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**Self-Assessment Report for BS (Computer Science)**  
**University Institute of Information Technology**  
**July 2016-2018**

**Self-Assessment Report**

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## Introduction

Computer Science is the study of computers and computational systems. Unlike electrical and computer engineers, computer scientists deal mostly with software and software systems; this includes their theory, design, development, and application.

Principal areas of study within Computer Science include artificial intelligence, computer systems and networks, security, database systems, human computer interaction, vision and graphics, numerical analysis, programming languages, software engineering, bioinformatics and theory of computing.

Although knowing how to program is essential to the study of computer science, it is only one element of the field. Computer scientists design and analyze algorithms to solve programs and study the performance of computer hardware and software. The problems that computer scientists encounter range from the abstract-- determining what problems can be solved with computers and the complexity of the algorithms that solve them – to the tangible – designing applications that perform well on handheld devices, that are easy to use, and that uphold security measures.

A strong Computer Science department is essential to UAAR's mission to be a world-class university that prepares students to contribute to the advancement of society. University Institute of Information Technology (UIIT) was established in 2001 to address this desire need. This year, UIIT is celebrating its 15th years of excellence in quality manpower production in the fields of CS and SE.

The aspire of offering BS (CS) program is to provide an opportunity for the students to gain broad understanding of the field via introducing concepts, theory, and techniques. Intensive education/training in focused areas of Computer Science is desirable. The program may encourage students to develop and use abstract models in addition to apply respective technology in practical situations. Computer Science graduates require special communication skills both orally and in writing. They must be able to produce well-organized reports, which clearly delineate objectives, methods of solution, results, and conclusions for a complex task. The program is to provide formal foundations for higher learning. The program is to provide dynamic and flexible enough to maintain currency with the latest scientific and technological developments in the field and provide professional orientation to prepare students for industry

The basic intention of an academic program in Computer Science is to develop the student's critical professional thinking and intuition. The curriculum must be structured to provide a balanced mixture of learning experiences to make the graduate capable of sound professional decisions. As a result, the graduate should be able to assume responsible positions in business, government, and education at the research, development, and planning levels. The program should also provide an excellent foundation for further formal learning and training. The Computer Science curriculum is expected to provide environments to put into practice, the principles and techniques learnt during the course of implementation of academic program.

In this regard 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. Students are offered opportunities to interact with leading professionals of industry to hone their skills according to market requirements.

## **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 our institute is to provide a quality and value-laden education in the field of Computer Science in order to produce scientifically, technologically, and professionally competent graduates who are adept to perform a significant role in the continuing transformation of the local and global society. Graduates of the program will take appropriate CS specialized positions in industry and organizations, or chase higher education and research in related disciplines.

#### **Program Objectives:**

1. To provide our graduating students with a broad-based education that will form the basis for personal growth and lifelong learning.
2. To make our students learn how to design and analyze software systems, or to program in Visual C#, C++, Java, Oracle Database, or to create a homepage, or to write a JavaScript, CSS, BOOTSTRAP, JQUERY, XML and PHP and AJAX based web application.

3. Development of a sound and a dynamic teaching system based on the experience and vision gathered from world reviews, literature, innovations, proceedings, symposia etc. for the award of degrees.
4. To provide our graduates with the communication skills and social and ethical awareness requisite for the effective and responsible practice of their professions.
5. Implementation of research projects funded by the universities and other agencies.
6. To maintain a qualified and dedicated faculty who actively pursues excellence in teaching.

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

**Table 1: Programs Objectives Assessment**

<b>S #</b>	<b>Objective</b>	<b>How Measured</b>	<b>When Measured</b>	<b>Improvement Identified</b>	<b>Improvement Made</b>
1	Development of a sound and dynamic teaching system.	Based on identification of latest technologies in the field of information technology and their technical and industrial importance	It is a regular process as per requisite	Techniques of guidelines are required to be improved	Techniques regarding research and field practices developed and dissemination to the students.
2	Learn how to design and analyze software systems, etc.	Through including different development tools in different courses.	During the semester	Related subjects to be recommended for studies	Enhancement of knowledge and vision about the latest tools in the market.
3	Expansion of a comprehensive and dynamic teaching system.	Based on identification of latest technologies in the field of information technology and their technical and industrial importance	It is a regular process as per requisite	Techniques of guidelines are required to be improved	Techniques regarding research and field practices developed and dissemination to the students.

4	Provide graduates the communication skills and responsible practice of their professions.	Through inclusion of communication skills and ethics related subjects	Continuous activity	There should be workshops and seminars related to communication skills and ethics.	Seminars. Research base projects, FYP and Term Projects are scheduled.
5	Implementation of RnD and ICT projects.	Through final degree project	At the end of final degree project.	The latest research and technology required project should be implemented.	It's achieved to some extent by giving students many projects from the research work which don't have implementation.
6	Dedicated faculty for excellent teaching.	students about faculty.	semester	assessment duration should be increased.	Qualifies, experienced faculty hired.

### Program Learning Outcomes

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

1. Demonstrate ability to understand and contribute to the scientific, mathematical, and theoretical foundations on which computer science and information technologies are built.
2. Demonstrate independent, critical thinking and problem - solving competencies by being able to analyze, identify and define the requirements that must be satisfied to address problems or opportunities faced by organizations or individuals.
3. Determine skill to understand and contribute to the scientific and theoretical foundations on which computer science and information technologies are built.

4. Anticipate the importance of research by being aware of basic research artifacts such as the structure of a research paper, brainstorming.
5. Anticipate the importance of research by being aware of basic research artifacts such as the structure of a research paper, brainstorming.
6. Demonstrate effective communication skills.

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

**Table 2: Program Outcomes to Their Relationship with Objectives**

		<b>Outcomes</b>					
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Objectives</b>	<b>1</b>	+++	+	++	+++	++	++
	<b>2</b>	+	+++	+	++	++	+
	<b>3</b>	+++	+	++	+++	++	+++
	<b>4</b>	++	+++	++	+++	++	++
	<b>5</b>	++	+++	++	+++	++	+
	<b>6</b>	++	++	+++	++	++	+++

+ = Moderately Satisfactory

++ = Satisfactory

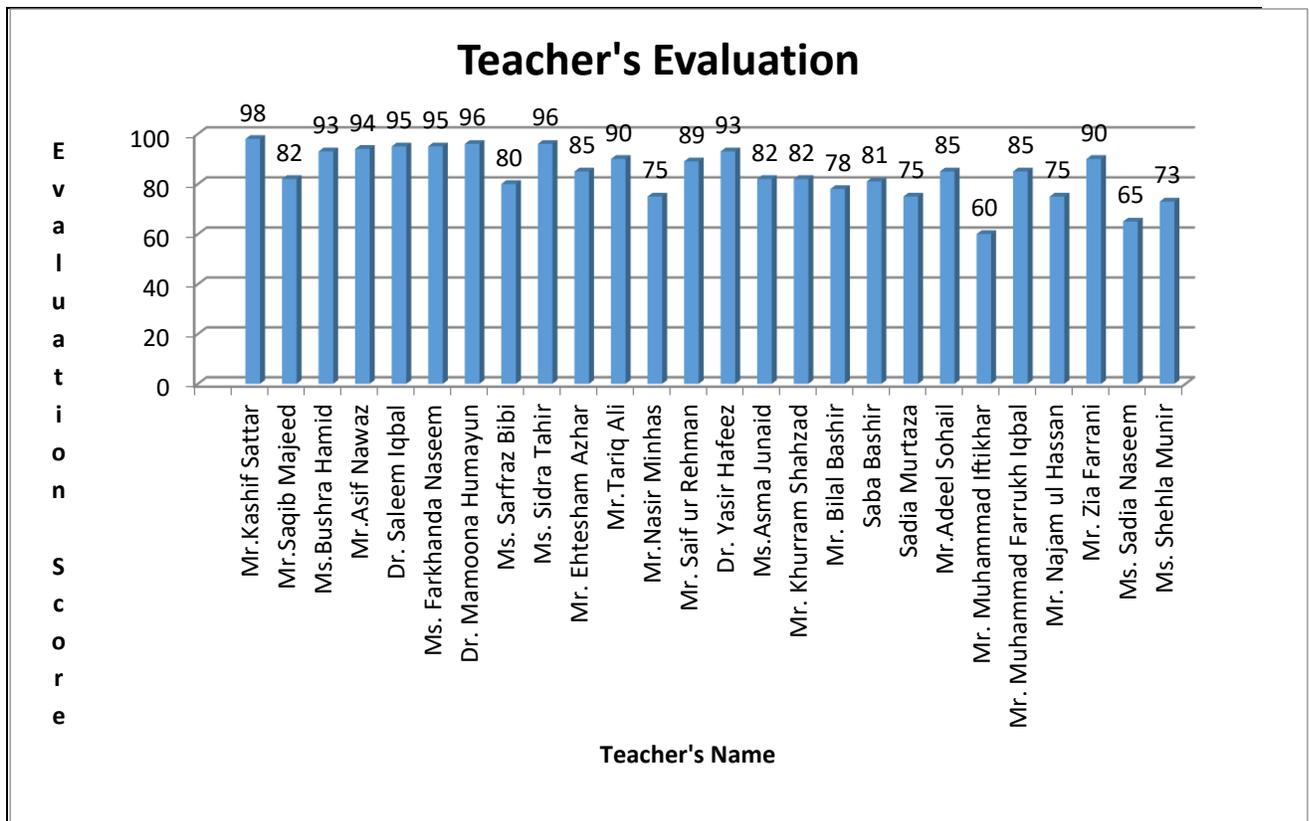
+++ = Highly Satisfactory

## **Program Assessment Results**

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

## Teacher Evaluation

Currently there are fourteen faculty members in University Institute of Information Technology, but all of them are not only assigned to BSCS degree program for teaching courses. The summarized report of the teacher's evaluation whom are teaching courses in the BS CS degree program are given in the graph below. Mr. Kashif Sattar has scored 98%, Mr. Saqib Majeed has scored 82%, Ms. Bushra Hamid has scored 93%, Mr Asif nawaz has scored 94%, Dr. Saleem Iqbal has scored 95%, Ms. Farkhand Qamar has scored 95%, Dr.Mamoona has scored 96%, Sarfaraz Bibi has scored 80%, Ms Sidra Tahir has scored 96%, Mr. Ehtesham Azhar has scored 85%, Mr. Tariq Ali has scored 90% and Mr. Nasir Minhas has scored 74%. Mr. Saif-ur-Rehman has scored 89%, Dr Yasir Hafeez has scored 93%. Ms. Asma Junaid has scored 82%, Mr. Khurram Shahzad has scored 82%, Mr. Bilal Bashir has scored 78%. Ms. Saba Bashir has scored 81%, Ms. Sadia Murtaza has scored 75%, Mr. Adeel Sohail has scored 85%, Mr. Muhammad Iftikhar has scored 60%. Mr.Muhammad Farrukh Iqbal has scored , Mr.Najam ul Hassan has scored 75% , Mr. Zia Farrani has scored 90%. Ms. Sadia Naseem has scored 65% and Ms. Shehla Munir has scored 73%. The comparison of their score is shown below:



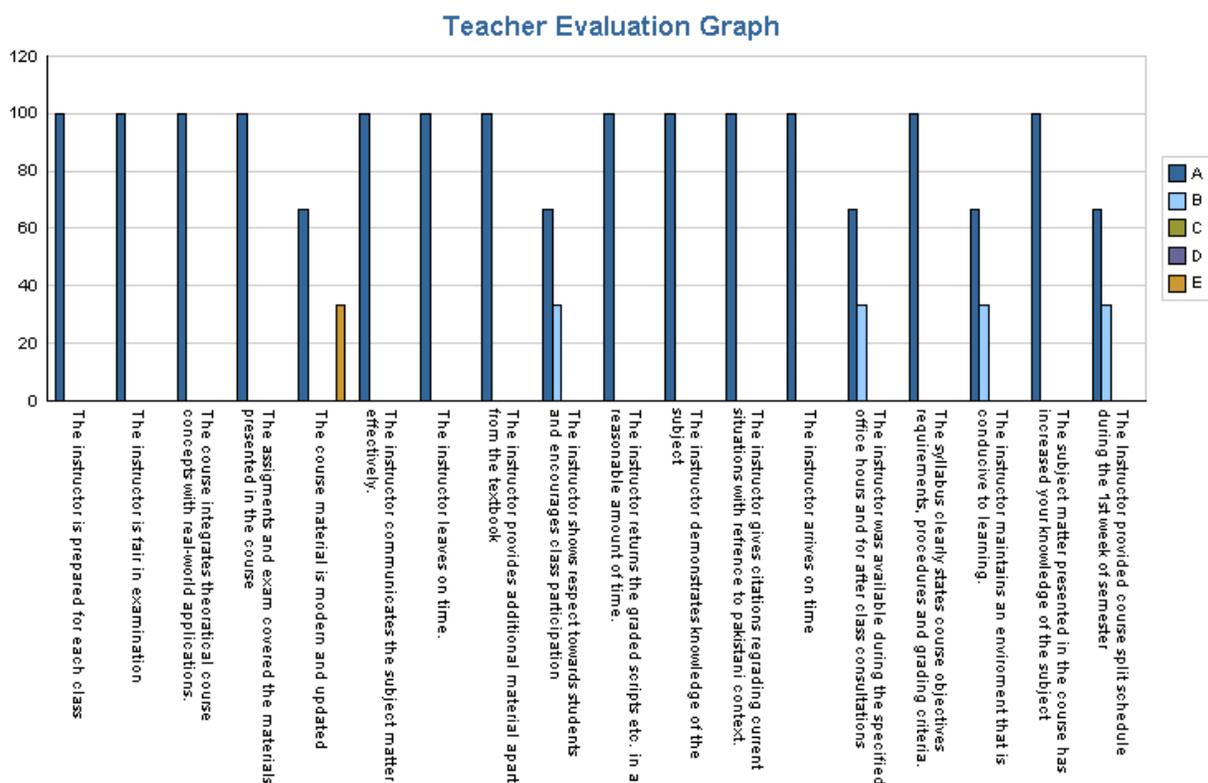
**Figure 1: Teacher Evaluation Graph**

A detailed evaluation of teachers is given below.

**Dr. Kashif Sattar (CS-582)**

The graph for “The instructor is prepared for each class”, shows that 100% are strongly agreed. The graph for “Instructor is fair in examination”, shows that 100% students agreed. The graph for “The instructor maintains an environment that is conducive to learning”, shows that 100% students are strongly agreed, 33% students are agreed. The graph for “The instructor was available during the specified office hours and for after class consultations”, shows that 67% students are strongly agreed, 33% students are agreed. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 67% students are strongly agreed, 33% students are agreed. The graph for “The instructor communicates the subject matter effectively”, shows that 100% are strongly agreed. The graph for “The instructor provides additional material apart from the textbook”, shows that 100% are strongly agreed. The graph for “The assignments and exam covered the materials presented in the course”, shows that 100% are strongly agreed. The graph for

“The course material is modern and updated”, shows that 67% students are strongly agreed, and 33% students are disagreed.



### General Comments of the Students about the Teacher Strengths:

- The instructor is fair in examination
- The instructor is prepared for each class
- The instructor is punctual in a class
- Well presented
- The instructor maintains an environment that is conducive to learning

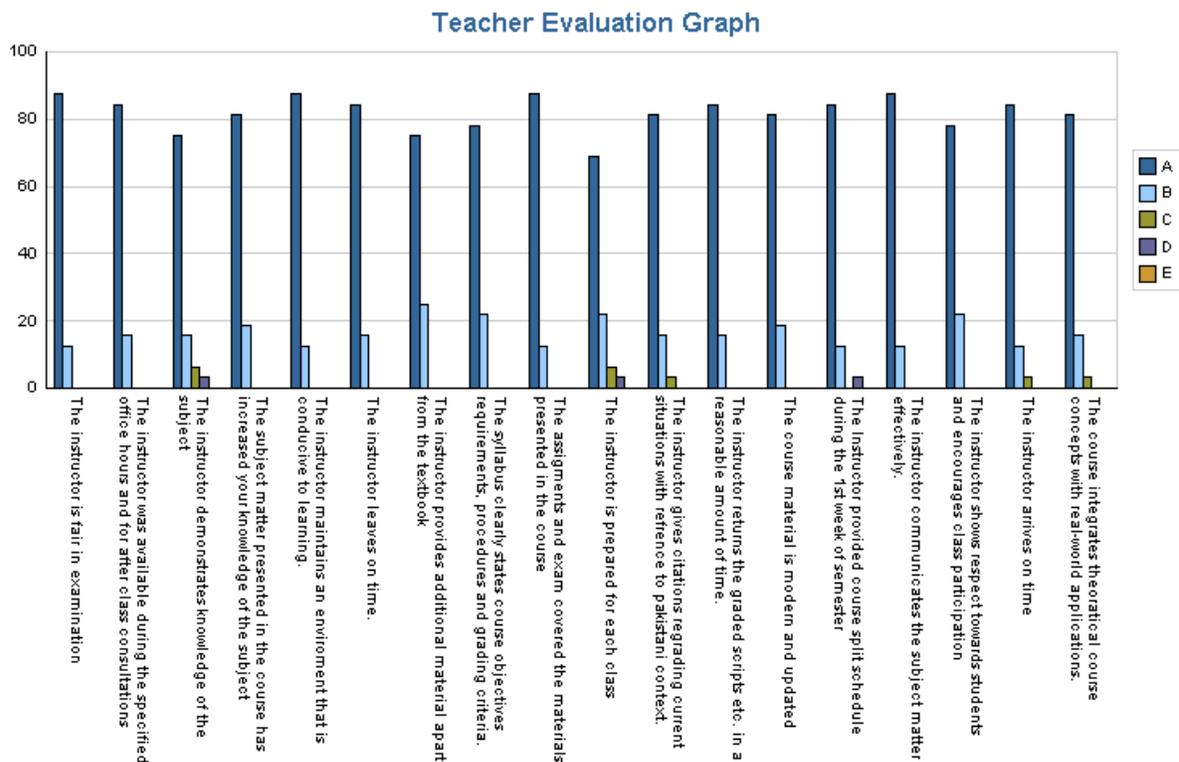
### Weakness:

- No significance weakness was found

### Mr. Saqib Majeed(CS-423)

The graph for “The instructor communicates the subject matter effectively”, shows that 88% are strongly agreed, 12% are agreed. The graph for “The instructor demonstrates knowledge of the subject”, shows that 77% students strongly agreed, 17% agreed and 5% are uncertain and 1%

disagree. The graph for “The instructor maintains an environment that is conducive to learning”, shows that 84% students are strongly agreed, 16% students are agreed. The graph for “The instructor is prepared for each class”, shows that 73% students are strongly agreed, 21% students are agreed and 3% are uncertain. and 2% are disagree The graph for “The instructor shows respect towards students and encourages class participation”, shows that 79% students are strongly agreed, 21% students are agreed. The graph for “The instructor provides additional material apart from the textbook”, shows that 77% are strongly agreed and 23% are agree.



### General Comments of the Students about the Teacher Strengths:

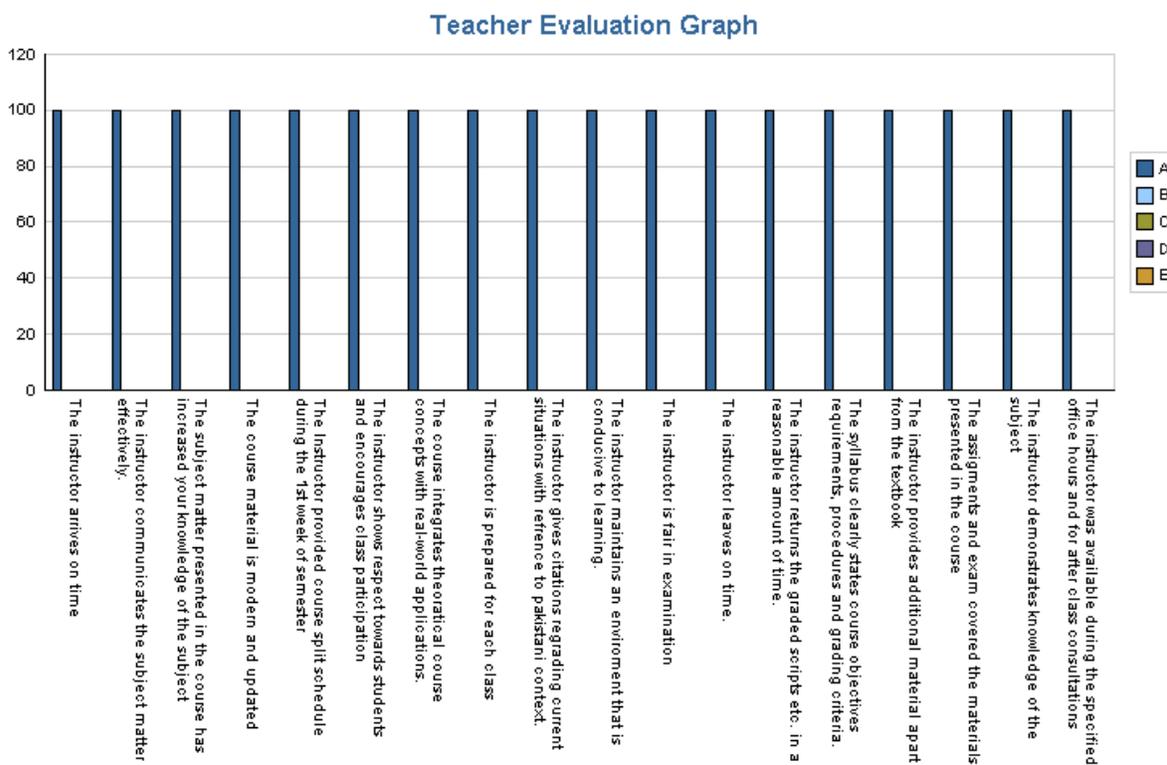
- The instructor is prepared for each class
- The instructor is punctual in a class
- instructor shows respect towards students and encourages class participation
- Well presented
- The instructor maintains an environment that is conducive to learning

### Weakness:

- The instructor should provide additional material apart from the textbook

### Ms. Sidra Tehreem (SSH-302)

The graph for “The instructor is prepared for each class”, shows that 100% are strongly agreed. The graph for “The course material is modern and updated”, shows that 100% students strongly agreed. The graph for “The instructor maintains an environment that is conducive to learning”, shows that 100% students are strongly agreed. The graph for “The instructor provides additional material apart from the textbook”, shows that 100% students are strongly agreed. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 100% students are strongly agreed. The graph for “The instructor was available during the specified office hours and for after class consultations”, shows that 100% are strongly agreed. The graph for “The instructor arrives on time”, shows that 100% are strongly agreed.



### General Comments of the Students about the Teacher Strengths:

- The instructor is prepared for each class

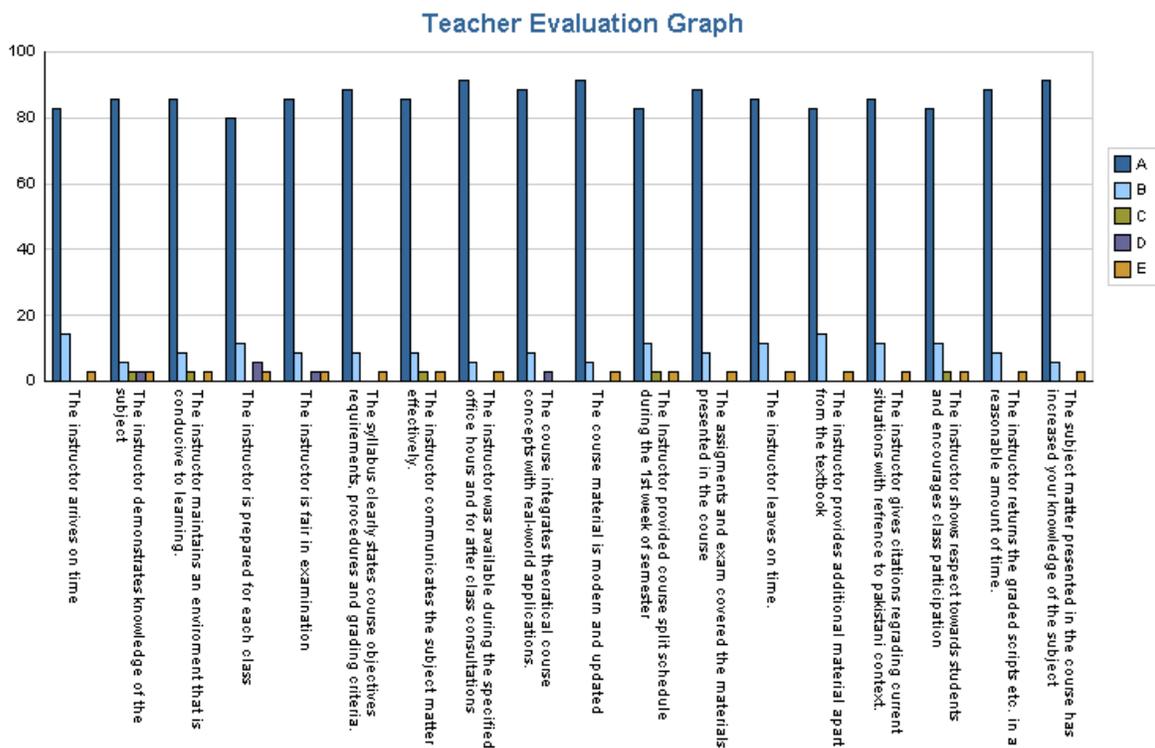
- The instructor is punctual in a class
- The instructor provides additional material apart from the textbook
- The instructor shows respect towards students and encourages class participation
- The instructor maintains an environment that is conducive to learning

**Weakness:**

- No significance weakness was found

**Mr. Faisal Niaz (MGT-411)**

The graph for “The instructor is prepared for each class”, shows that 80% are strongly agreed, 10% are agreed and 6% are uncertain and 4% are strongly disagree. The graph for “The course material is modern and updated”, shows that 90% students strongly agreed and 10% agreed. The graph for “The instructor maintains an environment that is conducive to learning”, shows that 85% students are strongly agreed, 8% students are agreed and 4% are uncertain and 3% are disagree. The graph for “The instructor provides additional material apart from the textbook”, shows that 83% students are strongly agreed, and 14% students are agreed and 3% are disagree. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 83% students are strongly agreed, 10% students are agreed, 3% are uncertain and 4% are disagree.



## General Comments of the Students about the Teacher Strengths:

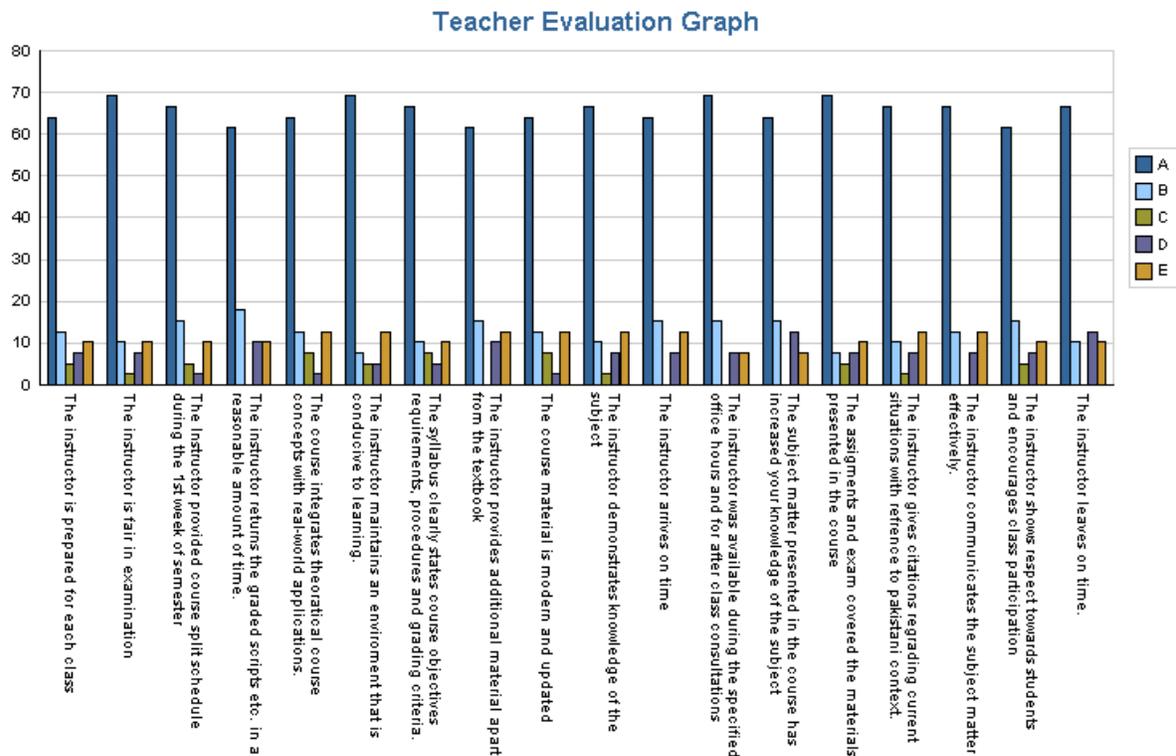
- The instructor is prepared for each class
- The instructor is punctual in a class
- The instructor shows respect towards students and encourages class participation
- The instructor maintains an environment that is conducive to learning

## Weakness:

- No significance weakness was found

## Ms. Sadaf Manzoor (CS-685)

The graph for “The instructor arrives on time”, shows that 64% are strongly agreed, 16% agreed, 8% disagreed and 12% are strongly disagreed. The graph for “The instructor demonstrates knowledge of the subject”, shows that 67% students strongly agreed, 11% agreed, 7% are uncertain and 4% are strongly disagreed. The graph for “The instructor is fair in examination”, shows that 69% students are strongly agreed, 10% are agreed and 2% are uncertain and 7% are disagreed and 12% strongly disagreed. The graph for “The instructor is prepared for each class”, shows that 64% students are strongly agreed, 12% students are agreed and 4% are uncertain, 9% are disagreed 11% and are strongly disagreed.



## General Comments of the Students about the Teacher Strengths:

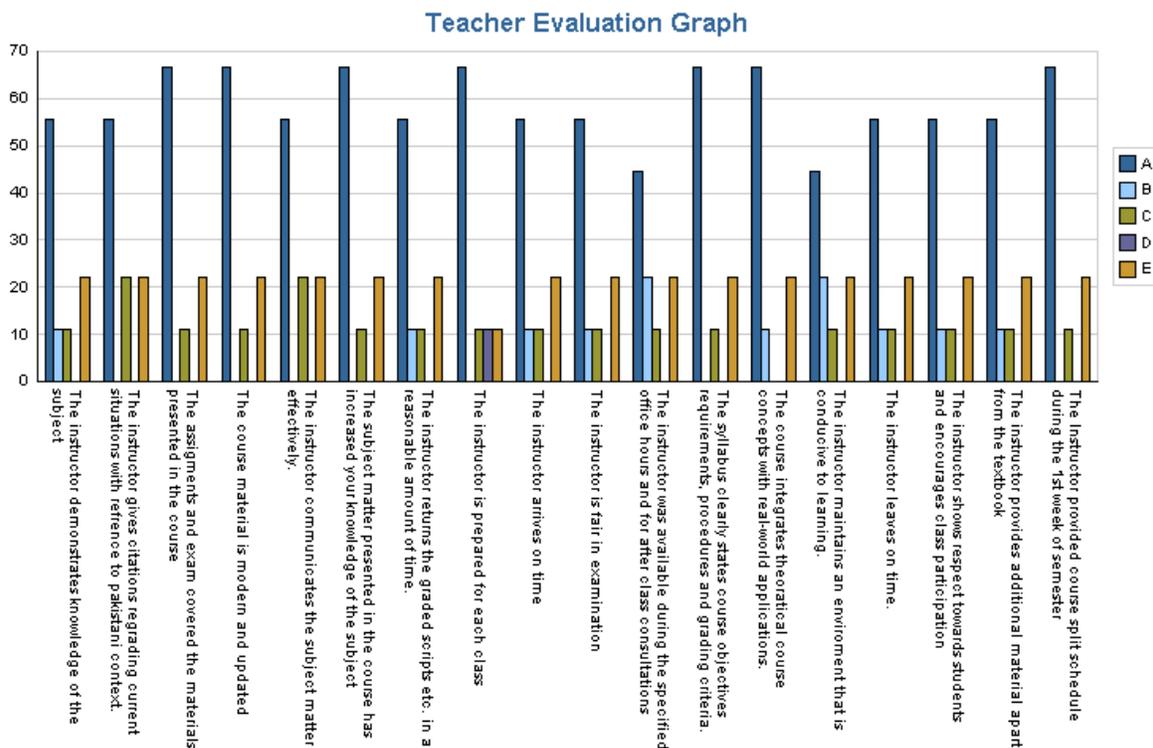
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor was available during the specified office hours and for after class consultations.

