Nasir Shah
Director/In-Charge (QAA)

Ref No. 155/MNS/QAA(IPE)/HEC/2022/250/
March 29, 2022

Subject: <u>Report of Institutional Performance Evaluation (IPE) of Muhammad Nawaz Sharif University of Agriculture, Multan</u>

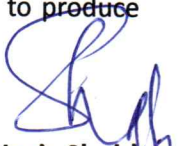Dear Prof. Dr. Asif Ali, T.I, السلام عليكم ورحمة الله وبركاته

Reference is made to the IPE review visit of your university on November 22-24, 2021. The performance of an HEI is evaluated through a peer review process from all aspects i.e., quality of Teaching & Learning, research, effectiveness of leadership and governance. The objective is to promote good governance and improve the quality of education and research in higher education institutions (HEIs). These IPE standards have been developed in line with the best practices adopted by international quality assurance bodies and universities across the world.

02.   The primary goal of Institutional Review is to enable institutions to collaboratively reflect on the university's roles and activities considering the eleven IPE standards, with the goal of making potential improvements to the present system.

03.   Forgoing in view, I am pleased to share the IPE report of your university along with Compliance Implementation Plan Template (CIPT-Sample) and Expectation & Outcome Indicators (EOI) for compliance in terms that:

  i.   The University/DAI should constitute a Compliance Implementation Plan Committee (CIPC), preferably comprising of Deans/equivalent members, including Director QEC. The Committee shall be chaired by the VC/Rector.

  ii.   A list of Expectation & Outcome Indicators (EOI) is given under each standard which may be used as ToR for the committee to guide through compliance and improvement.

  iii.   The Committee should prepare CIP in coordination with the respective offices, with timelines against the recommendations/observations of the report. The CIP shall be placed before the highest competent forum of the University/Institute viz. Senate/Syndicate/BOG (as applicable) for endorsement.

  iv.   The approved CIP and notification of the above-mentioned committee should also be placed on the official website of the University and its web link should be shared with QAA HEC at the earliest possible convenience.

04.   We anticipate that, under your leadership, the University will execute these recommendations in a manner that ensures the internalization of a quality culture and, as a result, allows the institution to produce graduates with the necessary skills to contribute meaningfully to society's elevation.

(Nasir Shah)

The Vice Chancellor,
Muhammad Nawaz Sharif University of Agriculture, Multan
Copy for information to:

- Executive Secretary to Chairman, HEC, Islamabad
- Executive Secretary to Executive Director, HEC, Islamabad
- Director General, Finance, HEC, Islamabad
- Director QEC, Muhammad Nawaz Sharif University of Agriculture, Multan
- Registrar, Muhammad Nawaz Sharif University of Agriculture, Multan
- Office copy

Compliance Implementation Plan Template (CIPT) for IPE

Name of Institution:

Composition of CIP Committee:

S#	Recommendations of IPE Report	Actions/tasks Proposed by the CIP Committee	Timeline to accomplish actions/tasks	Focal Persons

*Pls add pages as per given format

Submitted by the Convener/Secretary of CIP Committee

Date of submission

Approved by the Vice Chancellor

Expectation & Outcome Indicators (EOI)

Expectation & Outcome Indicators (EOIs) against IPE Standards:

QAA extends maximum effort to make the entire IPE activities follow the true spirit of the Peer Review process. Accordingly, a robust Review Panel is constituted consisting of senior academicians and professionals to make the site visit of the university. The Review Panel after the 3 days visit – which included Documentation Review, Interaction session with all the stakeholders i.e. faculty, students, administration, and Site/infrastructure visit- prepares the final Draft of the IPE Report. The Draft Report contains best practices (if any), Findings, and comprehensive recommendations, against the 11 standards, to bring improvement in the HEI.

Thus the entire IPE process culminates into the IPE Report and the implementation of this Report, in the true spirit, is expected to take the HEI forward towards creating the following impact as the **Ultimate Outcome** of the entire process.

- ✓ Sensitize HEIs to take initiatives to meet the needs of society, engender public confidence, and sustain the trust of the public at large.
- ✓ Sensitize HEIs to take initiatives with an institutional mechanism to design the research activities and teaching principles in such a way that students and teachers can contribute in addressing the pressing local and global issues & challenges.

