

**MUHAMMAD NAWAZ SHAREEF UNIVERSITY OF AGRICULTURE
MULTAN, PAKISTAN**

**SELF REVIEW OF INSTITUTIONAL PERFORMANCE &
ENHANCEMENT (RIPE) REPORT, 2025-26**

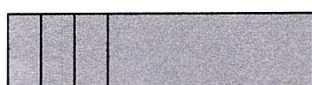
Reviewers:

- Dr. Syed Farhan Gillani, Director, QEC, University of Southern Punjab, Multan Pakistan.
- Prof. Dr. Irfan Ahmad Baig, Dean, Faculty of Social Sciences and Humanities, Muhammad Nawaz Shareef University of Agriculture, Multan.
- Prof. Dr. Salman Qadri, Director, Institute of Computing, Muhammad Nawaz Shareef University of Agriculture, Multan.

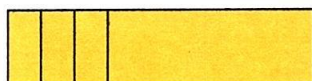
Declaration:

We hereby declare that we have reviewed Muhammad Nawaz Shareef University of Agriculture Multan Pakistan against the given sixteen standards as per policies and TORs under RIPE, upholding the integrity of the peer review process, beyond any personal or professional competing interest and prejudice.

LEGENDS



= SIR (Significant Improvement Required)



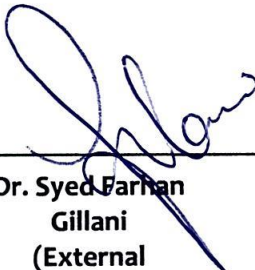
= AIR (Adequate Improvement Required)

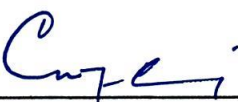


= Progressive/LIR (Limited Improvement Required)



= Effective/EIR (Effective Improvement Retained)


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INTRODUCTION

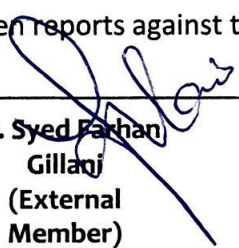
The Self-Review of Institutional performance & Enhancement (RIPE for IQA) was carried out on April 20-22, 2026 under revised Pakistan Precepts, Standards and Guidelines for Quality Assurance in Higher Education (PSG-2023). Institutional Performance and Enhancement Report (IPER) encompasses sixteen standards to evaluate an HEI's performance. These are:

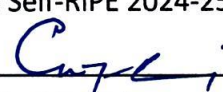
- Standard 1: Vision, Mission, Goals and Strategic Planning
- Standard 2: Governance, Leadership and Organization
- Standard 3: Institutional Resources and Planning
- Standard 4: Audit and Finance
- Standard 5: Affiliated Colleges/Institutions
- Standard 6: Internationalization of Higher Education and Global Engagement
- Standard 7: Faculty Recruitment, Development and Support Services
- Standard 8: Academic Programs and Curricula
- Standard 9: Admission, Progression, Assessment, and Certification
- Standard 10: Student Support Services
- Standard 11: Impactful Teaching and Learning and Community Engagement
- Standard 12: Research, Innovation, Entrepreneurship and Industrial Linkage
- Standard 13: Fairness and Integrity
- Standard 14: Public Information and Transparency
- Standard 15: Institutional Effectiveness, Quality Assurance and Enhancement
- Standard 16: CQI and Cyclical External Quality Assurance

The judgment framework of RIPE defines four levels - Effective, Progressive, Ineffective, and Unclassified - for categorizing HEIs based on their performance against these standards. Following is assessed to determine the category level of an HEI.

- i. Policies exist against each requirement of all standards
- ii. Policies are developed through consultative mechanisms
- iii. Policies are approved through provided statutory processes
- iv. Policies are widely disseminated among all relevant stakeholders
- v. Policies are implemented through effective arrangements/engagements

Prior to the RIPE committee visit, the University provided Institutional Performance and Enhancement Report (IPER) which was prepared based on the guidelines provided by the HEC under revised QA framework. This included a series of answers to the questions related to each of the sixteen standards. A compliance Implementation Plan (CIP) along with Actions Taken reports against the findings of the Self-RIPE 2024-25 was presented to the committee.


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It was observed that almost all the observations have been addressed except a few of them were addressed partially.

