Annex ‘C’

Letter No. BU/QA/30/

Dated April 2015

.

**Self-Assessment Report**

PhD Programmes – BUIC, BUKC & IPP:

* PhD Computer Engineering
* PhD Computer Software Engineering
* PhD Computer Science
* PhD Electrical Engineering
* PhD Management Science
* PhD E&ES Science
* PhD Clinical Psychology
* PhD Organizational Psychology
* PhD Educational Psychology

Bahria University, Islamabad, Karachi Campus and IPP

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**Self-Assessment Criteria**

The SAR for PhD programme should be prepared on the basis of 8 criteria stipulated in HEC SA Manual and Guideline to write SAR which are attached at Annex ‘ ’.

Criterion 1: Programme Mission, Objectives and Outcomes

Criterion 2: Curriculum Design and Organization

Criterion 3: Laboratory and Computing Facility

Criterion 4: Student Support and Advising

Criterion 5: Process Control

Criterion 6: Faculty

Criterion 7: Institutional Facilities

Criterion 8: Institutional Support

Survey Forms No. 4 & 6 are mandatory to be filled for PhD programmes.

Following surveys are to be conducted:

1. Summary and Analysis of Student Course Evaluation (Survey Form 1)
2. Summary and Analysis of Faculty Course Review (Survey Form 2)
3. Summary and Analysis of Graduating Students (Survey Form 3)
4. Summary and Analysis of Research Student Review (Survey Form 4)
5. Summary and Analysis of Faculty Survey (Survey Form 5)
6. Summary and Analysis of Department Offering PhD Programmes (Survey Form 6)
7. Summary and Analysis of Alumni Survey (Survey Form 7)
8. Summary and Analysis of Employer Survey (Survey Form 8)
9. Faculty Resume (Survey Form 9)
10. Summary and Analysis of Teacher Evaluation Form (Survey Form 10)
11. PhD Scholars’ Proforma Form A
12. PhD Programme Review University Proforma Form B

# Criterion 1:

Programme Mission, Objectives and Outcomes

## Standard 1-1

*The programme must have documented measurable objectives that support Faculty/College and Institution mission statements.*

### Document University, department and programme mission statements.

Mission Statement of Bahria University:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mission Statement of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Department:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mission Statement of PhD (programme name) programme:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### *State Programme Objectives*

PhD (Programme Name) Programme Objectives:

The objectives of PhD (Programme Name) programme are;

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## (PhD Programme Name) Programme Educational Objectives

The overall objective of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ programme

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Programme Educational Objective 1:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Programme Educational Objective 2:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Programme Educational Objective 3:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Programme Learning Outcomes

The \_\_\_\_\_\_\_\_\_\_\_ PhD programme prepares students to attain the educational objectives by ensuring that students demonstrate achievement of the following student outcomes.

Learning Outcome 1:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Outcome 2:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Outcome 3:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Outcome 4:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Outcome 5:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Outcome 6:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Outcome 7:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Outcome 8:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Outcome 9:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Outcome 10:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Outcome 11:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Describe how each objective of ‘ ’ PhD program is aligned with ‘ ’ PhD programme, department and university mission statements.**

|  |  |  |  |
| --- | --- | --- | --- |
| Program Objective | Program Mission | Department Mission | University Mission |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Outline the main elements of the strategic plan to achieve the ‘ ’ PhD program mission and objectives**

|  |  |  |
| --- | --- | --- |
| **Strategic Plan** | **Programme Mission** | **Programme Objectives** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Provide for each objective how it was measured, when it was measured and improvements identified and made.**

**‘ ’ PhD Programme Objectives Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objectives** | **How measured** | **When measured** | **Improvement identified** | **Improvement made** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## Standard 1-2

*The programme must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the programme objectives and that graduating students are capable of performing these outcomes.*