Although the IPE Review processes are performed, by the Peer Reviewers, with due diligence and professional care against the 11 IPE standards. These standards usually require obtaining reasonable assurance about the documentary evidence, provided by the HEI, being free of any misstatement. Nonetheless, despite putting in utmost efforts by the Review Panel, to verify documents/information provided, it is somehow near to impossible to review the entire activities of the HEI mainly due to inherent limitations of the peer-review process and the limited availability of time for an exhaustive review.

Therefore, to achieve the **aforesaid Ultimate Outcome**, the university **Statutory Forums/Authorities** - including Syndicate/Academic Council, **Vice-Chancellor, Registrar**, Deans, HODs, etc.- having primary responsibility of **improving quality,** must go beyond external review and utilize the IPE Report as a context and pretext to meet following expectation/KPIs against each Standard. For this purpose the University may treat the following elements as TOR for the **Compliance Implementation Plan Committee (CIPC)** so that these Expectation & Outcome Indicators (EOI) together with the recommendations of the IPE report could bring the desired level of Quality for making a meaningful contribution towards the **Ultimate Outcome**:

1. Mission Statement and Goals:
a. **Expectation & Outcome Indicators (EOIs):**
i. The institutions' mission and goals should be consistent with its charter
ii. It should serve as the foundation for all the activities
iii. It should provide directions for future plans of the HEI so that a relevant, effective and coherent ecosystem for excellence could be developed.

2. Planning & Evaluation:

a. Expectation & Outcome Indicators (EOIs):

i. The institution should have a strong mechanism to plan, develop and review the available **A). Infrastructure, B). Financial** and **C). Academic** or **D). Resources for Extracurricular activities** to ensure the availability of adequate means and arrangements to enable students to develop their academic, personal and professional potential.

3. Organization and Governance:

i. The system of Organization & Governance in the university should be responsive to the present and future needs of the organization.

ii. The system should be consistent with the power and functions and other requirements given in the Charter.

iii. The system should exercise prudence in policy development and decision-making processes in the best interests of all the stakeholders in general and that of students in particular.

iv. The system should have elements of good governance such as rule of law, accountability, effectiveness & efficiency, transparency, equity, and inclusion.

4. Integrity:

i. The institution must have a mechanism in place that promotes essential elements of **Integrity** in each actor within the organization and in their interaction as well as that of the dominating norms, activities, decision-making procedures. The essential elements of Integrity are Honesty, respect, generating trust, pride, responsibility, keeping promises, creating an environment of support within the organization and beyond.

5. Faculty (Faculty Quality, Capacity Building & Support Services):

i. The institution should ensure to recruit, retain and develop a body of faculty that could serve the institutional purpose of providing:
   a. A quality learning opportunity for the students and
   b. To promote research that serves the community and the country.

ii. The institution should provide necessary support and facilitation to the faculty that include mechanisms to continuously provide training and capacity building of the faculty.

iii. The university should have an institutional mechanism to provide necessary facilities and support to the faculty for career development and retention of quality faculty.

6. Students:

i. The Institution pursuits to admit students whose academic interests, educational goals, potentials, and abilities are compatible with its mission.

ii. The university should have an institutional mechanism to enroll, retain and develop a body of students against a set procedure and provide them with a quality learning opportunity that could produce highly skilled and responsible global citizens.

7. Institutional Resources:

i. The institution should have a strong mechanism to plan, develop and review the available infrastructure, financial and other academic or non-academic resources to ensure the availability of adequate means and arrangements to enable students to develop their academic, personal and professional potential.

ii. The University should collaborate with other partner research and teaching organizations for effective utilization of its resources.

8. Academic Programs and Curricula:

i. The academic programs and curricula should have elements that support students to learn and excel in the subject skills that could make the qualification at par with that of similar international qualifications.

ii. It should also inculcate universal academic skills such as Critical thinking, Creativity, Collaboration, Communication, and Commitment.

iii. The university should have a mechanism to regularly evaluate the quality of the curricula and system of evaluations vis à vis learning outcomes of the program and generate a program-wise report for continuous improvement.

iv. The university should automate the mechanism of collecting, reviewing, and analyzing periodic data to track the achievements of the graduates and maintain reliability and validity of the result, the system of the exam, and the testimony about the students' skills and competence.

