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Self Assessment Report

University Institute of Information Technology

MIT Degree Program

July, 2012-2014

Self Assessment Report Committee

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Convener: Mr. Nasir Mehmood Minhas

Members: Mr. Saqib Mjaeed
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Introduction

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

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

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

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

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

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

Mission Statement:

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

Documented Measurable Objectives:

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

1. To build practical knowledge in the use of theories by emphasizing hands-on learning and real-world experience through research projects, case studies, and internships.

2. To apply different algorithms and techniques to interconnect heterogeneous data sources and facilitate the exchange and sharing of data and resources.

3. To prepare students to effectively communicate ideas and present academically founded solutions using appropriate oral and written communications.

4. To effectively assess business and technical issues and develop feasible solutions according to proven scientific models.

5. To develop an understanding of the enterprise computing models with the ability to integrate systems and applications using various programming languages.

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

7. To develop the software according to market trends.
The assessment of program objectives through different criteria is presented in Table 1

SR#	Objectives	How Measured	When Measured	Improvement Identified	Improvement Made
1	To build practical knowledge	Based on identification of latest technologies in the field of IT and their technical and industrial importance	It is a regular process as per requisite	Guideline techniques to be improved	Techniques regarding research and field practices developed and dissemination to the students
2	Prepare students to effectively communicate ideas	Through quiz assignments and exams.	During the semester and at end of semester specially	. Students should make presentations and reports	Presentations, seminars, communication skills development
3	Apply different algorithms and techniques	Assessing is done through making students visits to different software houses.	During the semester.	Seminars should be arranged.	Students have a better understanding of their field.
4	Effectively . assess business and technical issues	By giving practical assignments	It's a continuous process	Related subjects to be recommended for studies	Enhancement of knowledge and vision

		involving solutions to different problems			
5	Develop an understanding of the enterprise computing models	Through surveys, monitoring of software houses and IT industry	New courses to be included in curriculum, research on new problems	Continuous activity	Approval of new curriculum integrated approaches
6	Do research and develop academic and technical reports	Before the start of project.	By taking a survey of the students.	Students have chosen projects which they have completed successfully.	The project are completed on time.
7	Introduce new market trends	Introduce new Course	It's a contnious process	Continuous activity	Approval of new curriculum integrated approaches

Program Learning Outcomes

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

1. To apply cutting-edge technologies to real life business problems.

2. Develop database applications using relational and object-oriented data modeling and evaluate the different architecture of database systems.

3. Able to present information technology problem summaries, analyses, designs, and recommendations professionally - both in written and oral formats.

4. Utilize web development tools and e-business processes in constructing information technology based system solutions

5. Implement secure and reliable distributed systems that accord with the data and object communication standards

6. Produce research artifacts such as papers, theses, prototype systems, integrating the knowledge obtained throughout the program.

7. Produce the mobile applications in their final projects

Standard 1-2: The program must have documented outcomes for graduating students. It must be documented that the outcomes support the program

Table 2: Program Outcome to Their Relationship to Objectives

		Objectives						
		1	**2**	**3**	**4**	**5**	**6**	**7**
Outcomes	**1**	+++	++	++	+++	++	+++	+++
	2	++	++	+++	+++	+++	+	++
	3	++	++	+++	+	++	+++	+
	4	++	+++	++	++	+++	+	++
	5	+	+++	++	+	+++	+	+
	6	+++	++	++	+	++	+++	+
	7	++	+++	++	+	+	++	+++

+ = Moderately Satisfactory

++ = Satisfactory

+++ = Highly Satisfactory

Program Assessment Results

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

Teacher Evaluation

There are more than Ten full time faculty members in this institute, but not all of them are involved in the teaching MIT program. The graph given below showing the summarized results of the teachers, who taught different courses in MIT program. Mr. Ammir Zaheer has scored 82%, Ms. Aneezay Iqbal has scored 94%, Mr. Atif Bilal has scored 98%, Mr. Atif Iqbal Janjua has scored 69%, Mr. Tariq Ali has scored 93%, Mr. Shabbir Hussan has scored 90%, Mr. Asif Nawaz has scored 94%, Mr. Sohail Ghuncha has scored 90%, Mr. Talha has scored 88%, Mr. Saleem Iqbal has scored 90%. The comparison of their scored is given below.

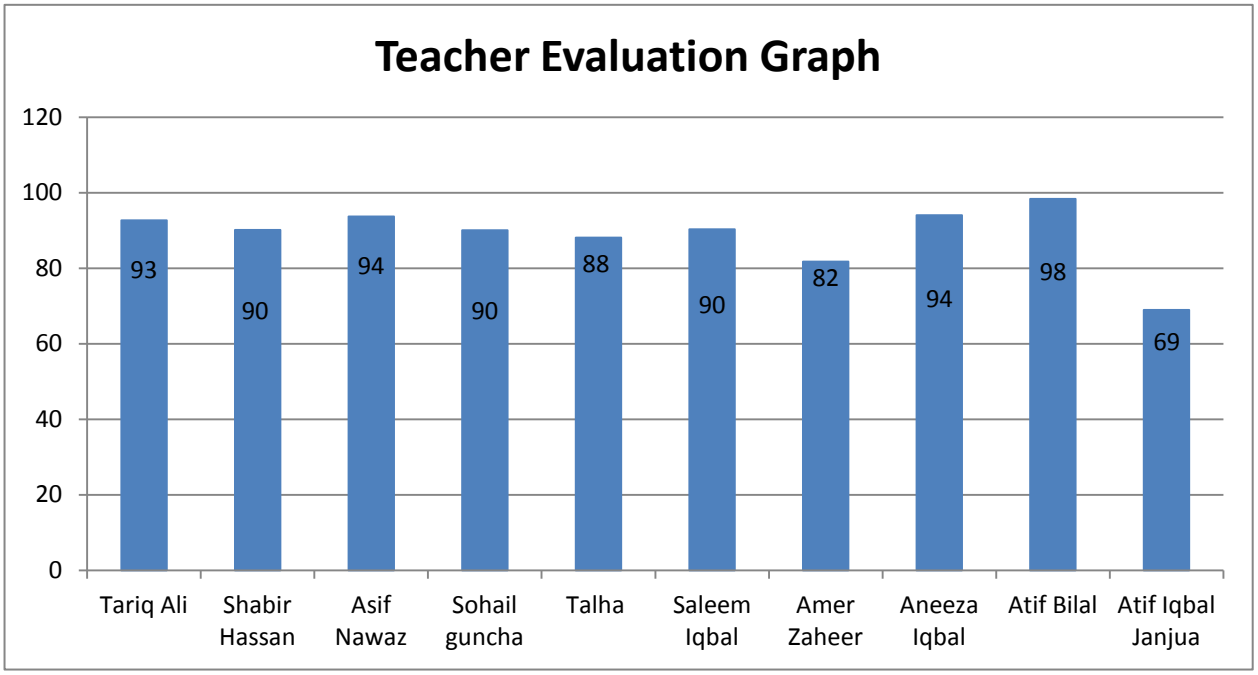
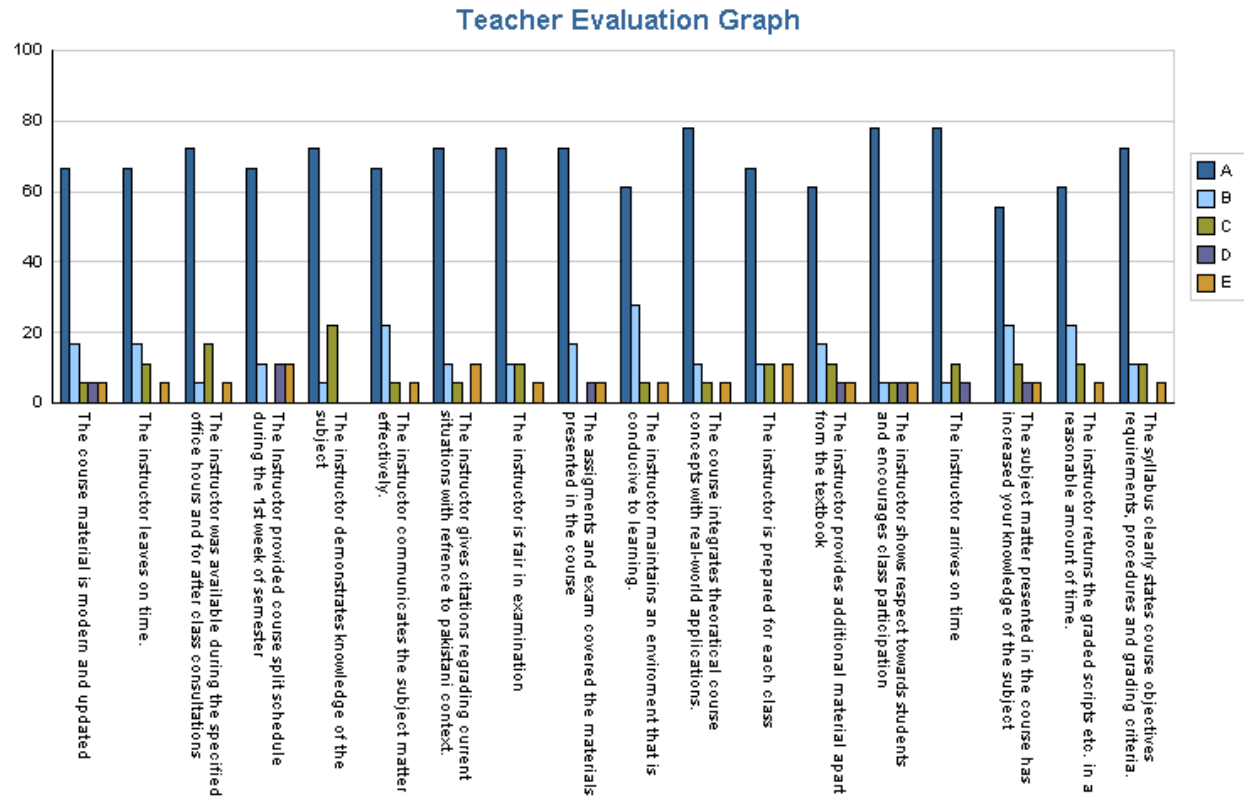


Figure 1: Teacher Evaluation Graph

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

Mr. Amer Zaheer (CS-789)

The graph for "The instructor is prepared for each class", shows that 64% are strongly agreed, 12% are agreed, 12% are uncertain and 12% are strongly disagreed. "The course material is modern and updated" , shows that 65% are strongly agreed, 17% are agreed, 6% are uncertain, 6% are Disagreed and 6% are strongly disagreed. The graph for "The instructor demonstrate knowledge of the subject." shows that 70% are strongly agreed, 7% are agreed and 23% are strongly disagreed. The graph for "The instructor returns the graded scripts etc in a reasonable amount of time" shows that 61% are strongly agreed, 21% are agreed, 11% are uncertain and 13% are strongly disagreed. The graph for " The instructor is fair in examination" shows that 72% are strongly agreed, 11% are agreed, 11% are uncertain and 6% are strongly disagreed.



General Comments of the Students about the Teacher

Strengths:

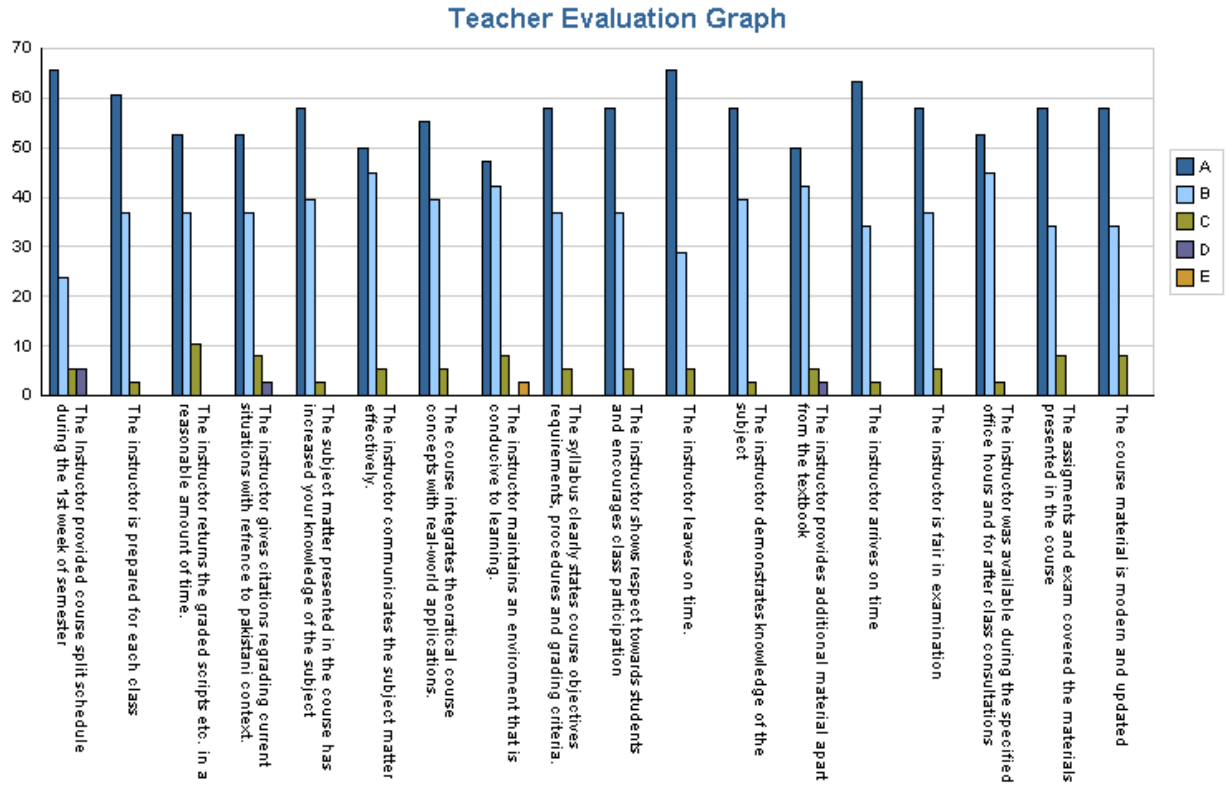
- Comprehensive course material
- Well presented
- Good Teaching method

Weakness:

- More workload

Ms. Aneeza Iqbal (MGT-701)

The graph for "The instructor is prepared for each class", shows that 60% are strongly agreed, 36% are agreed, 4% are uncertain. "The course material is modern and updated" , shows that 58% are strongly agreed, 34% are agreed, 8% are uncertain. The graph for "The instructor demonstrate knowledge of the subject." shows that 58% are strongly agreed, 39% are agreed and 3% are uncertain. The graph for "The instructor returns the graded scripts etc in a reasonable amount of time" shows that 52% are strongly agreed, 38% are agreed, 10% are uncertain. The graph for " The instructor is fair in examination" shows that 58% are strongly agreed, 36% are agreed, 6% are uncertain.