**Describe how the programme outcomes support the programme objectives**

**PhD (Programme Name)**

Programme Objectives

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Programme Outcomes

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Relationship between PhD \_\_\_\_\_\_\_\_\_\_\_\_\_Programme Objectives and PhD \_\_\_\_\_\_\_\_Programme Outcomes

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Programme  Objectives | Programme Outcomes | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |

**Legends**:

Use \* to denote substantial contribution,

Use **+** to denote moderate contribution

Use - to denote no contribution

**Describe the means for assessing the extent to which graduates are performing the stated Programme outcomes/learning objectives.**

## Standard 1-3

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

**Describe the actions taken based on the results of periodic assessments.**

Following actions have been taken: (E.g. Revision of Road map, Courses list, Course outline etc)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Describe major future Programme improvements plans based on recent assessments.**

Following Programme improvement tasks are being planned:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### List strengths and weaknesses of the Programme

**Strengths:**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Weakness:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### List significant future development plans for the Programme.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Standard 1-4

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Total Enrolment** | **Student faculty ratio** | **Average time for completing the Programme** |
| 2012 |  |  |  |
| 2013 |  |  |  |
| 2014 |  |  |  |

**Semester wise and student wise summary of student progress**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Semester |  |  |  |  |  |  |
| Spring 2012 |  |  |  |  |  |  |
| Fall 2012 |  |  |  |  |  |  |
| Spring 2013 |  |  |  |  |  |  |
| Fall 2013 |  |  |  |  |  |  |
| Spring 2014 |  |  |  |  |  |  |
| Fall 2014 |  |  |  |  |  |  |

## Standard 1-4-1

**(Survey Form – 6 Section 4 and Form B are suggested for collection of this information)**

* Number of Ph.D. students currently enrolled in the department.
* Ratio of number of students accepted to total number of applicants for Ph.D. Programme.
* Details and number of Ph.D. degrees conferred to date to students from the Department during the past three academic years. [Form B]
* Number of students awaiting to be conferred PhD degree

[Form B]

* Number of students who have submitted soft & hard copy of their thesis to HEC

[Form B]

* Number of students who have GPA >= 3

(Form B)

* Number of students who have completed 18 credit

(Form B)

* Give year-wise completion of 18 credit course work
* Number of students with year details of Comprehensive Examination
* List of PhD external Examiners
* Details of submission of the PhD thesis for the foreign evaluation and Number of students whose thesis has been evaluated. [Form B]
* Details of Receipt of evaluation report
* Details of Public and in camera defense and declaration of PhD results
* Number of Students who have defended their thesis [Form B]
* Research Papers accepted for publication in HEC approved Journals

(Form A, PhD Scholars’ Proforma)

* Number of students who have published (accepted for publication) at least one paper in HEC approved Journals(Form B)

## Standard 1-4-2

Indicate percentage of employers that are strongly satisfied with the performance of the department‘s graduates.

Sample Graph 1-4.1

## Standard 1-4-3

Indicate the median/average student evaluation for all courses and the % of faculty awarded excellence in teaching award.

Sample Graph 1-4.2

HEC best teacher award was given to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_

Present performance measures for research activities. These include journal publications, funded projects, and conference publications per faculty per year

## Standard 1-4-4

## Performance Measures for Research Activities

Indicate the % of faculty awarded excellence in research award

**(Survey Form – 6 Section 3 is suggested to use for collection of this information)**

* Total number of articles published last year in International Academic Journals that are authored by faculty members and/or students in the department.
* List of Research Paper published and Research Topics
* Total number of articles published last year in Asian Academic Journals that are authored by faculty members and students in the department.
* Total number of ongoing research projects in the department funded by different organizations
* Number of PhD students in the department holding scholarships/fellowships.
* Total Research Funds available to the Department from all sources.
* Number of active international linkages involving exchange of researchers/students/faculty etc. (Attach Details).