## Weakness:

- The instructor is not punctual.
- The instructor should provide additional material apart from the textbook.

## Dr. Tariq Ali (CS-542)

The graph for “The instructor arrives on time”, shows that 56% are strongly agreed, 11% agreed, 11% are uncertain and 22% strongly disagreed. The graph for “The instructor demonstrates knowledge of the subject”, shows that 56% students strongly agreed, 11% agreed, 11% are uncertain and 22% are strongly disagreed. The graph for “The instructor is fair in examination”, shows that 57% students are strongly agreed, 11% are agreed, 11% are uncertain and 21% are strongly disagreed. The graph for “The instructor is prepared for each class”, shows that 67% students are strongly agreed, 11% are uncertain, 11% disagreed and 11% are strongly disagreed. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 56% students are strongly agreed, 11% are agreed, 11% are uncertain, 12% disagreed and 10% are strongly disagreed.



## General Comments of the Students about the Teacher Strengths:

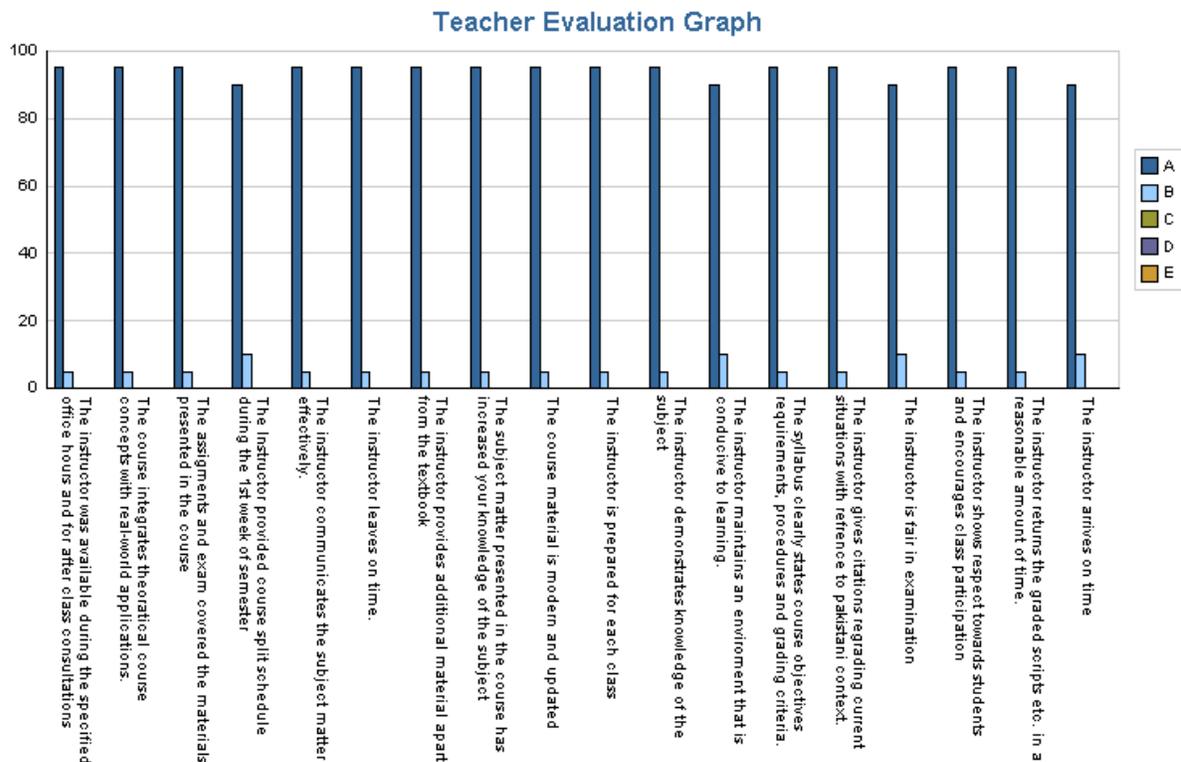
- The instructor communicates the subject matter effectively.
- The instructor is punctual
- The instructor is prepared for each class
- The instructor shows respect towards students and encourages class participation

## Weakness:

- The instructor should update course material
- The instructor should maintain environment conducive to the learning

## Dr. Saleem Iqbal (CS-576)

The graph for “The instructor demonstrates knowledge of the subject”, shows that 97% students strongly agreed and 3% students agreed. The graph for “The instructor is prepared for each class”, shows that 97% are strongly agreed and 3% are agreed. The graph for “Instructor is fair in examination”, shows that 91% students strongly agreed and 9% are agreed. The graph for “The instructor maintains an environment that is conducive to learning”, shows that 91% students strongly agreed and 9% are agreed. The graph for “The instructor was available during the specified office hours and for after class consultations”, shows that 97% students are strongly agreed and 3% students are agreed.



## General Comments of the Students about the Teacher Strengths:

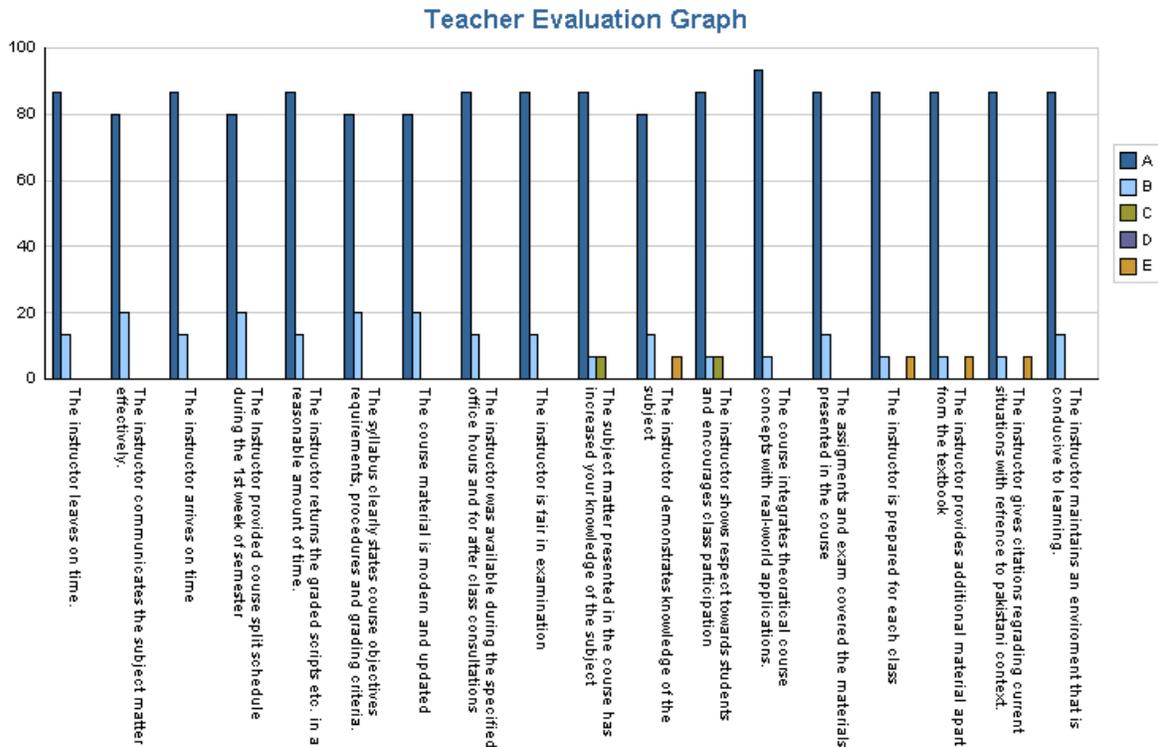
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor was available during the specified office hours and for after class consultations

## Weakness:

- The instructor should provide additional material apart from the textbook
- The instructor should prepare for each class
- The instructor should make course material modern and updated

## Dr. Saud Altaf (ENG-315)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 84% students are strongly agreed and 16% students are agreed. The graph for “The instructor returns the graded scripts etc. in a reasonable amount of time” shows that 83% students are strongly agreed and 17% students agreed. The graph for “The instructor is prepared for each class”, shows that 90% are strongly agreed, 5% and 5% strongly disagreed. The graph for “The course material is modern and updated”, shows that 80% students strongly agreed and 20% agreed.



### General Comments of the Students about the Teacher Strengths:

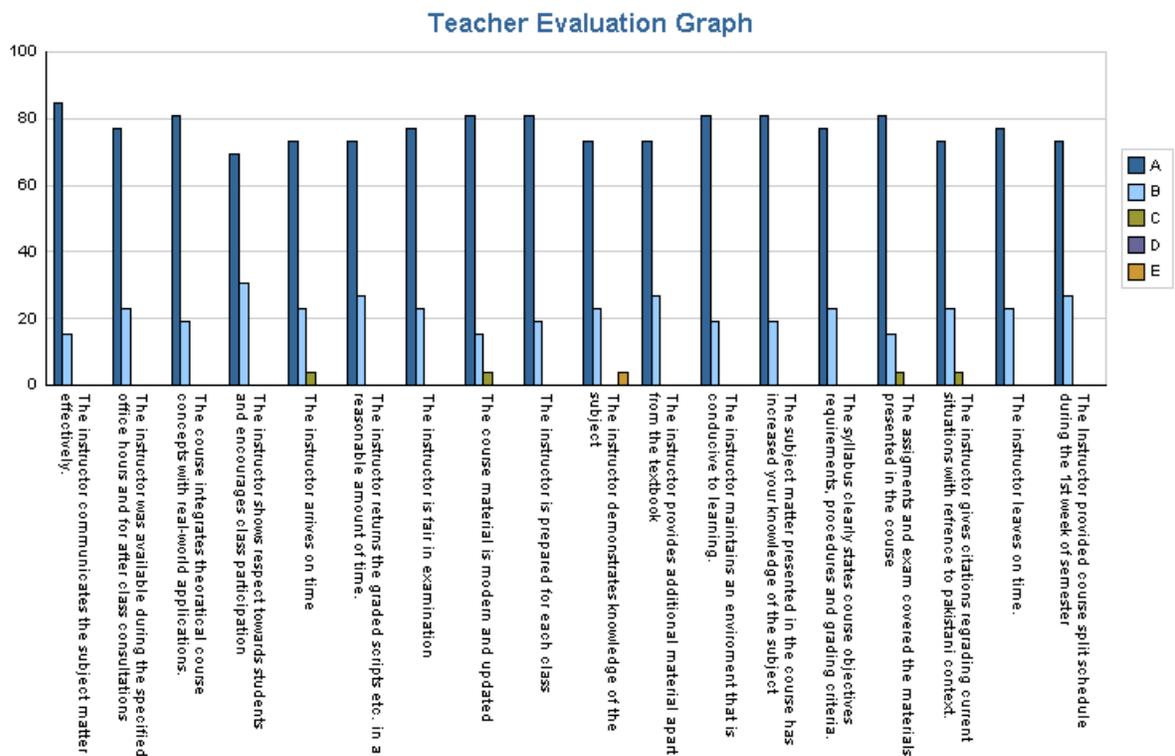
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor was available during the specified office hours and for after class consultations

### Weakness:

- The instructor should encourage class participation
- The instructor should communicate the subject matter effectively

### Dr. Saif Ur Rehman (CS-692)

The graph for “The instructor arrives on time”, shows that 73% are strongly agreed, 23% agreed and 4% are uncertain. The graph for “The instructor demonstrates knowledge of the subject”, shows that 74% students strongly agreed, 22% agreed and 4% are uncertain. The graph for “The instructor is fair in examination”, shows that 88% students are strongly agreed and 22% are agreed. The graph for “The instructor is prepared for each class”, shows that 81% students are strongly agreed, 19% students are agreed. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 70% students are strongly agreed, 30% are agreed.



### **General Comments of the Students about the Teacher Strengths:**

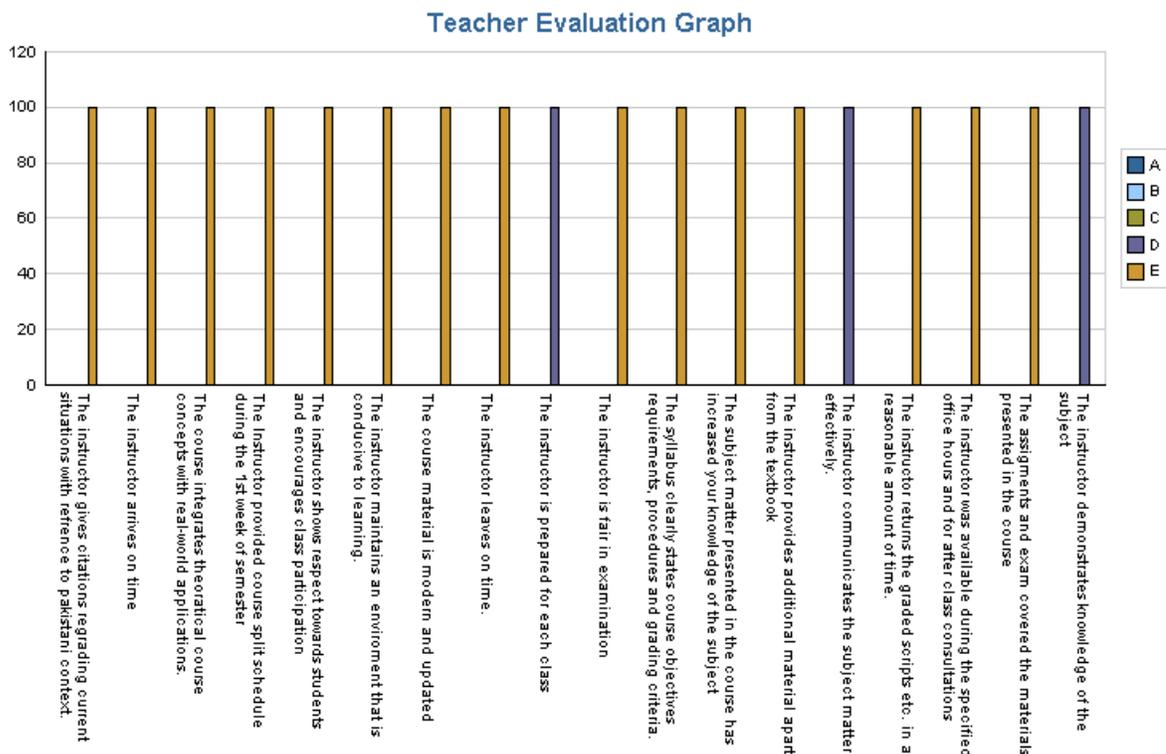
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor was available during the specified office hours and for after class consultations

### **Weakness:**

- The instructor should provide additional material apart from the textbook
- The instructor should prepare for each class
- The instructor should make course material modern and updated

### **Mr. Muhammad Bilal Qureshi(CS-632)**

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 100% are strongly disagreed. The graph for “The instructor returns the graded scripts etc. in a reasonable amount of time” shows that 100% are strongly disagreed. The graph for “The instructor is prepared for each class”, shows that 100% strongly disagreed. The graph for “The course material is modern and updated”, shows that 100% strongly disagreed. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 100% strongly disagreed. The graph for “The instructor was available during the specified office hours and for after class consultations”, shows that 100% strongly disagreed. The graph for “The instructor arrives on time”, shows that 100% strongly disagreed. The graph for “The instructor is fair in Examination” shows that 100% strongly disagreed. The graph for “The instructor gives citations regarding current situations with reference to Pakistani context” shows that that 100% strongly disagreed.



## General Comments of the Students about the Teacher

### Strengths:

- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

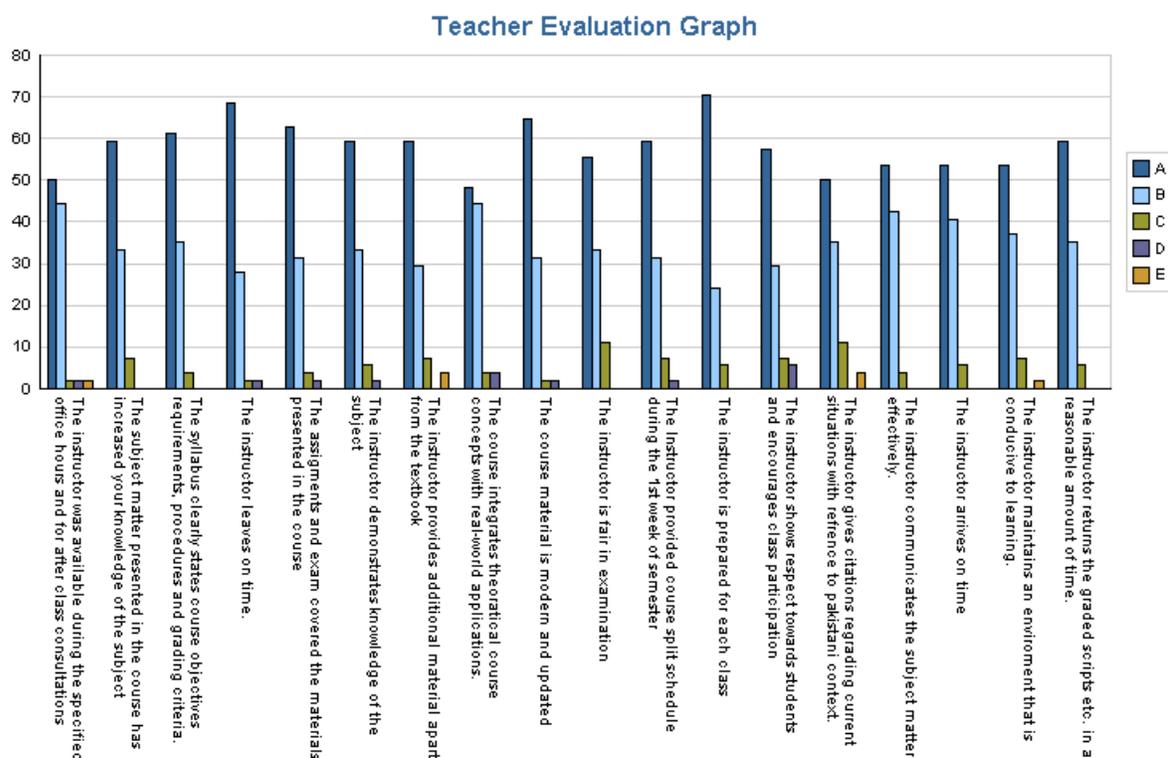
### Weakness:

- No significance weakness was found

### Ms. Sidra Tahir (CS-301)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 55% students are strongly agreed, 37% students are agreed, 6% are uncertain and 2% are strongly disagreed. The graph for “The instructor returns the graded scripts etc. in a reasonable amount of time” shows that 60% students are strongly agreed, 35% students agreed and 5% are uncertain. The graph for “The instructor is prepared for each class”, shows that 70% are strongly agreed, 25% are

agreed and 5% are uncertain. The graph for “The course material is modern and updated”, shows that 65% students strongly agreed, 31% agreed and 4% disagreed.



## General Comments of the Students about the Teacher

### Strengths:

- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

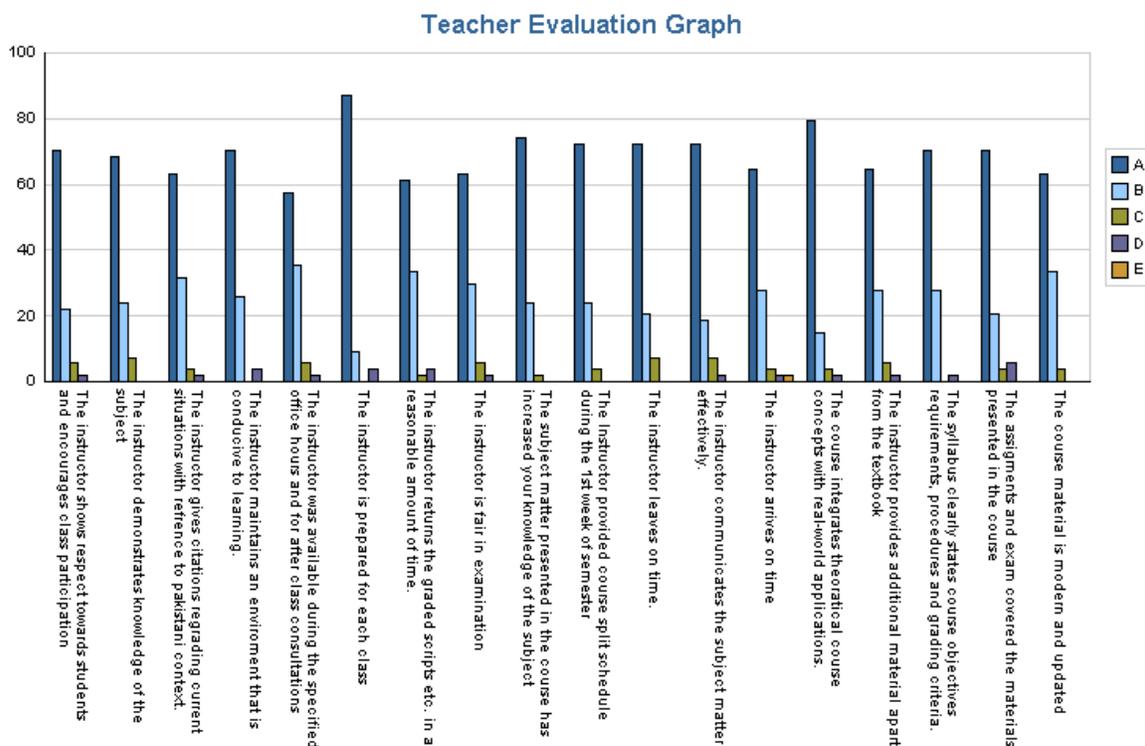
### Weakness:

- No significance weakness was found

## Dr. Ehtasham Azhar (MTH-310)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 75% students are strongly agreed, 23% students are agreed and 2% disagreed. The graph for “The instructor returns the graded scripts etc. in a reasonable amount of time” shows that 61% students are strongly agreed, 35% students agreed, 1% are uncertain and 3% are strongly disagreed. The graph for “The instructor is prepared for each class”, shows that 85% are strongly agreed, 8% are agreed and 7% are uncertain. The graph for “The course material is modern and updated”, shows

that 61% students strongly agreed, 36% agreed and 3% uncertain. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 70% students are strongly agreed, 21% students are agreed, 7% are uncertain and 2% strongly disagreed.



## General Comments of the Students about the Teacher

### Strengths:

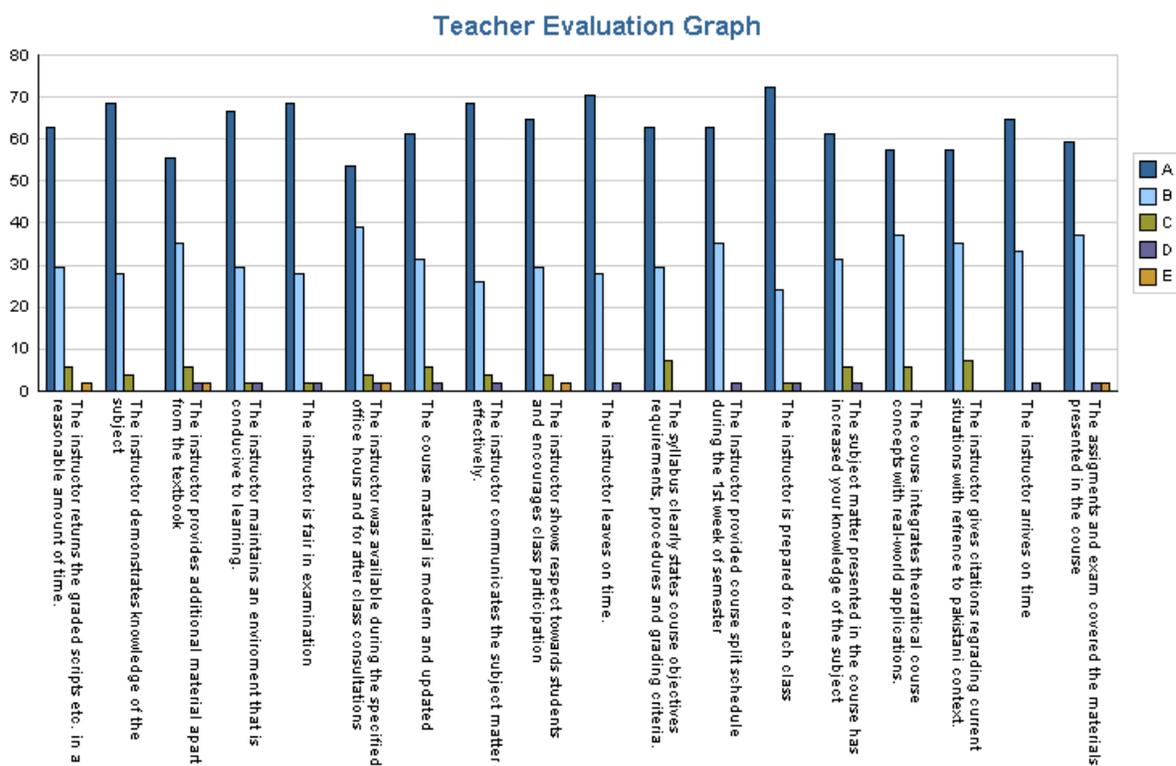
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

### Weakness:

- No significance weakness was found

## Mr. Abid Kamran (CS-335)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 68% students are strongly agreed, 30% students are agreed, 1% are uncertain and 1% disagreed. The graph for “The instructor returns the graded scripts etc. in a reasonable amount of time” shows that 61% students are strongly agreed, 30% students agreed, 8% are uncertain and 1% are strongly disagreed. The graph for “The instructor is prepared for each class”, shows that 71% are strongly agreed, 25% are agreed, 2% are uncertain and 2% strongly disagreed.



## General Comments of the Students about the Teacher

### Strengths:

- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

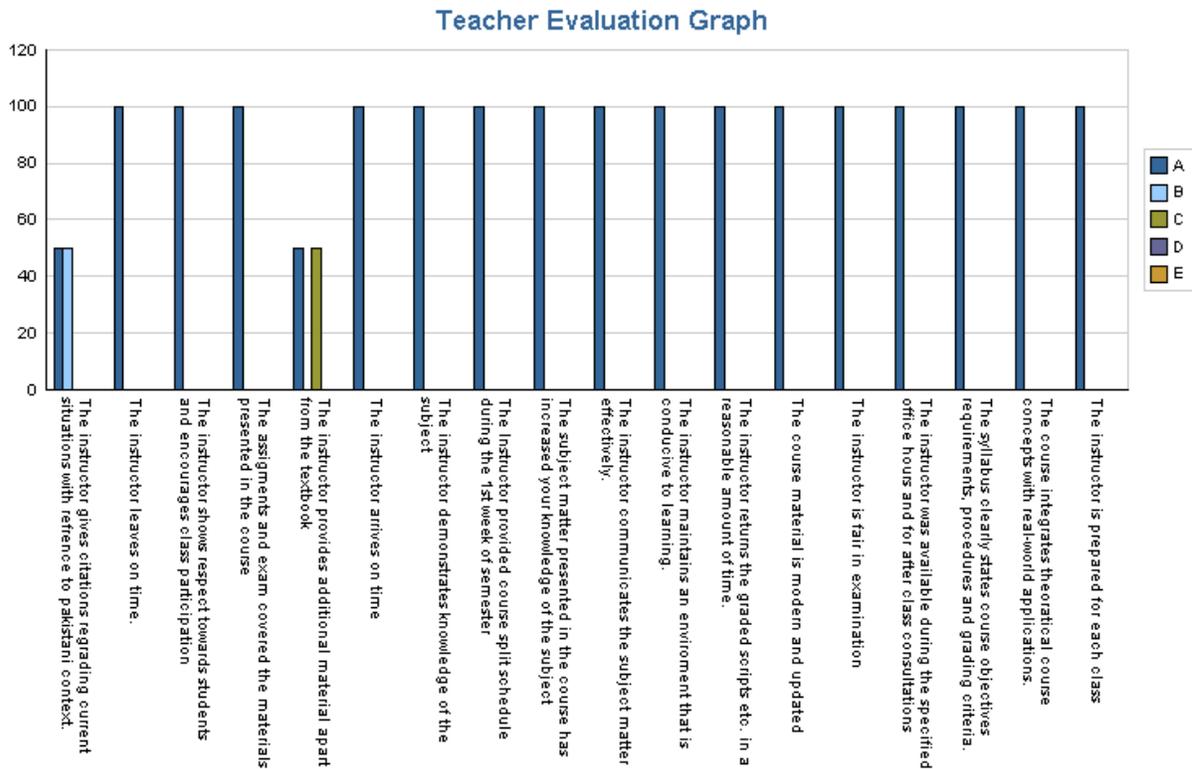
### Weakness:

- No significance weakness was found

## Ms. Farkhanda Qamar (CS-301)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 100% students are strongly agreed. The graph for “The instructor returns the graded scripts etc. in a reasonable amount of time” shows that 100% students are strongly agreed. The graph for “The instructor is prepared for each class”, shows that 100% are strongly agreed. The graph for “The course material is modern and updated”, shows that 100% students strongly agreed. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 100% students are strongly agreed. The graph for “The instructor was available during the specified office hours and for after class consultations”, shows that 100% are strongly agreed. The graph for

“The instructor arrives on time”, shows that 100% are strongly agreed. The graph for “The instructor is fair in Examination” shows that 100% strongly agreed. The graph for “The instructor gives citations regarding current situations with reference to Pakistani context” shows that that 50% strongly agreed and 50% agreed.



## General Comments of the Students about the Teacher

### Strengths:

- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

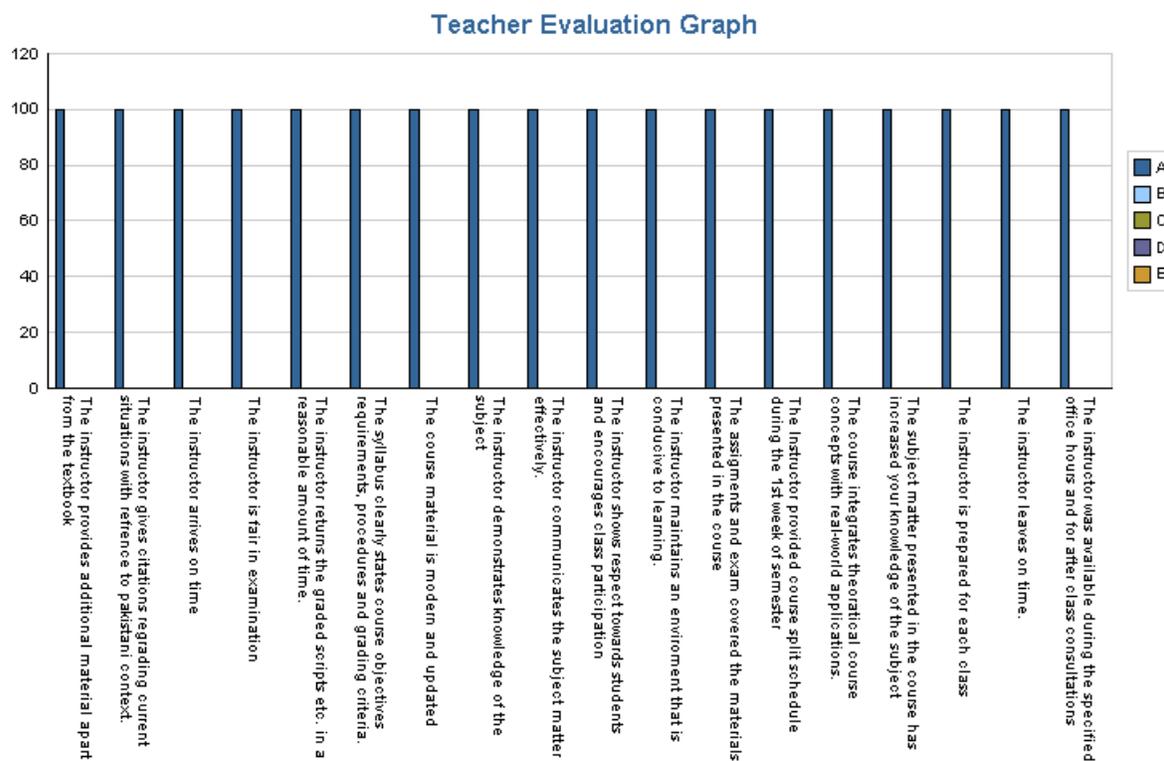
### Weakness:

- No significance weakness was found

### Mr. Shehzad Saqib (CS-335)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 100% students are strongly agreed. The graph for “The instructor returns the graded scripts etc. in a reasonable amount of time” shows that 100% students are strongly agreed. The graph for “The instructor is prepared for each class”, shows that 100% are strongly agreed. The graph for “The course material is modern and updated”, shows that 100% students strongly agreed. The graph for

“The instructor shows respect towards students and encourages class participation”, shows that 100% students are strongly agreed. The graph for “The instructor was available during the specified office hours and for after class consultations”, shows that 100% are strongly agreed. The graph for “The instructor arrives on time”, shows that 100% are strongly agreed. The graph for “The instructor is fair in Examination” shows that 100% strongly agreed. The graph for “The instructor gives citations regarding current situations with reference to Pakistani context” shows that that 100% strongly agreed, 13% agreed, and 5 % strongly disagreed.



