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Self Assessment Report for BS (Computer Science)

University Institute of Information Technology

July, 2010

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Introduction

Computer Science (CS) and associated fields such as Information Technology have become a synonym for efficiency and quality of service and has thus emerged as an integral component of every domain. In the forthcoming knowledge revolution era, its role is even more pronounced. Only those countries, which will have computer science and IT skilled manpower, will survive and succeed. University Institute of Information Technology (UIIT) was established in 2001 to address this dire need. This year, UIIT is celebrating its 10th years of excellence in quality manpower production in the fields of CS and IT. UIIT is producing CS/IT graduates who are well versed to provide Software products and services based solutions to the problems for all the sectors in general and for Agriculture sector in particular.

The challenging field of CS needs creative and knowledgeable professionals committed to quality. UIIT had started its BS (CS) program in year 2001. The aim of offering BS (CS) program is to provide an opportunity to the students to acquire up-to-date technical knowledge; marketable skills, professional competencies and valuable expertise in the rapidly advancing field of Information Technology to ensure a prosperous future. The program produces graduates who will be flexible, adaptable to change, and able to face the challenges of technology driven employment market. Toward these ends the program offers a set of core courses, science courses, general education & supportive courses. To meet these objectives, it is essential to keep updating capabilities, facilities and infrastructure at UIIT need to be constantly upgraded which is being vigorously pursued by university administration.

With the latest developments in the field of Computer Science, the institute regularly revises and updates its curriculum. More recently, emerging tools and technologies have been incorporated in the curriculum. The institute provides a variety of study programs such as Databases, Programming, Web Design and Development, Networking, Management, Marketing and Accounting to enhance students' professional training and career opportunities. It holds national seminars to exchange knowledge and information. The faculty is actively engaged in a number of research projects. Open house and internal research conferences are an integral part of UIIT events calendar now. Students are offered opportunities to interact with leading professionals of industry to hone their skills according to market requirements.

A lot of emphasis is now being paid to enhance the research output of UIIT's MS program in computer science. Consequently highly educated, talented and experiences faculty to teach MS level students has been inducted. This has resulted in the rapid increase in research productivity from UIIT. The whole MS program of computer science has now been modeled as a thesis only program.

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

Program Offered by UIIT

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

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

BACHELOR IN COMPUTER SCIENCE (BS CS)

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

Criterion 1: Program Mission, Objectives and Outcomes

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

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

Mission Statement:

The mission of BSCS program is to provide the theoretical and practical knowledge and skills required for a professional career in computing. The degree program follows the computer science in breath covering core science and its applications within a code of ethics. This degree program is designed for students who want to work as software engineers, programmers, IT professionals or analysts and computer science researchers.

Documented Measurable Objectives:

The main objectives of BS CS degree program ate UIIT are

1. Demonstrate understanding of the core areas of algorithms, theory of computation, operating systems, linguistics of programming languages, and architecture.
2. Demonstrate proficiency in software development, including problem analysis, software design, and the use of programming languages and tools.
3. Apply technology-centered theories and practices to a variety of problem-centered solutions, both standard and some unconventional.
4. Demonstrate the ability to work effectively in teams – with a clear-cut awareness that the computer science function (in many of its configurations) is inextricably bound to most organizational areas, which the graduate needs to understand, major areas about which the graduate should have acquired fundamental familiarity.
5. Understand and apply concepts of discrete and continuous mathematics, as these are applied to the domain of computer science and problem resolution.
6. Develop strong communication skills with due emphasis on the tools of effective writing.

Main elements of strategic plan to achieve mission and objectives

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

1. Development and delivery of a broader and in-depth teaching methodology/material that is interactive, sound and complete for the award of this degree.
2. Formulation and consistent revision of curriculum involving core subjects, elective subjects, specialized areas, technical workshops and study tours.
3. Conductance of general and specialized lab-work for achieving competence with industrial experience.
4. Setting up of well equipped specialized laboratories depending on the available resources.
5. Acquiring funds for applied and research projects from available funding agencies.
6. Development of linkages with national and international research organizations to foster research.
7. Setting up collaborations with software industry for placement and knowledge transfer.

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

Table 1: Programs Objectives Assessment

S #	Objective	How Measured	When Measured	Improvement Identified	Improvement made
1	Development and delivery of a broader and in-depth teaching methodology/material that is interactive, sound and complete for the award of this degree.	Through quizzes, assignments and exams.	It is a regular process as per requisite	Techniques for assessment required to be improved.	Exams are made more technical to assess the students.

2	Formulation and consistent revision of curriculum involving core subjects, elective subjects, specialized areas, technical workshops and study tours.	Assessed through feedback from the market and leading institutes in the country.	At start of every semester.	Various specialized courses are required to be incorporated in the syllabus	Improvement of courses as per requisite
3	Conductance of general and specialized lab-work for achieving competence with industrial experience.	With the changing technology, BS(CS) courses require changing in lab-work that are associated to any course. Lab-work that compliance with current technology shall be conducted.	Starting and ending of a course.	Carefully designing of lab-work is required by the instructor.	Improvement of Lab-work as per Requisite
4	Setting up of well equipped specialized laboratories depending on the available resources.	Assessment is done through feedback from the students.	It is a continuous activity.	Resources need to be increased.	Available resources are scheduled in a way that maximum resources are available to the maximum students.
5	Acquiring funds for applied and	Through final degree project	At the end of final degree	The latest research and	Its achieved to some extent by

	research projects from available funding agencies.		project.	technology required project should be implemented.	giving students many projects from the research work which don't have implementation.
6	Development of linkages with national and international research organizations to foster research.	Through software exhibitions	At end of degree	There should be visits to the industry.	An open house decided to be organized regularly every year.
7	Setting up collaborations with software industry for placement and knowledge transfer.	Contacting our Alumni and inviting software industry representatives to our events.	It's a consistent activity	Student resource center (SRC) should help UIIT for the said.	Several faculty members keep contacts of software industry in their social networks.

Program Learning Outcomes

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

1. **Be competent in theoretical and mathematical foundations of computer science and be able to**

    a) Apply fundamental concepts of discrete mathematics such as logic, proofs, set theory, relations, functions, and combinatorics to model computational problems.

b) Demonstrate the application of abstract structures such as graphs, finite state machines, and recurrence relations to the solution of computer science problems.

c) Analyze and evaluate comparative performance of algorithms and data structures appropriate to solving computer science problems.

d) Apply concepts related to data structures such as lists, stacks, queues, arrays, graphs, trees, heaps, and hashing to design and create algorithms.

2. **Be proficient in one programming language and have a basic knowledge of several others and be able to**

a) Write efficient solutions to specific problems using an object-oriented programming language.

b) Write programs in assembly language.

c) Write programs in a procedural programming language.

3. **Understand the hardware and software architecture of computer systems and be able to**

a) Explain the function and interaction of computer processing units, memories, and input/output devices.

b) Define and explain elements of operating systems such as memory management, process scheduling, synchronization and interaction, and input/output devices.

c) Distinguish computer network elements and understand issues related to computer security.

4. **Demonstrate the ability to participate in professional practices related to software engineering and be able to**

a) Negotiate, clarify, and document customer requirements.

b) Apply knowledge of fundamental algorithms, programming language concepts, and design patterns to determine an overall design for a software system.

c) Implement a fully specified system,

d) Test a fully specified system.

e) Plan and monitor the progress of software projects to ensure on time delivery of a high-quality system.

5. **Be able to communicate effectively about computer science-related topics and be able to**

a) Deliver an audience-sensitive oral technical presentation.

b) Write an audience-sensitive technical document.

c) Contribute effectively on software-based system development teams.

6. **Demonstrate the ability to be responsible practitioners of computer science and understand the social and ethical implications of computing and be able to**

a) Demonstrate ways in which computers pose new ethical questions or pose new versions of standards, moral problems and dilemmas.

b) Recognize and, when appropriate, to resolve ethical problems or dilemmas related to the computing profession.

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

Table 2: Program Outcomes and Their Relationship with Objectives

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

\+ = Moderately Satisfactory

++ = Satisfactory

+++ = Highly Satisfactory

Program Assessment Results

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

Teacher Evaluation

There are moe than tweleve faculty members in the institute, but not all of them are involved in teacher courses to BS CS program. The teachers who teaching courses to BS CS degree program, their summarized result is given in the graph below. Mr. Mushhad Gillan has score 76%, Ms. Aisha umair has score 79%, Ms. Bushra Hamid has score 81%, Mr. Sheeraz Akram has score 79%, Mr. Muhammad Ramzan has score 80%, Ms. Iram Rubab has score 73%, Ms. Fakhra Mushtaq has score 75%, Mr. Shehzad Saqib has score 75%, Mr. Nasir Minhas has score 78%, Mr. Muhammad Nazir has score 80% and Mr. Yasir Hafeez has score 81%. The comparison of their score is given below.

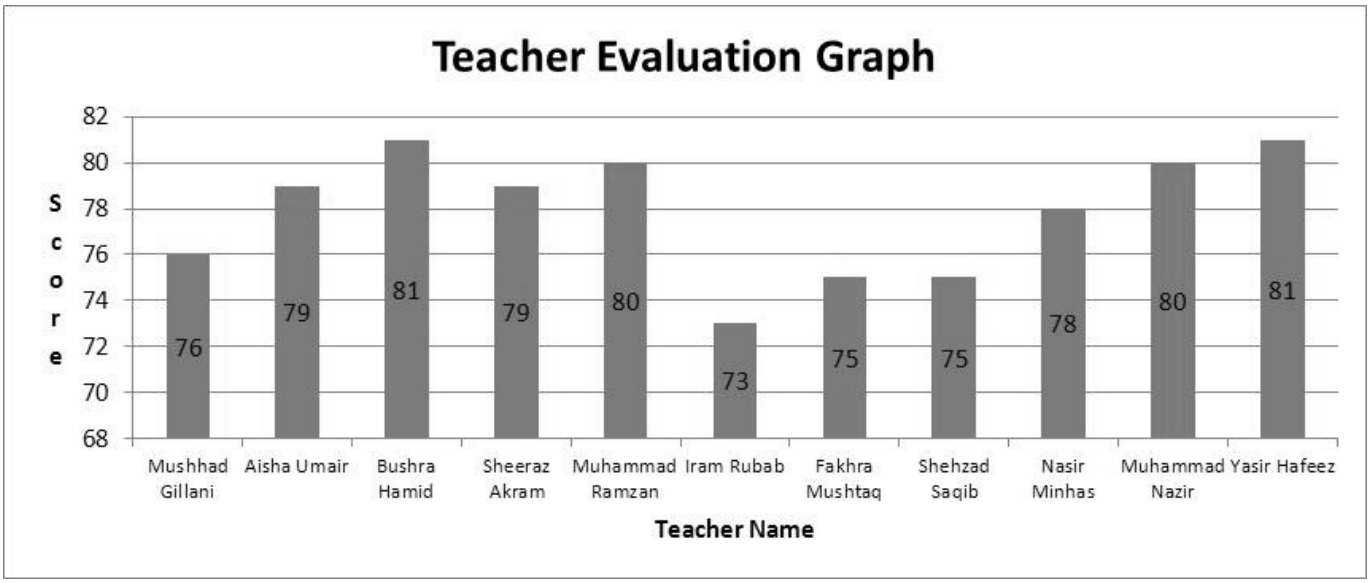
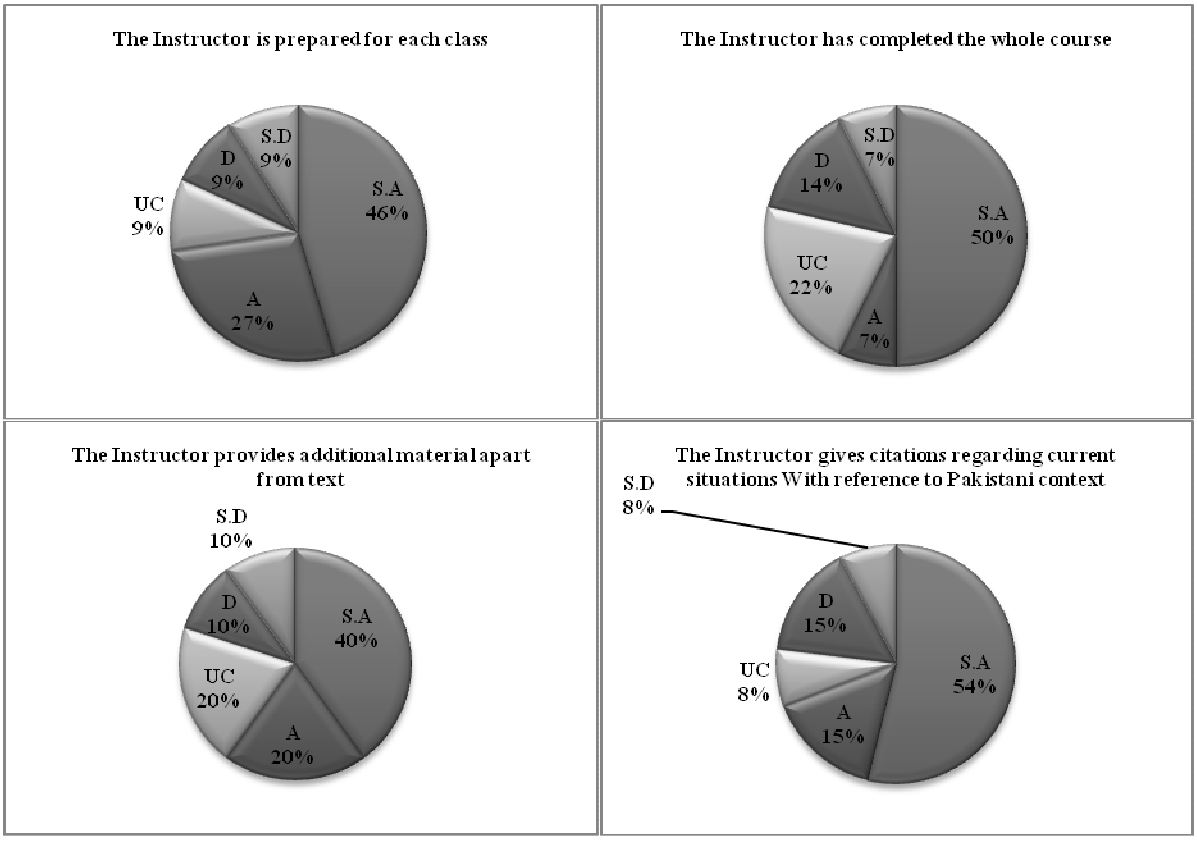


Figure 1: Teacher Evaluation Graph

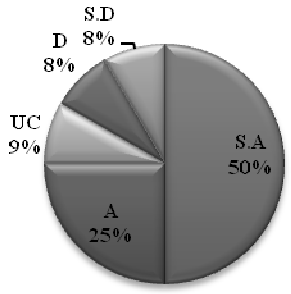
A detailed evaluation of teachers is shown below.

Mr. Mushhad Gillani (CS-577)

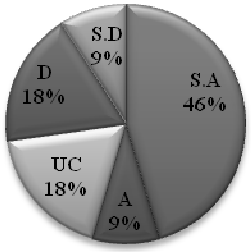
The pie chart shows the detail of evaluation. The graph for "The instructor is prepred for each class", shows that 46% are strongly agreed, 27% are agreed, 9% are uncertain, 9% are Disagreed and9% are strongly disagreed. The graph for " The Instructor provides additional material apart from text" , shows that 40% are strongly agreed, 20% are agreed, 20% are uncertain, 10% are Disagreed and 10% are strongly disagreed. The graph for "The Instructor maintains an environment that is conducive to learning." , shows that 54% are strongly agreed, 8% are agreed, 15% are uncertain, 15% are Disagreed and 8% are strongly disagreed. The graph for "The subject matter presented in the course has increased your knowledge of the subject" shows that 57% are strongly agreed, 15% are agreed, 7% are uncertain, 14% are Disagreed and 7% are strongly disagreed.



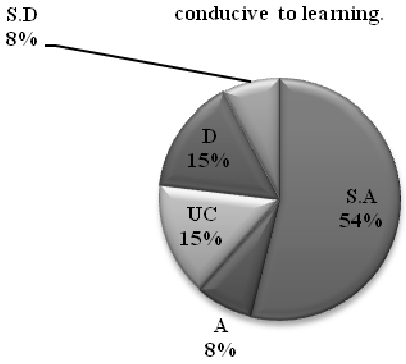
The Instructor communicates the subject matter effectively



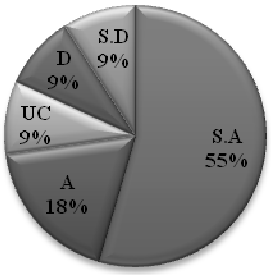
The Instructor shows respect towards students and encourages class participation.



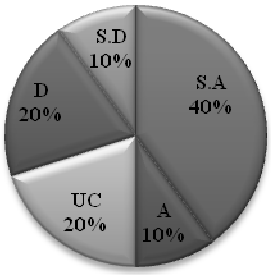
The Instructor maintains an environment that is conducive to learning.



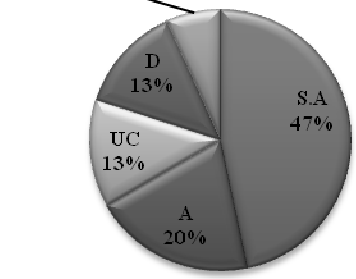
The Instructor arrives on time



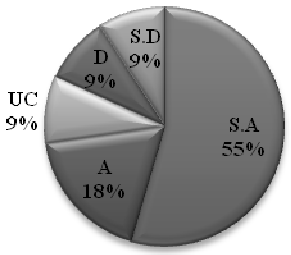
The Instructor leaves on time



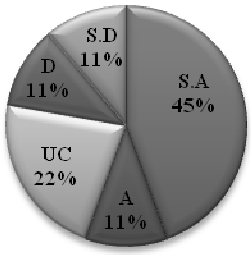
The Instructor is fair in examination

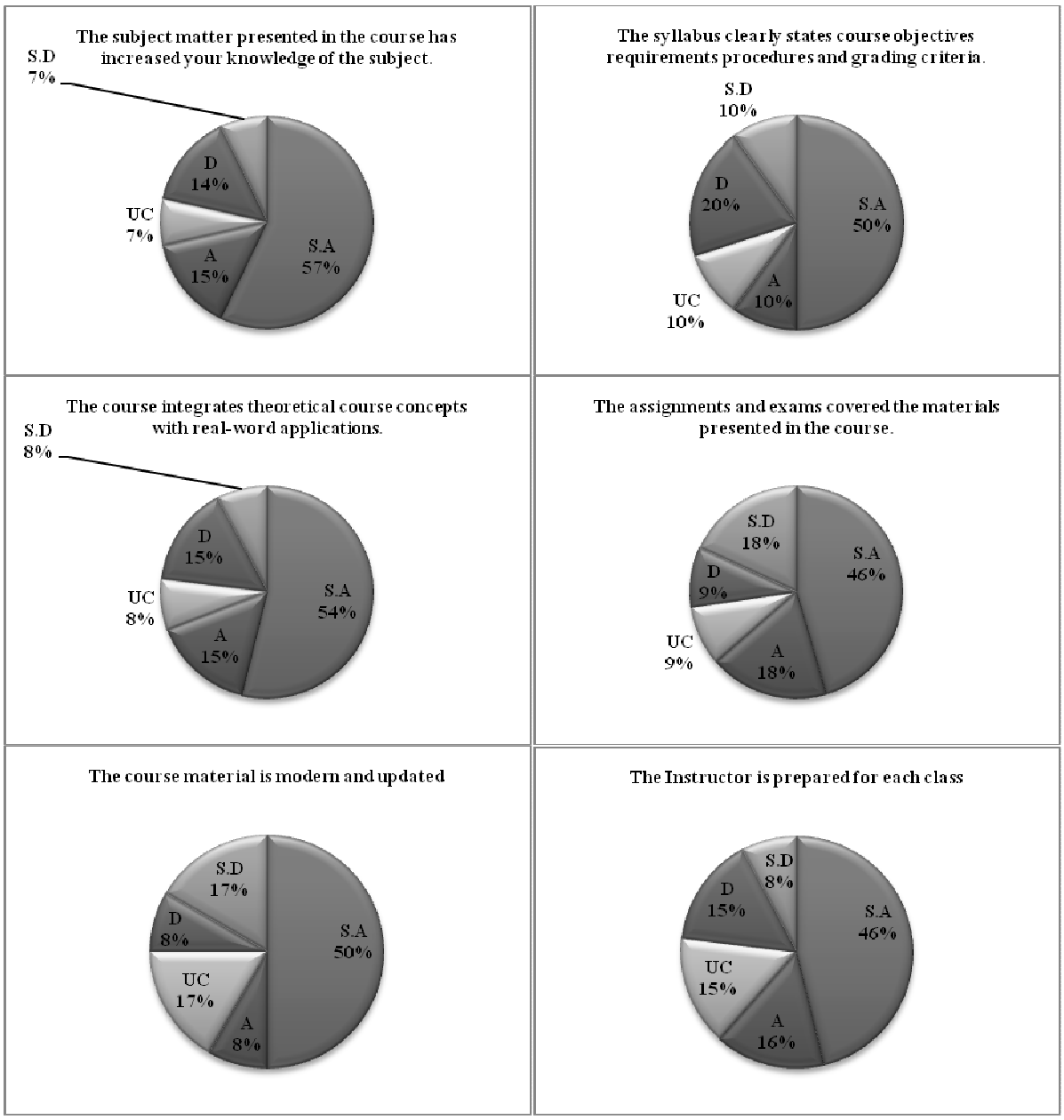


The Instructor returns the graded scripts. etc in a reasonable amount of time.



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





General Comments of the Students about the Teacher

Strength:

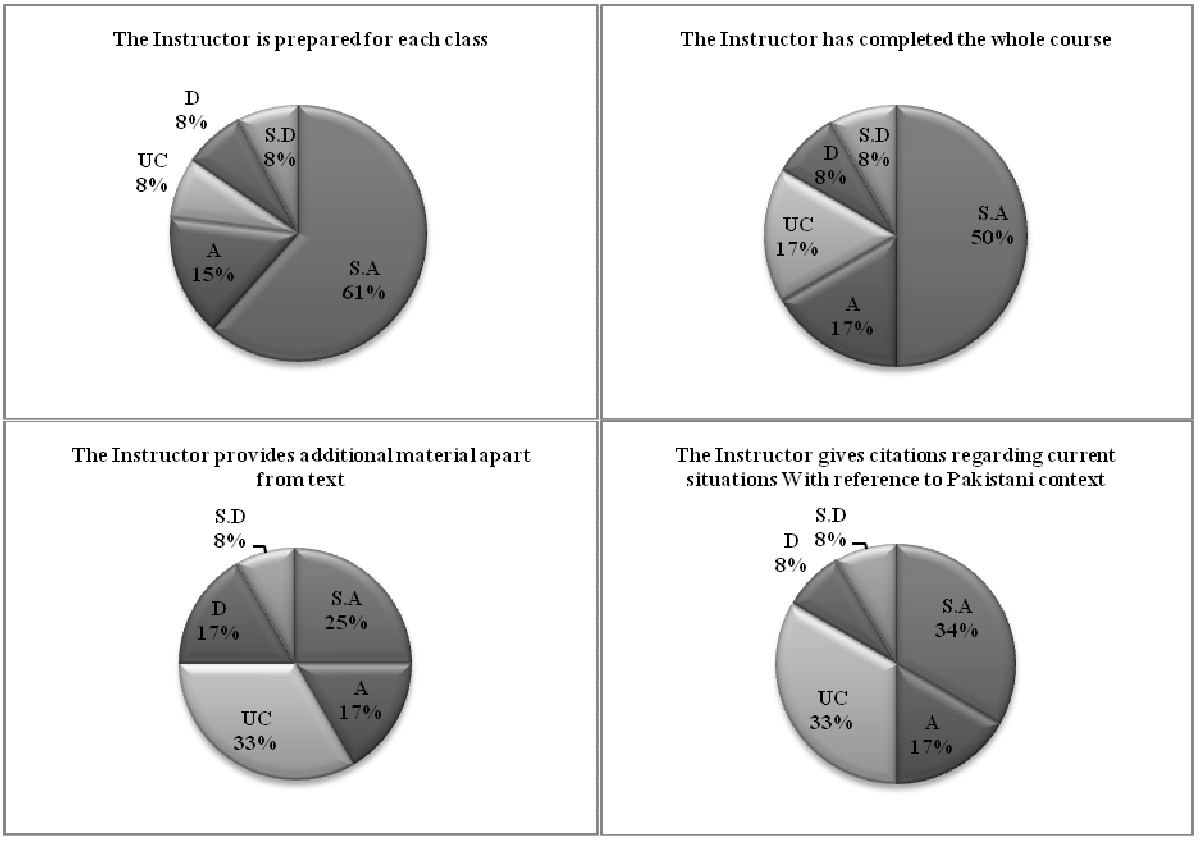
- Punctual in classess amd fair in examination
- Well prepared and Good communication

Weeknesses:

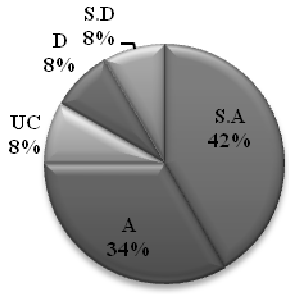
- Course material should be more updated
- Teacher should be available to students for extra help.

Ms. Aisha Umair (CS-423)

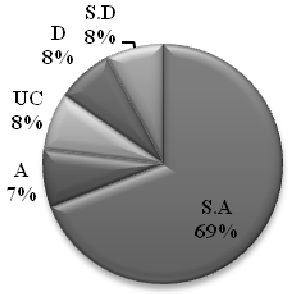
The graph for "The instructor is prepred for each class", shows that 61% are strongly agreed, 15% are agreed, 8% are uncertain, 8% are Disagreed and 8% are strongly disagreed. The Instructor provides additional material apart from text" , shows that 25% are strongly agreed, 17% are agreed, 33% are uncertain,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



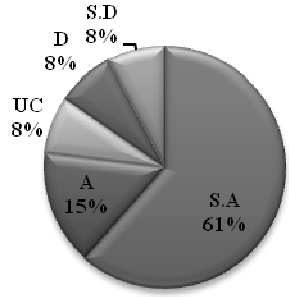
The Instructor communicates the subject matter effectively



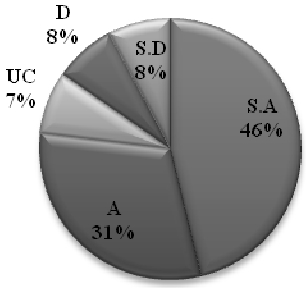
The Instructor shows respect towards students and encourages class participation.



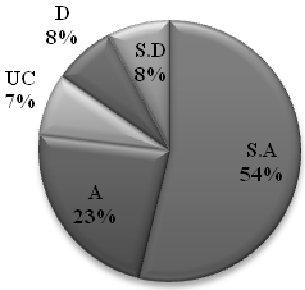
The Instructor maintains an environment that is conducive to learning.



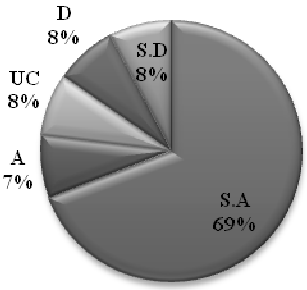
The Instructor arrives on time



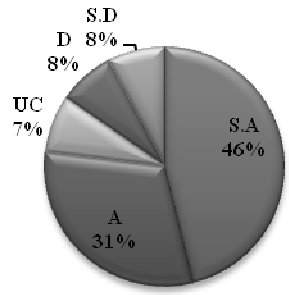
The Instructor leaves on time



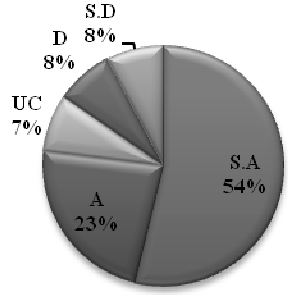
The Instructor is fair in examination

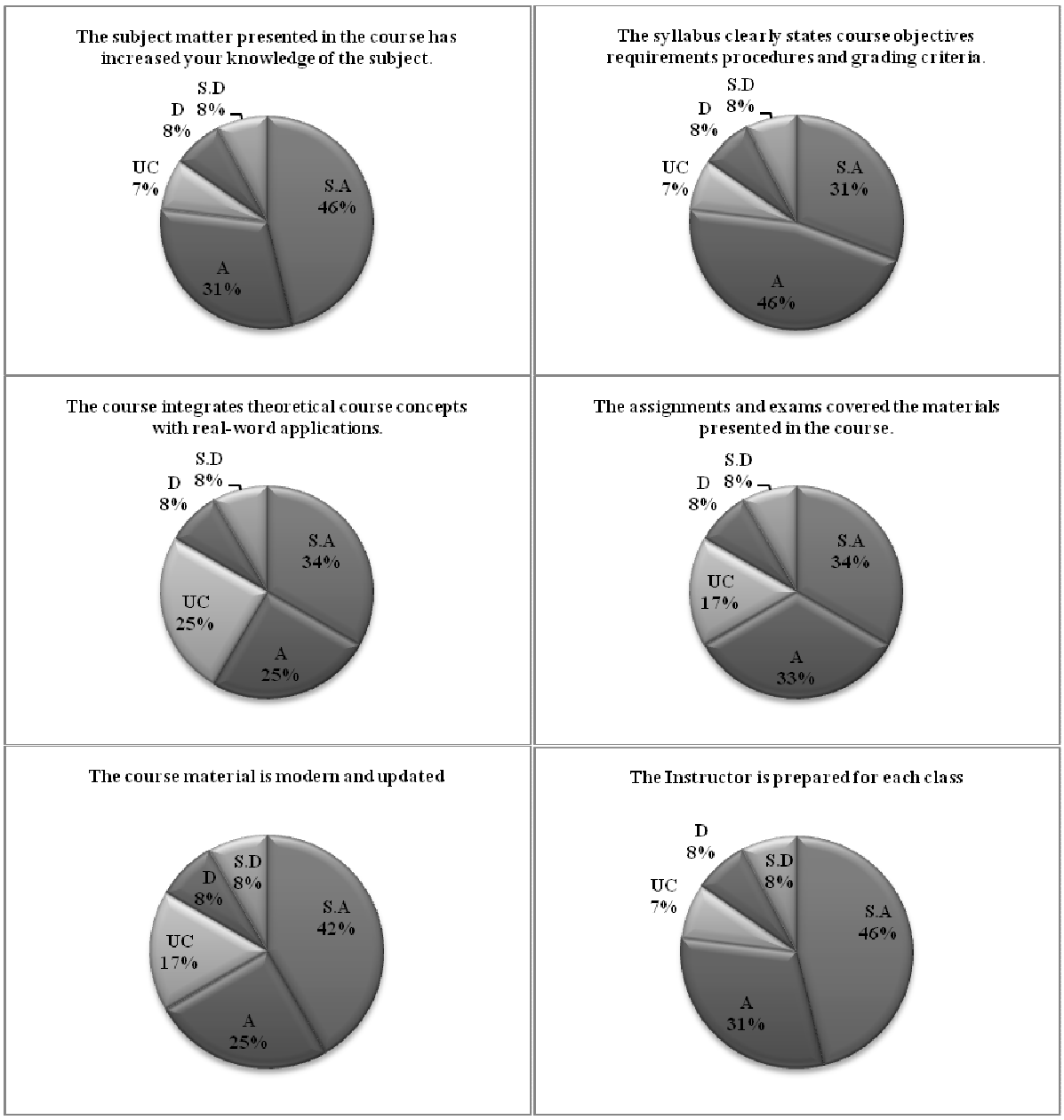


The Instructor returns the graded scripts. etc in a reasonable amount of time.



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





General Comments of the Students about the Teacher

Strength:

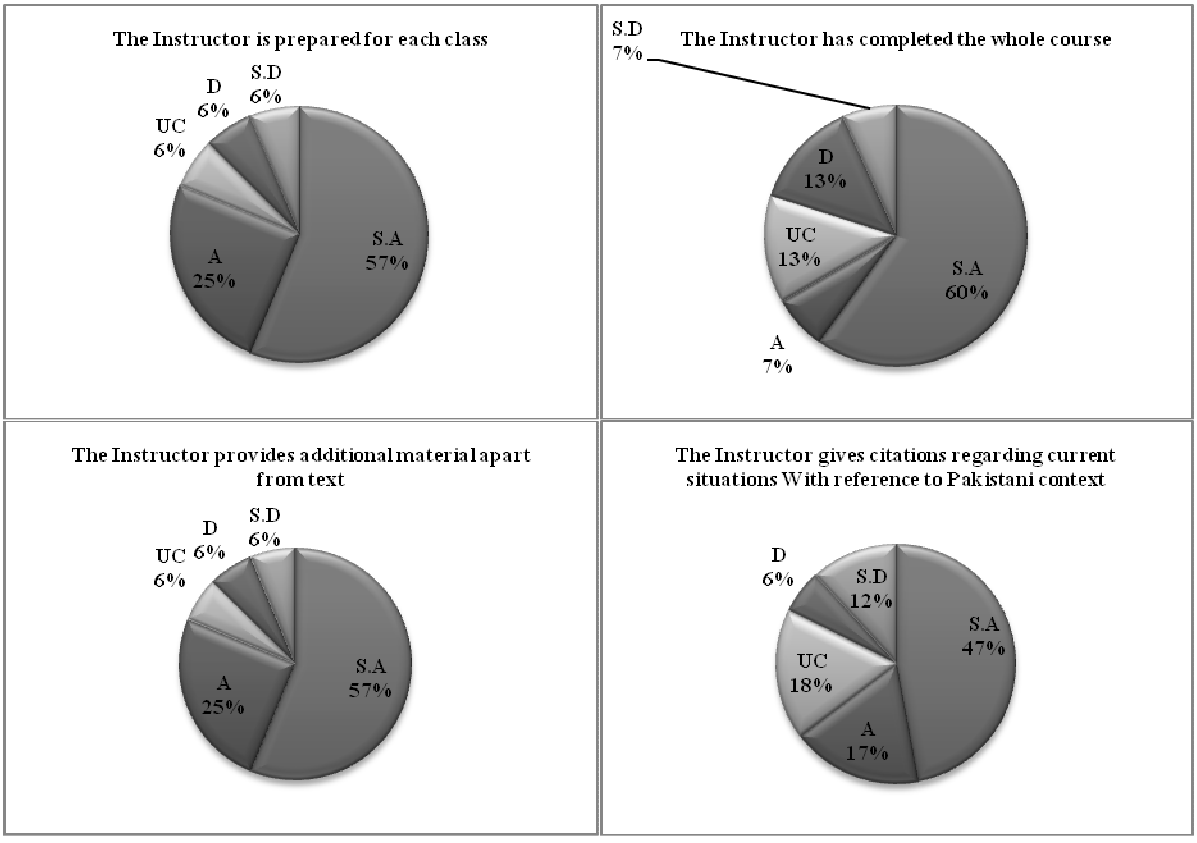
- Well prepared and fair in examination
- Punctual and Respects the students

Strength:

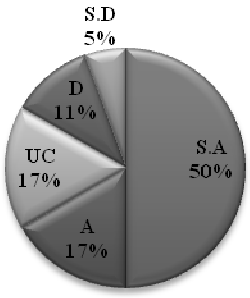
- Syllabus needs improvement
- More practical assignments required

Ms. Bushra Hamid (CS-452)

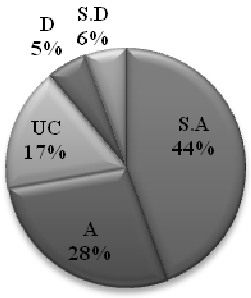
The graph for "The instructor is prepred for each class", shows that 57% are strongly agreed, 25% are agreed, 6% are uncertain, 6% are Disagreed and 6% are strongly disagreed. The Instructor provides additional material apart from text" , shows that 40% are strongly agreed, 20% are agreed, 20% are uncertain, 10% are Disagreed and 10% are strongly disagreed. The graph for "The Instructor maintains an environment that is conducive to learning." , shows that 60% are strongly agreed, 20% are agreed, 6% are uncertain, 7% are Disagreed and 7% are strongly disagreed. The graph for "The subject matter presented in the course has increased your knowledge of the subject" shows that 47% are strongly agreed, 23% are agreed, 12% are uncertain, 12% are Disagreed and 6% are strongly disagreed.



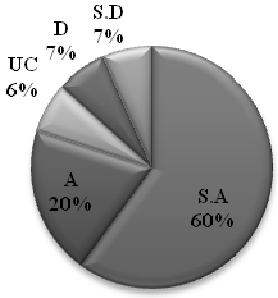
The Instructor communicates the subject matter effectively



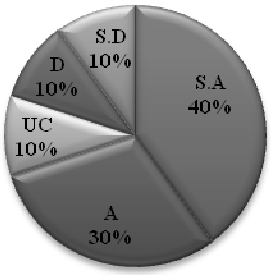
The Instructor shows respect towards students and encourages class participation.



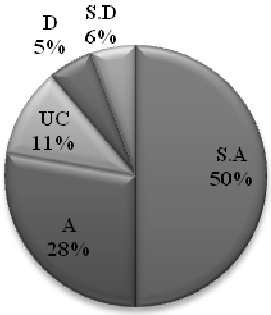
The Instructor maintains an environment that is conducive to learning.



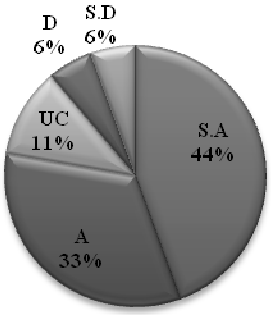
The Instructor arrives on time



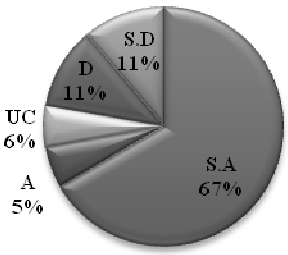
The Instructor leaves on time



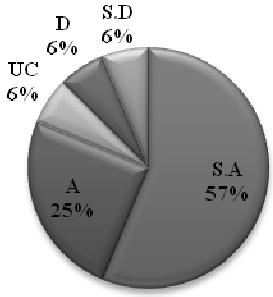
The Instructor is fair in examination

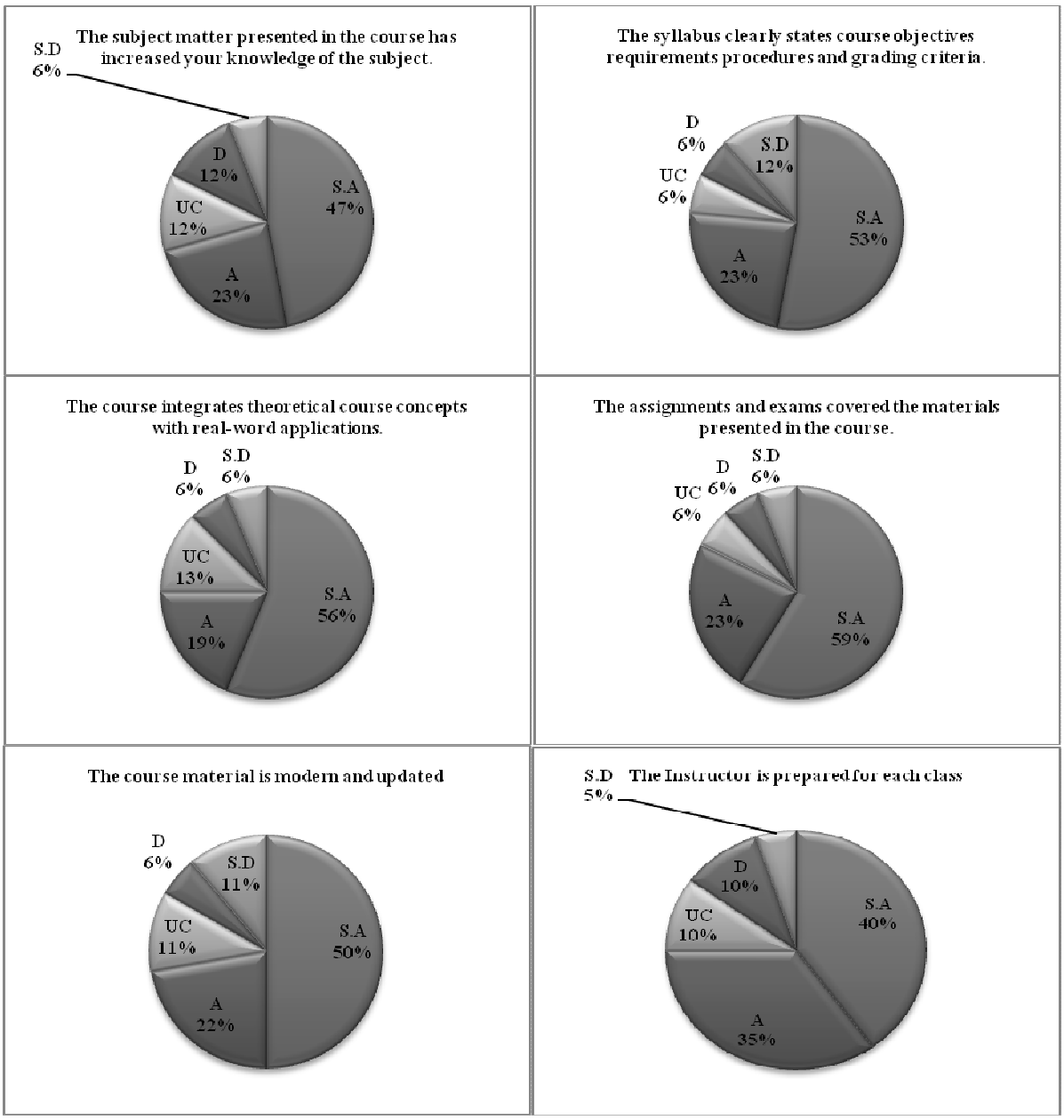


The Instructor returns the graded scripts. etc in a reasonable amount of time.