General Comments of the Students about the Teacher

Strengths:

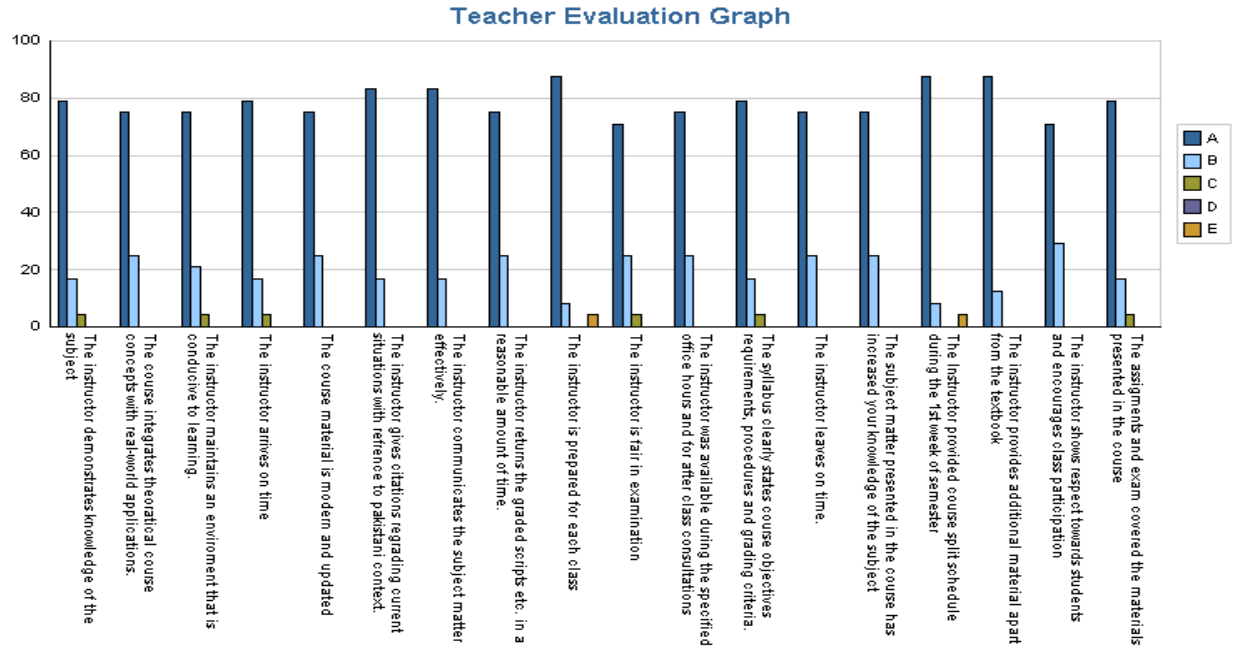
- Well prepared
- Punctual
- Fair in examinations

Weakness:

- The syllabus needs imrpovemtns
- More workload

Mr. Atif Bilal (MGT-713)

The graph for "The instructor is prepared for each class", shows that 88% are strongly agreed, 8% are agreed, and 4% are strongly disagreed. "The course material is modern and updated" , shows that 76% are strongly agreed and 24% are agreed. The graph for "The instructor demonstrate knowledge of the subject." shows that 79% are strongly agreed, 18% are agreed and 3% are uncertain. The graph for "The instructor returns the graded scripts etc in a reasonable amount of time" shows that 76% are strongly agreed and 24% are agreed. The graph for " The instructor is fair in examination" shows that 70% are strongly agreed, 26% are agreed, 4% are uncertain.



General Comments of the Students about the Teacher

Strengths:

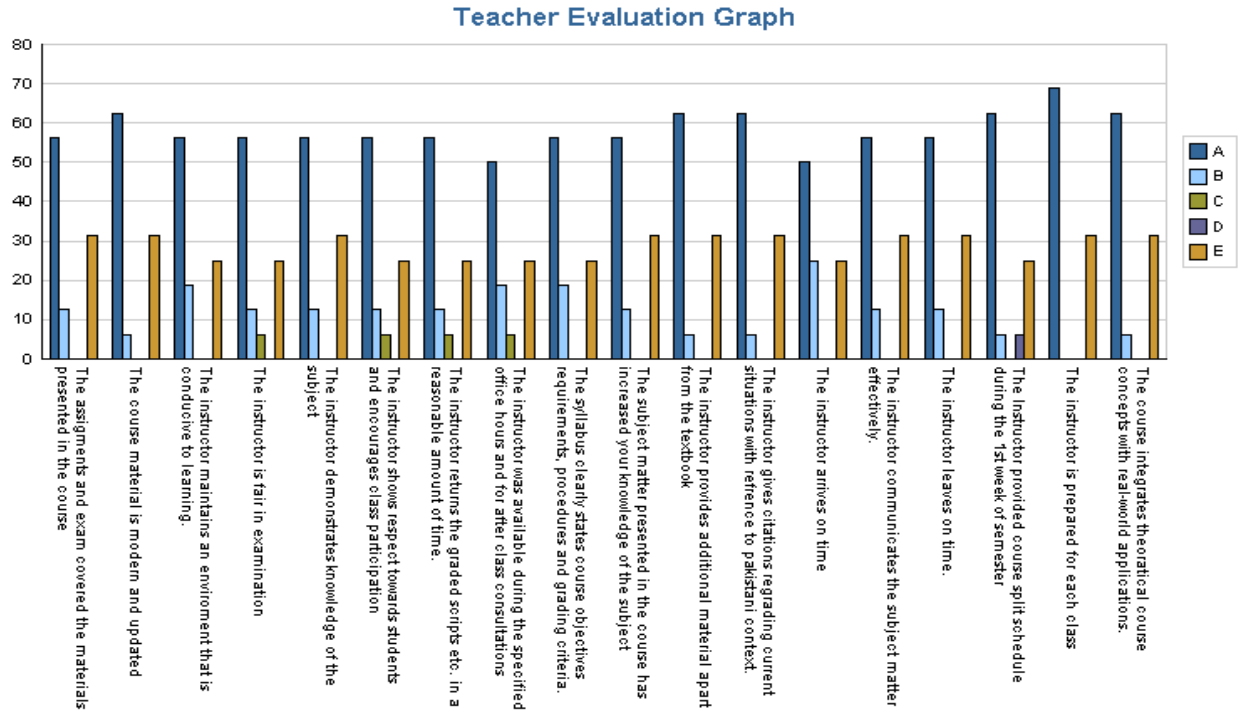
- Well prepared and fair in examination
- Punctual and Respects the students

Weakness:

- The syllabus needs improvement
- More practical assignments required

Mr. Atif Iqbal Janjua (CS-699)

The graph for "The instructor is prepared for each class", shows that 69% are strongly agreed, 31% are strongly disagreed. "The course material is modern and updated" , shows that 62% are strongly agreed, 7% are agreed, 31% are uncertain. The graph for "The instructor demonstrate knowledge of the subject." shows that 58% are strongly agreed, 12% are agreed and 30% are disagreed. The graph for "The instructor returns the graded scripts etc in a reasonable amount of time" shows that 58% are strongly agreed, 12% are agreed, 6% are uncertain and 24% are disagreed. The graph for " The instructor is fair in examination" shows that 55% are strongly agreed, 12% are agreed, 6% are uncertain and 24% disagreed.



General Comments of the Students about the Teacher

Strengths:

- Punctual in class and fair in examination

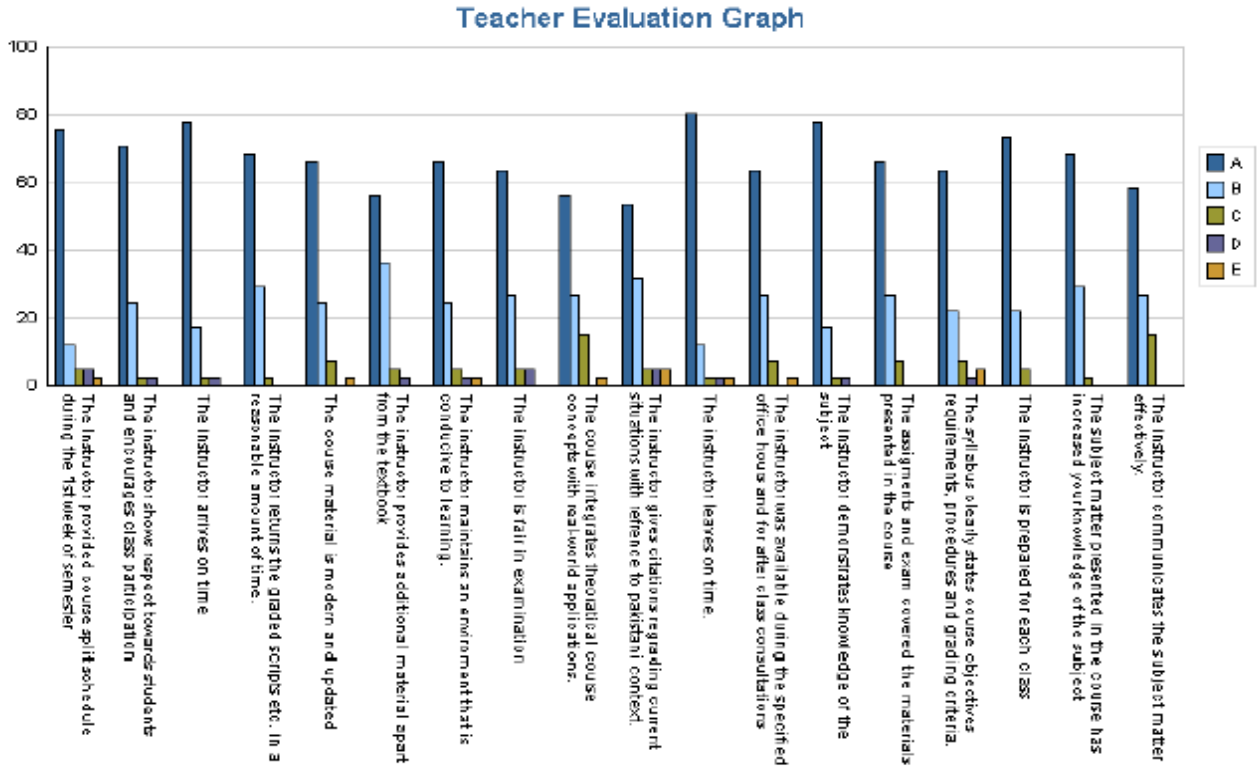
- Well prepared and Good communication

Weaknesses:

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

Tariq Ali

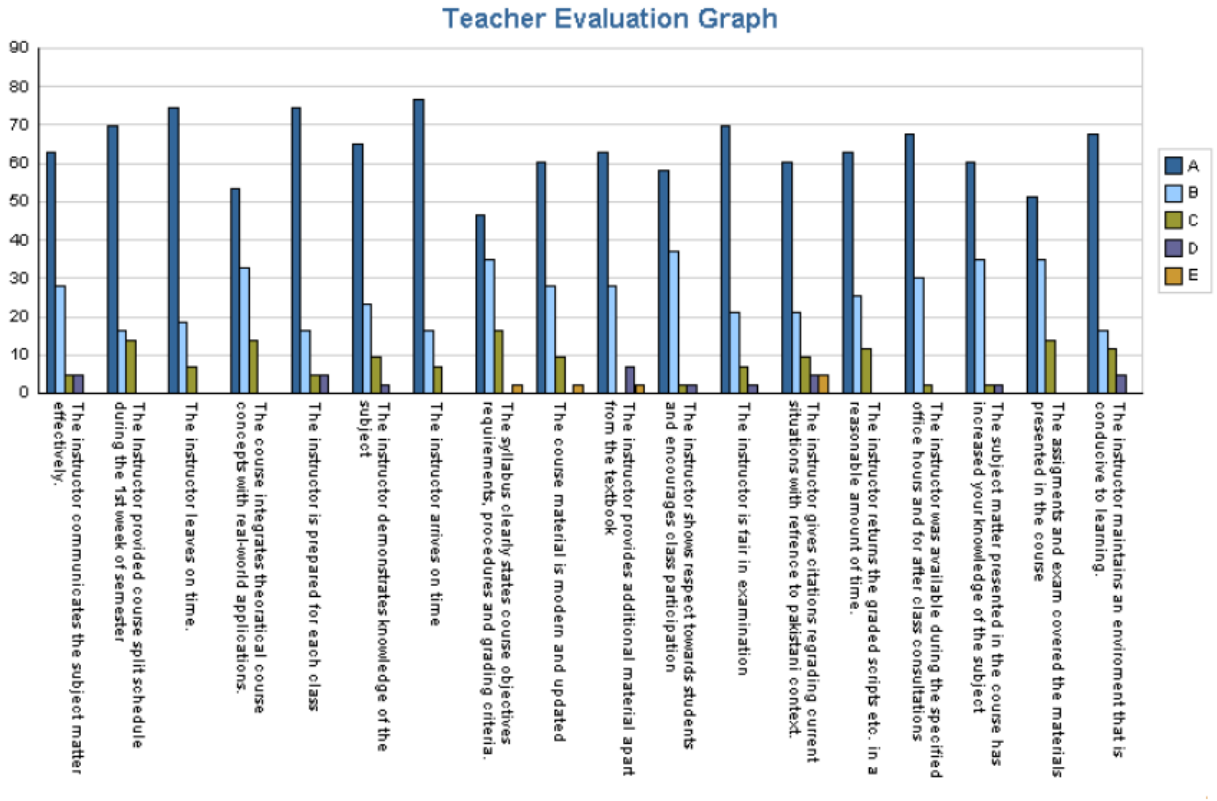
The graph shows the overall evaluation for the teacher. The Instructor provided course split schedule during the 1st week of semester; 78% percent of the student are strongly agree with this, 10% percent are agree while very few 5% percent are uncertain about this and 5% percent disagree or strongly disagree. "The assigments and exam covered the materials presented in the course", 71% and 25% percent of the students strongly agree and agree while 9% percent are uncertain, and 5% disagree or strongly disagree with this. "The instructor shows respect towards students", 70% percent strongly agree, 22% percent agree, 2% percent are uncertain, while 2% percent disagree. Most of the students agree that the instructor arrives on time in class. "The instructor return quizzes and assignment on time", 78% percent strong agree, 18% percent agree, 2% percent are uncertain while 2% percent disagree. 65% percent strongly agree and 24% percent agree that the course contents are updated while 5% are uncetain and 2% percent disagree. "The Instructor provides additional material apart from text" , shows that 75% are strongly agreed, 35% are agreed, 5% are uncertain, and 2% are disagreed. The graph for "The Instructor maintains an environment that is conducive to learning", shows that 75% are strongly agreed, 22% are agreed, 5% are uncertain, 2% are disagreed and 2% are strongly disagreed. The graph for "The Instructor is fair in examination" , shows that 84% are strongly agreed, 24% are agreed, 4% are uncertain, and 2% are disagreed. The instructor use real word application to demonstrate concepts", graph shows that 70% are strongly agreed, 30% are agreed, 5% 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 70% are strongly agreed, 20% are agreed, 5% are uncertain, 5% are disagreed or are strongly disagreed.