## General Comments of the Students about the Teacher

### Strengths:

- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

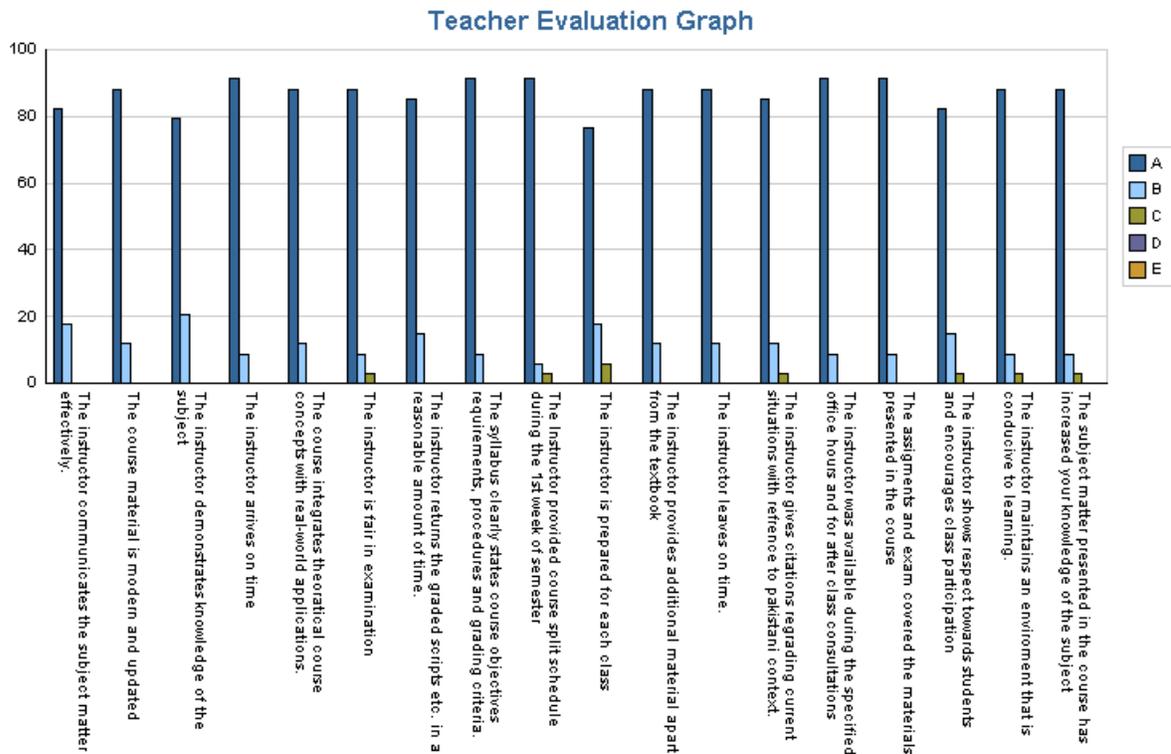
### Weakness:

- No significance weakness was found

### Mr. Shehzad Saqib Malik (CS-430)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 88% students are strongly agreed, 9% students are agreed and 3% are uncertain. The graph for “The instructor returns the graded scripts etc. in a reasonable amount of time” shows that 83% students

are strongly agreed and 17% students agreed. The graph for “The instructor is prepared for each class”, shows that 78% are strongly agreed, 18% are agreed and 4% are uncertain. The graph for “The course material is modern and updated”, shows that 90% students strongly agreed and 10% agreed. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 81% students are strongly agreed, 17% students are agreed and 2% are uncertain. The graph for “The instructor was available during the specified office hours and for after class consultations”, shows that 92% are strongly agreed and 8% are agreed.



## General Comments of the Students about the Teacher

### Strengths:

- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

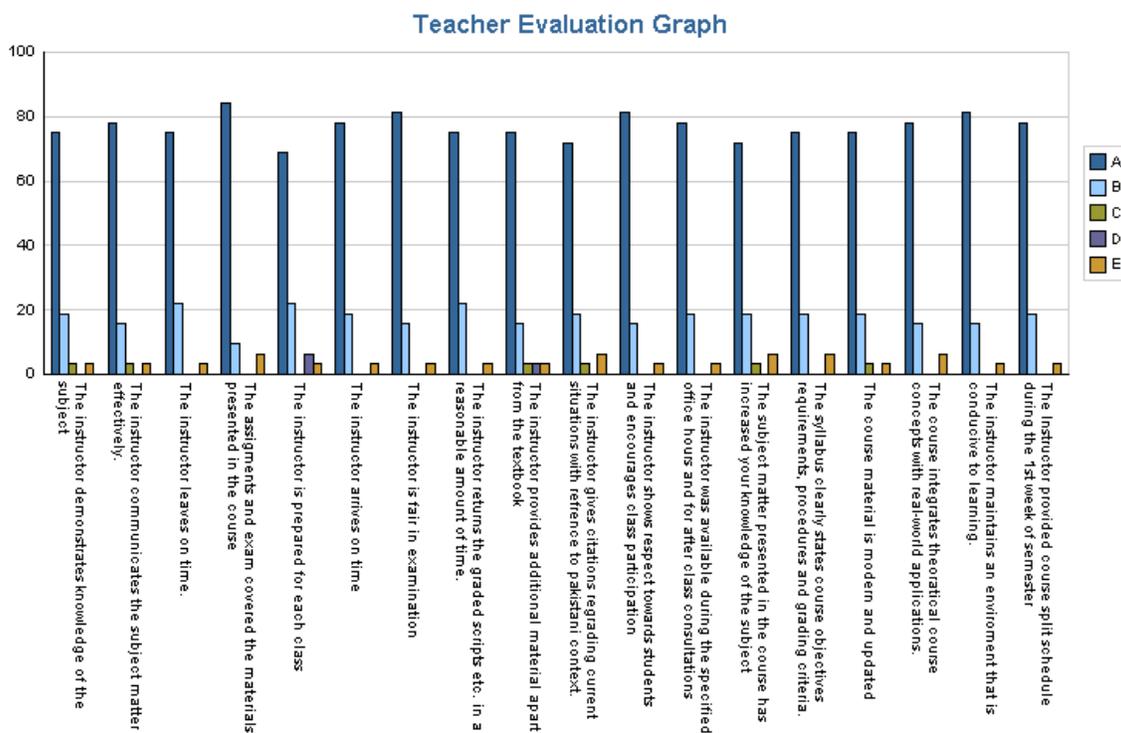
### Weakness:

- No significance weakness was found

### Mr. Zaffar Mehmood (MTH-415)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 81% students are strongly agreed, 17% students are agreed and are 2% strongly disagreed. The graph for “The instructor returns the graded scripts etc. in a reasonable amount of time” shows that

77% students are strongly agreed, 21% students agreed and 2% are strongly disagreed. The graph for “The instructor is prepared for each class”, shows that 69% are strongly agreed, 21% are agreed, 5% disagreed and 5% strongly disagreed. The graph for “The course material is modern and updated”, shows that 77% students strongly agreed, 19% agreed, 2% are uncertain and 2% strongly disagreed. The graph for “The instructor gives citations regarding current situations with reference to Pakistani context” shows that that 71% strongly agreed, 19% agreed, 2% uncontained and 8% strongly disagreed.



## General Comments of the Students about the Teacher

### Strengths:

- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

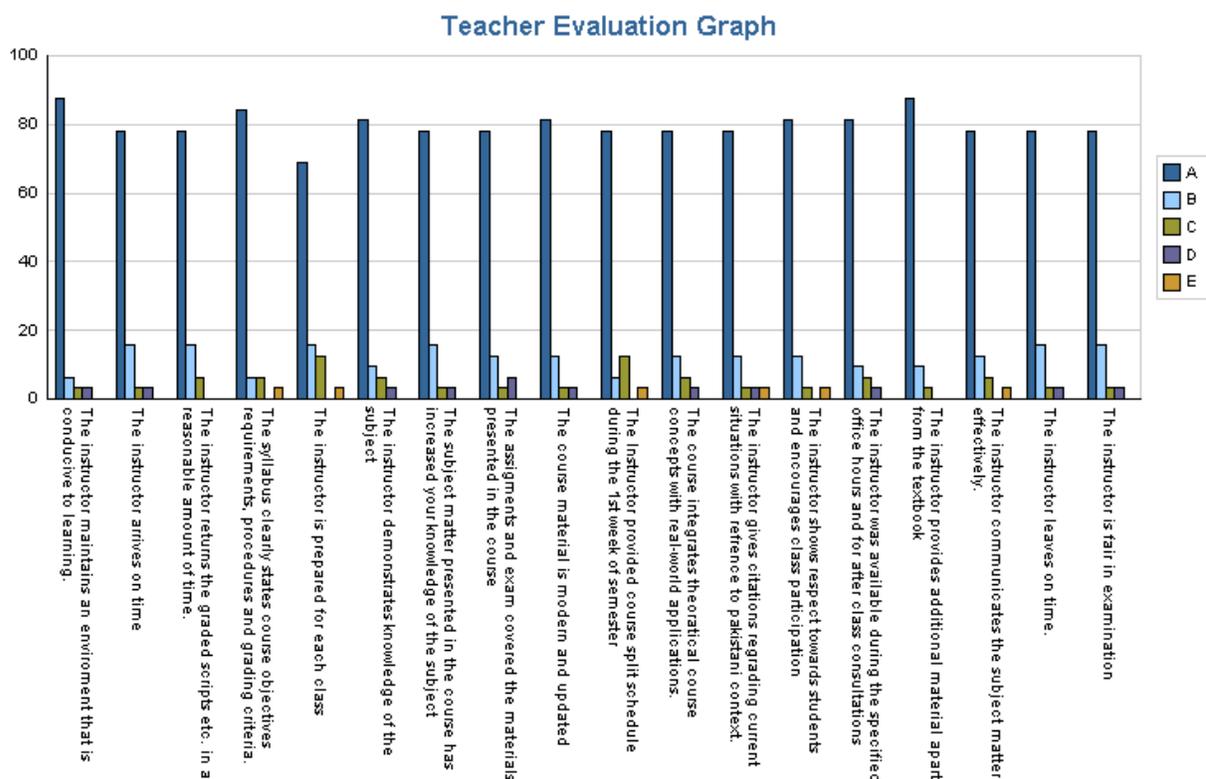
### Weakness:

- No significance weakness was found

### Ms. Sidra Tahir (CS-452)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 86% students are strongly agreed, 5% students are agreed, 4% are uncertain and 5% disagreed. The graph for “The instructor returns the graded scripts etc. in a reasonable amount of time” shows that 79% students are strongly agreed, 17% students agreed and 4% are uncertain. The graph for “The instructor is prepared for each class”, shows that 70% are strongly agreed, 17% are agreed, 10% are uncertain and 3% strongly disagreed. The graph for “The course material is modern and updated”,

shows that 81% students strongly agreed, 11% agreed, 4% uncertain and 4% strongly disagreed. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 81% students are strongly agreed, 11% students are agreed, 4% are uncertain and 4% strongly disagreed.



## General Comments of the Students about the Teacher

### Strengths:

- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

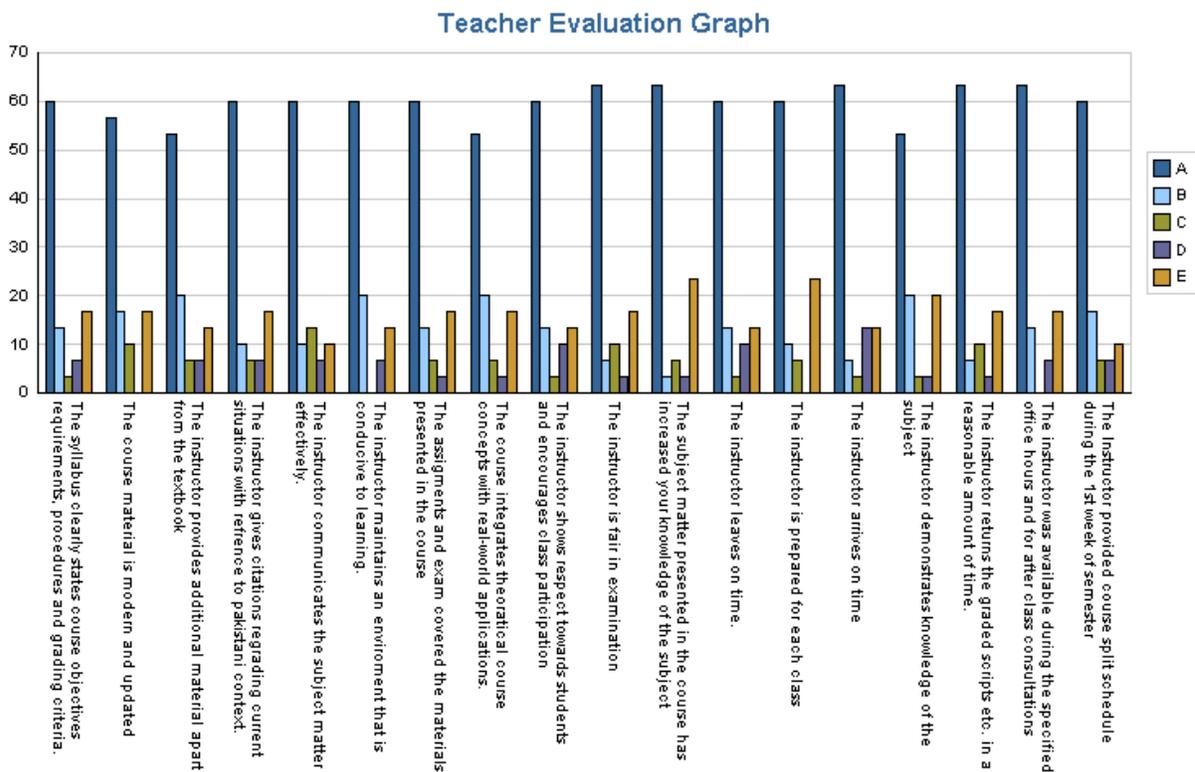
### Weakness:

- No significance weakness was found

### Ms. Uzma Mahmood (MTH-415)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 84% students are strongly agreed, 4% students are agreed, 4% are uncertain, 4% disagreed and 4% are strongly disagreed. The graph for “The instructor returns the graded scripts etc. in a reasonable amount of time” shows that 72% students are strongly agreed, 9% students agreed, 14% are

uncertain and 5% are strongly disagreed. The graph for “The instructor is prepared for each class”, shows that 82% are strongly agreed, 8% are agreed, 5% are uncertain and 5% strongly disagreed. The graph for “The course material is modern and updated”, shows that 73% students strongly agreed, 22% agreed and 5% strongly disagreed. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 77% students are strongly agreed, 13% students are agreed, 5% are uncertain and 5% strongly disagreed. The graph for “The instructor was available during the specified office hours and for after class consultations”, shows that 68% are strongly agreed, 18% are agreed, 5% are disagreed and 9% strongly disagreed. The graph for “The instructor arrives on time”, shows that 77% are strongly agreed, 5% are agreed, 9% are uncertain and 9% strongly disagreed. The graph for “The instructor is fair in Examination” shows that 77% strongly agreed, 9% agreed, 9% are uncertain and 5 % strongly disagreed. The graph for “The instructor gives citations regarding current situations with reference to Pakistani context” shows that that 82% strongly agreed, 13% agreed, and 5 % strongly disagreed.



## General Comments of the Students about the Teacher

### Strengths:

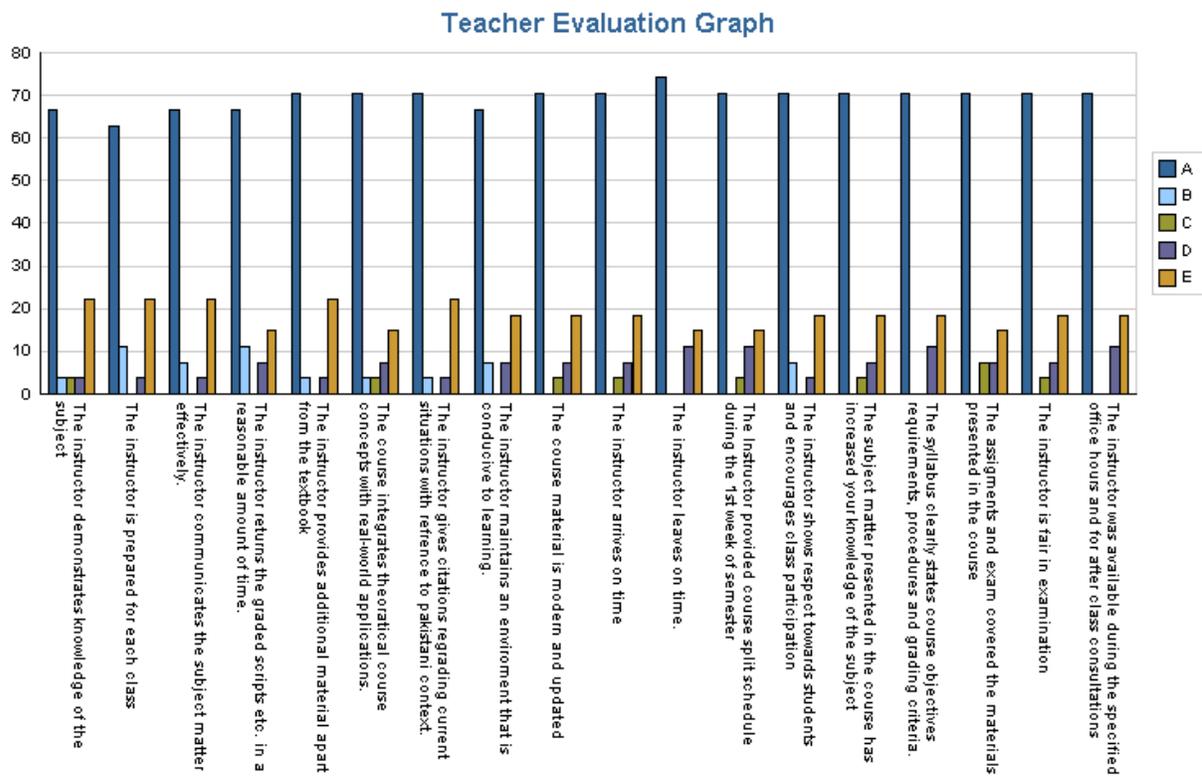
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

## Weakness:

No significance weakness was found

### Mr. Aihab Khan(CS-430)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 84% students are strongly agreed, 4% students are agreed, 4% are uncertain, 4% disagreed and 4% are strongly disagreed. The graph for “The instructor returns the graded scripts etc. in a reasonable amount of time” shows that 72% students are strongly agreed, 9% students agreed, 14% are uncertain and 5% are strongly disagreed. The graph for “The instructor is prepared for each class”, shows that 82% are strongly agreed, 8% are agreed, 5% are uncertain and 5% strongly disagreed. The graph for “The course material is modern and updated”, shows that 73% students strongly agreed, 22% agreed and 5% strongly disagreed. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 77% students are strongly agreed, 13% students are agreed, 5% are uncertain and 5% strongly disagreed. The graph for “The instructor was available during the specified office hours and for after class consultations”, shows that 68% are strongly agreed, 18% are agreed, 5% are disagreed and 9% strongly disagreed. The graph for “The instructor arrives on time”, shows that 77% are strongly agreed, 5% are agreed, 9% are uncertain and 9% strongly disagreed. The graph for “The instructor is fair in Examination” shows that 77% strongly agreed, 9% agreed, 9% are uncertain and 5% strongly disagreed. The graph for “The instructor gives citations regarding current situations with reference to Pakistani context” shows that that 82% strongly agreed, 13% agreed, and 5% strongly disagreed.



## General Comments of the Students about the Teacher

### Strengths:

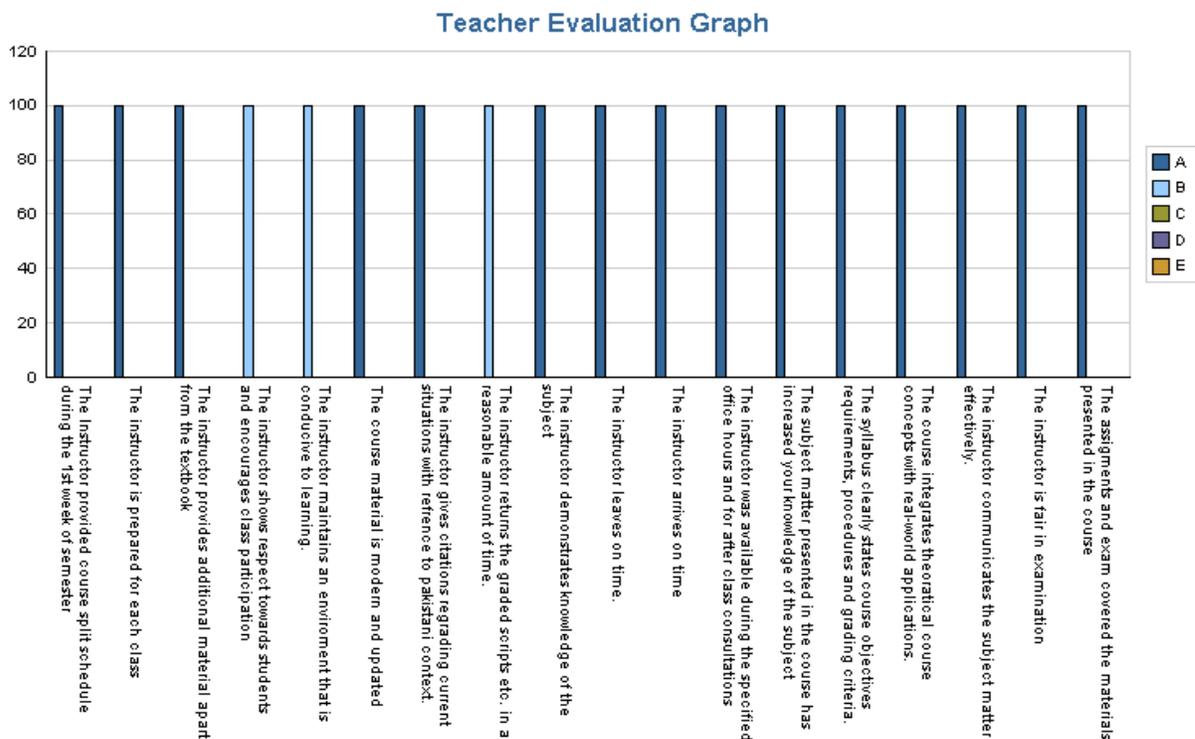
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

### Weakness:

- No significance weakness was found

### Ms. Syeda Tahreem Zeeshan (MGT-322)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 100% students are agreed. The graph for “The instructor returns the graded scripts etc. in a reasonable amount of time” shows that 100% students are agreed. The graph for “The instructor is prepared for each class”, shows that 100% are agreed. The graph for “The course material is modern and updated”, shows that 100% students strongly agreed. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 100% students are agreed. The graph for “The instructor was available during the specified office hours and for after class consultations”, shows that 100% are strongly agreed. The graph for “The instructor arrives on time”, shows 100% are agreed.



## General Comments of the Students about the Teacher

### Strengths:

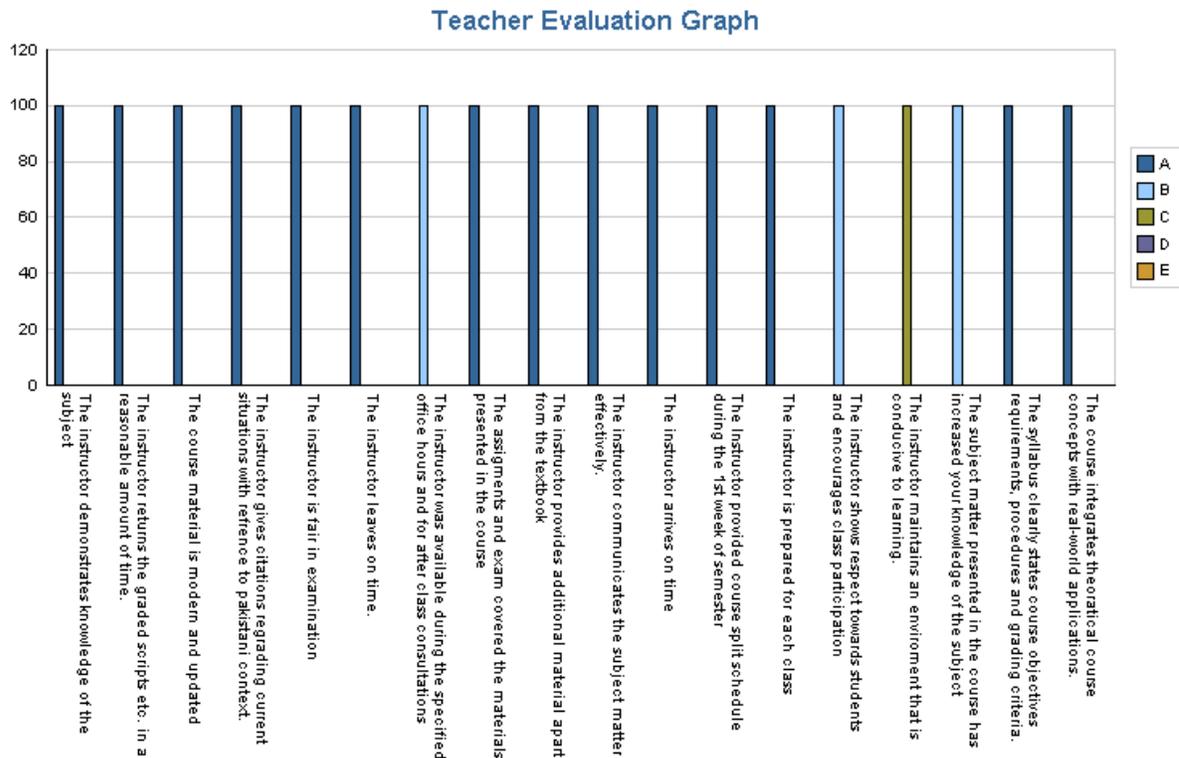
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

### Weakness:

- No significance weakness was found

### Dr. Asif Nawaz (CS-536)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 100% are uncertain. The graph for “The instructor is prepared for each class”, shows that 100% are strongly agreed. The graph for “The course material is modern and updated”, shows that 100% students strongly agreed. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 100% students are agreed. The graph for “The instructor was available during the specified office hours and for after class consultations”, shows that 100% are agreed. The graph for “The instructor arrives on time”, shows that 100% are strongly agreed. The graph for “The instructor is fair in Examination” shows that 100% strongly agreed. The graph for “The instructor gives citations regarding current situations with reference to Pakistani context” shows that that 100% strongly agreed.



## General Comments of the Students about the Teacher

### Strengths:

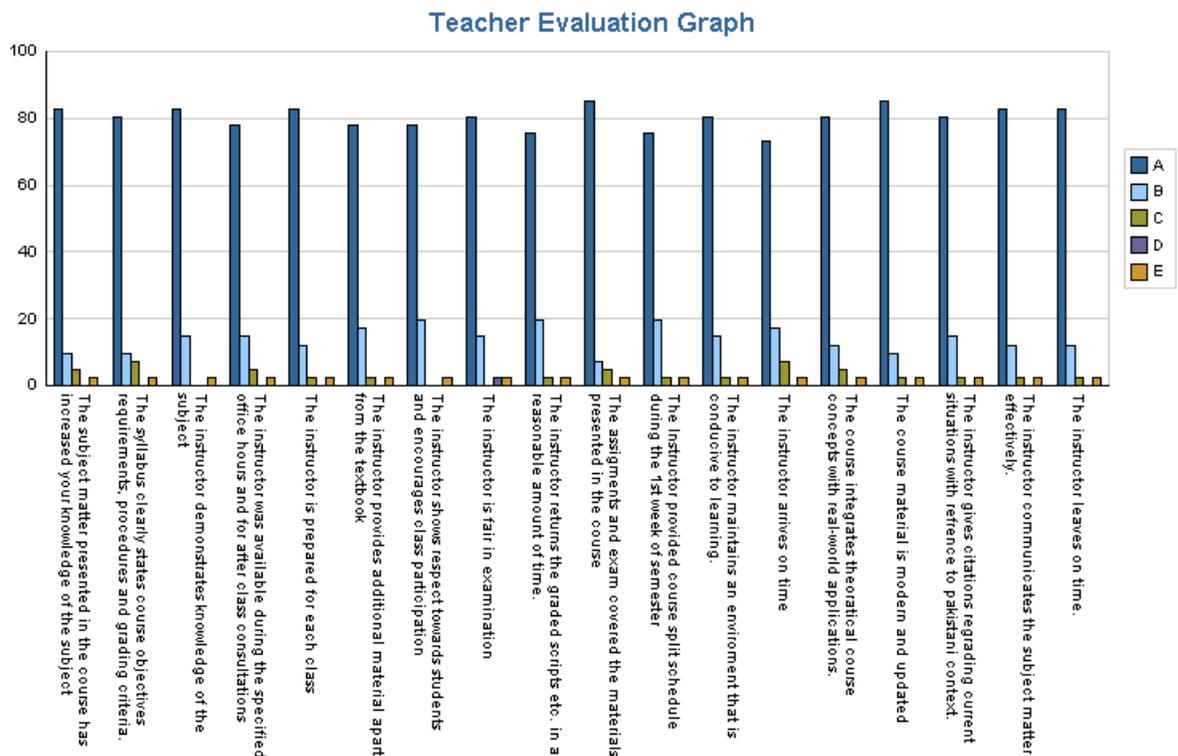
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

### Weakness:

- No significance weakness was found

### Mr. Abdul Rauf (CS-530)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 81% students are strongly agreed, 17% students are agreed, 1% are uncertain and 1% are strongly disagreed. The graph for “The instructor returns the graded scripts etc. in a reasonable amount of time” shows that 78% students are strongly agreed, 20% students agreed, 1% are uncertain and 1% are strongly disagreed. The graph for “The instructor is prepared for each class”, shows that 82% are strongly agreed, 14% are agreed, 2% are uncertain and 2% strongly disagreed. The graph for “The course material is modern and updated”, shows that 84% students strongly agreed, 10% agreed, 3% uncertain and 3% strongly disagreed. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 78% students are strongly agreed, 20% students are agreed and 2% strongly disagreed. The graph for “The instructor gives citations regarding current situations with reference to Pakistani context” shows that that 80% strongly agreed, 18% agreed, 1% uncertain and 1% strongly disagreed.



