

RIPHAH INTERNATIONAL UNIVERSITY

Faisalabad



SELF ASSESSMENT REPORT

M. Phil. Sociology

Department of Sociology

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1 Executive Summary

This report is being prepared almost at the end of the assessment cycle for selected programs of Riphah International University, as per requirements of Higher Education Commission (HEC). Quality Enhancement Cell (QEC) was formed in Riphah International University in Oct 2009. Program Team Members of all three faculties, notified by University, worked with QEC to pursue the application of Self-Assessment Manual in their respective departments. From each faculty one program was selected.

In this report, Department of Sociology, **M. Phil Sociology program** was selected for self-assessment, evaluation and improvements. A strong commitment of Respected Vice Chancellor to support QEC made the difference and resultantly, a cycle of assessment is about to complete.

1.1 Objectives

Following are the two main objectives of the self-assessment report:-

- a To implement Self-Assessment Manual in selected program with a view to improve quality in higher education.
- b To identify the areas requiring improvements in order to achieve objectives through desired outcomes.

1.2 Execution

A soft copy of self-assessment manual was given to all faculty members. Quality Awareness Lecture and Workshop on preparation of Self-Assessment Report (SAR) were arranged for the Deans/In-charge Programs and Program Team (PT) Members of the selected program. Hard copies of HEC issued 10 proformas, 8 criterion and 31 standards were provided to PT members to evaluate their respected program against defined standards. The PT members with an intimate support and follow up of QEC, completed the SAR and forwarded to QEC in given time frame.

After reviewing SAR, QEC arranged visit of Assessment Team to the selected program. AM QEC accompanied the AT Team and participated in discussions with In-charge Program / Program Team members and available faculty members.

The Chairman AT during his visit, indicated salient points of the SAR, account of his discussions with the faculty members, improvements required in the infrastructure, syllabi and training of the faculty and support staff (Annex-J).

The implementation plan indicates the resources required to improve the infrastructure, environment in the classes and E-Learning. The recommended target dates to complete the tasks observed by Assessment Team, presented in exit meeting and approved by Vice Chancellor have been indicated in the implementation plan. The tasks have been completed on fast track by the combined efforts of Head of Department and Administration Faisalabad Campus.

At the completion of Self-Assessment cycle, QEC is going to submit the hard and soft copy of SAR to HEC before June 25, 2018.

**Director
Quality Enhancement Cell**

Self-Assessment Report

2 Introduction

Riphah International University (RIU) is a private university, chartered by the Federal Government of Pakistan in 2002. The university was established with a view to produce professionals with Islamic moral and ethical values. The Riphah International University is committed to promote and impart quality education with character building of the new generation in the light of Islamic principles and values. Riphah International University is committed to a value based integrated educational philosophy. It is running 07 Faculties in Faisalabad Campus.

2.1 University Mission Statement

Establishment of state of the art educational institutions with a focus on inculcation of Islamic ethical values.

2.2 Faculty of Social Sciences and Humanities (FSSH)

Faculty of Social Sciences and Humanities Sciences is running following programs:

- **M.Phil. Sociology**

2.3 Program Selected

Riphah International University has selected the **M.Phil. Sociology** as model program for Self-Assessment Report (SAR) for the year 2017-18 under the directives of HEC.

The selected program is in the process of getting accreditation from National Business Education Accreditation Council (NBEAC). The program has got inbuilt mechanism for the revision of syllabi, has competent faculty and adequate infrastructure. New and modern tools have been introduced in the program to conduct research and quality teaching.

2.4 Program Evaluation

The program is being evaluated based on 8 criterion and 31 standards as given in the Self-Assessment Manual provided by Higher Education Commission (HEC).

3 Criterion 1: Program Mission, Objectives and Outcomes

3.1 Standard 1-1

The program must have documented measurable objectives that support institution mission statements.

3.1.1 Program Mission Statement

M.Phil. Sociology program aims to prepare educational leaders for educational institution of public and Private Sector.

3.1.2 Program Objectives

The M.Phil. Sociology program aims to accomplish following objectives:

1. To prepare the students to pursue higher education.
2. To improve the Knowledge in Social-Culture.
3. To enable the students to be familiar with modern trends in educational process.
4. To groom students to implement optimum market research techniques.
5. To groom the students to follow the ethical values of the society.
6. To develop research and assessment skills to promote research culture in the field of education.

3.1.3 Alignment of Program Objectives with Program & University Mission Statements

M.Phil. Sociology program objectives are defined in the light of program and university mission statements that require the output to be inclusive of ethical values and industrial skills. This is done by imparting business related skills and sense of ethics in students through defined set of courses and training.

3.1.4 Main Elements of Strategic Plan Curriculum Design

Strategic plan for M.Phil. Sociology defines the overall layout of the areas/elements that are included in the program to educate students to Master's level. These elements prepare students through theory and practical work. These elements are Program Contents, Program Delivery Methodology and Program Output Evaluation.

3.1.4.1 Program Contents

M.Phil. Sociology program consist of 4 semesters offered in the fall and spring of each year. M.Phil. Sociology program is comprised of 32 credit hours. 24 credit hours are for core subjects, one credit hour is for seminar and one credit hour is research problem related research work, 06 credit hours are for final research (thesis) project.

3.1.4.2 Practical Work

Program delivery methodology includes lectures, practical work, Presentation, assignments and internship. So students are given assignments which are relevant to the application of theory in practically in industry.

3.1.4.3 Research

Students are also given the research projects (Thesis) in their interested field in last two semesters so it is the opportunity for the students where they can apply whatever they learnt from theory under the supervision of the supervisors who were already allotted the students of research work. At the end of fourth semester, they have submit their final thesis for evaluation and viva voce exam. A subject specialist external is invite for thesis evolution and viva voce exam.

3.1.5 Program Objectives Assessment

Objective	How Measured	When Measured	Improvement Identified	Improvement Made
1	Teacher Evaluation Survey	18 August 2017	Emphasis on Timetable implement	Under Review Of Management
2	Course Evaluation Survey	18 August 2017	Need More emphasis on deign components	Under Review in Board of Studies
3	Faculty Satisfaction Survey	10 July 2017	Research work support required	Under Review Of Management
4	Employer Survey		Not Applicable	Not Applicable

Table 1: Program Objectives Assessment

3.2 Standard 1-2

The program must have documented outcomes for Master students. It must be demonstrated that the outcome support the program objectives and that Master students are capable of performing these outcomes.

3.2.1 Program Outcomes

The MPhil. Sociology program is designed to produce following outcomes:

1. Groom the personality of the students.
2. Students get eligibility for higher education (P.H.D).
3. Motivational Skills of the students must be improved.
4. Students shall be able to negotiate and communicate effectively.
5. Students will be able to perform jobs in related field.
6. Students shall be able to view and solve organizational problems and issues from a multi-disciplinary perspective.
7. Students shall be able to perform research in related field.
8. Students shall be able to perform tasks individually as well as in teams.
9. Students shall be able to execute tasks in positive and constructive manner.
10. Student shall be able to prepare the presentation for the organization.

3.2.2 Program Objectives and Outcomes Matching

Program Objectives	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
1			X			X				X
2		X		X					X	
3	X		X				X			
4		X			X			X		X
5					X	X		X		
6	X			X			X		X	

Table 2: Outcomes versus Objectives

3.3 Standard 1-3

The results of Program’s assessment and the extent to which they are used to improve the program must be documented.

The Program is being evaluated based on HEC Performa 1 to 10. The Students of the program evaluated the course and teachers the program.

The result of the program assessment is shown below in graphical charts for courses evaluation and teachers’ evaluations.

3.3.1 Course Evaluation

Courses evaluation is shown in the following graphical chart:

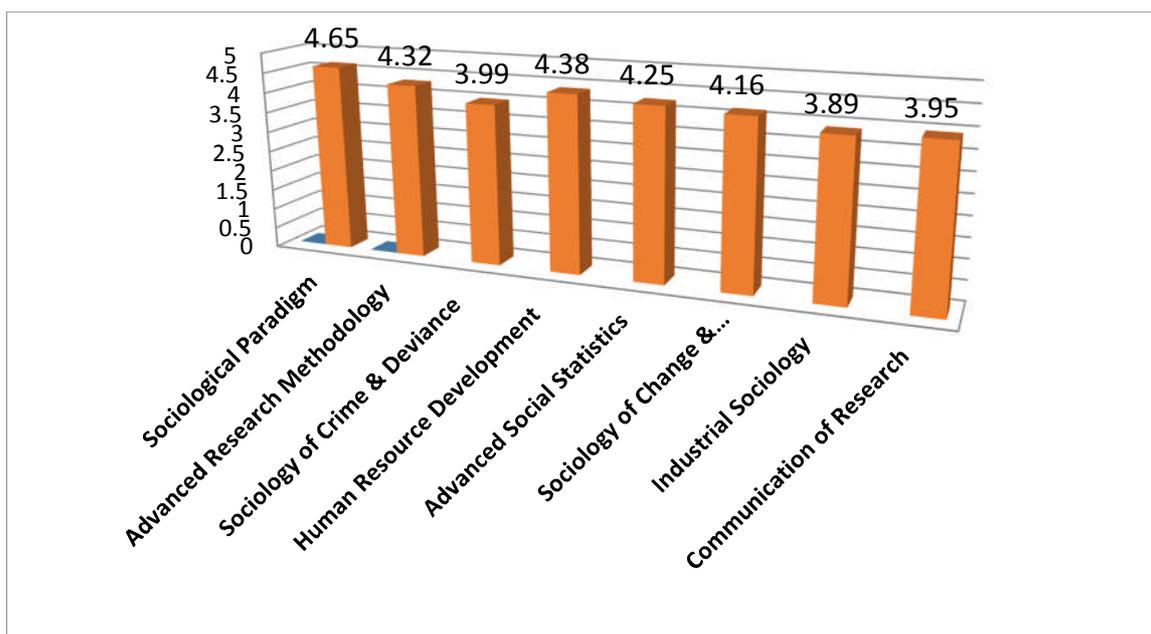


Figure 1: Course Evaluation Bar Chart

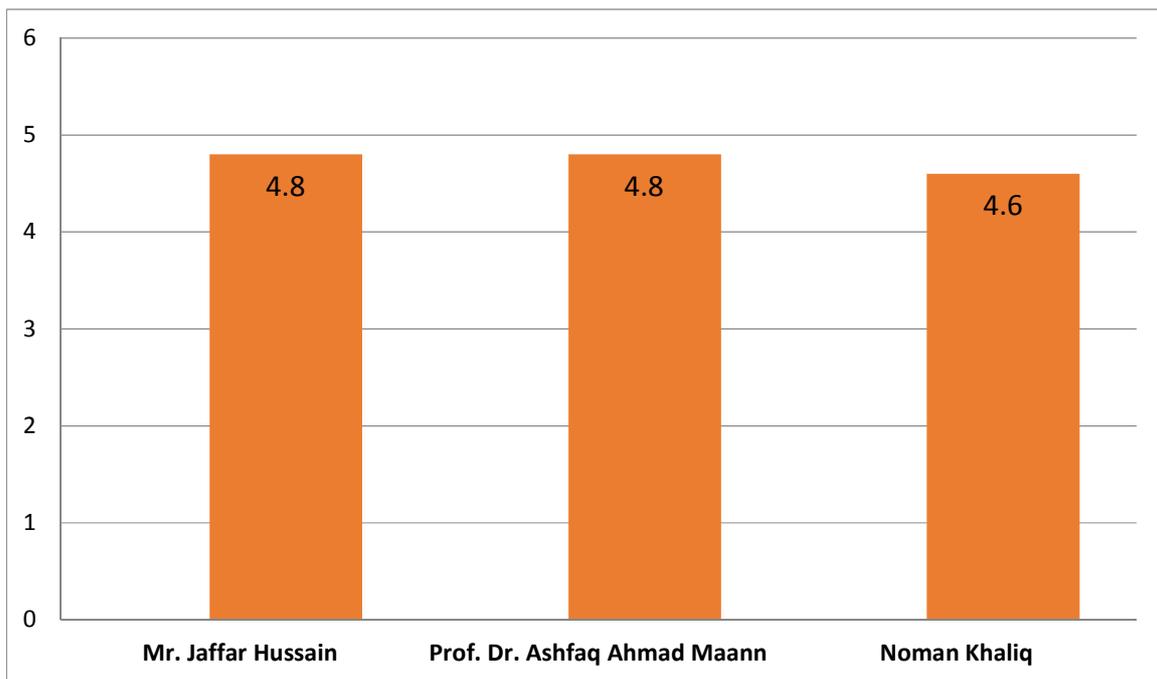
Students have graded the courses against the course structure, teaching methodology, learning objectives and outcomes and practical implementation of theory. The total graded marks are 5.

Following is the list of courses that are being evaluated by the students along with their course code and graded scores.

Sr. no	Name	Score
1	Sociological Paradigm	4.65
2	Advanced Research Methodology	4.32
3	Sociology of Crime & Deviance	3.99
4	Human Resource Development	4.38
5	Advanced Social Statistics	4.25
6	Sociology of Change & Development	4.16
7	Industrial Sociology	3.89
8	Communication of Research	3.95

3.3.2 Teachers Evaluation

Teacher's evaluation is shown in the following graphical chart:



Students have graded the teachers against their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded marks are 5.

Following is the list of teachers that are being evaluated by the students along with the serial number and graded scores.

Sr. no	Name	Score
1	Mr. Jaffar Hussain	4.8
2	Prof. Dr. Ashfaq Ahmad Maann	4.8
3	Noman Khaliq	4.6

QEC staff carried out course and teacher evaluation survey in order to ensure the unbiased feedback from students. The gathered data was analyzed by QEC and results were provided to department officials for further actions.

Dean of the Faculty of Social Science and Humanities reviewed the output and decided to put up the results in Board of Studies and Board of Faculty for further discussion and actions. Initially the results will be put up in Board of Studies, who may decide to move results to further level for discussion and decisions if required. This meeting is planned to be held during the summer vacations.

3.4 M.Phil. Sociology Program

M.Phil. Sociology program is designed to educate students to meet the challenges of the modern world and present market needs. During the execution of the program several observations were made that can be categorized as strong and weak points of the program. These points are listed below:

3.4.1 Strong Points:

- Awareness about Society
- Recognized Degree
- Strong Link with Society and Social problems
- Experienced Teachers
- Support from other university departments
- Character building of the students
- Personality Development of the students

3.4.2 Weak Points:

- Needs to have a separate canteen for female students.
- Needs to add more library books and provide internet facility.
- Needs to have separate washrooms for males and females.

3.5 Significant Future Development Plans

Significant future development plan for the program includes rectification of weaknesses and improvement in overall performance of the program and to start the BS and P.H.D program in near future. As per agreed views, lack of learning resources will be rectified by the induction of computer lab in the department. On the Basis of self-assessment, faculty Social Science and humanities has decided to look into the improvement areas for course syllabi in the light of observations listed in section 3.1.5, that would help achieve program objectives more efficiently.

3.6 Standard 1-4

The department must assess its overall performance periodically using quantifiable measures.

3.6.1 Graduates enrolled in last three years

128 students were enrolled in M.Phil. Program during the sessions 2014-17 three years.

3.6.2 Student Faculty Ratio

FSSH has 14-1 ratio.

3.6.3 Average GPA per semester

The average GPA is 3.3

3.6.4 Average Completion time

The M.Phil. Program has average completion time of 2 years. The attrition rate in the program is around 4%.

3.6.5 Employer Satisfaction

The employer survey was conducted by Faculty with the help of QEC which resulted in 80% satisfaction level. See Annexure B for details.

3.6.6 Students Course Evaluation Rate

Student's course evaluation rate for all courses is 18

3.6.7 Students Faculty Evaluation

QEC staff conducted the teacher's evaluation to ensure unbiased feedback. The feedback was taken manually.

3.6.8 Research

The program faculty published 13 research papers in different journals. List is attached in Annexure E.

3.6.9 Community Service

The Faculty of Social Sciences and Humanities (FSSH) launched a campaign to provide scholarship to needy students. Faculty members and students were assigned different tasks regarding this campaign. Students were responsible to advertise and market the campaign in the city.

4 Criterion 2: Curriculum Design and Organization

4.1 Title of Degree Program

Master of Philology in Sociology (M.Phil.)

4.2 Definition of credit hour

1 credit hour is equal to 1 hour of theory lecture in a week.

4.3 Degree plan

Following is the list of courses taught in the selected program. Section 4.5 show the details about these courses

Semester 1

Code. #	Course Title	Cr. Hr.
SOC-501	Sociological Paradigm	3.00
SOC-502	Advanced Research Methodology	3.00
SOC-505	Sociology of Crime & Deviance	3.00
SOC-504	Human Resource Development	3.00

Semester 2

Code. #	Course Title	Cr. Hr.
SOC-509	Advanced Social Statistics	3.00
SOC-510	Sociology of Change & Development	3.00
SOC-516	Industrial Sociology	3.00
SOC-513	Communication of Research	3.00

Semester 3 & 4

Code. #	Course Title	Cr. Hr.
SOC-522	Special Problem	1.00
SOC-523	Seminar	1.00
SOC-524	Thesis	6.00

4.4 Curriculum Breakdown

Semester	Course Number	Core Courses	Research work
1	SOC-501, SOC-502, SOC-503, SOC-504	4(12)	
2	SOC-510, SOC-511, SOC-513, SOC-514	4(12)	
3	SOC-723, SOC-724		2(02)
4	SOC-725		1(06)

Table 3: Curriculum Course Requirements (table 4.3)

4.5 Courses Information

4.5.1 Sociological Paradigm

4.5.1.1 Objectives

The Course is mainly designed to keep the future scholars of Sociology abreast with different sociological paradigm that effect in the thinking process of a sociologist and finally let the scholar choose a broader line of interest. The course will not enable the students to think sociologically only rather will give base and foundation on which students can form up their thinking.