## Standard 1-4-5

**Plagiarism Policy Implementation:**

1. Details of Awareness Campaigns / Publicity / Charts, Banners Lectures / Seminar / Workshop etc
2. Number of ‘Turnitin’ users in the Deptt;
3. Number of ‘Turnitin’ account holders in the Deptt;
4. Plagiarism cases detected
5. Details of training session on plagiarism control measures for new faculty members
6. Number of faculty members using ‘Turnitin’
7. How many Research papers of FMs were checked through ‘Turnitin’ by HOD?
8. Are HOD & Senior faculty members satisfied with existing BU policy on Plagiarism control measures?

## Standard 1-4-6

Present performance measures for community services. This may include number of short courses per year, workshops and seminars organized:

| **Sr. No.** | **Title of Short course, Workshop/Seminar/Training** | **Date** |
| --- | --- | --- |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |

## Standard 1-4-7

Indicate faculty and students satisfaction regarding the administrative services offered by the department. Use faculty and students surveys.

**Faculty satisfaction of the administrative services offered by the department**

Sample Graph 1-4.3

## Standard 1-4-8

Student satisfaction of the administrative services offered by the department

Sample Graph 1-4.4

# Criterion 2:

Curriculum Design and Organization

## Title of Degree Programme

PhD (Programme Name)

Definition of Credit Hour**-----**

Duration of PhD Programme:

**Degree Plan:**

## Road Map for PhD (Programme Name)

Semester-wise, Core, Elective or optional courses

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Course Title** | **Credit Hours** |
|  |  |  |
|  |  |  |
|  |  |  |
|  | Total |  |

## Standard 2-1:

The curriculum must be consistent and supports the Programme’s documented objectives:

Describe how the Programme content (courses) meets the Programme objectives

**Courses versus Programme Objectives**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Courses/Group of courses** | **Objectives** | | | | |
| **1** | **2** | **3** | **4** | **5** |
| Course |  |  |  |  |  |
| Course |  |  |  |  |  |
| Course |  |  |  |  |  |
| Course |  |  |  |  |  |
| Course |  |  |  |  |  |
| Electives |  |  |  |  |  |
| Thesis |  |  |  |  |  |

**Legends**:

Use \* to denote substantial contribution,

Use **+** to denote moderate contribution

Use - to denote no contribution

## Standard 2-2

Theoretical background, problems analysis and solution design must be stressed within the Programme’s core material

Indicate which courses contain a significant portion (more than 30%) of the elements in standard 2-2.

**Standard 2-2 Requirement**

|  |  |
| --- | --- |
| **Elements** | **Courses** |
| **Theoretical Background** |  |
| **Problem Analysis** |  |
| **Solution Design** |  |

## Standard 2-3

The curriculum must satisfy the core requirements for the Programme, as specified by the respective accreditation body.

The comparative Analysis of the Programme

Is your Ph.D. Programme based on research only? (Y/N)

## Standard 2-4

The curriculum must satisfy the major requirements for the Programme as specified by HEC, the respective accreditation body/councils.

The comparative Analysis of the Programme

## Standard 2-5:

The curriculum must satisfy general education, arts, and professional and other discipline requirements for the Programme, as specified by the respective accreditation body / council.