Shabir Hassan

The graph shows the overall evaluation for the teacher. The Instructor provided course split schedule during the 1st week of semester; 62% percent of the student are strongly agree with this, 28% percent are agree while very few 3% percent are uncertain about this and 4% percent disagree or strongly disagree. “The assigments and exam covered the materials presented in the course”, 70% and 15% percent of the students strongly agree and agree while 15% percent are uncertain. “The instructor shows respect towards students”, 59% percent strongly agree, 35% percent are agree, 3% percent are uncertain while 3% percent disagree. Most of the students agree that the instructor arrives on time in class. “The instructor return quizzes and assignment on time”, 62% percent strong agree, 28% percent agree, and 10% percent are uncertain while 2% percent disagree. 68% percent students strongly agree and 22% percent agree that the course contents are updated while 5% are uncetain and 2% percent disagree. “The Instructor provides additional material apart from text”, shows that 62% are strongly agreed, 28% are agreed, and 4% are disagreed. The graph for “The Instructor maintains an environment that is conducive to

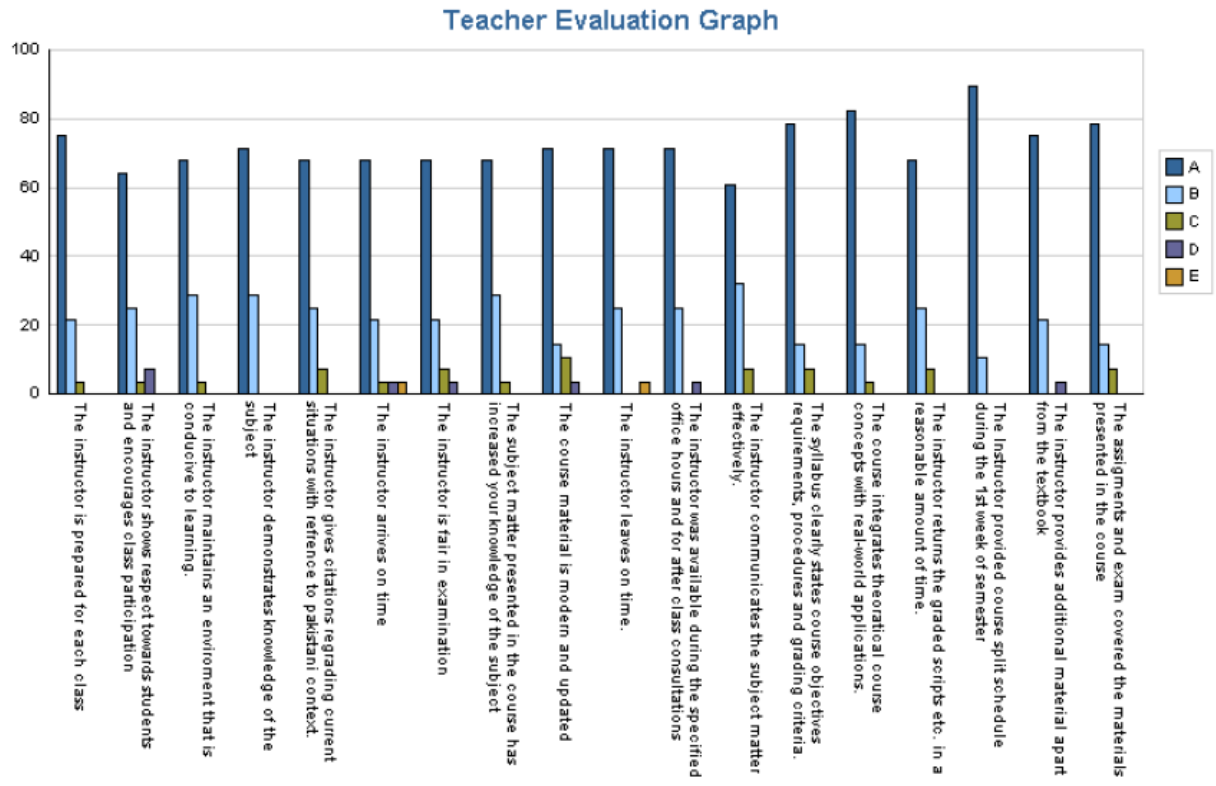
learning", shows that 65% are strongly agreed, 18% are agreed, 12% are uncertain, 3% are disagreed and 2% are strongly disagreed. The graph for "The Instructor is fair in examination" , shows that 70% are strongly agreed, 22% are agreed, 5% are uncertain, and 3% are disagreed. The instructor use real word application to demonstrate concepts", graph shows that 60% are strongly agreed, 20% are agreed, 10% 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 60% are strongly agreed, 30% are agreed, 5% are uncertain, 5% are disagreed and are strongly disagreed.



Asif Nawaz

The graph shows the overall evaluation for the teacher. The Instructor provided course split schedule during the 1st week of semester; 85% percent of the student are strongly agree with this, and 10% percent are agree. "The assigments and exam covered the materials presented in the course", 80% and 15% percent of the students strongly agree and agree whie 5% percent are uncertain. "The instructor shows respect towards students", 62% percent strongly agree, 22% percent are agree, and 10% percent are uncertain. Most of the students agree that the instructor

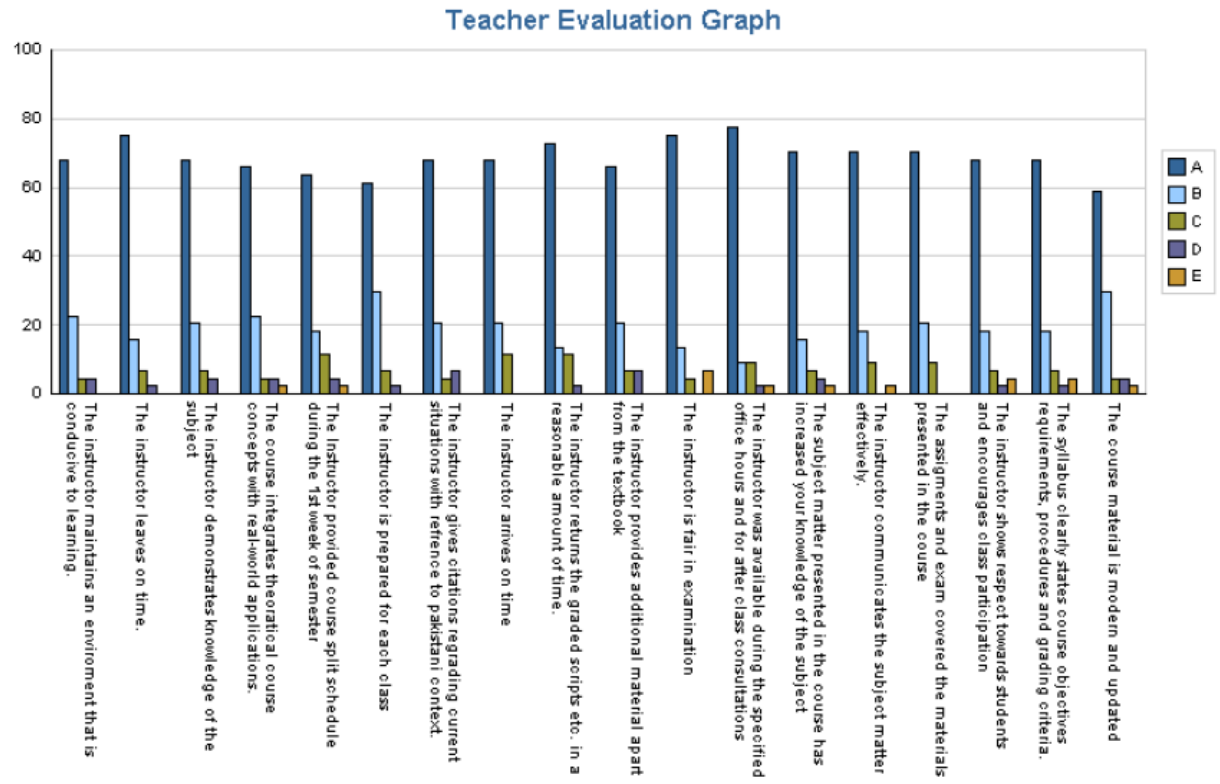
arrives on time in class. “The instructor return quizzes and assignment on time”, 65% percent strong agree, 25% percent agree, and 5% percent are uncertain, 5. 68% percent strongly agree and 22% percent agree that the course contents are updated while 5% are uncetain and 2% percent disagree. “The Instructor provides additional material apart from text”, shows that 78% are strongly agreed, 22% are agreed, and 4% are disagreed. The graph for “The Instructor maintains an environment that is conducive to learning”, shows that 65% are strongly agreed, 18% are agreed, 12% are uncertain, 3% are disagreed and 2% are strongly disagreed. The graph for “The Instructor is fair in examination” , shows that 70% are strongly agreed, 22% are agreed, 5% are uncertain, and 3% are disagreed. The instructor uses real word application to demonstrate concepts”, graph shows that 60% are strongly agreed, 20% are agreed, 10% 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 60% are strongly agreed, 30% are agreed, 5% are uncertain, 5% are disagreed and are strongly disagreed.



Sohail Guncha

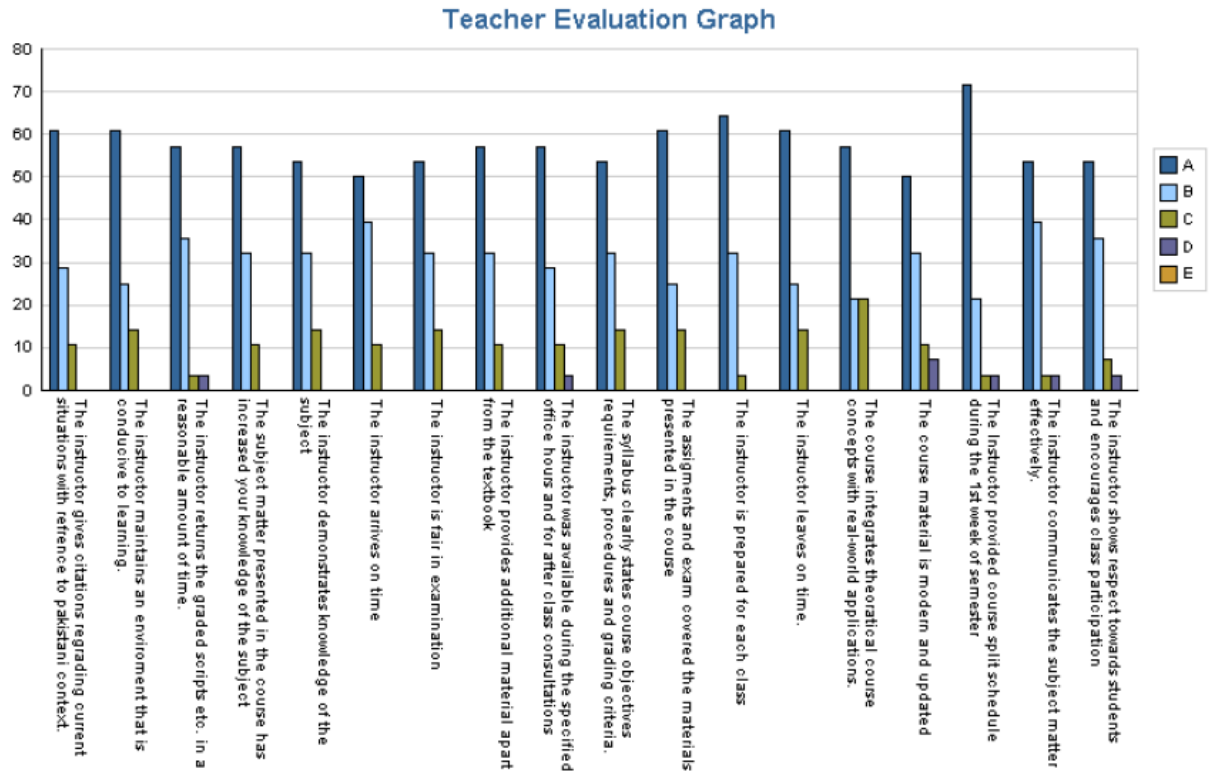
The graph shows the overall evaluation for the teacher. “The assignments and exam covered the materials presented in the course”, 65% percent of the students strongly agree and 20% agree

while 10% percent are uncertain, and 5% disagree or strongly disagree with this. “The instructor shows respect towards students”, 65% percent strongly agree, 18% percent agree, 10% percent are 2%uncertain while 5% percent disagree. Most of the students agree that the instructor arrives on time in class. “The instructor return quizzes and assignment on time”, 65% percent strongly agree, 15% percent are uncertain while 5% percent disagree. 65% percent strongly agree and 24% percent agree that the course contents are updated while 5% are uncertain and 2% percent disagree. “The Instructor provides additional material apart from text” , shows that 75% are strongly agreed, 35% are agreed, 5% are uncertain, and 2% are disagreed. The graph for “The Instructor maintains an environment that is conducive to learning”, shows that 75% are strongly agreed, 22% are agreed, 5% are uncertain, 2% are disagreed and 2% are strongly disagreed. The graph for “The Instructor is fair in examination” , shows that 84% are strongly agreed, 24% are agreed, 4% are uncertain, and 2% are Disagreed. The instructor use real word application to demonstrate concepts”, graph shows that 70% are strongly agreed, 30% are agreed, 5% 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 70% are strongly agreed, 20% are agreed, 5% are uncertain, 5% are disagreed and are strongly disagreed.



Talha

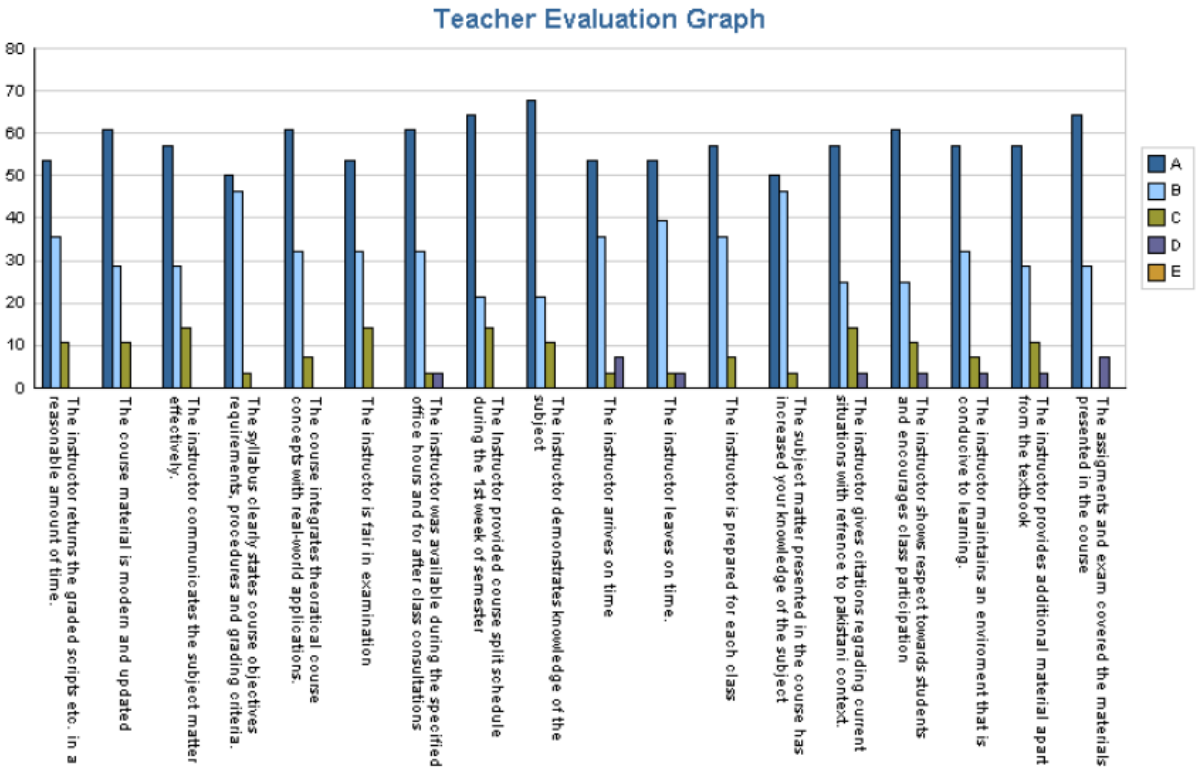
The graph shows the overall evaluation for the teacher. The Instructor provided course split schedule during the 1st week of semester; 70% percent of the student are strongly agree with this, 20% percent are agree, while very few 5% percent are uncertain about this, 5% percent disagree or strongly disagree. “The assigments and exam covered the materials presented in the course”, 60% and 25% percent of the students strongly agree and agree whie 15% percent are uncertain, and 10% disagree or strongly disagree with this. “The instructor shows respect towards students”, 55% percent strong agree, 35% percent agree, 7% percent are uncertain while 3% percent disagree. Most of the students agree that the instructor arrives on time in class. The Instructor provides additional material apart from text” , shows that 58% are strongly agreed, 32% are agreed, 10% are uncertain. “The Instructor maintains an environment that is conducive to learning”, shows that 60% are strongly agreed, 25% are agreed,15% are uncertain. The graph for “The Instructor is fair in examination” , shows that 55% are strongly agreed, 32% are agreed, 15% are uncertain, and 8% are disagreed. The instructor use real word application to demonstrate concepts”, graph shows that 70% are strongly agreed, 55% are agreed, 32% are uncertain, 15% are Disagreed and 8% are strongly disagreed .