9. Public Disclosures & Transparency:

i. The Institution should ensure the availability of a transparent mechanism where all the stakeholders, particularly students and faculty have access to not only decisions made but also to the processes & procedures of decision making.

ii. It should have necessary policies in place to instill the element of integrity and fairness in its institutional system of teaching, learning, assessment, research, and publications.

iii. Should also ensure availability of fair and transparent procedures for handling issues, complaints, and appeals which are accessible to all; students, faculty, and administration.

10. Assessment & Quality Assurance (Institutional Effectiveness, Assessment & Evaluation):

i. The institution should have mechanisms in place to ensure continuous institutional improvement through its rules & regulations and activities related to faculty teaching, student learning, educational programs, and administrative and educational support services, with an Ultimate Outcome of providing students, a high-quality learning experience and attaining nationally/internationally comparable qualifications and awards.

ii. The university should have a well-defined quality policy that could have a mechanism of continuous quality improvement such as elements of the plan, do, check, and act in all the decision-making processes.

11. Student Support Services (Students Learning Opportunities & Support Services):

i. The university should have an institutional mechanism to include the voice of the students in the decision-making processes.

ii. The university should have a mechanism for developmental and remedial learning opportunities particularly in the areas that are critically relevant to their future success.

iii. The university should have an institutional mechanism and defined forums to resolve students' grievances.

iv. There has to be a well-defined institutional mechanism in place to ensure the availability of equal opportunity and resources for extracurricular activities for all the students.

v. The university must provide necessary basic quality services such as availability of spacious, neat, and clean cafeteria with appropriate seating arrangement, library facilities with ample book collections, and seating places.

Quality Assurance Agency, Pakistan

IPE Review Report

QAA-IPE-2021

HIGHER EDUCATION COMMISSION PAKISTAN

INSTITUTIONAL PERFORMANCE EVALUATION

IPE Review Report of

Muhammad Nawaz Shareef University of Agriculture, Multan

Panel # 0126

HIGHER EDUCATION COMMISSION (HEC), ISLAMABAD

INTRODUCTION

The IPE Review visit of **Muhammad Nawaz Shareef University of Agriculture, Multan** was conducted on **22, 23 & 24, November, 2021** on the basis of eleven IPE Standards Mission Statement and Goals, Planning and Evaluation, Organization and Governance, Integrity, Faculty, Student, Institutional Resources, Academic Programs and Curricula, Public Disclosure & Transparency, Assessment and Quality Assurance and Student Support Services. Prior to the team visit, **Muhammad Nawaz Shareef University of Agriculture, Multan** prepared University Portfolio Report (UPR) on the guidelines provided by QAA-HEC. This also included a series of responses to the queries related to each of the eleven standards. During the visit of the university, the Panel physically examined the infrastructural facilities, acquainted itself with the institutional resources and held discussions with the faculty members, administrative officials and students. The UPR prepared by the university facilitated the job of the Panel to a great extent.

The efforts exerted in preparation of the UPR and cooperation extended by all the administrative and academic officials are gratefully acknowledged. The **University QEC team** have facilitated the review panel and held elaborate discussion on matters related to the functioning of the university and enhancing the quality of teaching and research.

All the Review Panel Members have exercised their utmost capacity to find out most relevant information and evidences and thus provided their judgement based on their enormous experience and insight of the sector. The Reviewers encouraged all the stakeholders to speak up for improvement of the institution through their candid feedbacks in order to ensure institutional transparency in the decision making processes. We expect that the university will not only appreciate the students, faculty and staff for their candid approach during interactive sessions but also will ensure institutional mechanism to internalize element of transparency at all levels.

During the three days documentation review, interactive sessions and onsite visit, the Reviewers not only identified areas of concerns but also proposed actionable recommendations.

We hope the University will implement these recommendations in their true spirit that will contribute into improving institutional quality that eventually enable institution to produce graduates with relevant skill to make meaningful contribution in uplifting society as a whole.