4.5.1.2 Course Outline

1. Brief Introduction and overview of Social thought and Sociological theory.
2. Theory and Knowledge, Process of theorizing.
3. Evolution of Sociological theories: Greek to classical.
4. Contemporary Sociological theories.
5. Theories of Modernization.
6. Theories of Post Modernism.
7. Theories of Michael Foucault.
8. Contemporary Feminist Theory.
9. Recent Development: Integration and Synthesis.
10. *Micro-Marco Integration.*

4.5.1.3 Books

- Coser, L.A. 1991 *Master Of Sociological Thought: Ideas in Historical Social Context*. New York: Harcourt Brace.
- Dubin Robert. 1978. *Theory Buildibng*. New York: Maxwell, Mac Millan.

- Turner J.H 2002.The Structure of Sociological Theory. Homewood Illinois: Dorsey Press.
- Ritzer, George.2010. Contemporary Sociological Theory. 8th edition. New York: Mc Graw Hills Inc

4.5.2 Advanced Research Methodology

4.5.2.1 Objectives

The course has been designed for the students who have already got some handful knowledge about the research methodology and wants to build their future in the field of research. The course will not only addressing the research issue in social sciences but will also enable the students to tackle their research problems and issues.

4.5.2.2 Books

Royce, A Singleton, Bruce C. Straits, 2004. Approaches to Social Research, Oxford University Press.

4.5.3 Sociology of Crime & Deviance

4.5.3.1 Objectives

- Biological and Environmental factors
- Psychological and psychiatric determinants
- Sociological and economic approaches
- Islamic point of view
- Biological explanation, psychological explanation

4.5.3.2 Books

Farrington, David P 1986 Understanding and Controlling Crime, New York: springer- Verlag

4.5.4 Human Resource Development

4.5.4.1 Objectives

The course will be looking at various aspects of human resources learning and development. The course is aimed at looking at the human potential and its further flourishing. The society will critically be analyzed in this course in order to find the causes and then effects of human potential on society and vice versa.

4.5.4.2 Books

How to Design and Evaluate Research in Education by Jack R. Fraenkel.

4.5.5 Advanced Social Statistics

4.5.5.1 Objective

The course provides statistical basics to the students who are determined to become future social researchers. As the technology has almost crept in every field, the research is not an exemption. Hence the students must understand the modern statistical tools that are frequently being used by researchers of our era.

4.5.5.2 Books

Hagood, M.J and Deniel, Price O, 1996. Statistics for Sociologists, TokyoL Heury Holt Con.

4.5.6 Sociology of change and Development

4.5.6.1 Objectives

The course is pivotal in its nature and scope by the virtue of its relationship and effect on the social world. This has been considered the prime duty of a sociologist to gauge and then finds out the reason for social change and innovates the ways of development in a society. The subject focuses on the very reason and is like a hall mark in the entire stream.

4.5.6.2 Books

- Abdul Qudus, Syed 1990. Social change in Pakistan. Lahore Progressive Publisher.
- Khan, S.R, Ed 2000., 50 years of Pakistan's economy Karachi.

4.5.7 Industrial Sociology

4.5.7.1 Objectives

- To enable the students to understand the industrialization process and its evolutionary phases.
- To prepare the students to analyze the industrial issues and its impact on society.

4.5.7.2 Books

- Brown , D . 2002. Industrial Sociology, UWIDEC
- Grint, K 1991 The Sociology of work : an Introduction . Polity Press, UK.

4.5.8 Communication of Research

4.5.8.1 Objectives

- To enable students to distinguish different roles, forms and approaches in communication research.
- To enable students to select and practice appropriate methods in communication research.

4.5.8.2 Books

Brown , G and C. Cox 1998. Report Writing for Criminal Justice Professionals. Anderson Publishing.

4.6 Standard 2-1

The curriculum must be consistent and supports the program's documented objectives.

4.6.1 Group 1: Theory

Sociological paradigm

4.6.2 Group 2 deviance behavior

Sociology of crime and deviance

4.6.3 Group 3 Management

Human resource management

Industrial sociology

4.6.4 Group 4 technique of research work

Advance research method

Communication of research

Advance social statistics

4.6.5 Group 5: Projects

Research problem

Research seminar

Thesis (research work)

4.6.6 Course Groups and Program Objectives

Courses Groups	Objectives				
	1	2	3	4	5
1		X			
2	X	X	X	X	
3		X	X	X	X
4		X			
5		X	X		

Table 4: Courses versus Program Objectives (table 4.4)

4.7 Standard 2-2

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

Elements	Courses
Knowledge of society problems	Sociology of crime and deviance Sociology of change and development
Problem Analysis	Research problem
Solution Design	Research seminar Thesis

Table 5: Standard 2-2 Requirement (table 4.5)

4.8 Standard 2-3

The Curriculum must satisfy the core requirements for the program as specified by the respective accreditation body.

Master of philosophy in sociology program is under accreditation by the Higher education commission of Pakistan. Minimum Requirements for each program (Program Semester CreditHours).

Program	Course work	Research	Research .	Research project	Electives
Master of philosophy in sociology	24	01	1	6	

Table 6: Program Credit Hours (appendix A table)

4.9 Standard 2-4

The curriculum must satisfy the major requirements for the program as specified by the respective accreditation body.

Same as Standard 2-3.

4.10 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.

Same as standard 2-3 and Standard 2-1 (table 4.4) as defined above.

4.11 Standard 2-6

Statistical component of the curriculum must be integrated throughout the program.

Semester 2 contains the 3 credit hours of advance social statistics course which also covers the techniques of data management and analysis. Also students use computer systems and other IT equipment during the program to do Course work and assignments, presentations and research.

4.12 Standard 2-7

Research and communication skills of the student must be developed and applied in the program

Students go through course of research methodology and Communication of research which develops the oral and written communication skills of the students. This is a 3+3 credit hours course which is given due weightage.

5 Criterion 3: Laboratories and Computing Facilities

5.1 Standard 3-1

Laboratory manuals/documentation/instructions for experiments must be available and easily accessible to faculty and students.

Laboratory In-charge is the custodian of all the manuals and instructions concerning his laboratory. Its copies are also available with the Program Coordinator to be used by the faculty and students. These manuals and instructions are issued to desired entity through a defined process and proper record is maintained. The laboratory in-charge keeps the manuals and instructions in laboratory for immediate access to students and faculty members during the laboratory work.

Laboratory equipment and facilities in Faculty of Management Sciences (RIU) are equally good and comparable to any high reputed university of the country.

5.1 Standard 3-2

There must be support personal for instruction and maintaining the laboratories.

Each laboratory is authorized two staff members, Laboratory In-Charge and Laboratory Attendant. Laboratory in-charge is responsible for overall maintenance of laboratory and also maintains the manuals and instructions while laboratory Attendant is responsible to maintain the laboratory equipment and general duties within the lab.

5.2 Standard 3-3

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

The computer laboratories have the latest computers & equipment. The program objectives are that students shall be equipped with IT skills at the end of the program and facilities (equipment and software) provided in the computer laboratories are adequate enough to achieve defined goals. Computing facilities in RIU are extremely good and can be compared with any high reputed university of the country.

RIU is running a comprehensive Campus Management System. It facilitates the faculty members in maintaining the attendance record, examination Schedule, time tables and student's data.

6 Criterion 4: Student Support and Advising

Since the launch of RIU in year 2002, all its programs have started and finished on schedule. The culture in RIU is that teachers and students have facility of frequent interaction, even after classes, for any professional and academic advice. This aspect is even highlighted and indicated by the students in the feedback on HEC Performa number 10, taken by the Quality Enhancement Cell (QEC) in the university.

6.1 Standard 4-1

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

The required and elective courses are offered in a logical sequence that grooms the students to obtain the program's defined objectives and outcomes.

6.2 Standard 4-2

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

All courses in the program are taught by the single faculty member. Courses are structured in the board of studies before commencement of each semester. Faculty members interact frequently among themselves and with students. Students are encouraged to participate in providing feedback and their views about course contents during and after the classes.

6.3 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.

Students are informed about the program requirements at the start of the session during orientation week by in-charge program and QEC staff. In-Charge Program acts as advisor to guide students to choose appropriate courses and also provide guidance on different issues. He also maintains a list of guidance points provided to students during the semester and program, which is being evaluated at the end of the program to take necessary improvement.

In-charge student's affair provides professional counseling to students when needed. Students can get in touch directly with him/her for any advice.

In charge Industrial Liaison arranges industrial tours for students to improve their subject vision and technical know-how. He/ She also invites professionals from different business entities to conduct interactive sessions with students for advice on professional matters/future career planning.

The Coordinator of Department maintains a list of professional societies and technical bodies, that is provided to students on demand and students can get membership of such organizations on individual basis.

7 Criterion 5: Process Control

7.1 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 program has a well defined admission criterion, which include evaluation of student's marks at different levels and admission test results. The admission is done twice a year, in Fall/Spring semesters.

Students who have completed the 16 years of education are eligible to appear in the admission test of the program. Admission is granted strictly on the basis of academic record, admission test and interview.

Students from accredited universities are eligible to transfer their credits to Riphah. Students have to submit complete course curriculum and internal evaluation certificate of each subject from his/her previous institution duly signed by Dean/Head of Department/Principal. Student's applications in this regard are dealt on case to case basis. Such applications are discussed in Board of Studies to evaluate them and make decision. Dean of the faculty is the final authority to make decision regarding credit transfers.