## General Comments of the Students about the Teacher

### Strengths:

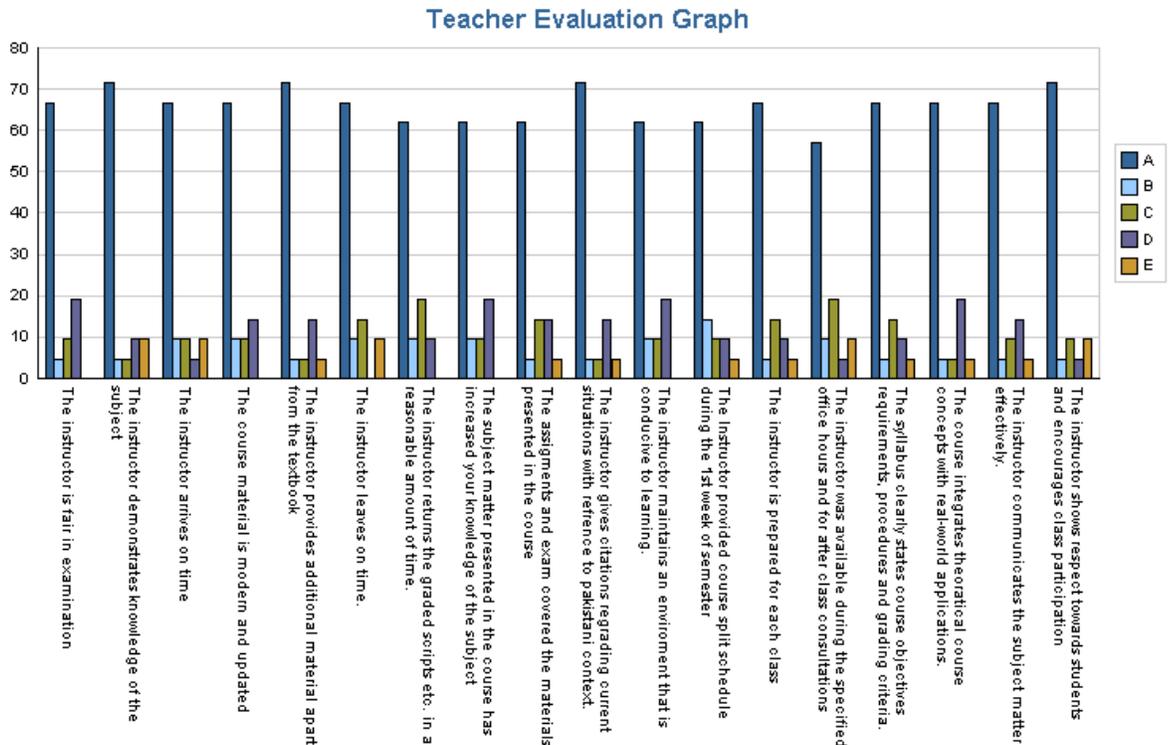
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

### Weakness:

- No significance weakness was found

### Ms. Amber Sarwar (CS-685)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 61% students are strongly agreed, 9% students are agreed, 10% are uncertain, 20% disagreed and 4% are strongly disagreed. The graph for “The instructor returns the graded scripts etc. in a reasonable amount of time” shows that 60% students are strongly agreed, 10% students agreed, 20% are uncertain and 10% are agreed. The graph for “The instructor is prepared for each class”, shows that 68% are strongly agreed, 5% are agreed, 15% are uncertain, 10% are agreed and 2% strongly disagreed. The graph for “The course material is modern and updated”, shows that 68% students strongly agreed, 10% agreed, 10% uncertain and 12% disagreed. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 72% students are strongly agreed, 5% students are agreed, 10% are uncertain, 10% are agree and 3% strongly disagreed.



## General Comments of the Students about the Teacher

### Strengths:

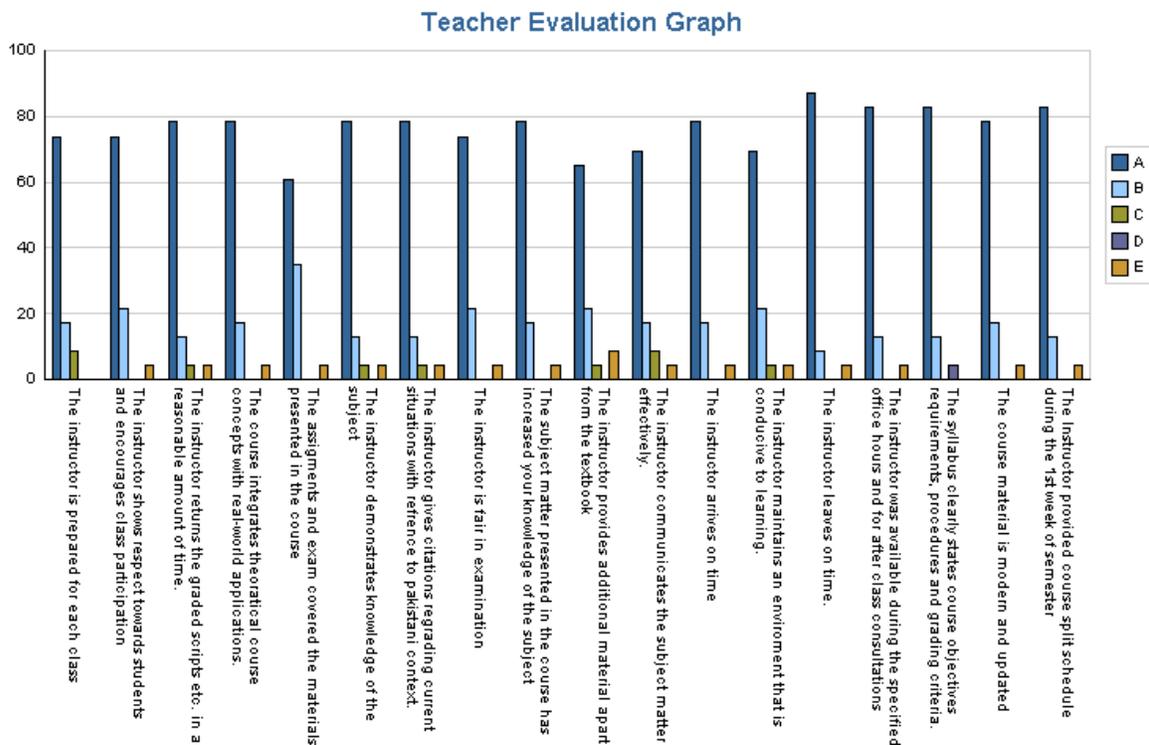
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

### Weakness:

- No significance weakness was found

### Mr.Iftikhar Muhammad (CS-542)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 70% students are strongly agreed, 22% students are agreed, 4% disagreed and 4% are strongly disagreed. The graph for “The instructor returns the graded scripts etc. in a reasonable amount of time” shows that 79% students are strongly agreed, 15% students agreed, 3% are uncertain and 3% are strongly disagreed. The graph for “The instructor is prepared for each class”, shows that 77% are strongly agreed, 18% are agreed, 5% are uncertain. The graph for “The course material is modern and updated”, shows that 79% students strongly agreed, 18% agreed and 3% strongly disagreed.



## General Comments of the Students about the Teacher

### Strengths:

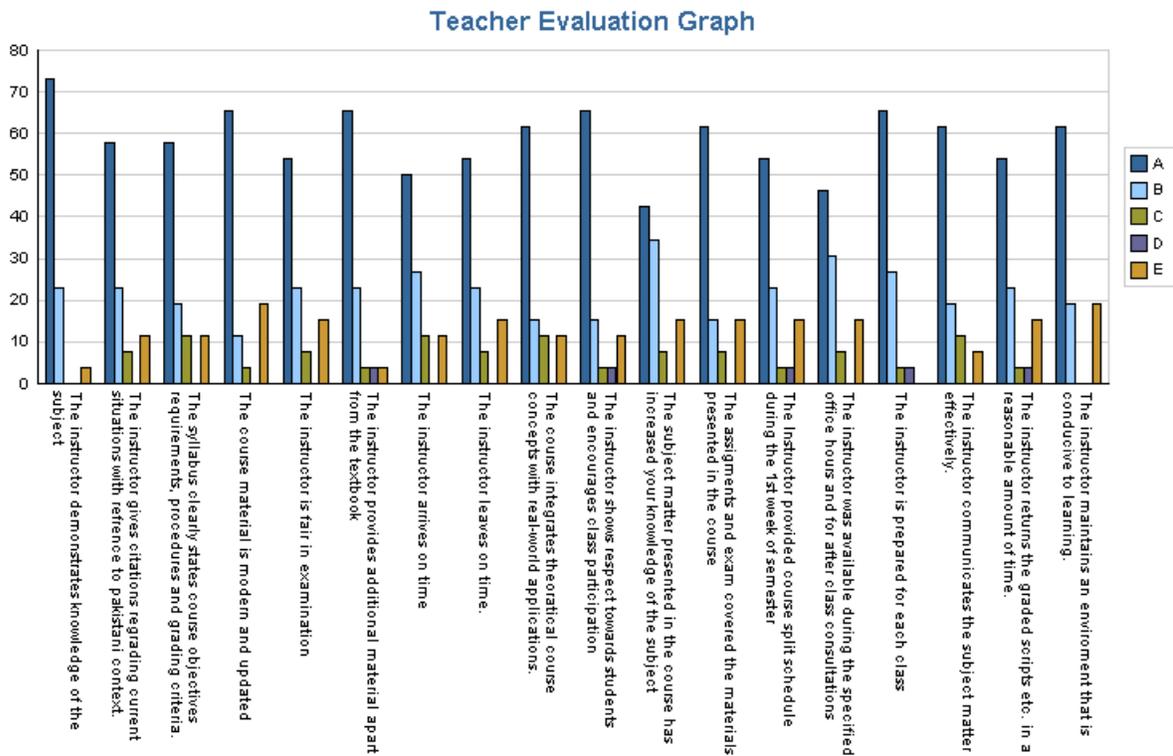
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

### Weakness:

- No significance weakness was found

### Dr.Muhammad Bilal Qureshi (CS-636)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 60% students are strongly agreed, 20% students are agreed and 20% are strongly disagreed. The graph for “The instructor is prepared for each class”, shows that 66% are strongly agreed, 28% are agreed, 3% are uncertain and 3% disagreed. The graph for “The instructor arrives on time”, shows that 50% are strongly agreed, 30% are agreed, 10% are uncertain and 10% strongly disagreed. The graph for “The instructor is fair in Examination” shows that 54% strongly agreed, 22% agreed, 8% are uncertain and 16 % strongly disagreed.



## General Comments of the Students about the Teacher

### Strengths:

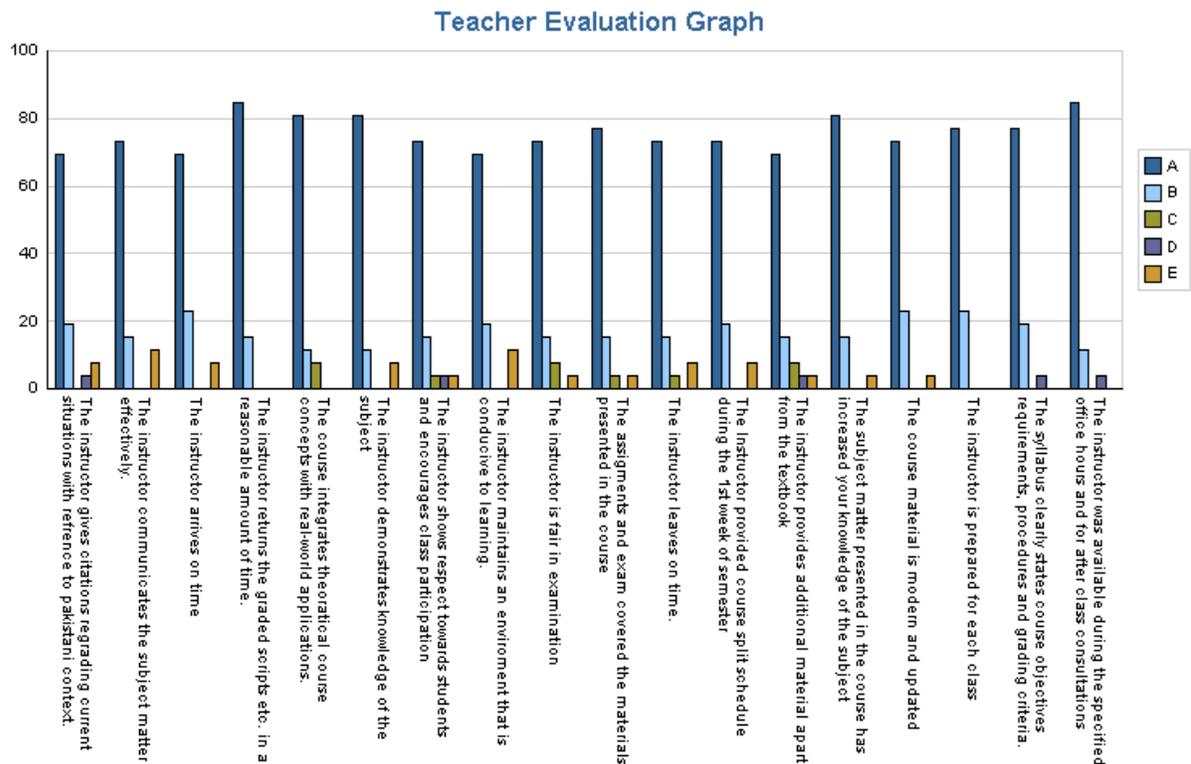
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

### Weakness:

- No significance weakness was found

### Mr. Aasam Abdul Karim (CS-632)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 70% students are strongly agreed, 19% are uncertain and 11% are strongly disagreed. The graph for “The instructor was available during the specified office hours and for after class consultations”, shows that 84% are strongly agreed, 10% are agreed and 6% are disagreed. The graph for “The instructor arrives on time”, shows that 70% are strongly agreed, 24% are agreed and 6% strongly disagreed. The graph for “The instructor is fair in Examination” shows that 78% strongly agreed, 16% agreed, 9% are uncertain and 7% strongly disagreed.



## General Comments of the Students about the Teacher

### Strengths:

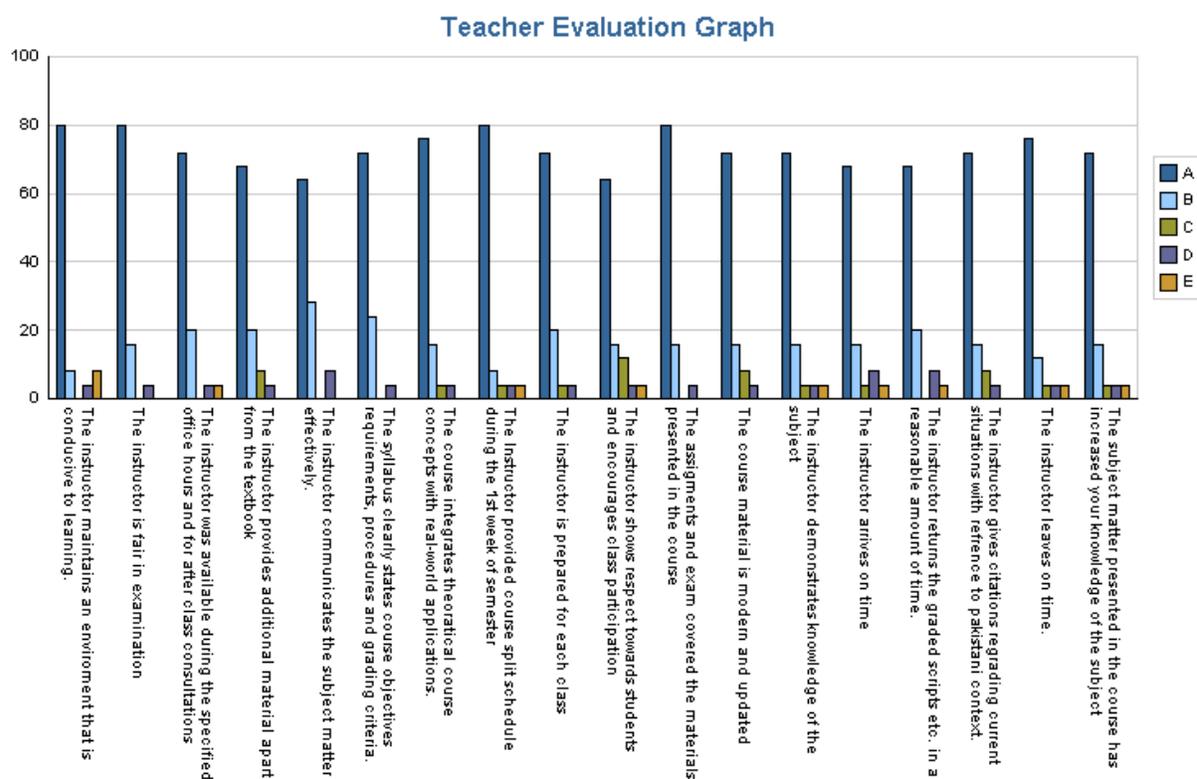
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

### Weakness:

- No significance weakness was found

### Ms. Anum Dilshad (STT-500)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 80% students are strongly agreed, 8% students are agreed, 4% are uncertain and 8% are strongly disagreed. The graph for “The instructor is prepared for each class”, shows that 78% are strongly agreed, 20% are agreed, 1% are uncertain and 1% disagreed. The graph for “The course material is modern and updated”, shows that 74% students strongly agreed, 18% agreed and 8% agreed. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 62% students are strongly agreed, 18% students are agreed, 14% are uncertain, 3% and 3% strongly disagreed.



## General Comments of the Students about the Teacher

### Strengths:

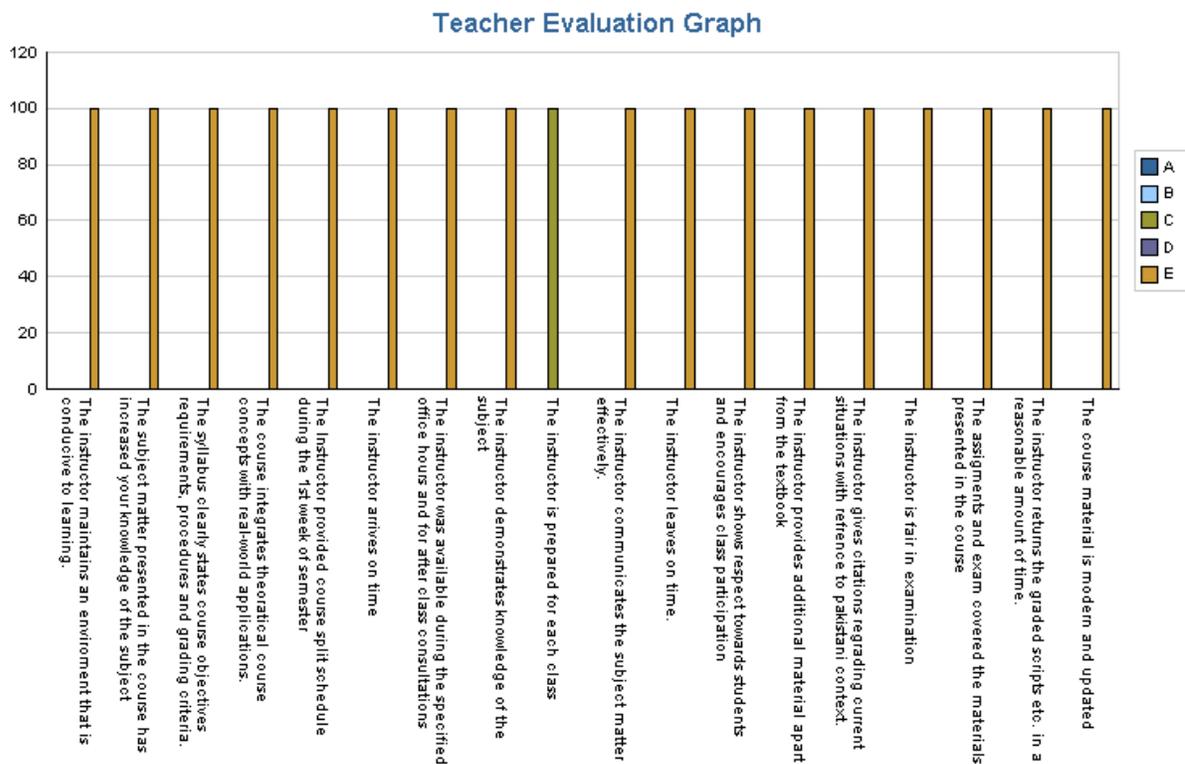
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

### Weakness:

- No significance weakness was found

### Mr. Muhammad Farrukh Mahmood (CS-692)

The graph for “The instructor maintains an environment that is conducive to learning”, shows that 100% are strongly disagreed. The graph for “The instructor returns the graded scripts etc. in a reasonable amount of time” shows that 100% are strongly disagreed. The graph for “The instructor is prepared for each class”, shows that 100% strongly disagreed. The graph for “The course material is modern and updated”, shows that 100% students strongly disagreed. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 100% strongly disagreed. The graph for “The instructor was available during the specified office hours and for after class consultations”, shows that 100% strongly disagreed. The graph for “The instructor arrives on time”, shows that are 100% strongly disagreed.



## **General Comments of the Students about the Teacher**

### **Strengths:**

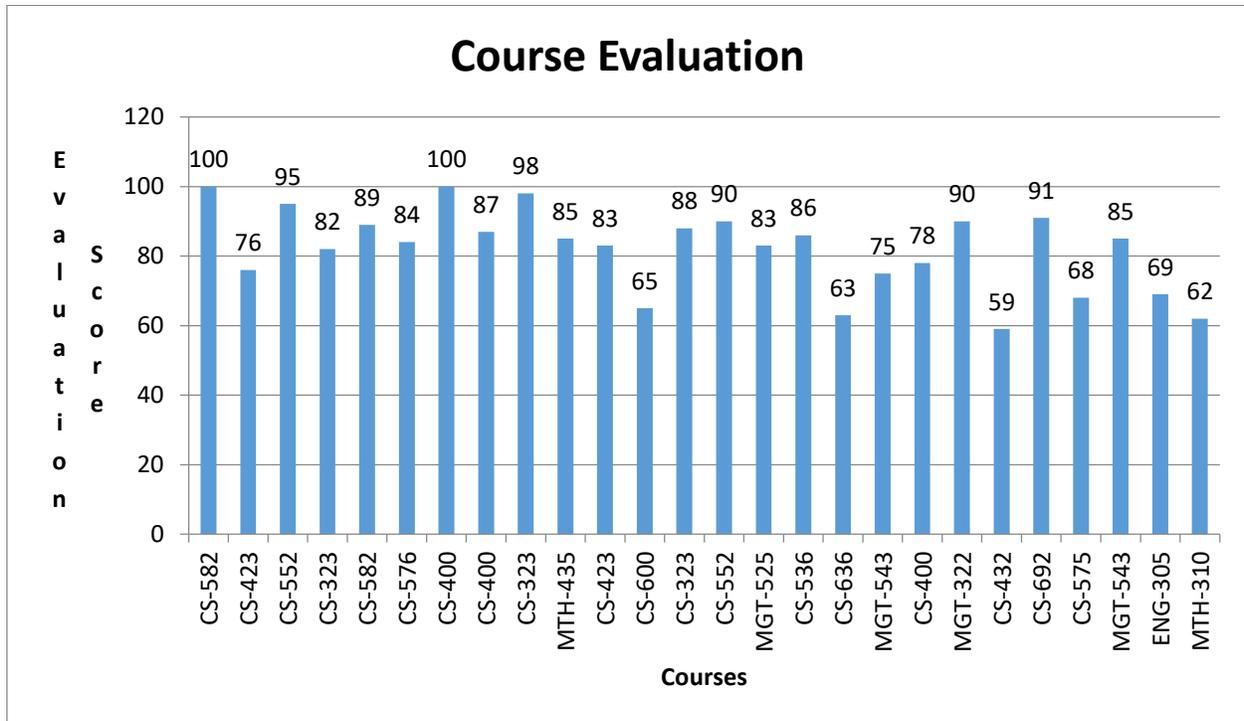
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

### **Weakness:**

- No significance weakness was found

## **Course Evaluation**

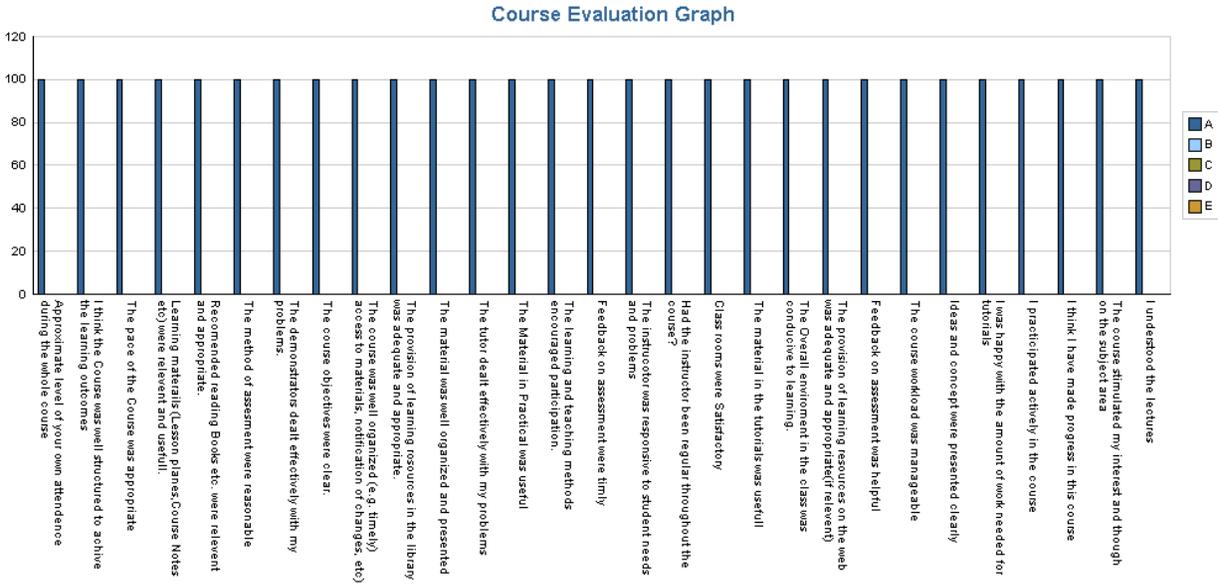
The results of course evaluation of BS (CS) degree program are also compiled. The teacher who taught CS-582 has scored 100%, the teacher for course CS-423 has scored 76%, the teacher for CS-552 has scored 95%, the teacher for CS-323 has scored 82%, the teacher for CS-582 has scored 89%, the teacher for CS-576 has scored 84%, the teacher for CS-400 has scored 100%, the teacher for CS-400 has scored 87%, the teacher who taught CS-323 has scored 98%, the teacher for course MTH-435 has scored 85%, the teacher for CS-423 has scored 83%, the teacher for CS-600 has scored 65%, the teacher for CS-323 has scored 88%, the teacher for CS-552 has scored 90%, the teacher for MGT-552 has scored 83%, the teacher for CS-536 has scored 86%, the teacher for CS-636 has scored 63%, the teacher who taught MGT-543 has scored 75%, the teacher for course CS-400 has scored 78%, the teacher for MGT-322 has scored 90%, the teacher for CS-432 has scored 59%, the teacher for CS-692 has scored 91%, the teacher for CS-575 has scored 68%, the teacher for MGT-543 has scored 85%, the teacher for ENG-305 has scored 69% and the teacher for the course MTH-310 has scored 62%.



**Figure 2: Course Evaluation Graph**

**Mr. Kashif Sattar (CS-582)**

The graph of “The Course Objectives were clear” indicates this, 100% strongly agreed. The graph “The Course workload was manageable” show this, 100% strongly agreed. The graph “Learning materials (lesson plans, course notes etc.) were relevant and useful” reflects this, 100% strongly agreed. The graph “The course was well organized”, 100% strongly agreed. The graph “The course simulated students’ interests and thought on the subject” shows that 100% strongly agreed. The graph “Course was well structured to achieve the learning outcomes” shows that 100% strongly agreed.



**General Comments by Students about this course:**

**Strengths:**

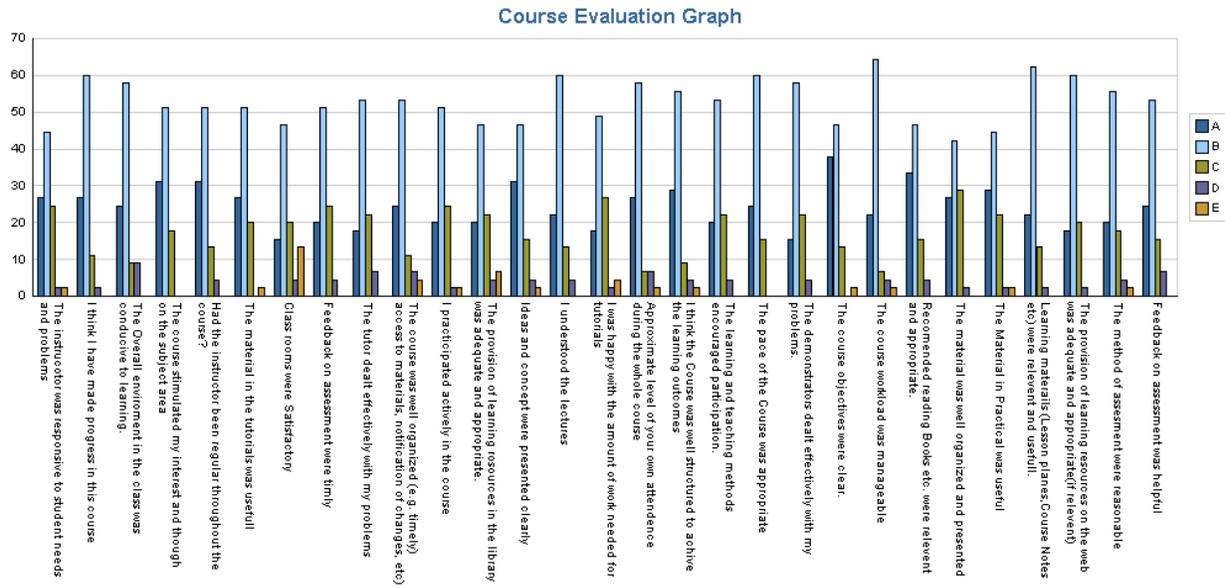
- The Course workload was manageable
- Clear Objectives
- Well organized material
- The course simulated students’ interests and thought on the subject
- Course was well structured to achieve the learning outcomes

**Weaknesses:**

- No significance weakness was found

**Mr.Saqib Majeed(CS-423)**

The graph of “The pace of the Course was appropriate” indicates this, 24% strongly agreed, 60% agreed and 16% are uncertain. The graph “The course stimulated student’s interest” show this, 31% strongly agreed, 51% agreed and 18% are uncertain. The graph “The Course Objectives were clear” reflects this, 38% strongly agreed, 47% agreed, 13% are uncertain and 2% are strongly disagreed. The graph “The course was well organized”, 24% strongly agreed, 53% agreed, 11% are uncertain, 8% are disagreed and 4% are strongly disagreed. The graph “The Overall environment in the class was conducive to learning.” shows that 24% strongly agreed, 58% agreed, 9% are uncertain and 9% disagreed. The graph “Course was well structured to achieve the learning outcomes” shows that 29% were strongly agreed, 56% agreed, 9% are uncertain, 4% disagreed and 2% strongly disagreed.