IPE Panel was comprised of following members:

- Dr Ayub Alvi   Ex Rector, National University of Computer and Emerging Sciences Islamabad
- Dr. Farman Ullah   Agriculture University, Peshawar
- Dr. Imran Rashid   LUAWAMS, Uthal.
- Dr. Ghulam Nabi   University of Kotli, AJK
- Mr. Javed Iqbal   HEC QAA Representative

November 24, 2021

Mr. Nasir Shah
Incharge/Director, QAA
HEC, Islamabad

Sub: **IPE visit to MNS University of Agriculture, Multan**

The IPE visit (IP0126) was conducted from Nov 22-24, 2021 by the following:

1. Dr. M. Ayub Alvi, ex-Rector, FAST-NUCES, Islamabad   Convener
2. Dr. Framan Ullah, Director (QEC), Brain University, Peshawar   Member
3. Dr. Imran Rashid, Director (QEC), University of Kotli   Member
4. Dr. Ghulam Nabi, Director (QEC), LUInv   Member

The IPE committee visited the MNS University of Agriculture, Multan from November 22 to 24 on the direction of Quality Assurance Agency of HEC. The committee reached MNSUAM on 21th evening through different mediums and conducted its first meeting on the same night. The university management had already arranged accommodation and other facilities for all the members of IPE. The day of 22nd November 2021 started with introductory meeting with Vice Chancellor which was attended by all the principal officers of the university. The whole days was utilized through file checking and all went according to the schedule. On the November 23rd day 2nd the committee met all the designated officials, according to the given schedule by the HEC and this day went also fine accordingly. The committee recorded the minutes of the first and second day in evening. Lastly the day 3rd November 24, the committee made a thorough visit of all the class rooms and other facilities. The committee finalized its report after a thorough discussion with all members and finalized report to be submitted to HEC.

Finally, the committee made an exist meeting with Vice Chancellor where the convener briefed the Vice Chancellor about the working of the committee and highlight few general observations noted during the visit. It was mutually appreciated the role of HEC in enhancing the quality of education and research in the HEIs.

The IPE report is attached for information and further action.

Dr. M. Ayub Alvi   Dr. Framan Ullah   Dr. Imran Rashid   Dr. Ghulam Nabi

1   Standard: MISSION STATEMENT AND GOALS

1.1   BEST PRACTICE(S):

1.1.1   The existing university administration seems committed to resolve all the issues that has been left unsettled or unaddressed in the beginning of this university.

1.2   FINDINGS:

1.2.1   Based on the available record provided as evidence the university is not exactly clear who actually conceived the idea of mission. However, the university has approved its mission in 12th meeting of Syndicate held on June 25, 2016 purely based on the behest of Vice Chancellor. Secondly, the university in this regard is silent till June 25, 2016 and there was no any approved mission till the said date.

1.2.2   On the based on available record no consultation has been made except formation of a committee that didn't make any contribution.

1.2.3   The mission has not been reviewed or renewed so far.

1.2.4   The University couldn't provide the action plan to meet the challenges for mission.

1.2.5   Response under section (c) needs clarity about how financial goals are being set and which process is being followed.

1.2.6   Strategic and Business Plan has not been developed so far which was supposed to be ready right after 28.7.2021 syndicate meeting for approval. (Reference letter issued by registrar vide their letter No. MNS-UAM/RO-09/202.

1.3   RECOMMENDATIONS:

1.3.1   Formulation of a committee is needed to address the above mentioned deficiencies from point no. 1.1 to 1.6 in which presence of all the relevant stakeholders particularly involvement of director QEC may be ensured.

Dr. M. Ayub Alvi   Dr. Framan Ullah   Dr. Imran Rashid   Dr. Ghulam Nabi

2. Standard: **PLANNING AND EVALUATION**

2.1 **BEST PRACTICE(S):**

The university has tried its best to make long term planning and conducted significant statutory bodies meeting in large.

2.2 **FINDINGS:**

2.2.1 The University has mentioned Executive Committee and Campus Construction Committee (CCC) in informal planning, and showed regular meetings but couldn't provide it's any approved SOPs in this regard. Moreover, approval /notification of CCC was not provided.

2.2.2 Life Cycle Management plan for the university infrastructure was not provided / developed by the university.

2.3 **RECOMMENDATIONS:**

2.3.1 In order to address 2.2 query the registrar office may regulate this and 2.5 needs to be addressed though director planning and development.

| Dr. M. Ayub Alvi | Dr. Framan Ullah | Dr. Imran Rashid | Dr. Ghulam Nabi |

3 Standard: ORGANIZATION AND GOVERNANCE

3.1 BEST PRACTICE(S):

3.1.1 The good thing for this university is that it has a hardworking team under a dynamic headship overall striving for effective governance.