This admission criterion is evaluated every 2 years by the Board of Faculties and Academic Council in the light of instructions issued by HEC. Minor internal adjustments regarding admission test result weightages or test contents are made.

7.2 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's name, after completion of the admission process, is forwarded to the Registrar office for registration in the specific program and the registration number is allocated.

Students are evaluated through assignments, sessional, mid-term tests and final examinations at the end of each semester. Only qualified students in each semester are allowed to join the next semester.

7.3 Standard 5-3

The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty

evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

Vacant and newly created positions are advertised in the national newspapers, applications are received by the Registrar office, scrutinized by the respective Director Academics, and call letters are issued to the short-listed candidates on the basis of experience, qualification, publications and other qualities/activities as determined by the University in the light of HEC guidelines.

The candidates are interviewed by the University Selection Board. Selection of candidates is approved by the BOD. Induction of new candidates depends upon the number of approved vacancies. HEC also helps Riphah in enrolling the foreign faculty.

Faculty members are retained by giving them good remuneration, favorable teaching environment, research facilities and management support.

On yearly basis faculty performance is evaluated basing on HEC Performa number 10 by the students, Director Academics recommendations and with the counter signature of Chairman. The annual increment is based on the recommendations of the Director Academics and the Chairman.

7.4 Standard 5-4

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

Students are the recipient of the delivery of course material, through their teachers. The program is actively evaluated by Director Academics, In-Charge program and QEC. The feedback of the taught is best instrument to measure that the course learning outcomes are met. The students give feedback on Performa number 1 regarding course contents and how it was delivered. Through Performa number 10, students evaluate and comment on teacher's efforts, put in to deliver the course contents, his general conduct in the class, the environment, he, maintains and extra efforts, he makes to satisfy students, thirst for knowledge.

Faculty feedback is also taken on HEC Performa number 2 (Faculty Course Review Report – (Annexure L)) and Performa number 5 (Faculty Survey – (Annexure-G))

which is a very useful activity to evaluate the course contents, learning and teaching environments and overall teachers satisfaction level. Course evaluation by teachers also indicates what percentage of desired outcome has been achieved by the course contents and what needs to be improved or changed.

This exercise is done once a year. The feedback is discussed with Director Academics and In charge program, who focuses on making improvements in the weak areas, identified by the students. Teacher's evaluation performs are fed to the computer and bar charts are made. Each teacher is graded out of 5 marks.

The comparative bar charts indicate level of performance of teachers, as visualized by the students. QEC formally submits these bar charts to Director Academics and the Chairman for their information and taking of necessary corrective actions.

7.5 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 program is run on semester basis and at the end of each semester examinations are held to evaluate the students' progress in that semester. Qualified students are allowed to join next semester and this cycle continues till the end of 4th semester which is the final semester. In 3rd and 4th semester all students are required to submit their respective Research thesis. Student's final results are announced on the basis of thesis results and examination results.

Requirements of this standard are met through 3 Performa's issued by HEC. The feedback is documented and its evaluation indicates degree of satisfaction of the graduates. Three forms (Performa 3, Survey of Graduating Students (Annexure-F), Performs 7, Alumni Survey (Annexure-A) and Performa 8, Employer Survey (Annexure-B)) are extremely good instruments to measure the program outcomes.

The feedback is taken on yearly basis. The proposal is being evaluated by Board of Faculty of the Sociology Department and recommendations are being made to Academic Council to grant approval for change in syllabi.

The feedback of employers has been achieved. Generally, they are satisfied; however, they have recommended that Masters be given more practice in proposal writing skills. This is also being processed to make changes in syllabi.

8 Criterion 6: Faculty

8.1 Standard 6-1

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

Program Area of Specialization	Courses in the area and average number of sections per year	Number of faculty members in each area	Number of faculty with Ph.D. Degree
Rural Sociology	Research methods in Social Sciences, Approaches to Rural Development in Pakistan, Research methods in Social Sciences	5	2
Sociology	General Sociology, Social theory , Research methods, Sociology of Family, Sociology of Education, Social Statistics, Social Psychology and Social Demography	3	1
Total		8	3

Table 11: Faculty Distribution by Program Area

8.2 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

Faculty concurrency in the discipline is determined based on the criterion set by the University in the light of HEC guidelines. All faculty members submit their professional resumes on HEC Performa number 9 (Faculty Resume, Annexure-H)

once, a year. This information is compared with the existing criterion set by university for the concurrency of the post.

All full time faculty members are allocated teaching hours as per HEC defined limit which enables the faculty to have enough spare time to perform scholarly activities and improve their knowledge and skills.

Faculty members are provided with adequate resources for research and academic activities. Every faculty members has been provided with computer system and access to internet. Faculty members have also access to library materials for academic and research activities. Professional training is also provided to faculty if required to enhance their capabilities.

University has defined the development programs for faculty members under the arrangement of RARE (Riphah Academy of Research and Education). RARE holds frequent interactive sessions of junior and senior faculty to discuss teaching methodology with a view to train the young faculty members. This practice is done on yearly basis during the summer vacations. After every 2 year the development program is analyzed in Deans Council for its effectiveness and necessary improvements. The university encourages the faculty to participate in research activities by providing them sufficient financial support within or outside university.

8.3 Standard 6-3

All faculty members should be motivated and have job satisfaction to excel in their profession.

Faculty members are motivated through public appreciation and documented appreciation (annual performance evaluation report) by the In- Charge Program and Director Academics on regular basis.

The faculty survey of the program using HEC Performa number 5 indicates the mix reactions of the faculty, which indicates that teaching load be distributed evenly and more relaxed environment be generated. Cumulative results of faculty surveys are attached in Annexure G.

9 Criterion 7: Institutional Facilities

9.1 Standard 7-1

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

The university has provided e-learning facilities to faculty members and students. Each faculty member has a computer system with access to internet and e-learning library section.

Students have been provided a number of computer systems in the library to access e-learning section. Every student has been provided with user ID to access the e-learning resources from within the university library. The university library is linked with foreign universities libraries through internet.

The support staff to look after the e-learning resources is sufficient in number, trained and responsive. The university has provided enough funding to support the e-learning.

9.2 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 library has enough technical books in hard copies to support the program learning. The internet access to the external universities libraries provides opportunities to the students and faculty to obtain knowledge from their technical resources.

The library is staffed with more than 6 professionals to help students and faculty members to get access to required book or learning material efficiently.

9.3 Standard 7-3

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

Enough class rooms are available to run the program as per desired schedule.

10 Criterion 8: Institutional Support

10.1 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.

University allocates enough financial resources each year to hire competent faculty as required. As already listed in standard 5-3, Faculty members are retained by giving them good remuneration, favorable teaching environment, research facilities and management support.

As listed in standard 6-2, Faculty members are provided with adequate resources for research and academic activities to maintain their competence. Every faculty members has been provided with computer system and access to internet. Faculty members have also access to library materials for academic and research activities. Professional training is also provided to faculty if required to enhance their capabilities.

10.2 Standard 8-2

There must be an adequate number of high quality graduate students, research assistants and Ph.D. students.

The university follows the guidelines of HEC for admission in this program.

Faculty to graduate student's ratio for the last three years remained in the range of 12:1 to 14:1.

10.3 Standard 8-3

Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.

Library at RIPHAH holds more than 7000 books for all programs. Sufficient number of computers are available to be used by the students. Library is organized to accommodate 50 students (male, female) in the common places. Separate common rooms for male and female students are available with internet facility.

Laboratories at RIPHAH holds adequate equipment to be used by the students to carry out desired experiments and laboratory work. Each year a handful of budget is allocated for laboratories to maintain and upgrade the equipment and other

facilities.

Computing facilities at RIPHAH provide excellent platform to students to enhance their learning capabilities. There are 3 computer laboratories in Faculty of computing, which are accessible to all students for their use.

11 Conclusion

The self assessment report of the M.Phil. Sociology Program, Faculty of Social Science and Humanities (FSSH), Riphah International University, Faisalabad Campus is an important document, which gives strengths and weaknesses of the program. The management is striving hard to improve infrastructure for establishment of conducive environments for studies. The faculty is focused on imparting quality education, introduction of new and innovative techniques and conduct of quality research to produce competent business professionals. The report has been prepared after evaluating the program in the light of 8 criterion and 31 standards given in HEC's Self Assessment Manual. The program mission objectives and outcomes are assessed and strategic plans are presented to achieve the goals, which are again measurable through definite standards. Alumni surveys revealed variable results with regards to knowledge, interpersonal skills, management and leadership skill. Weaknesses are identified which are related to space, transportation and co-curricular activities. Improvements in curriculum design and infrastructure are suggested which are based upon set, well defined and approved criteria. Examinations are held on schedules, academic schemes are prepared well in advance, transparent admission, registration and recruiting policy, excellent student teacher ratio are some of the strong areas of this program. The number of courses along with titles and credit hours for each semester, course contents for degree program, are thoroughly planned. Their efficacy was measured through different standards and it was found to be satisfactory.

The facilities and shortcomings in the classrooms have been discussed. It was concluded that classrooms facilities need further improvements. The need of refresher courses for the fresh faculty on method of teaching cannot be over emphasized.