**General Comments by Students about this course:**

**Strengths:**

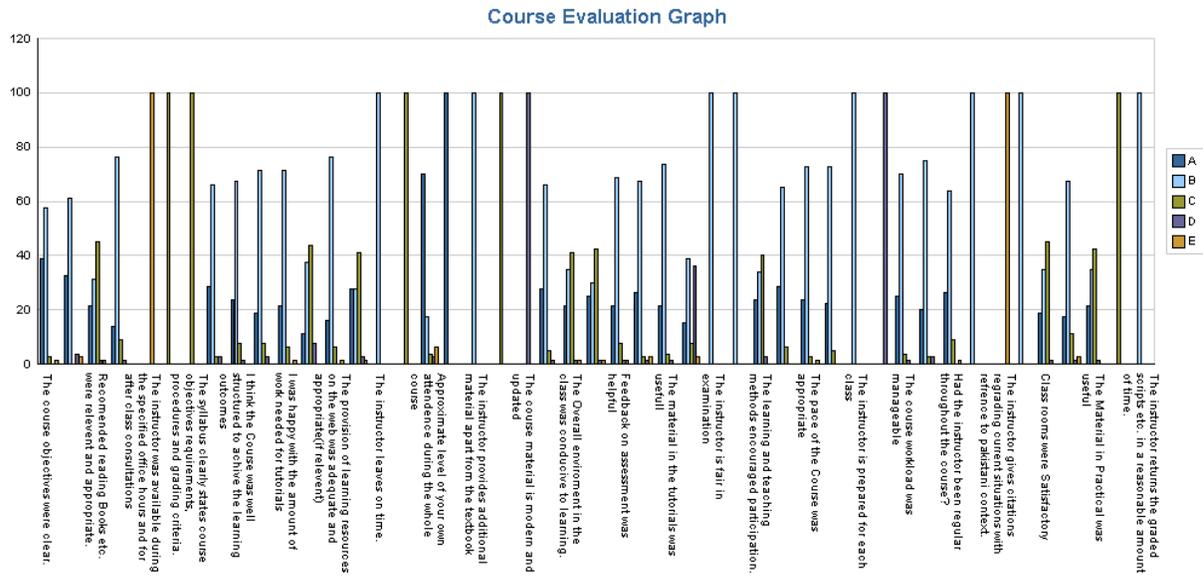
- The Course workload was manageable
- Clear Objectives
- Well organized material

**Weaknesses:**

- Course need to be well structured to achieve the learning outcomes
- The amount of work needed for tutorials should be improved
- The Material in Practical should be useful

**Ms. Sidra Tahir (CS-301)**

The graph for “The instructor is prepared for each class”, shows that 100% are agreed. The graph for “Instructor is fair in examination”, shows that 100% are strongly agreed. The graph for “The instructor was available during the specified office hours and for after class consultations”, shows that 100% students are uncertain. The graph for “The instructor provides additional material apart from the textbook”, shows that 100% students are agreed. The graph for “The course material is modern and updated”, shows that 100% students are strongly agreed.



**General Comments of the Students about the Teacher Strengths:**

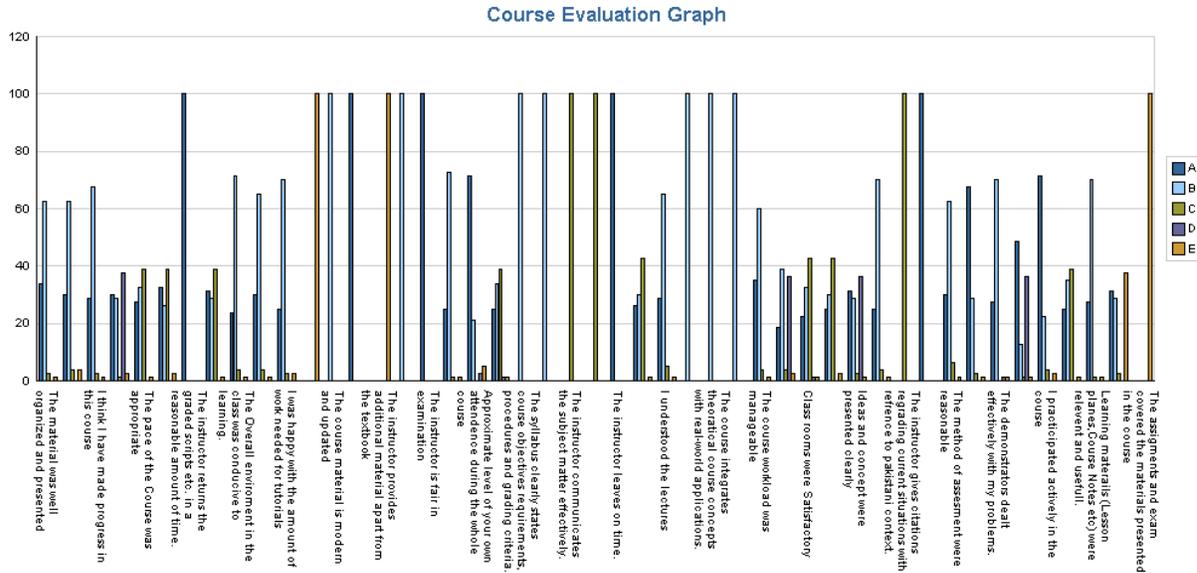
- The instructor is prepared for each class
- The instructor is fair in examination
- The instructor is punctual in a class
- The instructor encourages class participation

**Weakness:**

- No significance weakness was found

**Mr. Abid Kamran (CS-335)**

The graph for “The instructor leaves on time”, shows that 100% are strongly agreed. The graph for “Instructor is fair in examination”, shows that 100% students strongly agreed. The graph for “The instructor maintains an environment that is conducive to learning”, shows that 22% students are strongly agreed, 74% students are agreed, 1% are uncertain and 3% are strongly disagreed. The graph for “The instructor communicates the subject matter effectively”, shows that 100% are strongly disagreed. The graph for “The instructor provides additional material apart from the textbook”, shows that 100% are strongly disagreed.



### General Comments of the Students about the Teacher Strengths:

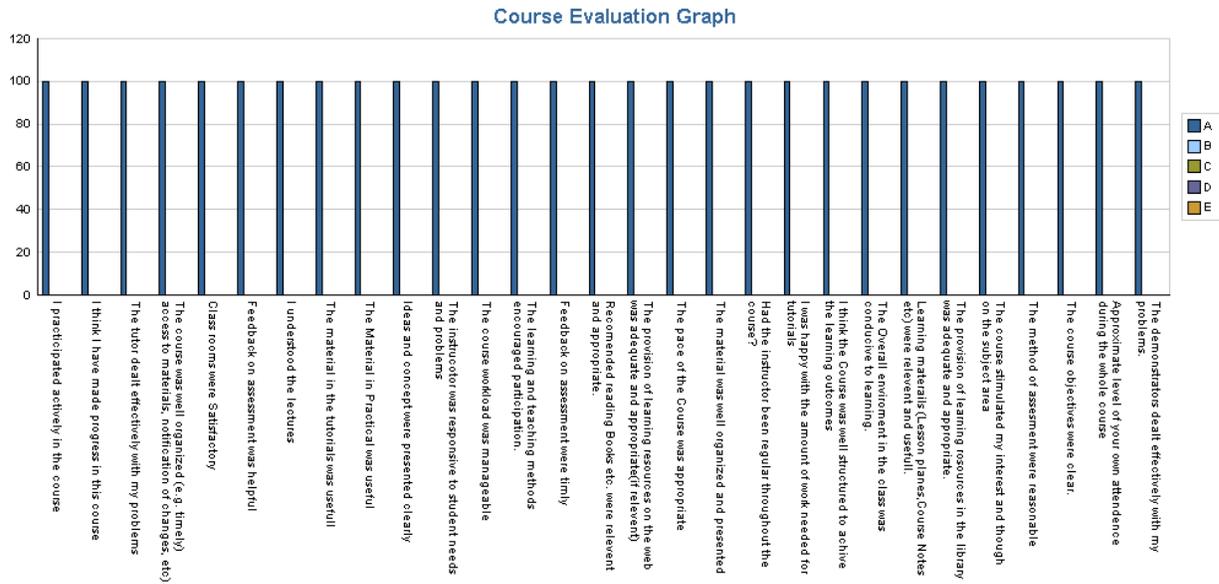
- The instructor is fair in examination
- The instructor is prepared for each class
- The instructor is punctual in a class
- Well presented
- The instructor maintains an environment that is conducive to learning

### Weakness:

- No significance weakness was found

### Ms. Sidra Tehreem (SSH-302)

The graph for “The instructor is prepared for each class”, shows that 100% are strongly agreed. The graph for “Instructor is fair in examination”, shows that 100% students strongly agreed. The graph for “The instructor maintains an environment that is conducive to learning”, shows that 100% students are strongly agreed. The graph for “The instructor was available during the specified office hours and for after class consultations”, shows that 100% students are strongly agreed. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 100% students are strongly agreed. The graph for “The instructor communicates the subject matter effectively”, shows that 100% are strongly agreed. The graph for “The instructor provides additional material apart from the textbook”, shows that 100% are strongly agreed.



### General Comments of the Students about the Teacher Strengths:

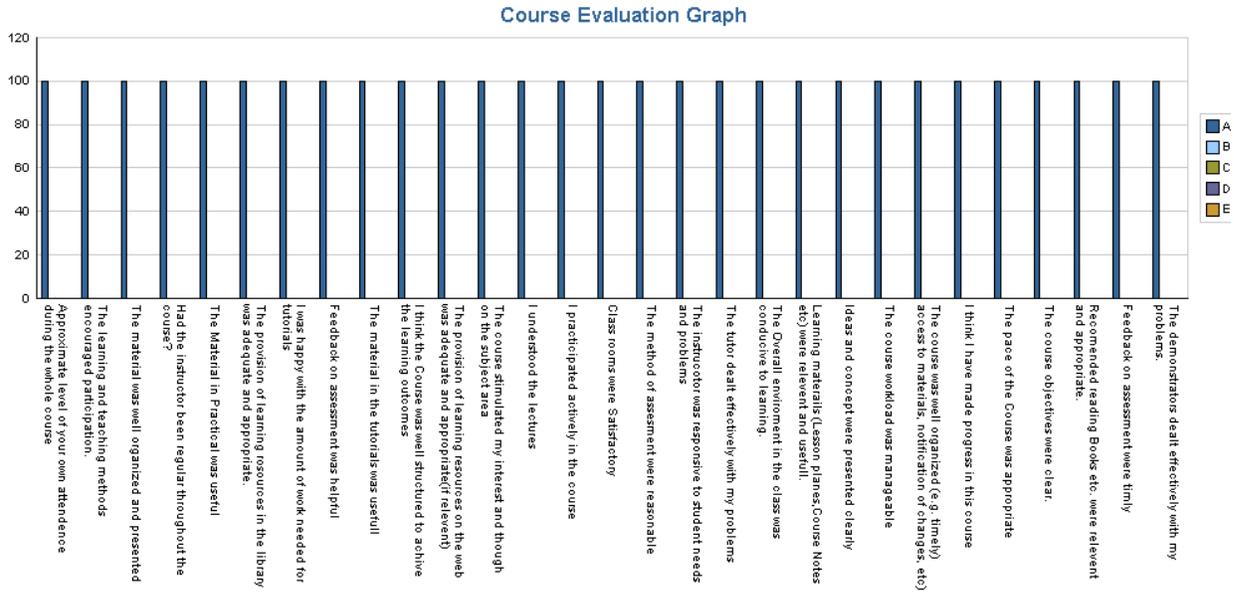
- The instructor is fair in examination
- The instructor is prepared for each class
- The instructor is punctual in a class
- Well presented
- The instructor maintains an environment that is conducive to learning

### Weakness:

- No significance weakness was found

### Ms. Farkhanda Qamar (CS-301)

The graph for “The instructor is prepared for each class”, shows that 100% are strongly agreed. The graph for “Instructor is fair in examination”, shows that 100% students strongly agreed. The graph for “The instructor maintains an environment that is conducive to learning”, shows that 100% students are strongly agreed. The graph for “The instructor was available during the specified office hours and for after class consultations”, shows that 100% students are strongly agreed. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 100% students are strongly agreed. The graph for “The instructor communicates the subject matter effectively”, shows that 100% are strongly agreed. The graph for “The instructor provides additional material apart from the textbook”, shows that 100% are strongly agreed.



### General Comments of the Students about the Teacher Strengths:

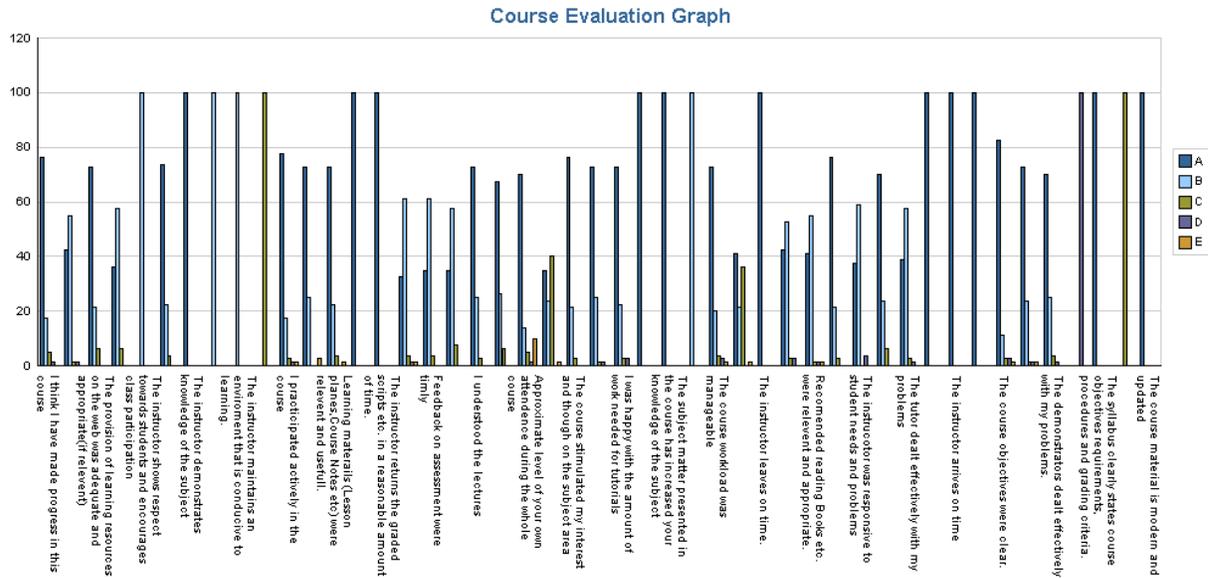
- The instructor is fair in examination
- The instructor is prepared for each class
- The instructor is punctual in a class
- Well presented
- The instructor maintains an environment that is conducive to learning

### Weakness:

- No significance weakness was found

### Dr. Ehtasham Azhar (MTH-310)

The graph for “The course material is modern and updated”, shows that 100% students strongly agreed. The graph for “The instructor maintains an environment that is conducive to learning”, shows that 100% students are strongly agreed. The graph for “The instructor shows respect towards students and encourages class participation”, shows that 100% students are agreed. The graph for “The instructor leaves the class on time”, shows that 100% are strongly agreed. The graph for “The instructor arrives on time”, shows that 100% are strongly agreed.



### General Comments of the Students about the Teacher Strengths:

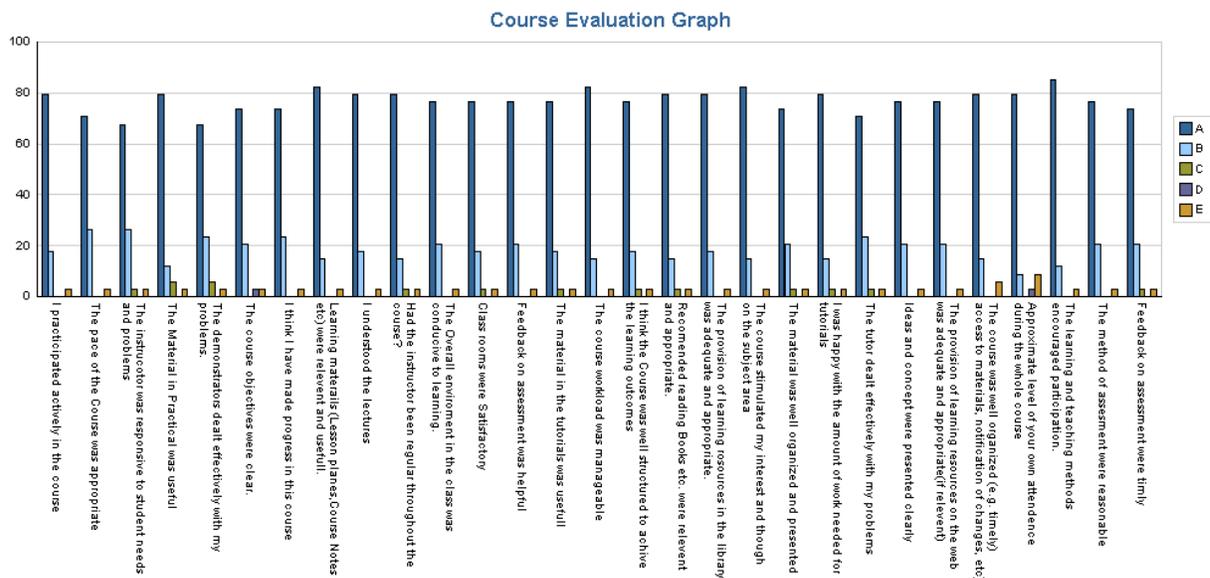
- The instructor is fair in examination
- The instructor is prepared for each class
- The instructor is punctual in a class
- Well presented
- The instructor maintains an environment that is conducive to learning

### Weakness:

- No significance weakness was found

### Mr. Shehzad Saqib Malik (CS-430)

The graph for “The I appreciated the activity in the class room”, shows that 80% students strongly agreed, 18% agreed and 2% are strongly disagreed. The graph for “I understand the lecture”, shows that 80% students are strongly agreed, 18% are agreed and 2% are strongly disagreed. The graph for “The pace of course is appropriate”, shows that 70% students are strongly agreed, 24% students are agreed and 6% are strongly disagreed. The graph for “The method of assessment was reasonable”, shows that 78% students are strongly agreed, 20% students are agreed and 2% are strongly disagreed.



### General Comments of the Students about the Teacher Strengths:

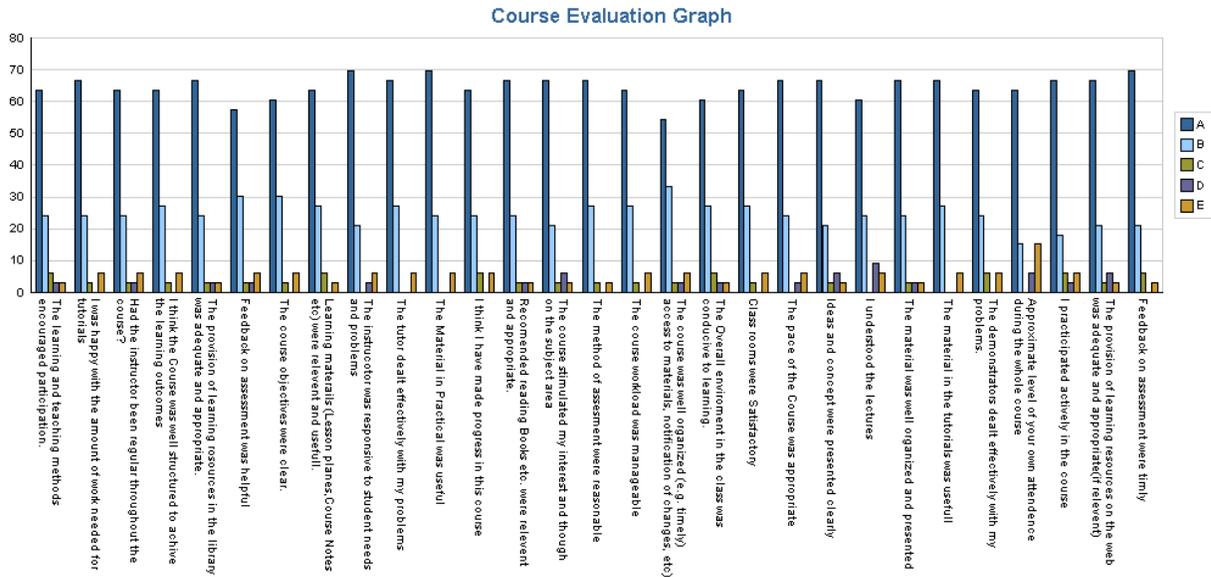
- The instructor is prepared for each class
- The instructor shows respect towards students and encourages class participation
- The instructor demonstrates knowledge of the subject

### Weakness:

- The instructor should maintain an environment that is conducive to learning.
- The instructor should provide additional material apart from the textbook.

### Dr. Zaffar Mehmood (MTH-415)

The graph for “The I appreciated the activity in the class room”, shows that 68% students strongly agreed, 18% agreed, 6% uncertain, 2% agreed and 6% are strongly disagreed. The graph for “I understand the lecture”, shows that 60% students are strongly agreed, 25% are agreed, 9% and 6% are strongly disagreed. The graph for “The pace of course is appropriable”, shows that 68% students are strongly agreed, 24% students are agreed, 4% are disagreed and 4% are strongly disagreed. The graph for “The method of assessment was reasonable”, shows that 68% students are strongly agreed, 28% students are agreed, 2% disagreed and 2% are strongly disagreed.



### General Comments of the Students about the Teacher Strengths:

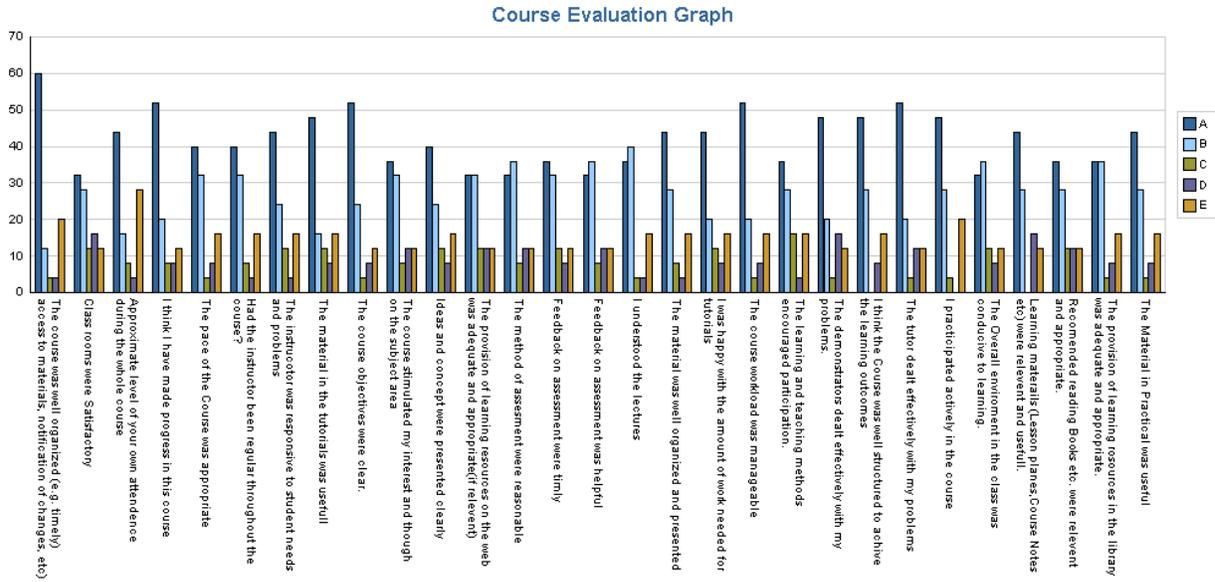
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor is punctual in a class
- The instructor shows respect towards students and encourages class participation

### Weakness:

- No significance weakness was found

### Dr. Yaser Hafeez (CS-452)

The graph for “The I appreciated the activity in the class room”, shows that 48% students strongly agreed, 28% agreed, 2% uncertain, 2% agreed and 20% are strongly disagreed. The graph for “I understand the lecture”, shows that 35% students are strongly agreed, 40% are agreed, 18% disagree and 7% are strongly disagreed. The graph for “The pace of course is appropriate”, shows that 40% students are strongly agreed, 35% students are agreed, 2% uncertain, 5% are disagreed and 18% are strongly disagreed. The graph for “The method of assessment was reasonable”, shows that 32% students are strongly agreed, 36% students are agreed, 8% uncertain, 12% disagreed and 12% are strongly disagreed.



### General Comments of the Students about the Teacher Strengths:

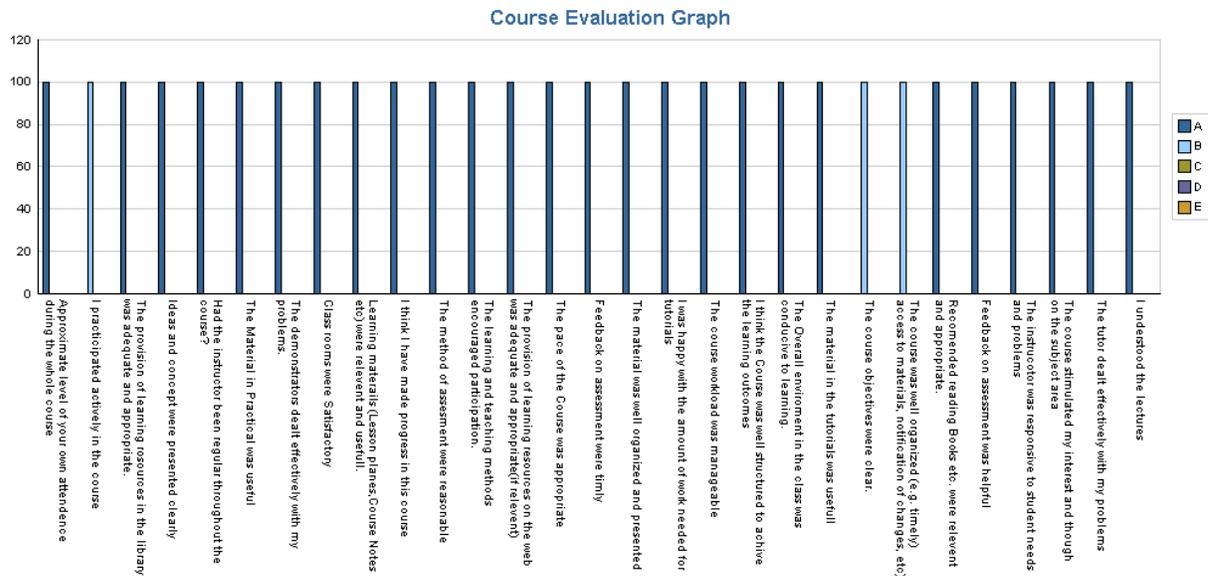
- The instructor maintains an environment that is conducive to learning.
- The instructor is prepared for each class.
- The instructor was available during the specified office hours and for after class consultations
- The instructor shows respect towards students and encourages class participation

### Weakness:

- No significance weakness was found

### Mr. Noman Mazhar (CS-542)

The graph for “I understand the lectures”, shows that 100% students are strongly agreed. The graph for “The tutor deals affectively with my problem” shows that 100% students are strongly agreed. The graph for “The course stimulated my interest and thought on the subject area”, shows that 100% are strongly agreed. The graph for “The ideas and concept were presented clearly”, shows that 100% students strongly agreed. The graph for “I participated actively in the course”, shows that 100% students are agreed. The graph for “Approximate level of your own attendance during the whole course”, shows that 100% are strongly agreed.



**General Comments of the Students about the Teacher Strengths:**

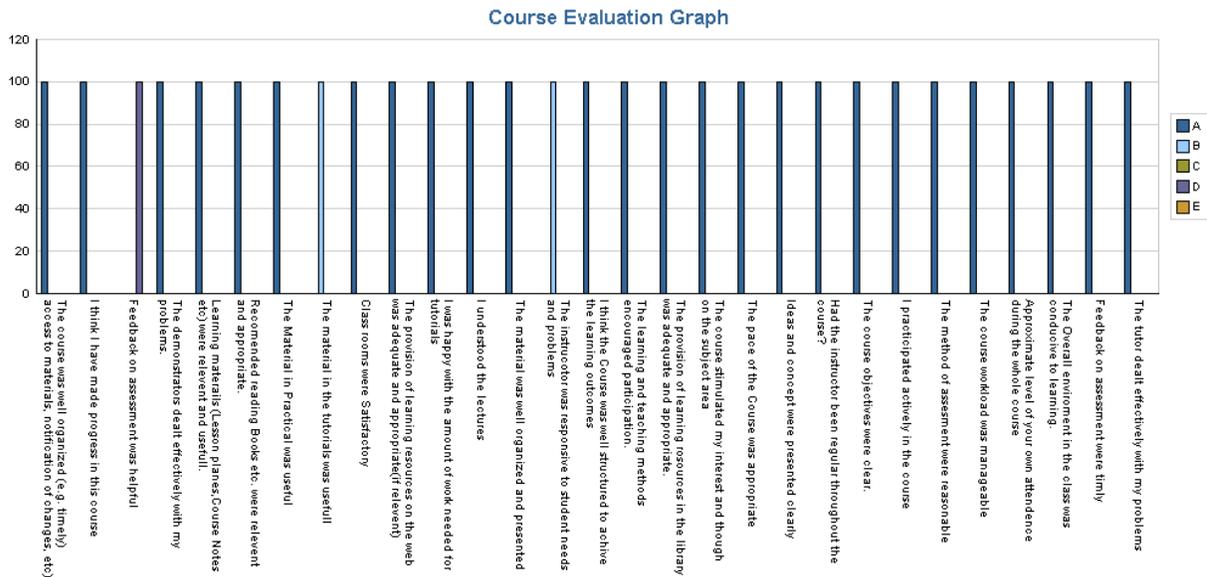
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor was available during the specified office hours and for after class consultations

**Weakness:**

- The instructor should provide additional material apart from the textbook
- The instructor should prepare for each class
- The instructor should make course material modern and updated

**Dr. Asif Nawaz (CS-536)**

The graph for “I understand the lectures”, shows that 100% students are strongly agreed. The graph for “The tutor deals affectively with my problem” shows that 100% students are strongly agreed. The graph for “The course stimulated my interest and thought on the subject area”, shows that 100% are strongly agreed. The graph for “The ideas and concept were presented clearly”, shows that 100% students strongly agreed. The graph for “I participated actively in the course”, shows that 100% students are strongly agreed. The graph for “Approximate level of your own attendance during the whole course”, shows that 100% are strongly agreed.



### General Comments of the Students about the Teacher Strengths:

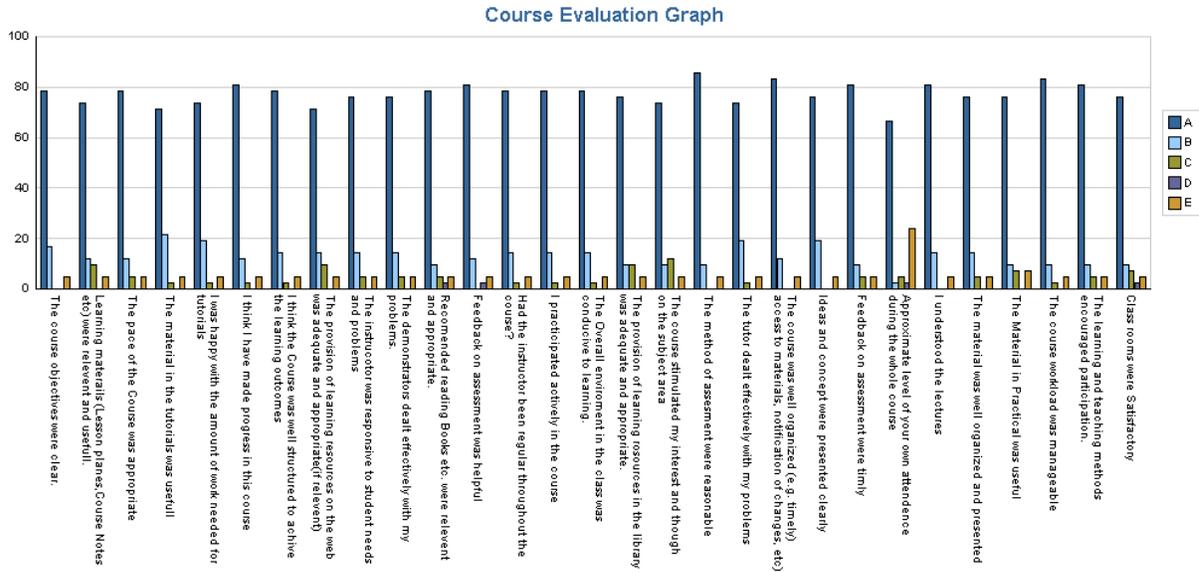
- The instructor communicates the subject matter effectively.
- The instructor is punctual
- The instructor is prepared for each class
- The instructor is fair in examination
- The instructor shows respect towards students and encourages class participation

### Weakness:

- The instructor gives citations regarding current situations with reference to Pakistani context

### Mr. Abdul Rauf (CS-530)

The graph for “I understand the lectures”, shows that 81% students are strongly agreed, 15% students are agreed and 4% are strongly disagreed. The graph for “The tutor deals affectively with my problem” shows that 75% students are strongly agreed, 19% students agreed, 2% are uncertain and 4% are strongly disagreed. The graph for “The course stimulated my interest and though on the subject area”, shows that 76% are strongly agreed, 8% are agreed, 10% are uncertain and 6% strongly disagreed. The graph for “The ideas and concept were presented clearly”, shows that 77% students strongly agreed, 19% agreed 4% strongly disagreed. The graph for “I participated actively in the course”, shows that 79% students are strongly agreed, 12% students are agreed, 2% are uncertain and 10% strongly disagreed. The graph for “Approximate level of your own attendance during the whole course”, shows that 65% are strongly agreed, 2% are agreed, 4% uncertain, 2% are disagreed and 27% strongly disagreed.