3.2   FINDINGS:

3.2.1   Meetings of the statutory bodies needs to be scheduled regularly and clearly stated/approved by the syndicate. Academic council meeting has been conducted once in a year which is insufficient.

3.2.2   The Syndicate and other statutory bodies minutes needs to be notified which is not in most of the cases particularly composition of the statutory bodies according to the act.

3.2.3   Organizational Chart has not been approved by any statutory body.

3.2.4   The university has not chalked out conflict of interest and IPR policy. Moreover no evidence was noted regarding adoption of Cyber policy of the government.

3.3   RECOMMENDATIONS:

3.3.1   The registrar office may address all above mentioned observations of standard 3 through a competent committee.

| Dr. M. Ayub Alvi | Dr. Framan Ullah | Dr. Imran Rashid | Dr. Ghulam Nabi |

4. Standard: INTEGRITY

4.1   BEST PRACTICE(S):

4.1.1   It is appreciable that despite being a new University, it has adopted provisions of the act and constituted statutory bodies in accordance with act and statutes.

4.2   FINDINGS:

4.2.1   The general grievances committee is adhered, but specific grievances committee of Students, Faculty and Staff and no prescribed complaint form exists, and no logs have been maintained.

4.2.2   The harassment committee is not comprised of proper structure and the named as inquiry committee with rights to investigate Sexual harassment.

4.2.3   The research monitoring ethical standards of operating does not exists.

4.2.4   The plagiarism policy has been framed by the university. However, it is difficulty for the Faculty members to check their research papers and projects before submission.

4.2.5   The resources for checking the similarity index for MS/PhD students are available via QEC source with single working account. However, **"TURNITIN"** administrative account does not exist which is not provided by the HEC, section deals with Turnitin.

4.2.6   The conflict of interest policy is verbally communicated and does not exist in black and white.

4.3   RECOMMANDATIONS:

4.3.1   The separate grievances committees for Students, Faculty and Staff is required to be constituted and procedure/policy to address the grievances.

4.3.2   The "Sexual Harassment Committee" may renamed as Harassment Committee and its composition required with Hostel Warden (female) Concern Department teacher (female), Concern head of department, Senior Faculty, DSA and Registrar Office.

4.3.3   The research monitoring standards are required to be formed and its standard operating procedures.

4.3.4   The administrative "TURNITIN" account is the prime need of the university and QEC required to resolve it on priority and HEC should facilitate with this challenge faced by the young and dynamic researchers of the university.

4.3.4   Conflict of interest policy is required to be framed and approved by statutory bodies in consultation with concern departments.
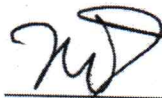
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5. Standard: **FACULTY**:
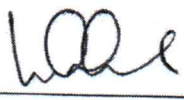
5.1 **BEST PRACTICE(S)**

1. Faculty appointment / recruitment procedure is followed in true letter and spirit.
2. Good enough number of faculty is present to run the institute. Most Faculty members are PhD and eager to deliver
3. Despite some short coming and issues in system, the Faculty members are zealous and are contributing to the common cause and performing well to compete with sister universities
4. Most senior faculty are having Research Projects
5. The Number of IF publication is great and highly commendable
6. Services to the community is not understood properly
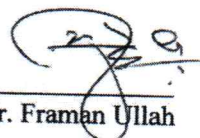
5.2 **FINDINGS**

1. Some lecturers, Despite having PhD degree, are still working as Lecturer
2. All most all Assistants Professor are on TTS
3. In service training for faculty is not part of the activities of the faculty building process
4. Teachers evaluation procedure
5. Most Research publication claimed by the faculty where published when they were not employee of the University.

5.3 **RECOMMENDATIONS**

1. Faculty members having PhD may be compensated / appointed in the next grade as soon as possible.
2. Young faculty Training Programs shall be initiated / must be in vogue
3. Teachers evaluation is procedure needs to be updated, transparent and must be used for reward.
4. Faculty members are be given training in writing and revising Syllabus
5. The university must device a mechanism to send outstanding faculty members abroad to further their education
6. Faculty satisfaction mechanism should made part of regular activities

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6. Standard: STUDENTS

6.1   BEST PRACTICE(S):

6.1.1   The university seems to be expanding at a fast pace, which is good keeping in view the rapid increase in demand for university education in South Punjab. Moreover, parents are more comfortable sending their daughters to a university close to their homes.