Proper steps are taken to guide the students for program requirements, communication, meetings, tutorial system, tours, students-teacher interaction etc. Some improvements have been suggested. As regards the process control covering admission, registration, recruiting policy, courses and delivery of material, academic requirements, performance and grading, university, as Higher

Education Institution has set forth proper rules, which are properly followed. At present there are 4 faculty members who are highly qualified in their fields. However, faculty members need motivation for advanced knowledge, research and external training.

Institutional facilities were measured through Criterion 3; infrastructure, library, class room and faculty offices and in each case, short comings and limitation are highlighted. Institutional facilities need to be strengthened. Accordingly, institutional support will greatly promote and strengthen academic, research, management and leadership capabilities.

In conclusion, the strong and weak areas of the program are as under:-

11.1 Strong Areas

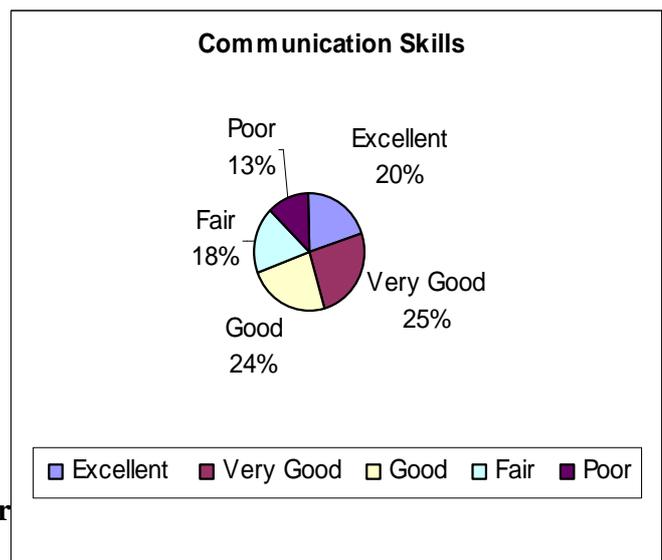
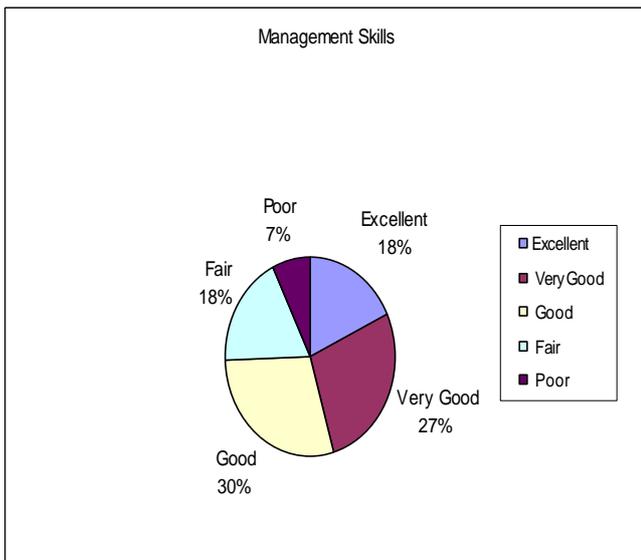
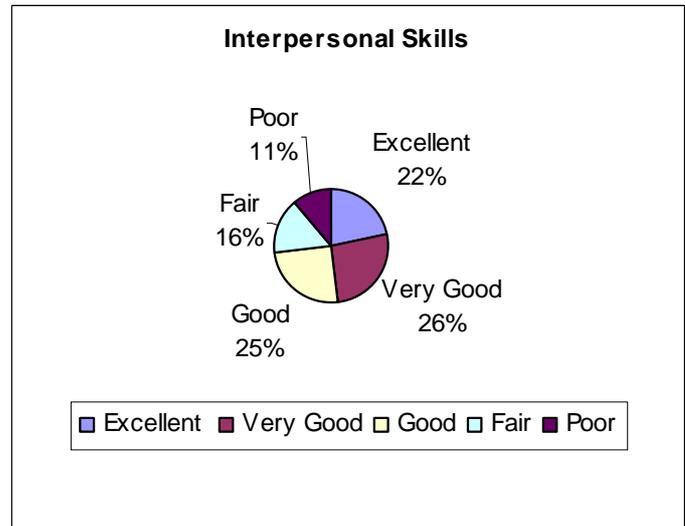
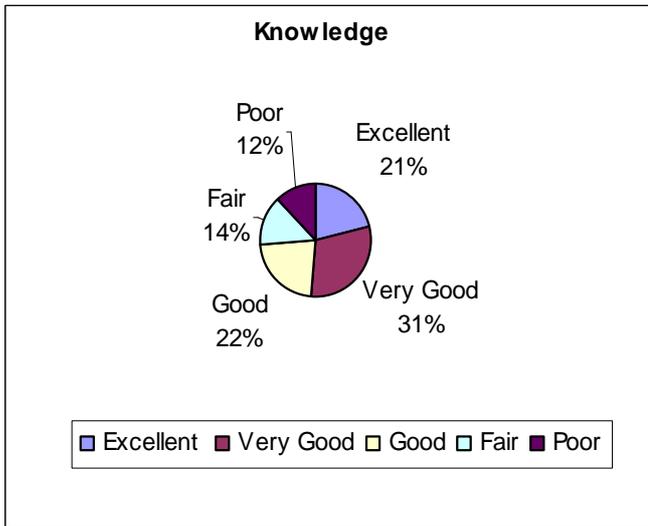
- Awareness about Society
- Recognized Degree
- Strong Link with Society and Social problems
- Experienced Teachers
- Support from other university departments
- Character building of the students
- Personality Development of the students

11.2 Weaknesses

- Needs to have a separate canteen for female students.
- Needs to add more library books and provide internet facility.
- Needs to have separate washrooms for males and females.

Annexure – A:

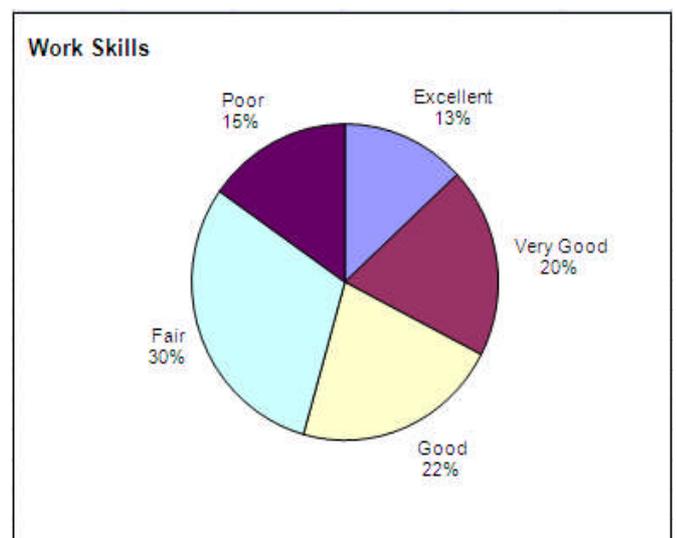
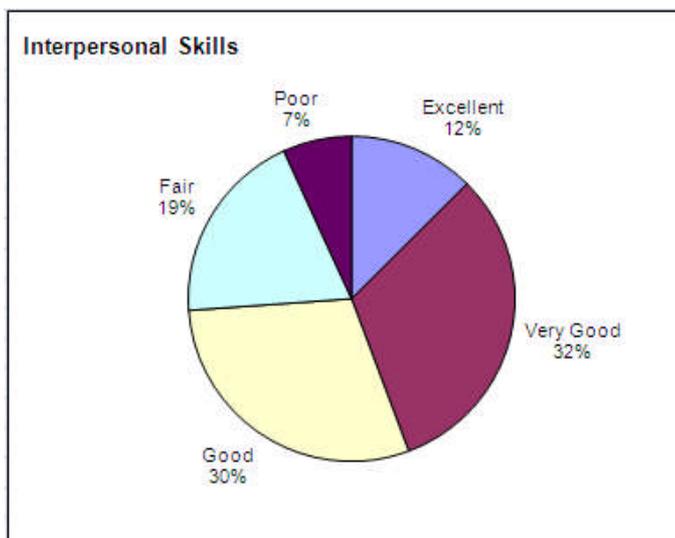
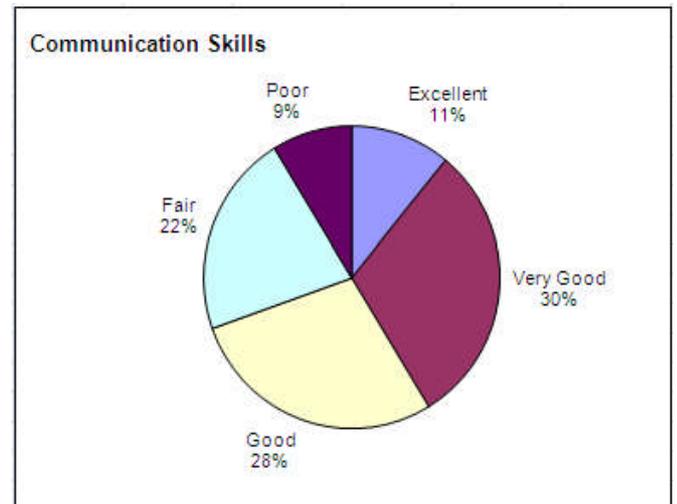
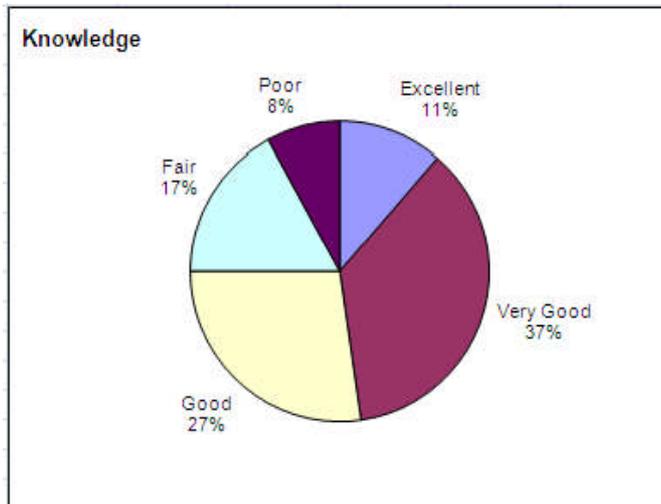
Alumni Survey