During the visit to the University the RIPE committee physically examined the infrastructural facilities, acquainted itself with the institutional resources and held discussions with the faculty members, administrative officials and students. The prepared IPER facilitated the job of the Review Panel to a good extent.

EXECUTIVE SUMMARY

The Self-Review and Institutional Performance Evaluation 2025-26 (RIPE for IQA) of Muhammad Nawaz Shareef University of Agriculture, Multan was conducted on April 20–22, 2026 to assess the University's academic quality, research productivity, governance, infrastructure, and institutional progress.

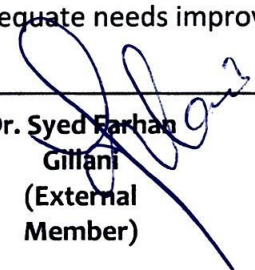
Established in 2012, MNSUAM has rapidly emerged as a leading agricultural university in Pakistan, offering 64 undergraduate and graduate programs in Agriculture, Veterinary Sciences, Computer Sciences, Data Science, Agricultural Engineering and other related disciplines. The review acknowledged the University's strong infrastructure including modern academic facilities, hi-tech laboratories, hostels, and 500 acres of agricultural research farms.

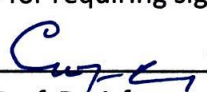
The evaluation highlighted major strengths including purpose-built campus, qualified faculty, significant research funding, international collaborations, industry linkages, and innovative research initiatives in sustainable agriculture and technology. The University's growing national and international recognition through QS, UI GreenMetric, and Times Higher Education rankings was also appreciated.

The review identified areas for further improvement, including strengthening postgraduate supervision, expanding commercialization and digital governance systems, enhancing internationalization, and improving student support facilities.

Overall, the Self-RIPE concluded that MNSUAM is a dynamic and progressive institution with strong potential to become a regional centre of excellence in agricultural education, research, innovation, and community service.

All observations for each expected outcome indicator standard wise highlighted using a colour scheme provided in the legends: Green for excellent, Blue for progressive, Yellow for adequate needs improvement, and Grey for requiring significant improvement.


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Sr. No.	Standards	Grading	Root Cause Analysis (RCA) / recommend Actions to resolve the concern/ issue as immediate resolutions / recommend Preventive actions as part of the CQI
1	Vision, Mission, Goals and Strategic Planning		Strategic Plan (2025–2030) needs to be aligned with updated Vision/Mission. Mid-term and long-term goals must reflect MNSUAM's new directions. Action: Finalize and disseminate updated Strategic Plan. CQI: Establish review mechanism.
2	Governance, Leadership and Organization		Institutional organogram and sufficient policy structure exists. Dropout data not analysed. SDGs are integrated in to curriculum. Action: Draft R&D policy CQI: Annual leadership development plan and governance audit.
3	Institutional Resources and Planning		Lack of infrastructure audit and missing ICT policy. Action: Prepare and approve ICT policy and campus infrastructure report. CQI: Annual review of resource adequacy and ICT up gradation.
4	Audit and Finance		Financial operations are functional, transparent, and digitalized but lack analytics. Action: Enhance analytics with greater follow up of financial planning and execution. CQI: Conduct annual financial risk assessments and training.
5	Affiliated Colleges/Institutions		Not applicable in current context.
6	Internationalization of Higher Education and Global Engagement		No MOOCs policy in place. Action: Draft and implement MOOCs policy. CQI: Annual global partnership audit and expansion plan.
7	Faculty Recruitment, Development and Support Services		CPD activities are not systematic. Action: Develop training calendar and implement. CQI: Annual CPD evaluation and faculty satisfaction survey.
8	Academic Programs and Curricula		No mechanism for collecting structured feedback on student support/facilities. Action: Conduct and analyse Student Support and Facilities Feedback annually. CQI: Integrate student suggestions in curriculum review.
9	Admission, Progression, Assessment, and Certification		OK
10	Student Support		Comprehensive student support services, including the