6.1.2   The University has young, energetic and enthusiastic pool of students. The faculty is mostly young and enthusiastic and determined to make this university a reputable one.

6.2   FINDINGS:

6.2.1   The department of Computer Science offers three under graduate programs; namely BS (Computer Science), BS (Information Technology) and BS (Data Science). On the website of the university (www.mnsuam.edu.pk/index.php/accreditation), it is stated that zero visit of BS (CS) took place in 2018 and as a consequence the batch admitted in 2014 was accredited. The department did not apply for accreditation for BS (CS) batches admitted after 2015. BS (IT) program was started in 2014, but so far request for its accreditation has never been submitted. In addition, BS (Data Science) was started in 2021 without seeking permission form NCEAC. Such non-compliance with HEC regulations is likely to lead to debarment from getting scholarships from HEC to study abroad. Moreover employment in certain government departments (defense related) may also be denied to graduates, whose batch was not accredited. The intake was increased from 100 in 2020 to 200 in 2021, without seeking "Change of Scope" from NCEAC.
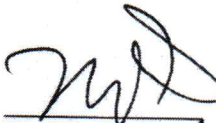
It was also noted that the number of credit hours for BS (CS) and BS(IT) were more than the number recommended by NCEAC.

6.2.2   Prospectuses for the year 2020-21, and 2021-22 were not available in hard copy form.

6.2.3   Proof of departmental advisors/coordinators of respective departments were not provided.

6.2.4   No proof of revision of students' guidelines was provided.

6.2.5   Approval of Admission Policies and student's guidelines were not provided

6.2.6   Amount of scholarships/financial aid given from institutional funds for last three years were not provided.

6.2.7   Increase in the number of students should be complemented by matching increase in faculty and other supporting resources. While the supporting resources may have been provided, but the number of faculty seems to be inadequate. This mismatch has resulted in much higher workload (up to 17 credit hours in a semester) on the faculty members of the Department of Computer Science.

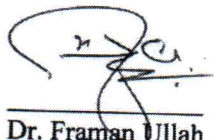|			
Dr. M. Ayub Alvi	Dr. Framan Ullah	Dr. Imran Rashid	Dr. Ghulam Nabi

6.3   RECOMMENDATIONS:

6.3.1   The total number of students in the university are stated to be around 5,000, while the number of faculty members are around 125, leading to students to faculty ratio of 40:1. This ratio is much higher than the recommended figure of 20:1. The additional course load is being managed by overloading the available faculty by assigning them 13 to 17 credit hours in a semester, compared with a norm of 9-12 credit hours. If that was not enough, many faculty members are assigned additional administrative and academic responsibilities.

6.3.2   MNSUAM Website has a portal for students to submit complaints, feedback and suggestions for improvement. However, when tried to access that a warning (Deceptive site ahead) was displayed. This happened on a few other links on the website as well.

6.3.3   The University does not provide opportunities to the public to give feedback to the university.

6.3.4   The number of students in department of Computer Science is more than 700, whereas the number of faculty is seven. The students to teacher ratio is 100:1, which is unacceptably high and needs immediate steps to fix this problem.

6.3.5   Students Handbook should be published and should be given to each students at the time of admission.

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7. INSTITUTIONAL RESOURCES

Commendation

1. Budget preparation is a regular exercise.
2. Purchase committee is present and procedures are followed
3. Hiring, firing and evaluation process is in place

Findings

1. With the exception of Deans/Senior Faculty members, Mid level and junior faculty are not involved in the budget preparation
2. SOP for resource allocation is not present/ not provided
3. The use of digital library is not up to the mark
4. Most administrative positions are vacant
5. The current space of library may not be sufficient in the near futures are the enrolment has gone up exponentially
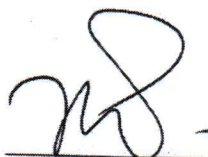
Recommendations