Paper

Annexure – B:

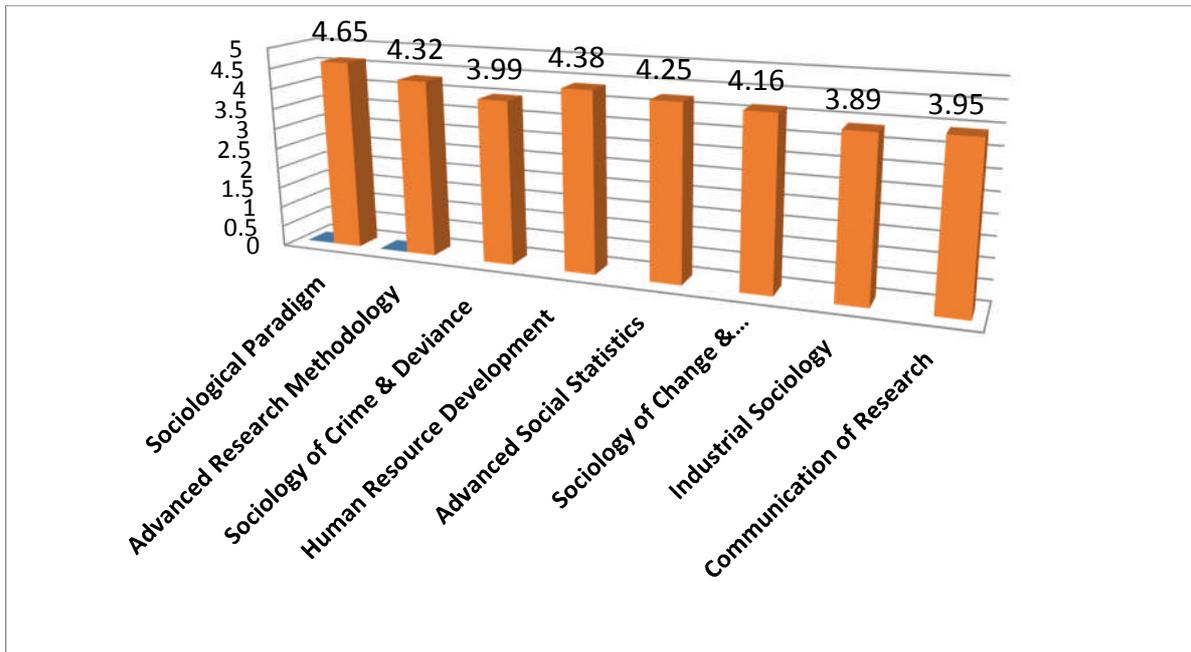
Employer Survey



Annexure – C:

Students Course Evaluation

1. Students have graded the teachers for their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded marks are 5. This is an anonymous activity and students are not required to write their names on the evaluation Performa.
2. Course evaluation is shown in the following graphical chart/s:



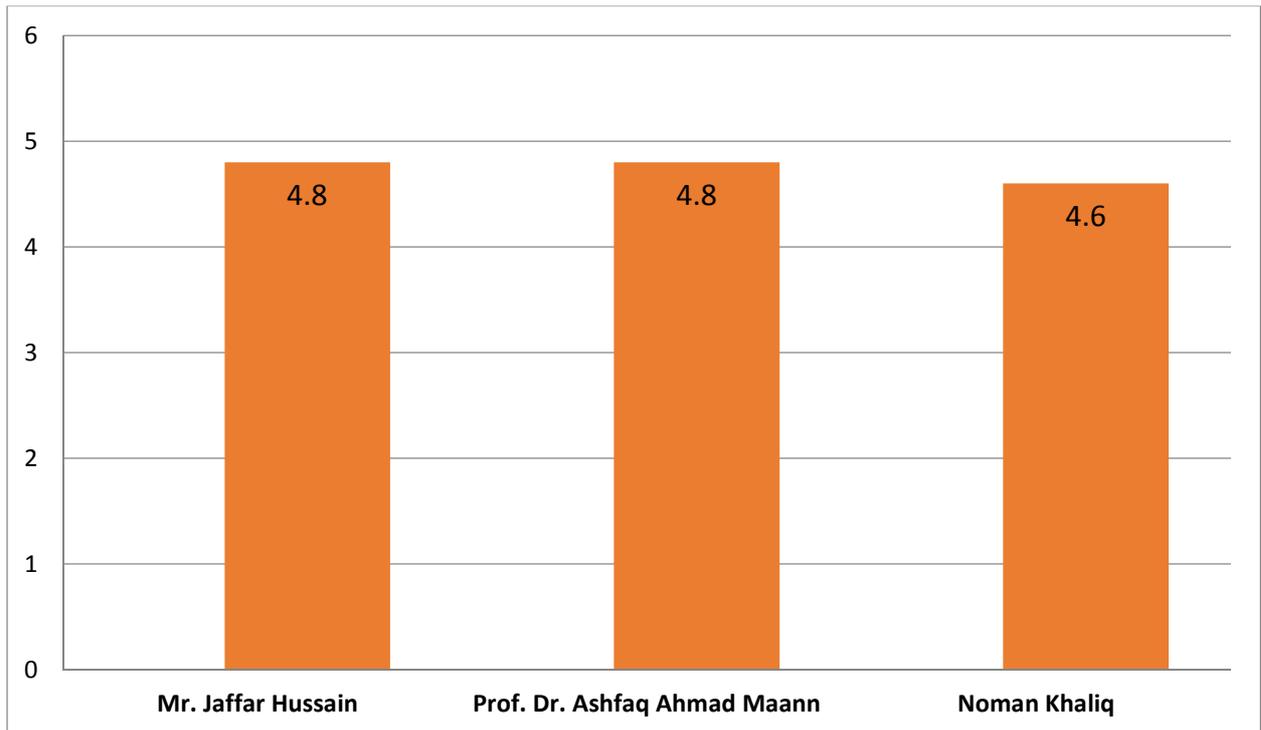
1. The processed results along with the comments of the students, course name, graded scores and number of respondents/enrolled students is shown below.

Sr. No	Course Name	Responses / Total Students	Marks
1	Sociological Paradigm	15/15	4.65
2	Advanced Research Methodology	15/15	4.32
3	Sociology of Crime & Deviance	15/15	3.99
4	Human Resource Development	15/15	4.38
5	Advanced Social Statistics	15/15	4.25
6	Sociology of Change & Development	15/15	4.16
7	Industrial Sociology	15/15	3.89
8	Communication of Research	15/15	3.95

Annexure – D: Students Teachers Evaluation

3. Students have graded the teachers for their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded marks are 5. This is an anonymous activity and students are not required to write their names on the evaluation Performa.

4. Teacher's evaluation is shown in the following graphical chart/s:



5. The processed results along with the comments of the students, course name, graded scores and number of respondents/enrolled students is shown below. Since, some of the faculty members are teaching multiple courses, their feedback appears more than one time.