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





General Comments of the Students about the Teacher

Strength:

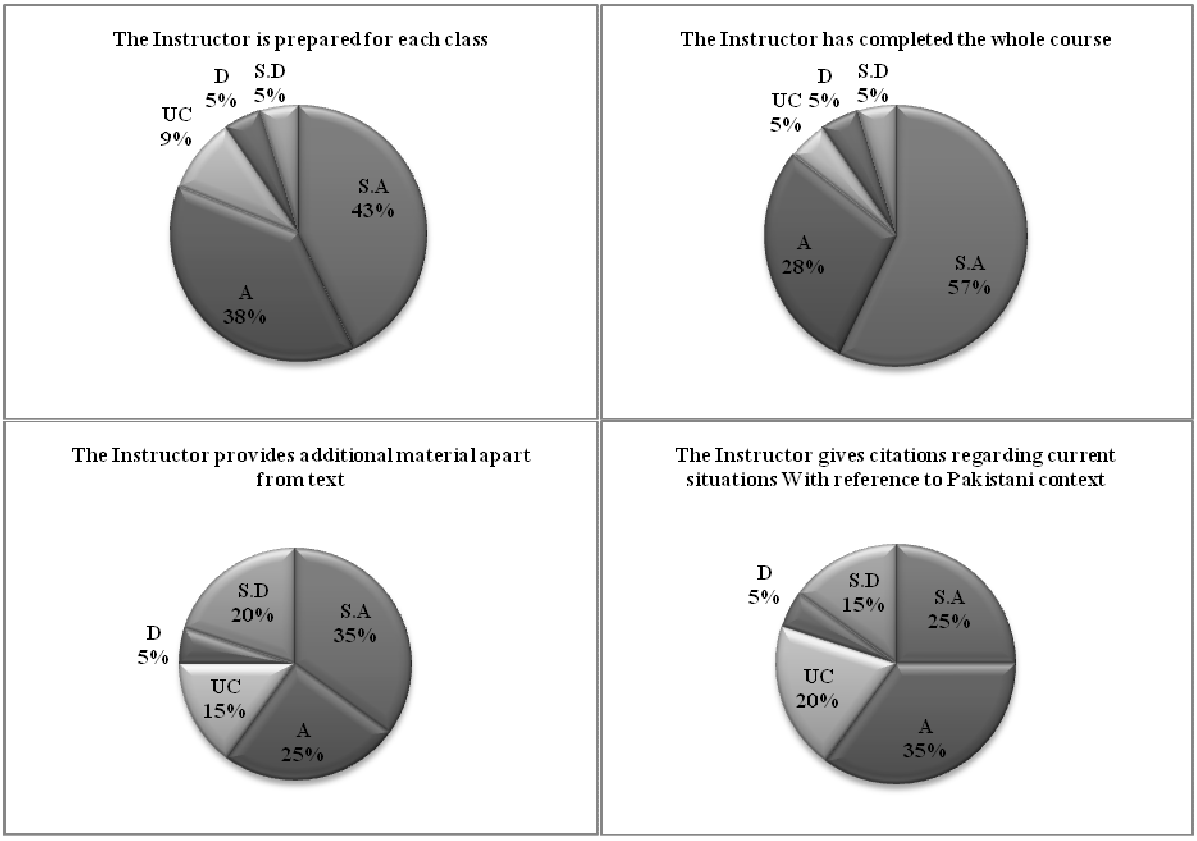
- Well prepared
- Punctual
- Fair in examinations

Weekness:

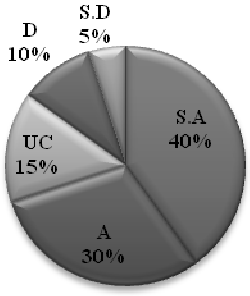
- Syllabus needs imrpovemtns

Mr. Sheeraz Akram (CS-536)

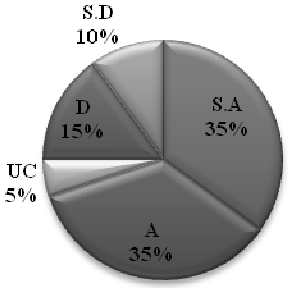
The graph for "The instructor is prepred for each class", shows that 43% are strongly agreed, 38% are agreed, 9% are uncertain, 5% are Disagreed and 5% are strongly disagreed. The Instructor provides additional material apart from text" , shows that 35% are strongly agreed, 25% are agreed, 15% are uncertain,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



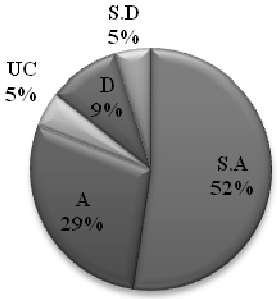
The Instructor communicates the subject matter effectively



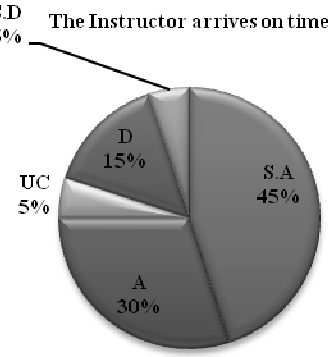
The Instructor shows respect towards students and encourages class participation.



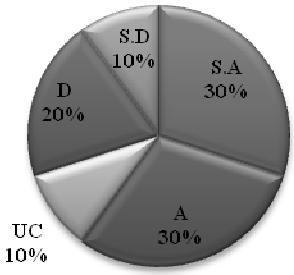
The Instructor maintains an environment that is conducive to learning.



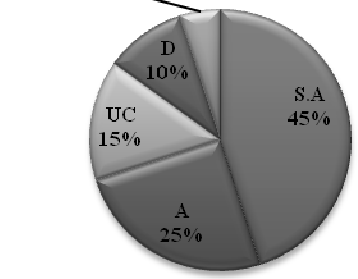
The Instructor arrives on time



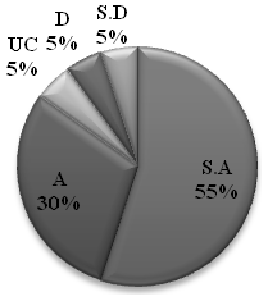
The Instructor leaves on time



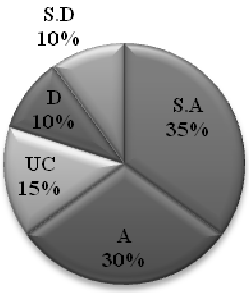
The Instructor is fair in examination

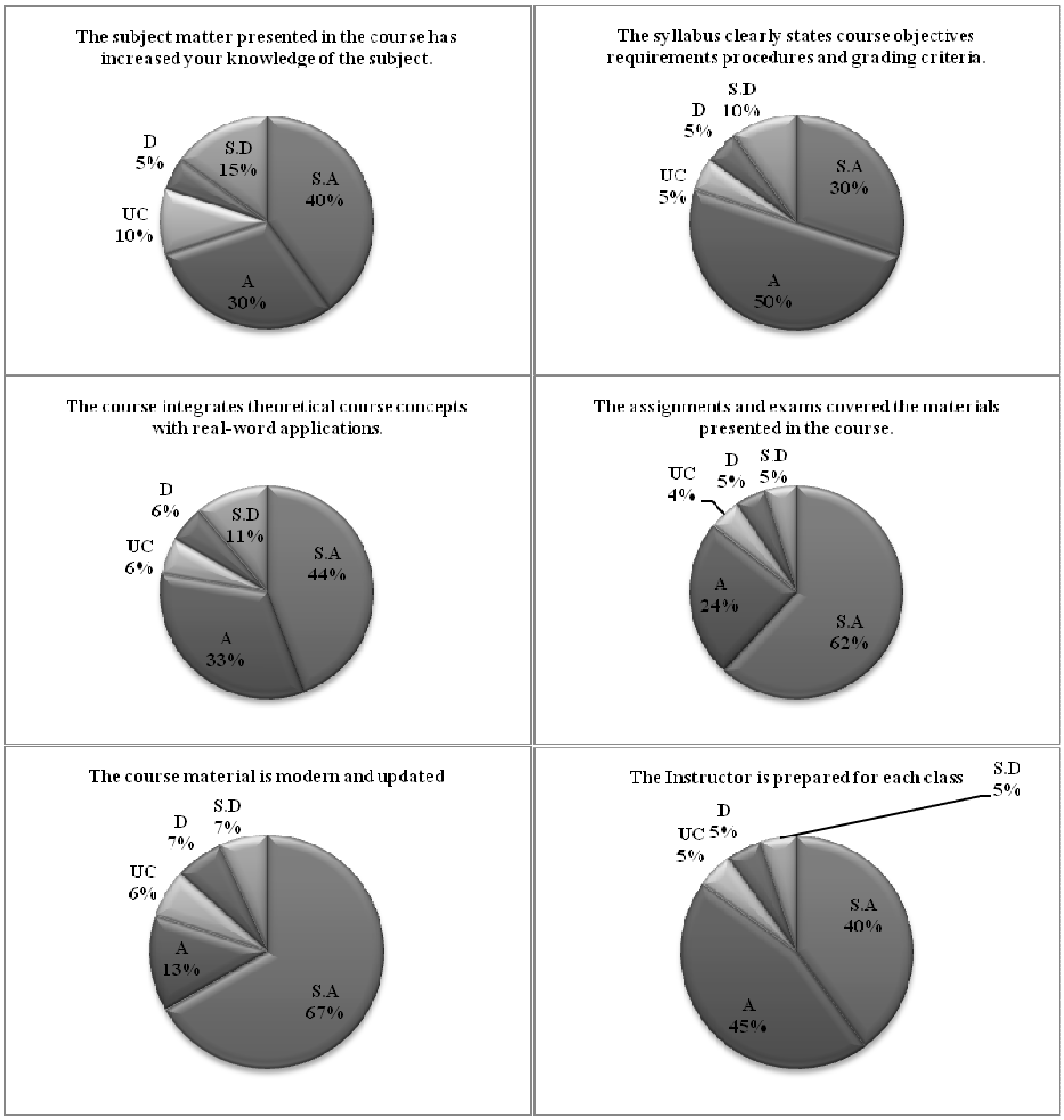


The Instructor returns the graded scripts. etc in a reasonable amount of time.



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





General Comments of the Students about the Teacher

Strength:

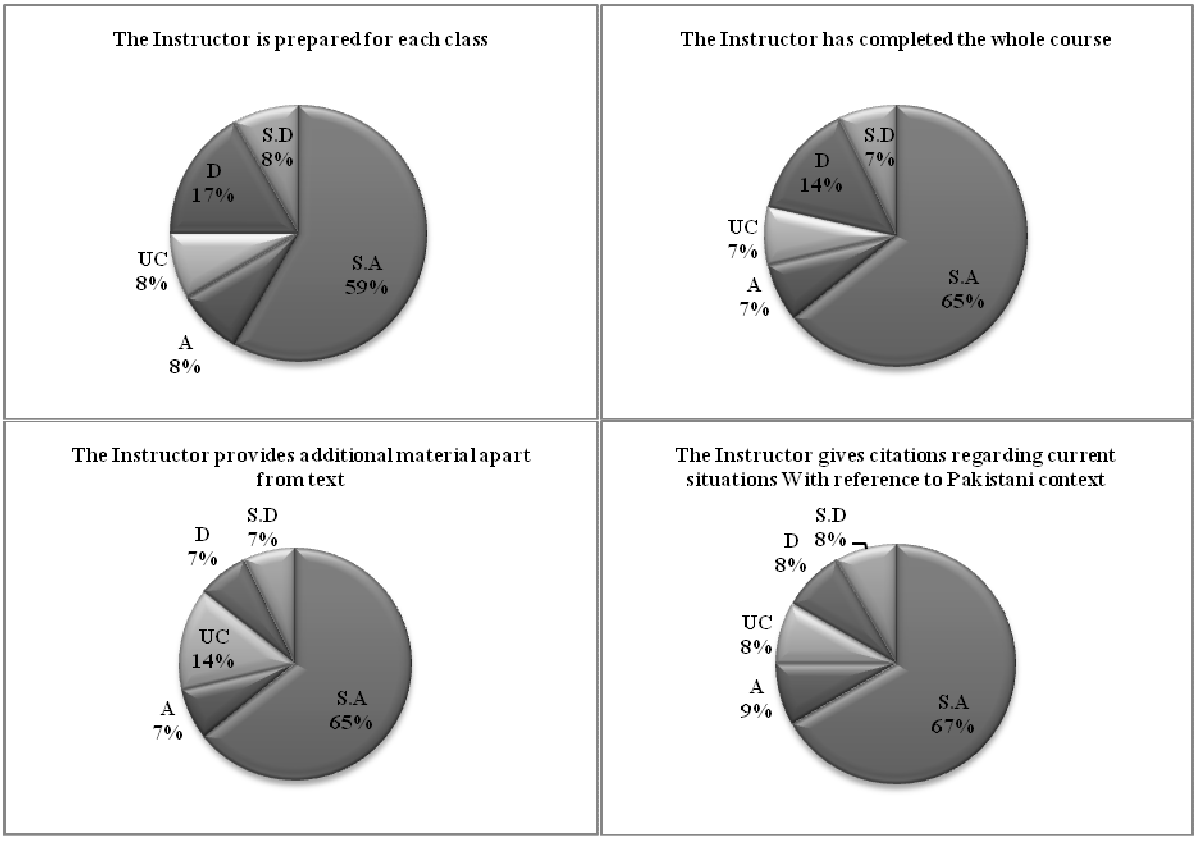
- Good Course objectives
- Well delivered
- Problem solving is good

Weeknesses:

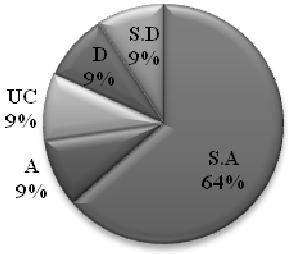
- Need timely feedback

Mr. Muhammad Ramzan (CS-600)

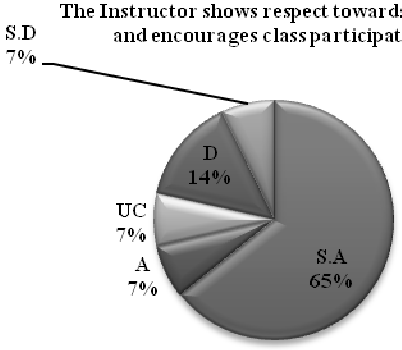
The graph for "The instructor is prepred for each class", shows that 59% are strongly agreed, 8% are agreed, 8% are uncertain, 17% are Disagreed and 8% are strongly disagreed. "The Instructor provides additional material apart from text" , shows that 65% are strongly agreed, 7% are agreed, 9% are uncertain, 9% are Disagreed and 9% are strongly disagreed. The graph for "The Instructor maintains an environment that is conducive to learning." , shows that 61% are strongly agreed, 8% are agreed, 8% are uncertain, 15% are Disagreed and 8% are strongly disagreed. The graph for "The subject matter presented in the course has increased your knowledge of the subject" shows that 54% are strongly agreed, 13% are agreed, 7% are uncertain, 13% are Disagreed and 13% are strongly disagreed.



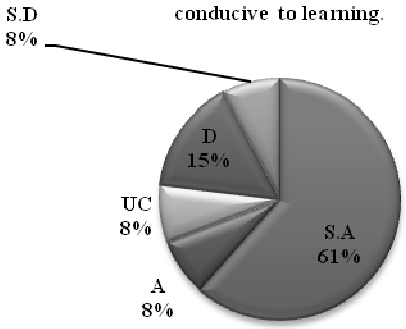
The Instructor communicates the subject matter effectively



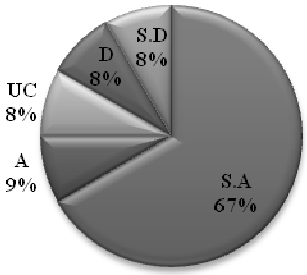
The Instructor shows respect towards students and encourages class participation.



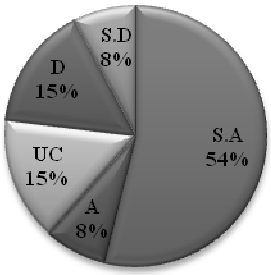
The Instructor maintains an environment that is conducive to learning.



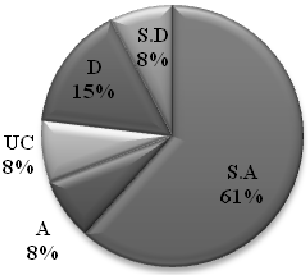
The Instructor arrives on time



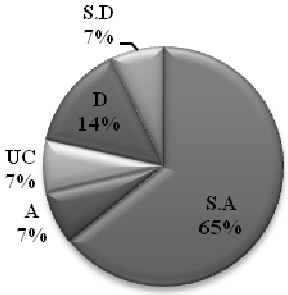
The Instructor leaves on time



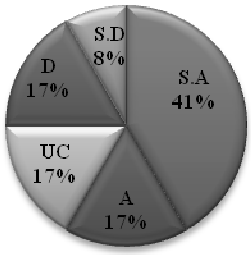
The Instructor is fair in examination

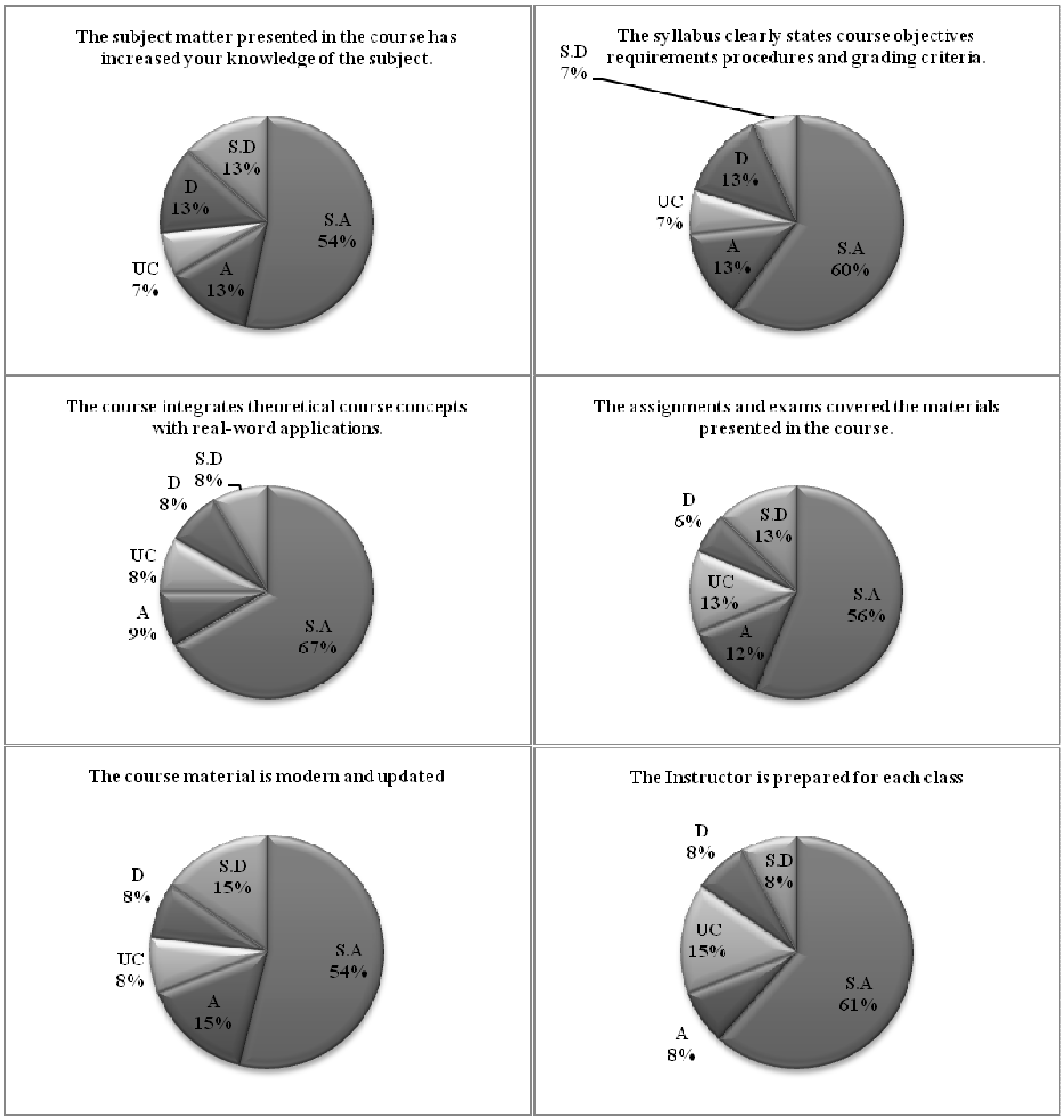


The Instructor returns the graded scripts. etc in a reasonable amount of time.



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





General Comments of the Students about the Teacher

Strength:

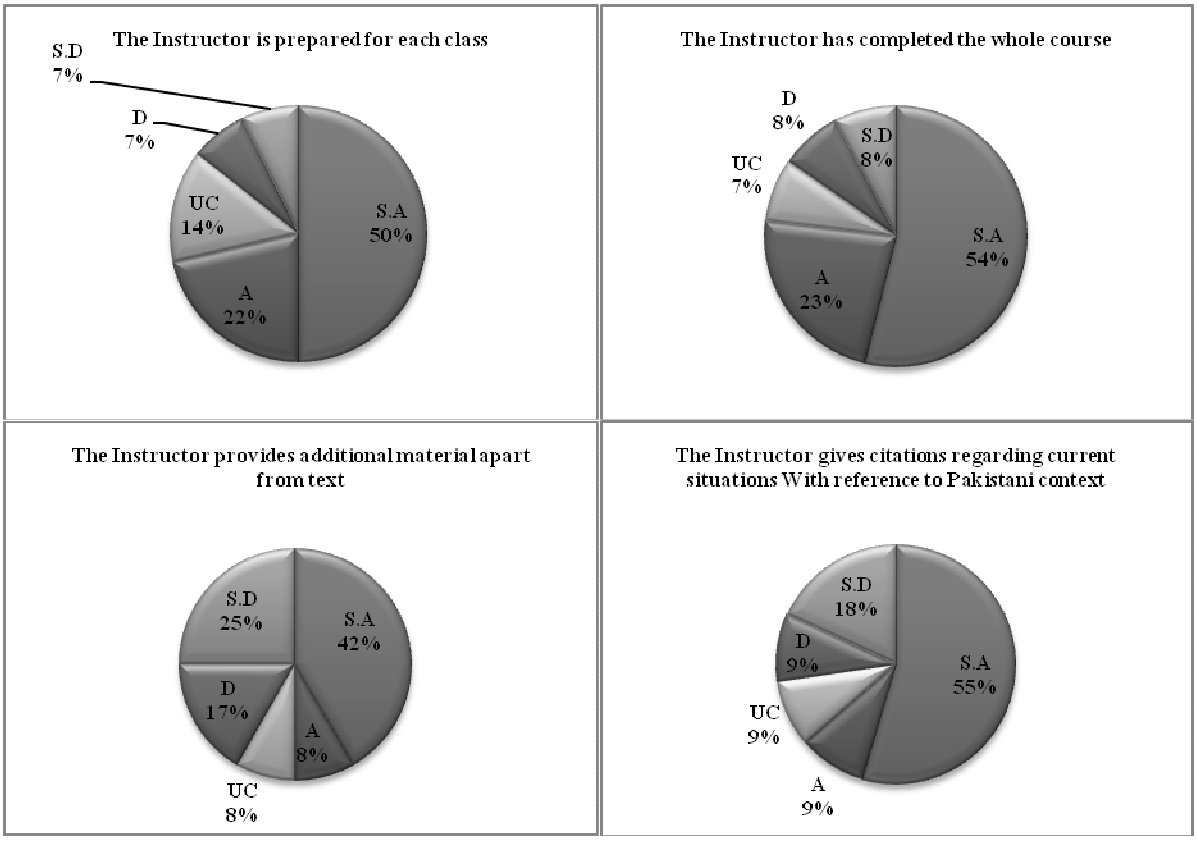
- Comprehensive course material
- Well presented
- Good Teaching method
- Take Quiz Weekly

Weakness:

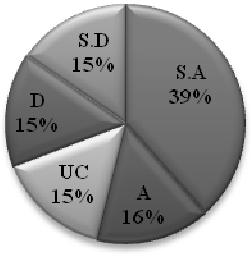
- Instructor should be more responsive to students
- More workload
- Take Quiz Monthly
- Slides should be provided

Ms. Iram Rubab (CS-536)

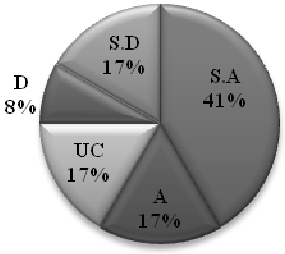
The graph for "The instructor is prepred for each class", shows that 50% are strongly agreed, 23% are agreed, 14% are uncertain, 7% are Disagreed and 7% are strongly disagreed. The graph for "The Instructor provides additional material apart from text" , shows that 42% are strongly agreed, 8% are agreed, 15% are uncertain, 15% are Disagreed and 15% are strongly disagreed. The graph for "The Instructor maintains an environment that is conducive to learning." , shows that 31% are strongly agreed, 23% are agreed, 15% are uncertain, 15% are Disagreed and 8% are strongly disagreed. The graph for "The subject matter presented in the course has increased your knowledge of the subject" shows that 50% are strongly agreed, 12% are agreed, 19% are uncertain, 6% are Disagreed and 13% are strongly disagreed.



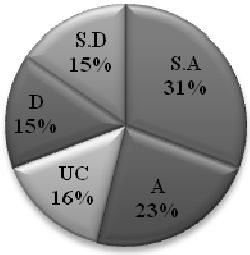
The Instructor communicates the subject matter effectively



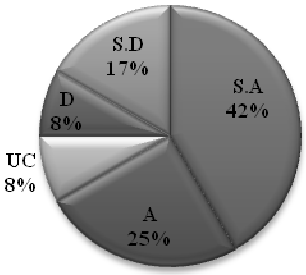
The Instructor shows respect towards students and encourages class participation.



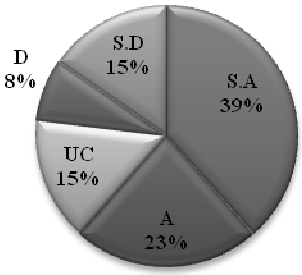
The Instructor maintains an environment that is conducive to learning.



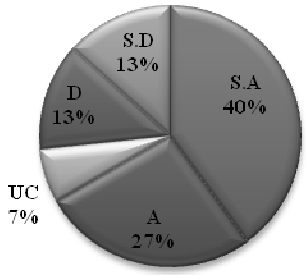
The Instructor arrives on time



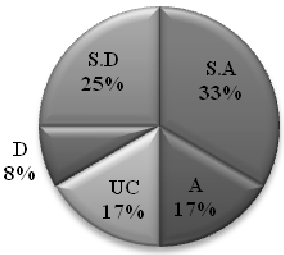
The Instructor leaves on time



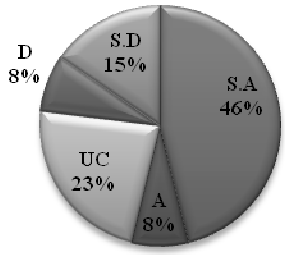
The Instructor is fair in examination

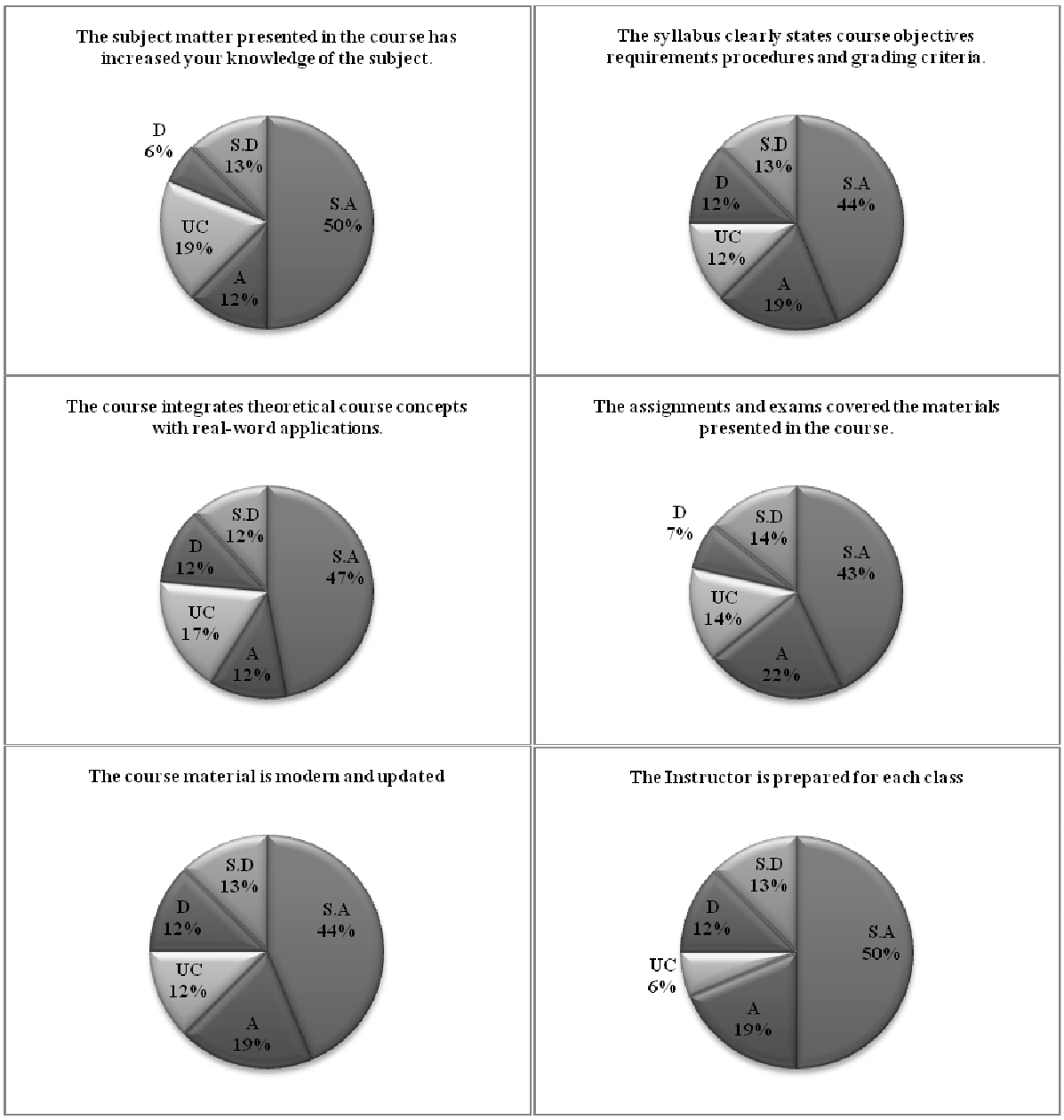


The Instructor returns the graded scripts. etc in a reasonable amount of time.



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





General Comments of the Students about the Teacher

Strength:

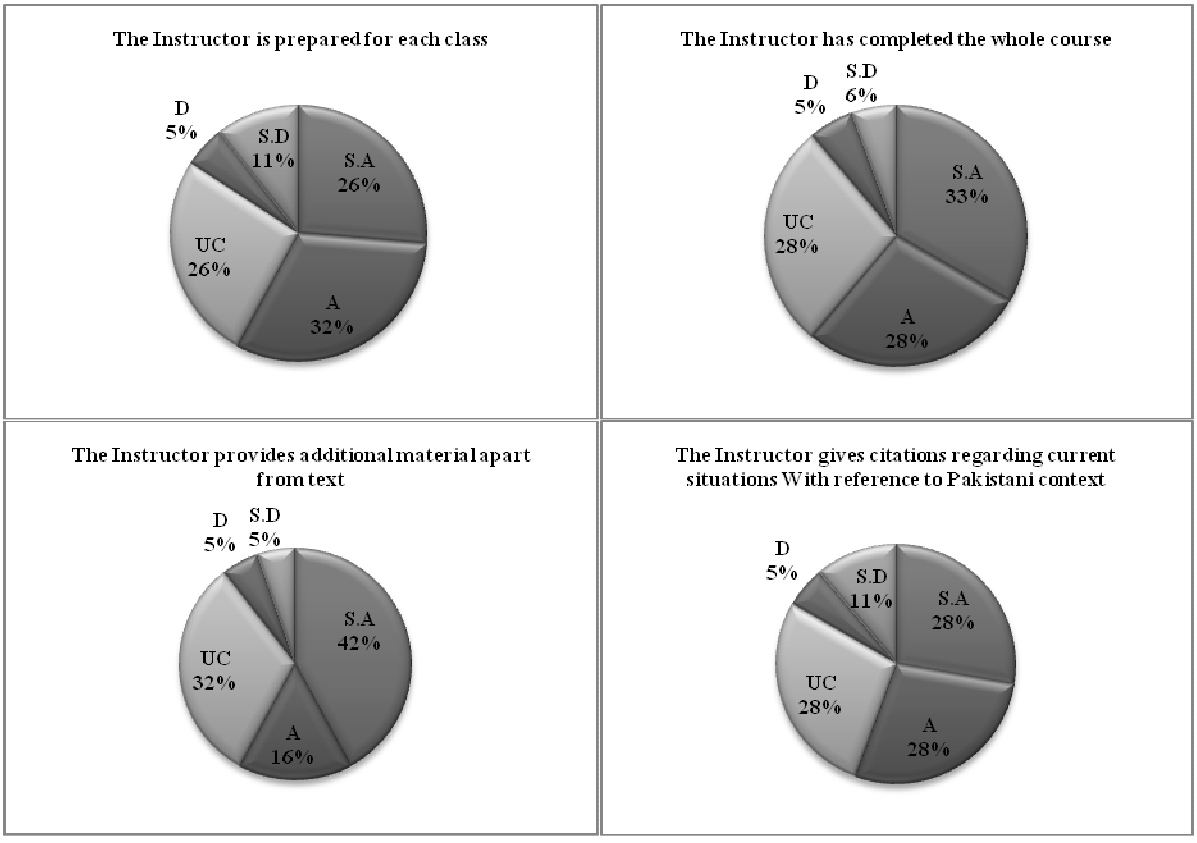
- Comprehensive course material
- Well presented
- Good Teaching method

Weakness:

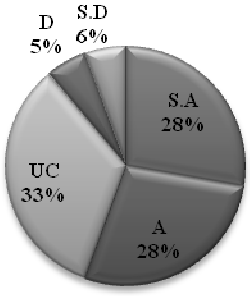
- Instructor should be more responsive to students

Ms. Fakhra Mushtaq (MGT-316)

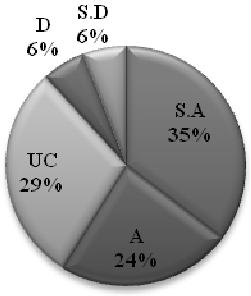
The graph for "The instructor is prepred for each class", shows that 26% are strongly agreed, 26% are agreed, 26% are uncertain, 5% are Disagreed and 11% are strongly disagreed. The graph for "The Instructor provides additional material apart from text" , shows that 42% are strongly agreed, 16% are agreed,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



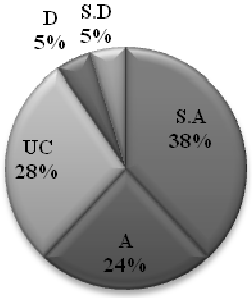
The Instructor communicates the subject matter effectively



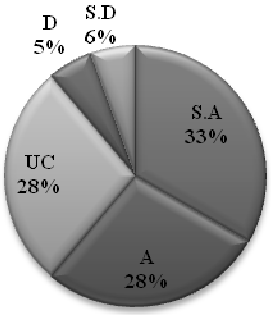
The Instructor shows respect towards students and encourages class participation.



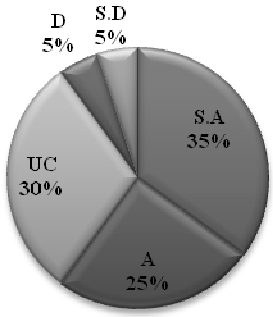
The Instructor maintains an environment that is conducive to learning.



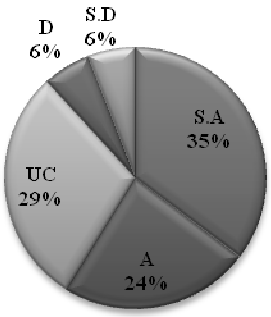
The Instructor arrives on time



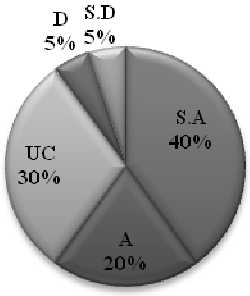
The Instructor leaves on time



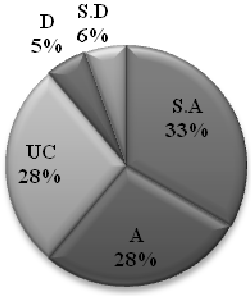
The Instructor is fair in examination

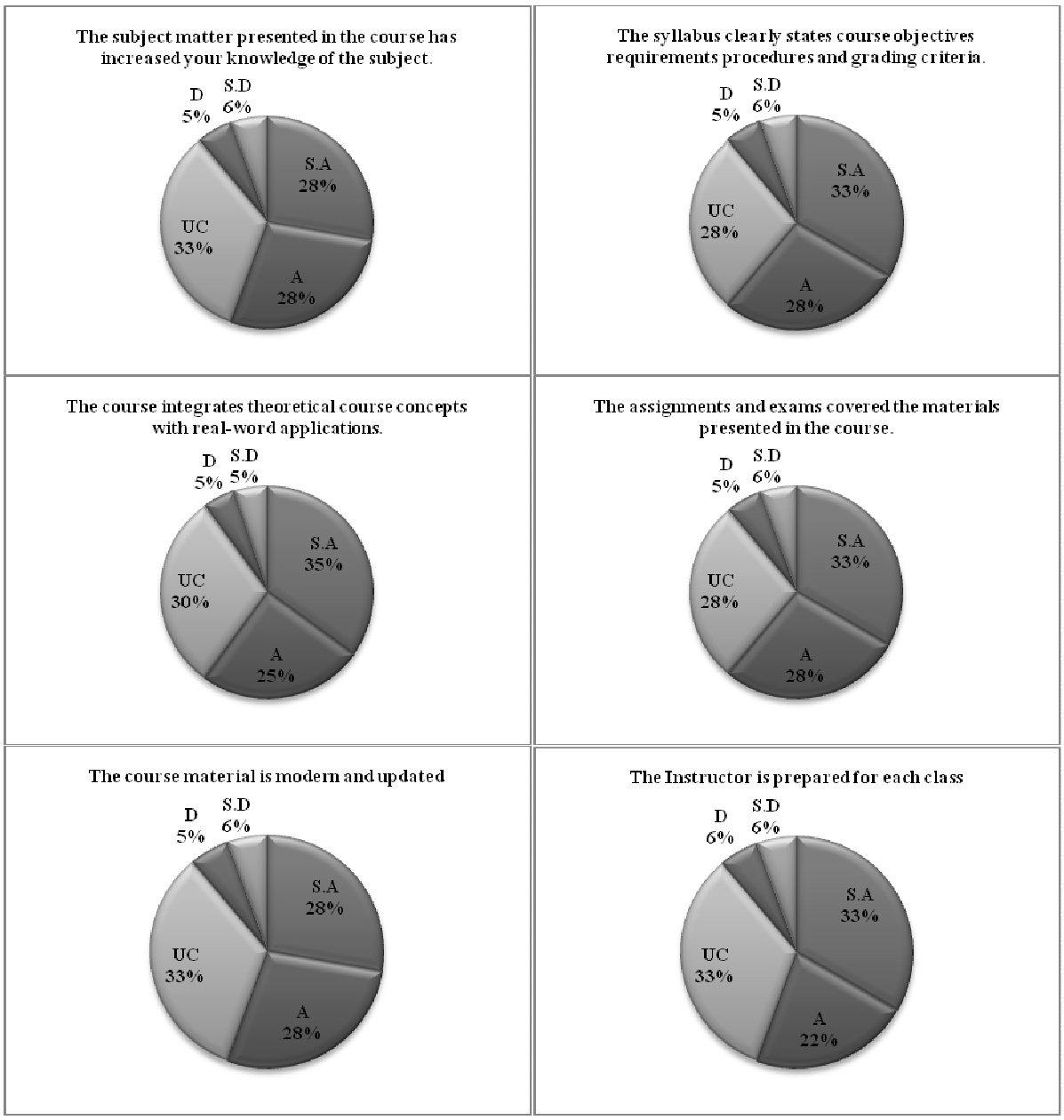


The Instructor returns the graded scripts. etc in a reasonable amount of time.



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





General Comments of the Students about the Teacher

Strength:

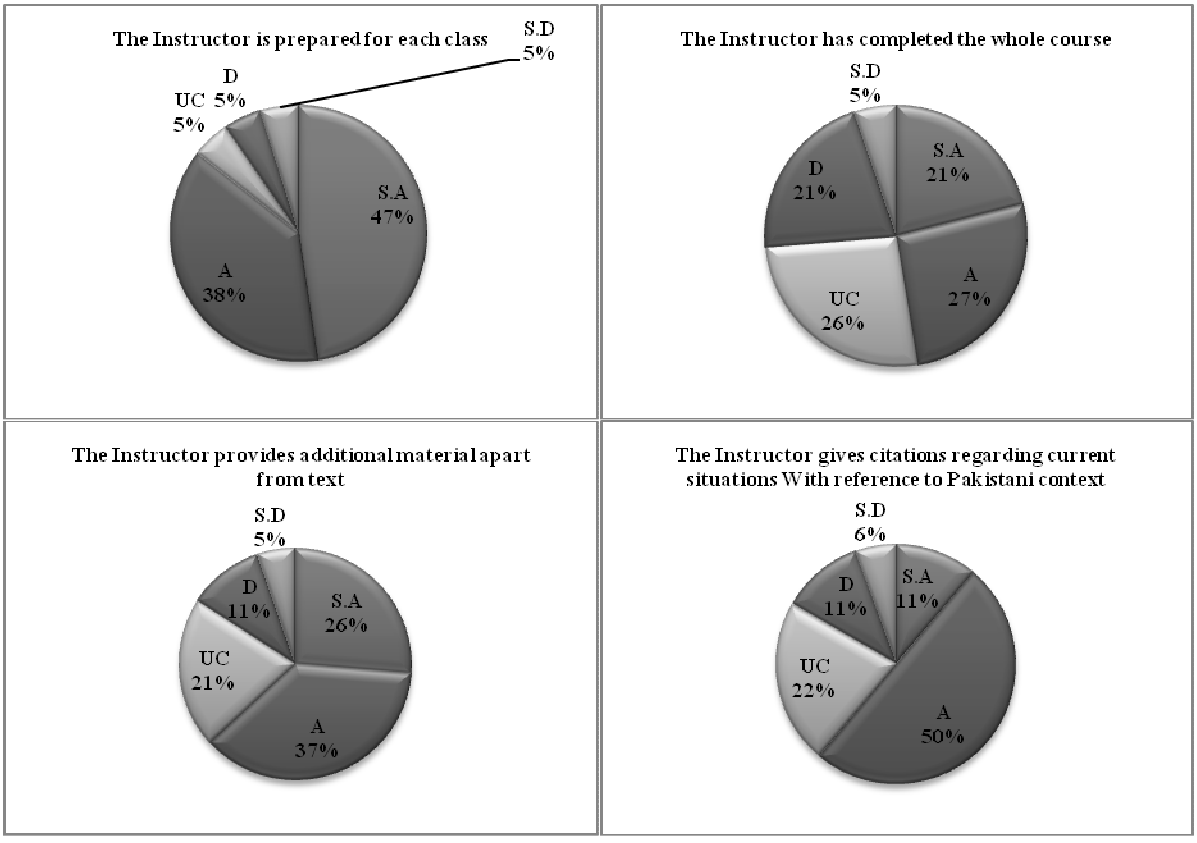
- Course material available
- Course objectives clear
- Good knowledge of the subject

Weakness:

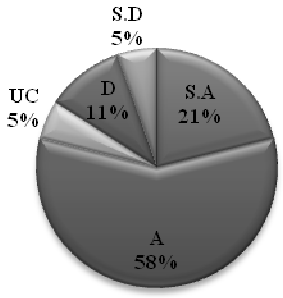
- Should add real world example

Mr. Shehzad Saqib (CS-632)

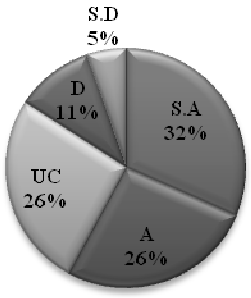
The graph for "The instructor is prepred for each class", shows that 47% are strongly agreed, 38% are agreed, 5% are uncertain, 5% are Disagreed and0% are strongly disagreed. The graph for "The Instructor provides additional material apart from text" , shows that 26% are strongly agreed, 37% are agreed, 21% are uncertain, 11% are Disagreed and 5% are strongly disagreed. The graph for "The Instructor maintains an environment that is conducive to learning." , shows that 28% are strongly agreed, 33% are agreed, 28% are uncertain, 5% are Disagreed and 8% are strongly disagreed. The graph for "The subject matter presented in the course has increased your knowledge of the subject" shows that 50% are strongly agreed, 12% are agreed, 19% are uncertain, 6% are Disagreed and 13% are strongly disagreed.



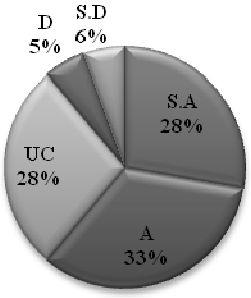
The Instructor communicates the subject matter effectively



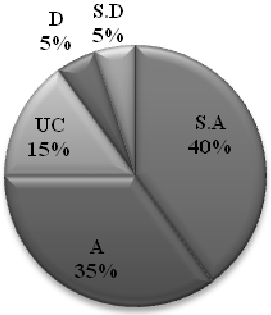
The Instructor shows respect towards students and encourages class participation.



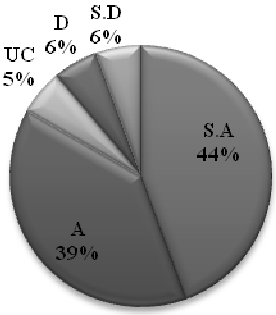
The Instructor maintains an environment that is conducive to learning.