The comparative Analysis of the Programme

**(Survey Form – 6 Section 5 is suggested to use for collection of this information)**

* Total number of post M.Sc. (16 year equivalent) courses required for Ph.D.
* Total number of M.Phil level courses taught on average in a Term / Semester.
* Total number of Ph.D. level courses taught on average in a Term / Semester.
* Do your students have to take/write:
  + Ph.D. Qualifying examination (Y/N)
  + Comprehensive examination (Y/N)
  + Research paper in HEC approved Journal
  + Any other examination (Y/N)
* Total number of International examiners to which the Ph.D. dissertation is sent.
* How is the selection of an examiner from technologically advanced countries carried out?
* Is there a minimum residency requirement (on campus) for award of Ph.D. degree?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Comparative Analysis of PhD (Programme Name) Curriculum with HEC approved Curriculum** | | | | | | |
| **Core Courses** | | | | | | |
| **Higher Education Commission** | | |  | **Bahria University, Islamabad** | | |
| **Sr.No.** | **Title of course** | **Credit Hours** |  | **Sr.No.** | **Title of course** | **Credit Hours** |
| 1 |  |  |  | 1 |  |  |
| 2 |  |  |  | 2 |  |  |
| 3 |  |  |  | 3 |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Total Credit Hours |  |  |  | Total Credit Hours |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No. of Elective Courses** | | | | | | |
| Higher Education Commission | | |  | Bahria University, Islamabad | | |
| **Sr.No.** | **Title of course** | **Credit Hours** |  | **Sr.No.** | **Title of course** | **Credit Hours** |
| 1 | Elective–I |  |  | 1 | Elective–I |  |
| 2 | Elective–II |  |  | 2 | Elective–II |  |
| 3 | Elective–III |  |  | 3 | Elective–III |  |
| 4 | Elective–IV |  |  | 4 | Elective–IV |  |
| 5 | Elective–V |  |  | 5 | Elective -V |  |
| 6 | Thesis-I |  |  | 6 | Thesis-I |  |
| 7 | Thesis-II |  |  | 7 | Thesis-II |  |
|  | Total Credit Hours |  |  |  | Total Credit Hours |  |

## Standard 2-6

Information technology component of the curriculum must be integrated throughout the Programme.

Indicate the courses within the Programme that will satisfy the standard.

Describe how they are applied and integrated throughout the Programme.

Workshops / Courses related to Information Technology (SPSS / Nvivo / Eviews etc.) are added to the curriculum.

## Standard 2-7

Oral and written communication skills of the student must be developed and applied in the Programme

Indicate the courses within the Programme contents that will satisfy the standard.

|  |  |  |
| --- | --- | --- |
| **Sr. No.** | **Course Code and Title** | **Credit Hours** |
| 1 |  |  |

Research Methodology / Report Writing etc.

Describe how they are applied.

# Criterion 3:

Laboratory and Computing Facility

Describe the laboratory/ computer facilities that are available for use in the Programme under assessment.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sr. No** | **Laboratory Title** | **Location** | **Objectives** | **Adequacy for instruction** | **Course Taught** | **Software Available** | **Major Apparatus** | **Major Equipment** | **Safety Regulations** |
| 1 |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |

## Standard 3-1

Laboratory manuals/documentation/Instruction for experiments must be available and readily accessible to faculty and students.

Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions.

Benchmark with similar departments in reputable institutions to identify short comings in laboratory

## Standard 3-2

There must be adequate support personnel for instruction and maintaining the laboratories:

Indicate for each laboratory, support personnel, level of support, nature and extent of instructional support

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sr. No.** | **Title of the Laboratory** | **Support Personnel** | **Level of support** | **Nature and extent of instructional support** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |

## Standard 3-3

*The University computing infrastructure and facilities must be adequate to support Programme’s objectives:*

Describe how the computing facilities support the computing component of your Programme.

Benchmark with similar departments in reputable institutions to identify short comings in computing infrastructure and facilities

**DETAIL OF SOFTWARES BEING USED IN LABS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S. NO** | **TITLE OF SOFTWARE WITH**  **SPECIFICATIONS** | **LINCENSED/UNLICENSED** | **APPLICATION** | **LOCATION** | **REMARKS** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| 6 |  |  |  |  |  |

# Criterion 4: Student Support and Counseling

## Standard 4-1

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

Provide Department‘s strategy for course offerings.

Explain how often required courses are offered.

Explain how often elective courses are offered.

Explain how required courses outside the department are managed to be offered in sufficient number and frequency

## Standard 4-2

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

Describe how you achieve effective student / faculty interaction in courses taught by more than one person such as two faculty members, a faculty member and a teaching assistant or a lecturer.

## Standard 4-3

Guidance on how to complete the Programme must be available to all students and access to academic advising must be available to make course decisions and career choices.