**General Comments of the Students about the Teacher Strengths:**

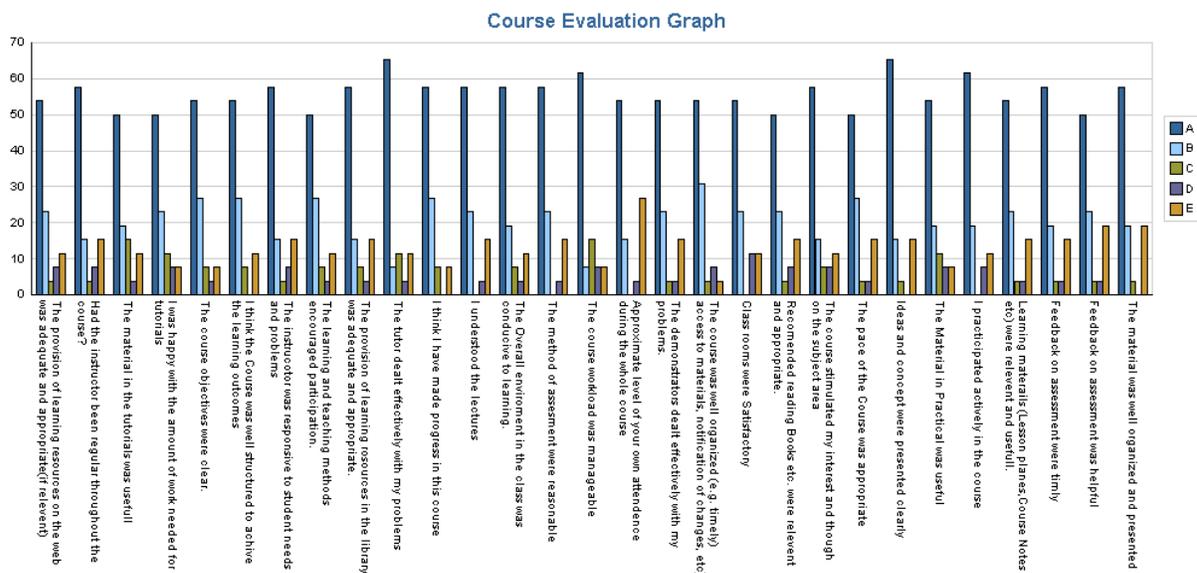
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor was available during the specified office hours and for after class consultations

**Weakness:**

- No significance weakness was found

**Dr. Muhammad Bilal Qureshi (CS-636)**

The graph for “I understand the lectures”, shows that 58% students are strongly agreed, 23% students are agreed, 4% disagree and 15% are strongly disagreed. The graph for “The tutor deals affectively with my problem” shows that 66% students are strongly agreed, 8% students agreed, 11% are uncertain, 4% disagreed and 4% are strongly disagreed. The graph for “The course stimulated my interest and though on the subject area”, shows that 58% are strongly agreed, 15% are agreed, 8% are uncertain, 8% agreed and 11% strongly disagreed. The graph for “The ideas and concept were presented clearly”, shows that 65% students strongly agreed, 15% agreed, 5% uncertain, 15% strongly disagreed. The graph for “I participated actively in the course”, shows that 62% students are strongly agreed, 19% students are agreed, 8% are uncertain and 11% strongly disagreed. The graph for “Approximate level of your own attendance during the whole course”, shows that 54% are strongly agreed, 15% are agreed, 4% are disagreed and 27% strongly disagreed.



### General Comments of the Students about the Teacher Strengths:

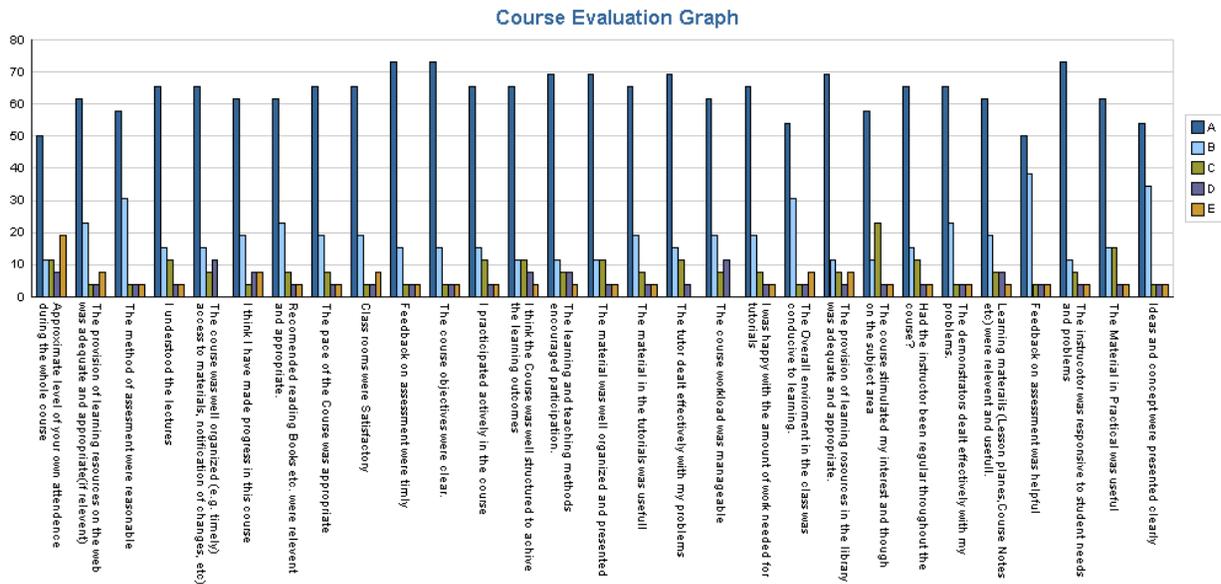
- The instructor is punctual
- The instructor is fair in examination.
- The instructor demonstrates knowledge of the subject

### Weakness:

- The instructor should provide additional material apart from the textbook
- The instructor should have prepared for each class
- The instructor should communicate the subject matter effectively

### Ms. Anum Dilshad (STT-500)

The graph for “I understand the lectures”, shows that 65% students are strongly agreed, 15% students are agreed, 11% uncertain, 4% disagreed and 5% are strongly disagreed. The graph for “The tutor deals affectively with my problem” shows that 69% students are strongly agreed, 15% students agreed, 11% are uncertain, and 5% are strongly disagreed. The graph for “The course stimulated my interest and though on the subject area”, shows that 58% are strongly agreed, 12% are agreed, 23% are uncertain, 4% disagreed and 3% strongly disagreed. The graph for “The ideas and concept were presented clearly”, shows that 53% students strongly agreed, 35% agreed, 4% disagreed, 4% uncertain and 4% strongly disagreed. The graph for “I participated actively in the course”, shows that 66% students are strongly agreed, 15% students are agreed, 11% are uncertain, 4% disagreed and 4% strongly disagreed. The graph for “Approximate level of your own attendance during the whole course”, shows that 50% are strongly agreed, 11% are agreed, 11% uncertain, 9% are disagreed and 19% strongly disagreed.



### General Comments of the Students about the Teacher Strengths:

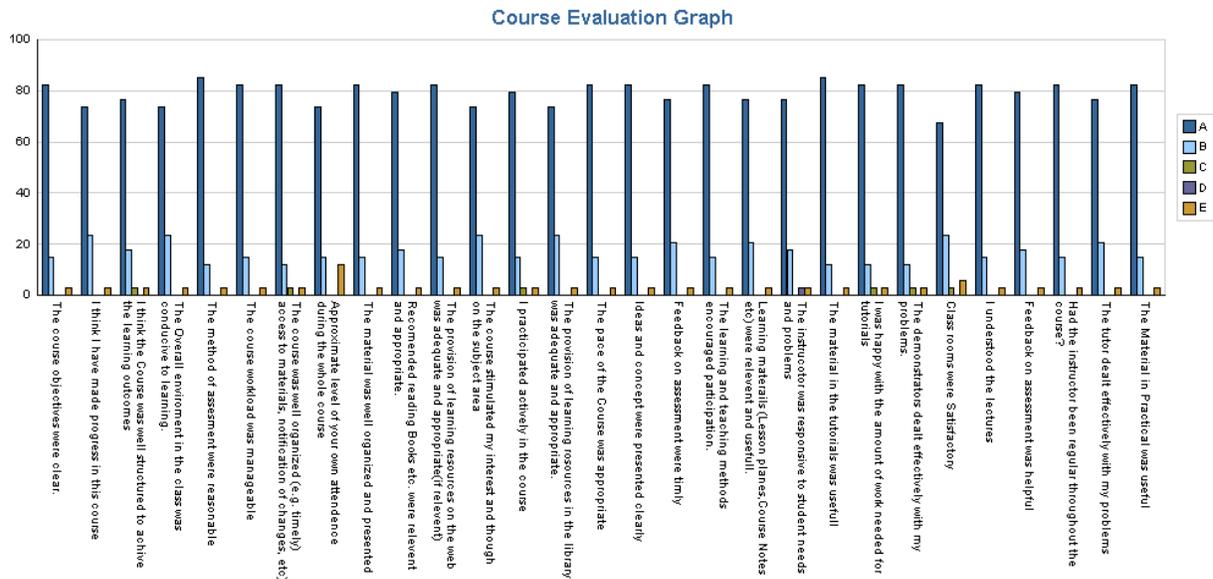
- The instructor demonstrates knowledge of the subject
- The instructor should communicate the subject matter effectively
- The instructor shows respect towards students and encourages class participation

### Weakness:

- The instructor should provide additional material apart from the textbook
- The instructor should have prepared for each class
- The instructor should update course material

### Mr. Faisal Niaz (MGT-411)

The graph for “I understand the lectures”, shows that 81% students are strongly agreed, 17% students are agreed and 2% are strongly disagreed. The graph for “The tutor deals affectively with my problem” shows that 78% students are strongly agreed, 21% students agreed and 1% are strongly disagreed. The graph for “The course stimulated my interest and though on the subject area”, shows that 76% are strongly agreed, 22% are agreed and 2% strongly disagreed. The graph for “The ideas and concept were presented clearly”, shows that 81% students strongly agreed, 15% agreed and 4% strongly disagreed. The graph for “I participated actively in the course”, shows that 80% students are strongly agreed, 15% students are agreed, 2% are uncertain and 3% strongly disagreed. The graph for “Approximate level of your own attendance during the whole course”, shows that 73% are strongly agreed, 15% are agreed and 12% strongly disagreed.



### General Comments of the Students about the Teacher Strengths:

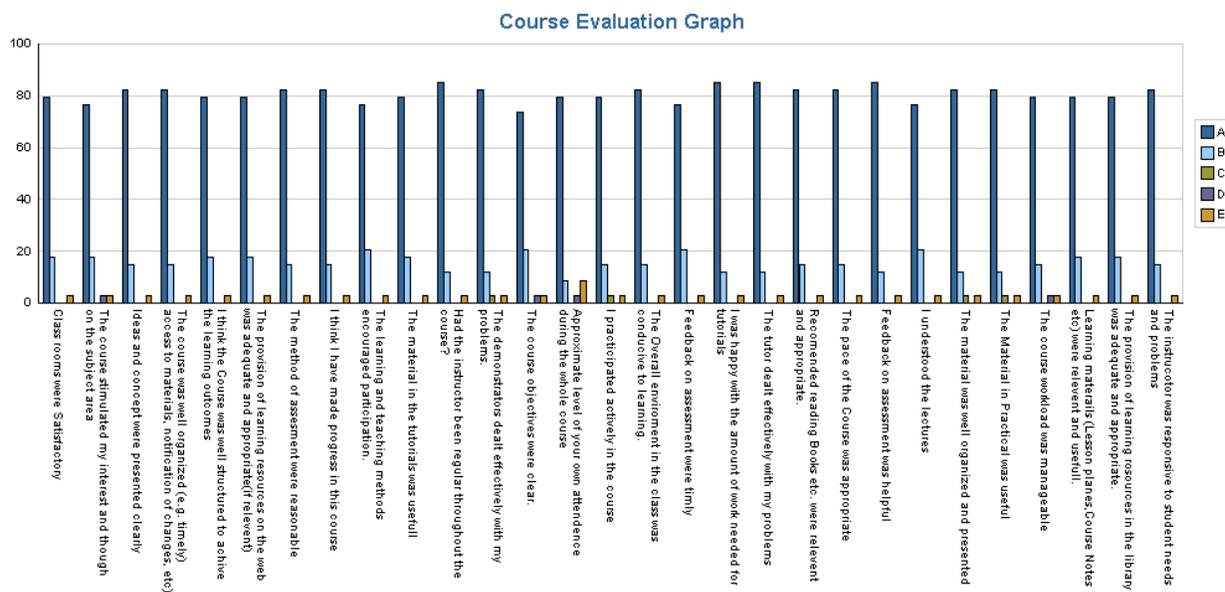
- The instructor demonstrates knowledge of the subject
- The instructor should communicate the subject matter effectively
- The instructor shows respect towards students and encourages class participation

### Weakness:

- The instructor should provide additional material apart from the textbook
- The instructor should have prepared for each class
- The instructor should update course material

### Ms.Syeda Tahreem Zeeshan (MGT-322)

The graph for “I understand the lectures”, shows that 77% students are strongly agreed, 20% students are agreed and 3% are strongly disagreed. The graph for “The tutor deals affectively with my problem” shows that 83% students are strongly agreed, 14% students agreed and 3% are strongly disagreed. The graph for “The course stimulated my interest and though on the subject area”, shows that 78% are strongly agreed, 18% are agreed, 2% disagreed and 2% strongly disagreed. The graph for “The ideas and concept were presented clearly”, shows that 82% students strongly agreed, 16% agreed and 2% strongly disagreed. The graph for “I participated actively in the course”, shows that 80% students are strongly agreed, 15% students are agreed, 2% are uncertain and 3% strongly disagreed. The graph for “Approximate level of your own attendance during the whole course”, shows that 80% are strongly agreed, 8% are agreed, 3% disagreed and 9% strongly disagreed.



### General Comments of the Students about the Teacher Strengths:

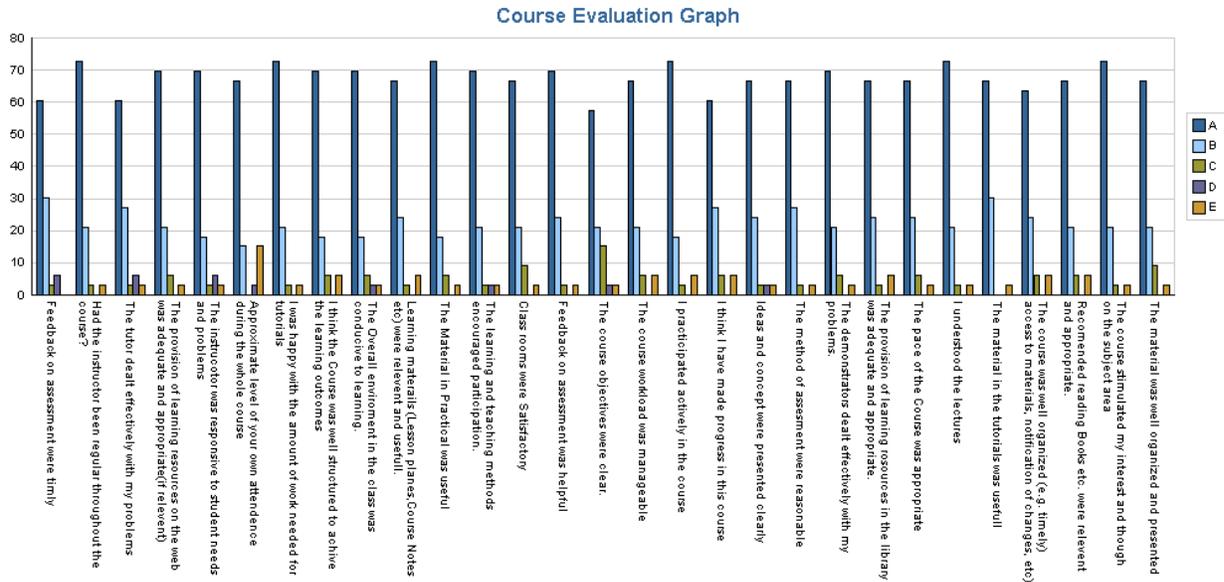
- The instructor demonstrates knowledge of the subject
- The instructor should communicate the subject matter effectively
- The instructor shows respect towards students and encourages class participation

### Weakness:

- The instructor should provide additional material apart from the textbook
- The instructor should have prepared for each class
- The instructor should update course material

### Ms. Sidra Tahir (CS-452)

The graph for “I understand the lectures”, shows that 72% students are strongly agreed, 21% students are agreed, 3% uncertain and 4% are strongly disagreed. The graph for “The tutor deals affectively with my problem” shows that 60% students are strongly agreed, 28% students agreed, 3% uncertain, 6% disagreed and 3% are strongly disagreed. The graph for “The course stimulated my interest and thought on the subject area”, shows that 72% are strongly agreed, 21% are agreed, 3% uncertain and 4% strongly disagreed. The graph for “The ideas and concept were presented clearly”, shows that 68% students strongly agreed, 24% agreed, 2% uncertain, 3% disagreed and 3% strongly disagreed. The graph for “I participated actively in the course”, shows that 72% students are strongly agreed, 18% students are agreed, 2% are uncertain and 8% strongly disagreed. The graph for “Approximate level of your own attendance during the whole course”, shows that 66% are strongly agreed, 15% are agreed, 3% disagreed and 16% strongly disagreed.



### General Comments of the Students about the Teacher Strengths:

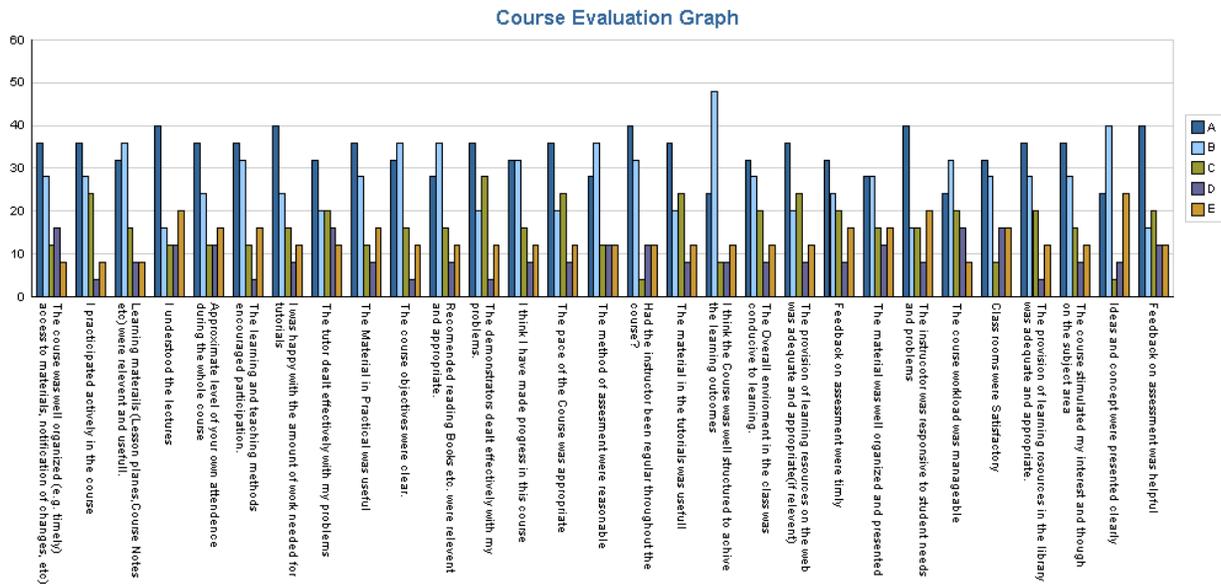
- The instructor demonstrates knowledge of the subject
- The instructor should communicate the subject matter effectively
- The instructor shows respect towards students and encourages class participation

### Weakness:

- The instructor should provide additional material apart from the textbook
- The instructor should prepare for each class
- The instructor should update course material

### Dr. Yaser Hafeez (CS-452)

The graph for “I understand the lectures”, shows that 40% students are strongly agreed, 15% students are agreed, 12% uncertain, 12% disagreed and 20% are strongly disagreed. The graph for “The tutor deals affectively with my problem” shows that 32% students are strongly agreed, 20% students agreed, 20% uncertain, 16% disagreed and 12% are strongly disagreed. The graph for “The course stimulated my interest and though on the subject area”, shows that 36% are strongly agreed, 32% are agreed, 8% uncertain, 12% disagreed and 12% strongly disagreed. The graph for “The ideas and concept were presented clearly”, shows that 40% students strongly agreed, 24% agreed, 12% uncertain, 8% disagreed and 15% strongly disagreed. The graph for “I participated actively in the course”, shows that 48% students are strongly agreed, 28% students are agreed, 4% are uncertain and 20% strongly disagreed. The graph for “Approximate level of your own attendance during the whole course”, shows that 44% are strongly agreed, 15% are agreed, 8% uncertain, 4% disagreed and 29% strongly disagreed.



## General Comments of the Students about the Teacher

### Strengths:

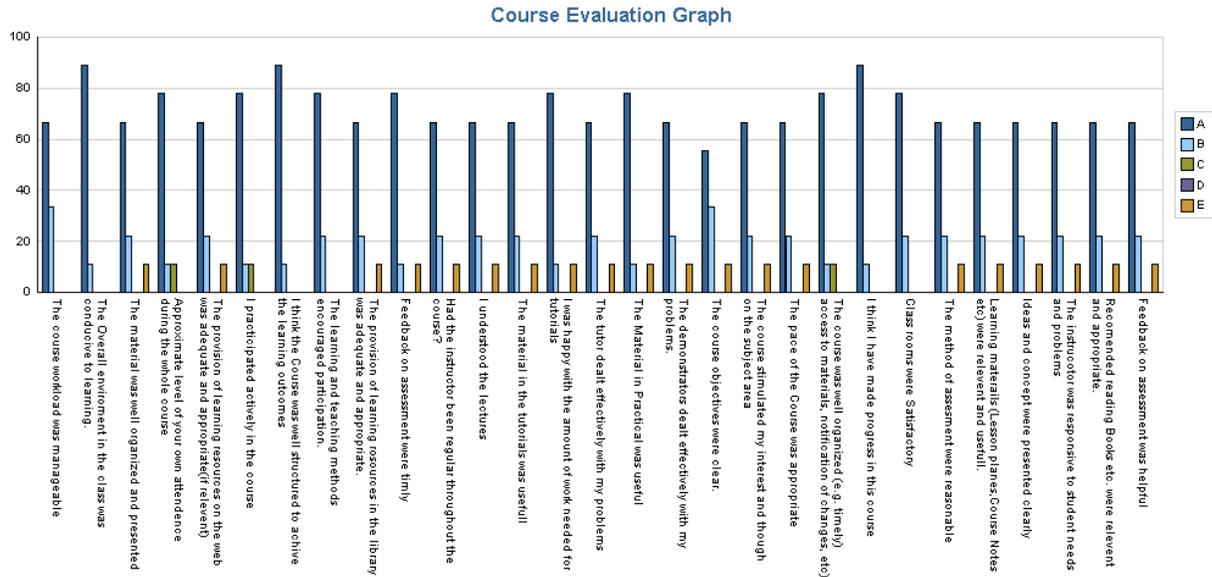
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor is prepared for each class
- The instructor gives citations regarding current situations with reference to Pakistani context.

### Weakness:

- No significance weakness was found

### Dr. Tariq Ali (CS-542)

The graph for “I understand the lectures”, shows that 66% students are strongly agreed, 21% students are agreed and 13% are strongly disagreed. The graph for “The tutor deals affectively with my problem” shows that 66% students are strongly agreed, 21% students agreed and 13% are strongly disagreed. The graph for “The course stimulated my interest and though on the subject area”, shows that 66% are strongly agreed, 21% are agreed and 13% strongly disagreed. The graph for “The ideas and concept were presented clearly”, shows that 66% students strongly agreed, 21% agreed and 13% strongly disagreed. The graph for “I participated actively in the course”, shows that 78% students are strongly agreed, 11% students are agreed and 11% are uncertain. The graph for “Approximate level of your own attendance during the whole course”, shows that 78% are strongly agreed, 11% are agreed and 11% uncertain.



### General Comments of the Students about the Teacher Strengths:

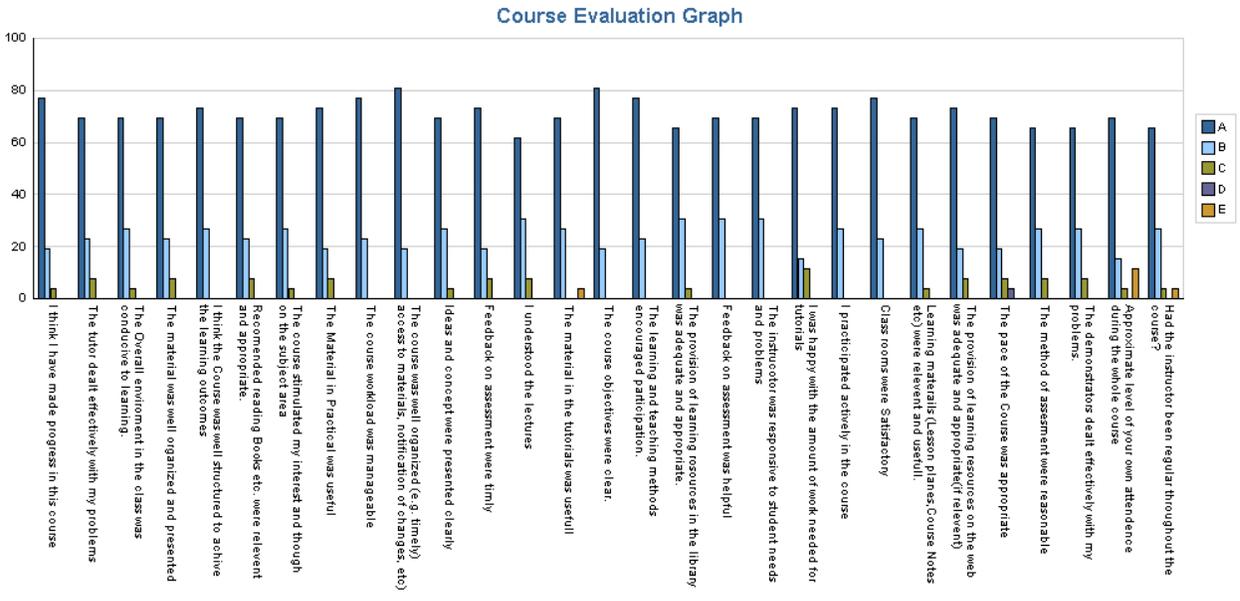
- The instructor communicates the subject matter effectively.
- The instructor is punctual
- The instructor is prepared for each class
- The instructor shows respect towards students and encourages class participation

### Weakness:

- The instructor should update course material
- The instructor should maintain environment conducive to the learning

### Dr. Saif Ur Rehman (CS-423)

The graph for “I understand the lectures”, shows that 61% students are strongly agreed, 30% students are agreed and 9% are uncertain. The graph for “The tutor deals affectively with my problem” shows that 70% students are strongly agreed, 22% students agreed and 8% are uncertain. The graph for “The course stimulated my interest and though on the subject area”, shows that 70% are strongly agreed, 25% are agreed and 5% uncertain. The graph for “The ideas and concept were presented clearly”, shows that 70% students strongly agreed, 24% agreed and 6% uncertain. The graph for “I participated actively in the course”, shows that 76% students are strongly agreed, 24% students are agreed. The graph for “Approximate level of your own attendance during the whole course”, shows that 70% are strongly agreed, 15% are agreed, 4% uncertain and 11% strongly disagreed.



### General Comments of the Students about the Teacher Strengths:

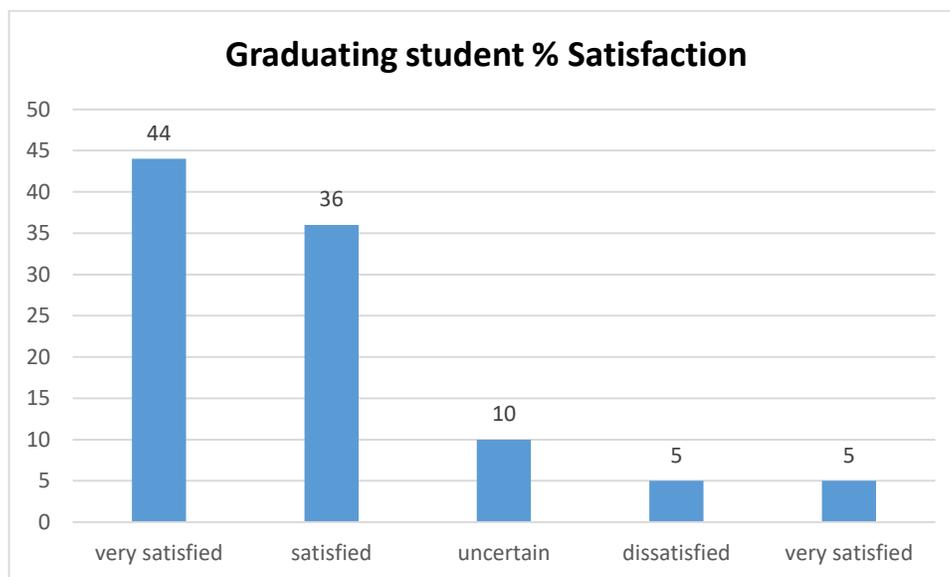
- The instructor communicates the subject matter effectively.
- The instructor is fair in examination.
- The instructor was available during the specified office hours and for after class consultations

### Weakness:

- The instructor should provide additional material apart from the textbook
- The instructor should have prepared for each class
- The instructor should make course material modern and updated

## Survey of Graduating Students

A survey is conducted for the students of last semester and feedback is collected on Performa 3. The results are summarized. A set of questions is present in the Performa 3. The graph from the summarized results shows that 44% students are very satisfied from the program, 36% are satisfied, 10% are uncertain, 5% are dissatisfied and 5% are very dissatisfied.



**Figure 3: Survey of Graduating Students**

### Best Aspects of the Program:

- Qualified faculty
- Director helpful and address the student's problem on time
- Introduction to the new technologies
- Much focus on the theoretical concepts which help to continue further studies.

### Weaknesses:

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

### **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. The curriculum needs to be updated.

- ***Well planned and efficient:*** The course curriculum is well designed and updated according to the guidelines provided by the HEC.
- ***Faculty enhance:*** The institute has hired new faculty members to meet the needs of the students.
- ***Computer Labs:*** 7 labs have been updated with new PCs having latest specifications.
- ***PhD Faculty:*** Some PhD faculty members have joined back after the completion of their study leaves and they have PhD in the field of Information technology.
- ***Agriculture field:*** Some courses have been added in the program from the domain of agriculture to provide IT support to our real time agricultural problems.
- ***Android based Projects:*** Keeping in mind the increased usage of mobile phones, we encouraged IT students to develop android and iphone applications in their final year projects. In this regard part time faculty has been hired who have expertise in this area.
- ***Arduino based Projects:*** Although hardware solutions are not in the scope of this degree but to fulfill the market requirements we are encouraging students to provide IT solutions using hardware support. Our faculty is capable enough to supervise such projects.

#### **Weakness of Program/Institute**

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

The weaknesses in the program are:

- **Faculty Shortage:** There should be less independence on the visiting faculty. Although institute has hired new faculty but still it is less according to the requirements.
- **Space Shortage:** There should be some sitting place for students in the campus in extreme summer weather.
- **Revised Curriculum:** The curriculum needs to be updated to exact mapping with HEC. Revised curriculum for Computer Science and IT is also pending at HEC because we are following old version of 2013-2014 and it should be revised in 2017-18 as promised by HEC to provide new curriculum after 3year cycle.
- **Student Strength:** Student strength should be according to resources (faculty and class rooms). Currently the students are more as compare to resources.