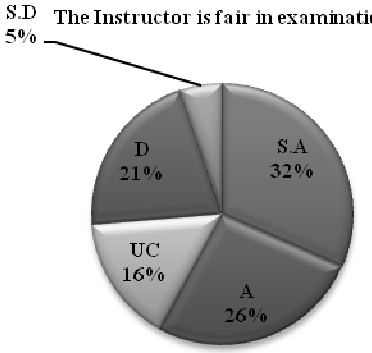
The Instructor arrives on time



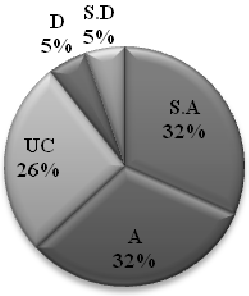
The Instructor leaves on time



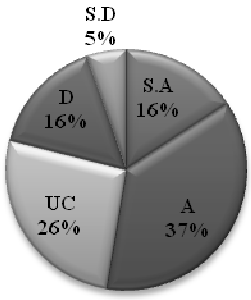
The Instructor is fair in examination

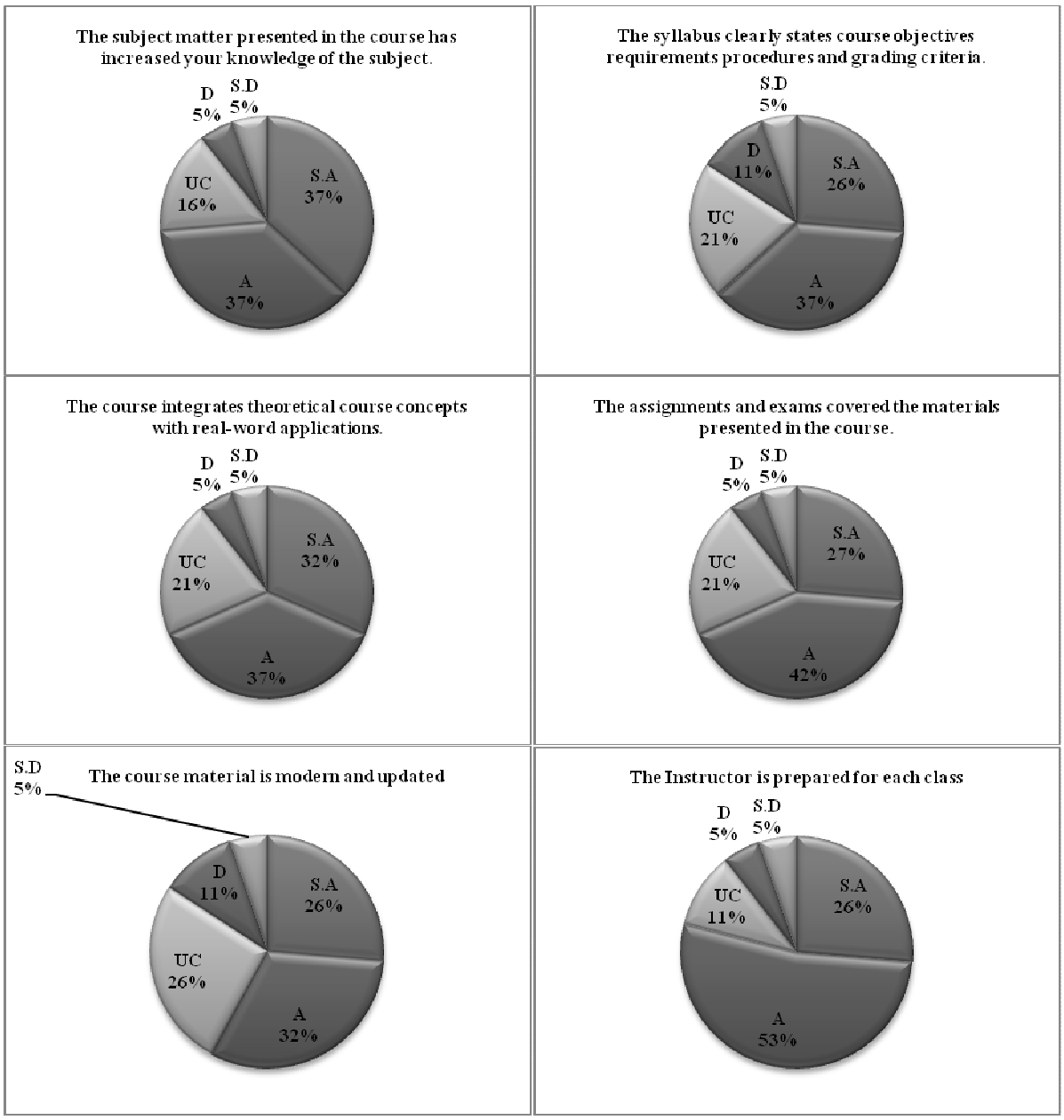


The Instructor returns the graded scripts. etc in a reasonable amount of time.



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





General Comments of the Students about the Teacher

Strength:

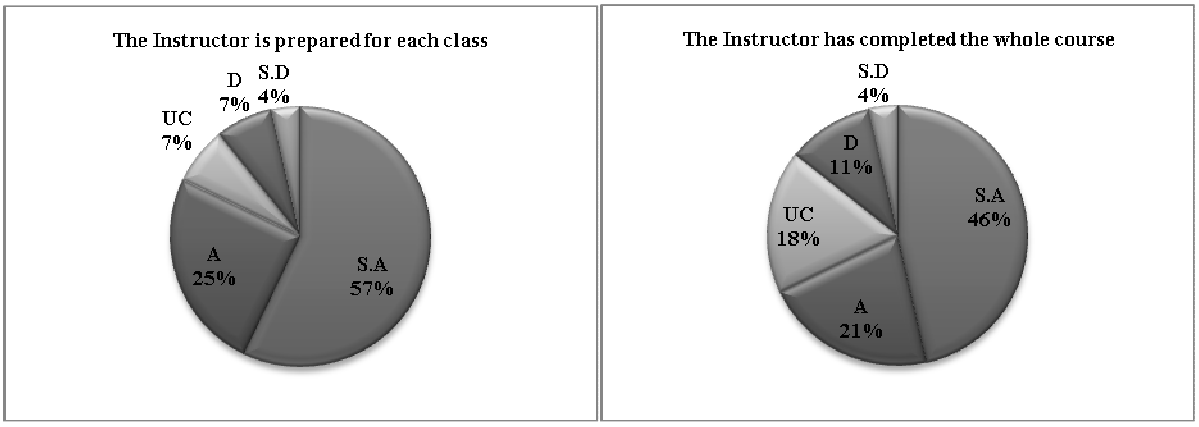
- Course material available
- Good pace

Weakness:

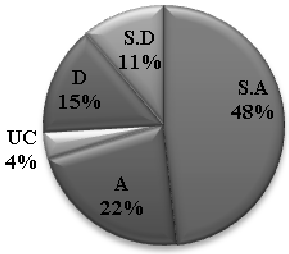
- Should discuss problem in detail
- Relevant material should be provided

Mr. Nasir Minhas (CS-565)

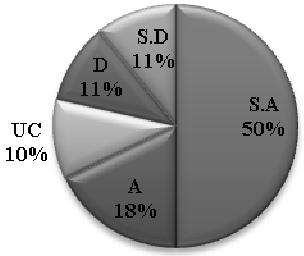
The pie chart shows the details of evaluation. The instructer has completed the whole course. The graph "The instructor has completed the whole course" indicates this. (46% strongly agree, 44% agree, 6% are uncertain, 11% disagreed and 13% strongly disagree). The instructor is punctual as reflected in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



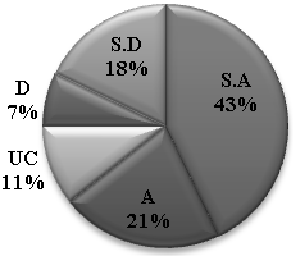
The Instructor provides additional material apart from text



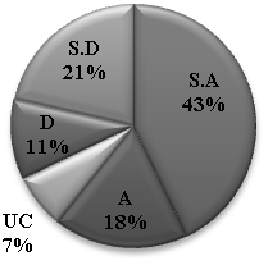
The Instructor gives citations regarding current situations With reference to Pakistani context



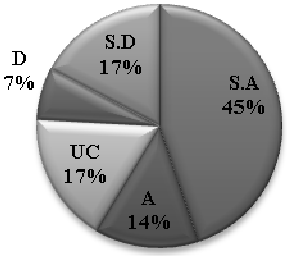
The Instructor communicates the subject matter effectively



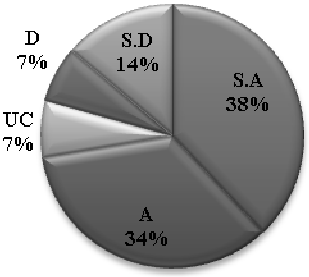
The Instructor shows respect towards students and encourages class participation.



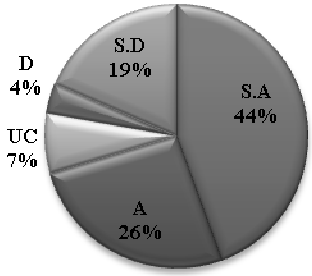
The Instructor maintains an environment that is conducive to learning.



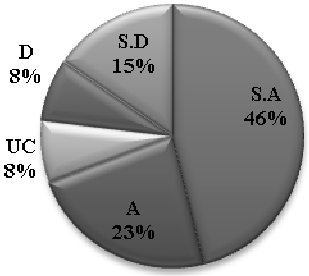
The Instructor arrives on time



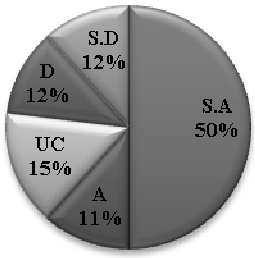
The Instructor leaves on time



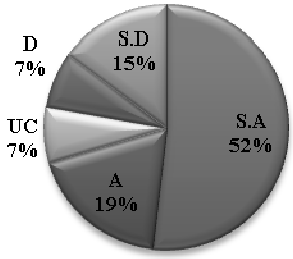
The Instructor is fair in examination



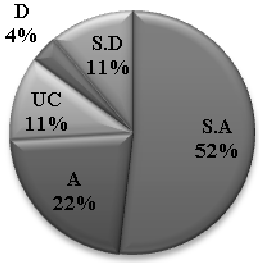
The Instructor returns the graded scripts. etc in a reasonable amount of time.



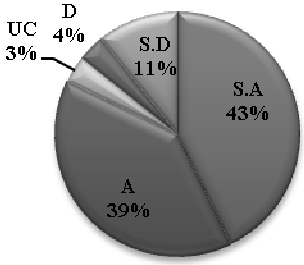
The Instructor was available during the specified officehours and for after class consultations.



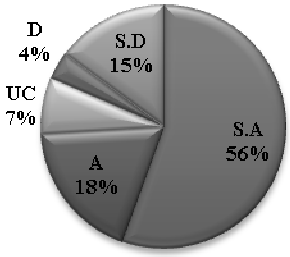
The subject matter presented in the course has increased your knowledge of the subject.



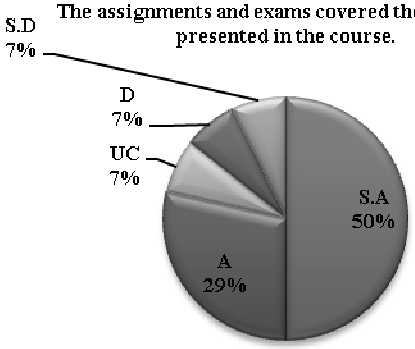
The syllabus clearly states course objectives requirements procedures and grading criteria.



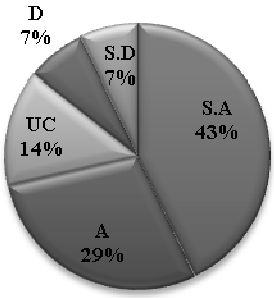
The course integrates theoretical course concepts with real-word applications.



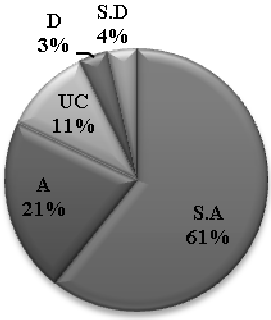
The assignments and exams covered the materials presented in the course.



The course material is modern and updated



The Instructor is prepared for each class



General Comments of the Students about the Teacher

Strength:

- Well prepared
- Punctual
- Fair in examinations

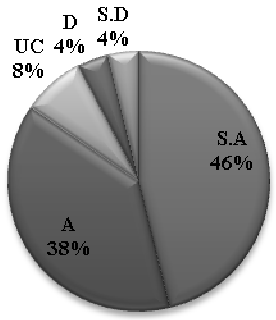
Weekness:

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

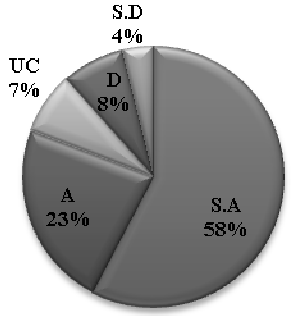
Mr. Muhammad Nazir (CS-443)

The pie chart shows the details of evaluation. The instructer has completed the whole course. The graph "The instructor has completed the whole course" indicates this. (58% strongly agree, 23% agree, 5% are uncertain, 7% disagreed and 4% strongly disagree). The instructor also provides additional study material apart from thr text to students. The graph "The instructor provides additional material apart from text reflects this. (41% strongly agree, 27% agree, 180% are uncertain, 5% disagreed and 5% strongly disagree). The instructor is well prepared for each class. This can be seen in the graph "The instructor is prepred for each class" (46% strongly agree, 38% agree, 8% are uncertain, 4% disagree and 4% strongly disagree). The instructor is always available for after class consultaions as shown in the graph "The instructor was available during the office hours and after class consultaion" 44% strongly agree, 43% agree, 40% are uncertain, 4% disagreed and 4% strongly disagree). The instructor show respects towards the students as shown in the graph "The instructor is modern and updated class participation". (34% strongly agree, 50% agree, 8% are uncertain, 4% disagreed and 4% strongly disagree).

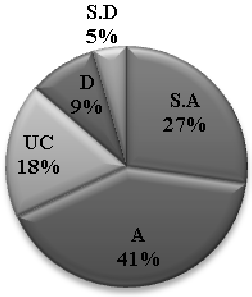
The Instructor is prepared for each class



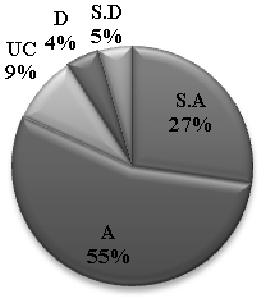
The Instructor has completed the whole course



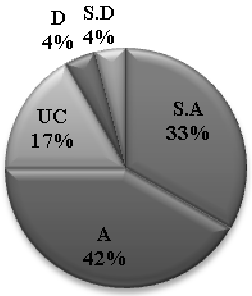
The Instructor provides additional material apart from text



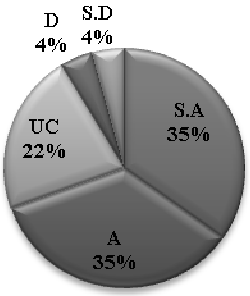
The Instructor gives citations regarding current situations With reference to Pakistani context



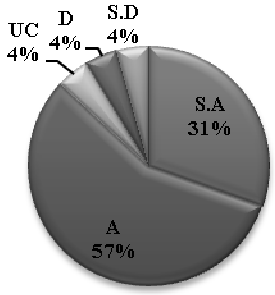
The Instructor communicates the subject matter effectively



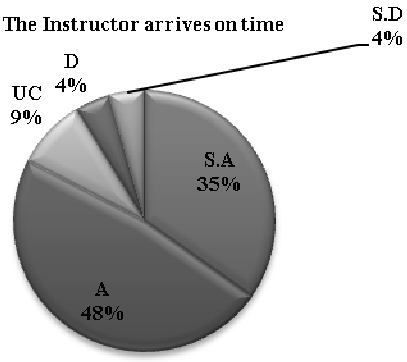
The Instructor shows respect towards students and encourages class participation.

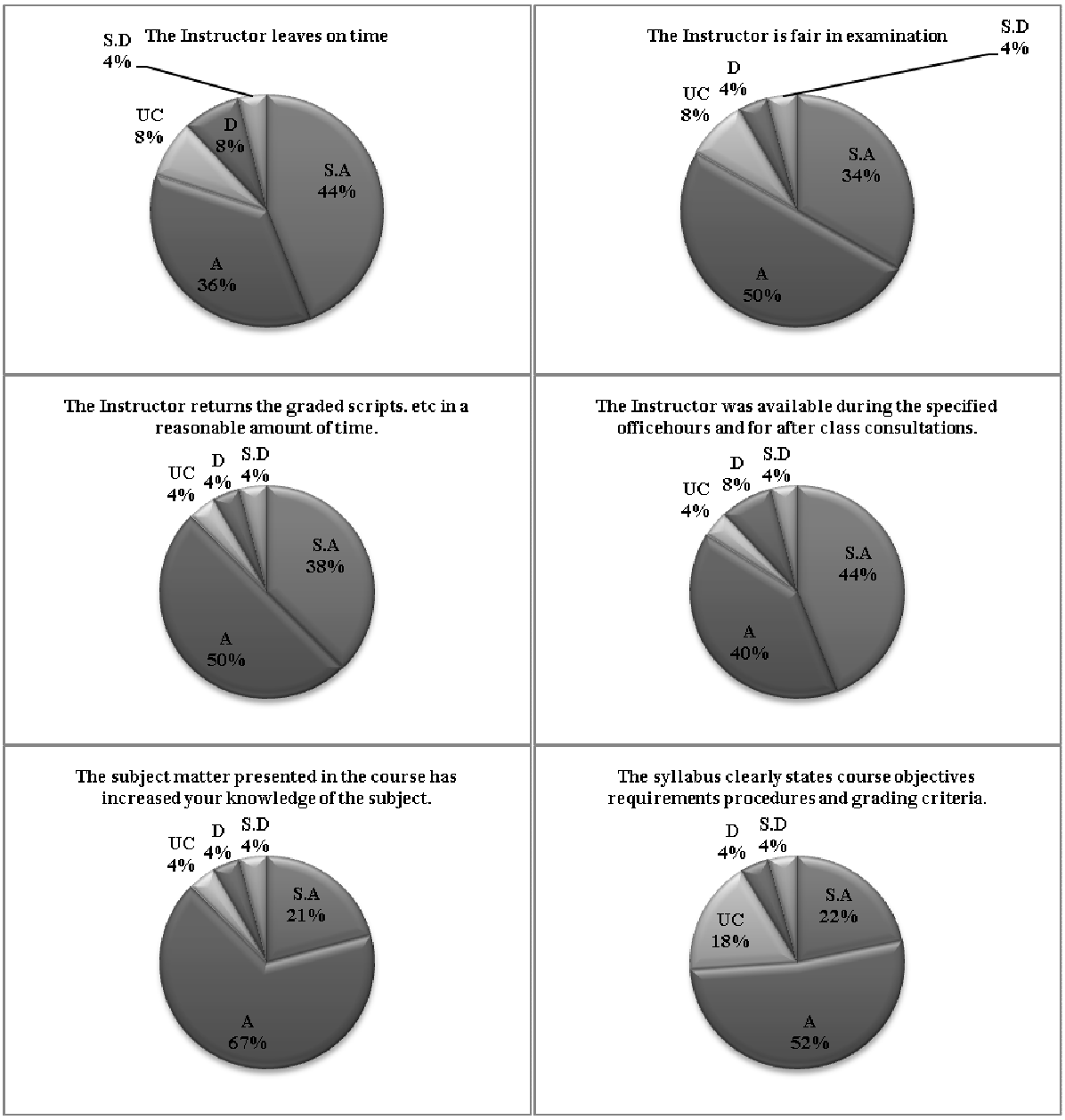


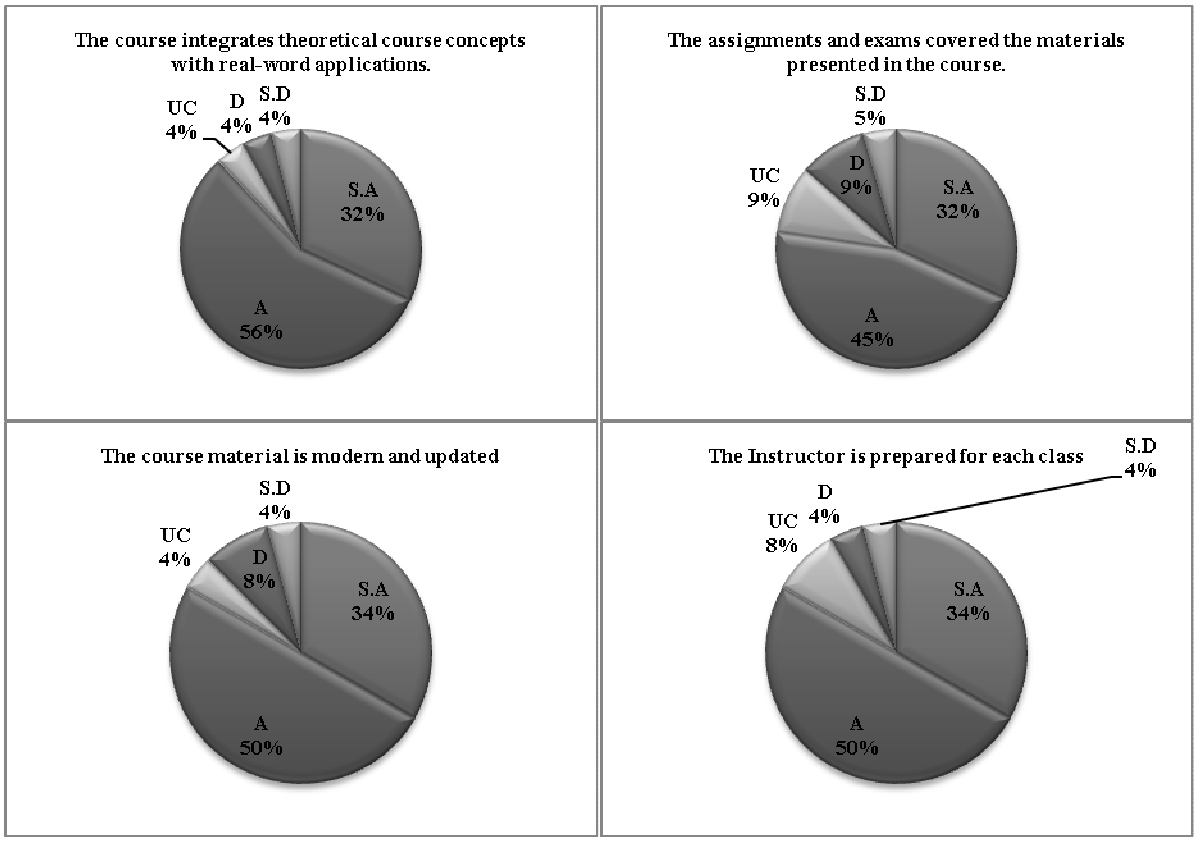
The Instructor maintains an environment that is conducive to learning.



The Instructor arrives on time




The Instructor leaves on time
S.D 4%
UC 8%
D 8%
S.A 44%
A 36%
The Instructor is fair in examination
S.D 4%
D 4%
UC 8%
S.A 34%
A 50%
The Instructor returns the graded scripts. etc in a reasonable amount of time.
UC 4%
D 4%
S.D 4%
S.A 38%
A 50%
The Instructor was available during the specified officehours and for after class consultations.
D 8%
S.D 4%
UC 4%
S.A 44%
A 40%
The subject matter presented in the course has increased your knowledge of the subject.
UC 4%
D 4%
S.D 4%
S.A 21%
A 67%
The syllabus clearly states course objectives requirements procedures and grading criteria.
D 4%
S.D 4%
S.A 22%
UC 18%
A 52%



General Comments of the Students about the Teacher

Strength:

- Well prepared
- Fair in examinations

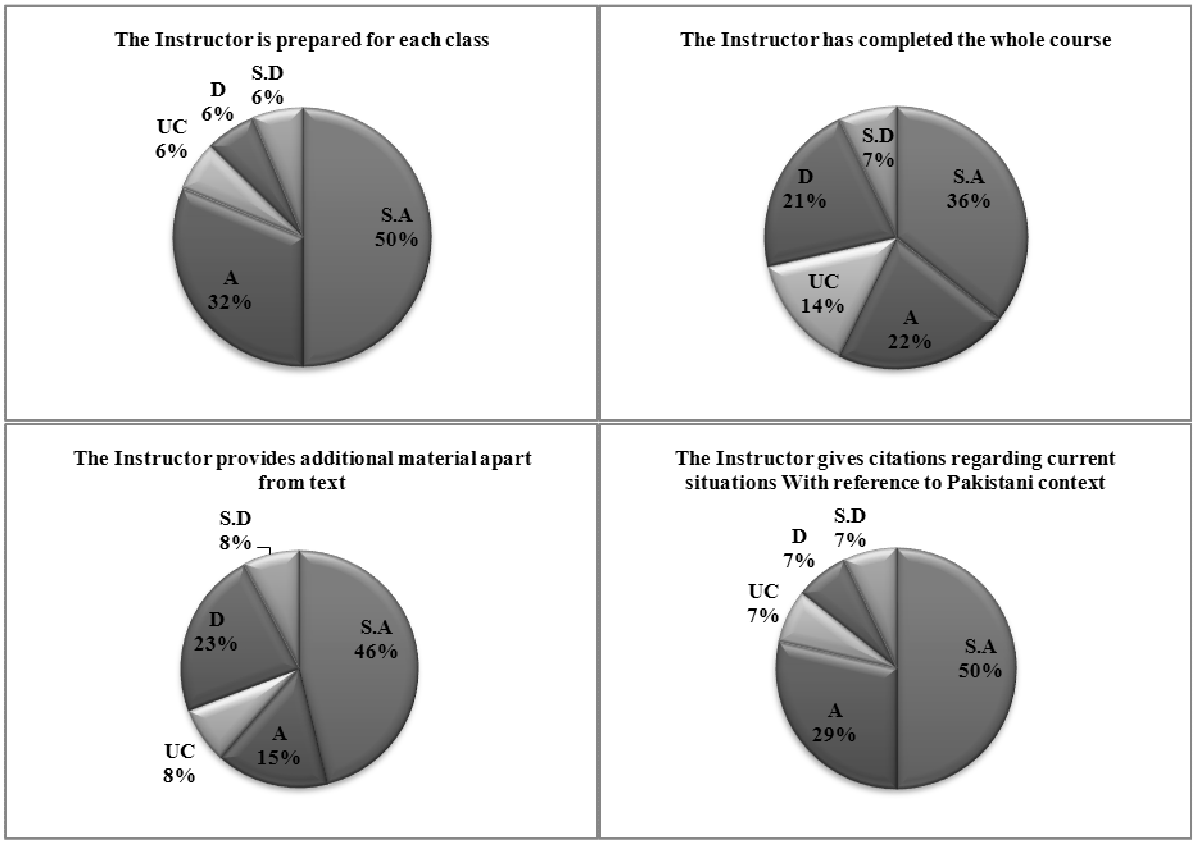
Weekness:

- Teacher should provide additional material apart from the text

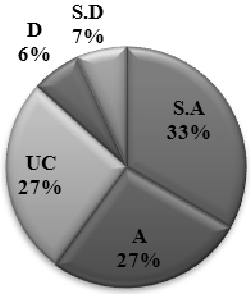
<u>Mr. Yasir Hafeez (CS-400)</u>

The pie chart shows the detail of evaluation. The graph for "The instructor is prepared for each class", shows that 50% are strongly agreed, 32% are agreed, 6% are uncertain, 6% are Disagreed and 6% are strongly disagreed. The graph for "The instructor has completed the whole course", shows that 36% are strongly agreed, 22% are agreed, 14% are uncertain, 21% are Disagreed and 7% are strongly disagreed. The graph for "The instructor shows respect towards students", shows that 46% are strongly agreed, 31% are agreed, 7% are uncertain, 8% are Disagreed and

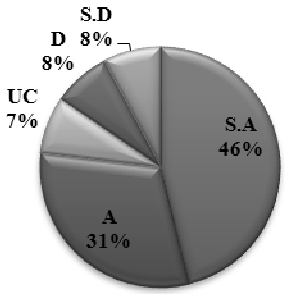
8% are strongly disagreed. The graph for "The instructor is fair in examination", shows that 42% are strongly agreed, 34% are agreed, 8% are uncertain, 8% are Disagreed and 8% are strongly disagreed. The graph for "The instructor arrives on time", shows that 53% are strongly agreed, 29% are agreed, 6% are uncertain, 6% are Disagreed and 6% are strongly disagreed. The graph for "The course material is modern and updated", shows that 50% are strongly agreed, 25% are agreed, 9% are uncertain, 8% are Disagreed and 8% are strongly disagreed. The graph for "The teacher returns graded scripts in a resonable amount of time", shows that 57% are strongly agreed, 22% are agreed, 7% are uncertain, 7% are Disagreed and 7% are strongly disagreed.



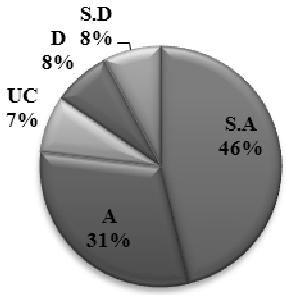
The Instructor communicates the subject matter effectively



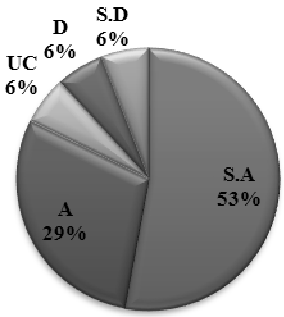
The Instructor shows respect towards students and encourages class participation.



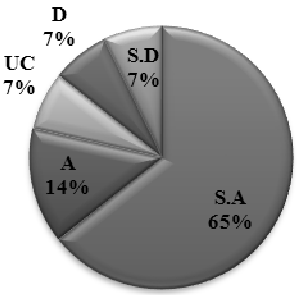
The Instructor maintains an environment that is conducive to learning.



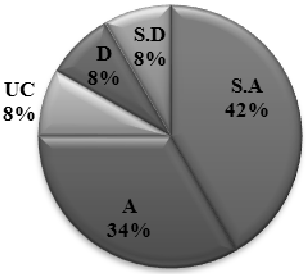
The Instructor arrives on time



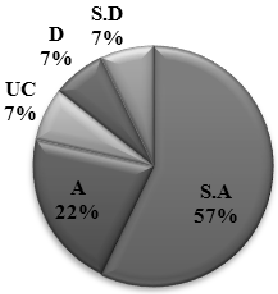
The Instructor leaves on time



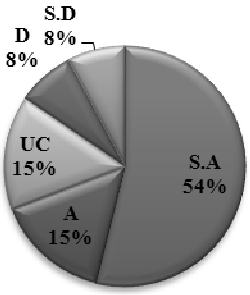
The Instructor is fair in examination

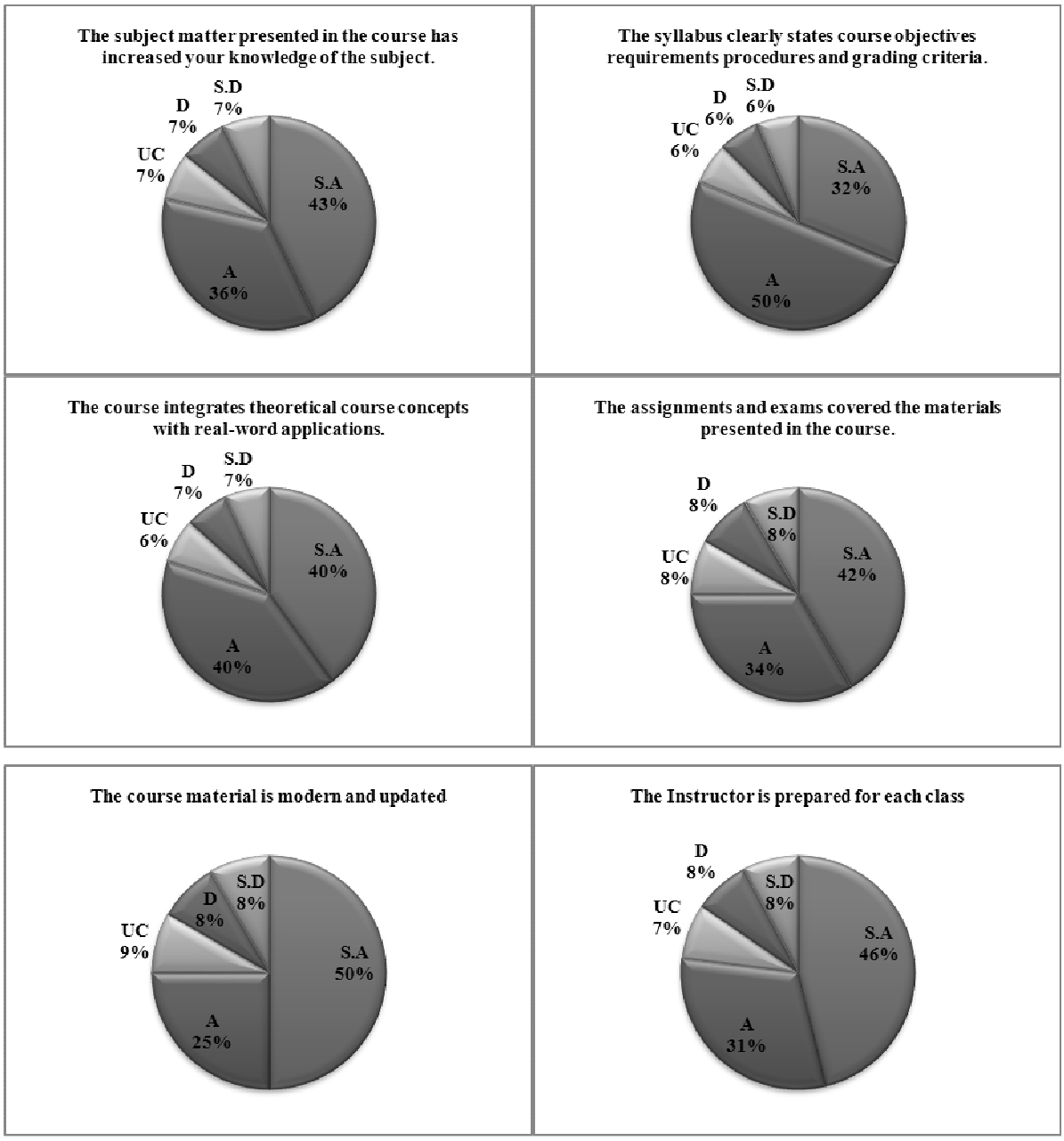


The Instructor returns the graded scripts. etc in a reasonable amount of time.



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





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

General Comments of the Students about this Teacher

Strengths:

- Teacher encourages students' participation and gives respect to students.
- Teacher is punctual and fair in marking.

Weaknesses:

- Teacher should include modern concepts in her lectures to increase student knowledge.
- Teacher has not covered the syllabus completely.

Student Course Evaluation

The courses of the teachers for BS CS degree program were also evaluated. The results are summarized. The teacher who taught CS-565 has score 80%, the teacher for course CS-443 has score 76%, the teacher for CS-632 has score 74%, the teacher for CS-577 has score 77%, the teacher for CS-552 has score 78%, the teacher for CS-452 has score 78%, the teacher for CS-536 has score 80%, the teacher for MGT-316 has score 79%, the teacher for CS-600 has score 79%, teacher for CS-400 has score 76% and the teacher for CS 423 has score 83%. The comparison of scores is given in the figure below:

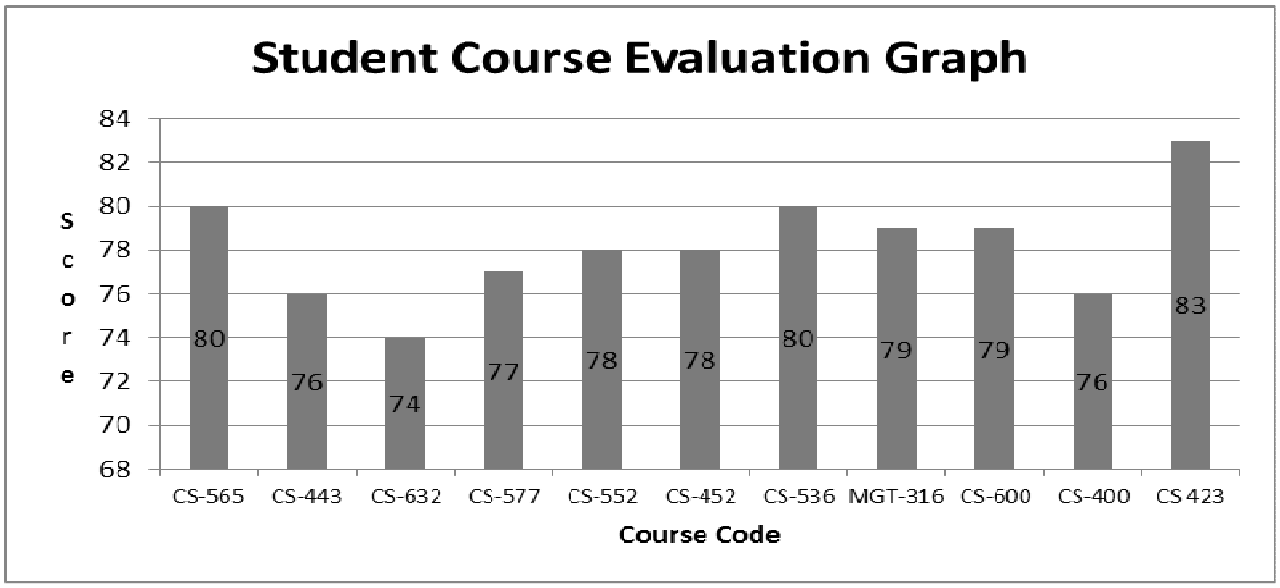


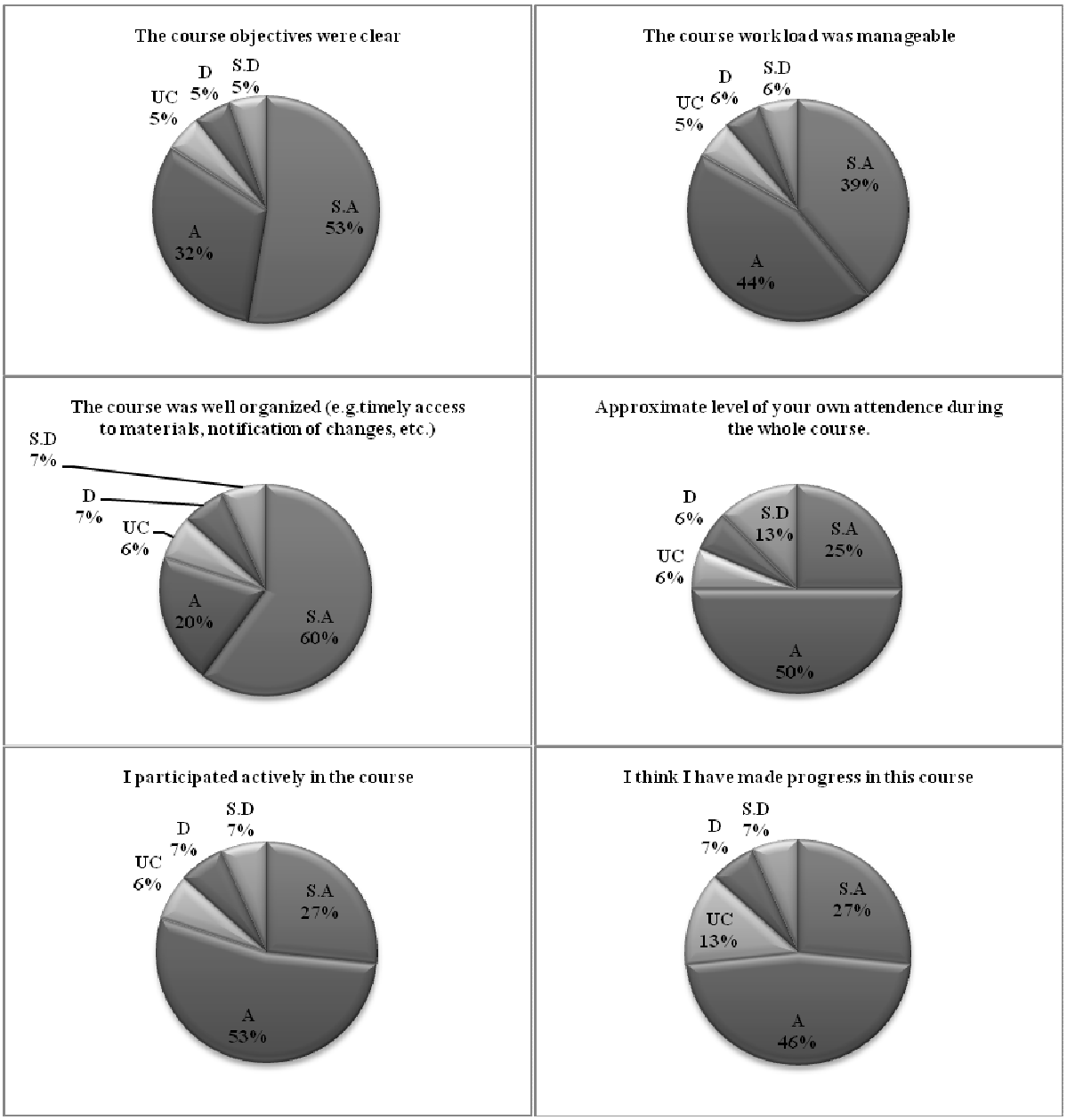
Figure 2: Course Evaluation Graph

Each course evalution has be presented graphically below.

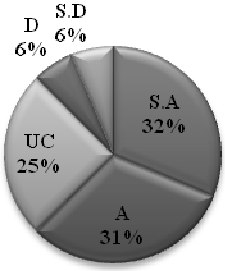
CS-565 (Mr. Nasir Minhas)

The pi chart shows that 53% of the students strongly agree that course objectives are clear. The 32% agree with the notion. Only 5% do not agree and 5% strongly disagree. The course load was manageable as 39% of the students strongly agree and 44% of the students agree. 6% of the students do not agree and 6% strongly disagree. The course material was well organized this is strongly agreed by 60% of the students and 20% of the students agree. The approximate level of attendance of the teacher during the course was good, it is agreed by 50% of the students and

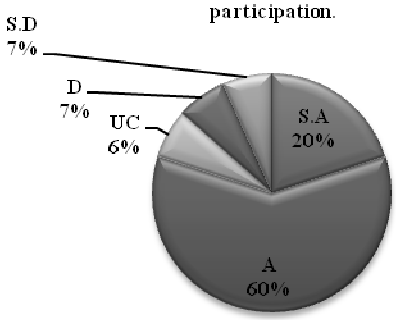
25% strongly agree. The learning and teaching method of the teacher encouraged the participants; this is agreed by 60% of the students and strongly agreed by 20% of the students. Around 14% of the students do not agree with the concept.



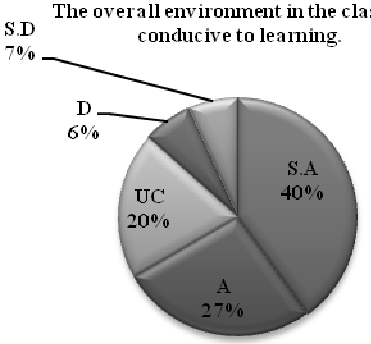
I think the course was well constructed to achieve the learning our comes (there was a good balance of lecture, tutorieals, partical etc.)



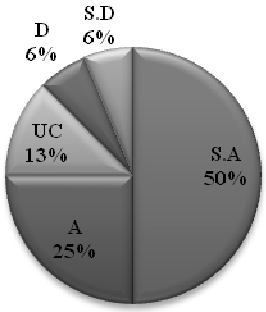
The learning and teaching methods encouraged participation.



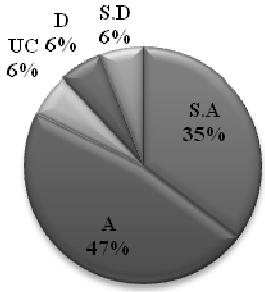
The overall environment in the class was conducive to learning.