Saleem Iqbal

The graph shows the overall evaluation for the teacher. The Instructor provided course split schedule during the 1st week of semester; 65% percent of the student are strongly agree with this, 20% percent are agree while very few 15% percent are uncertain about this. "The assigments and exam covered the materials presented in the course", 55% and 25% percent of the students strongly agree and agree while 15% percent are uncertain, and 5 disagree or strongly disagree with this. "The instructor shows respect towards students", 65% percent strong agree, 25% percent agree, 10% percent are uncertain while 5% percent disagree. Most of the students agree that the instructor arrives on time in class. "The instructor return quizzes and assignment on time", 55% percent strong agree, 35% percent agree, 10% percent are uncertain .60% percent strongly agree and 30% percent agree that the course contents are updated while 10% are uncetain ."The Instructor provides additional material apart from text", shows that 55% are strongly agreed, 30% are agreed, 10% are uncertain, and 5% are disagreed. The graph for "The Instructor maintains an environment that is conducive to learning", shows that 55% are strongly agreed, 35% are agreed, 7% are uncertain, 3% are disagreed and 2% are strongly disagreed. The graph for "The Instructor is fair in examination", shows that 53% are strongly agreed, 32% are agreed, 15% are uncertain. The instructor use real word application to demonstrate concepts", graph shows that 65% are strongly agreed, 20% are agreed, 10% are uncertain, 5% are disagreed. The graph for "The subject matter presented in the course has increased your knowledge of the

subject" shows that 50% are strongly agreed, 45% are agreed, 5% are uncertain.



Student Course Evaluation

The courses of the teachers for MIT degree program are also evaluated. The results are summarized. The teacher who taught CS-701 has scored 87%, the teacher for course CS-772 has scored 70%, the teacher for CS-745 has scored 87%, the teacher for CS-709 has scored 90%, the teacher for MGT-713 has scored 98%, the teacher for CS-773 has scored 84%, the teacher for CS-798 has scored 73%, the teacher for CS-789 has scored 75%,the teacher for MGT-701 has scored 95%. Each course evaluation presented graphically below.

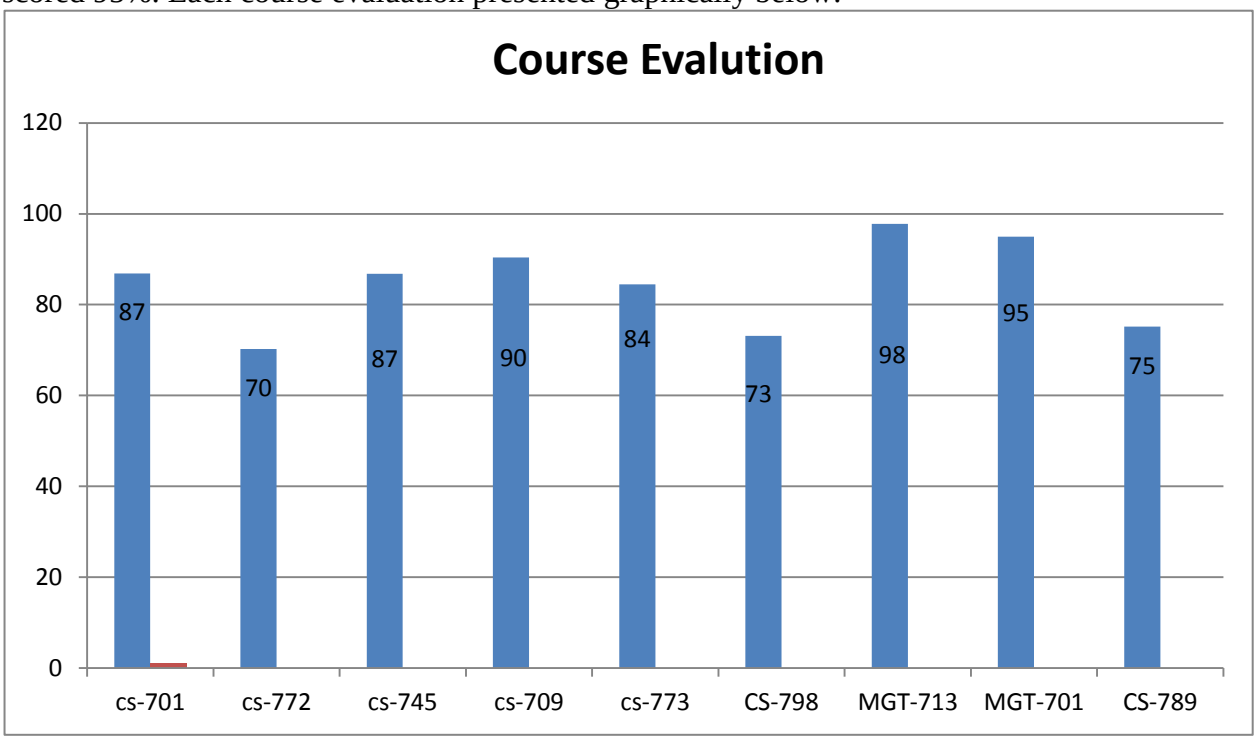
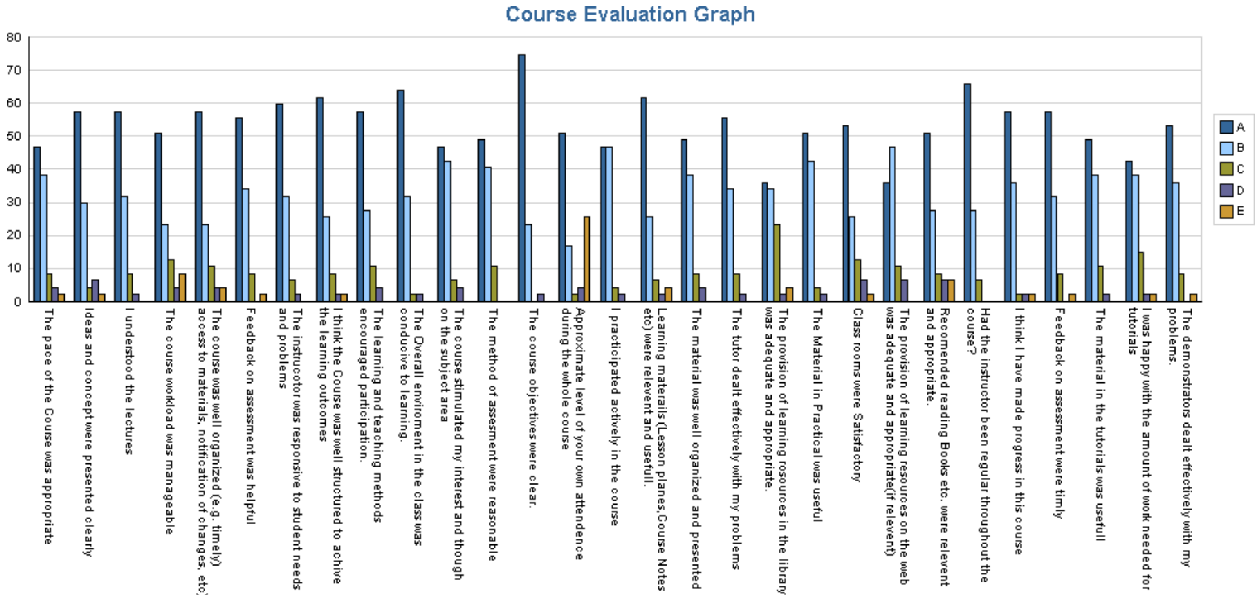


Figure 2: Course Evaluation Graph Each course

Programming fundamental (CS-701)

The graph shows that 55 % of the students strongly agree while 40% agree that the pace of the course was appropriate. The graph for "ideas and concept were presented clearly" shows that 50% of the students strongly agree, 30% percent agree, 5% are uncertain, 5% disagree while 5% strongly disagree. Most of the students (50%) agree or (30%) strongly agree that they understand the lectures. The course load was manageable as 50% of the students strongly agreed, 24% of the students agreed and 12% of the students are uncertain, 8% of the students do not agree and 8% strongly disagreed. The course material was well organized this is strongly agreed by the 48% of the students, 22% of the students agreed and 10% of the students are uncertain, 5% disagree while 5% strongly disagree. Feedback on assessment was helpful, this is strongly agreed by the 48% of the students, 32% of the students agreed and 8% of the students are uncertain, while 5% strongly disagree. The instructor was responsive to student's needs and

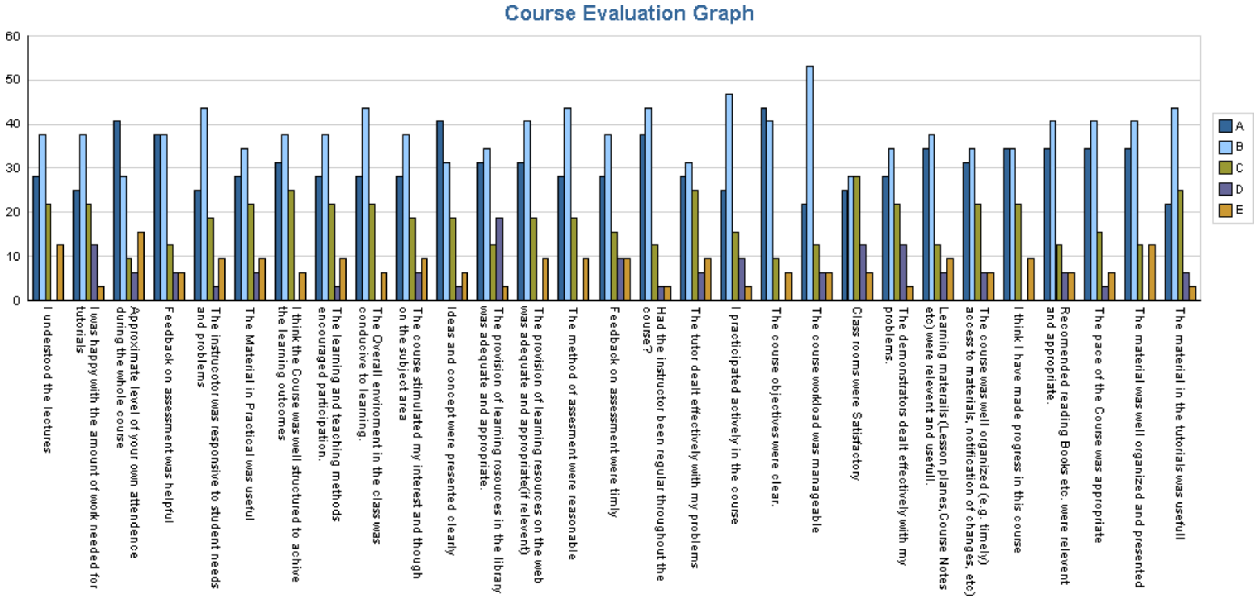
problems this is strongly agreed by the 50% of the students, 32% of the students agreed and 8% of the students are uncertain, while 5% strongly disagree. The course objective was clear this is strongly agreed by the 75% of the students, 22% of the students agreed while 5% strongly disagree. Class rooms were satisfactory this is strongly agreed by the 55% of the students, 25% of the students agreed and 12% of the students are uncertain, 5% disagree while 5% strongly disagree. The demonstrator dealt effectively with the students problem this is strongly agreed by the 50% of the students, 35% of the students agreed and 10% of the students are uncertain, while 5% strongly disagree.



Operating system CS-772

The graph shows that 25 % of the students strongly agree while 35% agree that the pace of the course was appropriate. The graph for "ideas and concept were presented clearly" shows that 35% of the students strongly agree, 40% percent agree, 15% are uncertain while 15% strongly disagree. Most of the students (28%) strongly agree or (38%) agree that they understand the lectures. The course load was manageable as 22% of the students strongly agreed, 55% of the students agreed and 15% of the students are uncertain, 5% of the students do not agree and 5% strongly disagreed. The course material was well organized this is strongly agreed by the 35% of the students, 40% of the students agreed and 15% of the students are uncertain, while 15% strongly disagree. Feedback on assessment was helpful, this is strongly agreed by the 38% of the students, 38% of the students agreed and 12% of the students are uncertain, 7% were disagree, while 7% strongly disagree. The instructor was responsive to student's needs and problems this is strongly agreed by the 25% of the students, 35% of the students agreed and 18% of the students are uncertain, 9% were disagree, while 9% strongly disagree. The course objective was clear this is strongly agreed by the 45% of the students, 40% of the students agreed, 10% were uncertain, while 5% strongly disagree. Class rooms were satisfactory this is strongly agreed by the 25% of the students, 28% of the students agreed and 28% of the students are uncertain, 12%

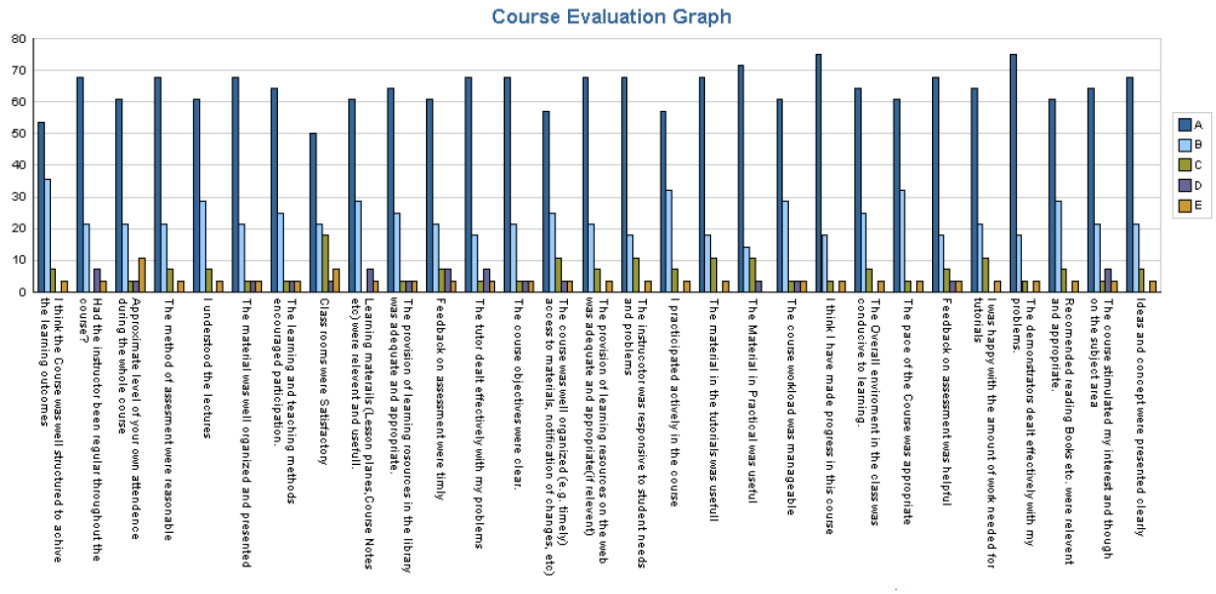
disagree while 5% strongly disagree. The demonstrator dealt effectively with the students problem this is strongly agreed by the 28% of the students, 32% of the students agreed and 22% of the students are uncertain, while 12% strongly disagree.