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

As the BS CS 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. At BS CS levels, such topics are covered which are related to the latest trends so that students can have knowledge of the research fields and final degree projects are preferred to be the implementation of some latest existing research work.

**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 for the period of 2016-2018**

<b>Faculty</b>	<b>Publications in Journals</b>	<b>Publications in proceedings/abstracts</b>	<b>Research Projects</b>
Dr. Yasir Hafeez	10	4	1
Dr. Saud Altaf	7	0	0
Dr. Syed Mushhad Gillani	7	6	0
Ms. Bushra Hamid	1	0	0
Dr. Kashif Sattar	4	0	0
Dr. Muhammad Azeem Abbas	3	3	1
Dr. Asif Nawaz	6	0	0
Ms. Rubina Ghazal	1	1	2
Dr. Tariq Ali	2	2	0
Mr. Saqib Majeed	1	0	0
Dr. Saleem Iqbal	10	4	1
Dr. Ehtisham Azhar	22	4	0
Dr. Saif Ur Rehman	4	4	0
Ms. Sarfaraz Bibi	1	0	0
Ms. Sidra Tahir	1	0	0
Ms. Noureen Zafar	1	0	1
Ms. Farkhanda	0	0	0
Dr. Aqib	03	02	1
Dr. Jawad	2	0	1

**Future Plans**

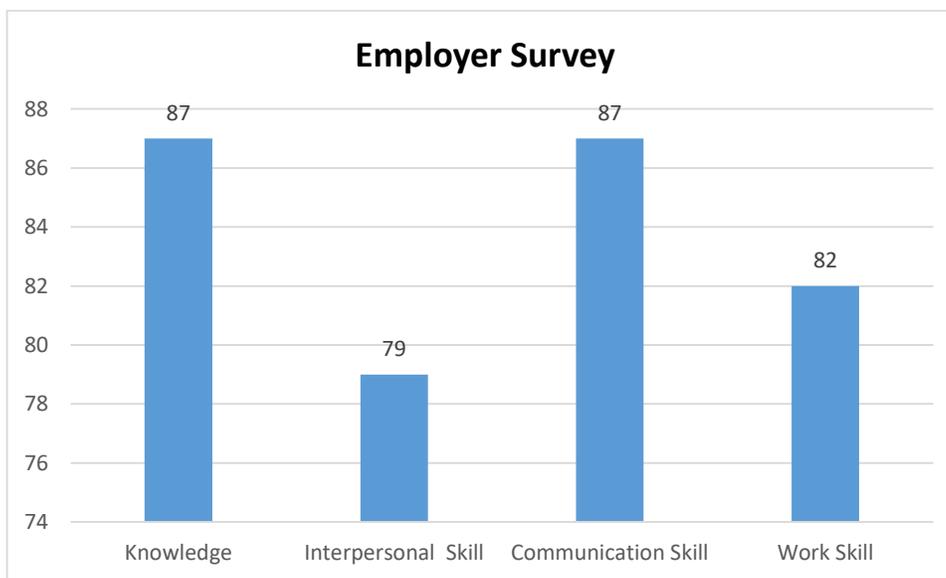
The Management of UIIT has planned a number of research studies and practical work in future deal with the issues of computer science and information technology as according to the requirement of HEC.

**Table 4: Quantitative assessment of the department**

Sr. #	Particular	No.	Remarks
II	BSCS degree awarded	215	For the year 2016
II	BSCS degree awarded	228	For the year 2017
III	BSCS degree awarded	282	For the year 2018
IV	Ph.D. degree awarded	-	--
V	Post-Doc fellowship	-	--
VI	Students: Faculty ratio	-	25:1
VII	Technical: Nontechnical Ratio	-	Fulfill HEC criteria

### Employer Survey

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



**Figure 4: 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 87% students have Interpersonal skills and 82% students have work

skills related to the field. The entire employer was of the view that the students have potential and they can be more productive.

## **CRITERIAN 2: CURRICULUM DESIGN AND ORGANIZATION**

### **A. Degree Title: BS (CS) Bachelors of Sciences in Computer Science**

#### **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 the institutional level there is an institutional Board of Studies that is equivalent to faculty 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 the Institute is the convener of this body. The courses are then sent to the academic council for approval.

### **B. 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.

### **C. Degree plan**

Presently two degree programs are organized by the department at undergraduate level.

**BS (CS) and BS (SE):** The BS (IT) degree program consists of 4 academic years/ 8 semesters.

There are total 44 courses of 136 credit hours in total as below:

Computing — Core Courses (39/136)	11 courses
Computing — Supporting Sciences (15/136)	5 courses
CS — Core Courses (18/136)	6 courses
CS — Electives (21/136)	7 courses
CS— Supporting Sciences (6/136)	2 courses
General Education Courses (19/136)	7 courses
University Electives (18/136)	6 courses

### **D. Curriculum Breakdown:**

**Table 4.3: Curriculum course requirements**

Semester	Course Number	Category (Credit Hours)				
		Math and Basic Science		Core Courses	Humanities and Social Sciences	Technical Electives
		Math	Basic Science			
1	6	3		7	8	
2	6		6	7	2	3
3	6	3		7	3	6
4	6	3		9	3	3
5	6			6		12
6	6			9		9
7	6			6	3	9
8	2			6		3
Total	44(136)	3(9)	2(6)	17(57)	7(19)	15(45)
Minimum Requirements	(136)	(12+15=27)		(40+21=61)	(18)	(21+9=30)

E. In our department, we are following the course outlines according to HEC criteria.

**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 program objectives.

**Table 5: Courses versus Objectives**

Courses	Objectives					
	1	2	3	4	5	6
CS-582	+++	+++	+++	+++	+++	+++

CS-423	++	+	+	+++	++	++
SSH-302	+++	+++	++	+++	++	+++
MGT-411	++	++	+++	++	++	+++
CS-685	+++	++	++	++	+++	++
CS-542	++	++	+++	+++	++	+++
CS-576	+++	+++	++	+++	+++	+++
ENG-315	++	++	++	++	+++	++
CS-692	++	++	++	++	+++	+++
CS-632	+++	++	+	++	++	+++
CS-301	++	+++	++	+++	+++	+++
MTH-310	+	++	++	+++	++	+
CS-335	+++	+++	+++	++	++	++
CS-301	+++	++	++	+++	++	+++
CS-335	++	++	+	++	++	++
CS-430	+	++	++	++	++	++
CS-536	++	++	++	++	++	+++
MTH-415	+++	++	+	++	+++	+
CS-452	++	++	+	+++	++	++
MGT-322	+++	+	++	++	+++	++
CS-530	+++	+	++	+	++	++
CS-685	++	++	+	+++	+++	+++
CS-636	+++	++	++	++	+++	+++
CS-632	++	+	+++	++	++	+++
STT-500	++	++	+	++	++	++
CS-692	+	++	++	+	+	++

+ = Moderately Satisfactory,      ++ = Satisfactory,      +++ = Highly Satisfactory

**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.

**Table 4.5: Standard 2-2 Requirement**

<b>Element</b>	<b>Course Code</b>	<b>Course Title</b>
<b>Theoretical Background</b>	ENG-305	English Comprehension
	IS-302	Islamic Studies
	SSH-302	Pakistan Studies
	ELE-401	Basic Electronics
	MGT-421	Islamic Studies II
	CS-452	Software Engineering I
	ENG-325	Communication Skills
	MGT-512	Introduction to Organizational Behaviour
	CS-577	Computer Communication and Networks
	CS-684	Network management and security
	CS-301	Introduction to Computing
	MGT-316	Introduction to Marketing
	ENG-315	Technical and Business Writing
	SSH-303	Professional Ethics
	PSY-600	Psychology
<b>Problem Analysis</b>	CS-582	Operating System Concepts
	CS-335	Discrete Structures
	MTH-310	Calculus and Analytical Geometry

	MTH-315	Multivariable Calculus
	MGT-421	Financial Accounting
	CS-430	Digital Logic Design
	MTH-415	Differential Equations
	STT-500	Statistics and Probability
	MTH-435	Linear Algebra
	CS-542	Analysis of Algorithms
	CS-552	Software Engineering II
	CS-572	Numerical Analysis
	CS-532	Computer Architecture
	MGT-520	Human Resource Management
<b>Solution Design</b>	CS-323	Programming Fundamentals
	CS-536	Theory of Automata and Formal Languages
	CS-632	Artificial Intelligence
	CS-423	Object Oriented Programming
	CS-400	Database Systems
	CS-443	Data Structures and Algorithms
	CS-565	Web Design and Development
	CS-530	Computer organization and Assembly language
	CS-432	Modern Programming Languages
	CS-682	System Programming
	CS-692	Visual Programming
	CS-525	Multimedia Technologies
	CS-600	Distributed Database Systems
	CS-685	Human Computer Interaction
	CS-575	Computer Graphics

	CS-699	Software Project
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**Standard 2-3: The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body.**

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. the respective accreditation body.**

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 BSCS 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, professional and other discipline requirements for the program, as specified by the respective accreditation body / councils.**

The course distribution in the curriculum of BSCS is according to the 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 BSCS 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 4.5(a): Credit Hour Division between major areas**

<b>Category</b>	<b>Credit Hours</b>	<b>Cumulative Credit Hours</b>
Computing-Core Courses	39	78
Major (Computer Sciences/Software Engineering/Information Technology)-Core Courses	18	
Major (Computer Sciences/Software Engineering/Information Technology) Based –Electives	21	
Supporting Sciences	21	58
General Electives	19	
University Electives	18	
Total Credit Hours		136

**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 4.5(b): General Education Courses**

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

ENG-325	Communication Skills	3(3-0)
SSH-303	Professional Ethics	3(3-0)
IS-302	Islamic Studies	2(2-0)
SSH-302	Pakistan Studies	2(2-0)
CS-301	Introduction to Computing	3(2-2)

## CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

The 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: 210 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/ Oscillo scope) 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	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
	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)	2:1 (388:156)	3:1 (457:156)	3.5:1 (700:170)	4:1 (800:210)
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
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### Assessment of BSCS Curriculum

The assessment of the BS CS 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-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.

The detailed information about Laboratory is presented in Table 6. A total of 15 lab support staff is available at UIIT. The Lab support staff helps teachers in conducting different labs. Their main responsibilities include the lab maintenance, availability of related software for lab etc. One lab person is available for each of the lab being arranged. Detail is given below:

Computer Lab support staff:	15
Multimedia Projector Count:	19
Over Head Projectors Count:	0
Total Lab Computers:	185
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 210 in 8 labs.
- A student to computer ratio mentioned in the year 2017-2018 is 7:1. 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 department. Director Students Affairs is also there and arranges various cultural activities and solves the students' problem. 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 future challenges. Theoretical problems are explained and assignments are also given to the students whereas, practicals are carried out in the labs. Study tours to various research organizations and software houses are also organized to keep them updated on the latest developments in the area and to stimulate them for discussion through teacher/student interaction.

- BS (CS) courses are well designed and updated in the institute board of studies meeting.
- At start of semester, the faculty members of institutes interact frequently among themselves and with students.
- Institute always encourages the interaction between each section of BS (CS) classes.

**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 of 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: Teacher to Student Ratio at UIIT**

<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
1:23	1:27	1:30	1:35	1:42	1:43	1:40	1:40

## **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 office.
- Admission criteria for BSCS is F.Sc or Pre-Engineering with 50%.
- 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 is 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 deports 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. The minimum pass marks for each course is 40% for undergraduate.

## CRITERION 6: FACULTY

**Standard 6-1: There must be enough full time faculties 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.**

In the following table we have mentioned the overall courses, sections and available faculty. The entire faculty is either MS or PhD. In addition to these permanent faculty members, we have also visiting faculty members.

**Table 4.6: Courses and Faculty Detail**

Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each area	Number of faculty with PhD degree
Area1.	<i>BSCS has no specialization area.</i>		
Area2.			
Area3.			
Area4.			
<b>Total:</b>	44 Courses, 5 Sections	20	12

Below is the detail of faculty members at UIIT for the program BS-CS. The faculty is further divided having different faculty positions, from lecturer to Associate Professor. The details of Full time and Part time faculty members are explained in the separate tables.

### A. Full-time Faculty Information

**Table 8: Full Time Faculty Members at UIIT**

Fulltime Faculty Size	Number of faculty members with		Full Professors	Associate Professors	Assistant Professors	Lecturers	Teaching Assistants/Fellows
	PhD	MS					
20	11	09	0	1	10	8	-

## 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-16)	01	23	108	57	1:2
(Spring-17)	02	12	84	41	1:1.58
(Fall-17)	3	27	116	60	1:2
(Spring 18)	2	21	88	41	1:1.5

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

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

- The faculty members are sent for the training for the available resources. Currently many faculty members are studying in Pakistan and abroad in PhD level studies.
- Institute provides them study leave with pay and sometime allowance where possible for the institute.
- Internet is available to all the faculty members. The faculty 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 the carrier. A table of Results of faculty Survey is at next Page.

**Table 10: Result of Faculty Survey**

S. No	Parameters	Dr. Yaser Hafeez	Mr. Saqib Majeed	Ms. Rubina Ghazal	Dr. Saleem Iqbal	Dr. Asif Nawaz	Ms. Farkhanda Qamar	Ms. Bushra Hamid	Dr. Kashif Sattar	Ms. Noureen Zafar	Mr. Tariq Ali	Dr. Saud Altaf	Ms. Sarfraz Bibi	Ms. Sidra Tahir	Dr. Saif	Dr. Syed Mushhad Gillani	Dr. Azeem Abbas
1	Your mix of research, teaching and community service	A	B	B	B	B	A	C	B	B	B	B	A	B	A	B	A
2	The intellectual stimulations of your work.	A	B	A	B	A	A	C	A	A	A	A	A	B	B	A	A
3	Type of teaching /research you currently do.	A	B	A	B	B	B	B	B	B	B	B	A	B	B	B	C
4	Your interaction with students.	B	B	A	B	A	A	B	A	A	A	A	A	B	A	A	D
5	Cooperation you receive from colleagues.	A	B	A	B	B	A	B	B	B	B	B	B	B	B	B	D
6	The mentoring available to you.	A	C	B	C	B	A	B	B	A	B	C	C	B	B	C	D

7	Administrative support from the department.	A	C	A	B	B	A	B	A	B	D	D	A	B	A	A	E
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8	Providing clarity about the faculty promotion process.	A	C	C	C	C	C	C	C	C	C	C	D	C	C	D	E
9	Your prospects for advancement and progress through ranks.	A	C	C	C	C	C	C	B	C	C	C	C	C	B	C	E
10	Salary and compensation package.	A	C	B	C	C	D	C	C	B	A	B	D	B	C	D	E
11	Job security and stability at the department.	A	B	A	C	B	C	B	A	B	A	D	C	B	A	C	E
12	Amount of time you have for yourself and family.	B	B	B	D	B	D	C	B	C	D	D	D	B	B	D	E
13	The over all climate at the department.	A	B	B	B	B	B	B	B	B	C	B	B	B	B	B	E

14	Whether the department is utilizing your experience and knowledge	A	B	B	C	C	B	C	B	B	D	B	B	B	B	B	E
15	What are the best programs / facts currently available in your department that enhance your motivation and job satisfaction	The BSSE Program and BS CS Program	MS program	BSCS	MS (CS), BS (CS)	MS and BS CS Program	NIL	MS (CS), BS (CS)	NIL	NIL	Admin. support	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 along with new training sessions.	Justify Work-Load	MSCS	More research oriented programs should be offered	NIL	Justified work load + Time for research + Better working environment	Justified work load + Research oriented environment	NIL	Different workshops related to IT should be organized.	NIL	NIL	NIL	NIL	NIL	NIL	NIL

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

## **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 for the faculty.

### **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 institute has its own small library which has computer science related books. But this library also lacks the books related to the latest field and the field in which currently latest results are being conducted. Also library lack physical research journals.

### **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 2<sup>nd</sup> or 3<sup>rd</sup> 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 departments/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 the BSCS program over past ten years. UIIT is not accredited for a PhD Degree. Teaching Assistant positions are not available at UIIT.

**Table 11: Number of students enrolled in BSCS in last ten years**

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
581	654	736	800	1980	2234	2488	2703	2931	3213

**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.

**Table 12: Financial Information about the institution and the Program**

<b>Total assets of the institution</b>	PMAS-AAUR is a public sector University and UIIT is a constituent part of the university, so it is relatively hard to determine the exact value of its assets.				
<b>Total endowment fund of the institution</b>					
	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Yearly budget for the past five years</b>	24.584M	25.409M	38,799,561	47,449,336	52,009,374
<b>Institution's yearly budget for research and faculty development for the past five years</b> 2	1.168M	2.25M	N/A	N/A	N/A
<b>Institution's yearly budget for library</b> 1	0.350M	0.400M	350,000	200,000	300,000
<b>Institution's yearly budget for computing facilities</b>	0.400M	0.400M	480,000	480,000	2,500,000
<b>Total working capital of the department/school/college that offers the program</b>					
	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>

<b>Yearly budget of the department/school/college that offers the program</b>	<b>As Above</b>				
<b>Department/school/college's yearly budget for research and faculty development for the past five years</b>					
<b>Fee Structure</b>	Subsidized Fee: Rs 8360 Regular Fee: Rs. 24900		Regual Fee: Rs. 25,900	Regular Fee Rs. 28,500	Regular Fee Rs. 32,700
<b>What are sources of income</b>	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 Degree Program Bachelor of Science, Computer Science (BS CS), began with an introduction of the institute followed by a detailed discussion of the BSCS degree program including its importance, the main features, objective, outcomes, measures to assess those objectives, teachers and courses evaluation.

Bachelor of Science of Computer Science BS(CS) is a four-year degree program, during which a variety of relevant computer science courses are offered to the students. Due to insufficient faculty members and large number of offered courses, visiting faculty is also hired to work in collaboration with the full-time faculty members, to balance the faculty academic load and ensure a sufficient justification and fulfillment of the teaching/training requirements. In order to maintain and

promote an outstanding quality of learning, a continued assessment of the teaching and courses is conducted, throughout a semester, in accordance with the rules and regulations of the HEC.

The foundation of the curriculum designed for BS(CS) program is according to the market and international standards of computer education guided by the requirements defined by the Higher Education Commission of Pakistan. The curriculum includes an adequate proportion of mathematical, statistical and management courses to provide a complete skill package for effective professional conduct. It is further supplemented by the inclusion of a number of general courses intended to sharpen the written and oral communication proficiency of the students. Moreover, the faculty members and students are encouraged to arrange workshops and seminars as a part of their academic and practical work to further enhance their professional abilities. UIIT supports the new trends towards education such as e-learning including digital publications, journals, etc. The faculty and students have been provided with a full-time access to the e-library and internet through local area network, so that they have a ready access to many well-known journals relevant to their respective research areas. In addition, a book library is also available but lacks the latest editions of books related to multiple important subjects.

While analyzing Criteria Referenced Self-Assessment, it has been observed that Institute's performance is satisfactory but there are few gray areas due to which the Institute's is perceived as underperformed. The performance of UIIT can be in good health in general and particularly in BS CS Degree program by improving following points:

1. There is a need to ensure that Computers Labs are well equipped in the campus.
2. For the smooth flow of lectures, power supply for labs, class rooms and lecture theaters should be non-stop.
3. Due to a large number of students there is a need for the expansion of the current campus.
4. De-motivated and less satisfied faculty due to fewer opportunities for career development and professional expertise is not encouraging.
5. There is a requirement of multimedia in every class, lecture theaters and labs.
6. Sufficient funding is required for the research projects for the development and betterment of the students.

7. There should be seminars on the latest research trends which help students to choose their field and also to decide the field of specialization for further studies.
8. Student internship program should be organized for the professional grooming and stipend should be given to them like other universities are practicing.
9. The workload should be reduced for the faculty according to the standard practice among other leading universities of Pakistan.
10. Concept of research associates needs to be reintroduced while at the same time, teaching assistants need to be inducted among the students to facilitate teachers and sharpen their own skills.
11. The trend of seminars and workshops, by the people of industry related to latest technologies currently active in the market, should be stimulated.
12. There are no collaborative initiatives with reputed National and International universities for exchanging academic resources helpful both for students and faculty

**Program Team Member**

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**Convener: Mr. Ghulam Mustafa**

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## ANNEXURES

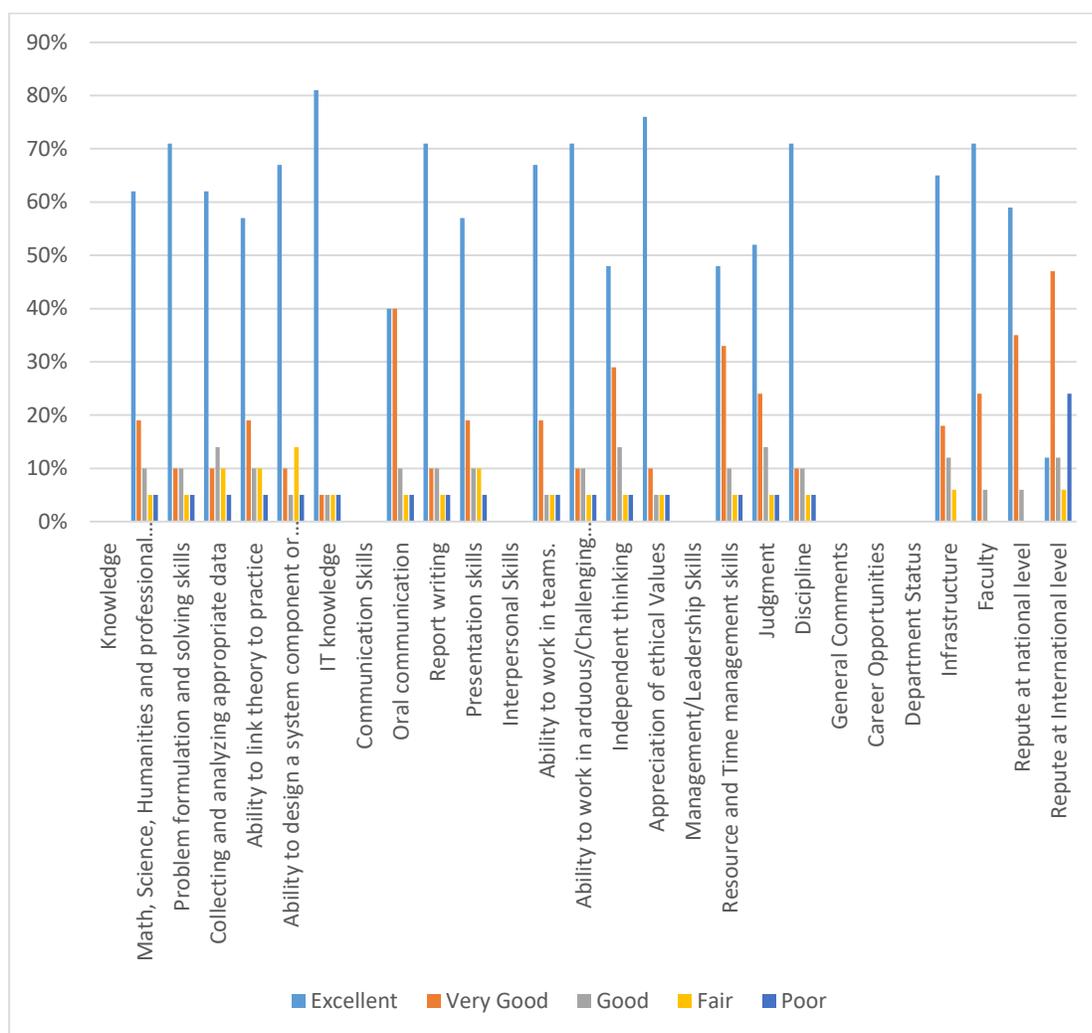
### ANNEXURE I: ALUMNI SURVEY

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

		Excellent	Very Good	Good	Fair	Poor
<b>I</b>	<b>Knowledge</b>					
1	Math, Science, Humanities and professional discipline, (if applicable)	67%	13%	10%	5%	5%
2	Problem formulation and solving skills	71%	10%	10%	5%	5%
3	Collecting and analyzing appropriate data	67%	10%	8%	10%	5%
4	Ability to link theory to practice	57%	19%	10%	10%	5%
5	Ability to design a system component or process	67%	10%	5%	14%	5%
6	IT knowledge	81%	5%	5%	5%	5%
<b>II</b>	<b>Communication Skills</b>					
1	Oral communication	40%	40%	10%	5%	5%
2	Report writing	71%	10%	10%	5%	5%
3	Presentation skills	57%	19%	10%	10%	5%
<b>III</b>	<b>Interpersonal Skills</b>					
1	Ability to work in teams.	67%	19%	5%	5%	5%
2	Ability to work in arduous/Challenging situation	71%	10%	10%	5%	5%
3	Independent thinking	48%	29%	14%	5%	5%
4	Appreciation of ethical Values	76%	10%	5%	5%	5%
<b>IV</b>	<b>Management/Leadership Skills</b>					
1	Resource and Time management skills	48%	33%	10%	5%	5%
2	Judgment	52%	24%	14%	5%	5%

3	Discipline	71%	10%	10%	5%	5%
<b>V</b>	<b>General Comments</b>					
<b>VI</b>	<b>Career Opportunities</b>					
<b>VII</b>	<b>Department Status</b>					
1	Infrastructure	65%	18%	12%	6%	0%
2	Faculty	71%	24%	6%	0%	0%
3	Repute at national level	64%	30%	6%	0%	0%
4	Repute at International level	15%	43%	12%	6%	24%

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



## ANNEXURE II: GRADUATING STUDENTS SURVEY

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

		<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Uncertain</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>
1	The work in the program is too heavy and induces a lot of pressure.	57%	30%	4%	4%	4%
2	The program is effective in enhancing team-work abilities.	52%	35%	0%	9%	4%
3	The program administration is effective in supportive learning	35%	35%	17%	4%	9%
4	The program is effective in developing analytical and problem solving skills.	43%	39%	9%	4%	4%
5	The program is effective in developing independent thinking.	52%	20%	16%	4%	8%
6	The program is effective in developing written communication skills.	48%	35%	13%	0%	4%
7	The program is effective in developing planning abilities.	43%	35%	4%	9%	9%
8	The objectives of the program have been fully achieved.	43%	39%	9%	4%	4%
9	Whether the contents of the curriculum are advanced and meet program objectives.	39%	35%	13%	4%	9%
10	The faculty was able to meet the program objectives.	43%	30%	9%	13%	4%
11	The environment was conducive for learning	30%	30%	22%	4%	13%
12	Whether the infrastructure of the department was good	30%	17%	35%	13%	4%
13	Whether the program was comprised of Co-curricular and extra-curricular activities	22%	17%	35%	17%	9%
14	Whether scholarships/grants were available to students in case of hardship.	65%	22%	9%	4%	0%

## ANNEXURE III: EMPLOYER SURVEY

The results of Employer Survey in tabular form are given below:

		<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>I</b>	<b>Knowledge</b>					
1	Math, Science, Humanities and professional discipline, (if applicable)	55%	24%	15%	3%	3%
2	Problem formulation and solving skills	50%	31%	6%	9%	3%
3	Collecting and analyzing appropriate data	49%	26%	17%	3%	6%
4	Ability to link theory to practice	37%	34%	17%	12%	0%
5	Ability to design a system component or process	45%	32%	9%	9%	5%
6	Computer knowledge	68%	9%	5%	9%	9%
<b>II</b>	<b>Communication Skills</b>					
1	Oral communication	36%	30%	18%	12%	3%
2	Report writing	39%	26%	17%	4%	13%
3	Presentation skills	39%	27%	17%	5%	12%
<b>III</b>	<b>Interpersonal Skills</b>					
1	Ability to work in teams.	49%	17%	31%	3%	0%
2	Leadership	32%	32%	21%	0%	14%
3	Independent thinking	37%	53%	11%	0%	0%
4	Motivation	42%	31%	12%	8%	8%
5	Reliability	42%	32%	0%	5%	21%
6	Appreciation of ethical values	48%	13%	16%	10%	13%
<b>IV</b>	<b>Work Skills</b>					

1	Time management skills	38%	50%	8%	4%	0%
2	Judgment	42%	27%	15%	12%	3%
3	Discipline	32%	44%	20%	4%	0%

**ANNEXURE IV: FACULTY RESUME**

Name	Dr. Tariq Ali
Personal	Lecturer University Institute of Information Technology PMAS-Arid Agriculture University, Rawalpindi - Pakistan Mobile: +92-051-9290154
Experience	Lecturer July 2012 to-date University Institute of Information Technology PMAS-Arid Agri. University (AAUR) – Rawalpindi - Pakistan
Honor and Awards	.
Memberships	
Brief Statement of Research Interest	Document classification ,Semantic Computing
Publications	

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 <sup>nd</sup> 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
Publications	

Name	Dr. Syed Mushhad Mustuzhar Gilani
Personal	Room # 05, UIIT, PMAS-Arid Agriculture University, Rawalpindi, 0300-6604200
Experience	2009– Current UIIT, PMAS-Arid Agriculture University Rawalpindi Assistant Professor 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	

Name	Dr. Yasir Hafeez
Personal	Associate Professor University Institute of Information Technology PMAS-Arid Agriculture University, Rawalpindi - Pakistan office: +92-051-9290154
Experience	10 years Total and working at UIIT since 2004 University Institute of Information Technology PMAS-Arid Agri. University (AAUR) – Rawalpindi - Pakistan
Honor and Awards	N/A
Memberships	N/A
Brief Statement of Research Interest	Topics of interest include, but are not limited to: Requirements engineering process definition, measurement, and improvement Requirements negotiation, prioritization, and domain ontology construction Modeling of requirements, Requirements management and traceability Requirements in market-driven, service-oriented, and product line environments Requirements for highly complex systems on a global scale Social, cultural, global, personal, and cognitive factors in requirements engineering Industry and research collaboration, learning from practice, Agile Software Development Practices

Publications	<ol style="list-style-type: none"> <li>1. M. Ahsan, Y. Hafeez and M., Asim “Knowledge Modelling for e-Agriculture using Ontology” 2014, 10<sup>th</sup> 2014 International Conference on Open Source Systems and Technologies .</li> <li>2. S., A., Anwar, Y., Hafeez, and B., Hamid “Towards a Framework for Scrum Handover Process “Published in Proceedings of the Pakistan Academy of Sciences, Vol: 51, Issue December, 2014: PP: 265-275, (2014).</li> <li>3. Bibi, S., Y. Hafeez, Z., Gul, and S., Mazhar. “Requirement Change Management in Global Software Environment Using Cloud Computing”. <i>Journal of Software Engineering and Applications</i>, 2014, Vol: 7, PP: 694-699.</li> <li>4. S. Nazir, Y., Hafeez, T., Abbas, A., Khatoon, and K. Bakhat “A Process Improvement in Requirement Verification and Validation using Ontology” 2014 IEEE Asia-Pacific World Congress on Computer Science and Engineering (APWC on CSE), 2014, Nadi, Fiji,.</li> <li>5. A., Akhater, Y., Hafeez, H., Aslam and M., Jamal “Role of requirement change in software architecture using Twin Peaks Model” IEEE 5<sup>th</sup> International Conference on Software Engineering and Service Science, 2014, Beijing, China.</li> <li>6. S. Sultana, Y., Hafeez, S. Asghar, and R. Azad “A Hybrid Model by Integrating Agile Practices for Pakistani Software Industry “Accepted in 24<sup>th</sup> International Conference on Electronics, Communications and Computers” 2014, Puebla, MEXICO.</li> </ol>
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Name	Sarfaraz Bibi
Personal	Lecturer University Institute of Information Technology PMAS-Arid Agriculture University, Rawalpindi - Pakistan Mobile: +92-0321-5515426
Experience	Lecturer July 2012 to- Present University Institute of Information Technology PMAS-Arid Agri. University (AAUR) – Rawalpindi - Pakistan
Honor and Awards	
Memberships	
Brief Statement of Research Interest	To accelerate my research in the area of Software Requirement Engineering, Business Process Re-engineering, Software Quality Engineering, Software System Design and Architecture
Publications	