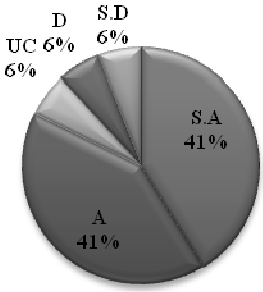
Classrooms were satisfactory



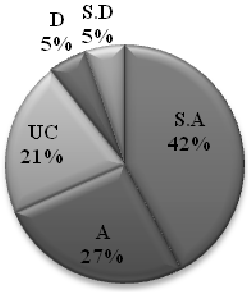
Learning materials (lesson plans, course notes etc.) were relevant and useful.



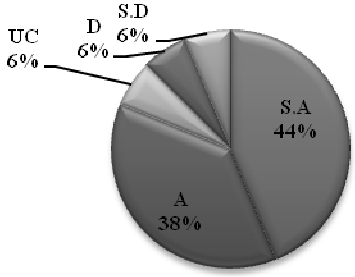
Recommended readingbooks etc. were relevant and appropriate.



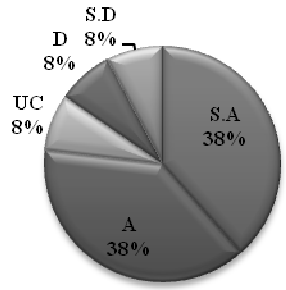
The provision of learning resources in the library was adequate and appropriate.



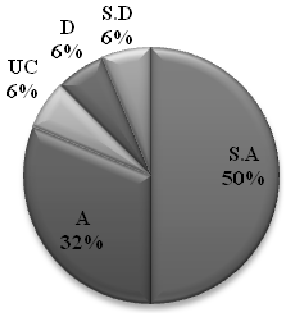
The provision of learning resources on the web was adequate and appropriate. (if relevant)



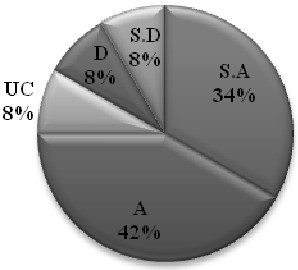
The course stimulated by interest and thought on the subject area.



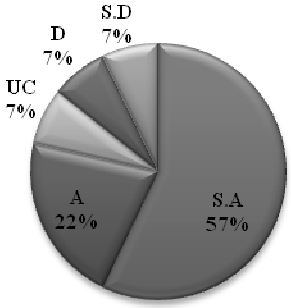
The pace of the course was appropriate



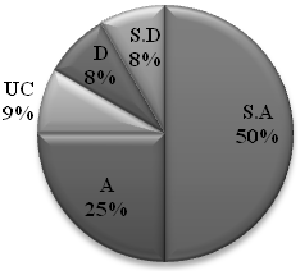
Ideas and concepts were presented clearly



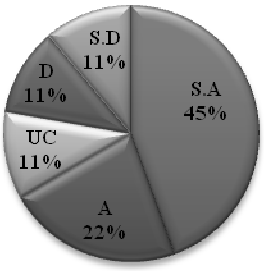
The method of assessment were reasonable



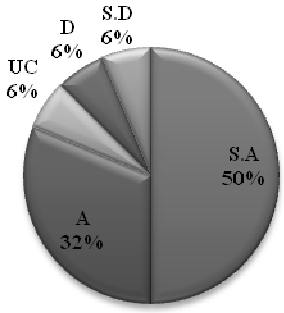
Feedback on assessment was timely



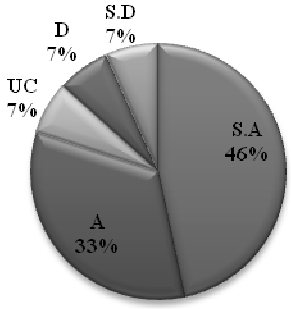
Feedback on assessment was helpful

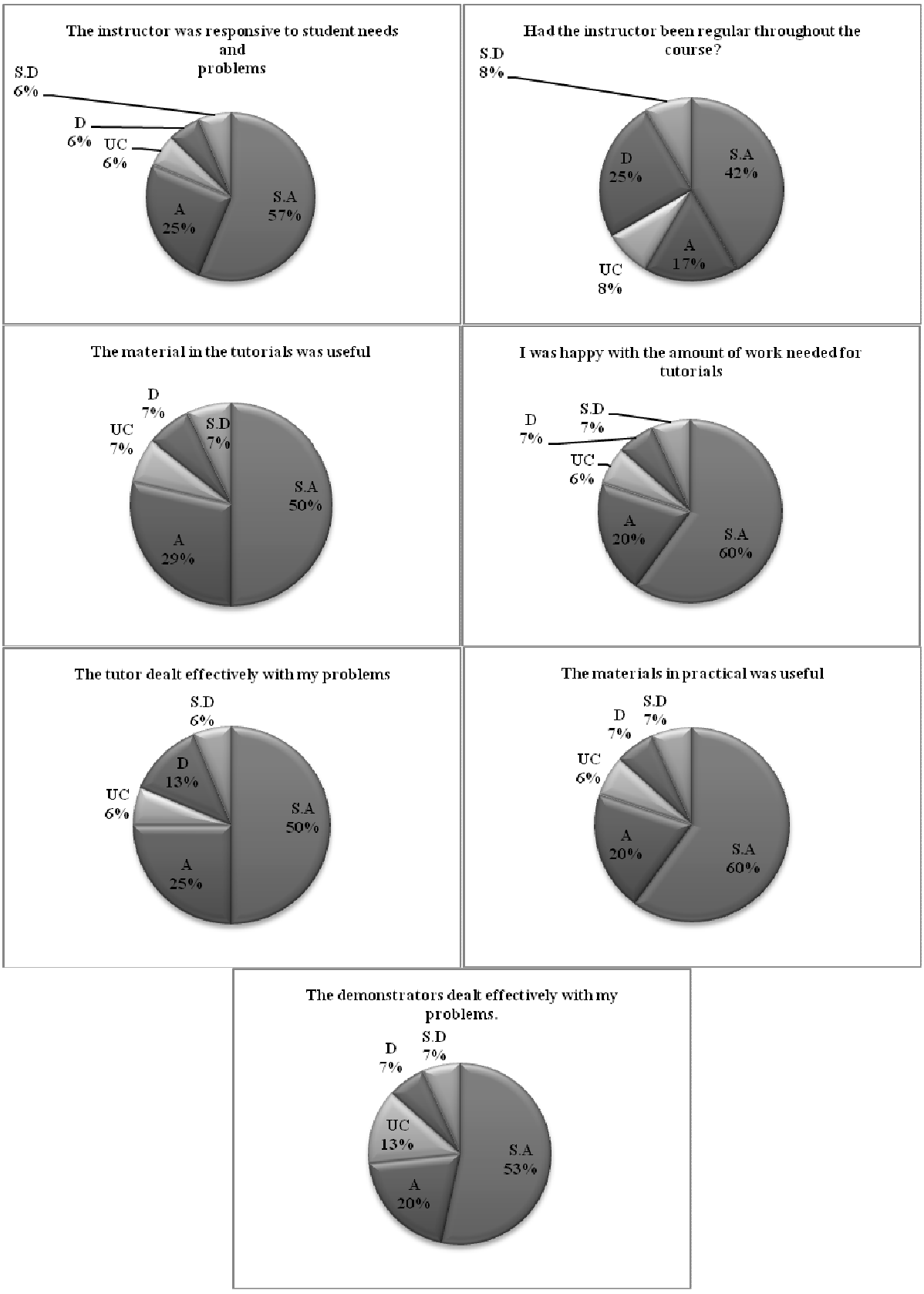


I understood the lectures



The material was well organized and presented




The instructor was responsive to student needs and problems
S.D 6%
D 6%
UC 6%
A 25%
S.A 57%
Had the instructor been regular throughout the course?
S.D 8%
D 25%
S.A 42%
A 17%
UC 8%
The material in the tutorials was useful
D 7%
UC 7%
S.D 7%
S.A 50%
A 29%
I was happy with the amount of work needed for tutorials
S.D 7%
D 7%
UC 6%
A 20%
S.A 60%
The tutor dealt effectively with my problems
S.D 6%
D 13%
UC 6%
S.A 50%
A 25%
The materials in practical was useful
S.D 7%
D 7%
UC 6%
A 20%
S.A 60%
The demonstrators dealt effectively with my problems.
D 7%
S.D 7%
UC 13%
S.A 53%
A 20%

General Comments of Students about this course:

Strengths :

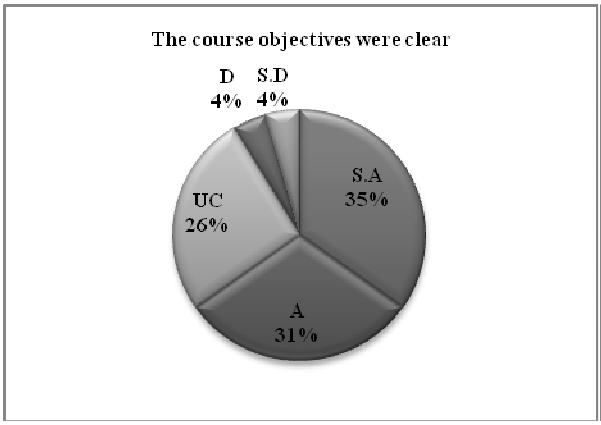
- Understanding of the course
- Clear Objectives
- Well organized material

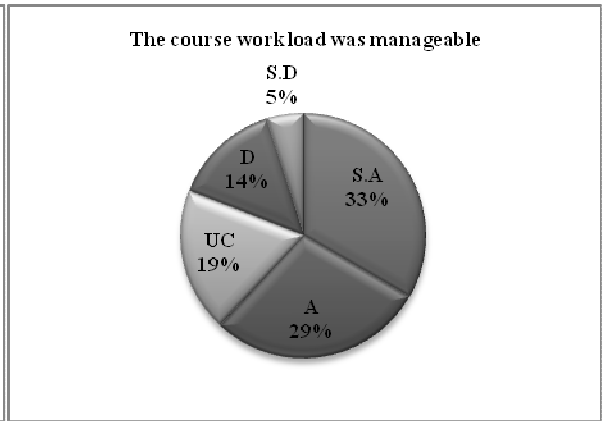
Weeknesses:

- More practical material should be added

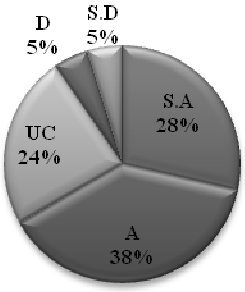
CS-443(Mr. Muhammad Nazir)

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

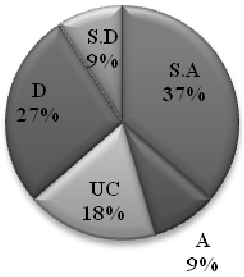




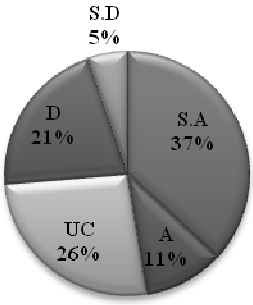
The course was well organized (e.g.timely access to materials, notification of changes, etc.)



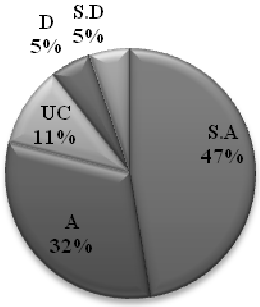
Approximate level of your own attendence during the whole course.



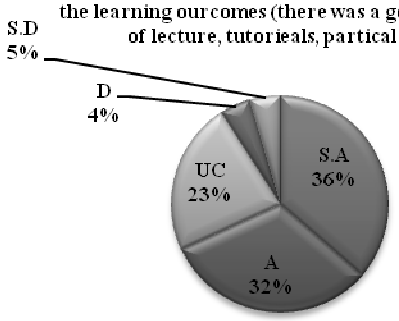
I participated actively in the course



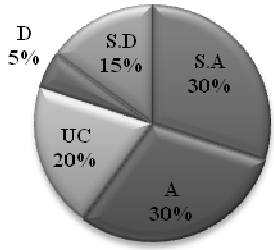
I think I have made progress in this course



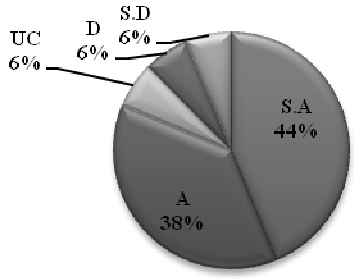
I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorieals, partical etc.)



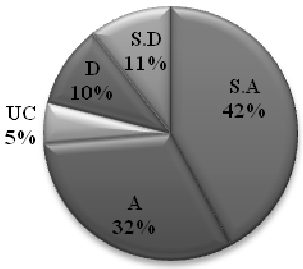
The learning and teaching methods encouraged participation.



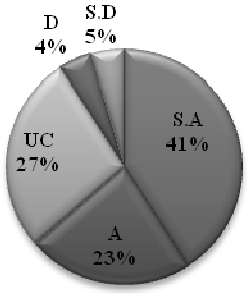
The overall environment in the class was conducive to learning.



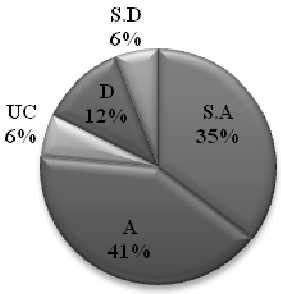
Classrooms were satisfactory



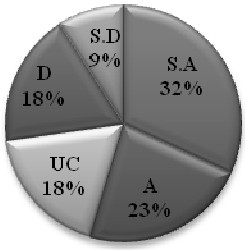
Learning materials (lesson plans, course notes etc.) were relevant and useful.



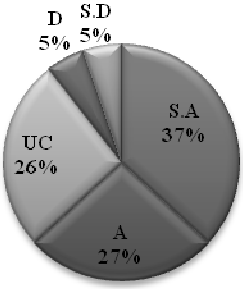
Recommended reading books etc. were relevant and appropriate.



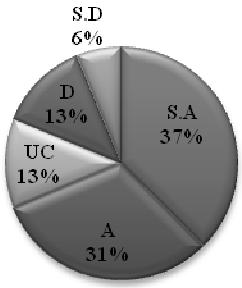
The provision of learning resources in the library was adequate and appropriate.



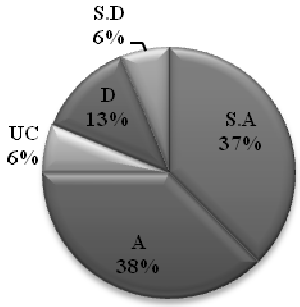
The provision of learning resources on the web was adequate and appropriate. (if relevant)



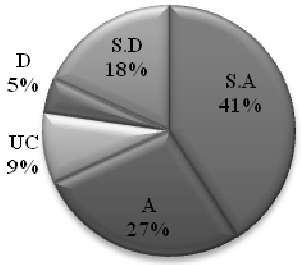
The course stimulated by interest and thought on the subject area.



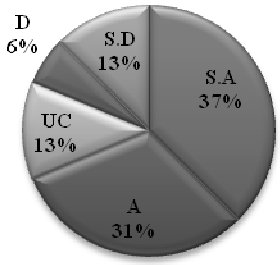
The pace of the course was appropriate



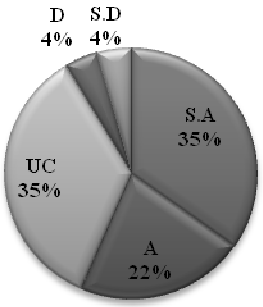
Ideas and concepts were presented clearly



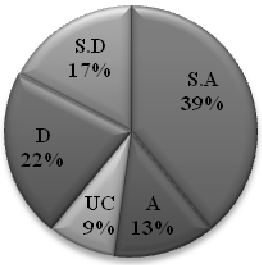
The method of assessment were reasonable



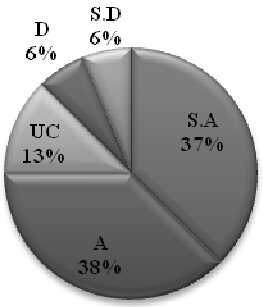
Feedback on assessment was timely



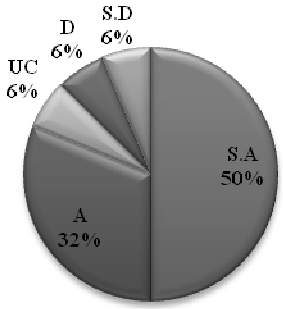
Feedback on assessment was helpful



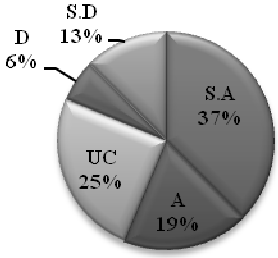
I understood the lectures



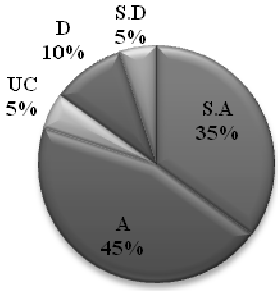
The material was well organized and presented



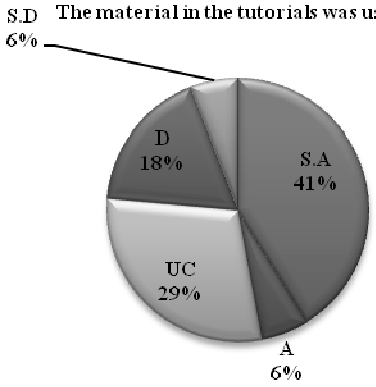
The instructor was responsive to student needs and problems



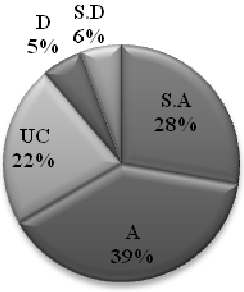
Had the instructor been regular throughout the course?

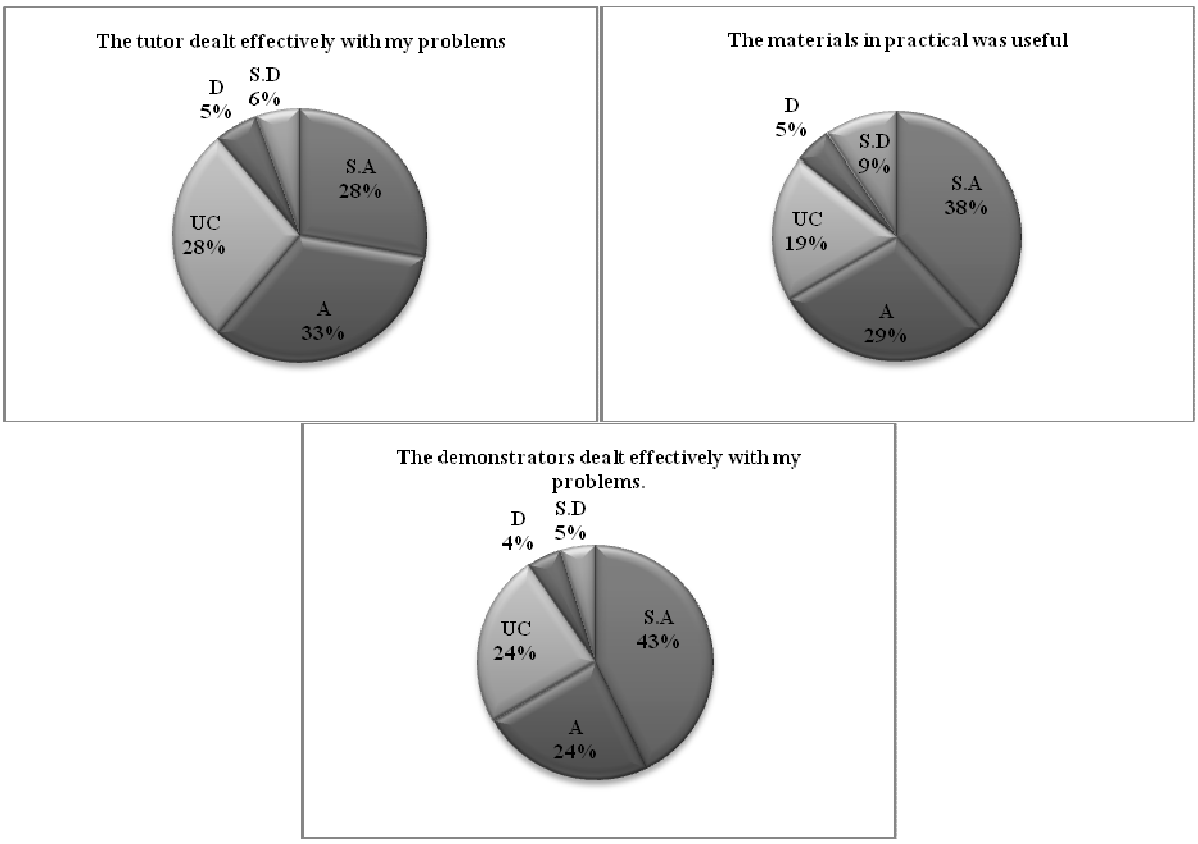


The material in the tutorials was useful



I was happy with the amount of work needed for tutorials





General Comments of Students about this course:

Strengths :

- Conductive envoirnment in class
- Good communication with students
- Well organized material

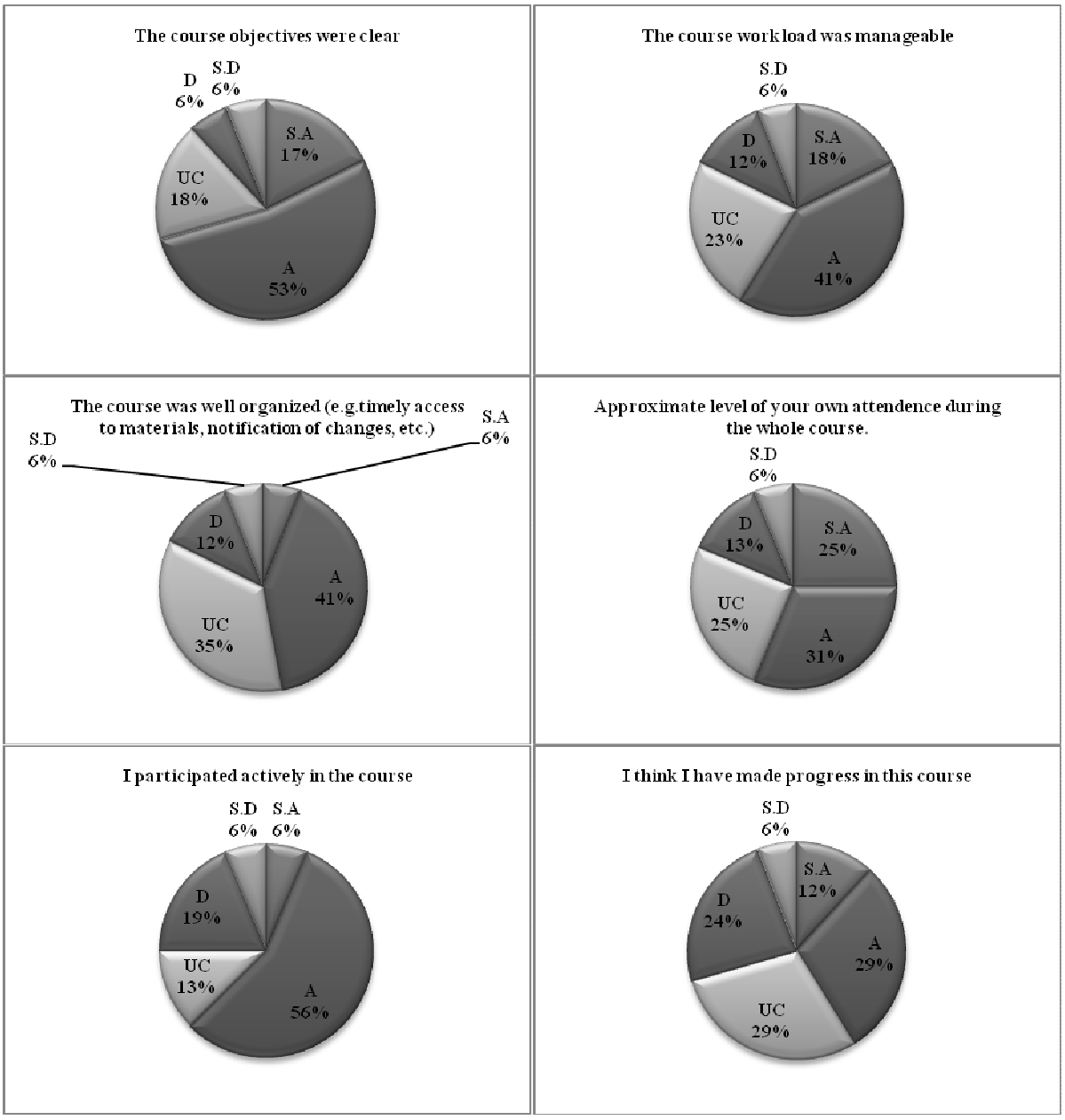
Weeknesses:

- Tutorials should be added
- More practical material should be added

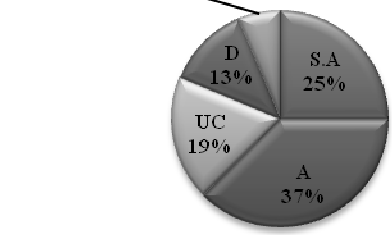
CS-632 (Mr. Shehzad Saqib)

The pie chart shows that 17% of the students strongly agree that course objectives are clear. The 53% agree with the notion. Only 6% do not agree and 6% strongly disagree. The course load was manageable as 18% of the students strongly agree and 41% of the students agree. 6% of the students do not agree and 12% strongly disagree. The course material was well organized this is strongly agreed by 6% of the students and 41% of the students agree. The approximate level of

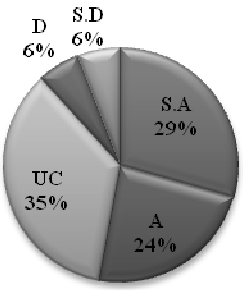
attendance of the teacher during the course was good, it is agreed by 31% of the students and 25% strongly agree. The learning and teaching method of the teacher encouraged the participants; this is agreed by 37% of the students and strongly agreed by 25% of the students. Around 6% of the students do not agree with the concept.



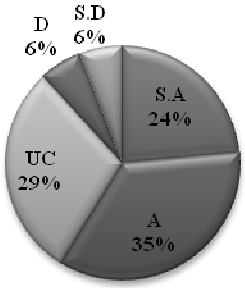
I think the course was well constructed to achieve the learning our comes (there was a good balance of lecture, tutorieals, partical etc.)



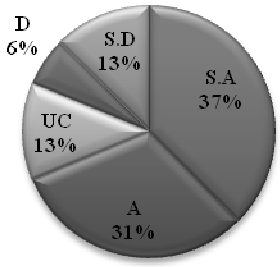
The learning and teaching methods encouraged participation.



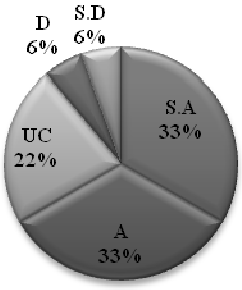
The overall environment in the class was conducive to learning.



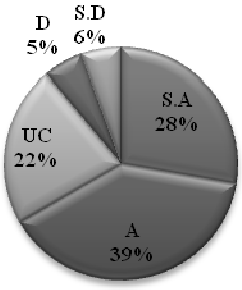
Classrooms were satisfactory



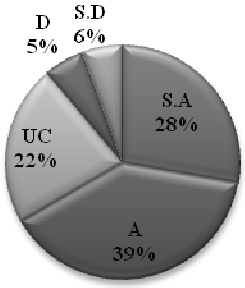
Learning materials (lesson plans, course notes etc.) were relevant and useful.



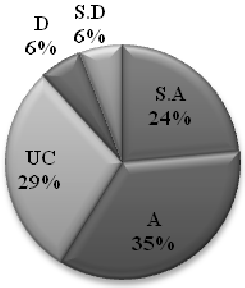
Recommended readingbooks etc. were relevant and appropriate.



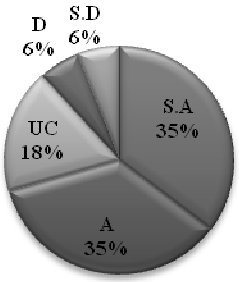
The provision of learning resources in the library was adequate and appropriate.



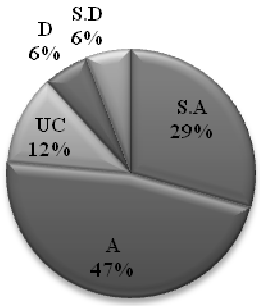
The provision of learning resources on the web was adequate and appropriate. (if relevant)



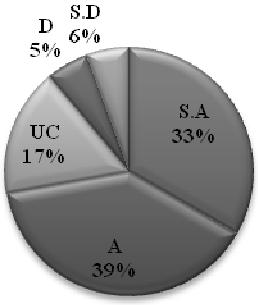
The course stimulated by interest and thought on the subject area.



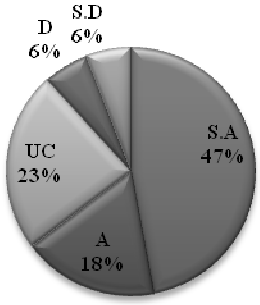
The pace of the course was appropriate



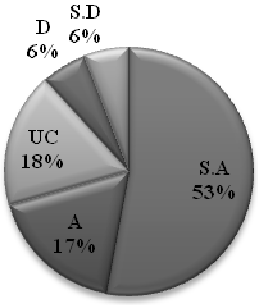
Ideas and concepts were presented clearly



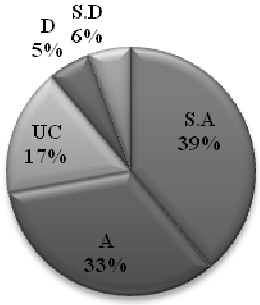
The method of assessment were reasonable



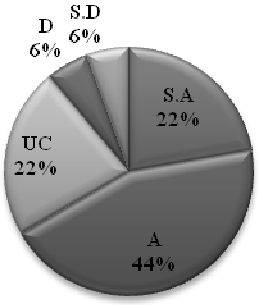
Feedback on assessment was timely



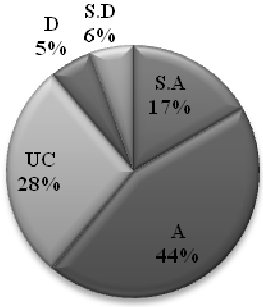
Feedback on assessment was helpful

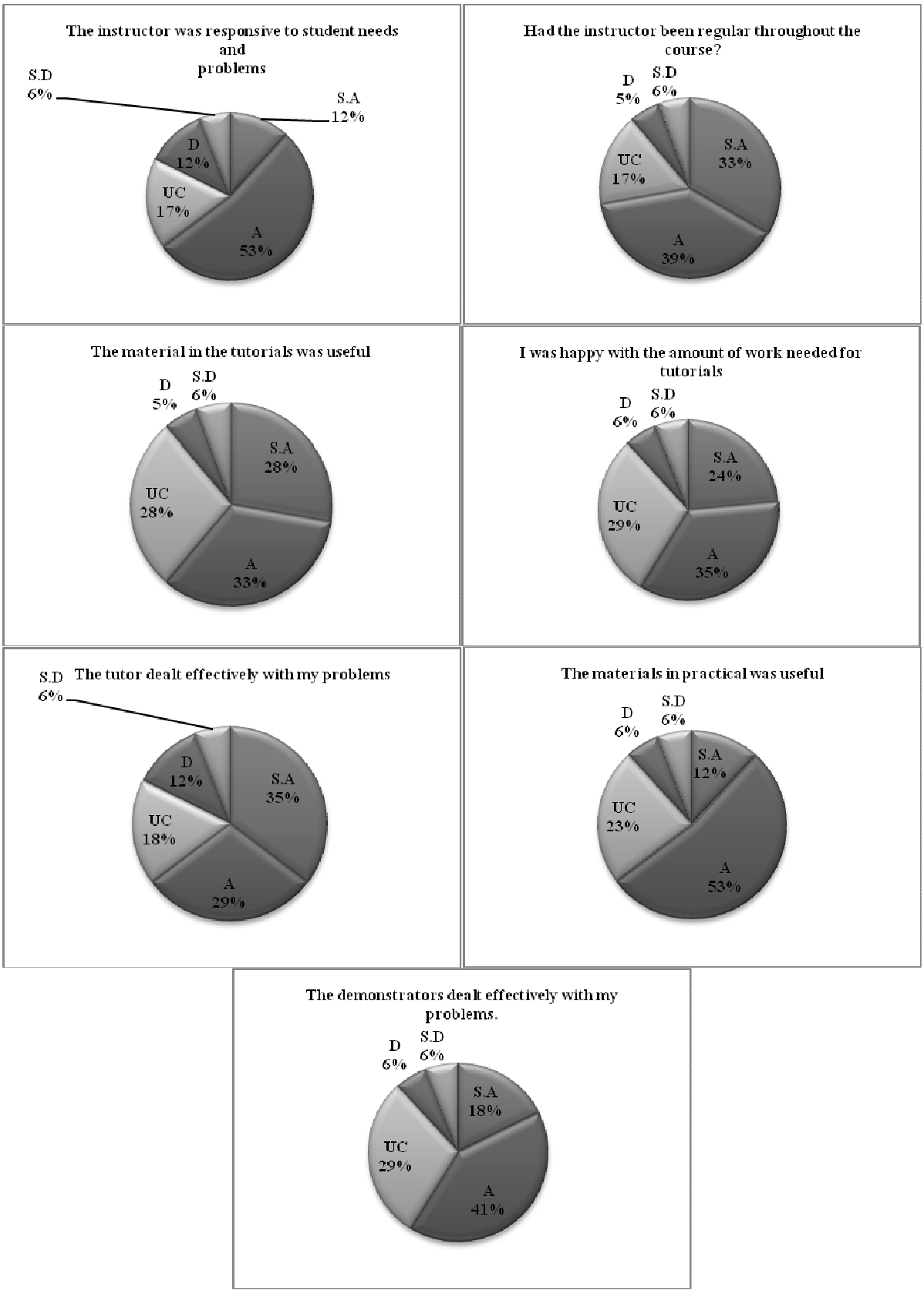


I understood the lectures



The material was well organized and presented




The instructor was responsive to student needs and problems
S.D 6%
S.A 12%
D 12%
UC 17%
A 53%
Had the instructor been regular throughout the course?
D 5%
S.D 6%
S.A 33%
UC 17%
A 39%
The material in the tutorials was useful
D 5%
S.D 6%
S.A 28%
UC 28%
A 33%
I was happy with the amount of work needed for tutorials
D 6%
S.D 6%
S.A 24%
UC 29%
A 35%
S.D 6%
The tutor dealt effectively with my problems
D 12%
S.A 35%
UC 18%
A 29%
The materials in practical was useful
D 6%
S.D 6%
S.A 12%
UC 23%
A 53%
The demonstrators dealt effectively with my problems.
D 6%
S.D 6%
S.A 18%
UC 29%
A 41%

General Comments of Students about this course:

Strengths :

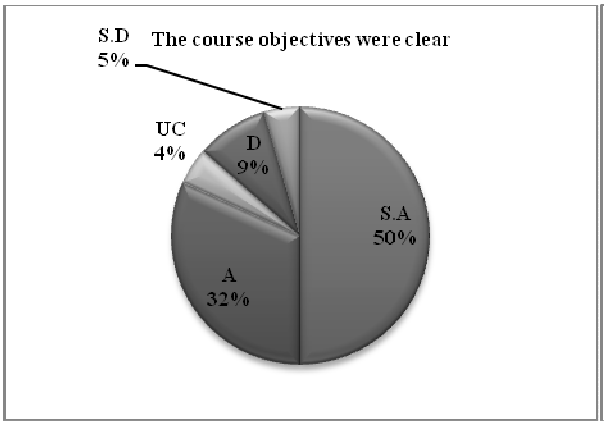
- Objectives well clear
- Reference material provided
- Well organized material

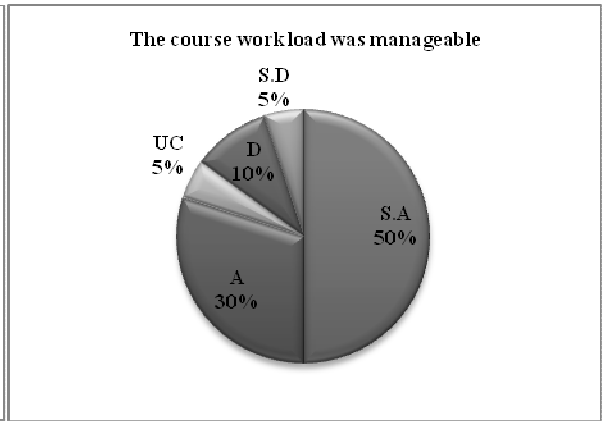
Weeknesses:

- Demonstartion should be more effective

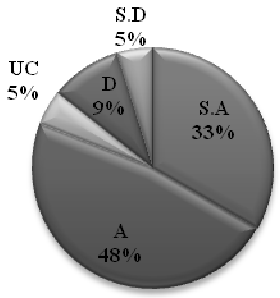
CS-577 (Mr. Mushhad Gillani)

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

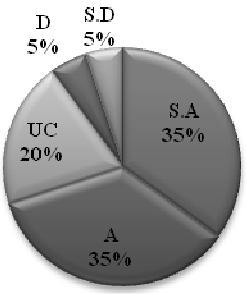




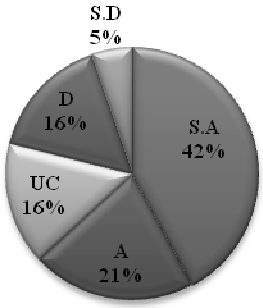
The course was well organized (e.g.timely access to materials, notification of changes, etc.)



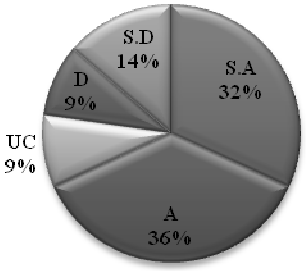
Approximate level of your own attendence during the whole course.



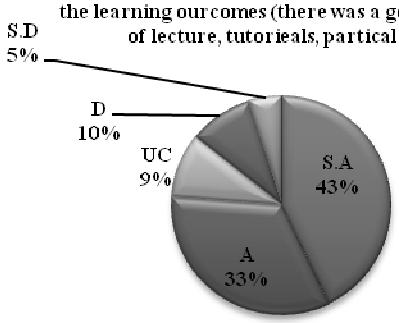
I participated actively in the course



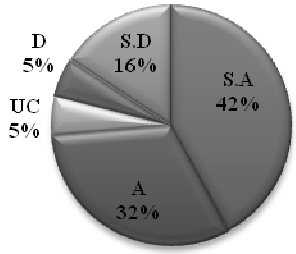
I think I have made progress in this course



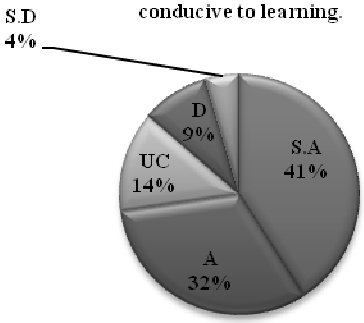
I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorieals, partical etc.)



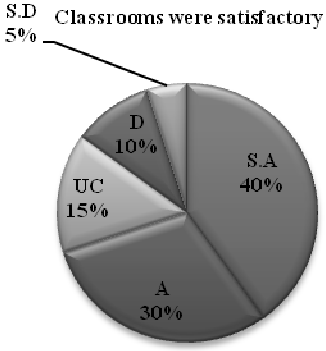
The learning and teaching methods encouraged participation.



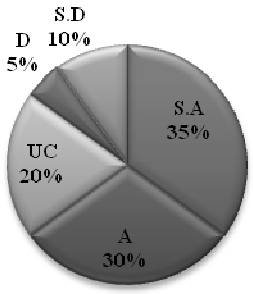
The overall environment in the class was conducive to learning.



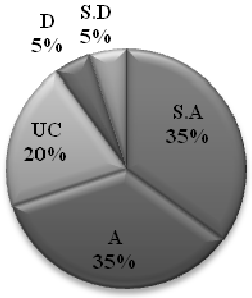
Classrooms were satisfactory



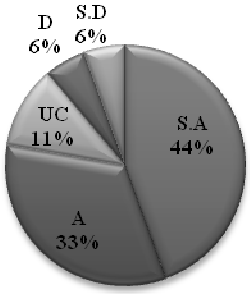
Learning materials (lesson plans, course notes etc.) were relevant and useful.



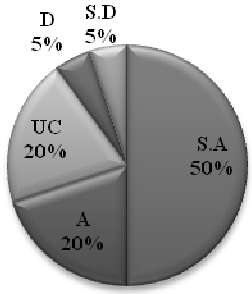
Recommended reading books etc. were relevant and appropriate.



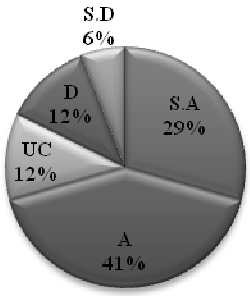
The provision of learning resources in the library was adequate and appropriate.



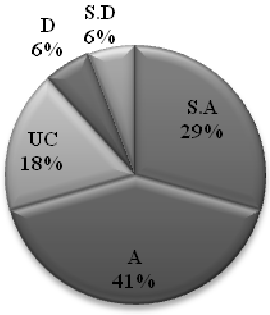
The provision of learning resources on the web was adequate and appropriate. (if relevant)



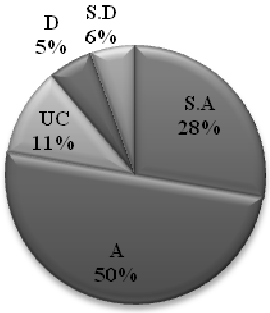
The course stimulated by interest and thought on the subject area.