1. Faculty must be involved in budget preparation. They will given good feedback. Also they would learn from senior

2. If all Administration positions are filled at once, might create financial complications

3. Students must be encouraged to use / avail the digital library/ facilities provided by HEC.

4. SOP for resource allocation may be developed

5. Space for the library may be needed

6. The University has to move toward digital book facilities like "Candle"

Dr. M. Ayub Alvi   Dr. Framan Ullah   Dr. Imran Rashid   Dr. Ghulam Nabi

8. Standard: INTEGRITY

8.1   BEST PRACTICE(S):

8.1.1   Concerned Departments/Institute design courses/schemes of studies of undergraduate and postgraduate programs in the light of HEC guidelines and schemes of studies are discussed in the Board of Studies, Board of Faculty, the courses are approved from Academic Council and Syndicate of the University. The Faculty of Veterinary and Animal Sciences took effective measures for the improvement and strengthening the Faculty and same by some other Departments.

8.2   FINDINGS:

8.2.1   The schemes and respective departments are approved; however, the degree is awarded in the sub section of the departments which are neither created nor notified. Specifically, in the department of Soil and Environmental Sciences two degrees are awarded, however only one department and a single title of the degree is approved by the syndicate but admissions in two departments separately.

8.2.1   The Faculty of Veterinary and Animal Sciences created the department of Pathobiology, but admissions are not carried with the same title of the departments likewise microbiology and Animal Sciences.

8.3   RECOMMANDATIONS:

8.3.1   The Specific Departments of Microbiology and Animal Sciences awarding separate degrees and need to create separate departments as soon as possible to avoid any inconvenience to the students.

Department of Environmental and Soil Sciences awarding two separate degrees in soil science and environment required to create separate department or convert it into institute as soon as possible to avoid any inconvenience to the students.

| Dr. M. Ayub Alvi | Dr. Framan Ullah | Dr. Imran Rashid | Dr. Ghulam Nabi |

9. Standard: PUBLIC DISCLOSURE AND TRANSPARENCY

9.1 BEST PRACTICE(S):

9.1.1 The University seems to have a reasonable website, which disseminates a reasonable amount of information to the current as well as prospective students.
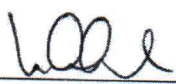
9.2 FINDINGS:

9.2.1 The web link to Online Systems-->Complaint Portal issues a security warning suggesting the user to back off. Hence it is dangerous to enter a complaint, feedback or suggestion for improvement.

9.2.2 It seems that the university does not have a mechanism to receive formal feedback from public.

9.2.3 In response to question no. 6 (under standard 9), it is stated that results are declared at the end of semester. However, a look at the file of a PhD student, it was noted that no such transcript was issued to that students upon passing the PhD coursework. There was one handwritten document, issued by the University stating the course title and marks obtained.

9.2.4 University's response to Q.no.6 states that "Final Transcripts are issued to the students at the end of each academic year at student's request, indicating CGPA, percentage and marks obtained. Complete result at undergraduate level is declared at the end of each semester, while at postgraduate level, it is declared on 1st and 16th of each month.

Issuing Transcripts at student's request seems very odd, as it is the right of students to receive Result/Interim Transcript at the end of each semester. Moreover, declaration of result at postgraduate level on 1st and 16th of each month is incomprehensible.

9.3 RECOMMENDATIONS:

9.3.1 It would be better if the university website also provides a platform to connect alumni, prospective employers, and internship providers.

9.3.2 Every student has the right to receive an interim transcript (stating progress to-date) at the end of every semester.

9.3.3 The university website should provide a link to help students get up-to-date information about their academic progress (view attendance, marks in tests/ assignments, GPA, etc.).

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10. Assessment & Quality Assurance

COMMENDATION

1. Self assessment process is in place
2. QEC is established and coddle formalities are fulfilled
3. SAR, AT and Rubrics are prepared in time for almost all departments
4. Involvement / easy accessibility of the VC with most faculty is highly commendable as most thing /issues are addressed instantaneously

FINDINGS

1. Most Staff at QEC are on additional charges
2. Internal IPE was not carried out
3. No report / notification was shared regarding compliance / action taken on SAR
4. Some programs are not accredited
5. awareness of the students, faculty and staff regarding quality assurance is weak
6. Budget allocation for QES and utilization was not shared