Sr. No	Teacher Name	Course Name	Responses / Total Students	Marks	Comments
1	Mr. Jaffar Hussain	Civil Change & Development/Advance Statistics/Social Change & Development	14/22	4.8	- Very Good Teacher - Very Good Motivate Behavior - Excellent

2	Prof. Dr. Ashfaq Ahmad Maann	Advance Research Methodology/ Industrial sociology	7/22	4.8	- Very Good Teacher - Very Good Motivate Behavior - Excellent
3	Noman Khaliq	Sociological Paradigm	13/22	4.6	- Very Good Teacher - Very Good Motivate Behavior

Annexure – E: Research Papers List

Research Publication Detail

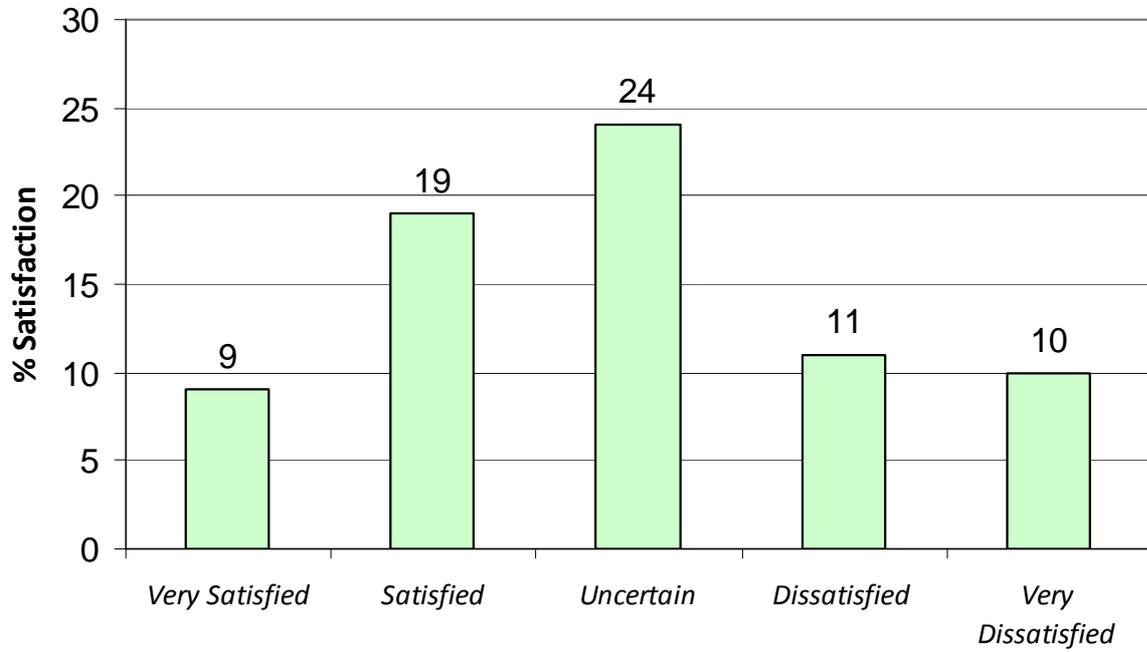
no. of publications	year	Title of Publication	Journal	APA reference
Dr. Fawad Asif	2013	Knowledge and Usage of Contraceptives, Influencing Male Reproductive health behavior.	International journal of Asian Social Sciences	Volume-3, Issue-1
10	2013	Lack of education effecting women attitudes reproductive health rights in Sargodha, Punjab, Pakistan.	International journal of social sciences & Education	Volume-3 , Issue 3
	2010	Domestic Violence- rural-Urban current age and age at marriage differential impact on women physical health in Punjab- Pakistan	Pakistan journal of agriculture Social Sciences	Volume -42, No 2
	2003	Awareness, Adoption and Reasons for non-adoption of apple growers with regard to recommended horticulture practices.	Pakistan Journal of applied Sciences	Volume -3 , Number 1
	2003	Religiosity as factor of fertility and contraceptive behavior in Pakistan.	Pakistan Journal of Applied Sciences	Volume -3 , Number 3, Page No 158, 166
	2002	Impact of Loan Facilities provided by PRSP for poverty alleviation in Farming communities of Faisalabad	Pakistan Journal of Applied Sciences	Volume -2 , Number 11, Page No 1002, 1004
	2002	Perception of male Children :Satisfaction and Expectations	Pakistan Journal of Applied Sciences	Volume -2 , Number 11, Page No 1044, 1049
	2002	Investigation of Reproductive history and fertility preferences :A study of Rural Punjab , Pakistan	Pakistan Journal of Applied Sciences	Volume -2 , Number 11, Page No 1115, 1118
	2002	Gender Roles, Relationship , communication and Anatomy	Pakistan Journal of Applied Sciences	Volume -2 , Number 11, Page No 1039, 1042
	1999	Modelling the Contraceptive behavior of Married Females	Pakistan Journal of Applied Sciences	Volume -36 , Page 3-4

Jaffar Hussain	1990	Constraints in the formation and functioning of water users association in Punjab. Pakistan council of research in water resources,	Ministry of sciences and technology	Islamabad
3	1993	A Study into the attitudes of the two age groups of females towards fertility control in rural Sargodha.	Pakistan Journal of agriculture Sciences	Vol - 30
	2012	Migration and development: Regional perspectives of migration in Pakistan.	International Journal of Environment , Ecology , family and urban Studies	Vol- 2, Issue,2

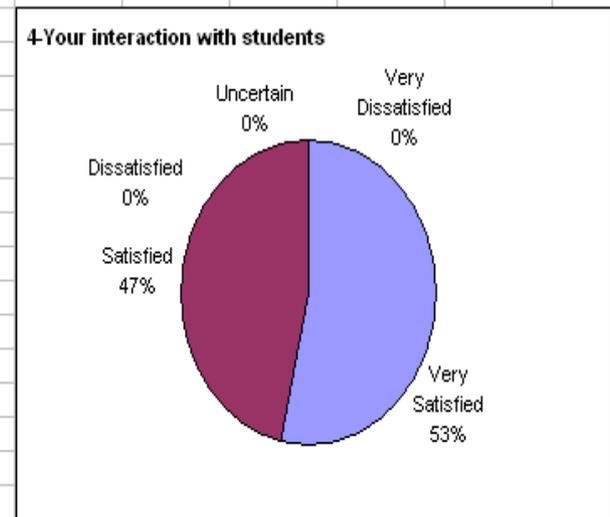
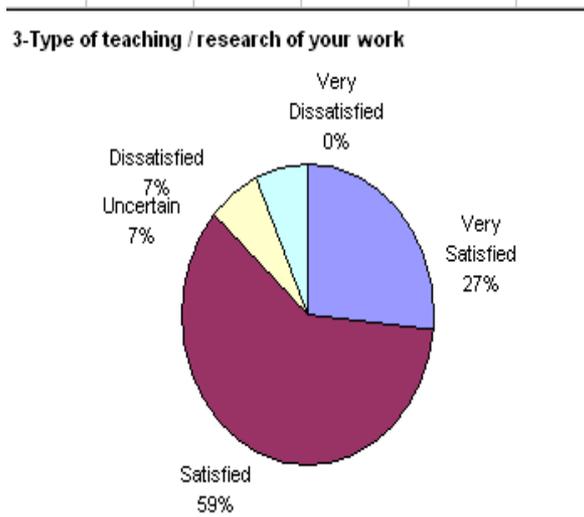
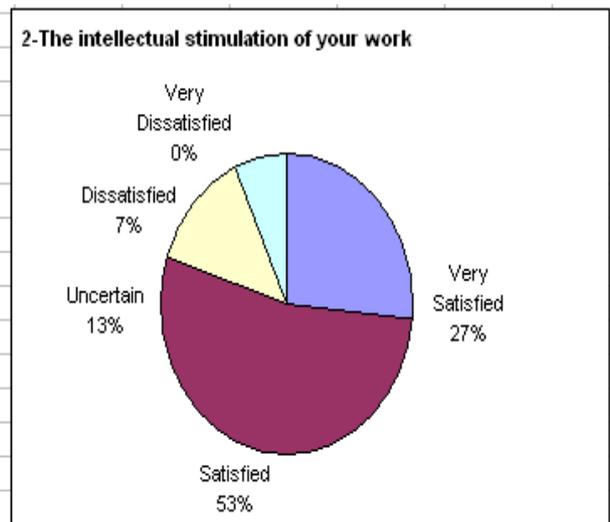
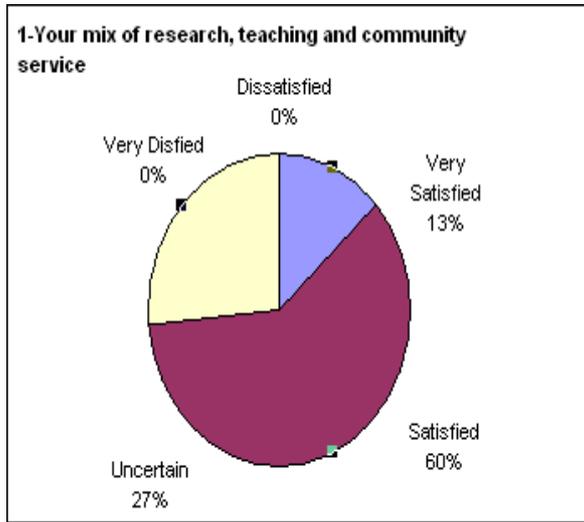
Annexure – F:

Graduating Students Feedback Sample

Graduating students Survey



Annexure – G: Faculty Survey



Annexure – H:**Faculty Resume**

Sr. #	Name	Designation	Qualification	Institution
1.	Dr. Farkhanda Siddique	Associate Professor, HOD	Ph.D. Rural Sociology	University of Agriculture, Faisalabad
2.	Dr. Fawad Asif	Assistant Professor	PH.D Rural Sociology	University of Agriculture, Faisalabad
3.	Mr. Zia Mehmood	Lecturer	M.Phil. Sociology	University of Agriculture, Faisalabad
4.	Mr. Nouman Khaliq	Lecturer	M.Phil. Sociology	Riphah international University, Faisalabad
5.	Mr. Jaffar Hussain	Lecturer	M.Phil. Sociology	Riphah international University, Faisalabad

Annexure – I: Lab & Studios Safety Precautions

Laboratory Staff

- Be calm and relaxed, while working in Lab.
- No loose wires or metal pieces should be lying on table or near the circuit, to cause shorts and sparking.
- Avoid using long wires, that may get in way while making adjustments or changing leads.
- Keep high voltage parts and connections out of the way from accidental touching and from any contacts to test equipment or any parts, connected to other voltage levels.
- BE AWARE of bracelets, rings, metal watch bands, and loose necklace (if you are wearing any of them), they conduct electricity and can cause burns. Do not wear them near an energized circuit.
- Do not install any software on any computer without getting approval from the respective authorities.
- Make sure all the computers and other equipment in the labs are switched off at the end of the day.
- Do not unplug a computer or equipment without switching it off first.