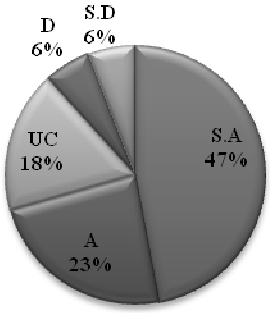
The pace of the course was appropriate

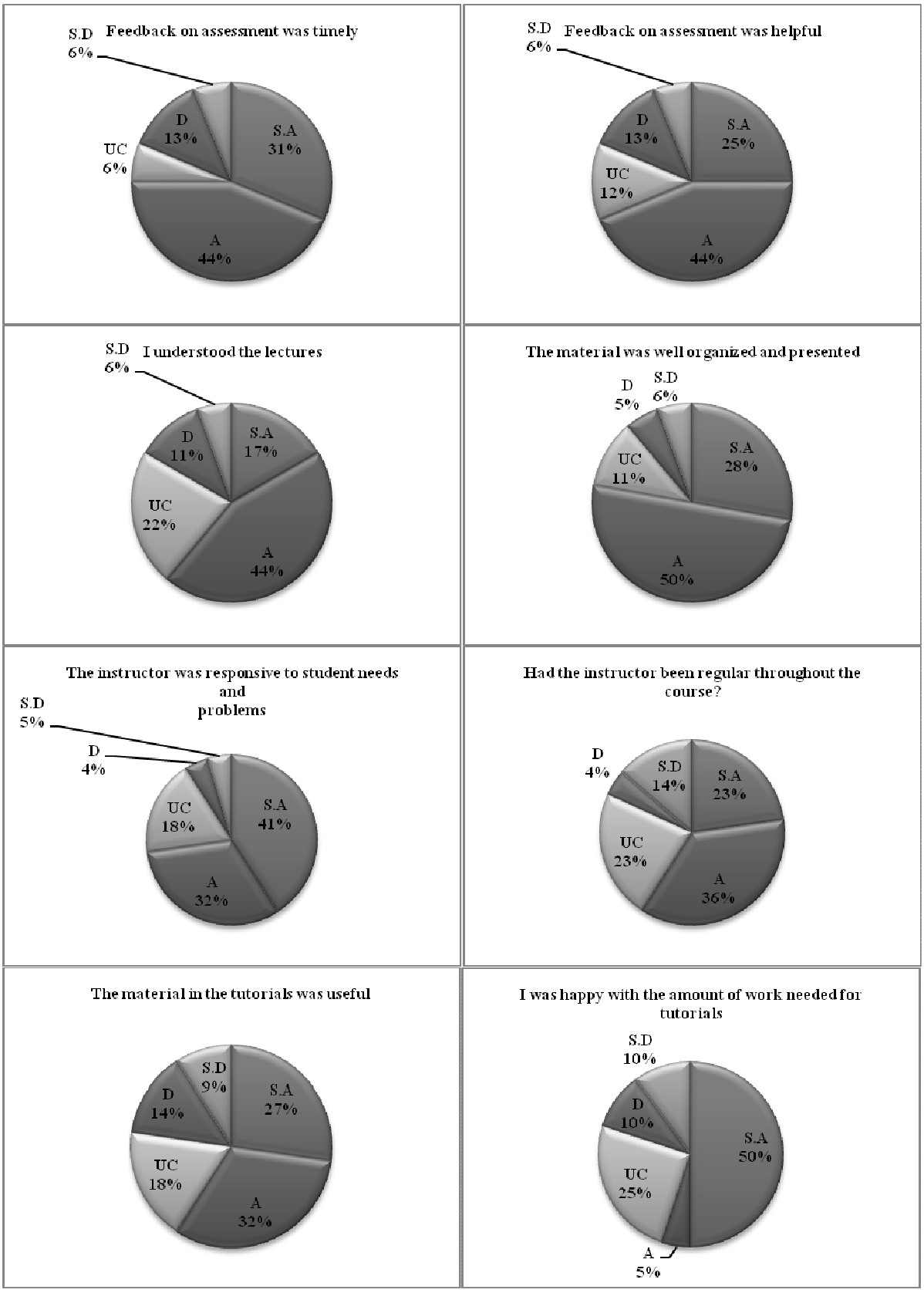


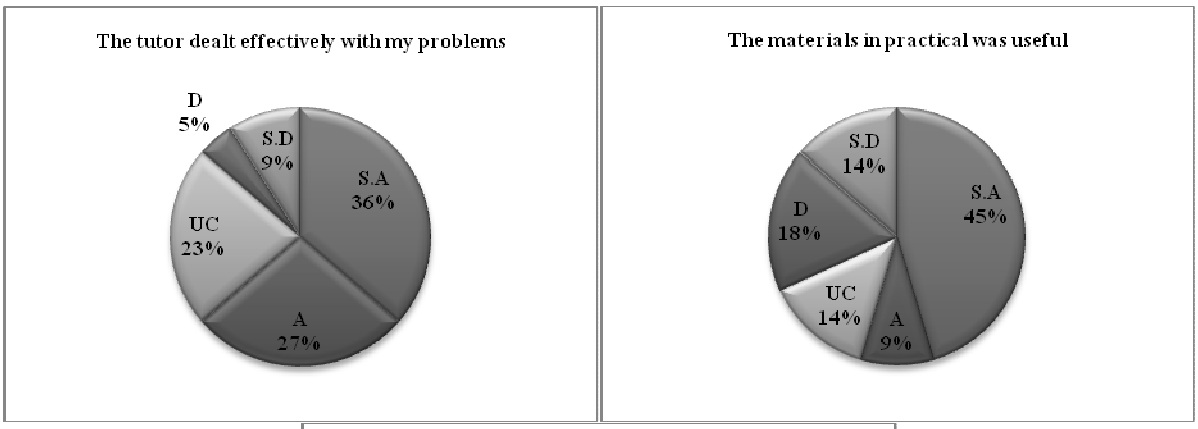
Ideas and concepts were presented clearly

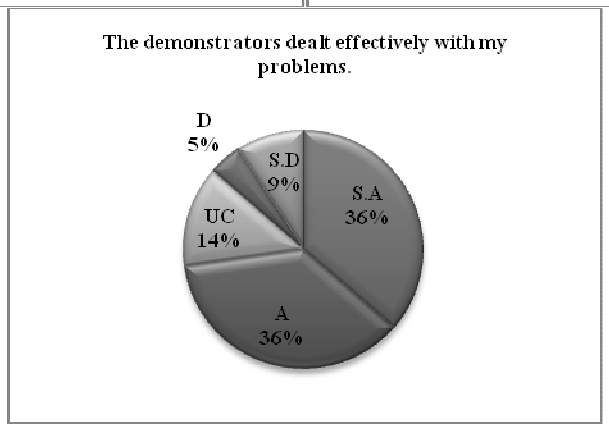


The method of assessment were reasonable




Feedback on assessment was timely
S.D 6%
D 13%
S.A 31%
UC 6%
A 44%
Feedback on assessment was helpful
S.D 6%
D 13%
S.A 25%
UC 12%
A 44%
I understood the lectures
S.D 6%
D 11%
S.A 17%
UC 22%
A 44%
The material was well organized and presented
D 5%
S.D 6%
S.A 28%
UC 11%
A 50%
The instructor was responsive to student needs and problems
S.D 5%
D 4%
UC 18%
S.A 41%
A 32%
Had the instructor been regular throughout the course?
D 4%
S.D 14%
S.A 23%
UC 23%
A 36%
The material in the tutorials was useful
S.D 9%
D 14%
S.A 27%
UC 18%
A 32%
I was happy with the amount of work needed for tutorials
S.D 10%
D 10%
S.A 50%
UC 25%
A 5%





General Comments of Students about this course:

Strengths :

- Understanding of the course
- Good reference material provided

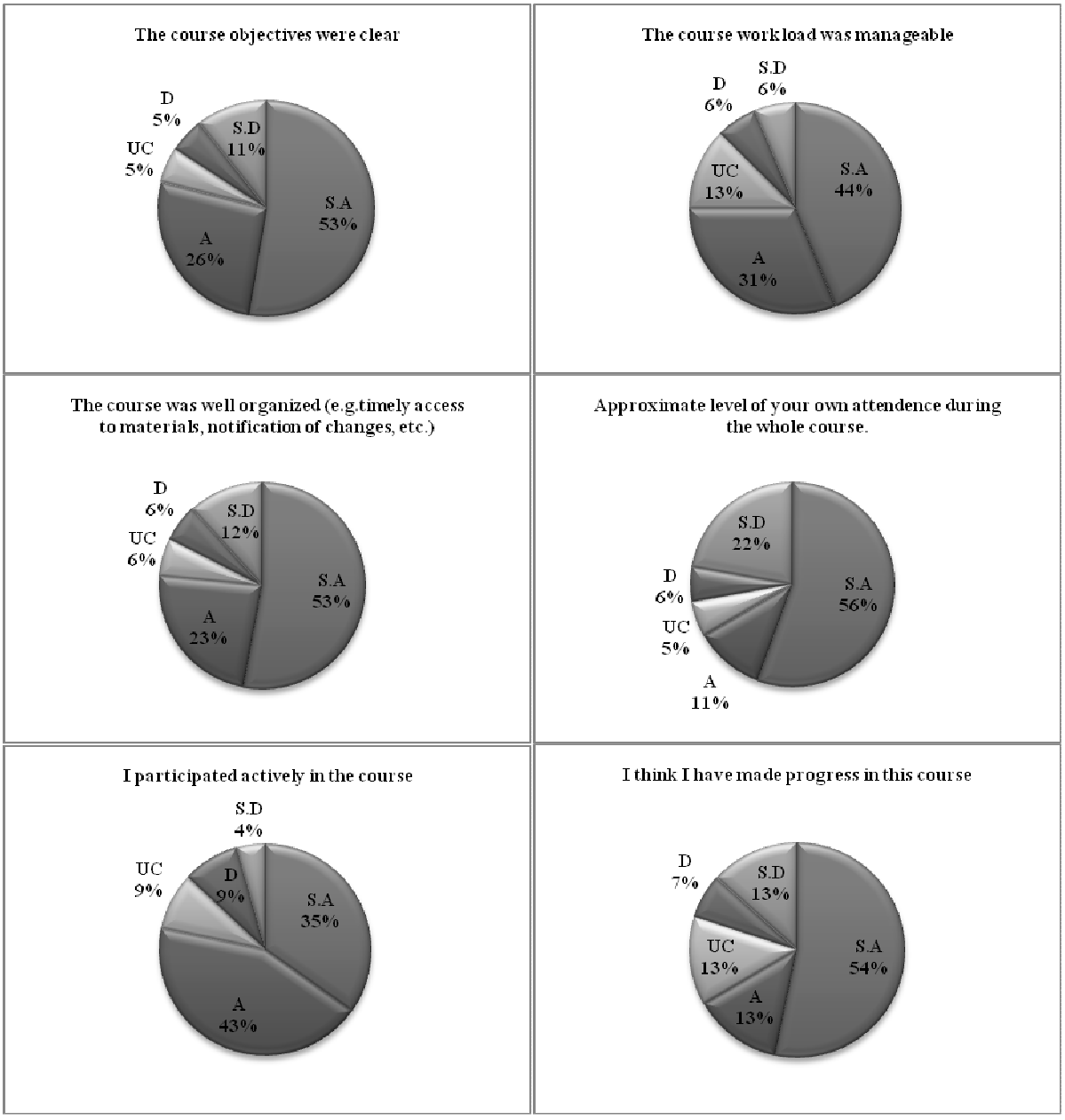
Weeknesses:

- Objectives should be more clear

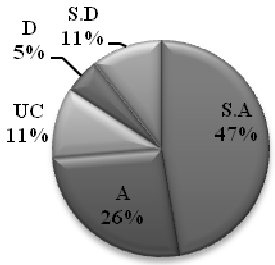
CS-552 (Ms. Iram Rubab)

The pie chart shows that 53% of the students strongly agree that course objectives are clear. The 26% agree with the notion. Only 5% do not agree and 11% strongly disagree. The course load was manageable as 44% of the students strongly agree and 31% of the students agree. 6% of the students do not agree and 6% strongly disagree. The course material was well organized this is strongly agreed by 53% of the students and 23% of the students agree. The approximate level of attendance of the teacher during the course was good, it is strongly agreed by 56% of the students and 11% agree. The learning and teaching method of the teacher encouraged the

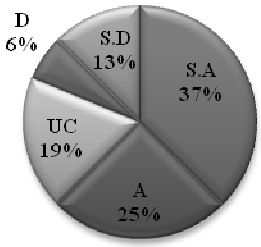
participants; this is agreed by 37% of the students and strongly agreed by 25% of the students. Around 13% of the students strongly disagree with the concept.



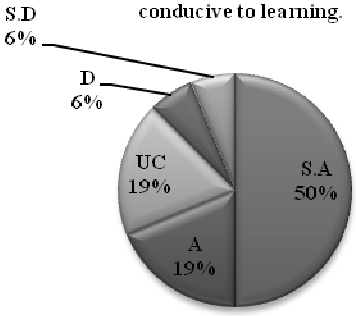
I think the course was well constructed to achieve the learning our comes (there was a good balance of lecture, tutorieals, partical etc.)



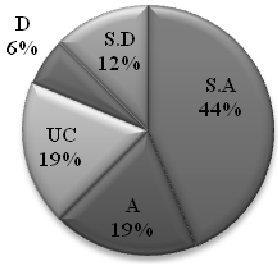
The learning and teaching methods encouraged participation.



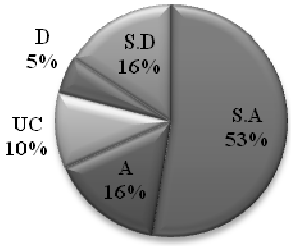
The overall environment in the class was conducive to learning.



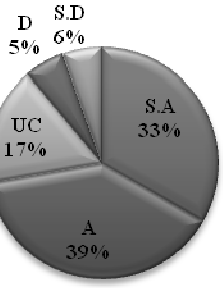
Classrooms were satisfactory



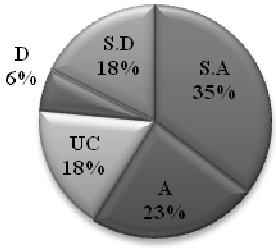
Learning materials (lesson plans, course notes etc.) were relevant and useful.



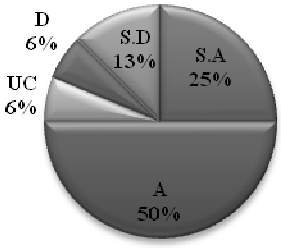
Recommended readingbooks etc. were relevant and appropriate.



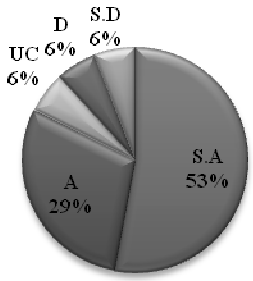
The provision of learning resources in the library was adequate and appropriate.



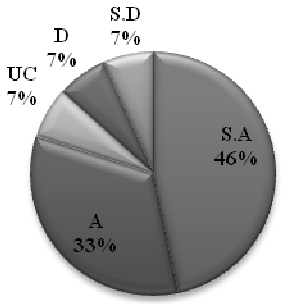
The provision of learning resources on the web was adequate and appropriate. (if relevant)



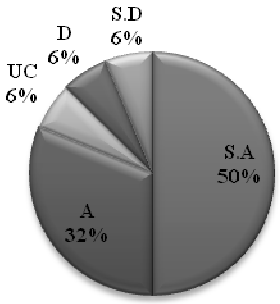
The course stimulated by interest and thought on the subject area.



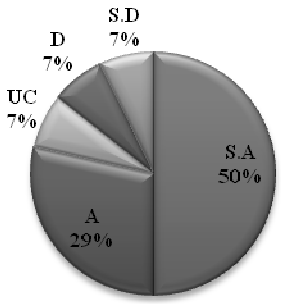
The pace of the course was appropriate



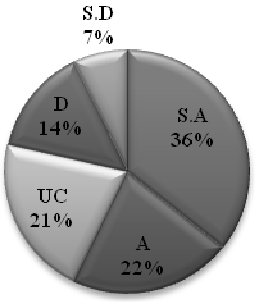
Ideas and concepts were presented clearly



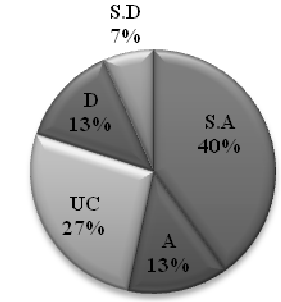
The method of assessment were reasonable



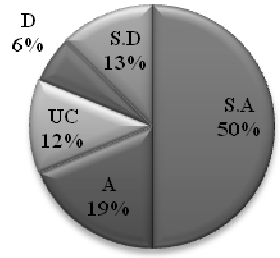
Feedback on assessment was timely



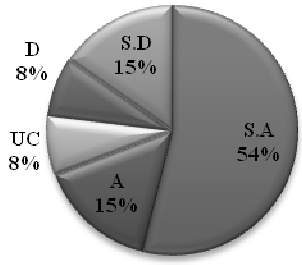
Feedback on assessment was helpful

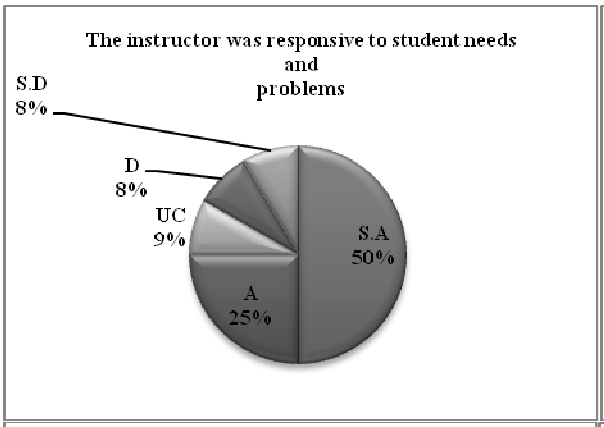


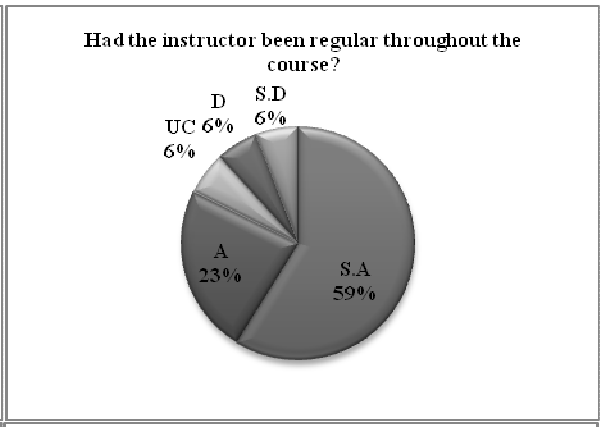
I understood the lectures

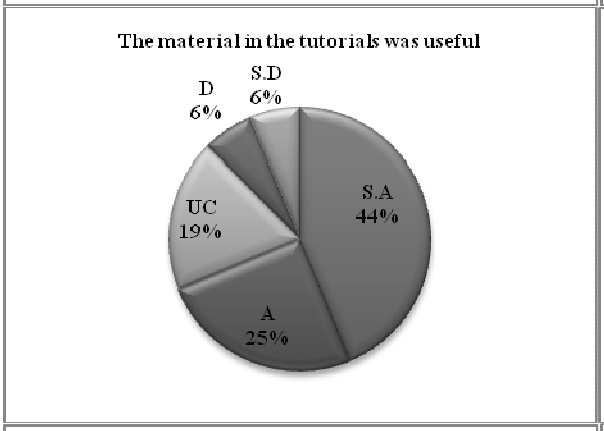


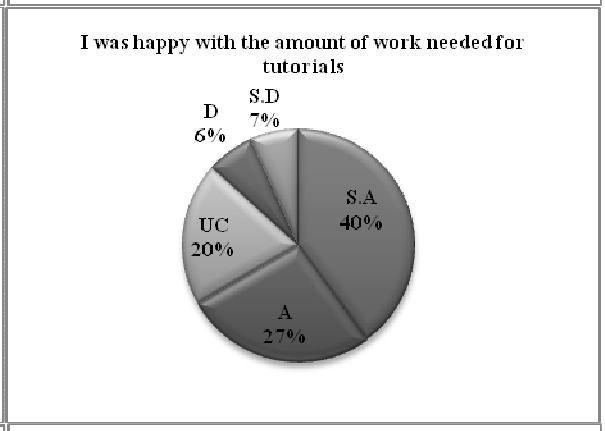
The material was well organized and presented

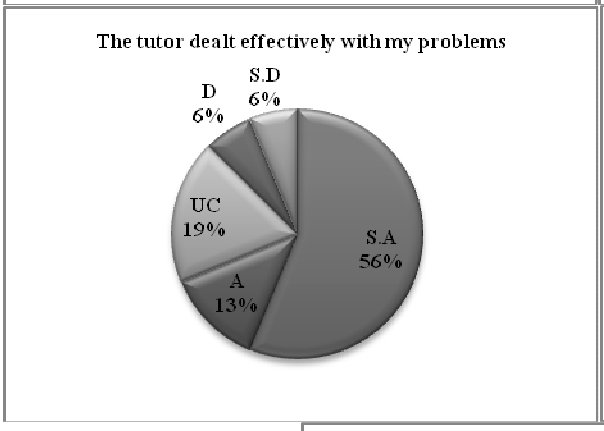


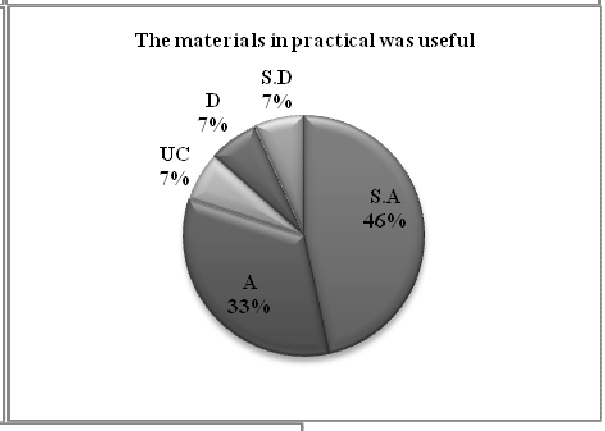

The instructor was responsive to student needs and problems
S.D 8%
D 8%
UC 9%
A 25%
S.A 50%

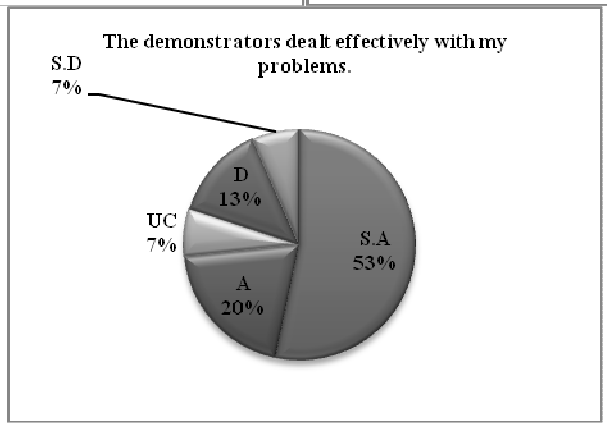

Had the instructor been regular throughout the course?
D 6%
S.D 6%
UC 6%
A 23%
S.A 59%


The material in the tutorials was useful
D 6%
S.D 6%
UC 19%
A 25%
S.A 44%


I was happy with the amount of work needed for tutorials
D 6%
S.D 7%
UC 20%
A 27%
S.A 40%


The tutor dealt effectively with my problems
D 6%
S.D 6%
UC 19%
A 13%
S.A 56%


The materials in practical was useful
D 7%
S.D 7%
UC 7%
A 33%
S.A 46%


The demonstrators dealt effectively with my problems.
S.D 7%
D 13%
UC 7%
A 20%
S.A 53%

General Comments of Students about this course:

Strengths :

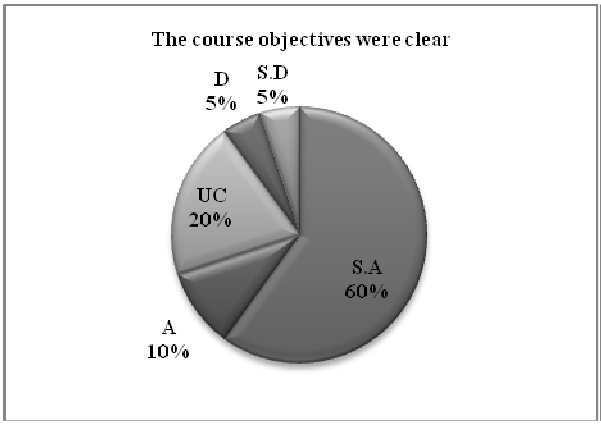
- Well organized course
- Reference material provided
- Teaching was effective

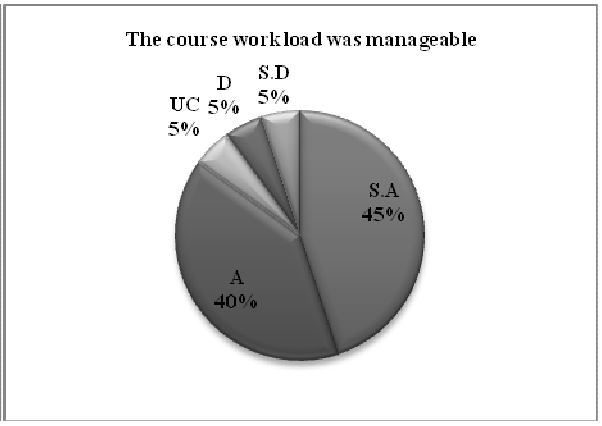
Weeknesses:

- More online resources should be provided

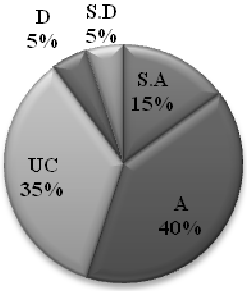
CS-452 (Ms. Bushra Hamid)

The pie chart shows that 60% of the students strongly agree that course objectives are clear. The 10% agree with the notion. Only 5% do not agree and 5% strongly disagree. The course load was manageable as 45% of the students strongly agree and 40% of the students agree. 5% of the students do not agree and 5% strongly disagree. The course material was well organized this is strongly agreed by 15% of the students and 40% of the students agree. The approximate level of attendance of the teacher during the course was good, it is agreed by 35% of the students and 35% strongly agree. The learning and teaching method of the teacher encouraged the participants; this is agreed by 11% of the students and strongly agreed by 50% of the students. Around 10% of the students strongly disagree with the concept.

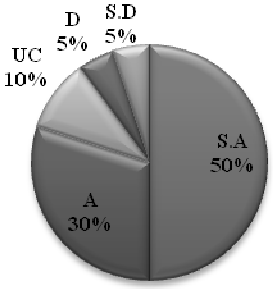




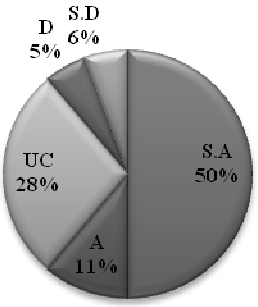
The course was well organized (e.g.timely access to materials, notification of changes, etc.)



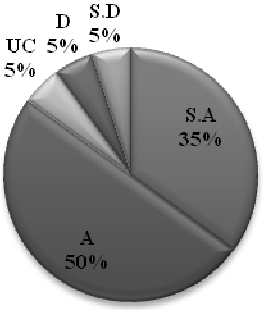
Approximate level of your own attendence during the whole course.



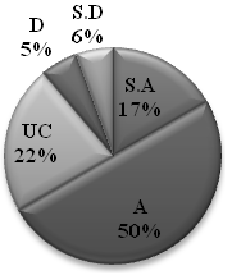
I participated actively in the course



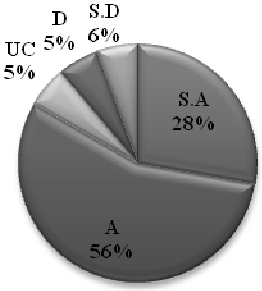
I think I have made progress in this course



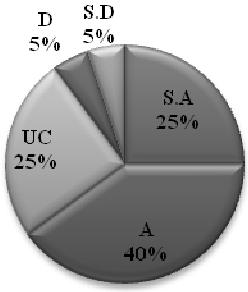
I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorieals, partical etc.)



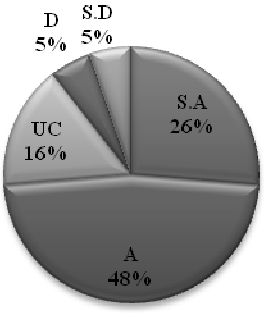
The learning and teaching methods encouraged participation.



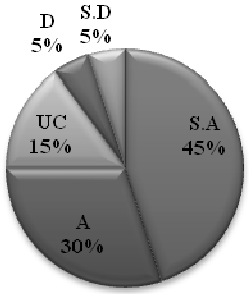
The overall environment in the class was conducive to learning.



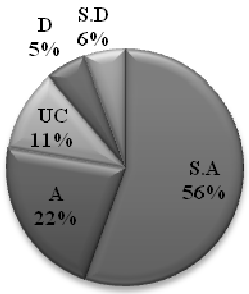
Classrooms were satisfactory



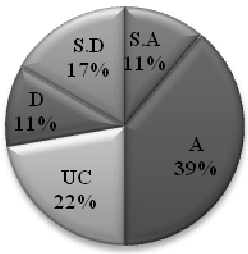
Learning materials (lesson plans, course notes etc.) were relevant and useful.



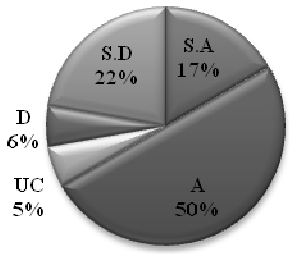
Recommended reading books etc. were relevant and appropriate.



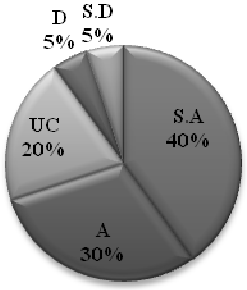
The provision of learning resources in the library was adequate and appropriate.



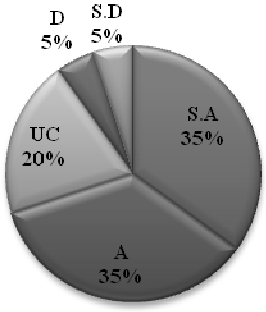
The provision of learning resources on the web was adequate and appropriate. (if relevant)



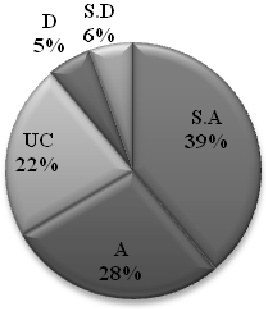
The course stimulated by interest and thought on the subject area.



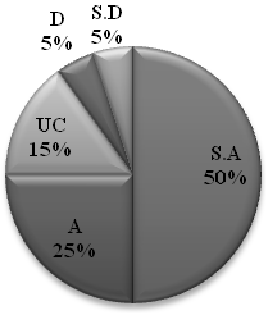
The pace of the course was appropriate

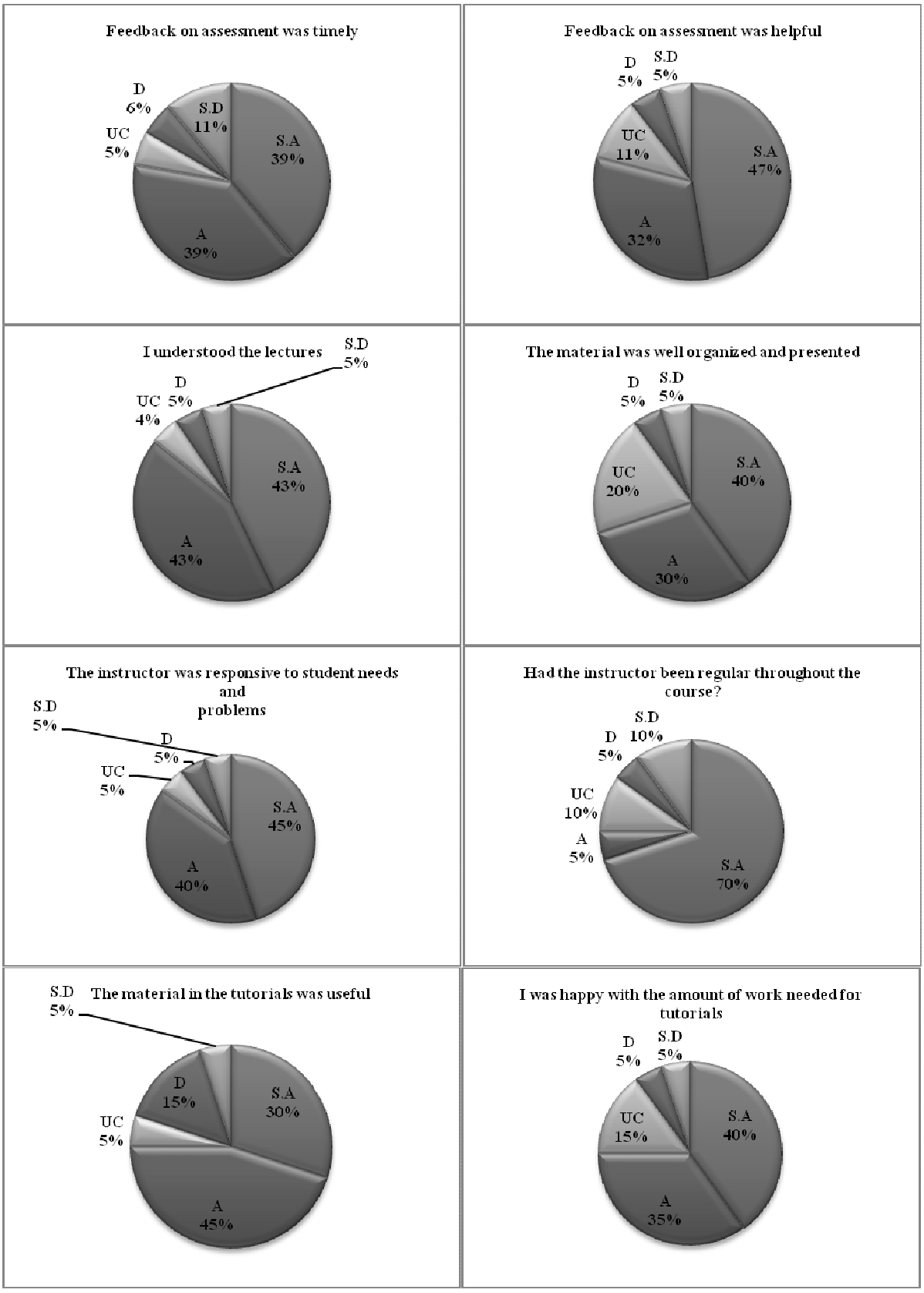


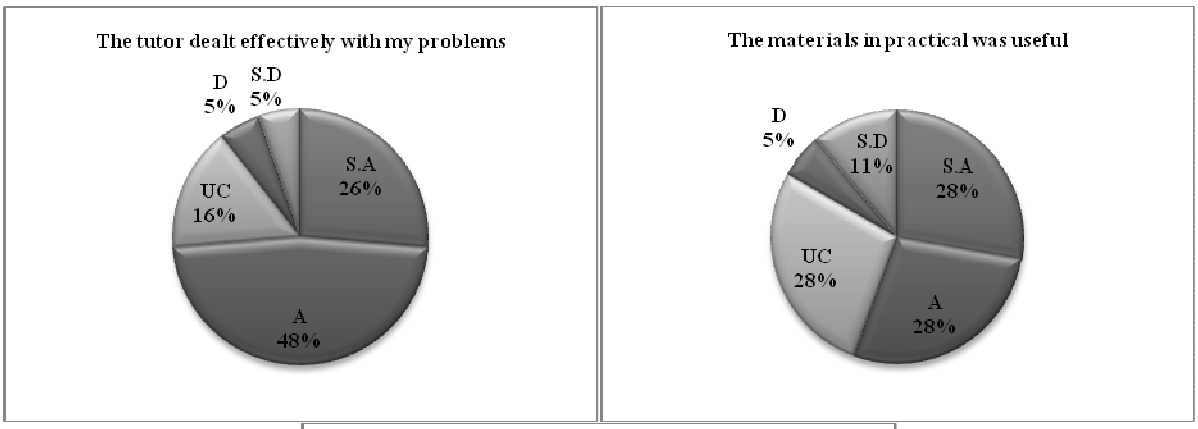
Ideas and concepts were presented clearly

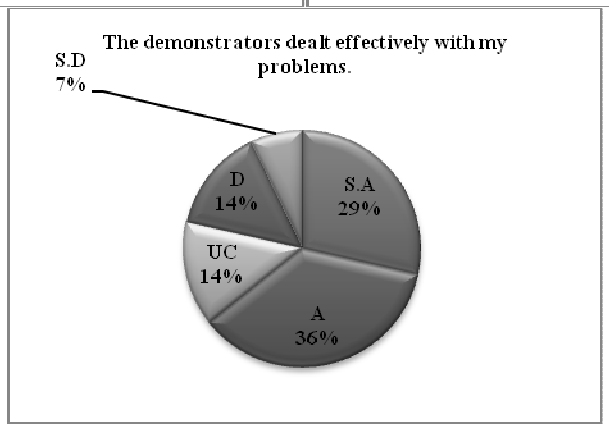


The method of assessment were reasonable




Feedback on assessment was timely
D 6%
S.D 11%
UC 5%
S.A 39%
A 39%
Feedback on assessment was helpful
D 5%
S.D 5%
UC 11%
S.A 47%
A 32%
I understood the lectures
S.D 5%
D 5%
UC 4%
S.A 43%
A 43%
The material was well organized and presented
D 5%
S.D 5%
UC 20%
S.A 40%
A 30%
The instructor was responsive to student needs and problems
S.D 5%
D 5%
UC 5%
S.A 45%
A 40%
Had the instructor been regular throughout the course?
S.D 10%
D 5%
UC 10%
A 5%
S.A 70%
S.D 5%
The material in the tutorials was useful
D 15%
S.A 30%
UC 5%
A 45%
I was happy with the amount of work needed for tutorials
D 5%
S.D 5%
UC 15%
S.A 40%
A 35%





General Comments of Students about this course:

Strengths :

- Effective teaching
- Learning material was good

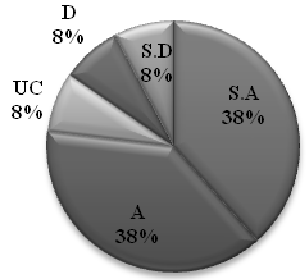
Weeknesses:

- Extra Course Load

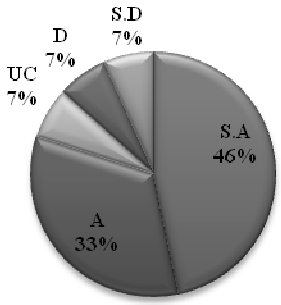
CS-536 (Mr. Sheeraz Akram)

The pie chart shows that 38% of the students strongly agree that course objectives are clear. The 38% agree with the notion. Only 8% do not agree and 8% strongly disagree. The course load was manageable as 46% of the students strongly agree and 33% of the students agree. 7% of the students do not agree and 7% strongly disagree. The course material was well organized this is strongly agreed by 53% of the students and 29% of the students agree. The approximate level of attendance of the teacher during the course was good, it is agreed by 50% of the students and 22% strongly agree. The learning and teaching method of the teacher encouraged the participants; this is agreed by 42% of the students and strongly agreed by 25% of the students. 8% of the students strongly disagree with the concept.

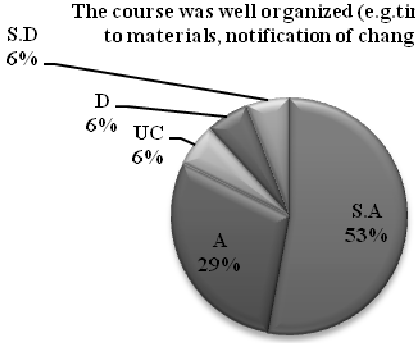
The course objectives were clear



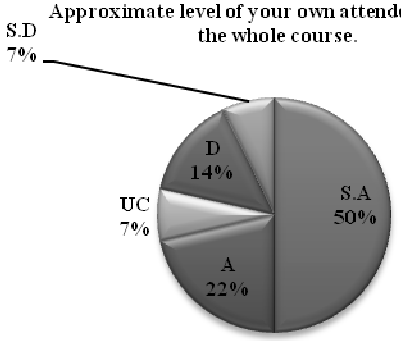
The course workload was manageable



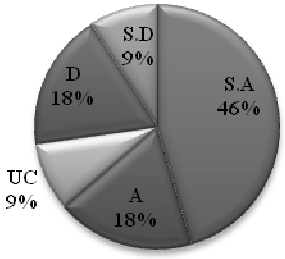
The course was well organized (e.g.timely access to materials, notification of changes, etc.)



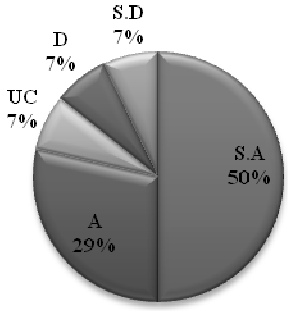
Approximate level of your own attendence during the whole course.



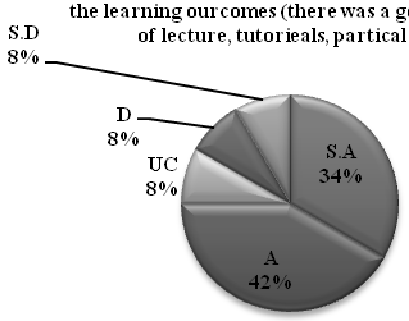
I participated actively in the course



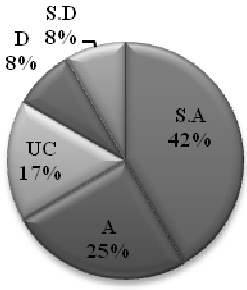
I think I have made progress in this course



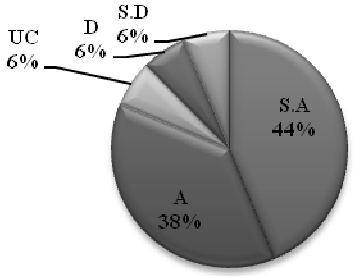
I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorieals, partical etc.)



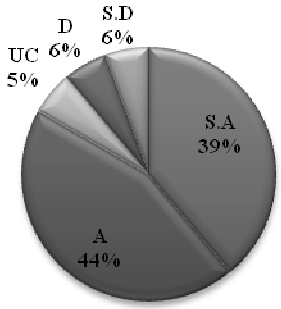
The learning and teaching methods encouraged participation.



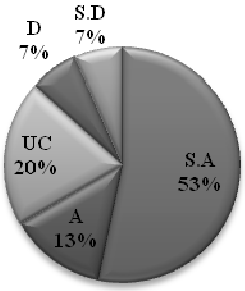
The overall environment in the class was conducive to learning.



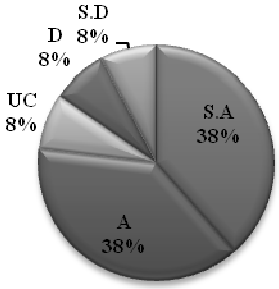
Classrooms were satisfactory



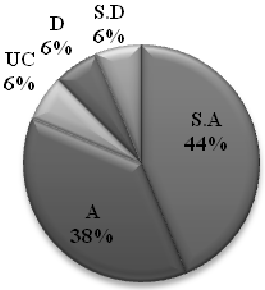
Learning materials (lesson plans, course notes etc.) were relevant and useful.



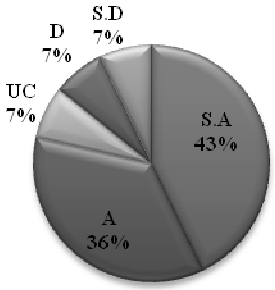
Recommended reading books etc. were relevant and appropriate.



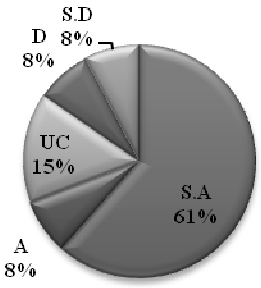
The provision of learning resources in the library was adequate and appropriate.



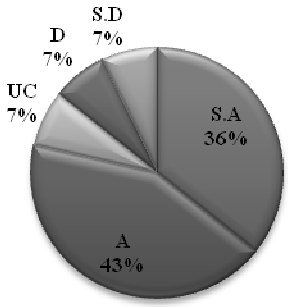
The provision of learning resources on the web was adequate and appropriate. (if relevant)



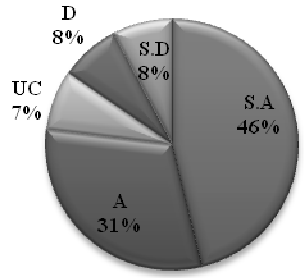
The course stimulated by interest and thought on the subject area.