Describe how students are informed about Programme requirements.

Describe the advising system and indicate how its effectiveness is measured

Describe the student counseling system and how students get professional counseling when needed.

Indicate if students have access to professional counseling; when necessary.

# Criterion 5: Process Control

## Standard 5-1

The process by which students are admitted to the Programme must be based on quantitative and qualitative criteria and clearly documented.

Describe the Programme admission criteria at the institutional level, faculty or department if applicable.

### PhD (Programme Name) Programme Admission Criteria:

Number of Students cleared the Subject GRE test (ETS) or equivalent?

(Form A)

**(Survey Form – 6 Section 5 is suggested to use for collection of this information)**

Entrance requirements into Ph.D. Programme (MS/M.Phil), Indicate subjects or MS/M.Phil?

Describe policy regarding Programme/credit transfer.

### Migration and Programme/Credit Transfer Policy:

Indicate how frequently the admission criteria are evaluated and if the evaluation results are used to improve the process.

Evaluation of Admission Criteria

## Standard 5-2

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

Describe how students are registered in the Programme.

### Registration of students:

Describe how student’s academic progress is monitored and how their Programme of study is verified to adhere to the degree requirements.

### Grading System

|  |  |  |
| --- | --- | --- |
| **Grade** | **Percentage** | **Grade Point** |
| **A** |  |  |
| **B+** |  |  |
| **B** |  |  |
| **C+** |  |  |
| **C** |  |  |
| **D** |  |  |
| **F** |  |  |
| **W** |  |  |
| **I** |  |  |

### Class Attendance during course work

### Probation

### Chance

### Course Repeat Policy

### Minimum CGPA for the Award of Degree

**For PhD Programmes**

### Research Articles published

### Graduation Time Frame

* Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process.
* Evaluation of Registration and Monitoring Process

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.

Describe the process used to ensure that highly qualified faculty is recruited to the Programme.

**Recruiting Process:**

**Regular:**

**Visiting:**

Indicate methods used to retain excellent faculty members.

Indicate how evaluation and promotion processes are in line with institution mission statement.

Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.

## Standard 5-4

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

Describe the process and procedures used to ensure that teaching and delivery of course material is effective and focus on students learning.

To ensure effective student learning following procedures are followed:



Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.

## Standard 5-5

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

Describe the procedures used to ensure that graduates meet the Programme requirements.

Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process.

# Criterion 6: Faculty:

## Standard 6-1

There must be enough full time faculty who are committed to the Programme to provide adequate coverage of the Programme areas/courses with continuity and stability. The Programme 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 level through graduate work in the discipline.

**Complete the following table indicating Programme areas and number of faculty in each area.**

**Faculty Distribution by Programme Areas**

|  |  |  |  |
| --- | --- | --- | --- |
| **Programme Area of Specialization** | **Courses in the area and average number of sections per year** | **Number of Faculty members in each area** | **Number of Faculty members with Ph.D degree** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

* Number of students being supervised by one full time faculty member

[Form B]

* Number of PhD faculty members available for each department of the university offering a PhD Programme. [Form B]
* Number of students who have a PhD Advisory Committee according to HEC guidelines
* [Form B]
* Each faculty member should complete a resume, prepared in a format included in Appendix B.

## **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 Programmes for faculty development must be in place.

Describe the criteria for faculty to be deemed current in the discipline and based on these criteria and information in the faculty member’s resumes, what percentage of them is current. The criteria should be developed by the department.

Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development.

Describe existing faculty development Programmes at the departmental and university level. Demonstrate their effectiveness in achieving faculty development.

**University Level**

**Department Level**

Indicate how frequently faculty Programmes are evaluated and if the evaluation results are used for improvement.

## Standard 6-3

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

Describe Programmes and processes in place for faculty motivation. Obtain faculty input using faculty survey (Appendix C) on Programmes for faculty motivation and job satisfaction.