Data structure CS-745

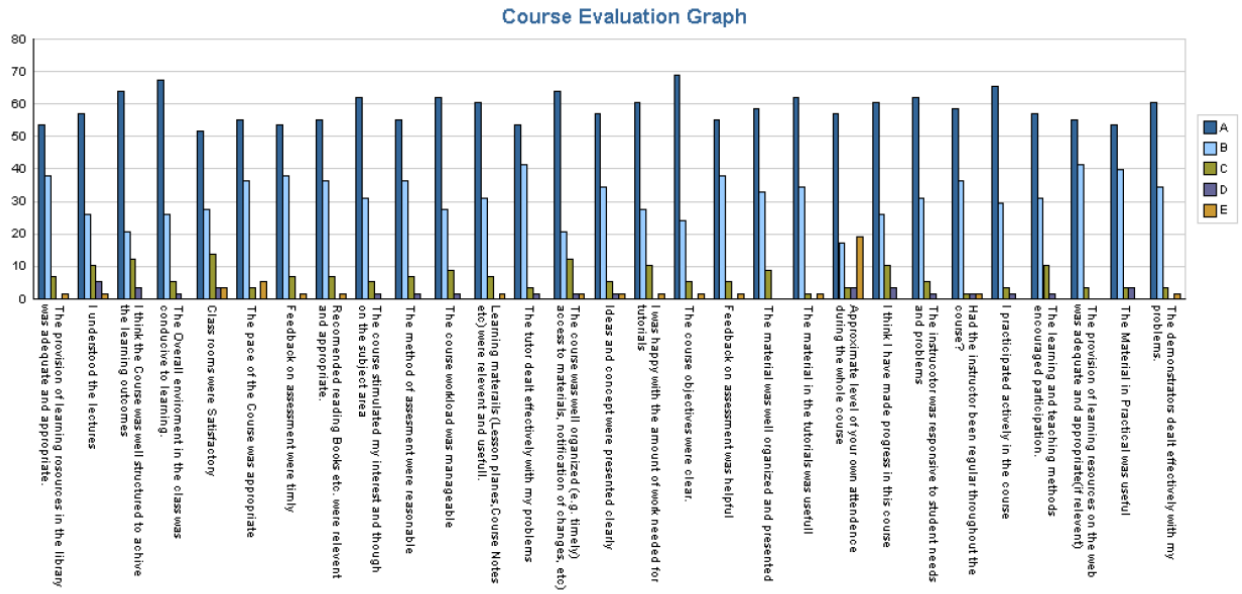
The graph shows that 61 % of the students strongly agree while 32% agree that the pace of the course was appropriate and 4% of the students are uncertain, and 3% strongly disagreed . The graph for "ideas and concept were presented clearly" shows that 68% of the students strongly agree, 20% percent agree, 8% are uncertain while 6% strongly disagree. Most of the students (61%) strongly agree or (29%) agree 8% are uncertain and 2% strongly disagree that they understand the lectures. The course load was manageable as 61% of the students strongly agreed,29% of the students agreed and 3% of the students are uncertain, 2% of the students do not agree and 5% strongly disagreed. The course material was well organized this is strongly agreed by the 57% of the students, 28% of the students agreed and 11% of the students are uncertain, while 2% strongly disagree while 2% strongly disagree. Feedback on assessment was helpful, this is strongly agreed by the 68% of the students, 18% of the students agreed and 8% of the students are uncertain, 2% were disagree, while 2% strongly disagree. The instructor was responsive to student's needs and problems this is strongly agreed by the 68% of the students, 18% of the students agreed and 10% of the students are uncertain, while 4% strongly disagree. The course objective was clear this is strongly agreed by the 67% of the students, 21% of the students agreed, 4% were uncertain, , 4% disagree while 4% strongly disagree. Class rooms were satisfactory this is strongly agreed by the 50% of the students, 22% of the students agreed and 18% of the students are uncertain, 2% disagree while 8% strongly disagree. The demonstrator dealt effectively with the students problem this is strongly agreed by the 75% of

the students, 18% of the students agreed and 3% of the students are uncertain, while 4% strongly disagree.



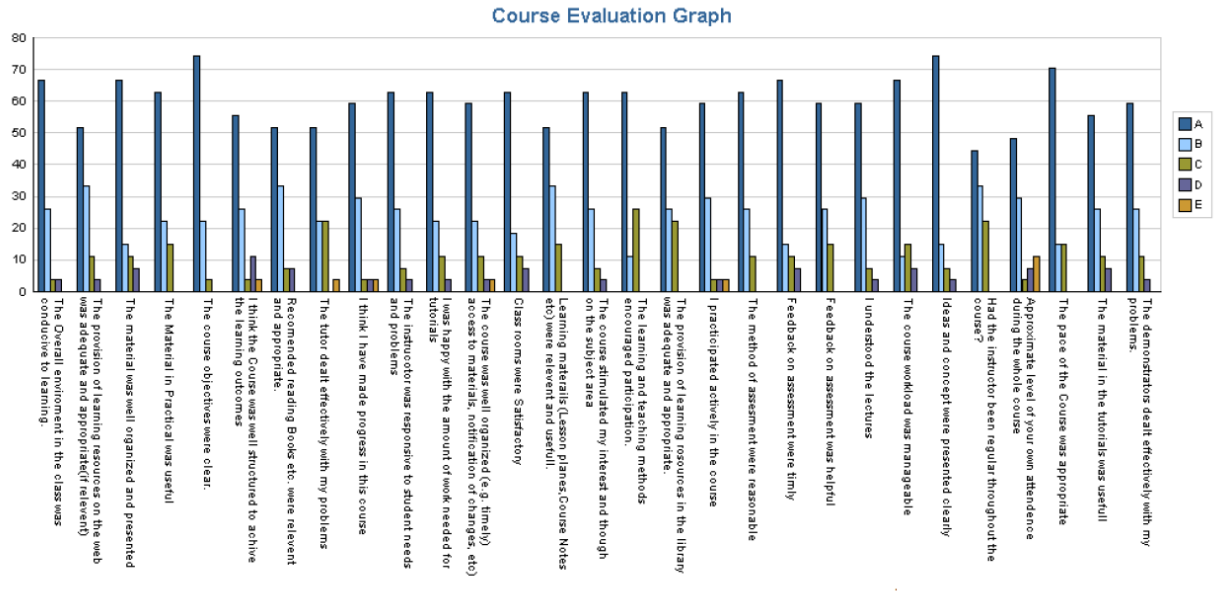
Web design and development CS-709

The graph shows that 55 % of the students strongly agree 38% agree,2% uncertain while 5% strongly disagree that the pace of the course was appropriate. The graph for "ideas and concept were presented clearly" shows that 58% of the students strongly agree, 33% percent agree, 5% are uncertain 2% disagree while 2% strongly disagree. Most of the students (56%) strongly agree or (26%) agree that they understand the lecture , 10% students are uncertain , 5% students disagree while 3% strongly disagree. The course load was manageable as 62% of the students strongly agreed,28% of the students agreed and 8% of the students are uncertain, 2% of the students do not agree. The course material was well organized this is strongly agreed by the 58% of the students, 34% of the students agreed and 8% of the students are uncertain. Feedback on assessment was helpful, this is strongly agreed by the 53% of the students, 39% of the students agreed and 8% are uncertain. The instructor was responsive to student's needs and problems this is strongly agreed by the 62% of the students, 31% of the students agreed and 5% of the students are uncertain, while 2% disagree. The course objective was clear this is strongly agreed by the 69% of the students, 25% of the students agreed, 5% were uncertain, while 1% strongly disagree. Classrooms were satisfactory this is strongly agreed by the 51% of the students, 29% of the students agreed and 15% of the students are uncertain,3% disagree while 2% strongly disagree. The demonstrator dealt effectively with the students' problem this is strongly agreed by the 60% of the students, 35% of the students agreed and 3% of the students are uncertain, while 2% strongly disagree.



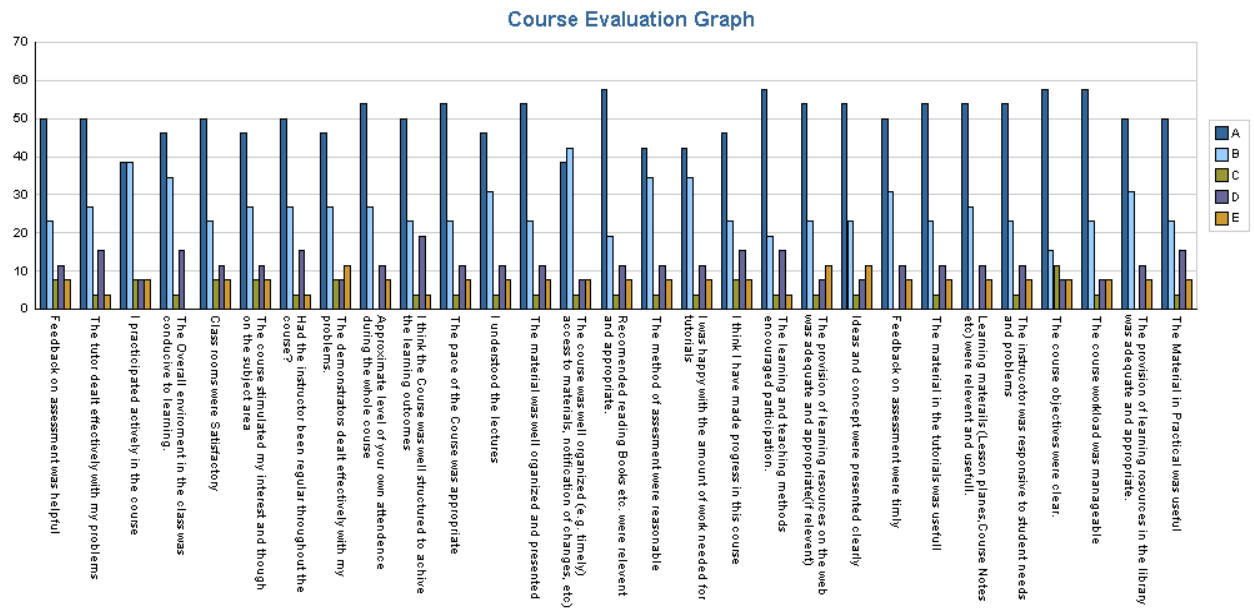
System administration CS-773

The graph shows that 70 % of the students strongly agree 15% agree,15% uncertain that the pace of the course was appropriate. The graph for "ideas and concept were presented clearly" shows that 75% of the students strongly agree, 15% percent agree, 8% are uncertain 2% disagree. Most of the students (59%) strongly agree or (30%) agree that they understand the lecture , 6% students are uncertain , 5% students disagree. The course load was manageable as 68% of the students strongly agreed,10% of the students agreed and 18% of the students are uncertain, 4% of the students do not agree. The course material was well organized this is strongly agreed by the 59% of the students, 22% of the students agreed and 11% of the students are uncertain , 4% disagree an 4% strongly disagree. Feedback on assessment was helpful, this is strongly agreed by the 59% of the students, 27% of the students agreed and 14% are uncertain. The instructor was responsive to student's needs and problems this is strongly agreed by the 62% of the students, 27% of the students agreed and 6% of the students are uncertain, while 5% disagree. The course objective was clear this is strongly agreed by the 75% of the students, 22% of the students agreed, 3% were uncertain,. Classrooms were satisfactory this is strongly agreed by the 62% of the students, 19% of the students agreed and 11% of the students are uncertain,8% disagree. The demonstrator dealt effectively with the students' problem this is strongly agreed by the 62% of the students,19% of the students agreed and 11% of the students are uncertain, while 8% disagree.



CS-789 (Amer Zaheer)

The graph shows that 50% of the students strongly agreed that feedback on assessment was helpful. The 23% agreed, and 8% are uncertain. Only 11% do not agree and 8% strongly disagreed. The teacher dealt effectively with my problem as 50% of the students strongly agreed, 26% of the students agreed and 4% of the students are uncertain. Around 16% of the students do not agree and 4% strongly disagreed. The course material was well organized and presented this is strongly agreed by the 54% of the students, 22% of the students agreed and 4% of the students are uncertain. 12% of the students do not agree and 8% strongly disagree. Had the instructor been regular throughout this course? It is agreed by the 50% of the students, 26% strongly agreed and 5% of the students are uncertain. Around 15% of the students do not agree and 4% strongly disagreed. The learning and teaching method of the teacher encouraged the participants; this is agreed by the 58% of the students, strongly agreed by 18% of the students and 5% of the students are uncertain. Around 14% of the students do not agree with the concept while 5% are strongly disagreed. The course workload was manageable, it is agreed by the 58% of the students, 22% strongly agreed and 4% of the students are uncertain. Almost 8% of the students do not agree and 8% strongly disagreed.



General Comments by Students about this course:

Strengths:

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

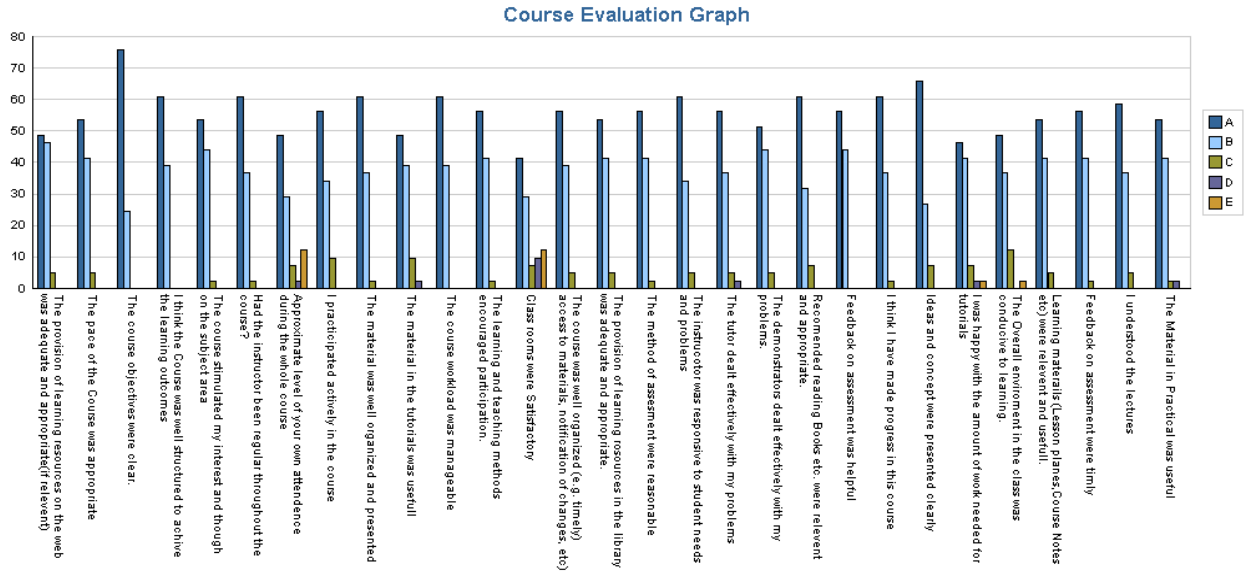
Weaknesses:

- More practical material should be added

MGT-701 (Aneeza Iqbal)

The graph shows that 58% of the students strongly agreed and 42% of the students agreed that feedback on assessment was helpful. The teacher dealt effectively with my problem as 52% of the students strongly agreed, 42% of the students agreed and 6% of the students are uncertain. The course material was well organized and presented, this is strongly agreed by the 61% of the students, 35% of the students agreed and 4% of the students are uncertain . Had the instructor been regularly throughout this course? It is agreed by the 61% of the students, 35% strongly agreed and 4% of the students are uncertain. The learning and teaching method of the teacher encouraged the participants; this is agreed by the 55% of the students, strongly agreed by 41% of

the students and 4% of the students are uncertain. The course workload was manageable, it is strongly agreed by the 62% of the students and 38% agreed.