Students

- Shut down the computers properly after finishing your work.
- Do not install any software on any computer. If you are unable to find any required software, please contact the IT staff for help and support.
- Do not switch off network printers and scanners.
- Do not damage any equipment in the lab.
- Be considerate to other students while working in the labs.

AT Findings

Panel - Assessment Team

Following Assessment Team Members Visited Faculty of Social Sciences & Humanities FSSH (Faisalabad) on 16 November, 2017

- | | |
|------------------------------|-----------------|
| • Dr. Alia Sheeraz | Convener |
| • Dr. Asif Butt | Member |
| • Mr. Muhammad Waleed Ashraf | Member |

Exit Meeting - 18 November, 2017

Following attended the meeting:-

- | | |
|------------------------------|----------------------|
| • Prof. Dr. M. Mudassar | Chairman |
| • Dr. Hameed Ullah | Dean |
| • Dr. Farkhanda Saddique | HOD Sociology |
| • Dr. Alia Sheeraz | Convener |
| • Dr. Asif Butt | Member |
| • Mr. Muhammad Waleed Ashraf | Member |
| • Mr. Shabeeb Ahmad Gill | AM QEC |

The Chairman AT presented his final recommendations to carry out the improvements in this program. The Respected Chairman approved the proceedings:

- Needs to have a separate canteen for female students.
- Needs to add more library books and provide internet facility.
- Needs to have separate washrooms for males and females.

Note: After the above exit meeting, the Departmental heads prepared the implementation plan with target dates and submitted it to the QEC. The QEC pursued the activities and then mentioned the final status completed/in progress in Annex-K before submitting the SAR to HEC

**Implementation Plan (Summary) – FSSH (M.Phil Sociology) –
Faisalabad Campus**

AT Finding	Corrective Action	Implementation Date	Responsibility	Present Status
Needs to have a separate canteen for female students.	Canteen in the main block has declared to be only meant for female students.	20 th November, 2017	Procurement officer	Completed
Needs to add more library books and provide internet facility.	Lists for purchase of new relevant books were demanded from the HODs of concerned departments and later on purchased and added.	30 th November, 2017	Librarian	Completed
Needs to have separate washrooms for females.	Washrooms in front of Khadija-tul-Kubra Block are declared as female washrooms.	20 th November, 2017	Procurement officer	Completed
Convener AT Name and Signature	All the suggested improvements were accomplished and required facilities were provided within the prescribed time successfully.		Dr. Alta Sheeraz Head, Department of Management Sciences Riphah International University, Faisalabad Campus	
Dean's Comments Name and Signature	Completed.		<i>hameed</i> Prof. Dr. Hafiz Hameed Ullah	
QEC Comments Name and Signature	The suggestions of amendment team have been implemented. <i>Shabeeb Ahmad Gill</i>		<i>[Signature]</i> Assistant Manager Quality Enhancement Cell Riphah International University, Faisalabad	

Annexure – L: Faculty Course Review Report

Faculty of Social Science and Humanities (FSSH) is running 8 courses for the M.Phil. Sociology program. All courses curriculum is reviewed periodically by the Board of Studies to assess its effectiveness and contribution in achieving program objectives. Course review also contributes towards making any changes in the syllabi.

PT members launched HEC Performa 2 (Faculty of Course Review Report) to all the faculty members, to obtain their feedback about courses.

The summary of the overall feedback of all courses identified the following improvement points:

- a. Syllabi review to improve communication and interpersonal skills of the students.
- b. Improvement in course curriculum to emphasis on Leadership component.
- c. Provision of more technical/financial resources to execute final projects d. Improvement in learning the methodology of Market working, Demand Supply Chain and meeting the targets, skills.

Board of Studies scrutinized these points and presented in the Board of Faculty that will review and suggest the implementation as deemed necessary.

Annexure – M: Rubric Report

Self-Assessment Report					
Criterion 1 – Program Mission, Objectives and Outcomes					Weight = 0.05
Factors	Score				
1. Does the program have document measurable objectives that support faculty/ college and institution mission statements?	5	4	3	2	1
2. Does the program have documented outcomes for graduating students?	5	4	3	2	1
3. Do these outcomes support the Program objectives?	5	4	3	2	1
4. Are the graduating students capable of performing these outcomes?	5	4	3	2	1
5. Does the department assess its overall performance periodically using quantifiable measures?	5	4	3	2	1
6. Is the result of the Program Assessment documented?	5	4	3	2	1
Total Encircled Value (TV)	23				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.05	3.83				

Criterion 2– Curriculum Design and Organization					Weight = 0.20
Factors	Score				
1. Is the curriculum consistent?	5	4	3	2	1
2. Does the curriculum support the program’s documented objectives?	5	4	3	2	1
3. Are the theoretical background, problem analysis and solution design stressed within the program’s core material?	5	4	3	2	1
4. Does the curriculum satisfy the core requirements laid down by HEC?	5	4	3	2	1
5. Does the curriculum satisfy the major requirements laid down by HEC?	5	4	3	2	1
6. Does the curriculum satisfy the professional requirements as laid down by HEC?	5	4	3	2	1
7. Is the information technology component integrated throughout the program?	5	4	3	2	1
8. Are oral and written skills of the students developed and applied in the program?	5	4	3	2	1
Total Encircled Value (TV)	37				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.20	18.5				

Criterion 3– Laboratories and Computing Facilities					Weight = 0.10
Factors	Score				
1. Are the laboratory manuals/ documentation/ instructions etc. for experiments available and readily accessible to faculty and students?	5	4	3	2	1
2. Are there adequate number of support personnel for instruction and maintaining the laboratories?	5	4	3	2	1

3. Are the University's infrastructure and facilities adequate to support the program's objectives?	5	4	3	2	1
Total Encircled Value (TV)	15				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	10				

Criterion 4– Student Support and Advising						Weight = 0.10
Factors	Score					
1. Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	5	4	3	2	1	
2. Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	5	4	3	2	1	
3. Does the university provide academic advising on course decisions and career choices to all students?	5	4	3	2	1	
Total Encircled Value (TV)	14					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	10					

Criterion 5– Process Control						Weight = 0.15
Factors	Score					
1. Is the process to enroll students to a program based on quantitative and qualitative criteria?	5	4	3	2	1	
2. Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
3. Is the process to register students in the program and monitoring their progress documented?	5	4	3	2	1	
4. Is the process above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
5. Is the process to recruit and retain faculty in place and documented?	5	4	3	2	1	
6. Are the process for faculty evaluation & promotion consistent with the institution mission?	5	4	3	2	1	
7. Are the process in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5	4	3	2	1	
8. Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5	4	3	2	1	
9. Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
10. Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	5	4	3	2	1	
11. Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
Total Encircled Value (TV)	51					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	13.90					

Criterion 6– Faculty						Weight =
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0.15

Factors	Score				
1. Are there enough full time faculty members to provide adequate coverage of the program areas/courses with continuity and stability?	5	4	3	2	1
2. Are the qualifications and interest of faculty members sufficient to teach all courses, plan, modifies and updates courses and curricula?	5	4	3	2	1
3. Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	5	4	3	2	1
4. Do the majority of faculty members hold a Ph.D. degree in their discipline?	5	4	3	2	1
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	5	4	3	2	1
6. Are there mechanisms in place for faculty development?	5	4	3	2	1
7. Are faculty members motivated and satisfied so as to excel in their profession?	5	4	3	2	1
Total Encircled Value (TV)	26				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	18.57				

Criterion 7– Institutional Facilities**Weight =****0.15**

Factors	Score				
1. Does the institution have the infrastructure to support new trends such as e-learning?	5	4	3	2	1
2. Does the library contain technical collection relevant to the program and is it adequate staffed?	5	4	3	2	1
3. Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5	4	3	2	1
Total Encircled Value (TV)	13				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	12.99				

Criterion 8– Institutional Support**Weight =****0.10**

Factors	Score				
1. Is there sufficient support and finances to attract and retain high quality faculty?	5	4	3	2	1
2. Are there an adequate number of high quality graduate students, teaching assistants and Ph.D. students?	5	4	3	2	1
Total Encircled Value (TV)	8				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	7				

$$\begin{aligned}
 \text{Overall Assessment Score} &= S1+S2+S3+S4+S5+S6+S7+S8 \\
 &= 3.83+19.11+10+10+13.90+18.57+12.99+7 \\
 &= 94.85
 \end{aligned}$$