### Faculty Promotion:

### Faculty Survey:

Indicate how effective these Programmes are.

The effectiveness of these Programmes can be gauged by following:

1.

2.

3.

## Standard 6-4

Faculty member’s profile:

**(Survey Form – 6 Section 2 is suggested to use for collection of this information)**

* Number of faculty members holding Ph.D. degree in the department.
* Number of HEC approved Ph.D. Supervisors in the department.
* Number of HEC Registered PhD Supervisor in the department

### 6.4.1. Number of meetings held in last two years for reviewing curricula:

### 6.4.2. Course files/folder by faculty members:

### 6.4.3. Percentage of Part time faculty members:

## Standard 6-5

Academic Visits/Workshops/ Conferences/Meeting:

**6.5.1.** **List and detail of Workshops/Seminars/Video conferences/Meetings by faculty in last two years:**

The following workshops were attended by nominated faculty members.



Scholarships offered to faculty members:

List of faculty members in Pakistan for higher education:   
   
Role of faculty in fund raising/ research output:

List of earned Research projects/research funding generated in last two years:

Total M.Phil and PhD students produced during last two years:  
Criterion 7: Institutional Facilities

## Standard 7-1

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

Describe infrastructure and facilities that support new trends in learning.

* Internet Access / Digital Library Access

Total Internet Bandwidth available to all the students in the Department.

(Refer to Survey Form 6 Section 1)

* Audio-Video Facilities
* Number of Computers available per Ph.D. student

(Refer to Survey Form 6 Section 1)

* Indicate how adequate the facilities are.

## Standard 7-2

The Library must possess an up-to-date technical collection relevant to the Programme and must be adequately staffed with professional personal.

Describe the adequacy of the library’s technical collection.

**Books**

* Total number of academic journals subscribed in area relevant to Ph.D. Programme.

(Refer to Survey Form 6 Section 1)

**Journals**

|  |
| --- |
| **Magazine/ Periodicals** |
|

**List of Journals for ‘ ’ PhD Programme**

|  |  |  |
| --- | --- | --- |
| **S.No** | **Title** | **Freq.** |
| 1 |  |  |

**Newspapers**

Describe the support rendered by the library.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **List of Library Staff** | | | | |
| **Sr. No.** | **Name** | **Designation** | **Qualification** | **Experience** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |

Photocopy Facility

## Library Equipment

|  |  |
| --- | --- |
| Personal Computers |  |
| Laser Printer 2035p & 1022n |  |
| Bar Code Reader |  |
| Photocopy machine |  |
| Scanner |  |
| Magnetic Security Gate |  |
| CCTV Camera’s |  |
| UPS |  |
| CD Stacker |  |
| Laptop |  |

* Books and Thesis Search Terminals
* New Arrivals
* A/V Section
* Library Orientation
* Access to National and International Data-Bases
* Other Facilities

List of Encyclopedias available in the library

### Standard 7-3

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

Describe the adequacy of the classrooms.

Describe the adequacy of faculty offices

# Criterion 8: Institutional Support

**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.

* Describe how your Programme meets this standard. If it does not explain the main causes and plans to rectify the situation.
* Describe the level of adequacy of secretarial support, technical staff and office equipment.
* Support Facilities for the Faculty:
* Computer Facilities
* Internet Facility
* Office equipment

**Standard 8-2**

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

Provide the number of graduate students, research assistants and Ph. D students for the last three years.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | Ph.D students | Research Assistants | Graduate students | Total |
| 2010 |  |  |  |  |
| 2011 |  |  |  |  |
| 2012 |  |  |  |  |

Provide the faculty: graduate student ratio for the last three years.

|  |  |  |
| --- | --- | --- |
| Year | Total No. of Faculty | Total Number of Graduate Students |
| 2010 |  |  |
| 2011 |  |  |
| 2012 |  |  |

**Standard 8-3**

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

Describe the resources available for the library.

Describe the resources available for laboratories/computing facilities.