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	Services		Student Financial Aid Office, Career Development Centre, Psychological Counselling, and Disability Support are available. Student council is constituted for student engagement in decision making process. Extensive network of clubs and societies exists. Student support portal is available. Action: Redesign student support policy with roles, SOPs, and feedback. CQI: Introduce e-helpdesk and satisfaction surveys.
11	Impactful Teaching and Learning and Community Engagement		Teaching Methodology should be improved by providing Faculty Development Programme (FDP) particularly OBE trainings, missing administrative feedback. Community engagement initiatives are in place. Action: Launch guest portal; initiate administrative staff feedback. CQI: Plan SDG-linked outreach programs and integrate T&L innovations
12	Research, Innovation, Entrepreneurship and Industrial Linkage		ORIC is doing very well Action: Industrial linkages are active yet there is need to expand and maintain a comprehensive database. Upload strategic plan. CQI: Create annual R&I roadmap with industrial partners. Projects R&D should deliver products, patents and services.
13	Fairness and Integrity		Fairness, integrity, and transparency are core operational and ethical values. Decisions are made after due diligence with active involvement of all stakeholders at different forums. Policies exist on conflict of interest, intellectual property framework and SOPs for hiring staff in research projects. Action: Ensure complete documentation of integrity practices; integrate HR compliance. CQI: Annual staff ethics training and anonymous reporting system.
14	Public Information and Transparency		Alumni engagement, employment data. Action: Collect and publish employment stats. CQI: Periodic alumni feedback and digital engagement.
15	Institutional Effectiveness, Quality Assurance and Enhancement		QEC is performing well but innovatively best practices such as automation and analytics can be introduced. Action: Introduce benchmarking, share good practices with stakeholders. CQI: Periodic peer review and external audits.
16	CQI and Cyclical External Quality Assurance		Proper documentation on follow-up actions from external evaluations is available. Action: Track and compile improvements made as a consequence of CQI efforts.

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			CQI: Set annual CQI review calendar with department-level CQI reports
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Judgment & Category Assigned							
Consolidated Review Score	Number of Standard in each category	Grey	Yellow	Blue	Green	Total	Judgment
		0					LIR/progressive
			4,10,11				
				1,6,13,14			
					2,3,7,8,9,12,15,16		
	Total	0	3	4	8	15	
	Percentage	0.00	20.00	26.67	53.33	100	

CONCLUSION:

Based on the above report and discussions, the following conclusion is submitted:

Overall, the University has tremendous potential to achieve higher levels of academic and research excellence. With significant enrolment and a strong team of regular faculty, administrative, and support staff, the University shows substantial academic outreach and valuable regional contributions. To continue its progress toward excellence, and institutional sustainability, the University should focus on the key areas outlined in the Observations/Corrective Action section of this Institutional Performance Evaluation Report.

Observations and Recommendations

Academic Council

- During the academic year **2024–25**, Academic Council meetings were not conducted in accordance with the University Act.
- Minutes of the **28th BASR meeting** have not yet been distributed.

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- Under **Standard 4**, the Audit Report for the year **2024–25** is missing.

Deans' and Chairpersons' Meeting

Teaching and Faculty Development

- Teaching methodologies should be improved through regular faculty training programs, particularly in:
 - Mental wellbeing
 - Peer counselling
 - Student engagement techniques
- A **bi-annual training calendar** should be developed and implemented.
- Faculty members should be trained in:
 - Project development
 - Research grant writing
 - Funding arrangement and management

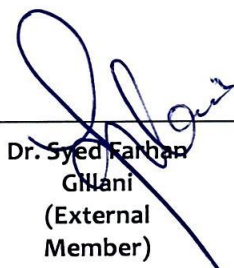
Infrastructure and Facilities

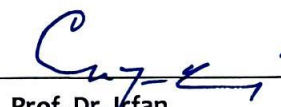
- Internet connectivity remains a major challenge affecting effective use of the Learning Management System (LMS).
- Study tours should be arranged to enhance students' practical exposure and experiential learning.
- A **live kitchen facility** should be made available for faculty and practical training purposes.
- Parking sheds and day-care centre facilities are inadequate and need improvement.
- Faculty portal access (FIS) is unavailable for many faculty members.
- There is a lack of a dispensary and availability of a doctor on campus.

Students' Meeting

Student Facilities and Support

- Extra-curricular activities should be increased to enhance student engagement and personality development.
- Smart classroom infrastructure should be developed and upgraded.
- There is a shortage of water dispensers; these should be available on every floor.
- Cafeterias lack shaded areas and sufficient seating capacity.
- Additional trash bins should be installed across the campus to improve cleanliness and waste management.


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