Name	Nasir Mehmood Minhas		
Personal	Assistant Professor University Institute of Information Technology PMAS – Arid Agriculture University Rawalpindi, Pakistan Mobile: +92-333-5651973		
Experience	January 28, 2008 to – date Assistant Professor University Institute of Information Technology PMAS – Arid Agriculture University Rawalpindi, Pakistan Overall 14 years experience of Teaching, Research, and Administration		
Graduate Students	Years	Degree	Name
	2011	MS (CS)	Asma Batool
	2011	MS (CS)	Shahla Majeed
	2012	MS (CS)	Muhammad Jalil
	2012	MS (CS)	Asif Majeed
	2013	MS (CS)	Zafar ul Islam
	2013	MS (CS)	QuratulAin

Name	Dr. Ehtisham Azhar
Personal	Lecturer University Institute of Information Technology PMAS-Arid Agriculture University, Rawalpindi - Pakistan Mobile: +92-345-5379033
Experience	Lecturer July 2012 to-date University Institute of Information Technology PMAS-Arid Agri. University (AAUR) – Rawalpindi - Pakistan
Honor and Awards	
Memberships	
Brief Statement of Research Interest	Neural Network ,Computational fluid dynamics, Numerical Analysis
Publications	<ol style="list-style-type: none"> <li>1. Ehtsham Azhar, Z. Iqbal and E.N. Maraj, Impact of entropy generation on stagnation-point flow of Sutterby nanofluid: A numerical analysis, ZNA, 71 (2016) 837–848. Impact factor 0.886.</li> <li>2. Zaffar Mehmood, Ehtsham Azhar, Z. Iqbal and E. N. Maraj, Nanofluidic Transport over a Curved Surface with Viscous Dissipation and Convective Mass Flux, ZNA, (2016) doi.org/10.1515/zna-2016-0353, December 2016. Impact factor 0.886.</li> <li>3. Zahid Iqbal, Ehtsham Azhar, Zaffar Mehmood, E.N. Maraj and Abid Kamran, Computational Analysis of Engine-oil Based Magnetite Nanofluidic Problem Inspired with Entropy Generation, Journal of Molecular Liquids, 230 (2017) 295-304. Impact factor 2.740.</li> <li>4. E.N. Maraj, N.S. Akbar, Z. Iqbal and Ehtsham Azhar, Framing the MHD mixed convective performance of CNTs in rotating vertical channel inspired by thermal deposition: Closed form solutions, Journal of Molecular Liquids, 233(2017) 334-343. Impact factor 2.740.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Z. Iqbal, N.S. Akbar, Ehtsham Azhar and E.N. Maraj, MHD rotating transport of CNTS in a vertical channel submerged with Hall current and oscillations, <i>European Physical Journal Plus</i>, 132 (2017) 143-156. Impact factor 1.521.</li> <li>6. Z. Iqbal, Zaffar Mehmood, Ehtsham Azhar and E.N. Maraj, Numerical Investigation of Nanofluidic Transport of Gyrotactic Microorganisms Submerged in Water towards Riga Plate, <i>Journal of Molecular Liquids</i>, 234 (2017) 296-308. Impact factor 2.740.</li> <li>7. Z. Iqbal, Rashid Mehmood, Ehtsham Azhar and Zaffar Mehmood, Impact of inclined magnetic field on micropolar Casson fluid using Keller box algorithm, <i>European Physical Journal Plus</i>, 132 (2017) 175-187. Impact factor 1.521.</li> <li>8. Z. Iqbal, Ehtsham Azhar and E.N. Maraj, Transport Phenomena of Carbon Nanotubes and Bioconvection Nanoparticles on Stagnation Point Flow in Presence of Induced Magnetic Field, <i>Physica E Low Dimensional System and Nanostructure</i>, 91 (2017) 128-135. Impact factor 1.904.</li> </ol>
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Name	Dr. Asif Nawaz
Personal	Lecturer University Institute of Information Technology PMAS-Arid Agriculture University, Rawalpindi - Pakistan Mobile: +92-333-3690007
Experience	01/2012-Till Date as Lecturer (Comp Sc.) at PMAS-Arid Agriculture University , Rawalpindi. 01/2011- 01/2012 as Lecturer (Comp Sc.) at Punjab Group of Colleges, Rawalpindi. 2/2009-12/2010 as Lecturer (Comp Sc.) at Cadet College, Rawalpindi. 7/2007-08/2008 as Intern (NIP). at Planning Commission, Islamabad. 3/2006-7/2007 as Lecturer (Comp Sc.) at Wisdom Science College, Chowkara, Karak,
Honor and Awards	
Memberships	
Brief Statement of Research Interest	Data Mining, Social Media Analysis
Publications	

Name	Mr. Saqib Majeed
Personal	Assistant Professor University Institute of Information Technology PMAS – Arid Agriculture University Rawalpindi, Pakistan Mobile: +92-333-6905241
Experience	January 2004 to August 2016 Research Associate University Institute of Information Technology PMAS – Arid Agriculture University Rawalpindi, Pakistan  August 2006 to June 2014 Lecturer University Institute of Information Technology PMAS – Arid Agriculture University Rawalpindi, Pakistan  JUNE, 2014 to – date Assistant Professor University Institute of Information Technology PMAS – Arid Agriculture University Rawalpindi, Pakistan Overall 12years experience of Teaching, Research, and Administration
Memberships	Technical program committee member of ICIS 2015-2016
Brief Statement of Research Interest	Machine learning, Image retrieval, Natural language processing
Publications	

Name	Dr. Saleem Iqbal	
Personal	Assistant Professor University Institute of Information Technology PMAS – Arid Agriculture University Rawalpindi, Pakistan Mobile: +92-333-6905241	
Experience	<p><b>Assistant Professor (Computer Science)</b> <b>Jan 2012 - Date</b></p> <p><b>Assistant Director (Information Technology)</b> <b>Oct 2007 - Jun 2012</b></p> <p><b>Visiting Faculty</b> <b>2008 - 2011</b></p> <p><b>Lecturer (Computer Science)</b> <b>2003 - 2007</b></p>	<p>PMAS-AAUR (University Institute of Information Technology), Rawalpindi</p> <p>Cabinet Division, Islamabad</p> <p>Preston University, Islamabad</p> <p>COMSATS, Islamabad</p>
Honor and Awards	<ul style="list-style-type: none"> <li>• Certificate of Excellence “For excellent achievement in PhD thesis”</li> <li>• Merit thesis Award “For PhD thesis”</li> <li>• International Doctoral Fellowship “One year”</li> <li>• Appreciation for participation in 1<sup>st</sup> Pakistan Knowledge Festival</li> </ul>	
Memberships	<ul style="list-style-type: none"> <li>▪ <b>Pervasive Computing Research Group, UTM, Malaysia</b> Member</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ <b>Computer Science Teachers Association</b> Individual Membership (CSTA Membership # 5166258)</li> <li>▪ <b>International Association of Engineers</b> Individual Membership (IAENG membership # 100345)</li> <li>▪ <b>International Association of Computer Science and Information Technology</b> Membership for collaborative interdisciplinary research (Membership # 80331795)</li> <li>▪ <b>National Testing Service</b> Contributor for MCQs in Question Bank of NTS</li> </ul>
Research Interest	<ul style="list-style-type: none"> <li>• Computer Communication &amp; Networks</li> <li>• Network Security</li> <li>• Network Simulations</li> </ul>
Publications	<p><b><u>Journal Publications</u></b></p> <ul style="list-style-type: none"> <li>• Saleem Iqbal, Hanan Abdullah, Khalid Hussain, Faraz Ahsan, (2015) <b>Channel Allocation in Multi-Radio Multi-Channel Wireless Mesh Network - A Categorized Survey</b>. KSII Transactions on Internet and Information Systems Vol 9. No. 5. pp. 1642-1661 (Impact Factor 0.56) DOI: <a href="http://dx.doi.org/10.3837/tiis.2015.05.005">http://dx.doi.org/10.3837/tiis.2015.05.005</a></li> <li>• Saleem Iqbal, Abdul Hanan Abdullah, Mohammad Murtadha Mohammad, Kashif Naseer Qureshi, and Khalid Hussain (2016) <b>Adaptive Interface Reconfiguration in Low-rate Mesh WPANs</b>. Journal of Computational and Theoretical Nanoscience. Vol 13 No. 8 pp. 4703–4710 (Impact Factor 1.5) DOI: <a href="http://dx.doi.org/10.1166/jctn.2016.5340">http://dx.doi.org/10.1166/jctn.2016.5340</a></li> </ul> <p><b><u>Conference Publications</u></b></p> <ul style="list-style-type: none"> <li>▪ Saleem Iqbal, Abdul Hanan Abdullah “<b>Adaptive Interface Reconfiguration of Mesh WPANs in IOT Environment</b>”, Proceedings of the 14th International Conference on Applied Computer and Applied Computational Science (ACACOS '15) held in Kuala Lumpur, Malaysia on April 23 - 25, 2015. pp 104-110</li> </ul>

Name	Dr. Saif Ur Rehman
Personal	Assistant Professor University Institute of Information Technology PMAS-Arid Agriculture University, Rawalpindi - Pakistan Mobile: +92-051-9290154
Experience	Assistant Professor July 2011 to-date University Institute of Information Technology PMAS-Arid Agri. University (AAUR) – Rawalpindi - Pakistan
Honor and Awards	.Gold Medalist In MCS 3 <sup>rd</sup> Position in B.Sc
Memberships	
Brief Statement of Research Interest	Data Mining Machine Learning Graph Mining
Publications	<ol style="list-style-type: none"> <li>1. Alam Zeb Khan, Saif Ur Rehman, Huma Israr, , Kamran Aziz. An Enhanced Multi Density based Clustering Technique using density level Partition (EDBCAN-DLP), Accepted in European Journal of Scientific Research. Science Citation Index - Expanded (SCI-E), (March 2014) ISSN: 1450-216X, Thomson Reuters Master Journal List.</li> <li>2. Kamran Khan, Saif Ur Rehman, Kamran Aziz, and Simon Fong , "A Comprehensive Study of Finding Copy-and-Paste Clones from Program Source Codes" Published in Journal of Emerging Technologies in Web Intelligence JETWI ISSN: 1799-8859 (Online) Vol 6, No 1 February (2014), Indexed By SCOPUS.</li> <li>3. Said Nabi, Saif Ur Rehman, Simon Fong, and Kamran Aziz, "A Model for Implementing Security at Application Level in Service Oriented Architecture ", Published in Journal of Emerging Technologies in Web Intelligence JETWI ISSN: 1799-8859 (Online) Vol 6, No 1 February (2014), Indexed By SCOPUS</li> <li>4. Noureen Zafar, Saif Ur Rehman, Saira Gillani and Sohail Asghar (2015). Segmentation of Crops and Weeds using Supervised Learning Technique. Improving Knowledge Discovery through</li> </ol>

	<p>the Integration of Data Mining Techniques., Book Chapter, Advances in Data Mining and Database Management (ADMMDM) Book Series, IGI Global, January, 2015, Accepted for publication.</p> <p>5. Saif Ur Rehman, Sohail Asghar, Yan Zhuang, and Simon Fong, "Performance Evaluation of Frequent Subgraph Discovery Techniques," Mathematical Problems in Engineering, vol. 2014, Article ID 869198, 6 pages, 2014. doi:10.1155/2014/869198, Impact Factor 1.083, Thomson Reuters Master Journal List.</p> <p>6. Saif Ur Rehman, Ghani-ur-Rehman, Aftab Ali Haider, Tanveer Afzal and Kamran Aziz, 2014. Measuring the Relevancy between Tags and Citation in Social Web. Research Journal of Applied Sciences, Engineering and Technology, 7(24): 5172-5178.</p> <p>7. Alam Zeb Khan, Saif Ur Rehman, Huma Israr, , Kamran Aziz. An Enhanced Multi Density based Clustering Technique using density level Partition (EDBSCAN-DLP), Published in European Journal of Scientific Research, Volume 120 No 2, (March 2014) Page From 162-176, ISI Indexed, Impact Factor: 0.736</p>
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Name	Ms. Sidra Tahir
Personal	Lecturer University Institute of Information Technology PMAS-Arid Agriculture University, Rawalpindi - Pakistan office: +92-051-9290154
Experience	1.5 years of teaching experience at UIIT since April 2015 as permanent faculty. Member of different committees at department. PMAS-Arid Agri. University (AAUR) – Rawalpindi - Pakistan
	4 years in Higher Education Commission, IT Division as Computer Programmer.
	03 years as Quality Assurance Engineer in different Multinational Companies.
Honor and Awards	N/A
Memberships	N/A
Brief Statement of Research Interest	Information Retrieval Systems, Digital Libraries. Information Seeking Behavior. Software Engineering Practices. Global Software Development. Quality Assurance.
Publications	

Name	Dr. Saud Altaf
Personal	Assistant Professor University Institute of Information Technology PMAS-Arid Agriculture University, Rawalpindi - Pakistan Cell no 03420654786
Experience	Software Developer (1.5 years) Assistant Director (2006-tilldate) University Institute of Information Technology PMAS-Arid Agriculture University, Rawalpindi - Pakistan
Honor and Awards	Scholarship in PhD
Memberships	IEEE
Brief Statement of Research Interest	WSN,AI
Publications	<ol style="list-style-type: none"> <li>1. K. Amritpal, S. Altaf, "Home Automation System via Internet using Android Phone", International Journal of Advance Computational Engineering and Networking (IJACEN), Vol. 4, Issue 10, 2016 (IF=2.25)</li> <li>2. S. Altaf, K. Amritpal, M. Kumar, "Modeling and Mathematical Performance Analysis of Xbee- based Smart Grid Monitoring Architectural System", Journal of Modeling and Optimization, Vol 9, No. 1, 2017.</li> <li>3. S. Altaf, M. Waseem Soomro, and M. Sajid Mehmood, "Fault Diagnosis and Detection in Industrial Motor Network Environment Using Knowledge-Level Modeling Technique," Modeling and Simulation in Engineering, (vol. 2017), 2017. (IF=0.58)</li> <li>4. S. Altaf, K. Amritpal, M. Kumar, "Modeling and Mathematical Performance Analysis of Xbee- based Smart Grid Monitoring Architectural System", The 4th International Workshop on Numerical Analysis and Engineering Applications (NAEA 2016) 30-31 December 2016, Hong Kong.</li> <li>5. K. Amritpal, S. Altaf, "Home Automation System Via Internet Using Android Phone", 2016 International Conference On Electrical, Electronics, Computer Science, Management And Mechanical Engineering (ICE2CSM2E-2016), Goa, India, 21 th August 2016.</li> </ol>

	<p>6. K. Amritpal, S. Altaf, "Smart Sensor Setup Environment for Ubiquitous Indoor Nodes connectivity and Configuration" 6 th International Conference on Management Practices and Research (ICMPR-2016), New Delhi, India, 22 nd July 2016.</p> <p>7. S. Altaf, A. al Anbuky, H. Gholamhusseini, "Fault diagnosis in Distributed Motor Network using Artificial Neural Network", (SPEEDAM2014) 22 nd IEEE International Symposium on Power Electronics, Electrical Drives, Automation and Motion, Italy, 18-20 June 2014.</p> <p>8. S. Altaf, A. al Anbuky, H. Gholamhusseini, "Fault Signal Propagation in a Network of Distributed Motors", The 2014 IEEE 8th International Power Engineering and Optimization Techniques (PEOCO2014), Malaysia, 24-25 March, 2014.</p>
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Name	Ms. Farkhanda Qamar
Personal	LECTURER University Institute of Information Technology PMAS-Arid Agriculture University, Rawalpindi - Pakistan
Experience	3 years of experience at International Islamic University as Visiting Lecturer. Almost 2 years of experience at University Institute of Information Technology (PMAS-Arid Agriculture University) as Lecturer.
Honor and Awards	1 <sup>st</sup> position in MS(CS)

Name	Ms. Noureen Zafar	
Personal	Lecturer University Institute of Information Technology PMAS – Arid Agriculture University Rawalpindi, Pakistan	
Experience	<b>Lecturer (Computer Science) October 2016 - till Date</b>  <b>Lecturer (Computer Science) Jan 2015- July 2016</b> <b>Visiting Faculty</b>  <b>Lecturer (Computer Science) Sep 2014 - Nov 2016</b>	PMAS-AAUR (University Institute of Information Technology), Rawalpindi  BIMS  PAFWA
Honor and Awards	<ul style="list-style-type: none"> <li>I have been awarded with “<b>Vice Chancellor Talent Scholarship</b>” in MCS and MS (CS).</li> </ul>	
Research Interest	<ul style="list-style-type: none"> <li>AI</li> <li>Data mining</li> <li>Image processing</li> <li>Neural network</li> <li>Databases</li> <li>Visual programming</li> </ul>	
Publications	<u><b>Journal Publications</b></u> <b>Segmentation of Crops and Weeds Using Supervised Learning Technique Published as chapter of Book titled as “<i>Improving Knowledge Discovery through the Integration of Data Mining Technique</i>”.2015</b>	

Name	Dr. Kashif Sattar
Personal	kashif@uair.edu.pk  +92 300 5154327
Experience	<ul style="list-style-type: none"> <li>❑ <b>Lecturer</b> in University Institute of Information Technology, Pir Mehr Ali Shah University Rawalpindi, Pakistan, from March 14, 2005 to date.</li> <li>❑ Worked as a <b>Research Associate</b> in Centre for Information Technology, Pir Mehr Ali Shah University Rawalpindi, Pakistan, from October 9, 2002 to March 13, 2005.</li> <li>❑ Worked as <b>Consultant Programmer</b> in IRES (Innovative Research E-Solutions), Islamabad, Pakistan from September 01, 2001 to September 07, 2002.</li> </ul>
Honor and Awards	<ul style="list-style-type: none"> <li>❑ HEC-<b>IRSIP</b> scholarship for PhD research at UNSW, Sydney, Australia from Sep-Feb, 2015</li> <li>❑ <b>Lab Incharge</b> in Baltoros Lab, School of Electrical Engineering and Computer Science(SEECS), National University of Sciences &amp; Technology(NUST), Islamabad, Pakistan, from December 01, 2009 to September 10, 2014.</li> <li>❑ <b>Guest Speaker</b> for 2-Days Workshop on “Network Monitoring” at UNIMAS, Malaysia December, 2012.</li> <li>❑ <b>Project Incharge</b> of Ping ER Pakistan project for HEC-PERN</li> <li>❑ <b>Junior Associate</b> of The Abdus Salam International Centre for Theoretical Physics, Trieste, Italy from December 1999 to December 2007.</li> <li>❑ <b>First prize</b> winner in 1<sup>st</sup> software Exhibition in University of Agriculture, Faisalabad, Pakistan.</li> <li>❑ Secured 2 <b>Merit Scholarships</b> during M.Sc. Computer Science.</li> <li>❑ Secured 4 <b>Merit Scholarships</b> during B.Sc.</li> <li>❑ Secured 2 <b>Merit Scholarships</b> during PITB Java Program.</li> <li>❑ Sun Certified Java Programmer</li> </ul>
Memberships	<ul style="list-style-type: none"> <li>• Junior Associate Member ICTP</li> <li>• IEEE Member</li> <li>• IAHS Member</li> </ul>

	<ul style="list-style-type: none"> <li>• PingER Member</li> </ul>
Brief Statement of Research Interest	<ul style="list-style-type: none"> <li>▪ Routing, Topology Control and Channel Assignment in Multi-radio Multi-channel Wireless Mesh Networks.</li> <li>▪ Topology Control and Channel Assignment in Cognitive Networks.</li> <li>▪ Capacity optimization of Wireless Mesh Networks.</li> <li>▪ Capacity optimization of WiMAX Networks.</li> <li>▪ Escape Routing in PCBs</li> <li>▪ Body Area Sensor Networks</li> </ul>
Publications	<ol style="list-style-type: none"> <li>1. KashifSattar, AnjumNaveed, and AleksandarIgnjatovic, "Mobility based Net Ordering for Simultaneous Escape Routing" (In Revision).</li> <li>2. KashifSattar, and AleksandarIgnjatovic. "Simultaneous Escape Routing using Network Flow Optimization." Malaysian Journal of Computer Science29, no. 2 (2016).</li> <li>3. Sheeraz A. Alvi, AdeelBaig and KashifSattar, "Frequency-Domain Backoff Mechanism for OFDM-Based Wireless LANs", Arabian Journal for Science and Engineering, pp. 1-14, May 2016.</li> <li>4. KashifSattar and AnjumNaveed. "Ordered escape routing using network flow and optimization model." In Automation, Robotics and Applications (ICARA), 2015 6th International Conference on, pp. 563-568. IEEE, 2015.</li> </ol>

## ANNEXURE V: FACULTY COURSE REVIEW REPORT

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

### Performa 2

### Faculty Course Review Report

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

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

Department:	Computer Science	Faculty:	University Institute of Information Technology		
Course Code	CS-582	Title:	Operating Systems		
Session:	2016	Semester:	Spring		
Credit Value:	3((2-2))	Level:	BSCS-V	Prerequisites:	
Name Of Course Instructor:	Kashif Sattar	No. of Students Contact Hours	Two hours for lab and two hours for theory		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)	No of Quizzes:06, No of Assignment: 06, Mid Term, Final term Quiz Marks: 6 Assignment Marks:6 Mid Term Marks :18 Final Term Marks:30				

### 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	51	19.61	27.45	31.37	21.57	-	0	0	0	51



Name: Dr. Yaser Hafeez __ Date _____ (Director)
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## 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:	Computer Science	Faculty:	University Institute of Information Technology		
Course Code	CS-423	Title:	Object oriented Programming		
Session:	2016	Semester:	BSCS-IV		
Credit Value:	4(3-2)	Level:		Prerequisites:	Programming Fundamentals
Name Of Course Instructor:	Saqib Majeed	No. of Students Contact Hours	Three contacts hours for lab and two contact hours for theory		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)	No of Quizzes:08, No of Assignment: 08, Mid Term, Final term Quiz Marks: 6 Assignment Marks:6 Mid Term :18 Final Theory Exam:30 Final Practical Exam:20				

### 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	53	0	18.7	28.30	28.30	-	22.64	01	01	53

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

**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

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

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Name: Saqib Majeed Date \_\_\_\_\_  
(Course Instructor)

Name: Dr. Yaser Hafeez __ Date _____ (Director)
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## 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:	Computer Science	Faculty:	University Institute of Information Technology		
Course Code	CS-552	Title:	SOFTWARE ENGINEERING –II		
Session:	2016	Semester:	BSCS-4C		
Credit Value:	3(3-0)	Level:		Prerequisites:	SOFTWARE ENGINEERING –I
Name Of Course Instructor:	Bushra Hamid	No. of Contact Hours	Three	of contacts hours for theory	
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)	No of Quizzes:06, No of Assignment: 06, Mid Term, Final term Quiz Marks: 6 Assignment Marks:6 Mid Term Marks :18 Final Term Marks:30				

### 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	35	2.85	28.51	60	8.57		0			35

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

**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

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

Name: \_\_\_\_\_ Date \_\_\_\_\_  
(Course Instructor)

Name: Dr. Yaser Hafeez __ 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:	Computer Science	Faculty:	University Institute of Information Technology		
Course Code	CS-323	Title:	PRGRAMMING FUNDATMENTALS		
Session:		Semester:	BSCS-II		
Credit Value:	4(3-2)	Level:		Prerequisites:	ITC
Name Of Course Instructor:	ASIF NAWAZ	No. of Students Contact Hours	Three contacts hours for lab and two contact hours for theory		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)	No of Quizzes:08, No of Assignment: 08, Mid Term, Final term Quiz Marks: 6 Assignment Marks:6 Mid Term :18 Final Theory Exam:30 Final Practical Exam:20				

### 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	51	0	26.42	54.72	11.32		3.77			

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

**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

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

Name: \_\_\_\_\_ Date \_\_\_\_\_  
(Course Instructor)

Name: Dr. Yaser Hafeez __ 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:	Computer Science	Faculty:	University Institute of Information Technology		
Course Code	CS-582	Title:	Operating SYSTEMS		
Session:	2016	Semester:	BSCS-VC		
Credit Value:	3(2-2)	Level:		Prerequisites:	
Name Of Course Instructor:	Dr. Saleem Iqbal	No. of Students Contact Hours	Two hours for lab and two hours for theory		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)	No of Quizzes:06, No of Assignment: 06, Mid Term, Final term Quiz Marks: 6 Assignment Marks:6 Mid Term Marks :18 Final Term Marks:30				

### 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	54	0	21.57	52.94	15.69		9.80			

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

**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

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

Name: \_\_\_\_\_ Date \_\_\_\_\_  
(Course Instructor)

Name: Dr. Yaser Hafeez __ Date _____ (Director)
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## 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:	Computer Science		Faculty:	University Institute of Information Technology		
Course Code	CS-576	Title:	COMPUTER COMMUNICATION AND NETWORKS			
Session:	FALL-2016	Semester:	BSCS-IV C (MORNING)			
Credit Value:	3(2-2)	Level:		Prerequisites:		
Name Of Course Instructor:	Farkhanda Qamar	No. of Students Contact Hours	Two hours for lab and two hours for theory			
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)	No of Quizzes:06, No of Assignment: 06, Mid Term, Final term Quiz Marks: 6 Assignment Marks:6 Mid Term Marks :18 Final Term Marks:30					

### 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	37	2.70	13.50	48.65	32.42		2.70			

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

**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

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

Name: \_\_\_\_\_ Date \_\_\_\_\_  
(Course Instructor)

Name: Dr. Yaser Hafeez (Director)	Date _____
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## 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:	Computer Science	Faculty:	University Institute of Information Technology		
Course Code	CS-400	Title:	DATABASE MANAGEMENT SYSTEMS		
Session:	2016	Semester:	BSCS-II (B) MORNING		
Credit Value:	3(2-2)	Level:		Prerequisites:	
Name Of Course Instructor:	Dr. Mamoon Humayun	No. of Students Contact Hours	Two hours for lab and two hours for theory		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)	No of Quizzes:06, No of Assignment: 06, Mid Term, Final term Quiz Marks: 06 Assignment Marks:06 Mid Term Marks :18 Final Term Marks:30				

### 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	55	12.73	65.45	20	0		0	01	01	55

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

**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

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

Name: \_\_\_\_\_ Date \_\_\_\_\_  
(Course Instructor)

Name: Dr. Yaser Hafeez Date _____ (Director)
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## 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:	Computer Science	Faculty:	University Institute of Information Technology
Course Code	CS-452	Title:	SOFTWARE ENGINEERING –I
Session:	2017	Semester:	BSCS-III (A) EVENING
Credit Value:	3(3-0)	Level:	Prerequisites:
Name Of Course Instructor:	Sarfraz Bibi	No. of Students Contact Hours	Three contacts hours for theory
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)	No of Quizzes:06, No of Assignment: 06, Mid Term, Final term Quiz Marks: 06 Assignment Marks:06 Mid Term Marks :18 Final Term Marks:30		

### 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	46	13.04	10.87	30.43	19.57		26.09	0	0	46

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

**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

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

Name: \_\_\_\_\_ Date \_\_\_\_\_  
(Course Instructor)

Name: <u>  Dr. Yaser Hafeez  </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:	Computer Science		Faculty:	University Institute of Information Technology	
Course Code	CS-323	Title:	PROGRAMMING FUNDAMENTALS		
Session:	SPRING-2018	Semester:	BSCS-II (B) MORNING		
Credit Value:	4(3-2)	Level:		Prerequisites:	ITC
Name Of Course Instructor:	Sidra Tahir	No. of Students Contact Hours	Three contacts hours for lab and two contact hours for theory		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)	No of Quizzes:08, No of Assignment: 08, Mid Term, Final term Quiz Marks: 6 Assignment Marks:6 Mid Term :18 Final Theory Exam:30 Final Practical Exam:20				

### 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	54	25.45	18.18	23.64	7.23		23.64	0	0	54
Post Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	<b>Total</b>
No. of Students										

**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

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

Name: \_\_\_\_\_ Date \_\_\_\_\_

(Course Instructor)

Name: \_\_ Dr. Yaser Hafeez \_\_ 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:	Computer Science		Faculty:	University Institute of Information Technology	
Course Code	MTH-435	Title:	LINERA ALGEBRA		
Session:	2016	Semester:	BSCS		
Credit Value:	3(3-0)	Level:		Prerequisites:	
Name Of Course Instructor:	Ehtasham Azhar	No. of Contact Hours	Three contact hours for theory		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)	No of Quizzes:06, No of Assignment: 06, Mid Term, Final term Quiz Marks: 6 Assignment Marks:6 Mid Term Marks :18 Final Term Marks:30				

### 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	51	0	27.45	37.25	25.49	-	9.80	0	0	51

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

**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

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

Name: \_\_\_\_\_ Date \_\_\_\_\_  
(Course Instructor)

Name: Dr. Yaser Hafeez    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:	Computer Science	Faculty:	University Institute of Information Technology		
Course Code	CS-423	Title:	OBJECT ORIENTED PROGRAMMING		
Session:	2017	Semester:	BSCS-IV (B) EVENING		
Credit Value:	4(2-2)	Level:		Prerequisites:	PRGRAMMING FUNDAMENTALS
Name Of Course Instructor:	Tariq Ali	No. of Students Contact Hours	Three contacts hours for lab and two contact hours for theory		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)	No of Quizzes:08, No of Assignment: 08, Mid Term, Final term Quiz Marks: 6 Assignment Marks:6 Mid Term :18 Final Theory Exam:30 Final Practical Exam:20				

### 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	52	8.92	16.07	25	26.79	-	16.07	0	0	52
Post Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	<b>Total</b>
No. of Students										

**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

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

Name: \_\_\_\_\_ Date \_\_\_\_\_

(Course Instructor)
---------------------

Name Dr. Yaser Hafeez    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:	Computer Science		Faculty:	University Institute of Information Technology	
Course Code	CS-600	Title:	DISTRIBUTED DATABASE SYSTEM		
Session:	2017	Semester:	BSCS-VI (A) MORNING		
Credit Value:	3(2-2)	Level:		Prerequisites:	DataBase Systems
Name Of Course Instructor:	Tariq Ali	No. of Students Contact Hours	Two hours for lab and two hours for theory		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)	No of Quizzes:06, No of Assignment: 06, Mid Term, Final term Quiz Marks: 6 Assignment Marks:6 Mid Term Marks :18 Final Term Marks:30				

### 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	34	2.70	24.32	29.73	27.03	0	8.10	0	0	34

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

**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

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

Name: _____	Date _____
(Course Instructor)	

Name: Dr. Yaser Hafeez Date _____ (Director)
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## 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:	Computer Science		Faculty:	University Institute of Information Technology	
Course Code	CS-323	Title:	PROGRAMMING FUNDAMENTALS		
Session:	2016	Semester:	BSCS-II (A) EVENING		
Credit Value:	4(2-2)	Level:		Prerequisites:	ITC
Name Of Course Instructor:	Saif ur Rehman	No. of Students Contact Hours	Three contacts hours for lab and two contact hours for theory		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)	No of Quizzes:08, No of Assignment: 08, Mid Term, Final term Quiz Marks: 6 Assignment Marks:6 Mid Term :18 Final Theory Exam:30 Final Practical Exam:20				

### 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
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No Of Students	58	12.07	17.24	13.79	22.41	0	34.84	0	0	58
Post Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	<b>Total</b>
No. of Students										

**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

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

Name: \_\_\_\_\_ Date \_\_\_\_\_

(Course Instructor)
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Name: Dr. Yaser Hafeez Date _____ (Director)
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## 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:	Computer Science		Faculty:	University Institute of Information Technology		
Course Code	CS-552	Title:	SOFTWARE ENGINEERING-II			
Session:	2016	Semester:	BSCS-IV (A) MORNING			
Credit Value:	3(3-0)	Level:		Prerequisites:	SOFTWARE ENGINEERING-I	
Name Of Course Instructor:	Dr. Yasir Hafeez	No. of Contact Hours	Three	of	contact hours for theory	
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc.)	No of Quizzes:06, No of Assignment: 06, Mid Term, Final term Quiz Marks: 6 Assignment Marks:6 Mid Term Marks :18 Final Term Marks:30					

### 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	61	4.68	75	14.06	1.56	0	3.12	0	0	61

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

**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

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

Name: \_\_\_\_\_ Date \_\_\_\_\_  
(Course Instructor)

Name: Dr. Yaser Hafeez Date \_\_\_\_\_

(Director)