General Comments by Students about this course:

Strengths:

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

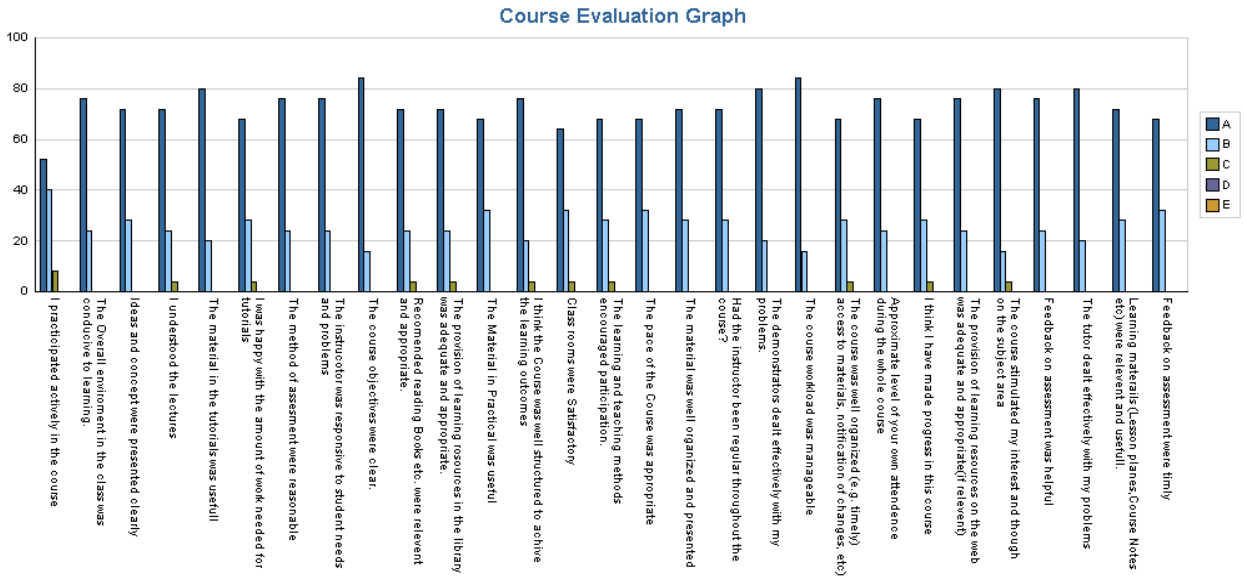
Weaknesses:

- More online resources should be provided

MGT-713(Mr. Atif Bilal)

The graph shows that 78% of the students strongly agreed and 22% of the students agreed that feedback on assessment was helpful. The teacher dealt effectively with my problem as 80% of the students strongly agreed, 20% of the students agreed and. The course material was well organized and presented this is strongly agreed by the 76% of the students, 24% of the students agreed. Had the instructor been regular throughout this course? It is agreed by the 76% of the students, 24% strongly agreed. The learning and teaching method of the teacher encouraged the participants; this is agreed by the 69% of the students, strongly agreed by 25% of the students

and 6% of the students are uncertain. The course workload was manageable, it is strongly agreed by the 82% of the students and 18% agreed.



General Comments by Students about this course:

Strengths:

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

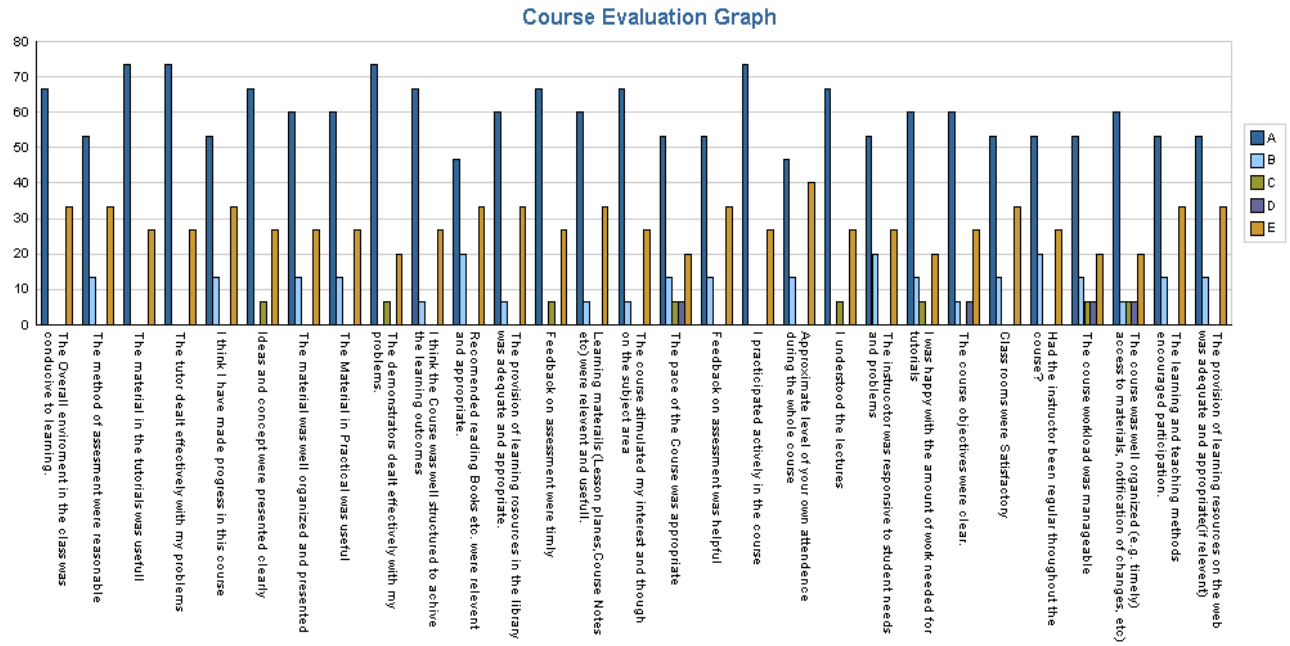
Weaknesses:

- More online resources should be provided

CS-699 (Mr. Atif Iqbal Janjua)

The graph shows that 52% of the students strongly agreed and 14% of the students agreed and 34% of the students strongly disagreed that feedback on assessment was helpful. The teacher dealt effectively with my problem as 72% of the students strongly agreed, 8% agree and 20% of the students strongly disagreed. The course material was well organized and presented this is strongly agreed by the 60% of the students, 12% of the students agreed and 28% of the students strongly disageed. Had the instructor been regular throughout this course? It is agreed by the 52% of the students, 20% strongly agreed and 28% of the students strongly disagreed. The

learning and teaching method of the teacher encouraged the participants; this is agreed by the 52% of the students, strongly agreed by 32% of the students and 16% of the students are stongly disagreed. The course workload was manageable; this is agreed by 54% of the students and strongly agreed by 14% of the students, while 6% are uncertain, 6% are disagreed and 20% of the students strongly disagreed with the concept.



General Comments by Students about this course:

Strengths :

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

Weaknesses:

- The demonstration should be more effective

Survey of Graduating Students

A survey is conducted for the students of the last semester of MIT and feedback is collected on Performa 3. The results are summarized. A set of questions is present in the Performa 3. The graph from the summarized results shows that 48% students are very satisfied with the program, 35% are satisfied, 6% are uncertain, 6% are dissatisfied and 5% are very dissatisfied.

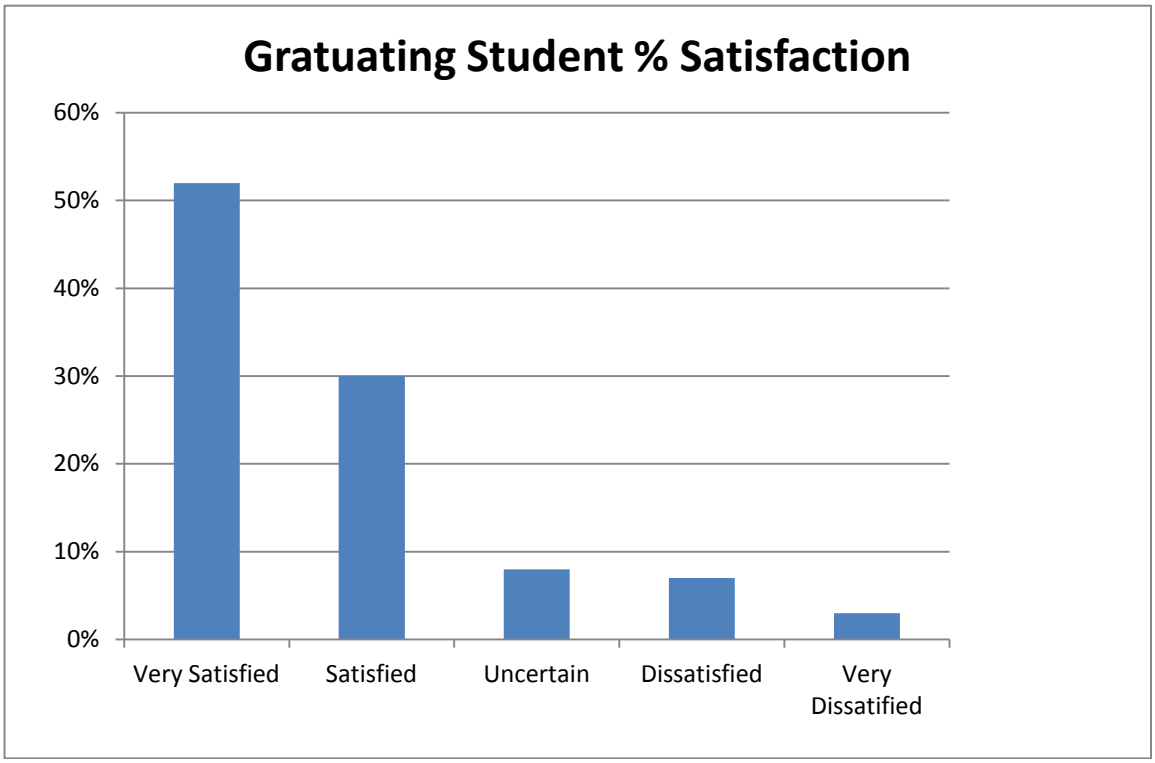


Figure 8: Survey of Graduating Students

Best Aspects of the Program:

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

Weaknesses:

 More practical work is required for students' useful grip on technical subjects

 Research oriented activities should be commenced properly

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

Strengths of Program/Institute

The course curriculum is well designed and updated. The institute has hired new faculty members to meet the needs of the students. Now the faculty at UIIT is qualified and have a grip on all fields of IT and Computer Science. Due to projects, presentations the team work abilities are also getting an elegant approach to student communication proficiencies.

Weakness of Program/Institute

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

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

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

Community Service provided by the institutes:

Although right now there is no such mechanism to provide technical support to the local community but UIIT faculty was actively involved in establishing the lab in schools in remote areas under the Chief Minister Punjab program. The institute has a plan to establish a wing which will provide support to different organization which is helping local community free of cost.

Table 3: Performance measures for research activities

Faculty	No. of publications in Journals	Publications in Proceeding Abstracts	Research Projects
Dr. Sohail Asghar	9	20	4
Ms. Aisha Umair	-	-	-
Mr. Syed Mushadd Gillani	-	6	-

Ms. Bushra Hamid	-	3	-
Mr. Yasir Hafeez	-	8	1
Mr. Nasir Mehmood Minhas	6	8	1
Ms.Hajra Murtaza	1	3	-
Mr.Asif Nawaz	-	-	-
Ms. Rubina Ghazal	-	-	-
Mr. Muhammad Shabbir Hassan	1	3	1
Mr.Tariq Ali	1	8	-
Mr.Saqib Majeed	1	2	-
Mr.Saleem Iqbal	6	3	-
Mr.Ehtsham Azhar	1	-	-
Mr. Saif Ur Rehman	5	5	3
Ms.Sarfarz Bibi	-	1	-
Ms.Hina Gul	-	-	-
Mr.Jaffer Saqlain Naqvi	-	-	-
Mr Shabbir Hassan	1	3	1

Future Plans

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

Table 4: Quantitative assessment of the department

S.#	Particular	No.	Remarks
I	MIT degree awarded	105	For the year 2012-2013
II	MS (CS) degree awarded	14	For the year 2012-2013
III	Ph.D. degree awarded	-	--
Iv	Post-Doc fellowship	-	--
V	Students: Faculty ratio	-	1 : 33
VI	Technical: Nontechnical Ratio	-	Fulfill HEC criteria

Employer Survey

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

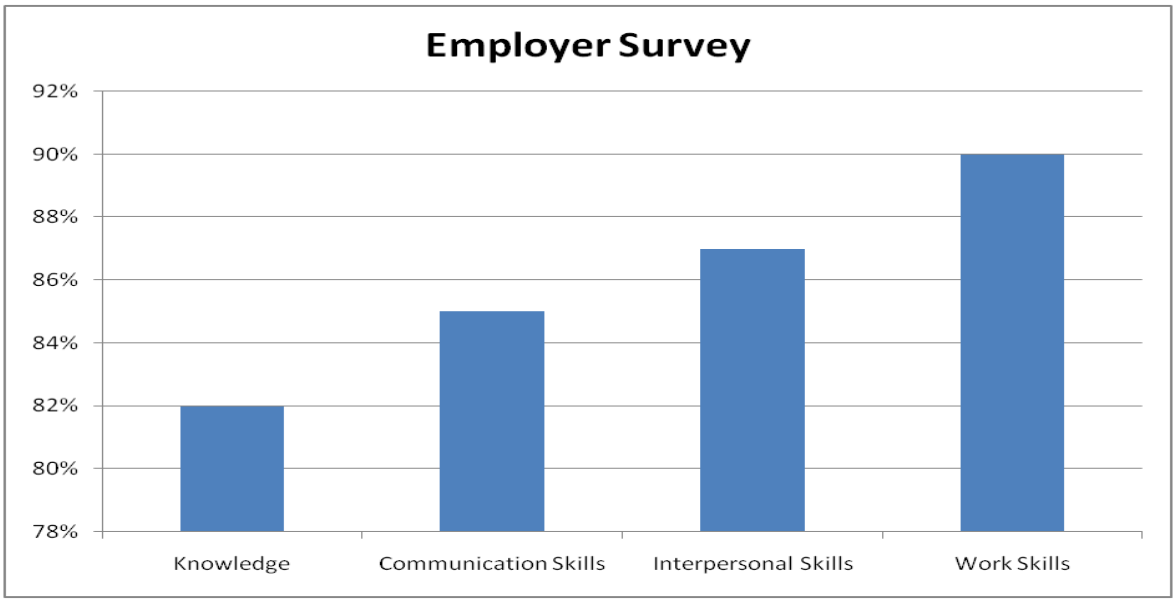


Figure 9: Employer Survey for Determining the Student's Skill Level

The graph shows the employers view regarding the students. The 82% students have enough knowledge regarding their field. The 85% have communication skills to communicate with the people of their own field. The 87% students have Interpersonal skills and 90% students have work skills related to the field. All the employer was of the view that the students have potential and they can be more productive. This problem will be tackled in future.