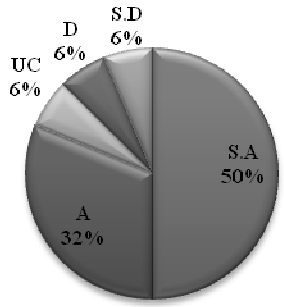
The pace of the course was appropriate



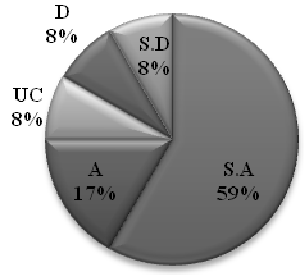
Ideas and concepts were presented clearly



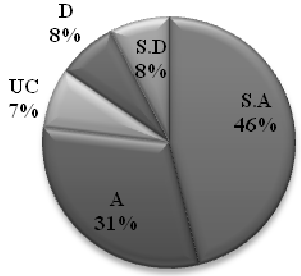
The method of assessment were reasonable



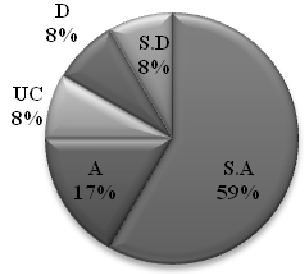
Feedback on assessment was timely



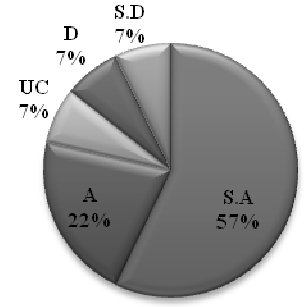
Feedback on assessment was helpful



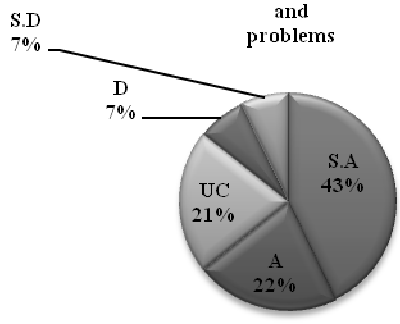
I understood the lectures



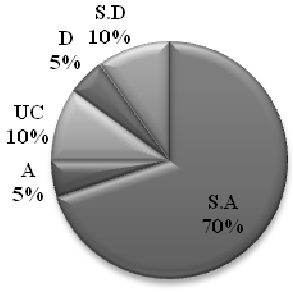
The material was well organized and presented

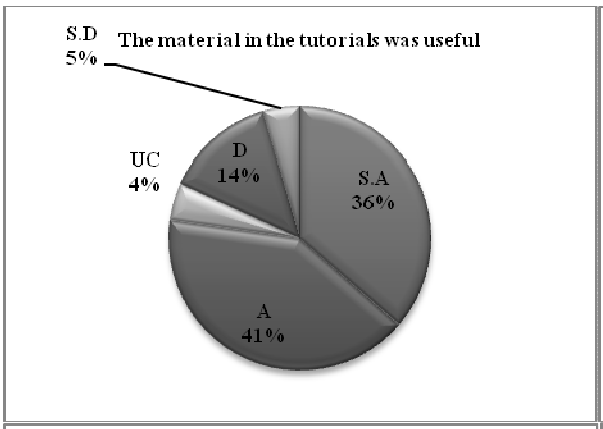


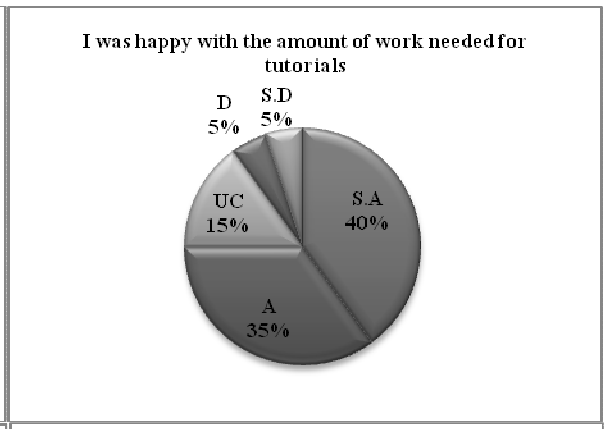
The instructor was responsive to student needs and problems

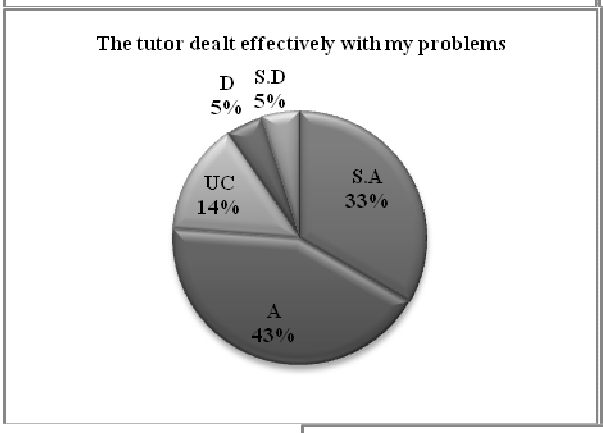


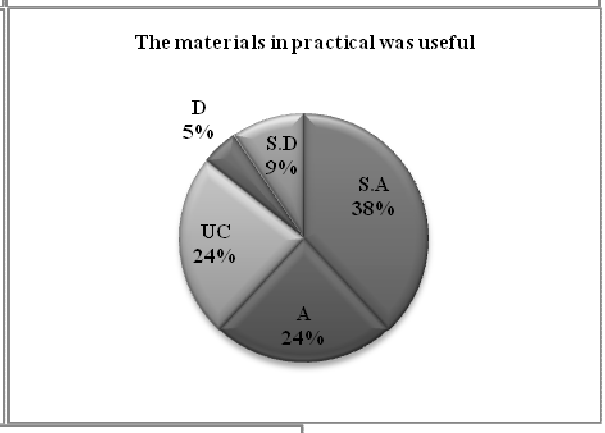
Had the instructor been regular throughout the course?

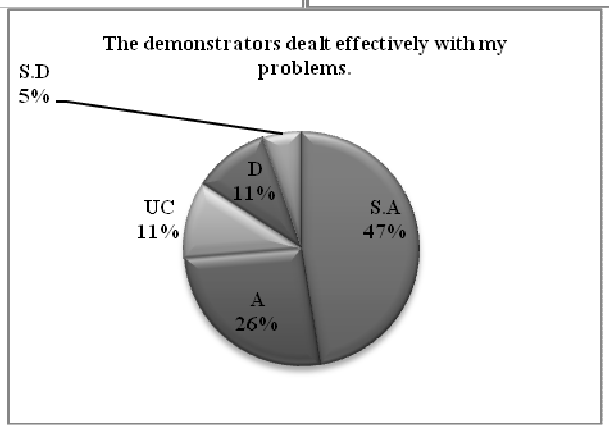












General Comments of Students about this course:

Strengths :

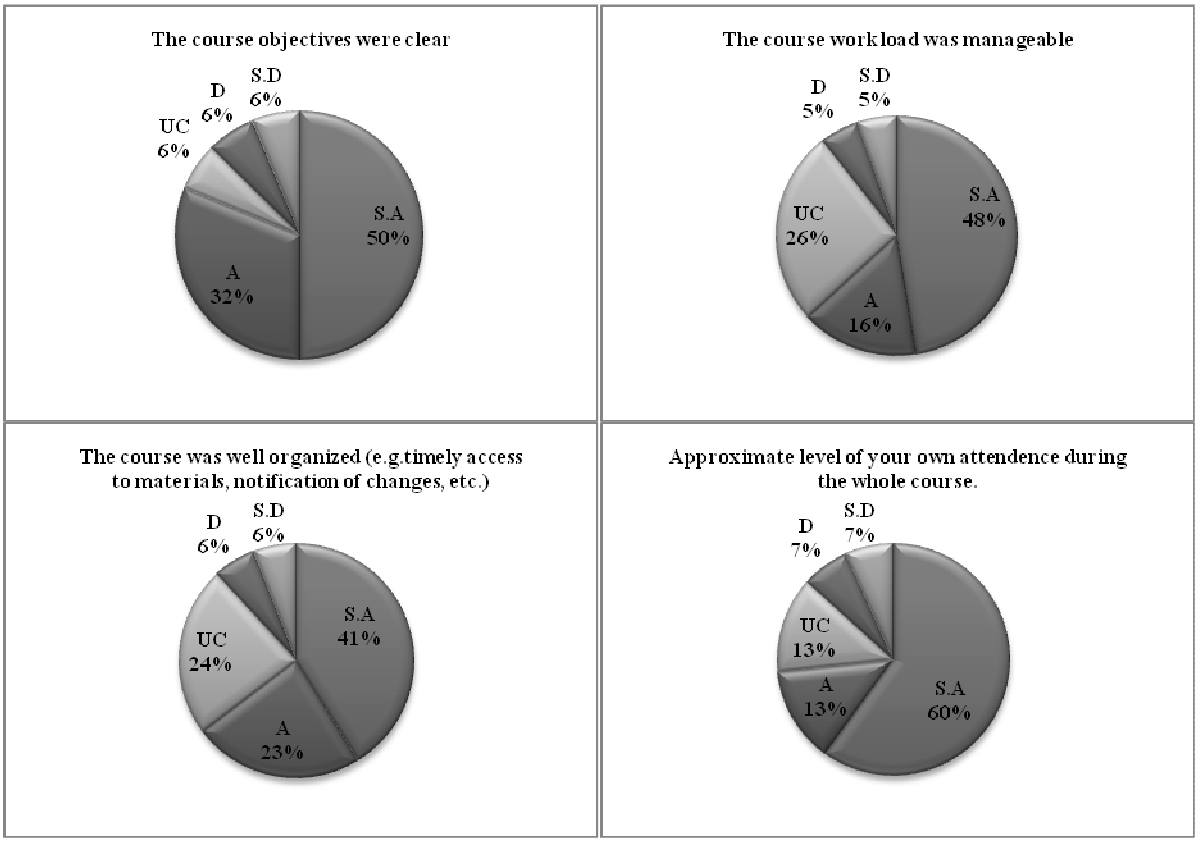
- Taught well
- Well organized material
- Effective teaching method

Weeknesses:

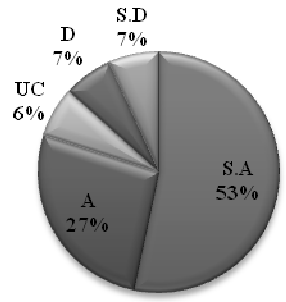
- More pratical material needed
- More reference material needed

MGT-316 (Ms. Fakhra Mushtaq)

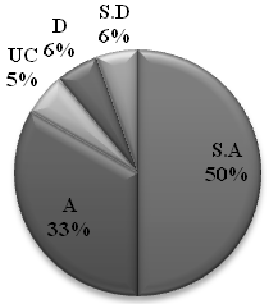
The pie chart shows that 50% of the students strongly agree that course objectives are clear. The 32% agree with the notion. Only 6% do not agree and 6% strongly disagree. The course load was manageable as 48% of the students strongly agree and 16% of the students agree. 5% of the students do not agree and 5% strongly disagree. The course material was well organized this is strongly agreed by 41% of the students and 23% of the students agree. The approximate level of attendance of the teacher during the course was good, it is agreed by 60% of the students and 13% strongly agree. The learning and teaching method of the teacher encouraged the participants; this is agreed by 50% of the students and strongly agreed by 32% of the students. Around 6% of the students strongly disagree with the concept.



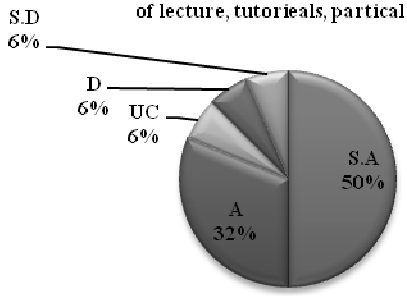
I participated actively in the course



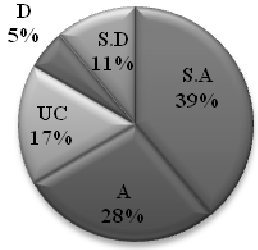
I think I have made progress in this course



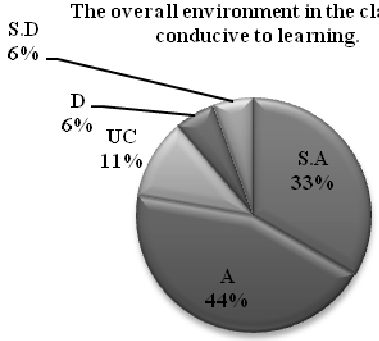
I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorieals, partical etc.)



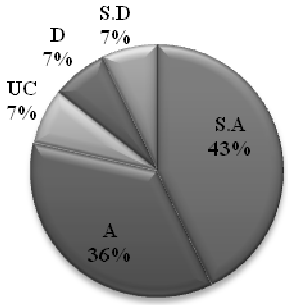
The learning and teaching methods encouraged participation.



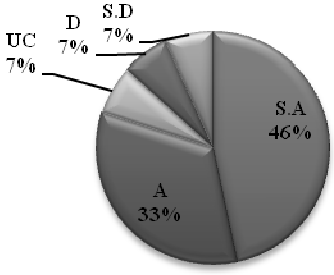
The overall environment in the class was conducive to learning.



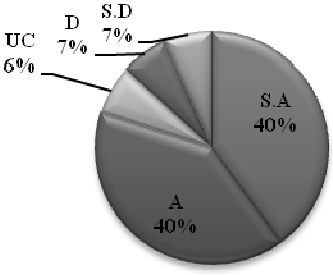
Classrooms were satisfactory



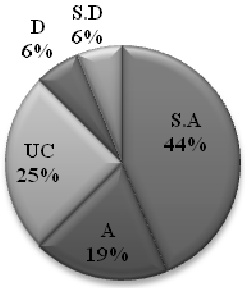
Learning materials (lesson plans, course notes etc.) were relevant and useful.



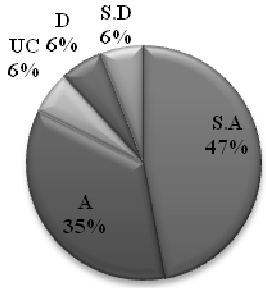
Recommended reading books etc. were relevant and appropriate.



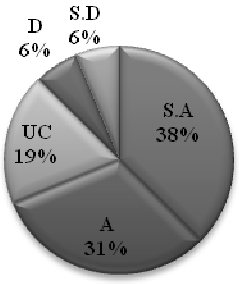
The provision of learning resources in the library was adequate and appropriate.



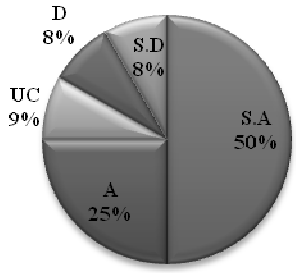
The provision of learning resources on the web was adequate and appropriate. (if relevant)



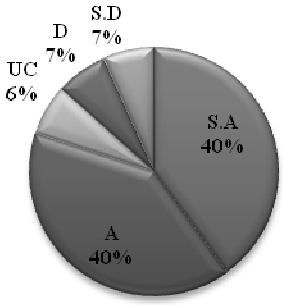
The course stimulated by interest and thought on the subject area.



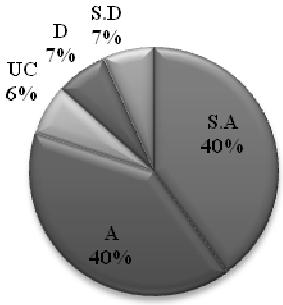
The pace of the course was appropriate



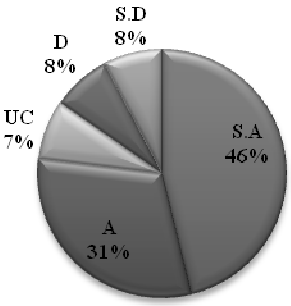
Ideas and concepts were presented clearly



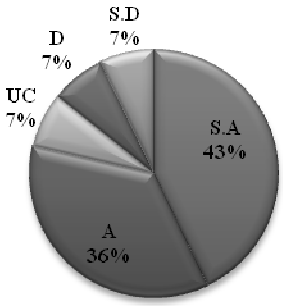
The method of assessment were reasonable



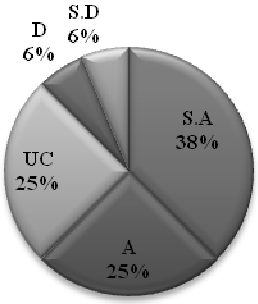
Feedback on assessment was timely



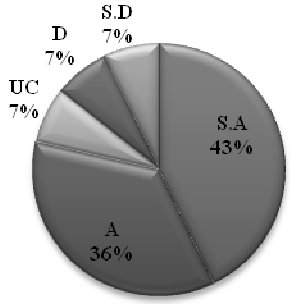
Feedback on assessment was helpful



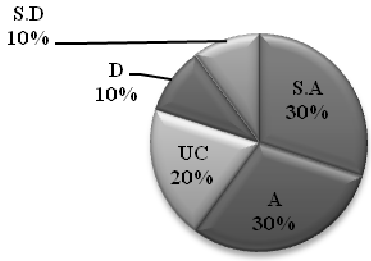
I understood the lectures



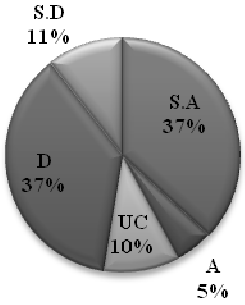
The material was well organized and presented



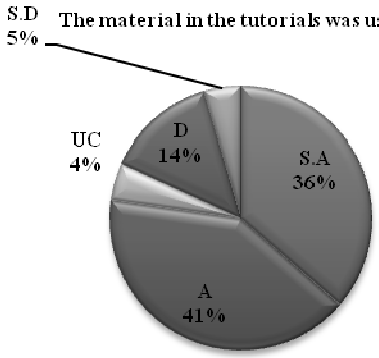
The instructor was responsive to student needs and problems



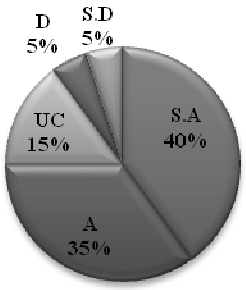
Had the instructor been regular throughout the course?



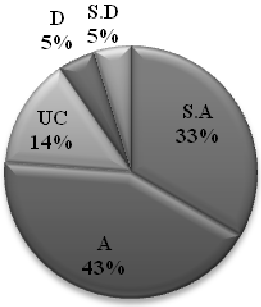
The material in the tutorials was useful



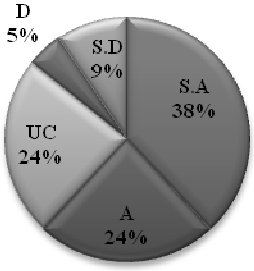
I was happy with the amount of work needed for tutorials

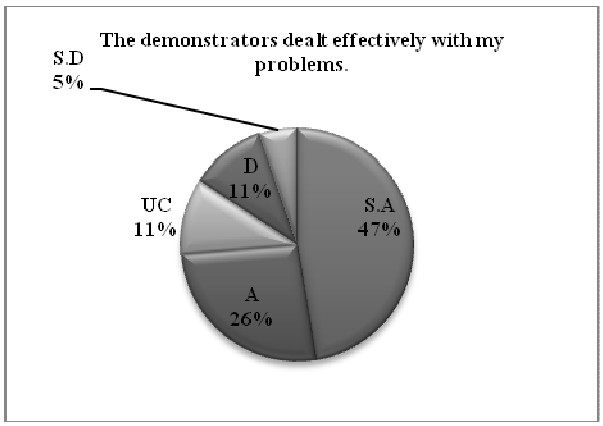


The tutor dealt effectively with my problems



The materials in practical was useful





General Comments of Students about this course:

Strengths :

- Objectives well clear
- Good teaching method
- More practical work

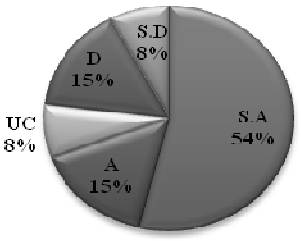
Weeknesses:

- Tutorials should be added

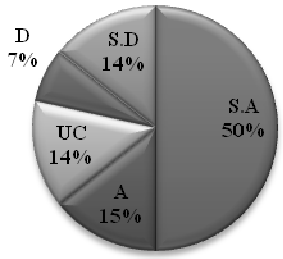
CS-600 (Mr. Muhammad Ramzan)

The pie chart shows that 54% of the students strongly agree that course objectives are clear. The 15% agree with the notion. Only 15% do not agree and 8% strongly disagree. The course load was manageable as 50% of the students strongly agree and 15% of the students agree. 7% of the students do not agree and 14% strongly disagree. The course material was well organized this is strongly agreed by 57% of the students and 15% of the students agree. The approximate level of attendance of the teacher during the course was good, it is agreed by 65% of the students and 7% strongly agree. The learning and teaching method of the teacher encouraged the participants; this is agreed by 54% of the students and strongly agreed by 13% of the students. Around 13% of the students strongly disagree with the concept.

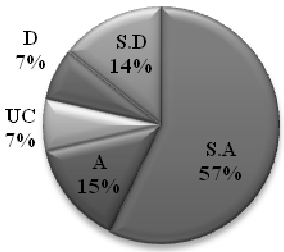
The course objectives were clear



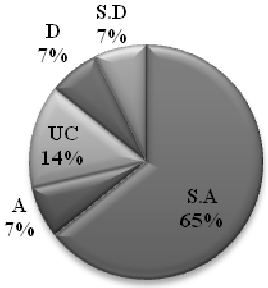
The course workload was manageable



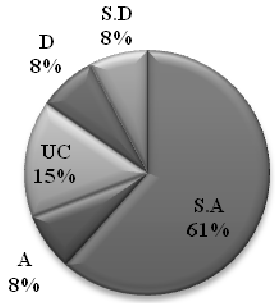
The course was well organized (e.g.timely access to materials, notification of changes, etc.)



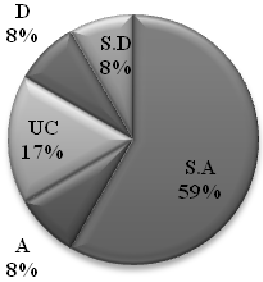
Approximate level of your own attendence during the whole course.



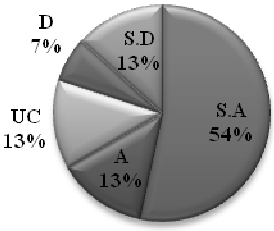
I participated actively in the course



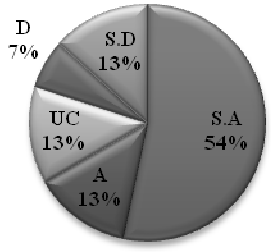
I think I have made progress in this course



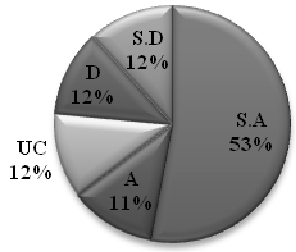
I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorieals, partical etc.)



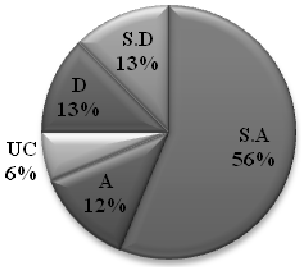
The learning and teaching methods encouraged participation.



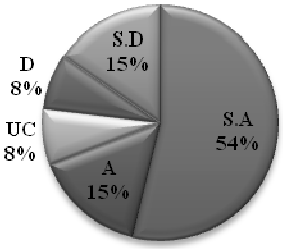
The overall environment in the class was conducive to learning.



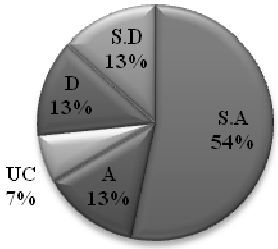
Classrooms were satisfactory



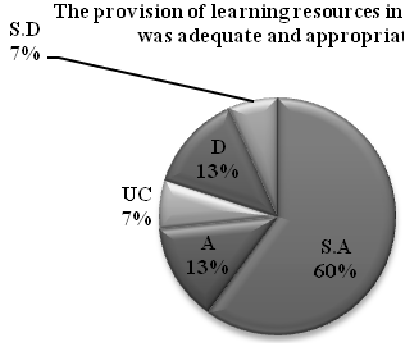
Learning materials (lesson plans, course notes etc.) were relevant and useful.



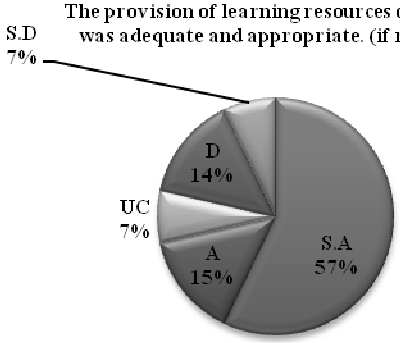
Recommended reading books etc. were relevant and appropriate.



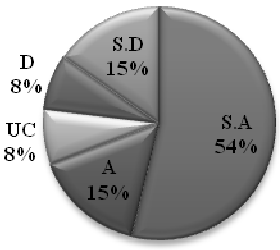
The provision of learning resources in the library was adequate and appropriate.



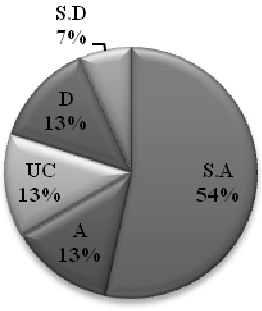
The provision of learning resources on the web was adequate and appropriate. (if relevant)



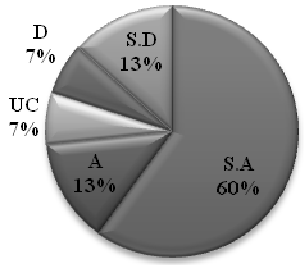
The course stimulated by interest and thought on the subject area.



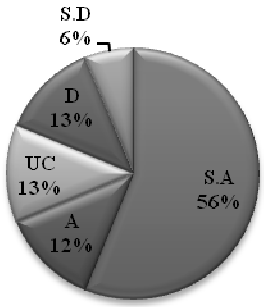
The pace of the course was appropriate



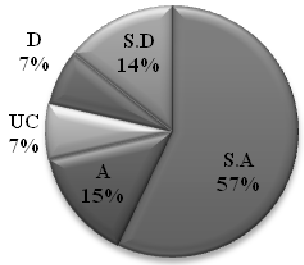
Ideas and concepts were presented clearly



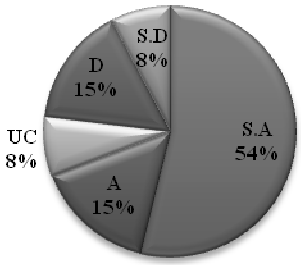
The method of assessment were reasonable



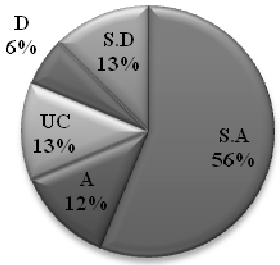
Feedback on assessment was timely



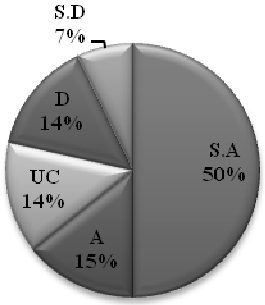
Feedback on assessment was helpful



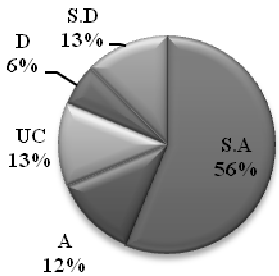
I understood the lectures



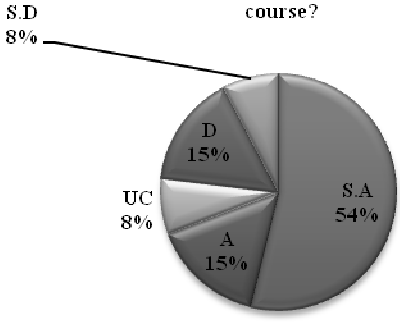
The material was well organized and presented

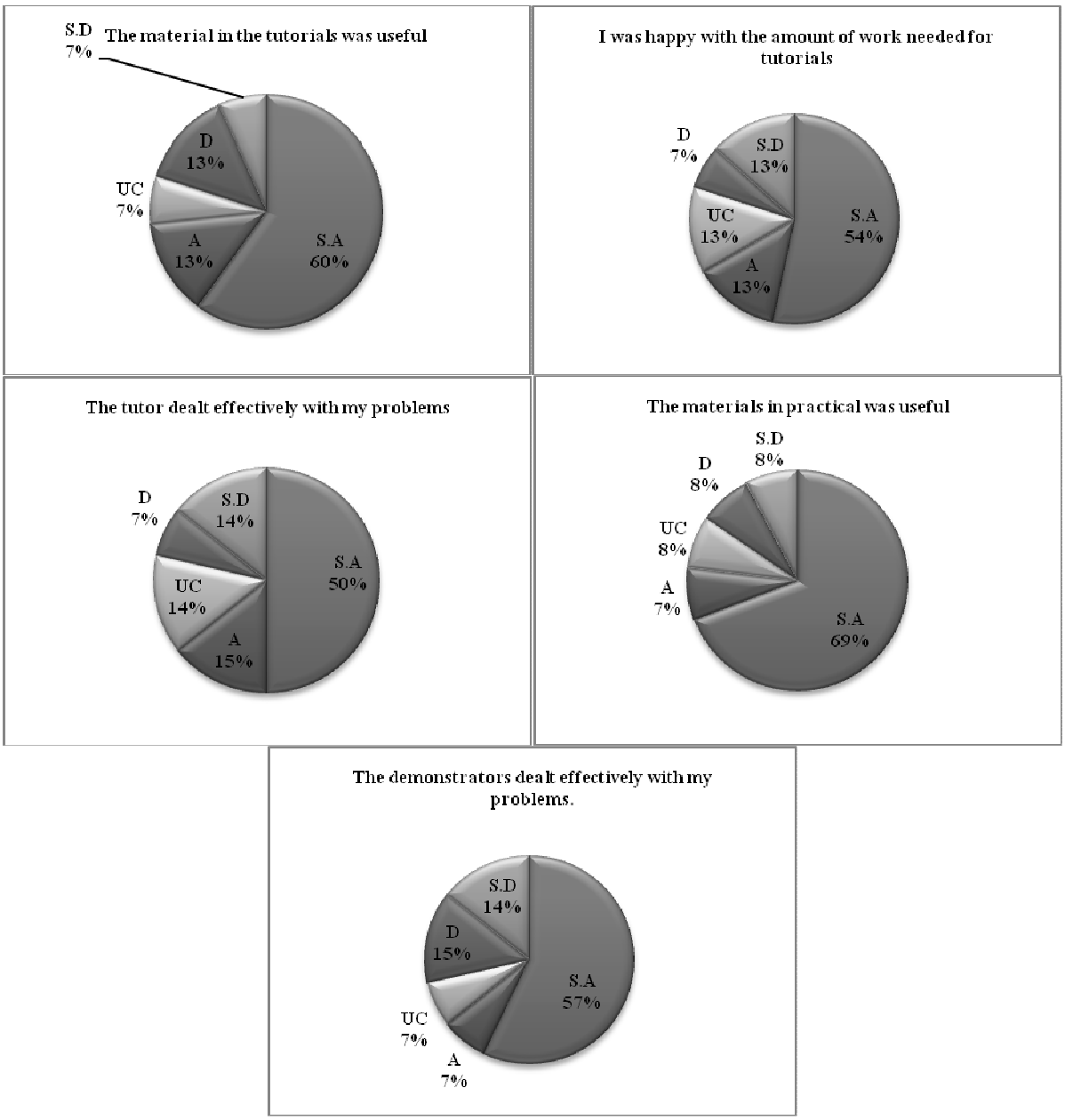


The instructor was responsive to student needs and problems



Had the instructor been regular throughout the course?





General Comments of Students about this course:

Strengths :

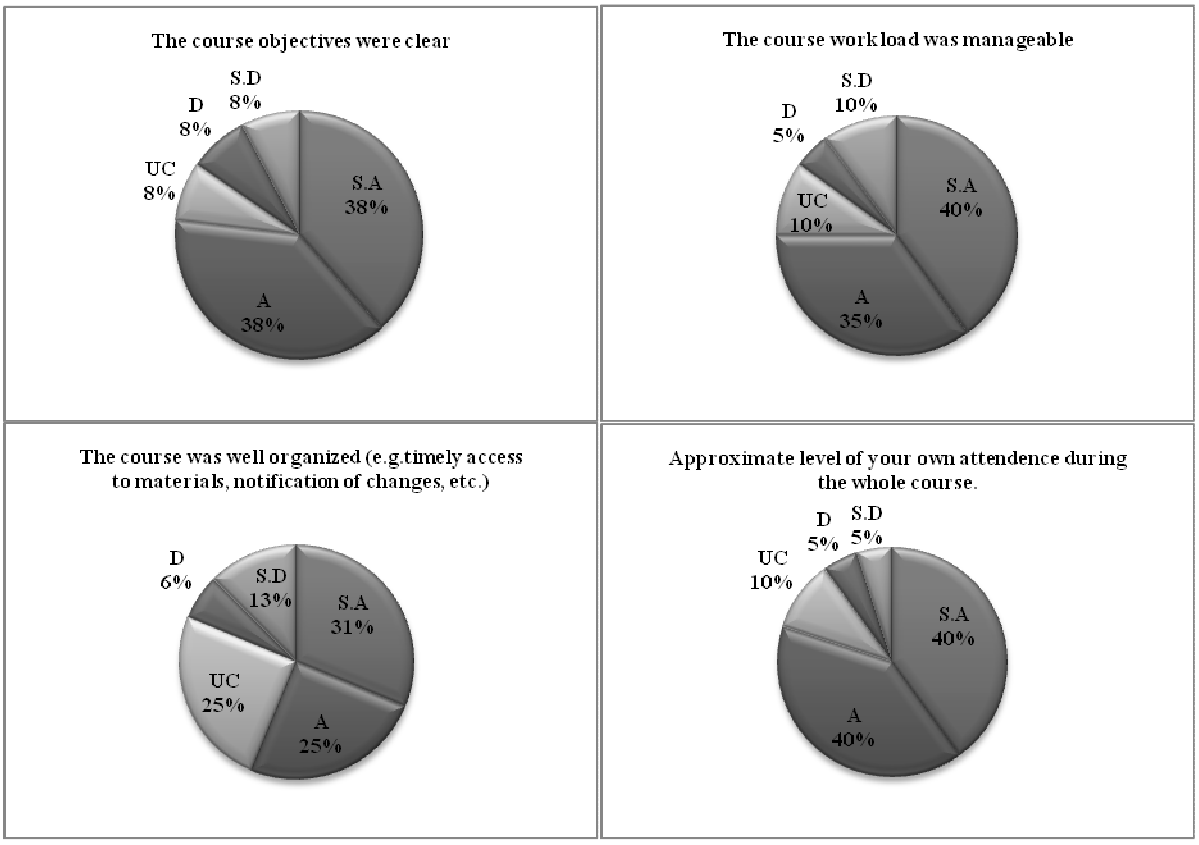
- Objectives well clear
- Good teaching method
- Listen student carefully

Weeknesses:

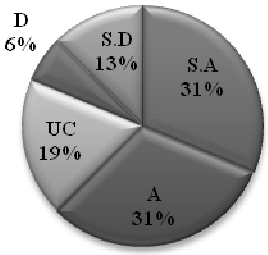
- Tutorials should be added
- More practical examples should be added

CS-400 (Mr. Yasir Hafeez)

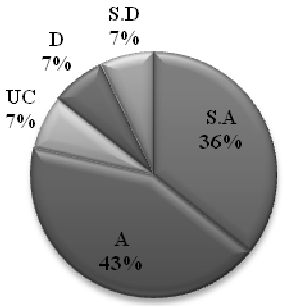
The pie chart shows that 38% of the students strongly agree that course objectives are clear. The 38% agree with the notion. Only 8% do not agree and 8% strongly disagree. The course load was manageable as 40% of the students strongly agree and 35% of the students agree. 5% of the students do not agree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



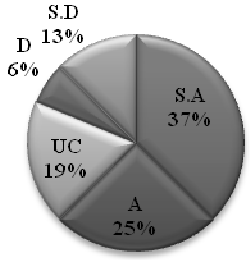
I participated actively in the course



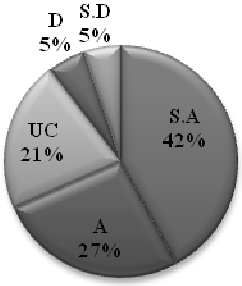
I think I have made progress in this course



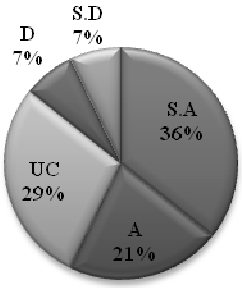
I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorieals, partical etc.)

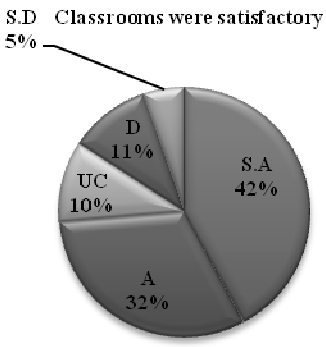


The learning and teaching methods encouraged participation.

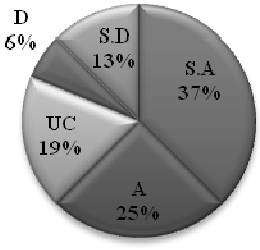


The overall environment in the class was conducive to learning.

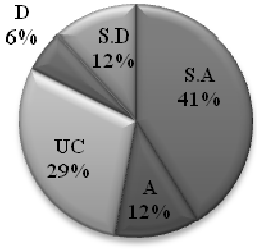




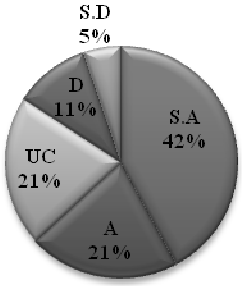
Learning materials (lesson plans, course notes etc.) were relevant and useful.



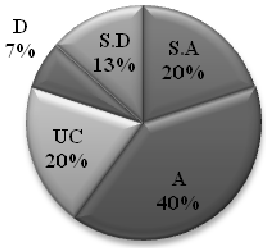
Recommended reading books etc. were relevant and appropriate.



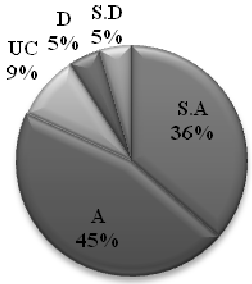
The provision of learning resources in the library was adequate and appropriate.



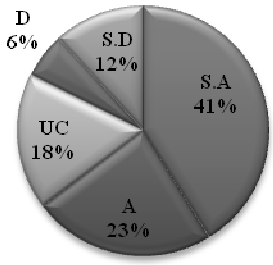
The provision of learning resources on the web was adequate and appropriate. (if relevant)



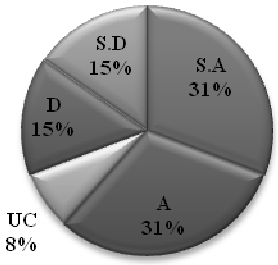
The course stimulated by interest and thought on the subject area.



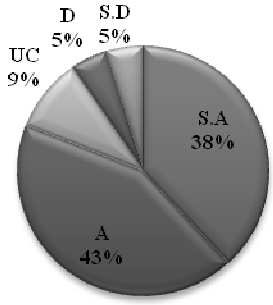
The pace of the course was appropriate



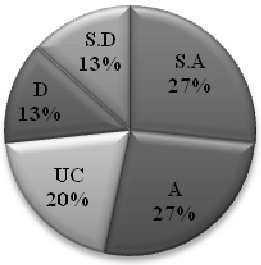
Ideas and concepts were presented clearly



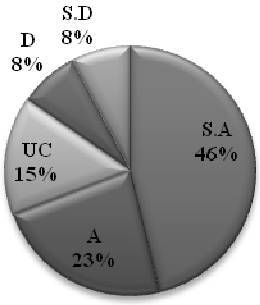
The method of assessment were reasonable



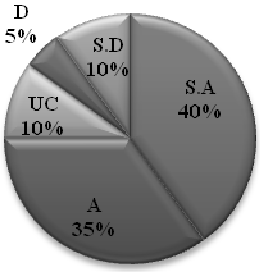
Feedback on assessment was timely



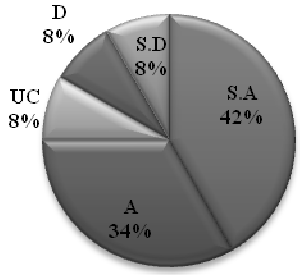
Feedback on assessment was helpful



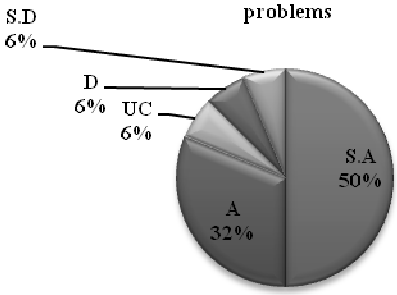
I understood the lectures



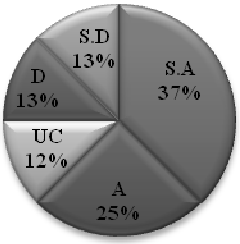
The material was well organized and presented



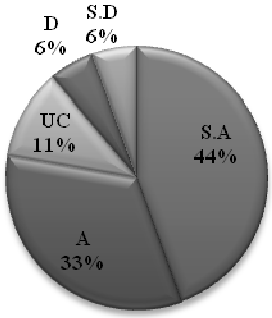
The instructor was responsive to student needs and problems



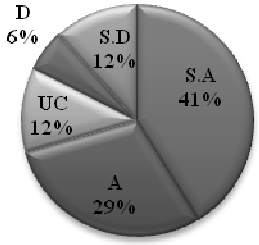
Had the instructor been regular throughout the course?



