enhancing team-work abilities.	44%	42%	5%	2%	7%
3	The program administration is effective in supportive learning	53%	35%	5%	2%	5%
4	The program is effective in developing analytical and problem solving skills.	51%	38%	1%	5%	5%
5	The program is effective in developing independent thinking.	38%	34%	10%	16%	2%
6	The program is effective in developing written communication skills.	56%	34%	3%	1%	6%
7	The program is effective in developing planning abilities.	49%	34%	5%	7%	5%
8	The objectives of the program have been fully achieved.	48%	34%	3%	13%	2%
9	Whether the contents of curriculum are advanced and meet program objectives.	54%	29%	8%	6%	4%
10	Faculty was able to meet the program objectives.	52%	28%	5%	7%	8%
11	Environment was conducive for learning	49%	38%	3%	3%	6%
12	Whether the infrastructure of the department was good	37%	45%	2%	10%	7%
13	Whether the program was comprised of Co-curricular and extra-curricular activities	40%	38%	9%	6%	8%
14	Whether scholarships/grants are available to students in case of hardship.	42%	33%	15%	9%	2%

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)	42%	33%	19%	3%	3%
2	Problem formulation and solving skills	56%	34%	6%	0%	3%
3	Collecting and analyzing appropriate data	50%	26%	18%	3%	3%
4	Ability to link theory to practice	36%	50%	7%	0%	7%
5	Ability to design a system component or process	70%	10%	10%	10%	0%
6	Computer knowledge	77%	9%	0%	9%	5%
II	Communication Skills					
1	Oral communication	45%	19%	19%	13%	3%
2	Report writing	52%	29%	6%	10%	3%
3	Presentation skills	45%	32%	0%	19%	3%
III	Interpersonal Skills					
1	Ability to work in teams.	58%	35%	4%	0%	4%
2	Leadership	64%	23%	14%	0%	0%
3	Independent thinking	59%	41%	0%	0%	0%
4	Motivation	50%	36%	9%	0%	5%
5	Reliability	42%	32%	5%	21%	0%
6	Appreciation of ethical values	63%	17%	8%	4%	8%
IV	Work Skills					
1	Time management skills	48%	39%	9%	4%	0%
2	Judgment	58%	15%	19%	8%	0%
3	Discipline	52%	22%	17%	4%	4%

ANNEXURE IV: FACULTY RESUME

Performa 9

Faculty Resume



Name	Dr. Sohail Asghar
Personal	Director University Institute of Information Technology PMAS-Arid Agriculture University, Rawalpindi - Pakistan Mobile: +92-051-9290154
Experience	• Director Nov 2011 to-date University Institute of Information Technology PMAS-Arid Agri. University (AAUR) – Rawalpindi - Pakistan
Honor and Awards	• Australian Post Graduate Award for Industry, Australian Research Council, Monash University, Jan 2004-April 2006 • Oracle Certified Professional (OCP) – 2000 • Awarded Travel Grants (Three Times) from Higher Education Commission (HEC) of Pakistan.
Memberships	• Member IEEE • Member Australian Computer Society (ACS) • HEC Approved supervisor
Brief Statement of Research Interest	i. Data Mining and Business Intelligence ii. Decision Support Systems iii. Model Management and Disaster Management Systems iv. Operational Research
Publications	92

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

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
Publications	8

Performa 9



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
Students	4
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	• 2

Performa 9



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.



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
Graduate Students Undergraduate Students Honor Students	• 4 MS students currently under supervision for their MS Thesis
Publications	9



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 - Todate Assistant Professor (IT) University Institute of Information Technology, PMAS-Arid Agriculture University Rawalpindi.
Honor and Awards	• Participated in the workshop on “<i>Case Teaching Methodologies</i>” 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 “<i>Capability Maturity Model Integration</i>” held during March 2008 at College of Electrical and Mechanical Engineering (NUST).



Proforma 9

Faculty Resume

Name	Rubina Ghazal
Personal	Phone: +92-51-9290154 Email: rubinaghazal@uaar.edu.pk
Experience	Sep. 2006 to date Assistant Professor University Institute of Information Technology, PMAS Arid Agriculture University, Rawalpindi. 13 Feb 2002 - 12 Feb 2005 Lecturer Department of Computer Science, University of Agriculture, Faisalabad. 1 Jan 2000 - 31 Jan 2002 Lecturer College of Professional Studies Faisalabad
Education	MS-CS (Software Engineering) MSc. Computer Science
Courses	Software Engineering-I, Software Engineering-II, Digital Logic and Design, Data Structure and Algorithms, C++, Java, Operating Systems
Research Interests	Model-Driven Software Development, Agent programming, Modeling of Gene Expression Patterns.
Memberships	- Member of Harassment Committee of Arid Agriculture University Rawalpindi. - Member of Committee for code of conduct at campus in Arid Agriculture University Rawalpindi
Service Activity	Teaching to BS-CS, BS-IT, MCS and MIT students and supervising in their final year projects. And all other activities assigned by the Institute or University.



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 I have taught the following course at IST, Islamabad. • Software Engineering • Technical Writing
Honor and Awards	• Chaired the most successful open house (2010) of UIIT • Member of UIIT study board
Honor Students	19
Publications	19



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.
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

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
Undergraduate Students	2010	PGD(IT)	Abdul Raziq, Muzzamil Ahmed, M. Waris Bhatti
Honor Students	2010	PGD(IT)	Hanif-ur- Rehman, Noor rehman
	2010	PGD(IT)	Tassawar Hussain, M. Bashir Feroz, M. Asif
	2010	PGD(IT)	Adnan Mumtaz , Nasir Shehzad, Nazia Khaliq
Service Activity	N/A		



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
List supervision of graduate students, postdocs and undergraduate honors theses showing:	23
Publications	5

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

ANNEXURE V: FACULTY COURSE REVIEW REPORT

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. Sohail Asghar 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			
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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: <u>Nadeem Malik</u>	Date _____
(Course Instructor)	
Name: <u>Dr. Sohail Asghar</u>	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	%Grade	%Grade	%Grade	D	E	F	No	Withdrawal	Total

	Registered	A	B	C				Grade		
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: <u>Fakhra Mushtaq</u>	Date _____
(Course Instructor)	
Name: <u>Dr. Sohail Asghar</u>	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 the structure of the Course that this semester/term's experience may prompt.

Name: Nasir Minhas Date _____

(Course Instructor)

Name: Dr. Sohail Asghar Date _____

(Director)