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

Degree Title: MIT Master in Information Technology

Intent:

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

Definition of Credit Hour

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

Degree plan

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

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

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

Table 5 Courses versus Outcomes

Courses	Outcomes					
	1	2	3	4	5	6
CS-701, CS-727, CS-783	++	+++	+	++	+	++
Cs-708, CS-745,CS-772	+	++	+++	+++	++	+
CS-709, CS-CS724,CS-CS-784, CS-798	+++	+++	+++	+	+++	++
CS-763, CS-771	+++	+++	++	++	+++	+
ENG-705, ENG-715	+++	++	+++	+	++	+++
CS-773, CS-789	+++	+	++	++	+	+++
MGT-771,MGT-772,MGT-773,MGT-775,MGT-776	+	++	+++	+++	++	+

\+ = Moderately Satisfactory

++ = Satisfactory

+++ = Highly Satisfactory

Assessment of MIT Curriculum

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

 It contains the introductory computing course, middle level course and advanced computing courses.

 It contains mathematical courses which help in designing the mathematical modeling and developing numerical solutions.

 It contains the management and business courses to give students a flavor of business infrastructures.

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

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

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

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

Element	Course Code	Course Title
Theoretical Background	MGT-771	Fundamental of Management
	CS-724	Software Engineering-1
	ENG-705	English Comprehension
	CS-763	Digital Logic & Design
	MGT-772	Introduction to Marketing
	MGT-773	Introduction to Accounting
Problem Analysis	CS-745	Data Structures & Algorithms
	CS-772	Operating Systems Concepts
	CS-771	Computer Communication & Networks
Solution Design	CS-701	Programming Fundamentals
	CS-727	Object Oriented Programming
	CS-704	Database Systems
	CS-709	Web Design & Development
	CS-783	Visual Programming
	CS-789	Network Management & Security

	CS-798	Software Project
	ENG-715	Technical Business Writing
	MGT-775	Human Resource Management
	MGT-776	Financial Management
	CS-775	System Administration

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

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

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

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

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

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

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

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

Table 5(b) Credit Hour Division between major areas

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

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

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

Table 5(c) General Education Courses

Course Code	Course Title	Credit Hours
ENG-705	**English Comprehension**	**3(3-0)**
ENG-715	**Technical and Business Writing**	**3(3-0)**

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

Criterion 3: Laboratories and Computing Facilities

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

Table 6 Laboratory Facility

Size of campus (in kanals)	9.3 kanals							
Covered area (sq ft)	51,165 sq ft							
Sizes of lecture rooms	Class Room 30' x 40'			Lecture Theater 30' x 50'				
Instructional facilities provided in lecture rooms	Multimedia White Board			Overhead Projectors Sound System				
General computing lab facilities: total number of PCs and lab hours	Approximately 100 hours Per Day Total PCs in Labs: 285 Labs Open: 8:00 am – 9:00 pm							
Nature and level of networking	Fiber Optic based Campus Wide LAN, Point to Point connectivity using fiber optic with 60MB of bandwidth.							
Specialized lab facilities and hours of their availability	CISCO (Router/Switch) GIS (Plotter/Scanner) DLD(Trainer/Oscilloscope) PhD Lab (1)		Linux Lab Teaching Lab Project Lab The labs are open almost the whole day from 8:00 am to 9:00 pm					
Student-to-computer ratio	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
	2.1:1 (309:150)	2:1 (352:150)	1.3:1 (324:260)	1.4:1 (372:260)	1.2:1 (352:285)	1.3:1 (383:285)	1.2:1 (390:285)	2:1 (410:285)
Average lifetime of a PC in computing labs	3 to 4 years							
Library information	Area (sq ft)	Automated	Total Books	Total Computer Books	Total Journals (Give full	IEEE (Give full	ACM (Give full	
	1020	Automated	3604 In addition to university main library resources	2700	8 Journals	UIIT has an access to digital library services being extended by HEC		

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

Laboratory manuals for the entire practical subject are prepared and distributed among students.

Manuals are present in the institute in the soft form.

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

There are enough number of people to support students and maintaining the laboratories.
Detail is given below:
Computer Lab support staff: 15

Multimedia Projector Count: 18

Over Head Projectors Count: 7

E-learning Facility: Video Conferencing, Digital Library

Total Lab Computers: 285

Total No. of Labs: 8

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

The UIIT provides enough computing facilities for students in the Lab. The total numbers of computers available for students use in multiple labs are 285 in 8 labs. A student to computer ratio maintained in the year 2011-2012 is 1:2. The detailed information is presented in table

Courses are taught as per HEC criteria.

 At undergraduate level subjects/courses are offered as per the scheme of study provided by the HEC and approved by Academic Council. Postgraduate level courses are however, offered according to the availability of the teacher and a number of students.

 Elective courses are offered as per policy of HEC and the University.

 For postgraduate programs, a variety of courses are offered according to demand of the profession

CRITERION 4: STUDENT SUPPORT AND ADVISING

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

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

Courses are taught as per HEC criteria.

 At undergraduate level subjects/courses are offered as per the scheme of study provided by the HEC and approved by Academic Council. Postgraduate level courses are however offered according to the availability of the teacher and a number of students.

 Elective courses are offered as per policy of HEC and the University.

 For postgraduate programs, a variety of courses are offered according to demand of the profession

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

Both theoretical and practical aspects are focused to prepare the students for professional challenges. Theoretical problems are explained and assignments are given to the students whereas, practices are carried out in the labs. Courses are structured and decided by the board of studies meeting. At commencement of each semester, faculty members interact frequently among themselves and with

students. Students are welcome to ask questions in class and even after the class. Emphasis is always given for an effective interaction between each section of an MIT class.

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

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

 Students are informed about the program requirement through the director's office.

 Through the personal communication of the teachers with the students.

 Meetings are organized by the director of the institute for counseling for the students. In addition, students can also contact with the relevant teachers whenever they face any problem.

 Students can meet director of the institute whenever they feel need to meet on any serious issue.

 Realizing the need for exploring job opportunities for the university graduates, Directorate of Placement Bureau has been established.

Table 7 Student to Teacher Ratio at UIIT

2010	2011	2012	2013	2014
1:27	1:30	1:35	1:35	1:40

CRITERION5: PROCESS CONTROL

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

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

The process of admission is well established and is followed as per the rules and criteria set by HEC. For this purpose an advertisement is published in the national newspapers by the Registrar's office.

 Admission criteria is to pass the Bachelor Degree Examination with at least second division or overall 45% Marks from a University recognized by the higher Education Commission (HEC), in Mathematics, Physics, Chemistry, Engineering, Computer Science, Commerce, Statistics, Economics, and Business Administration.

 Admission is on open merit basis.

 Admission criteria are revised every year before the announcement of admission.

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

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

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

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

The recruitment policy followed by the University is the same as recommended by the HEC.

Induction of all posts is done as per rule.

 Vacancies and newly created positions are advertised in the national newspapers, applications are received by the Registrar's office, scrutinized by the scrutiny committee, and call letters are issued to the shortlisted candidates on the basis of experience, qualification, publications and other qualities/activities as determined by the University.

 The candidates are interviewed by the University Selection Board, and Principal and alternate candidates are selected.

 Selection of candidates is approved by the Syndicate for issuing orders to join within a specified period.

 Induction of new candidates depends upon the number of approved vacancies.

 The standard set by HEC are followed.

 At present, no procedure exists for retaining highly qualified faculty members. However, the revised pay scale structure is quite attractive.

 HEC also supports the appointment of highly qualified members as foreign faculty Professors, National Professors and depute them to the concerned institutes of the University.

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

To provide high quality teaching, Institute periodically revises the curriculum in views of

field requirements, innovations and new technology.

 With the emergence of new fields, new courses are introduced and included in the curriculum.

 Students usually buy cheap Asian editions of technology books. These are also available in the University library, where documentation, copying and internet facilities are available.

 Notes are also prepared by the teachers and given to the students.

 Most of the lectures are supplemented by overheads, slides and pictures.

 All efforts are made that the courses and knowledge imparted meet the objectives and outcome. The progress is regularly reviewed at the staff meetings.

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

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

CRITERION 6: FACULTY

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

Below is the detail of faculty members at UIIT for the program BS-IT.

Full-Time Faculty Information

Table 8: Full Time Faculty Members at UIIT

Full-Time Faculty Size	Number of faculty members with		Full Professors	Associate Professors	Assistant Professors	Lecturers	Teaching Assistants/Fellows
	PhD	MS					
15	2	13	0	01	07	07	-

B. Part-Time Faculty Information

Table 9: Part Time Faculty Members at UIIT

Part-Time Faculty Size	Number of Part-Time Faculty Members with		Total Number of Courses Offered by the Institute	Number of Courses Taught by Part-Time Faculty per Year	Average Teaching Load per Part-Time Faculty Member
	PhD	MS			
(Fall-11)	02	15	48	24	1:2
(Spring-12)	03	16	38	24	1:1.58
(Fall-13)	07	76	242	176	
(Spring-2014)	06	61	206	140	

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

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

The faculty members are sent to the training for the available resourced. Currently, many faculty members are studying in Pakistan and abroad in MS and PhD level studies.

 The institute provides them study leave with pay and some time allowance where possible for the institute.

 Internet is available to all the faculty members. The faculties also have access to the digital library and limited access to some well known journals.

 The institute provides support for attending conferences through HEC. There are certain policy matters which a faculty member needs to follow in order to get a positive feedback from the institute for travel grants to the conference.

 The university provides a certain amount of innovative research ideas to the faculty members.

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

The faculty members are not fully satisfied with the workload and the amount they get in the form of salary. Most of the faculty members are satisfied with the mix of research and teaching method. The faculty members are satisfied with the support they are getting from the administration regarding the research and teaching. The faculty members are satisfied with overall climate of the institute. Not all the faculty members are satisfied with the job security.

S. No	Parameters	Dr. Sohail Asghar	Saqib Majeed	Nasir Minhas	Dr. Faraz Ahsen	Ms. Saleem Iqbal	Asif Nawaz	Mr. M. Jafer	Ms. BusraKiani	Mr. Yasir hafeez	Mr. Shabir Hassan	Mr. Tariq Ali	Mr. EhtshamAzhar	Sarfraz Bibi	Mr. Syed Mushhad Gillani
1	Your mix of research, teaching and community service	A	A	B	B	C	A	B	C	B	B	B	B	B	B
2	The intellectual stimulations of your work.	B	B	B	B	C	B	B	B	B	A	A	A	B	C
3	Type of teaching /research you currently do.	A	B	A	B	C	A	B	B	A	A	B	B	B	B
4	Your interaction with students.	B	A	A	B	B	A	B	B	B	B	A	A	B	B
5	Cooperation you receive form colleagues.	B	B	A	B	B	B	C	B	A	A	B	B	B	B
6	The mentoring available to you.	B	B	B	B	C	B	B	C	B	B	B	C	C	B
7	Administrative support from the department.	A	A	B	C	A	B	B	B	D	D	D	D	A	B
8	Providing clarity about the faculty promotion process.	C	A	C	C	A	C	D	C	D	D	D	D	D	C
9	Your prospects for advancement and progress through ranks.	C	A	C	C	B	B	C	B	B	B	B	B	C	D

10	Salary and compensation package.	B	B	B	C	C	C	B	B	D	D	E	E	D	D
11	Job security and stability at the department.	B	A	B	B	B	C	B	B	A	A	D	D	C	B
12	Amount of time you have for yourself and family.	C	B	C	B	D	B	B	B	B	B	D	D	D	B
13	The over all climate at the department.	B	B	B	B	C	B	B	B	B	C	B	B	B	B
14	Whether the department is utilizing your experience and knowledge	C	B	A	C	B	B	B	B	B	B	B	B	B	B
15	What are the best programs / facts currently available in your department that enhance you motivation and job satisfaction	The MS Program and BS CS Program	Administrative Support.	MS (CS), BS (CS)	MS and BS CS Program	_	-	NIL		NIL	NIL	NIL	NIL	NIL	NIL
16	Suggest programs/factors that could improve your motivation and job satisfaction?	It is better to offer new courses in the existing programs	NIL	More research oriented programs should be offered	NIL	Justified work load + Time for research	-	NIL	Different workshop related to IT should be organized.	NIL	NIL	NIL	NIL	NIL	NIL

						+ Better working environment									

Criterion 7: Institutional Facilities

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

 The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel. Insufficient library's technical collection of books. Recommended books and relevant journals of the programs are not available to the students.

 These aspects need to be strengthened in number and space.

 Classrooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.

 The standard wise description of this criterion is given an under

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

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

 Repeatedly power failure during the labs

 Faculty don't have access to many well known journal those are relevant to the field.

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

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

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

The office environment is not comfortable to work at all during the summer.

 Classrooms have a limited size white board which ends after writing for a few minutes.

 Because of the fans, teacher keeps on speaking and voice don’t reach ahead of 2nd or 3rd row in summer, so something should be done to replace fans with air conditions.

Criterion 8: Institutional Support

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

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

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

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

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

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

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
50	189	181	151	219

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

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

Table 12 Financial Information about the institution and the Program

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 the 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 projects	11.933M		16.425M	18.105M	18.241M	13.107M	24.584M	25.409 M
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 expenditures for two years were met through that project.	0.400M		0.600M	0.400M	0.300M	0.350M	0.350M	0.400 M
Institution's yearly budget for computing facilities	As Above	0.560M		1M	0.300M	0.300M	0.150M	0.400M	0.400 M

Total working capital of the department/school/college that offers the program									
	2001-02	**2002-03**	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2009-10**
Yearly budget of the department/school/college that offers the program	**As Above**								
Department/school/college's yearly budget for research and faculty development for the past five years									
Fee Structure	Subsidized Fee: Rs 4600 Regular Fee: Rs. 24900	Subsidized Fee: Rs 7600 Regular Fee: Rs. 24900			Subsidized Fee: Rs. 10100 Regular Fee: Rs. 24900	Subsidized Fee: Rs 8360 Regular Fee: Rs. 24900	Subsidized Fee: Rs 8360 Regular Fee: Rs. 24900	Regular Fee Category Only: Rs 23190	
What are sources of income	Project of Most	Students fee and Govt. Grants							

SUMMARY AND CONCLUSION

The Self Assessment Report (SAR) of the University Institute of Information Technology (UIIT), Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi for the Degree Program Master in Information Technology (MIT) integrated a broad introduction of the institute and a particular discussion of the said degree program while highlighting its significance, objectives, outcomes, metrics to assess the outcomes against the objectives and other important features. The overall discussion was divided into following eight criteria, each describing a distinct aspect of the program.

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

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

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

courses to augment the written and oral communication skills of the students as required by the HEC. Moreover, seminars and workshops are also arranged bythe faculty and students as part of their practical work, in order to supplement the development of professional work skills among the students.