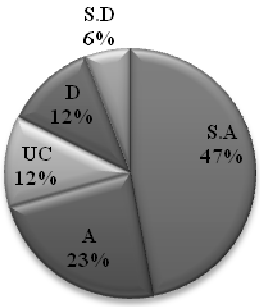
The material in the tutorials was useful



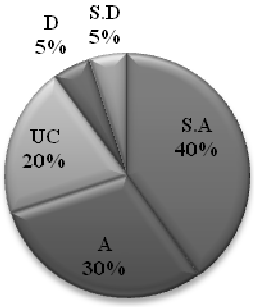
I was happy with the amount of work needed for tutorials

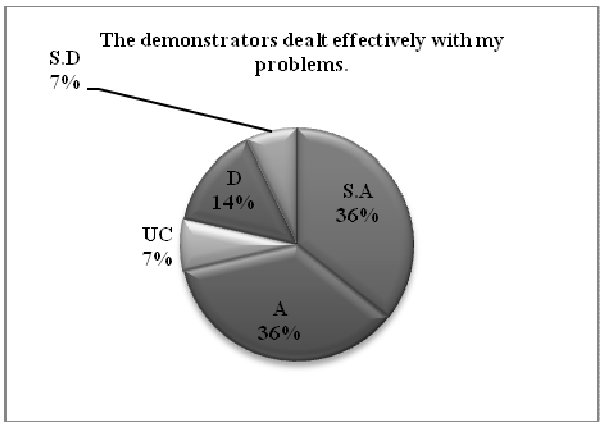


The tutor dealt effectively with my problems



The materials in practical was useful





General Comments of Students about this course:

Strengths :

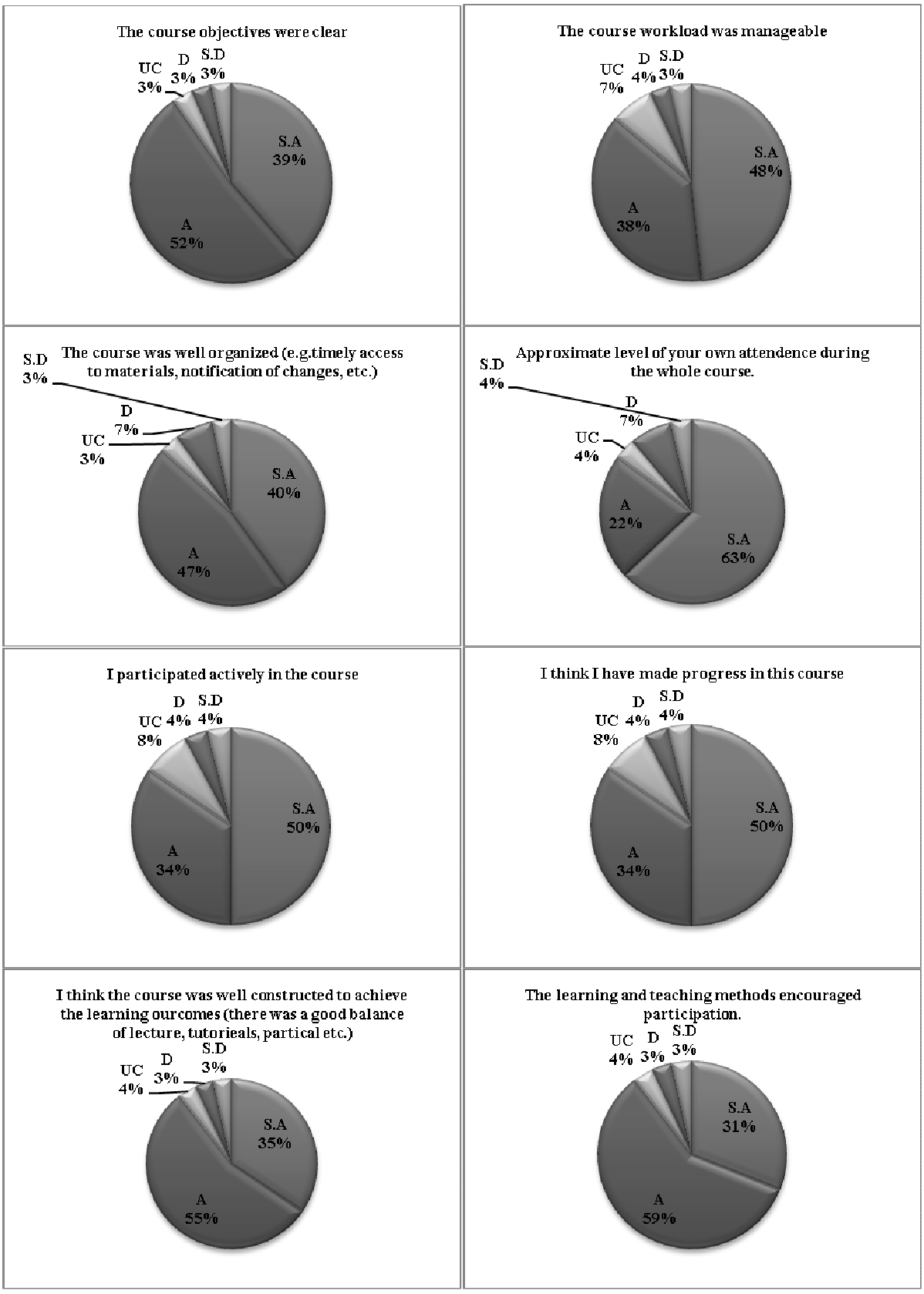
- Well organized
- Good teaching method

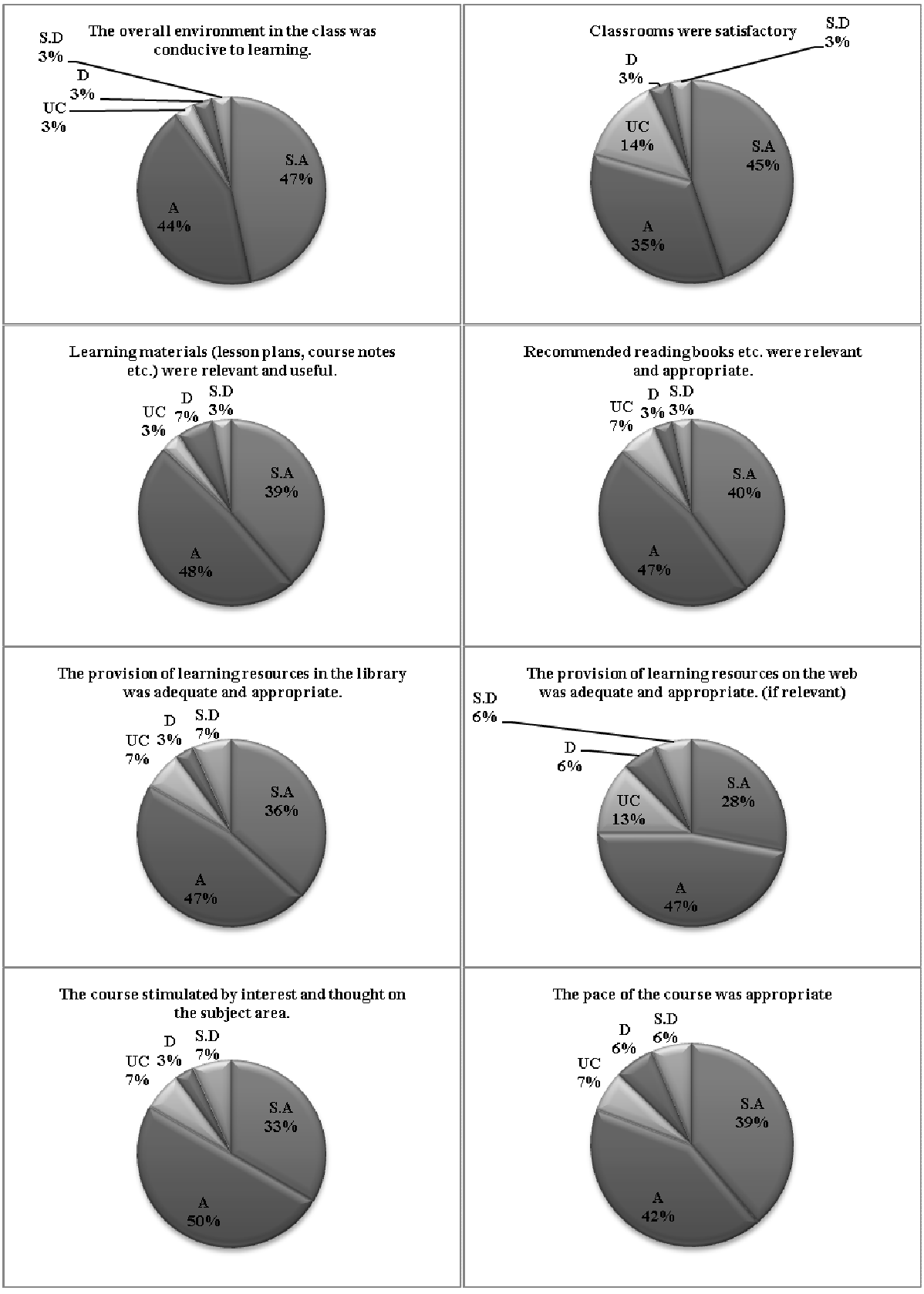
Weeknesses:

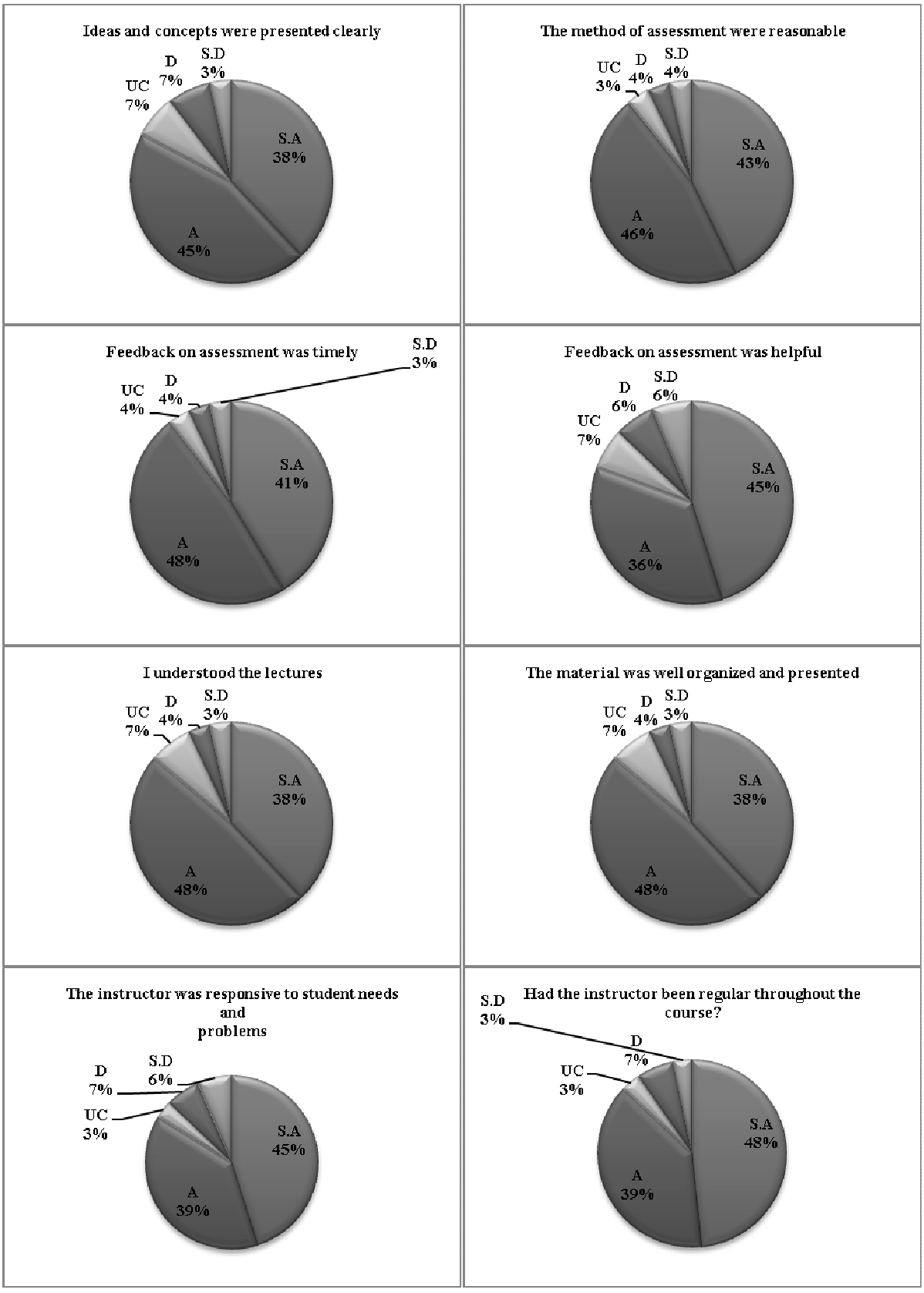
- Tutorials should be added
- More practical work

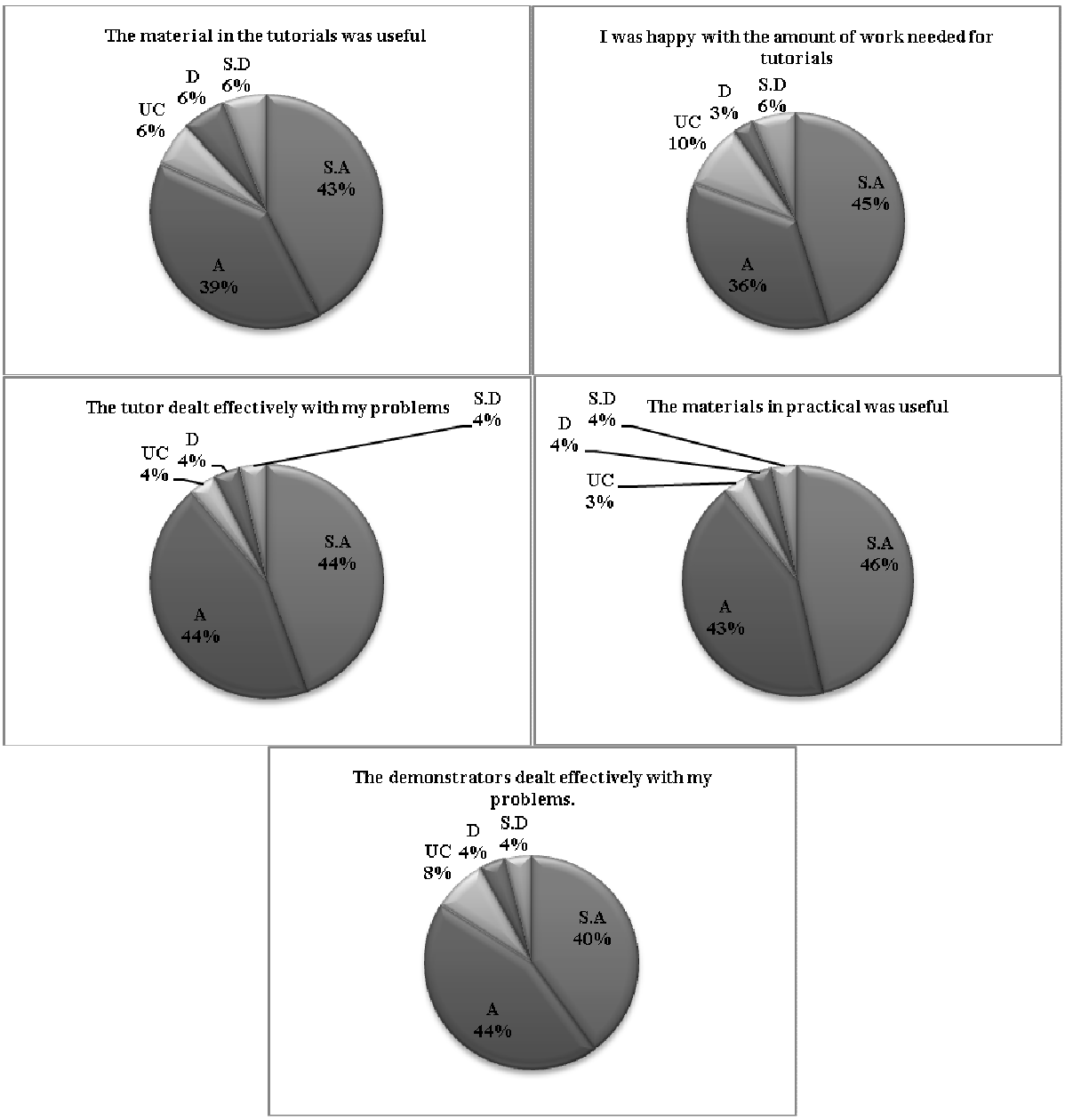
CS-423 (Ms. Aisha Umair)

The pie chart shows the details of evaluation. The graph "The course objective were clear" indicates this. (39% strongly agree, 52% agree, 3% are uncertain, 3% disagreed and 3% strongly disagree). The instructor also provides additional study material apart from thr text to students. The graph "The course workload was manageable " reflects this. (48% strongly agree, 38% agree, 7% are uncertain, 4% disagreed and 3% strongly disagree). This can be seen in the graph "The course is well organized"." (40% strongly agree, 47% agree, 6% are uncertain, 3% disagree and 3% strongly disagree). The instructor is always available for after class consultaions as shown in the graph "The instructor have made progress in this course" 50% strongly agree, 34% agree, 8% are uncertain, 3% disagreed and 4% strongly disagree). "The instructor shows respect towards students and encourages class participation". (31% strongly agree, 50% agree, 4% are uncertain, 3% disagreed and 3% strongly disagree). " The pace of the course was appropirate ".(39% strongly agree, 42% agree, 7% are uncertain, 6% disagreed and 6% strongly disagree)." There had the instructions been regular trhorughout the courese ".(48% strongly agree, 39% agree, 3% are uncertain, 7% disagreed and 3% strongly disagree).


The course objectives were clear
UC 3%
D 3%
S.D 3%
S.A 39%
A 52%
The course workload was manageable
UC 7%
D 4%
S.D 3%
S.A 48%
A 38%
The course was well organized (e.g.timely access to materials, notification of changes, etc.)
S.D 3%
D 7%
UC 3%
S.A 40%
A 47%
Approximate level of your own attendence during the whole course.
S.D 4%
D 7%
UC 4%
A 22%
S.A 63%
I participated actively in the course
D 4%
S.D 4%
UC 8%
S.A 50%
A 34%
I think I have made progress in this course
D 4%
S.D 4%
UC 8%
S.A 50%
A 34%
I think the course was well constructed to achieve the learning ourcomes (there was a good balance of lecture, tutorieals, partical etc.)
UC 4%
D 3%
S.D 3%
S.A 35%
A 55%
The learning and teaching methods encouraged participation.
UC 4%
D 3%
S.D 3%
S.A 31%
A 59%


The overall environment in the class was conducive to learning.
S.D 3%
D 3%
UC 3%
S.A 47%
A 44%
Classrooms were satisfactory
S.D 3%
D 3%
UC 14%
S.A 45%
A 35%
Learning materials (lesson plans, course notes etc.) were relevant and useful.
UC 3%
D 7%
S.D 3%
S.A 39%
A 48%
Recommended reading books etc. were relevant and appropriate.
UC 7%
D 3%
S.D 3%
S.A 40%
A 47%
The provision of learning resources in the library was adequate and appropriate.
UC 7%
D 3%
S.D 7%
S.A 36%
A 47%
The provision of learning resources on the web was adequate and appropriate. (if relevant)
S.D 6%
D 6%
UC 13%
S.A 28%
A 47%
The course stimulated by interest and thought on the subject area.
UC 7%
D 3%
S.D 7%
S.A 33%
A 50%
The pace of the course was appropriate
D 6%
S.D 6%
UC 7%
S.A 39%
A 42%


Ideas and concepts were presented clearly
S.D 3%
D 7%
UC 7%
S.A 38%
A 45%
The method of assessment were reasonable
UC 3%
D 4%
S.D 4%
S.A 43%
A 46%
Feedback on assessment was timely
S.D 3%
UC 4%
D 4%
S.A 41%
A 48%
Feedback on assessment was helpful
D 6%
S.D 6%
UC 7%
S.A 45%
A 36%
I understood the lectures
UC 7%
D 4%
S.D 3%
S.A 38%
A 48%
The material was well organized and presented
UC 7%
D 4%
S.D 3%
S.A 38%
A 48%
The instructor was responsive to student needs and problems
D 7%
S.D 6%
UC 3%
S.A 45%
A 39%
Had the instructor been regular throughout the course?
S.D 3%
D 7%
UC 3%
S.A 48%
A 39%



General Comments of Students about this course:

Strengths :

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

Weeknesses:

- Extra Course Load

Alumni Survey Results

The students after BS CS usually join organizations like software house, adopt higher education and then came toward the research field. So Performa 7 was sent to the organizations and universities and feedback was collected.

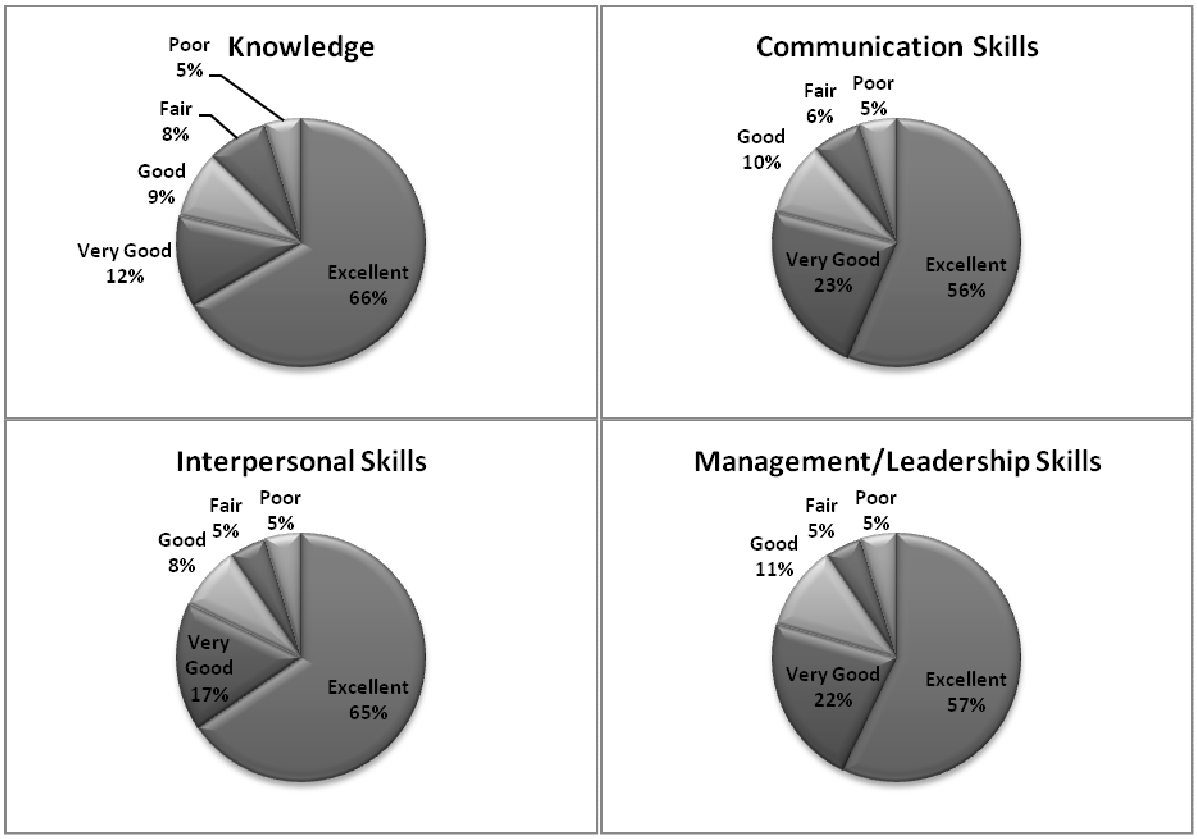


Figure 3: Result of Alumni Survey

The 66% alumni are of the view that BS (CS) graduates have excellent knowledge, 12% are of the view that they have very good knowledge, 9% view that knowledge is good, 8% are of the view that their knowledge is fair and only 5% are of the view that their knowledge is poor. The graph regarding communication skills show that 56% are excellent, 23% are very good, 10% are good, 6% are fair and 5% are poor. According to interpersonal skills graph, 65% are excellent, 17% are very good, 8% are good, 5% are fair and 5% are poor. The graph of management/ leadership skills shows that 49% are excellent, 25% are very good, 16% are good, 6% are fair and 4% are Poor. The detail graphs of individual parameters are given below.

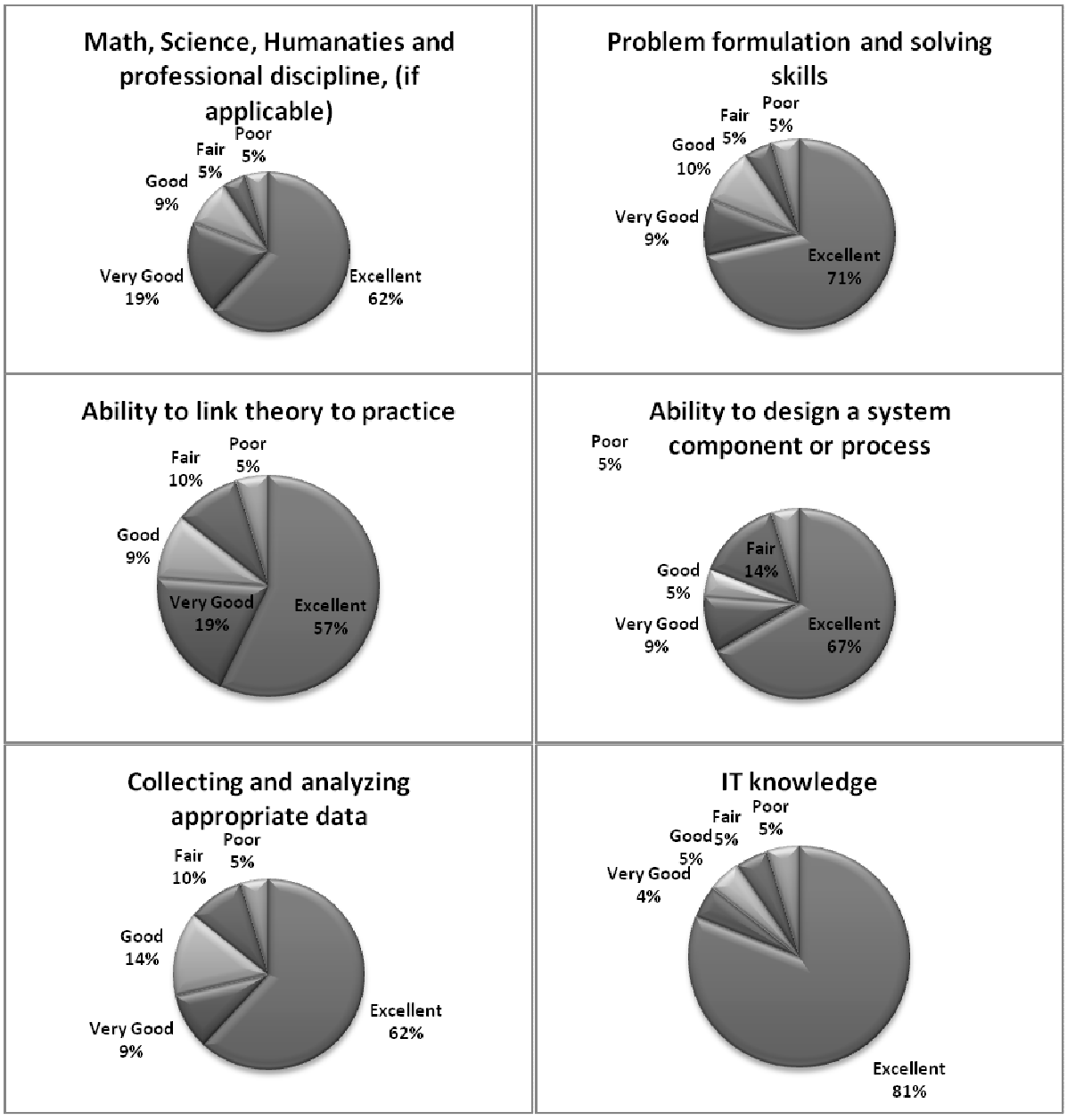


Figure 4: Knowledge

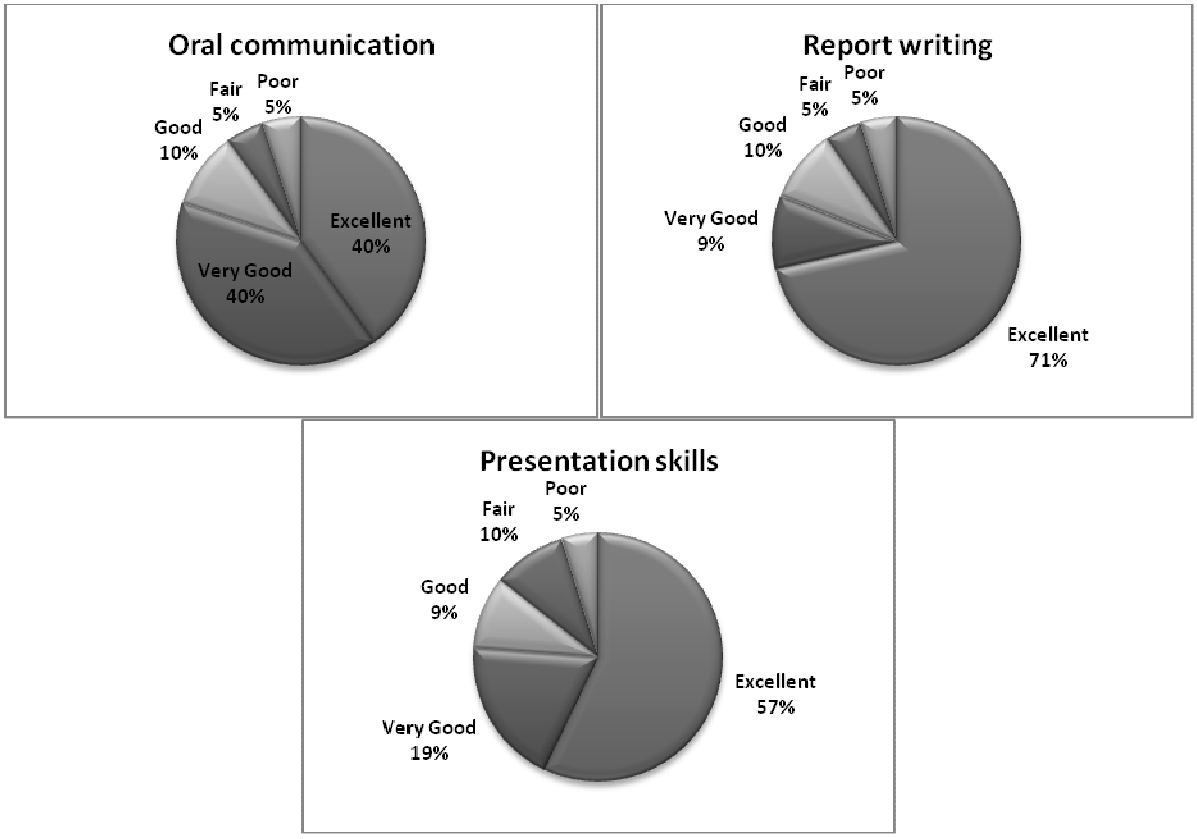


Figure 5: Communication Skills

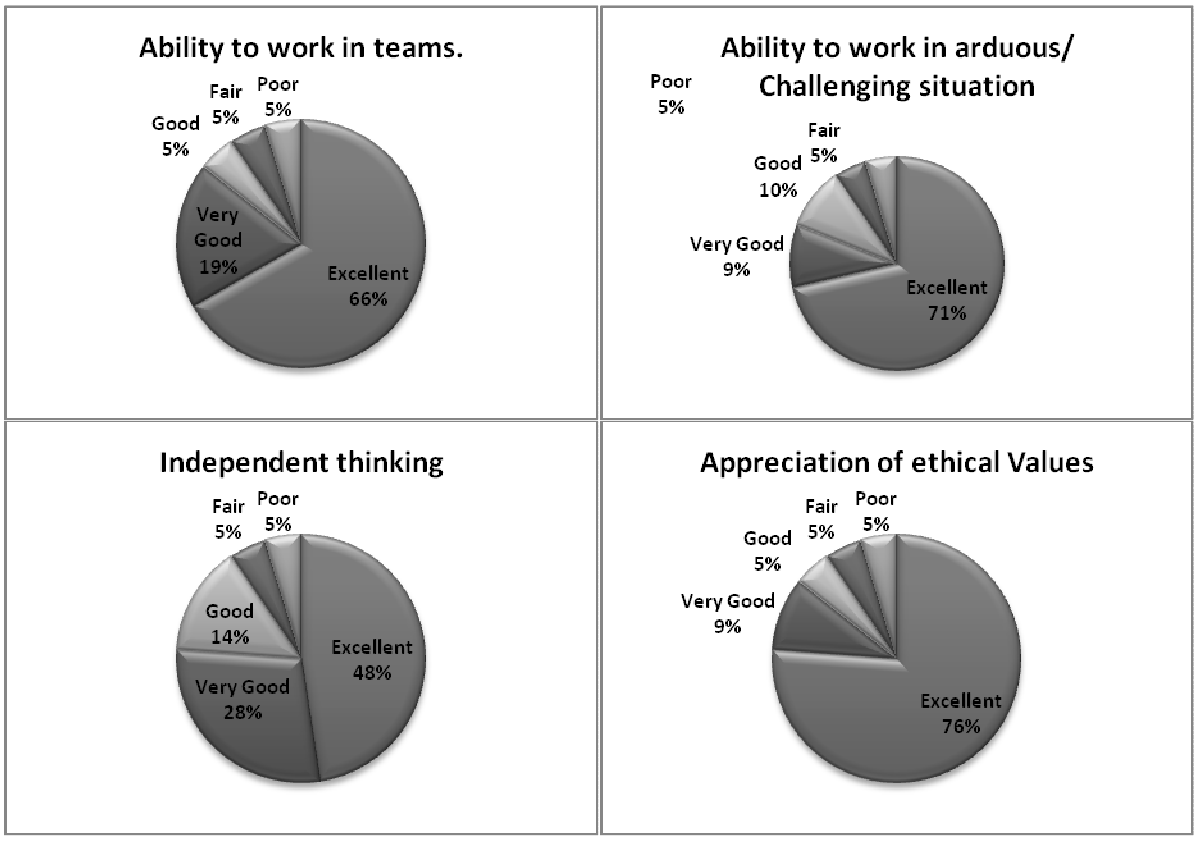


Figure 6: Interpersonal Skills

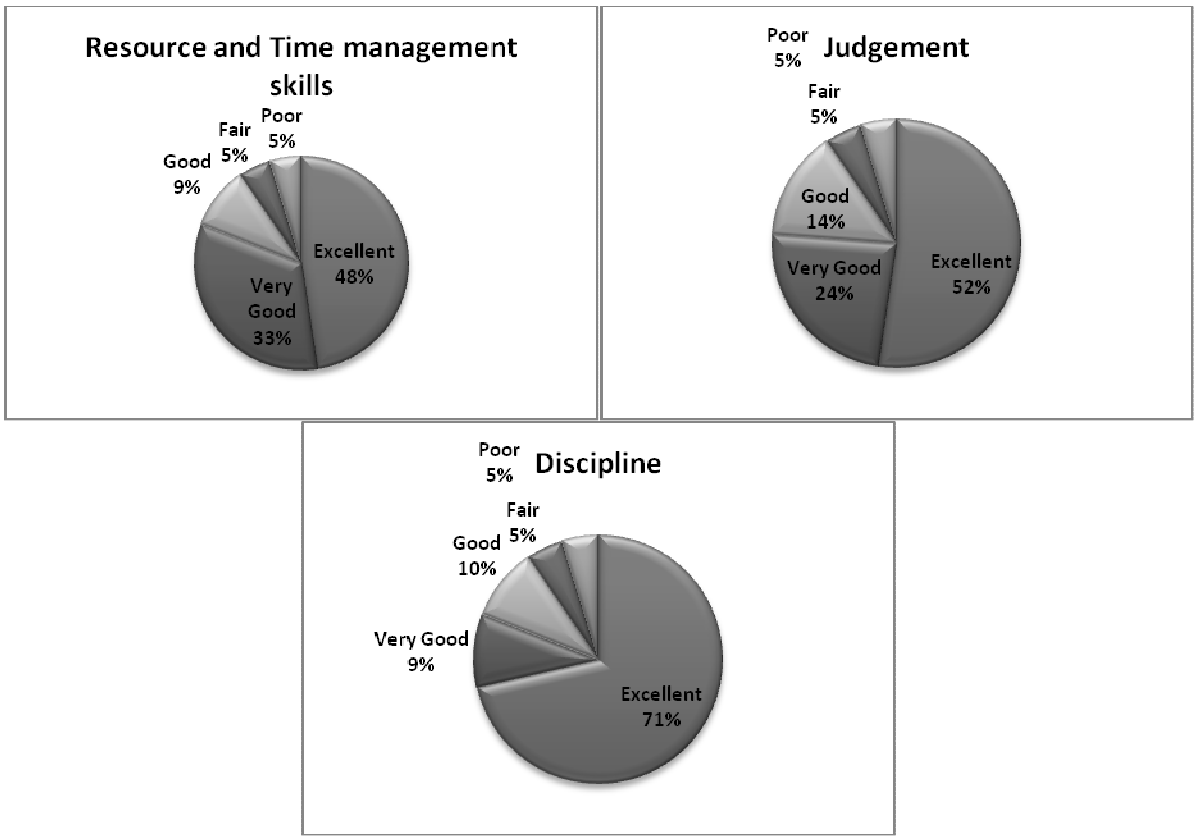


Figure 7: Management and Leadership Skills

Skills of Students as BS CS graduates

Graduates of BS(CS) possess adequate skills which let them gain employment in software houses specially and in the financial, industrial and service sectors. Graduates can also pursue careers in research and development in scientific areas of computing at local and international universities.

Survey of Graduating Students

A survey is conducted from the students of last semester and feedback is collected on Performa 3. The results are summarized. A set of questions is present in the Performa 3. The graph from the summarized results shows that 43% students are very satisfied from program, 30% are satisfied, 14% are uncertain, 7% are dissatisfied and 6% are very dissatisfied.

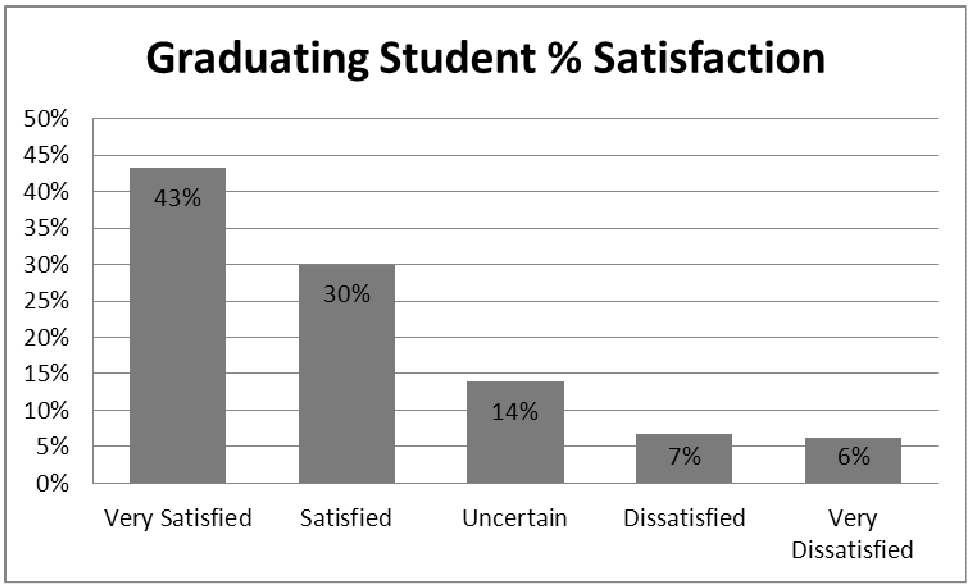


Figure 8: Survey of Graduating Students

Best Aspects of the Program:

- Qualified faculty
- Director helpful and address the student's problem on time
- Introduction to the new technologies
- 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 time table 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 prime strength of the BS(CS) program lies in its sound and complete contents that are aligned with UIIT competitors institute/universities and its COST EFFECTIVENESS. Current faculty is well formulated that covers nearly all specialized subjects of computing.

Weakness of Program/Institute

The weaknesses of the BS(CS) program is its visiting faculty. Students do not find a person to explore additional things after completion of a course if it was taught by a visiting faculty. There should be some sitting place in the campus in extreme summer weather. Library usage is observed very little in BS(CS) graduates.

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

As the BS CS program is an applied program rather research oriented, 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.

Table below shows performance assessment

Table 3: Programs Objectives Assessment

Sr#	Measures	Status
1	Participation in Software Competition	Yes
2	Any National Award	None
3	Applied and Industry Software Projects	Yes

Community Service provided by institutes:

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

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

Employed Survey

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

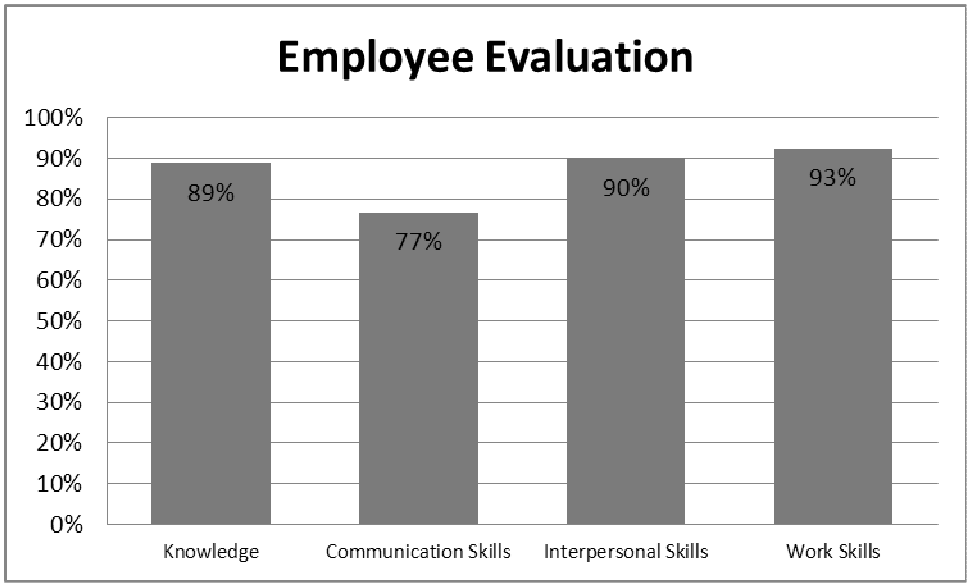


Figure 9: Employer Survey for Determining the Student's Skill Level

The graph shows the employees view regarding the students. The 89% students have enough knowledge regarding their field. The 77% have communication skills to communicate with the people of their own field. The 90% students have Interpersonal skills and 93% students have work skills related to the field. All the employees were of the view that the students have potential and they can be more productive. This problem will be tackled in future. Possession

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

Criterion 2: Curriculum Design and Organization

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 institute level there is 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 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.

Definition of Credit Hour

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

Degree plan

Presently five degree programs are organized by the University Institute of Information Technology. The BS (CS) degree program consists of 4 academic years/ 8 semesters.

Pre-requisites: minimum academic requirements

Minimum Academic Requirements for BS (CS) and BS (IT):

i) A person holding Intermediate Certificate, A-level or an equivalent certificate from any recognized Institute with at least second division or overall 45% marks, or any other marks specified shall be eligible to apply for admission.

ii) Admission will be on open merit basis, with following weightage for merit (Entrance test 40%, Intermediate 50%, Matric 10%)

iii) Students with F.Sc. Pre-Engineering will be eligible to transfer to BCE degree program from BS (CS) degree program

Degree requirements

The following regulations are also applicable to the BS (CS)

i) The minimum duration for completing the course for the degree of BS (CS) shall be 8 semesters and maximum 12 semesters.

ii) The course requirement will be 133 credit hours for BS (CS).

iii) A full time student shall be required to take courses not less than 13 credits hours in a semester, provided that he/she qualifies the pre requisites of offered courses.

Academic Standing

i) Grade Point average

a) Maximum grade point average 4.00

b) Minimum grade point average for obtaining the Degree 2.50

ii) To remain on the roll of the university a student shall be required to maintain the following minimum CGPA in each semester:

Semester	**CGPA**
1st Semester	0.75
2nd Semester	1.00
3rd Semester	1.25
4th Semester	1.50
5th Semester	1.75
6th Semester	2.00
7th Semester	2.25
8th Semester	2.50

- A student who does not meet the above requirement for promotion shall cease to be on the university roll. However, he/she may repeat the whole semester only once.
- The course grades that a student earns in the repeated semester shall replace the previously earned course grades.

- In the 8th semester, if a student fails to achieve the 2.5 CGPA, he/she shall have to repeat the course/courses with lowest grades, so as to make CGPA of 2.5 within the maximum time period allowed for the degree.

  Migration from other Universities and institutes to UIIT will be entertained as per University migration rules.