RECOMMENDATIONS

1. For stability at the QA process, some staff at assistant / Deputy Director must be appointed on permanent bases.
2. All programs must be accredited with the concerned council
3. Students satisfaction and graduating students proforma must be filled and corrective measures shall be adopted
4. Regular Awareness Programs must be arranged for students, faculty and staff regarding quality assurance
5. Feedback received from various QA reports must be incorporated in the Future Planning
6. To keep the QEC vibrant , sufficient budget allocation may be made to carry out all the necessary activities and task in time

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11. Standard: STUDENT SUPPORT SERVICES

11.1 BEST PRACTICE(S):

11.1.1 The University provides a range of extra-curricular activities to its students. The University have vast grounds, which can be used for academic as well as recreational activities. University has many societies for students to pursue their extra-curricular interests.
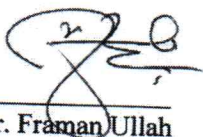
11.2 FINDINGS:

11.2.1 The Career Development Center and Placement Bureau is managed by a faculty member as additional charge. Two faculty members are given additional charge, without any incentive. Such treatment to an important office is unlikely to produce meaningful results. No budget is allocated for this office.

11.2.3 Year-wise summary of the financial aid/scholarships awarded to students in the last three years was not provided. The SFAO (Student Financial Aid Office) claims to have twelve sources of financial aid/scholarships for students. However, summary of such financial assistance stating the number of beneficiaries and the amount disbursed was not provided for the last three years.

11.3 RECOMMENDATIONS:

11.3.1 The University should establish Student Placement/ Career Counseling Office with its dedicated and trained staff. This office should liaise with surrounding industry to help students find summer internships and also help them with job placements. Moreover, this office should arrange lectures/talks by industry practitioners on the recent trend and industry expectation from the graduates.

11.3.2 Submission of an affidavit (on a Rs 20 Stamp Paper) by every recipient of financial aid seems an unnecessary expense and hassle for the student. A simple declaration at the bottom of application form should suffice.

11.3.3 Multan is a hot place, and the students park their (hundreds of) motorcycles in open area and on soft ground. Parking arrangements for motorcycles under shade and on hard ground is needed. The shade may be provided by Solar Panels, as they also generate electricity.

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GENERAL OBSERVATIONS

A. SUPPORT FROM HEC

The management of MNS University of Agriculture, Multan informed the IPE panel that financial support from HEC for development of facilities (for example Library, etc.) have not been provided.

The University is providing great service to local youth, and must be supported. It is a public sector university and therefore necessary and justified financial support to its infrastructure and other projects should be provided.

B. FACULTY APPOINTMENTS

Nearly all administrative and support services are managed by faculty members as additional charge. This helps faculty members to understand the overall operations of university, and to improve it from their point of view and needs. This policy of additional charge also reduces the friction found in most universities between faculty members and the non-academic management staff. If that was not enough, it also substantially reduces the cost associated with these offices.

All Lecturers and Associate Professors in this university are appointed under BPS system. On the other hand, all Assistant Professors are appointed on TTS (Tenure Track System). Therefore, the university has a few lecturers having earned PhD degree, but are stuck at Lecturer position, as they do not wish to appointed under TTS, and are happy (for the time being) in BPS system. They find working in BPS as secure, and under TTS as insecure.

The faculty members, who are given additional charge are not given relief in their academic workload. Some of them have informed that they also do not get any financial incentive to take on the additional responsibility. This affects the dedication and devotion of such departmental heads.

C. COMPUTERIZATION OF ACADEMIC RECORDS

The University, although about eight years old, has very little use of IT in its offices. For example, under semester system, the role of Controller of Examinations requires heavy use of IT system (often referred to as Campus Management System). Examinations are conducted by the teacher and grades are assigned by the faculty member/department. Once grades have been finalized, they need to be uploaded to the Computer of the Central Academic Office. Each student ought to be given access to view his/her up-to-date academic progress. Interim Transcripts should be given to each student by the Departmental Academic Office. Manually filled forms should be replaced by information printed from the Campus Management System, thus doing away with unnecessary steps of manual verification of students' academic information, and the associated waste of time.

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D. ACCREDITATION by NCEAC

MNSAUM has not sought accreditation of its Computing programs by NCEAC (National Computing Education Accreditation Council), even though it has three different Bachelor degree programs offered by its department of Computer Science. The total students in this department is about 800. Non-accreditation may lead to problems for its computing graduates, if they apply for HEC scholarships or seek government employment.

It is suggested to take up this matter with due urgency.

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