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

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

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

a) Insufficient lab facilities to do the practical work

b) Insufficient lab time for practical work because of entirely committed lab schedule

b) Difficulty listening to the lectures in summers because of the white noise (fans).

c) Frequent power failures that hinder the smooth flow of lectures and practical work

d) Lack of screens for multimedia projection in classrooms and labs.

e) Over-congested campus, particularly the computer labs during the summer

f) Lack of latest edition of important technology related books in the UIIT library. And insufficient seating.

g) High academic loads on the faculty members that leave less time for consultation outside the class.

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

Program Team Member

Coordinator: Dr. Mubashir Riaz Khan _____

Convener: Mr. Nasir Mehmood Minhas _____

Members: Mr. Saqib Majeed _____

Mr. Mr. Tariq Ali _____

Mr. Azhar Manzoor _____

ANNEXURES

ANNEXURE I: ALUMNI SURVEY

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

		Excellent	**Very Good**	**Good**	**Fair**	**poor**
I	**Knowledge**					
1	Math, Science, Humanities and professional discipline, (if applicable)	**60%**	**22%**	**5%**	**10%**	**3%**
2	Problem Formulation and solving Skill	**48%**	**28%**	**13%**	**7%**	**4%**
3	Collecting and Analyzing appropriate data	**48%**	**24%**	**20%**	**6%**	**2%**
4	Ability to link theory to practice	**49%**	**17%**	**20%**	**9%**	**5%**
5	Ability to design a system component or process	**48%**	**20%**	**17%**	**12%**	**3%**
6	IT Knowldge	**70%**	**20%**	**6%**	**4%**	**0%**
II	**Communication Skills**					
1	Oral Communication	**60%**	**20%**	**8%**	**4%**	**8%**
2	Report Writing	**52%**	**28%**	**12%**	**4%**	**4%**
3	Presentation Skills	**48%**	**24%**	**20%**	**6%**	**2%**
III	**Interpersonal Skills**					
1	Ability to work in teams	**48%**	**17%**	**20%**	**9%**	**5%**
2	Ability to work in arduous/Challenging situation	**63%**	**21%**	**9%**	**5%**	**2%**

3	Independent Thinking	**54%**	**18%**	**23%**	**3%**	**2%**
4	Appreciation of ethical Values	**60%**	**22%**	**11%**	**6%**	**1%**
IV	**Management / Leadership Skills**					
	Resource and time management skills	**46%**	**18%**	**24%**	**6%**	**6%**
	Judgment	**54%**	**23%**	**18%**	**2%**	**3%**
	Discipline	**47%**	**20%**	**22%**	**5%**	**6%**
V	**General Comment**					
VI	**Carrere opportunities**					
VII	**Department Status**					
1	Infrastructure	**60%**	**22%**	**11%**	**6%**	**1%**
2	Faculty	**48%**	**17%**	**20%**	**9%**	**5%**
3	Repute at national level	**54%**	**23%**	**18%**	**2%**	**3%**

ANNEXURE II: EMPLOYER SURVEY

		Excellent	Very Good	Good	Fair	Poor
I	**Knowledge**					
1	Math, Science, Humanities and professional discipline, (if applicable)	**60%**	**22%**	**5%**	**10%**	**3%**
2	Problem Formulation and solving Skill	**48%**	**28%**	**13%**	**7%**	**4%**
3	Collecting and Analyzing appropriate data	**48%**	**24%**	**20%**	**6%**	**2%**
4	Ability to link theory to practice	**49%**	**17%**	**20%**	**9%**	**5%**
5	Ability to design a system component or process	**48%**	**20%**	**17%**	**12%**	**3%**
6	IT Knowledge	**70%**	**20%**	**6%**	**4%**	**0%**
II	**Communication Skills**					
1	Oral Communication	**60%**	**20%**	**8%**	**4%**	**8%**
2	Report Writing	**52%**	**28%**	**12%**	**4%**	**4%**
3	Presentation Skills	**48%**	**24%**	**20%**	**6%**	**2%**
III	**Interpersonal Skills**					
1	Ability to work in teams	**48%**	**17%**	**20%**	**9%**	**5%**
2	Leadership	**63%**	**21%**	**9%**	**5%**	**2%**
3	Independent Thinking	**54%**	**18%**	**23%**	**3%**	**2%**
4	Motivation	**60%**	**22%**	**11%**	**6%**	**1%**
5	Reliability	**52%**	**28%**	**12%**	**4%**	**4%**

6	Appreciation of Ethical values	**48%**	**24%**	**20%**	**6%**	**2%**
IV	**Work Skills**					
	Resource and time management skills	**46%**	**18%**	**24%**	**6%**	**6%**
	Judgment	**54%**	**23%**	**18%**	**2%**	**3%**
	Discipline	**47%**	**20%**	**22%**	**5%**	**6%**

ANNEXURE III: GRADUATING STUDENTS SURVEY

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

1	The work in the program is too heavy and induces a lot of pressure	**46%**	**18%**	**24%**	**6%**	**6%**
2	The program is effective in enhancing team-work abilities.	**54%**	**23%**	**18%**	**2%**	**3%**
3	The program administration is effective in supportive learning	**47%**	**20%**	**22%**	**5%**	**6%**
4	The program is effective in developing analytical and problem solving skills.	**48%**	**28%**	**13%**	**7%**	**4%**
5	The program is effective in developing independent thinking.	**48%**	**24%**	**20%**	**6%**	**2%**
6	The program is effective in developing written communication skills.	**49%**	**17%**	**20%**	**9%**	**5%**
7	The program is effective in developing planning abilities.	**48%**	**20%**	**17%**	**12%**	**3%**
8	The objectives of the program have been fully achieved.	**60%**	**22%**	**11%**	**6%**	**1%**
9	Whether the contents of curriculum are advanced and meet program objectives.	**48%**	**24%**	**20%**	**6%**	**2%**
10	Faculty was able to meet the program objectives.	**49%**	**17%**	**20%**	**9%**	**5%**
11	Environment was conducive for learning	**48%**	**20%**	**17%**	**12%**	**3%**
12	Whether the infrastructure of the department was good	**46%**	**18%**	**24%**	**6%**	**6%**
13	Whether the program was comprised of Co-curricular and extra-curricular activities	**54%**	**23%**	**18%**	**2%**	**3%**
14	Whether scholarships/grants are available to students in case of hardship.	**47%**	**20%**	**22%**	**5%**	**6%**

ANNEXURE IV: FACULTY RESUME

Performa 9

Faculty Resume

Name	Dr. SohailAsghar
Personal	Director University Institute of Information Technology PMAS-AridAgricultureUniversity, Rawalpindi - Pakistan Mobile: +92-051-9290154
Experience	Director Nov 2011 to-date University Institute of Information Technology PMAS-Arid Agri. University (AAUR) – Rawalpindi - Pakistan
Honor and Awards	Australian Post Graduate Award for Industry, Australian Research Council, Monash University, Jan 2004-April 2006 Oracle Certified Professional (OCP) – 2000 Awarded Travel Grants (Three Times0 from Higher Education Commission (HEC) of Pakistan.
Memberships	Member IEEE Member Australian Computer Society (ACS) HEC Approved supervisor
Brief Statement of Research Interest	Data Mining and Business Intelligence Decision Support Systems Model Management and Disaster Management Systems Operational Research
Publications	92

Performa 9

Faculty Resume

Name	Tariq Ali
Personal	Lecturer University Institute of Information Technology PMAS-Arid Agriculture University, Rawalpindi - Pakistan Mobile: +92-051-9290154
Experience	Lecturer July 2012 to-date University Institute of Information Technology PMAS-Arid Agri. University (AAUR) – Rawalpindi - Pakistan
Honor and Awards	.
Memberships	
Brief Statement of Research Interest	Document classification
Publications	10

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, NaziaKhaliq
Service Activity	N/A

Performa 9

Faculty Resume

Name	Syed Mushhad Mustuzhar Gilani
Personal	Room # 05, UIIT, PMAS-Arid Agriculture University, Rawalpindi, 0300-6604200
Experience	2009– Current UIIT, PMAS-Arid Agriculture University Rawalpindi Lecturer Major course taught during my tenure at UIIT so far include: MCS/MIT/PGD Computer Communication and Network Operating System Telecommunication Technologies
List supervision of graduate students, postdocs and undergraduate honors theses showing:	23
Publications	5

Performa 9

Faculty Resume

Name	Yasir Hafeez
Personal	Assitant Professor University Institute of Information Technology PMAS-Arid Agriculture University, Rawalpindi - Pakistan office: +92-051-9290154
Experience	10 years Total and working at UIIT since 2004 University Institute of Information Technology PMAS-Arid Agri. University (AAUR) – Rawalpindi - Pakistan
Honor and Awards	N/A
Memberships	N/A
Brief Statement of Research Interest	Topics of interest include, but are not limited to: Requirements engineering process definition, measurement, and improvement Requirements negotiation, prioritization, and domain ontology construction Modeling of requirements, Requirements management and traceability Requirements in market-driven, service-oriented, and product line environments Requirements for highly complex systems on a global scale Social, cultural, global, personal, and cognitive factors in requirements engineering Industry and research collaboration, learning from practice, Agile Software development Practices
Publications	12

Performa 9

Faculty Resume

Name	Sarfraz Bibi
Personal	Lecturer University Institute of Information Technology PMAS-AridAgricultureUniversity, Rawalpindi - Pakistan Mobile: +92-0321-5515426
Experience	Lecturer July 2012 to- Present University Institute of Information Technology PMAS-Arid Agri. University (AAUR) – Rawalpindi - Pakistan
Honor and Awards	
Memberships	
Brief Statement of Research Interest	To accelerate my research in the area of Software Requirement Engineering,Business Process Re-engineering, Software Quality Engineering, Software System Design and Architecture
Publications	01

Performa 9

Faculty Resume

Name	Nasir Mehmood Minhas
Personal	Assistant Professor University Institute of Information Technology PMAS – Arid Agriculture University Rawalpindi, Pakistan Mobile: +92-333-5651973
Experience	January 28, 2008 to – date Assistant Professor University Institute of Information Technology PMAS – Arid Agriculture University Rawalpindi, Pakistan Overall 14 years experience of Teaching, Research, and Administration
Graduate Students	Years Degree Name 2011 MS (CS) Asma Batool 2011 MS (CS) Shahla Majeed 2012 MS (CS) Muhammad Jalil 2012 MS (CS) Asif Majeed 2013 MS (CS) Zafar ul Islam 2013 MS (CS) QuratulAin
Publications in Journals	06
Publications in proceedings/abstracts	08

Performa 9

Faculty Resume

Name	EhtshamAzhar
Personal	Lecturer University Institute of Information Technology PMAS-AridAgricultureUniversity, Rawalpindi - Pakistan Mobile: +92-345-5379033
Experience	Lecturer July 2012 to-date University Institute of Information Technology PMAS-Arid Agri. University (AAUR) – Rawalpindi - Pakistan
Honor and Awards	.
Memberships	
Brief Statement of Research Interest	=
Publications	Abid Kamran, EhtshamAzhar, Ahmed Adeel Khan and Syed TauseefMohyud-Din, Adomian's Decomposition Method for generalized fifth order Time-fractional Korteweg-de Vries Equations,*Journal of Fractional Calculus with Application*. Vol.5 (2) (2014), pp. 176-186.

Performa 9

Faculty Resume

Name	Saleem Iqbal
Personal **Performa 9**	Assistant Professor University Institute of Information Technology PMAS-Arid Agriculture University, Rawalpindi - Pakistan
Experience	Assistant Professor PMAS-AAUR, Rawalpindi 2012-Date Assistant Director (IT) Cabinet Division, GOP 2007-2012 Lecturer COMSATS, Islamabad 2003-2007
Honor and Awards	● .
Memberships	●
Brief Statement of Research Interest	i.
Publications	**Journal Publications** ▪ Saleem Iqbal, Abdul Hanan Abdullah, Khalid Hussain, Faraz Ahsan "**Channel Allocation in Multi-radio Multi-channel Wireless Mesh Networks - A Categorized Survey"** Journal of Zhejiang University Science - Computers & Electronics. (Impact Factor; 0.308) - submitted ▪ Khalid Hussain, Abdul Hanan Abdullah, Saleem Iqbal, Faraz Ahsan "**An Intelligent Malicious Node Detection Model (IMDM) in MANET: A Bayesian Technique**" European Journal of Scientific Research Vol. 102 Issue 4, No. 3 2013. (Impact Factor: 0.736) - In Press ▪ Khalid Hussain, Abdul Hanan Abdullah, Saleem Iqbal, Khalid

	Mahmood Awan, **"An Intelligent Malicious Behaviour Detection Model (IMBDM) For MANET"** Jokull Journal (Impact Factor: 1.633) - Accepted ▪ Khalid Hussain, Abdul Hanan Abdullah, Saleem Iqbal, Faraz Ahsan "**Efficient Cluster Head Selection Algorithm (ECHSA) for MANET**" Journal of Computer Networks and Communications - Submitted ▪ Khalid Hussain, Saleem Iqbal, Sohail Asghar, Abdul Hanan Abdullah "**An Efficient AI Based Approach for Multimedia Traffic Management in Wireless Network"**, Research Journal of Applied Sciences, Engineering & Technology Vol. 6, Issue: 04, 2013 ▪ Khalid Hussain Abdul Hanan Abdullah, Saleem Iqbal, Faraz Ahsan "A Probabilistic Approach for Efficient Cluster Head Selection in Wireless Sensor Network" JoKULL JOURNAL ISSN 0449-0576 (Accepted). **<u>Conference Publications</u>** ▪ Saleem Iqbal, Abdul Hanan Abdullah, Faraz Ahsan, Rohana Yusof **"AI based Adaptive Backbone Schema for WSN in e-Agriculture",** 2nd Symposium on Wireless Sensors and Cellular Networks (WSCN'13), Jeddah, Saudi Arabia, 2013 ▪ Saleem Iqbal, Faraz Ahsan, Khalid Mahmood, Khalid Hussain "**Minimizing Vertical Handoff Latency for Wireless LAN and GPRS using Mobile IP**", Cyber technology issues, challenges, and development Friday 6th July 2007 at Karachi ▪ Faraz Ahsan, Khalid Hussain, Khalid Mahmood, Saleem Iqbal, "**Conservation of Flow in Wireless mesh networks**", Cyber technology issues, challenges, and development Friday 6th July 2007 at Karachi

Performa 2

Faculty Course Review Report

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

For completion of 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-773	Title:	SYSTEM ADMINISTRATION		
Session:	2013-15	Semester:	Fall		
Credit Value:	4	Level:	MCS-2	Prerequisites:	
Name Of Course Instructor:	Saleem Iqbal	No. of Students Contact Hours 2 hours daily	Lectures (3 hours) Labs (2)		
Assessment Methods: Give precise details (no & length of assignments, exams weightings, etc)		Quizzes, Assignment, Mid Term, Final term At least 6 quizzes and 3 assignments			

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

Undergraduate	Originally	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No Of Students										
Post Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	**Total**
No. of Students	38	2.632	15.79	50	28.95		0		1	

Overview /Evaluation (Course Co-Coordinator's Comments) Feedback: first Summarize, then comment feedback received form:(These boxes will expand as you type in your answer.)

1) Student (Course Evaluation) Questionnaires
2) External Examiners or Moderators (if any)
3) Student/Staff Consultative ComMCStee (SSCC) or equivalent, (if any)
4) Curriculum: comments on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved/Revised National Curriculum Guidelines. The course curriculum is in accordance with HEC approved guidelines
5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course Objectives)
6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports
7) Outline any changes in the future delivery or the structure of the Course that this semester/term's experience may prompt.
Name: _____ Date _____ (Course Instructor) Name: _____ Date _____ (Director)