Examination and Weightage

a) Theory

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

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

b) Practical

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

Eligibility for Examination

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

Scheme of Studies and Course Contents of BS CS Degree Program

Table 4: Scheme of Study for BSCS Program

Semester 1

Sr.#	Code	Pre-Req	Course Title	Credit hours
1	CS-301		Introduction to Computing	3 (2-2)
2	CS-335		Discrete Structures	3 (3-0)
3	CS-323	CS-301	Programming Fundamentals	4 (3-2)
4	MTH-310		Calculus and Analytic Geometry	3 (3-0)
5	ENG-305		English Comprehension	3 (3-0)
6	IS-302		Islamic Studies	2 (2-0)

Semester 2

Sr.#	Code	Pre-Req	Course Title	Credit hours
1	CS-423	CS-323	Object Oriented Programming	4 (3-2)
2	CS-400		Database Systems	3 (2-2)
3	MTH-315	MTH-310	Multivariable Calculus	3 (3-0)
4	SSH-302		Pakistan Studies	2 (2-0)
5	PHY-401		Physics-I	3 (3-0)
6	MGT-421		Fundamentals of Management	3 (3-0)

Semester 3

Sr.#	Code	Pre-Req	Course Title	Credit hours
1	CS-443	CS-323	Data Structures and Algorithms	4 (3-2)
2	CS-430		Digital Logic Design	3 (2-2)
3	PHY-416		Physics-II	3 (3-0)
4	MTH-415	MTH-315	Differential Equations	3 (3-0)
5	CS-565		Web Design and Development	3 (2-2)
6	STT-500	MTH-310	Statistics and Probability	3 (3-0)

Semester 4

Sr.#	Code	Pre-Req	Course Title	Credit hours
1	CS-432	CS-423	Modern Programming Languages	3 (2-2)
2	CS-582		Operating System Concepts	3 (2-2)
3	MTH-435	MTH-310	Linear Algebra	3 (3-0)
4	CS-452	CS-323	Software Engineering I	3 (3-0)
5	MGT-310		Financial Accounting	3 (3-0)
6	ENG-325		Communication Skills	3 (3-0)

Semester 5

Sr.#	Code	Pre-Req	Course Title	Credit hours
1	CS-552	CS-452	Software Engineering II	3 (3-0)
2	CS-542	CS-443	Analysis of Algorithms	3 (3-0)
3	CS-577		Computer Communication and Networks	3 (3-0)
4	MGT-511	MGT-310	Financial Management	3 (3-0)
5	CS-572	CS-323	Numerical Analysis	3 (2-2)
6	CS-531	CS-323	Computer Organization & Assembly Language	4 (3-2)

Semester 6

Sr.#	Code	Pre-Req	Course Title	Credit hours
1	STT-510	STT-500	Statistical Analysis	3 (3-0)
2	CS-536	CS-335	Theory of Automata & Formal Languages	3 (3-0)
3	CS-692/691	CS-423	Visual Programming/ Enterprise based Application Development	3 (2-2)
4	MGT316		Introduction to Marketing	3 (3-0)
5	CS-575/526	CS-323	Computer Graphics/Multimedia System	3 (2-2)
6	CS-632		Artificial Intelligence	3 (2-2)

Semester 7

Sr.#	Code	Pre-Req	Course Title	Credit hours
1	CS-600/652	CS-400/552	Distributed Database Systems/ Software Project Management	3 (2-2)
2	ENG-315		Technical and Business Writing	3 (3-0)
3	SSH-303		Professional Ethics	3 (3-0)
4	PSY-600		Psychology	3 (3-0)
5	CS-682	CS-531, CS-582	System Programming	3 (2-2)

Semester 8

Sr.#	Code	Pre-Req	Course Title	Credit hours
1	CS-699		Software Project	6 (0-18)
2	MGT-520		Human Resource Management	3 (3-0)

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

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

Table 5: Courses versus Outcomes

Courses	Outcomes					
	1	**2**	**3**	**4**	**5**	**6**
CS-301	++	++	+	+	+++	++
CS-335	+++	++	+	+	++	+
CS-323	++	+++	+++	++	++	+++
MTH-310	+++	+	+	+	+	+
ENG-305	n/a	n/a	n/a	n/a	+++	++
IS-302	n/a	n/a	n/a	n/a	++	++
CS-423	+++	+++	+++	+++	++	+++

CS-400	+++	++	+++	++	+++	++
MTH-315	+++	++	n/a	n/a	+	n/a
SSH-302	n/a	n/a	n/a	n/a	++	++
PHY-401	+++	+	+	n/a	+	n/a
MGT-421	n/a	n/a	n/a	+	+++	+++
CS-443	+++	+++	+++	+++	++	++
CS-430	+++	+	++	+	++	++
PHY-416	+++	+	+	n/a	++	n/a
MTH-415	+++	++	n/a	n/a	+	n/a
CS-565	+++	+++	++	++	++	+++
STT-500	+	+	n/a	+	+++	++
CS-432	+++	+++	+++	+++	++	++
CS-582	+++	++	+++	+	+++	++
MTH-435	+++	++	n/a	n/a	+	n/a
CS-452	+	++	+++	+++	+++	++
MGT-310	+++	n/a	n/a	n/a	+++	++
ENG-325	n/a	n/a	n/a	n/a	+++	+++
CS-552	+	++	+++	+++	+++	++
CS-542	+++	+++	+++	++	+++	+++
CS-531	+++	+++	++	+	+	+
CS-577	+++	+	++	+++	+	++
MGT-511	+++	n/a	n/a	n/a	+++	++
CS-572	+++	++	n/a	n/a	++	++
STT-510	+	+	n/a	+	+++	++
CS-536	+++	++	++	++	++	++
CS-692/691	+++	+++	++	+++	+++	++
MGT316	+++	n/a	n/a	n/a	+++	++
CS-575/526	+++	+++	++	+	+++	++
CS-632	+++	++	+	++	+++	+++
CS-600/652	+++	+++	++	+++	++	+++

ENG-315	n/a	n/a	n/a	n/a	+++	+++
SSH-303	n/a	n/a	n/a	n/a	++	++
PSY-600	n/a	n/a	n/a	+	++	++
CS-682	+++	+++	++	+	+++	+++
CS-600/652	+++	+++	++	+++	++	+++
CS-699	+	+++	+++	+++	+++	+++
MGT-520	+++	n/a	n/a	n/a	+++	

N/A =Not Applicable

\+ = Moderately Satisfactory

++ = Satisfactory

+++ = Highly Satisfactory

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

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

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

Table 6: Detail of courses representing theoretical background, problem analysis and solution design

Element	Course Code	Course Title
Theoretical Background	ENG305	English Comprehension
	IS-302	Islamic Studies
	SSH-302	Pakistan Studies
	PHY-401	Physics-I
	MGT-421	Islamic Studies
	PHY-416	Physics-II
	CS-452	Software Engineering I
	ENG-325	Communication Skills
	CS-301	Introduction to Computing
	CS-577	Computer Communication and Networks
	CS-536	Theory of Automata & Formal Languages
	MGT316	Introduction to Marketing
	ENG-315	Technical and Business Writing
	SSH-303	Professional Ethics
	PSY-600	Psychology
	CS-582	Operating System Concepts
Problem Analysis	CS335	Discrete Structures
	MTH-310	Calculus and Analytic Geometry
	MTH-315	Multivariable Calculus
	MGT-421	Fundamentals of Management
	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
	STT-510	Statistical Analysis
	CS-632	Artificial Intelligence
	MGT-520	Human Resource Management
Solution Design	CS-323	Programming Fundamentals
	CS-423	Object Oriented Programming
	CS-400	Database Systems
	CS-443	Data Structures and Algorithms
	CS-565	Web Design and Development
	CS-432	Modern Programming Languages
	CS-531	Computer Organization & Assembly Language
	MGT 310	Financial Accounting
	CS-692	Visual Programming
	CS-575	Computer Graphics
	CS-600	Distributed Database Systems
	CS-682	System Programming
	CS-699	Software Project

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

The degree of BS (CS) comprises of sufficient courses that covers Information Technology needs. Graduates of BS (CS) go through information technology components in addition to computer science. Courses such as Web Design and Development, Software Engineering, Human Resource Management, Introduction to Marketing etc provides information technology knowledge to the graduates. Courses division is well formulated, so that IT component follows throughout the program.

Table 7: Credit Hour Division between major areas

Category	Credit Hours	Cumulative Credit Hours
Computing-Core Courses	**39**	**76**
Major (Computer Sciences/Software Engineering/Information Technology)-Core Courses	**19**	
Major (Computer Sciences/Software Engineering/Information Technology) Based – Electives	**18**	
Supporting Sciences	**24**	**58**
General Electives	**16**	
University Electives	**18**	
Total Credit Hours		**134**

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 8: General Education Courses

Course Code	Course Title	Credit Hours
ENG 305	English Comprehension	3(3-0)
ENG-315	Technical Business Writing	3(3-0)
EMG-325	Communication Skills	3(3-0)
SSH-303	Professional Ethics	3(3-0)

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

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

Criterion 3: Laboratories and Computing Facilities

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

Table 9: Laboratory Facility

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

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

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

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

The detailed information of Laboratory is presented in Table 8. A total of 15 lab support staff is available at UIIT. The Lab support staff help teacher 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:	11
Over Head Projectors Count:	7
E-learning Facility: Video Conferencing, Digital Library	
Total Lab Computers:	285
Total No. of Labs:	8

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

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

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

CRITERION 4: STUDENT SUPPORT AND ADVISING

Criterion 4: Student Support and Advising

University administration has formulated centralized support and advising statues. These statues provide information regarding admission, scholarships, hostel accommodation, financial matters etc. UIIT arranges orientation to newly admitted student in its own capacity that is in addition to the central orientation session held for all students of the university. UIIT arranges circular and co-circular activities/events such as sports week, technical workshops and annual dinner. The locally arranged events/activates are parallel to activities that are organized by university central bodies.

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 scheme of study provided by the HEC and approved by Academic Council.
- Elective courses are offered as per policy of HEC and the University.
- No course is offered consecutively in any two semesters.

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

Contents of all major courses at BS (CS) contain an application development part. This part is assigned in early weeks of the course. Students keep close interaction throughout the course with course instructor to accomplish development of said application. Assignments also increase interaction between student and teacher. Teaching methodology followed for BS(CS) is both instructional and constructive, where students are taught and concepts and also guided to explore additional concepts of the course domain. This exploration binds students with the teacher for assistance and progression. Meetings of Institutional Board of Studies designs and improves the BS (CS) courses. Course instructors of any major course normally invites other sibling faculty members for evaluation of students presentation or software application at the end of the course. This provides interaction of students to other faculty members as well. Institute always encourages the interaction between each section of BS (CS) classes through software competition held during student's week.

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

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

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

Table 10: Student to Teacher Ratio for BS CS

2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
1:13	1:19	1:61	1:40	1:43	1:36	1:38	1:52	1:43

CRITERION 5: PROCESS CONTROL

Criterion 5: Process Control

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

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

- The process of admission is well established and is followed as per rules and criteria set by HEC. For this purpose an advertisement is published in the national news papers by the Registrar office.
- Admission criteria for BSCS are F.Sc. pre medical or pre engineering with minimum of second division and entry test.
- Admission criteria are revised every year before the announcement of admission.

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

- The student name, after completion of the admission process, is forwarded to the Registrar office for proper registration in the specific program and the registration number is issued to the student.
- Registration is done for one time for each degree but evaluation is done through the result of each semester. Only those students, who fulfill the criteria of the University, are promoted to the next semester.

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

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

- All major courses follows, conductance of case studies with in the course domain, Presentations on given topics, class discussions and reading material to promote and ensure active learning.
- The consistent technology change itself motivate and encourage active learning on student. Courses get revised with every technology change if nessaccary. Meetings among all faculty members decide the revision and adoption of new technology.
- Links to the Learning Resource such as videos and web articles are provided by course instructor to improve active learning. Institute have well established Internet and Library facilities. Downloaded videos can be accessed over network as well.

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

The controller of examinations announces the date regarding commencement of examination. After each semester, the controller office notifies results of the students. The evaluation procedure consists of quizzes, mid and final examinations, practical, assignments, reports, oral and technical presentations. The minimum pass marks for each course is 40% for undergraduate.

- The weightage to each component of examination is as prescribed here under:

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

Table 11: Grading Criteria at UIIT

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

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

CRITERION 6: FACULTY

Criterion 6: Faculty

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

Below is the detail of faculty members at UIIT for the BS (CS) program.

A. Full-Time Faculty Information

Table 12: Full Time Faculty Members at UIIT

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

B. Part-Time Faculty Information

Table 13: Part Time Faculty Members at UIIT

Part-Time Faculty Size	Number of Part-Time Faculty Members with PhD	MS	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
(Fall-09)	01	15	48	24	1:2
(Spring-10)		16	38	24	1:1.58

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

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

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

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

Faculty members are unsatisfied with the courseload/workload assigned to them during a semester. The primary reason for this unstatifaction is low salaries as compared to other competitor institutions/universities. The other major reason is that any faculty member does not have enough spare time to create new interactive course material for any assigned course. Every faculty member with full load has to mark and create nearly about three thousands documents in form of assignment, quizzes and exams. Unavailability of teaching assistant adds more impact to this unsatisfaction state. Along with teaching responsibilities all faculty members are associated with atleast one administrative activity. A table of Results of faculty Survey is at next Page.
(Table 13 Result of Faculty Survey)

Table 14: Result of Faculty Survey

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

	knowledge										
15	What are the best programs / facts currently available in your department that enhance you motivation and job satisfaction	The MS Program and BS CS Program	New Building, Latest Equipment	NIL	MS and BS CS Program	Colleagues are well qualified and fresh in research, MS and BS CS Program	Available of Resources, Motivation for Higher Studies	NIL	NIL	NIL	NIL
16	Suggest programs/factors that could improve your motivation and job satisfaction?	It is better to offer new courses in the existing programs	Research Environment should be improved	NIL	Promotion of Research culture to give faculty a chance for improving research.	The workload of the faculty should be – re-considered	Need to improve Research Environment , Research Grants should be provided to faculty members. Needs to organize conference at National level at UIIT	NIL	Different workshop related to IT should be organized.	NIL	NIL

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

CRITERION 7: INSTITUTIONAL FACILITIES

Criterion 7: Institutional Facilities

Institute has computer access to every student through which any student can access HEC provided digital libraries for journal and articles. Institutional own library has a pleasant and adequate environment for students to sit and read books. Due to unavailability of a discussion room adjacent to library will overcrowd library during exam session. This student crowd normally makes a messy situation in the library.

- The institutional library has desks for computers but computers on them have never been installed.
- Hardcopy books are less common than softcopy books in students of BS(CS) program. As mainly all students have access to computer at Institute of at their residence. Faculty members also share softbooks through emails. Student get reading more books if provide in softcopies. So institutional library should buy hard as well as soft copy with license of distribution.

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

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

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

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

Institute has its own library which has sufficient number of computer science related books. New books are regularly bought, but currently library contains low cost editions. Expensive books are unavailable. A book bank is also required which provides effective support to students.

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

- Classrooms are large enough to accommodate a class of 100 students at once. But rooms large enough has several severe problems
    - Sound echoes within room while teaching. Since all rooms do not have false ceiling and air tight doors, so echoes of sounds and fans makes it too hard for a teacher to convey lectures.
- Cubical offices with no ventilation make them uncomfortable to sit during summer session.
- Class rooms have limited size white board which ends after writing for few minutes.
- Lighting fixtures are no appropriately installed that make sighting difficult.

CRITERION 8: INSTITUTIONAL SUPPORT

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 BSCS program over past ten years. UIIT is not accredited for a PhD Degree. Teaching Assistants positions are not available for UIIT.

Table 15: Number of students enrolled in BS-CS in last ten years

2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
90	94	97	100	93	99	99	158	200

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

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

Table 16: Financial Information about the institution and the Program

Total assets of the institution	PMAS-AAUR is a public sector University and UIIT is a constituent part of the university -- it is relatively hard to determine exact value of its assets.								
Total endowment fund of the institution									
	2001-02	**2002-03**	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2009-10**
Yearly budget for the past five years	- Funded through MoST project	11.933M		16.425 M	18.105M	18.241M	13.107M	24.584M	25.409M
Institution's yearly budget for research and faculty development for the past five years [2]	1.903M	0.80M	1.5M	1.0M	2.0M	2.0 M	1.049 M	1.168M	2.25M
Institution's yearly budget for library [1]	Ministry of Science & Technology had sponsored the establishment of this institute through a development project of Rs 27.96 M -- all such	0.400M		0.600M	0.400M	0.300M	0.350M	0.350M	0.400M

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

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

SUMMARY AND CONCLUSION

Summary and Conclusion

The Self Assessment Report (SAR) of the University Institute of Information Technology (UIIT), Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi for Degree Program Bachelor of Science, Computer Science (BS CS), depicts the introduction about the institute and later about the importance of the degree program. The programs important features, objective, outcomes and measures to assess those objectives were also discussed.

All the permanent faculty members are involved in teaching courses to BS CS degree program. A course from students prospective is evaluated according to standard rules given by Higher Education Commission (HEC) of Pakistan. Teacher's evaluation has also been conducted from the student prospective. These evaluations are reviewed thoroughly for continuous improvement in academic excellence.

Curriculum for BS CS program has been designed keeping in view market need and requirements international standards and national needs. The infrastructure is also reviewed in this report to highlight current strengths and point out potential weaknesses.

The performance of UIIT can be improved in general and especially for BS CS Degree program by improving following points:

1. There is need of enhanced audio visual support in all teaching rooms and lecture theatres.
2. Interrupt free power supply for Computer Labs and class rooms is essential for smooth flow of lectures.
3. A thorough review process for curriculum need to be institutionalized. It should be made sure that no overlapping between course contents takes place.
4. An effort should be made to generate funding for research projects as most of the faculty members are of the view that more research opportunities will result in better job satisfaction.

5. Pay and privileges package need to be updated regularly according to market trends as this is a pivotal factor for deciding any job related matter for most of the potential seekers.
6. More infrastructures need to be added in the existing stock to cater for growing number of students. In particular, expansion in current campus is required as it's giving a look of the crowded environment.
7. There should be seminars on latest research trends which helps students to choose their field and also to decide the field of specialization in further studies.
8. Student internship program and other paid incentives for outgoing students need to be adopted under the university patronage.
9. Concept of research associates need to be reintroduced while at the same time, teaching assistants need to be inducted among the students to facilitate teachers and hone their skills.
10. There should be visits and seminars from the people of industry related to latest technologies current active in the market.
11. Workload should be reduced for the faculty according to the standard practice among other CS departments of leading universities of Pakistan.

Program Team Members

Sheeraz Akram	**(Convener)**	_____
Muhammad Azeem Abbas	**(Member)**	_____
Fakhra Mushtaq	**(Member)**	_____

ANNEXURES

ANNEXURE I: ALUMNI SURVEY

Annexure I: Alumni Survey

The results of Alumni survey in table form are given below

		Excellent	Very Good	Good	Fair	Poor
I	**Knowledge**					
1	Math, Science, Humanities and professional discipline, (if applicable)	62%	19%	10%	5%	5%
2	Problem formulation and solving skills	71%	10%	10%	5%	5%
3	Collecting and analyzing appropriate data	62%	10%	14%	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%
II	**Communication Skills**					
1	Oral communication	40%	40%	10%	5%	5%
2	Report writing	71%	10%	10%	5%	5%
3	Presentation skills	57%	19%	10%	10%	5%
III	**Interpersonal Skills**					
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%
IV	**Management/Leadership Skills**					
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%
V	**General Comments**					
VI	**Career Opportunities**					
VII	**Department Status**					
1	Infrastructure	65%	18%	12%	6%	0%
2	Faculty	71%	24%	6%	0%	0%
3	Repute at national level	59%	35%	6%	0%	0%
4	Repute at International level	12%	47%	12%	6%	24%

ANNEXURE II: GRADUATING STUDENTS SURVEY

Annexure II: Graduating Students Survey

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

		Very Satisfied	Satisfied	Uncertain	Dissatisfied	Very Dissatisfied
1	The work in the program is too heavy and induces a lot of pressure.	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 curriculum are advanced and meet program objectives.	39%	35%	13%	4%	9%
10	Faculty was able to meet the program objectives.	43%	30%	9%	13%	4%
11	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

Annexure III: Employer Survey

The results of Employer Survey in table form are given below

		Excellent	Very Good	Good	Fair	Poor
I	**Knowledge**					
1	Math, Science, Humanities and professional discipline, (if applicable)	63%	25%	13%	0%	0%
2	Problem formulation and solving skills	50%	50%	0%	0%	0%
3	Collecting and analyzing appropriate data	38%	63%	0%	0%	0%
4	Ability to link theory to practice	38%	50%	13%	0%	0%
5	Ability to design a system component or process	63%	25%	13%	0%	0%
6	Computer knowledge	50%	50%	0%	0%	0%
II	**Communication Skills**					
1	Oral communication	25%	38%	25%	13%	0%
2	Report writing	13%	38%	38%	13%	0%
3	Presentation skills	38%	50%	13%	0%	0%
III	**Interpersonal Skills**					
1	Ability to work in teams.	75%	13%	13%	0%	0%
2	leadership	63%	13%	25%	0%	0%
3	Independent thinking	38%	50%	0%	13%	0%
4	Motivation	63%	25%	13%	0%	0%
5	Reliability	75%	13%	0%	13%	0%
6	Appreciation of ethical values	88%	13%	0%	0%	0%
IV	**Work Skills**					
1	Time management skills	75%	13%	13%	0%	0%
2	Judgment	63%	25%	13%	0%	0%
3	Discipline	88%	0%	13%	0%	0%

ANNEXURE IV: FACULTY RESUME

Annexure IV: Faculty Resume

The resume of the faculty members at UIIT are given below

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Faculty Resume

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

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

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

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

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Faculty Resume

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

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

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

	Innovative Computing, Information and Control (IJICIC) (IF=2.93) 3. **Muhammad Ramzan**, M. Arfan Jaffar, M. Amjad Iqbal, Sajid Anwar, Abdul Rauf, Arshad A. Shahid, "Value Based Conflict Identification and Resolution in Project Management using Genetic Algorithms", Springer Journal of Telecommunication Systems, (indexed by ISI Impact factor 0.396) **International Journal Submitted Papers** 1. **Muhammad Ramzan**, M. Arfan Jaffar, Arshad A. Shahid, "Intelligent Requirement Prioritization", Journal of Chinese Institute of Engineering (JCIE) (indexed by ISI Impact factor 0.27), (Submitted) 2. Sajid Anwar, Abdul Rauf, **Muhammad Ramzan**, Arshad Ali Shahid, "Software Architecture Based Quality Maintenance Ripple Effects Analysis", International Journal of Innovative Computing, Information and Control (IJICIC) (IF=2.93) [Under 2nd Revision] **International Conferences Accepted Papers** 1. **Muhammad Ramzan**, Sajid Anwar, Abdul Rauf, Arshad Ali Shahid International Conference on Telecom Technology and Applications (ICTTA 2009) Manila, Philipines 2. **Muhammad Ramzan**, M. Arfan Jaffar, Arshad Ali Shahid International Symposium on Management Engineering (ISME 2009) Dalian, China 3. **Muhammad Ramzan**, M. Arfan Jaffar, Sajid Anwar, M. Amjad Iqbal, Arshad Ali Shahid International Conference of Innovative Computing, Information and Control (ICICIC 2009), Taiwan **(2 International Citations)** 4. **Muhammad Ramzan**, M. Arfan Jaffar, Arshad Ali Shahid,

	"Value Assignment Process (VAP): Establishing Value of Software through a New Definition of Value"The 4th International Conference on Ubiquitous Information Technologies & Applications (ICUT 2009), Fukuoka, Japan 5. **Muhammad Ramzan**, M. Arfan Jaffar, M. Amjad Iqbal, Sajid Anwar, Abdul Rauf, Arshad A. Shahid, "Value Based Conflict Identification and Resolution in Project Management using Genetic Algorithms", International Conference on Information Science and Applications (ICISA 2010). , April 2010, Seoul, Korea 6. **Muhammad Ramzan**, Aasem, Iqbal, M. Arfan Jaffar, "Overview of Existing Requirement Prioritization Techniques", International Conference on Information and Emerging Technologies (ICIET 2010), June2010, Karachi, Pakistan 7. Abdul Rauf, M. Abdul Basit, **Muhammad Ramzan**, Arshad Ali Shahid, "Extending UML to Model GUI: A New Profile", 2nd International Conference on Computer and Automation Engineering (ICCAE 2010), Singapore, Feb 26 - 28, 2010 8. Abdul Rauf, **Muhammad Ramzan**, Arshad Ali Shahid, "Analysis of Software Process Improvement Efforts in Pakistan", 2nd International Conference on Computer and Automation Engineering (ICCAE 2010), Singapore, Feb 26 - 28, 2010 9. Sajid Anwar, Fouzia Khan, Abdul Rauf, **Muhammad Ramzan**, "Software Component Specification Framework",2nd International Conference on Computer and Automation Engineering (ICCAE 2010), Singapore, Feb 26 - 28, 2010 10. Sajid Anwar, Abdul Rauf, **Muhammad Ramzan**, Arshad

	Ali Shahid, "Architecture based ripple effect analysis: A software quality maintenance perspective", International Conference on Information Science and Applications (ICISA 2010), Seoul, Korea, April 21st - 23rd, 2010. 11. Sajid Anwar, Abdul Rauf, **Muhammad Ramzan**, Arshad Ali Shahid, "Software maintenace prediction: A Software architecture perspective", International Conference on Information Science and Applications (ICISA 2010), Seoul, Korea, April 21st - 23rd, 2010. 12. Abdul Rauf, Sajid Anwar, **Muhammad Ramzan**, Arshad Ali Shahid, "Ontology Driven Semantic Annotation Based GUI Testing", IEEE International Conference on Emerging Technologies 2010 (ICET 2010) Islamabad, Pakistan, October 18-19, 2010
Research Grants and Contracts.	None
Other Research or Creative Accomplishments	None
Selected Professional Presentations	None

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Faculty Resume

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

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

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Faculty Resume

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

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

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Faculty Resume

Name	**Muhammad Nazir**
Personal	Room # 23, UIIT, Arid Agriculture University, Rawalpindi, 0333-5263675
Experience	2008– Current UIIT, Arid Agriculture UniversityRawalpindi Major course taught during my tenure at UIIT so far include: **MCS** • Artificial Intelligence • Data structures and Algorithms • Distributed Databases • Discrete Structures **BS** • Data Structures and Algorithms • Introduction to Computer • Database Systems • Discrete Structures Visiting Faculty Member Fall 2008 NU-FAST Islamabad I have taught the following course at NU-FAST, Islamabad. • IT in Business National University of Computer & Emerging Sciences FAST-Nu Islamabad Fall-2008 Visiting Faculty Member PMAS University of Arid Agriculture Rawalpindi Fall2007-Fall 2008

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

	Genetic Algorithm " International Journal of Innovative Computing, Information and Control (IJICIC)(Under 2nd Review) 2. **M. Nazir**, Muhammad A. Khan, Arfan Jaffer, Ayyaz Hussain and Anwar M. Mirza, "Pose based efficient gender classification" International Journal of Innovative Computing, Information and Control (IJICIC) (indexed by ISI Impact factor 2.94) (Submitted). 3. Muhammad A. Khan, **M. Nazir**, Arfan Jaffer and Anwar M. Mirza," Selection of accurate and Robust Classification Model for binary classification," International Journal of Innovative Computing, Information and Control (IJICIC) Vol.5, No.12, May 2010 (indexed by ISI Impact factor 2.94) (Submitted) 4. **M. Nazir**, Muhammad Ishtiaq, Anab Batool, M. Arfan Jaffar, Anwar M. Mirza, "Feature Selection for Efficient Gender Classification", WSEAS, University of G.Enescu, June 13-15, 2010, Iasi, Romania. 5. Ayyaz Hussain, M. Arfan Jaffar, **M. Nazir**, Abdul Basit, and Anwar M. Mirza, Modified Histogram based Fuzzy Filter, Lecture Notes in Computer Science (LNCS), Springer-Verlag, 5496 (2009) 277-284 6. Ayyaz Hussain, M. Arfan Jaffar, **M. Nazir**, Abdul Basit and Anwar M. Mirza, "Modified Histogram based Fuzzy Filter, Mirage2009, France May, 4-6 2009. 7. M. Arfan Jaffar, Ayyaz Hussain, **M. Nazir** and Anwar M. Mirza, "GA and Morphology based fully automated Segmentation of Lungs from CT scan Images", International conference on Computational Intelligence for modeling, control and Automation 10-12 Decemeber 2008, Vienna, Austria.

	8. M. Arfan Jaffar, Ayyaz Hussain, **M. Nazir**, Fauzia Jabeen and Anwar M. Mirza, "GA-SVM based lungs nodule detection and classification" International Symposium on Signal Processing, Image Processing and Pattern Recognition (SIP 2009) 9. Muhammad A. Khan, **M. Nazir**, Arfan Jaffer and Anwar M. Mirza," Fuzzy Clustering and Fuzzy Entropy based Classification Model," 6th International Conference on Emerging Technology, ICET 2010, Islamabad, October 2010.
Research Grants and Contracts.	None
Other Research or Creative Accomplishments	None
Selected Professional Presentations	None

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Faculty Resume

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

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Faculty Resume

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

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Faculty Resume

Name	**Iram Rubab**
Personal	House No 1185, Street No 12, G-11/1 Islamabad. Ph.No : 0321-5307644 Email: iram@uaar.edu.pk
Experience	• Sep 2008 to Date as Lecturer in UIIT-AAUR
Memberships	• Coordinator for ACM Students Chapter at UIIT • Member ACM
Graduate Students Undergraduate Students Honor Students	List supervision of graduate students, postdocs and undergraduate honors theses showing: • Graduate Students Years Degree Name 2010 MS-CS Ms Reham Ijaz 2010 MS-CS Ms Rabia Sami 2010 MS-CS Ms Mubeena Nazmeen • Under Graduate Students I have supervised multiple undergraduate projects in my career.
Service Activity	• Teaching and Research Activities at UIIT • Project Coordinator for BS(CS)/BS(IT)/MCS/MIT Final year projects • Organization of Seminars and workshops at UIIT • Organization of co curricular activities at UIIT
Brief Statement of Research Interest	My Research interests include • Model Driven Architecture • Model Based Testing • Formal Specification based Development and Testing
Publications	• Nazmeen,M.and I.Ruban.201.Data and control flow analysisof VDM++ Specifications. World Academy of Science, Engineering and Technology. Rome,Italy. Vol,64.

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

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Faculty Resume

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

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

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

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

Performa 9

Faculty Resume

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

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

Performa 9

Faculty Resume

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

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

Performa 9

Faculty Resume

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

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

ANNEXURE V: FACULTY COURSE REVIEW REPORT

Annexure V: Faculty Course Review Report

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

Performa 2

Faculty Course Review Report

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

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

Department:	Computer Science		Faculty:	University Institute of Information Technology	
Course Code	CS-536	Title:	Theory of Automata and Formal Languages		
Session:	2009	Semester:	Fall		
Credit Value:	3(3-0)	Level:	BS CS-3	Prerequisites:	
Name Of Course Instructor:	Sheeraz Akram	No. of Students Contact Hours	Lectures (3 hours) Labs (N/A)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc)		Quizzes, Assignment, Mid Term, Final term			

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	49	14.19	37.78	24.49	14.29	8.16				
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

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

Name: __Sheeraz Akram_____ Date _____

(Course Instructor)

Name: __Dr. Zia ul Qayyum_____ Date _____

(Director)

Performa 2

Faculty Course Review Report

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

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

Department:	Computer Science		Faculty:	University Institute of Information Technology	
Course Code	CS-452	Title:	Software Engineering-I		
Session:	2010	Semester:	Spring		
Credit Value:	3(3-0)	Level:	BS CS-4	Prerequisites:	
Name Of Course Instructor:	Bushra Hamid	No. of Students Contact Hours	Lectures (3 hours) Labs (N/A)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc)		Quizzes, Assignment, Mid Term, Final term			

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	58	7	26	18	3		3			
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

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

Name: __Bushra Hamid_____ Date _____

(Course Instructor)

Name: __Dr. Zia ul Qayyum_____ Date _____

(Director)

Performa 2

Faculty Course Review Report

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

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

Department:	Computer Science		Faculty:	University Institute of Information Technology	
Course Code	CS-443	Title:	Data Structures and Algorithms		
Session:	2010	Semester:	Spring		
Credit Value:	4(3-3)	Level:	BS CS-4	Prerequisites:	
Name Of Course Instructor:	Muhammad Nazir	No. of Students Contact Hours	Lectures (3 hours) Labs (3 hours)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc)		Quizzes, Assignment, Mid Term, Final term, Lab, Practical			

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	3%	6%	28%	25%		37%			
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

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

Name: __Muhammad Nazir_____ Date _____

(Course Instructor)

Name: __Dr. Zia ul Qayyum_____ Date _____

(Director)

Performa 2

Faculty Course Review Report

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

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

Department:	Computer Science		Faculty:	University Institute of Information Technology	
Course Code	CS-600	Title:	Distributed Database System		
Session:	2009	Semester:	Fall		
Credit Value:	3(2-3)	Level:	BS CS-7	Prerequisites:	
Name Of Course Instructor:	Muhammad Ramzan	No. of Students Contact Hours	Lectures (2 hours) Labs (3 hours)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc)		Quizzes, Assignment, Mid Term, Final term, Lab, Practical			

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	40	3	30	5			2			
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

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

Name: __Muhammad Ramzan_____ Date _____

(Course Instructor)

Name: __Dr. Zia ul Qayyum_____ Date _____

(Director)

Performa 2

Faculty Course Review Report

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

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

Department:	Computer Science		Faculty:	University Institute of Information Technology	
Course Code	CS-423	Title:	Object Oriented Programming		
Session:	2009	Semester:	Fall		
Credit Value:	4(3-3)	Level:	BS CS-3	Prerequisites:	
Name Of Course Instructor:	Aisha Umair	No. of Students Contact Hours	Lectures (3 hours) Labs (3 hours)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc)		Quizzes, Assignment, Mid Term, Final term, Lab, Practical			

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	65	6	27	27	4		1		1	
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

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

Name: __Aisha Umair____ Date _____

(Course Instructor)

Name: __Dr. Zia ul Qayyum_____ Date _____

(Director)

Performa 2

Faculty Course Review Report

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

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

Department:	Computer Science		Faculty:	University Institute of Information Technology	
Course Code	CS-552	Title:	Software Engineering-II		
Session:	2009	Semester:	Fall		
Credit Value:	3(2-3)	Level:	BS CS-5	Prerequisites:	
Name Of Course Instructor:	Iram Rubab	No. of Students Contact Hours	Lectures (2 hours) Labs (3 hours)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc)	Quizzes, Assignment, Mid Term, Final term, Lab, Practical				

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	3	18	10	1		2			
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

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

Name: __Iram Rubab_____ Date _____

(Course Instructor)

Name: __Dr. Zia ul Qayyum_____ Date _____

(Director)

Performa 2

Faculty Course Review Report

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

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

Department:	Computer Science		Faculty:	University Institute of Information Technology	
Course Code	CS-536	Title:	Theory of Automata and Formal Languages		
Session:	2009	Semester:	Fall		
Credit Value:	3(3-0)	Level:	BS CS-3	Prerequisites:	
Name Of Course Instructor:	Iram Rubab	No. of Students Contact Hours	Lectures (3 hours) Labs (N/A)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc)		Quizzes, Assignment, Mid Term, Final term			

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	48	8	12	10	5		13			
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

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

Name: __Iram Rubab____ Date _____

(Course Instructor)

Name: __Dr. Zia ul Qayyum_____ Date _____

(Director)

Performa 2

Faculty Course Review Report

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

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

Department:	Computer Science		Faculty:	University Institute of Information Technology	
Course Code	MGT-316	Title:	Introduction to Marketing		
Session:	2009	Semester:	Fall		
Credit Value:	3(3-0)	Level:	BS CS-2	Prerequisites:	
Name Of Course Instructor:	Fakhra Mushtaq	No. of Students Contact Hours	Lectures (3 hours) Labs (N/A)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc)	Quizzes, Assignment, Mid Term, Final term, Case studies				

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

Undergraduate	Originally	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No Of Students	84	24	35	18	4		3			
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

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

Name: __Fakhra Mushtaq_____ Date _____

(Course Instructor)

Name: __Dr. Zia ul Qayyum_____ Date _____

(Director)

Performa 2

Faculty Course Review Report

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

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

Department:	Computer Science		Faculty:	University Institute of Information Technology	
Course Code	CS-565	Title:	Web Design and Development		
Session:	2009	Semester:	Fall		
Credit Value:	3(2-3)	Level:	BS CS-5	Prerequisites:	
Name Of Course Instructor:	Nasir Minhas	No. of Students Contact Hours	Lectures (2 hours) Labs (3 hours)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc)	Quizzes, Assignment, Mid Term, Final term, Lab, Practical				

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	38	10	13	11	04					
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

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

Name: __Nasir Minhas___ Date _____

(Course Instructor)

Name: __Dr. Zia ul Qayyum_____ Date _____

(Director)

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-577	Title:	Computer Communication and Networks		
Session:	2010	Semester:	Spring		
Credit Value:	3(3-0)	Level:	BS CS-4	Prerequisites:	
Name Of Course Instructor:	Mushhad Gillani	No. of Students Contact Hours	Lectures (3 hours) Labs (N/A)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc)		Quizzes, Assignment, Mid Term, Final term			

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	48	3	9	14	15	7				
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

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

Name: __Mushhad Gillani_____ Date _____

(Course Instructor)

Name: __Dr. Zia ul Qayyum_____ Date _____

(Director)

Performa 2

Faculty Course Review Report

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

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

Department:	Computer Science		Faculty:	University Institute of Information Technology	
Course Code	CS-632	Title:	Artificial Intelligence		
Session:	2010	Semester:	Spring		
Credit Value:	3(2-3)	Level:	BS CS-6	Prerequisites:	
Name Of Course Instructor:	Shehzad Saqib	No. of Students Contact Hours	Lectures (2 hours) Labs (3 hours)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc)		Quizzes, Assignment, Mid Term, Final term, Lab, Practical			

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	40	2.5%	32.5%	22.5%	4%		2.5%			
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

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

Name: __Muhammad Nazir_____ Date _____

(Course Instructor)

Name: __Dr. Zia ul Qayyum_____ Date _____

(Director)

ANNEXURE VI: SELF ASSESSMENT REPORT PERFORMAE

Annexure VI: Self Assessment Report Performae

The Performae used to collect the feedback for Self Assessment Report are given below. UIIT has used only the required Performae

Performa I: Student Course Evaluation Questionnaire

Performa II: Faculty Course Review Report

Performa III: Survey of Graduating Students

Performa IV: Research Students Progress Review Form

Performa V: Faculty Survey

Performa VI: Survey of Departments Offering PhD Programs

Performa VII: Alumni Survey

Performa VIII: Employer Survey

Performa IX: Faculty Resume

Performa X: Teacher Evaluation Form

Proforma - 1

Student Course Evaluation Questionnaire

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

Department _____ _____Course No _____

Course Title _____Teacher Name_____

Year of Study _____Semester / Term_____

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

CORE QUESTIONS

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

Student Contribution

5. Approximate level of your own attendance during the whole Course ☐<20% ☐21-40% ☐41-60% ☐61-80% ☐>81%

	Strongly Agree	**Agree**	**uncertain**	**Disagree**	**Strongly Disagree**
6. I participated actively in the Course	☐	☐	☐	☐	☐
7. I think I have made progress in this Course	☐	☐	☐	☐	☐
8. Comments					

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

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

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

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

Additional Core Questions

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

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

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

Overall Evaluation

35. The best features of the Course were:

36. The Course could have been improved by:

Equal Opportunities Monitoring (Optional)

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

Demographic Information: (Optional)

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

THANK YOU

Proforma 2

Faculty Course Review Report

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

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

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

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

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

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

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

1) Student (Course Evaluation) Questionnaires

2) External Examiners or Moderators (if any)

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

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

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

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

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

Name: _____ Date: _____ *(Course Instructor)* Name: _____ Date: _____ *(Head of Department)*

Proforma 3

Survey of Graduating Students

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

The survey seeks graduating students' input on the quality of education they received in their program and the level of preparation they had at university. The purpose of this survey is to assess the quality of the academic programs. We seek your help in completing this survey.

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

1. The work in the program is too heavy and induces a lot of pressure

   A B C D E

2. The program is effective in enhancing team-working abilities.

   A B C D E

3. The program administration is effective in supporting learning.

   A B C D E

4. The program is effective in developing analytical and problem solving skills.

   A B C D E

5. The program is effective in developing independent thinking.

   A B C D E

6. The program is effective in developing written communication skills.

   A B C D E

7. The program is effective in developing planning abilities.

   A B C D E

8. The objectives of the program have been fully achieved

   A B C D E

9. Whether the contents of curriculum are advanced and meet program objectives

   A B C D E

10. Faculty was able to meet the program objectives

    A B C D E

11. Environment was conducive for learning

A B C D E

12. Whether the Infrastructure of the department was good.

A B C D E

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

A B C D E

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

A B C D E

Answer question 9 if applicable.

9. The internship experience is effective in enhancing

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

10. What are the best aspects of your program?

_____

_____

_____

_____

_____

_____

11. What aspects of your program could be improved?

_____

_____

_____

_____

_____

_____

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

Proforma 4

RESEARCH STUDENT PROGRESS REVIEW FORM

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

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

For Research Student to Complete:

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

Student _____ Date: _____

Supervisory Committee Comments

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

Principal Supervisor: _____ Date: _____

Co-Supervisor: _____ Date: _____

Co-Supervisor: _____ Date: _____

Head of Department Comments:

Signature: _____ Date: _____

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

Signature: _____ Date: _____

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

Proforma 5

Faculty Survey

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

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

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

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

   A B C D E

2. The intellectual stimulation of your work.

   A B C D E

3. Type of teaching / research you currently do.

   A B C D E

4. Your interaction with students.

   A B C D E

5. Cooperation you receive from colleagues.

   A B C D E

6. The mentoring available to you.

   A B C D E

7. Administrative support from the department.

   A B C D E

8. Providing clarity about the faculty promotion process.

   A B C D E

9. Your prospects for advancement and progress through ranks.

   A B C D E

10. Salary and compensation package.

    A B C D E

11. Job security and stability at the department.

A B C D E

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

A B C D E

13. The overall climate at the department.

A B C D E

14. Whether the department is utilizing your experience and knowledge

A B C D E

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

_____
_____
_____
_____
_____
_____
_____
_____

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

_____
_____
_____
_____
_____
_____

Information about faculty member

i. Academic rank:

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

ii. Years of service:

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

Name: _____ Signature: _____ Date: _____

Proforma 6

SURVEY OF DEPARTMENT OFFERING Ph.D. PROGRAMS

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

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

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

Proforma 7

Alumni Survey

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

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

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

1. Math, Science, Humanities and professional discipline, (if applicable)	(A)	(B)	(C)	(D)	(E)
2. Problem formulation and solving skills	(A)	(B)	(C)	(D)	(E)
3. Collecting and analyzing appropriate data	(A)	(B)	(C)	(D)	(E)
4. Ability to link theory to practice.	(A)	(B)	(C)	(D)	(E)
5. Ability to design a system component or process	(A)	(B)	(C)	(D)	(E)
6. IT knowledge	(A)	(B)	(C)	(D)	(E)
II Communications Skills					
1. Oral communication	(A)	(B)	(C)	(D)	(E)
2. Report writing	(A)	(B)	(C)	(D)	(E)
3. Presentation skills	(A)	(B)	(C)	(D)	(E)
III Interpersonal Skills					
1. Ability to work in teams.	(A)	(B)	(C)	(D)	(E)
2. Ability to work in arduous /Challenging situation					
3. Independent thinking	(A)	(B)	(C)	(D)	(E)
4. Appreciation of ethical Values	(A)	(B)	(C)	(D)	(E)
IV Management /leadership Skills					
1. Resource and Time management skills	(A)	(B)	(C)	(D)	(E)
2. Judgment	(A)	(B)	(C)	(D)	(E)
3. Discipline	(A)	(B)	(C)	(D)	(E)

1. Knowledge

V General Comments

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

_____

_____

_____

_____

VI. Career Opportunities

VII. Department Status

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

VIII Alumni Information

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

Proforma 8

Employer Survey

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

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

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

I.	**Knowledge.**					
1.	Math, Science, Humanities and professional discipline, (if applicable)	(A)	(B)	(C)	(D)	(E)
2.	Problem formulation and solving skills	(A)	(B)	(C)	(D)	(E)
3.	Collecting and analyzing appropriate data	(A)	(B)	(C)	(D)	(E)
4.	Ability to link theory to Practice	(A)	(B)	(C)	(D)	(E)
5.	Ability to design a system component or process	(A)	(B)	(C)	(D)	(E)
6.	Computer knowledge.	(A)	(B)	(C)	(D)	(E)
II.	**Communication Skills**					
1.	Oral communication	(A)	(B)	(C)	(D)	(E)
2.	Report writing	(A)	(B)	(C)	(D)	(E)
3.	Presentation skills	(A)	(B)	(C)	(D)	(E)
III.	**Interpersonal Skills**					
1.	Ability to work in teams	(A)	(B)	(C)	(D)	(E)
2.	Leadership	(A)	(B)	(C)	(D)	(E)
3.	Independent thinking	(A)	(B)	(C)	(D)	(E)
4.	Motivation	(A)	(B)	(C)	(D)	(E)
5.	Reliability	(A)	(B)	(C)	(D)	(E)
6.	Appreciation of ethical values	(A)	(B)	(C)	(D)	(E)
IV.	**Work skills**					
1.	Time management skills	(A)	(B)	(C)	(D)	(E)
2.	Judgment	(A)	(B)	(C)	(D)	(E)
3.	Discipline	(A)	(B)	(C)	(D)	(E)

V. General Comments

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

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VI. Information About Organization

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

Proforma 9

Faculty Resume

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

Brief Statement of Research Interest	*May be as brief as a sentence or contain additional details up to one page in length.*

Publications	*List publications in standard bibliographic format with earliest date first.* o Manuscripts accepted for publication should be included under appropriate category as "in press;" o Segment the list under the following standard headings: Articles published by refereed journals. Books. Scholarly and / or creative activity published through a refereed electronic venue. Contribution to edited volumes. Papers published in refereed conference proceedings. Paper or extended abstracts published in conference proceedings. (refereed on the basis of abstract) Articles published in popular press. Articles appearing in in-house organs. Research reports submitted to sponsors. Articles published in non-refereed journals. Manuscripts submitted for publication. (include where and when submitted).
Research Grants and Contracts.	*Entries should include:* **Date Title Agency / Organization Total Award Amount** Segment the list under following headings: Completed Funded and in progress In review
Other Research or Creative Accomplishments	*List patents, software, new products developed, etc.*
Selected Professional Presentations	

Proforma 10

Teacher Evaluation Form

(To be filled by the student)

Course Title and Number: _____
Name of Instructor: _____Semester_____
Department: _____Degree_____

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

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

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

Comments:

Instructor:_____

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Course:_____

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ERROR: undefined
OFFENDING COMMAND:

STACK: