Implementation Plan- Bachelor of Business Administration

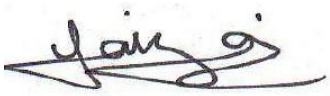
Accreditation/Regulatory Body: **HEC** Date of Audit: **February 27, 2025**

Composition of Assessment Team

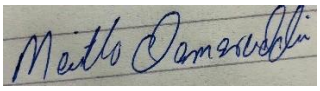
- Dr. Faiza Ali – Associate Professor / Associate Dean — Convener
  Lahore University of Management Sciences (LUMS)
- Dr. Qamar Uddin Maitlo – Assistant Professor — Member
  Institute of Business Administration (IBA) Sukkur
- Dr. Shoaib Irshad - Director QEC NU — Coordinator

#	AT Findings	Corrective Actions	Action by	Deadline
1	*QEC level* 1. PEO3 seems to be missing in many courses. 2. More focus is on PEO1 while PEO2 is relatively ignores. We think it is important to incorporate PEO3 in all courses. 3. Establishment of resources centers such as Math and English can be helpful to improve the overall performance	• This that can be easily incorporated through guest lectures and updating outline of the courses. • Add more activities related to PEO3 • First, the relevant resources need to be identified	• DBS	Oct 2025
2	*Faculty level* 1. Faculty should not be provided with enough flexibility to focus on their research 2. Clear research policy is needed where faculty is provided financial and CU reductions rewards for publishing 3. Department needs to have a clear teaching load policy in place 4. More female faculty members should be hired	• Faculty should not be required to be on campus from 9-5. • Faculty should be provided funding to attend at least one local conference of their interest.	2.1 – DBS 2.2 – ORIC 2.3 – Registrar 2.4 – DBS/HR 2.5 – DBS	2.1 July 2025 2.2 Oct 2025 2.3 Oct 2025 2.4 Upcoming Hiring 2.5 July 2025

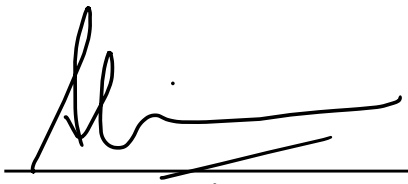
	given female students representation at DBS 5. Overall budget is low and there should be sperate research budget based on school/s limited needs.			
3	*Student level* 1. Health facilities can be improved 2. Need to hire faculty related to the specialized area 3. Student exchange program with other local universities 4. Department based Alumni center may be established which has direct link with the university Alumic entre for better communication and clear objectives based on school's interest	• survey of student facilities focused on the pointers identified	3.1 – Admin/HR 3.2 – DBS/HR 3.3 – DBS 3.4 – DBS/Alumni Center	3.1 Oct 2025 3.2 Upcoming Hiring 3.3 Oct 2025 3.4 Oct 2025



Convener: **Dr Faiza Ali**



Member: Dr Qamaruddin



Coordinator

Implementation Plan- Bachelor of Mathematics (BS Maths)

Accreditation/Regulatory Body: **HEC** Date of Audit: **February 24, 2025**

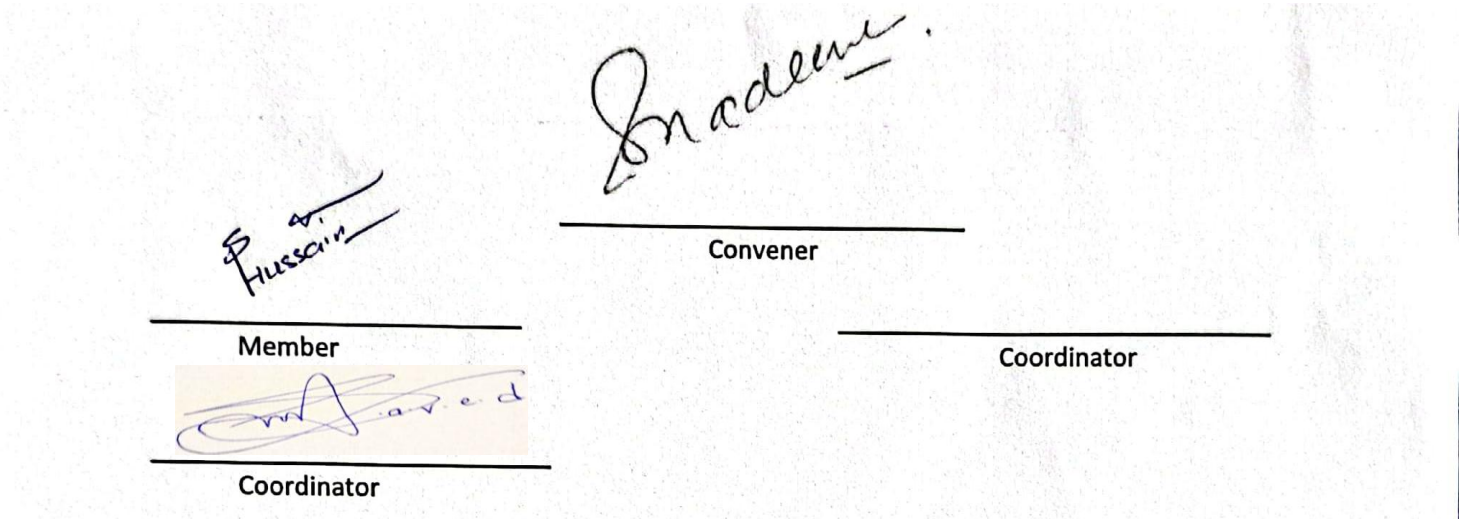
Composition of Assessment Team

- Dr. Sohail Nadeem S.I, T.I – Professor (Tenured) Convener
  Quaid-e- Azam University Islamabad
- Dr. Saqib Hussain – Professor (Tenured) Member
  COMSATS Abbottabad Campus
- Dr. Shoaib Irshad - Director QEC NU Coordinator
- Mr. Muddassar Javed- Manager QEC NU Coordinator

#	AT Findings	Corrective Actions	Action by	Deadline
1.	The course outline for Ordinary Differential Equations (ODEs) would benefit from expansion to include Series Solutions, with a specific focus on Power Series Solutions. Additionally, the content on Laplace Transforms would be more appropriately placed within the Partial Differential Equations (PDEs) course outline.	Updates in ODE and PDE courses	HOD	October, 2025
2.	Elective courses related to computing and physics, currently listed under CSC or PHY codes, may be more appropriately categorized as allied interdisciplinary courses or offered under MTH codes to better reflect their mathematical relevance.	Revision of the list/codes of elective courses related to Computing and Physics	HOD	October, 2025
3.	The general education courses are not currently scheduled for completion within the first four semesters, which may delay students' focus on specialized mathematical subjects in later semesters	Revise the curriculum to ensure that all general education courses are completed within the first four semesters.	HDD	October, 2025
4.	The course load in the 5th semester appears unbalanced between pure and applied mathematics.	Rebalance the course offerings in the 5th semester	HOD	October, 2025
5.	Courses related to Data Science and Computing have been added to the curriculum to better equip students with relevant skills, aiming to enhance	Satisfied	N/A	N/A

	their employability in the current job market			
6.	Course folders are maintained properly	Satisfied	N/A	N/A
7.	The BS Mathematics program benefits from qualified faculty. However, there is an increasing need to expand faculty expertise in the specialized field of Data Science to further strengthen the program's offerings.	Recruit additional faculty with specialization in Data Science to enhance the program's depth in this rapidly evolving field.	HOD/HR	October, 2025
8.	Students report high satisfaction with the quality of teaching and support	Satisfied	N/A	N/A
9.	Employer and Alumni feedback has been documented properly.	Satisfied	N/A	N/A
10.	The employment rate of the graduating batch is notably high compared to other institutions	Continue to strengthen industry connections and career support services to maintain and further improve the employment rate.	Placement Office	October, 2025
11.	Faculty members are actively engaged in research, with over 100 articles published in 2024.	Satisfied	N/A	N/A
12.	Notably, department arranges the national and international research seminars on regular basis.	Satisfied	N/A	N/A
13.	Participation of department in community services (STEAM, NAT test preparation) is appreciable.	Satisfied	N/A	N/A
14.	The university currently lacks a formal "Cut-Off Degree Policy" that would allow students to exit the program after completing two years of study	Develop and implement a "Cut-Off Degree Policy" that permits students to exit the program after completing two years, awarding them a certificate of completion for the two-year duration.	Registrar Office	October, 2025
15.	Addition of recent books related to applied mathematics is recommended.	Addition of books in library.	HOD/Librarian	October, 2025
16.	There is a need for improvement in the mess facilities to ensure a better dining experience for students and staff.	Upgrade the mess facilities to improve food quality, hygiene, and overall service.	Administration	October, 2025
17.	There is a need for separate faculty offices to provide faculty members with dedicated, quiet spaces for work and meetings.	Arrange for the allocation of separate faculty offices to improve faculty productivity and work environment.	HR/Administration	October, 2025

18.	Female students demanded a separate designated space in the mess hall for female students at Hostel	Create a separate area within the mess hall of residence for female students	Administration	October, 2025



External Review Report as part of PREE (PSG 2023):
Department of Computer Science
Namal University Mianwali

Accreditation/Regulatory Body: **NCEAC** Date of External Review: **April 30, 202**

Composition of Assessment Team

- **Prof. Dr. Rafia Mumtaz** **Convener**

  Associate Dean – NUST
- **Dr. Imran Ashraf** **Member**

  Associate Professor – FAST Islamabad
- **Dr. Shoaib Irshad** **Coordinator/Member**

  Director QEC – Namal University Mianwali

Assessment rubric as per NCEAC:

G	**Good**	(Exceeds compliance requirements)
S	**Satisfactory**	(Compliant)
C	**Concern**	(Complies with room for improvement)
W	**Weakness**	(Partially compliant)
D	**Deficient**	(Not compliant)

Criterion 1 –Program Objectives (POs)

Evaluate the extent to which the program attains the following elements of the criterion.

		Evaluator's Comments	Compliance Level	*Resp*	*Deadline*
a.	The institution has defined program objectives (POs) which are consistent with the vision and mission of the institution.	PEOs are defined and consistent with the vision and mission of the university. Minor improvement: Vision/Mission should be separated	S		
b.	There is a process in place to evaluate the attainment of POs and the institution has set some Key Performance	Yes, the process is in place to evaluate the PO, but there is room to improve the KPIs.	S		

	Indicators (KPIs) for this purpose.				
c.	There is a process in place by which the institution takes steps to review its program considering POs attainment.	Yes, POs are defined, approved, and evaluated via surveys (alumni/employers). However, the timeline should be adjusted to 4 to 5 years rather than 2 to 3 years	C	QEC/HoD CS	Nov 25
d.	There exists a mechanism that involves alumni, faculty, and industry in the formulation and review of POs	There was no formal process presented that clearly outlined the formulation and review of Program Objectives (POs) involving alumni, faculty, or industry. However, it is assumed that the department maintains this data.	C	HoD CS	Nov 25

Criterion 2 – Graduate Attributes (GAs)

		Evaluator's Comments	**Compliance Level**	***Resp***	***Deadline***
a	Graduate Attributes are clearly defined, encompassing attributes outlined in Section D.5 of the Seoul Accord Document. These have been adopted by the institution's relevant statutory body.	Graduate Attributes are clearly defined	G		
b	There is a well-defined process for the periodic review and revision of GAs.	Yes, a well-defined process exists; however, it is recommended to consider using the internship as an indirect measurement of GAs rather than a direct measurement.	S		
c	The institution has mapped its GAs to the POs of the program.	Yes	S		
d	There is a documented process for the assessment and evaluation of GAs	Yes, the process is in place to evaluate the GAs, however, the department has not clearly	S		

	attainment?	specified whether there is an AND or OR relationship between the direct and indirect assessment of GAs.			

Criterion-3: Curriculum and Learning Process

		Evaluator's Comments	Compliance Level	*Resp*	*Deadline*
a.	Curriculum is in compliance with program program-specific HEC curriculum guidelines. It is spread over 8 semesters, covering at least 130 credit hours of coursework. And it: Covers required breadth, depth, and content distribution.	Yes, the internship assessment process exists; however, it is recommended to refine it by removing the grading system and instead using a "Qualifier" and "Non-Qualifier" approach for assessment.	S		
b.	Adequate exposure to Complex Problems(CPs) and design activities	The presentation did not clearly demonstrate, nor was any data provided during the audit, to confirm whether students have adequate exposure to complex problems. However, it is assumed that the department maintains this data.	C	HoD CS	Sep 25
c.	Availability of program-specific, well-equipped labs to supplement theoretical knowledge/ classroom learning.	Yes, the labs are well-equipped; however, it is necessary to include information related to safety within the lab. Additionally, first aid boxes were absent, and exit signs to guide students in case of an emergency were missing.	C	Admin/HoD CS	Aug 25
d.	Lab work and its assessment mechanism supports attainment of the required skills.	It is recommended to maintain at least 14 labs and clearly specify the number of open-ended labs available.	C	HoD CS	Sep 25
e.	Course Learning Outcomes (CLOs) are defined for all courses and are mapped to relevant GAs.	CLOs are defined; however, key elements such as the verb, condition, and standard are missing. It is necessary to refine the CLOs to include these components.	C	HoD CS	Sep 25
f.	Formal involvement of industry in curriculum development / revision.	The Industrial Advisory Board (IAB) exists, so it is assumed that curriculum revisions are discussed with them. However, no evidence or data supporting this was presented during the audit session..	S		

g.	Employment of other aspects (supplementary tools and practices) of student learning such as tutorial system and seminar / workshops, etc. to enhance student learning, in addition to regular classroom interaction and lab experimentation. Minimum expectation is that faculty office hours are announced and adhered to.	Student learning is actively promoted through participation in various forums such as workshops, seminars, industrial visits, and competitions, with significant financial support from the university. Student support structures and participation in competitions are well-documented..	G		
h	Exposure to cooperative learning through a supervised and mandatory internship program with formal feedback from the employer.	As per the HEC UGEP 2023 policy, the internship has been designated as a credit course with a (3+0) structure. Accordingly, during the audit session, it was suggested to revise the assessment criteria by avoiding the traditional grading system for this course and instead adopting qualifier and non-qualifier terms for evaluation.	C	HoD CS	Sep 25
i	Sufficient opportunities to invoke intuitiveness and originality of thought through Problem-Based Learning (PBL), Design Projects, and Open-Ended labs.	Improvement is needed in this area. The open-ended labs should be clearly and explicitly defined. Additionally, the department must identify courses where complex problems should be incorporated. It is also necessary to maintain separate folders specifically for these complex problems.	C	HoD CS	Sep 25
j	Assessment of various learning outcomes (GAs/CLOs) employing appropriate direct/indirect methods.	The processes are established; however, clarity is needed regarding whether the relationship between direct and indirect assessment of GAs is AND or OR. Furthermore, the CLOs should be refined as previously discussed to improve the quality of assessments by better aligning them with taxonomy levels. Greater emphasis is also required on assessing the psychomotor domain. Overall, the curriculum should aim for a distribution of approximately 70-75% cognitive, 10% psychomotor, and 10-15% affective domain coverage.	C	HoD CS	Aug 25

k	Final Year Design projects (FYDP) include complex problems and design of systems, components or processes integrating core areas and meeting specified religious, cultural and societal aspects.	It is impressive to see that all Final Year Design Projects (FYDPs) are industry-driven, demonstrating a strong connection between the industry and the university.	G		
l.	FYDP project deliverables and the reports are graded according to well-defined mechanism.	The FYDP assessment mechanism is established and well-documented.	G		

Criterion-4: Students

		Evaluator's Comments	Compliance Level	*Resp*	*Deadline*
a	Admission Criteria meets / exceeds minimum eligibility criteria prescribed by NCEAC Regulations.	The university follows the admission criteria laid out by NCEAC	G		
b	Annual intake is in-line with the maximum intake allowed by NCEAC.	Student intake is beyond the NCEAC approval, which is a serious concern. It is advised to regularize the intake before the next accreditation visit.	W	HoD CS/ Admission Team	Aug 25
c	Well documented policy on transfer of students only from other accredited program restricting transfer of less than 50% of credit hours required for the degree.	No such policy was presented during the audit session, and it is assumed that the department maintains this data.	C	Registrar office	Sep 25
d	Availability of designated student counselors to advise / counsel students regarding academic / career matters and provide assistance in managing their health, financial, stress, emotional and spiritual	The student counseling system and facility are in place	G		

	problems.				
e	Manageable class-size (maximum of 50 for theory classes) and lab groups (2-3 students per workstation for hands-on type experiments, larger groups may be manageable for demonstration type)	Compliant	G		
f	Manageable semester academic load (i.e. 15- 18 credit hours on the average)	Compliant	G		
g	Completion of courses as evident from course-files and through student feedback	No such files and folders are presented during the audit session, and it is assumed that the department maintains this data.	C	HoD CS/QEC	Sep 25
h	Students' participation in national / international engineering exhibitions and / or competitions, and facilitation by program for such participations	Student learning is actively supported through participation in various forums, including workshops, seminars, industrial visits, and competitions, with substantial financial backing from the university. The university has well-documented student support structures and facilitates participation in competitions.	G		
i	Quality of process to evaluate student performance and suggest/take corrective measures	The process exists; however, there is a need to clearly outline the procedure for issuing a letter of advice or warning to students, as well as specifying the departmental actions to be taken if the Graduate Attributes are not attained at the end of the 8 semesters.	C	HoD CS	Aug 25
j	How the program is inculcating community services	The process is in place, and community services are well documented.	G		

Criterion-5: Faculty and Support Staff

		Evaluator's Comments	**Compliance Level**	***Resp***	***Deadline***
a	Faculty Strength as per NCEAC guidelines.	Compliant	S		

b	Balanced qualified faculty as specified in NCEAC guidelines.	Compliant	S		
c.	Formal mechanism for faculty training and mentoring on pedagogical skills and outcomes based implementation methodologies.	Faculty needs training on OBE system. Clarity needs to be there among faculty regarding its implementation in the specific context of CLOs, FYP, CCP and OEL.	C	HoD CS/QEC	Aug 25
d	Effectiveness of faculty development program to ensure their professional growth and retention.	Compliant	S		
e	Faculty workload as specified in NCEAC guidelines.	Compliant	S		
f	Course files maintained as per NCEAC guidelines.	This was not shown. It is assumed that faculty is maintaining this record. Faculty is advised to place all the record in the meeting room.	C	HoD CS/QEC	Aug 25
g	Faculty research, publications and sponsored projects from industry/donor agencies, etc.	Compliant	S		
h	Qualified support staff in the program to look after the administrative functions of the program and to look after laboratories.	Compliant. Various labs and research centers are run by the staff who know what is being done and they are motivated to maintain and assist research and collaboration.	G		

Criterion-6: Facilities and Infrastructure

		Evaluator's Comments	Compliance Level	*Resp*	*Deadline*
a	Adequacy of teaching and learning facilities, e.g. classroom environment and availability of various teaching aids, etc.	Compliant	S		
b	Provision of program specific labs (as per curriculum), workshops, and associated lab equipment for complementing the class / theory work.	Compliant	S		
c	Adequacy of library resources and facilities.	Compliant	S		

d	Provision of sufficient computing facilities and internet access / resources allocated for the program.	Compliant	G		
e	Provision and effectiveness of consulting and career placement services provided to the students	Compliant	G		
f	Adequacy of support facilities such as hostels, sports and recreational centers, health care centers, student centers, and transport facilities	Most of the facilities are in place however, transport bus needs improvement.	S		
g.	Adequacy of arrangements made / measures taken to ensure work-place safety (EHS concerns) in general, and while performing experiments in the labs. in particular	Safety drills/workshops are not conducted. Most of the labs do not have first aid boxes. Fire extinguishers were not expired but support staff not trained to use those.	W	Manager Admin	Sep 25

Criterion 7: Institutional Support and Financial Resources

		Evaluator's Comments	Compliance Level	*Resp*	*Deadline*
a.	Adequacy of institutional financial resources to ensure program's sustainability and meeting of recurring as well as developmental requirements.	Compliant	S		
b.	Evidence of continued financial commitment in the form of increasing endowment and recurring /development budget since last accreditation visit.	Compliant	S		
c	Provision of funding for R&D pursuits and presentations/publication of research papers	Compliant	S		

Criterion 8: Steps to Improve the Program

		Evaluator's Comments	Compliance Level	*Resp*	*Deadline*
a.	Documented and institutionalized policies to review POs, GAs and CLOs after every semester/ academic year based on	Documented policy is missing.	C	HoD CS	Aug 25

	previous years' experience and feedback.				
b.	Actions taken / implementation plans worked out to address the weaknesses identified in the Last accreditation visit report.	This compliance report is missing from SAR. This should also be the starting point of the discussion.	W	HoD CS/QEC	Aug 25
c.	Improvement in Faculty Strength / Qualifications since last accreditation visit, if required.	Compliant	S		
d.	Continuation of Faculty Publications, R&D and Consultancy activities	Compliant	S		
e.	Addition of any new facilities, i.e. infrastructure, lab equipment, teaching aids, etc. to assist in the attainment of program objectives / outcomes, since last accreditation visit	Nil	S		
f.	New initiative(s) taken since last accreditation visit including content delivery, assessment and evaluation processes, etc.)	This was not explicitly reported.	C	HoD CS	Aug 25

Criterion 9: Industrial and International Linkages

		Evaluator's Comments	Compliance Level	*Resp*	*Deadline*
	Existence of Industrial Advisory Board/Committee	IAB is in place.	S		
	Formal mechanism for seeking feedback from Industry and its analysis for the attainment of POs	Mechanism is in place.	S		
	Opportunities for students to acquire industrial experience via internship and existence of Industry-Liaison office	Ample opportunities are available to students.	S		
	Design projects sponsored / supervised jointly by Industry	Right now almost all the design projects are in collaboration with industry.	G		

	Professionals and faculty members				
	Faculty members involved in design / supervision / consultancy role with the industry in the execution of applied research/design project that are relevant to society/Industry.	Yes, FYPs are jointly supervised.	S		

Associate Dean DoC
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Prof. Dr. Rafia Mumtaz

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Dr. Imran Ashraf

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Dr. Shoaib Irshad

Director QEC – Namal University Mianwali
Coordinator/Member.

Implementation Plan- Electrical Engineering Department

Accreditation/Regulatory Body: **PEC** Date of Audit: **April 21, 2025**

Composition of Audit Team

1. Dr. Momin Ayub Uppal — Convener
   Associate Professor – LUMS
2. Dr. Shoaib Irshad — Coordinator/Member
   Director QEC

Executive Summary of Audit report

The department of electrical engineering at Namal University, in its short duration of existence, has built up a decent program with good infrastructure, students, and faculty. For this, the university, faculty, and students must be congratulated. I must specifically also laud the fact that that addressing rural challenges finds explicit mention in the university's as well as department's mission statements – it is this focus that can enable Namal to create a unique value proposition for itself over the other well-established engineering programs of the country.

There were many highlights of the visit. I found the department to have a very collegial atmosphere in which the faculty, in general, appear to support each other in delivering the program's objectives. The list of senior-year projects was impressive, and very much in line with the department's mission of promoting applied research. I was also impressed with the placement statistics that were presented. I had an opportunity to visit the labs and was impressed to see lab experiments aligned with modern-day trends (e.g., the communication systems lab used software defined radios, while the digital logic circuits lab had introduced FPGAs recently). The students, in general, appeared to be satisfied with the programmatic offering and unanimously declared the department of electrical engineering to be the best department in the university. I was particularly impressed by the knowledge that the faculty in general is accessible and approachable to the students, and that the student body meets the HOD every semester to discuss their experiences. Another highlight was the visit to the two research centres – particularly impressive was the Centre of Big Data and AI that, among other things, serves as a conduit between applied research needs of the industry and the human resource (students and faculty) available at the university. The Agritech Centre on the other hand is also greatly relevant given the focus on rural development in the university's mission.

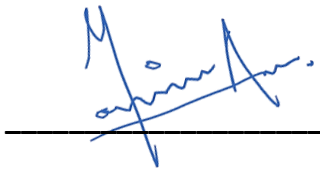
I also observed some opportunities for improvement. At the outset, I must state that these are based on observations I made as an outsider during the only day-long visit and interactions. I am not familiar with the ground realities that the university faces day-in and day-out, so I may not be the best judge on how to address these aspects. I trust the university is perfectly capable of judging if there is merit to these observations, and how best to address them. With this disclaimer, I mention my observations below.

1. The biggest asset for any academic department is its faculty. To maintain a constant pace of program quality enhancement, it is important that there be retention of good people. Based on my conversation with the departmental faculty, it appears that over the years there has been a high attrition rate in their ranks. *If* this is true, the university should attempt at identifying factors associated with this attrition. And if these factors are intrinsic to Namal, a plan should be formulated to address them.
2. It is also important that the faculty be provided with opportunities for professional development, particularly as it relates to their core mission of imparting quality education. A suggestion in this regard is to invite internal/external experts to deliver workshops on effective teaching. Alternatively, the faculty could also be sent to workshops being organized in other parts of the country.
3. At least one of the faculty members explicitly expressed their concern that the process of quality enhancement has now evolved into a form where the stress is more on documentation and less on the actual spirit of improving the program quality. Regardless of whether this is true or not, it is important for the university and the departmental leadership to be aware of this concern. At the very least, the faculty should be taken into confidence with regards to how (a) the documentation is an important part of the process, but at the same time (b) how the spirit of program enhancement is paramount in the university's list of priorities.
4. Students raised the lack of additive manufacturing tools for their projects, e.g., a 3D printer. I understand that there are several cost-effective options available in the market which could be a great addition to student learning and training.

Overall, I am impressed with the great work being carried out at the department of electrical engineering at Namal. I eagerly look forward to the department's continuous growth and wish them all the best.

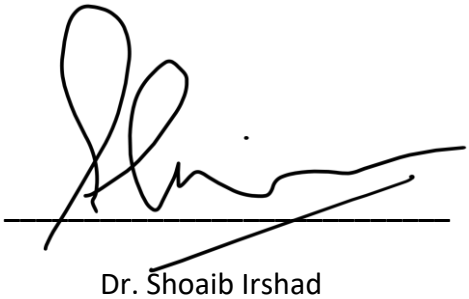
Implementation Plan:

#	AT Findings	Corrective Actions	Action by	Deadline
1	**Faculty retention.** Identify *if* faculty attrition is an issue to be addressed. If yes, identify factors contributing to it, and devise a plan on how to improve retention.	University to conduct a detailed survey identifying the factors that impact the faculty retention and corrective action to be taken by higher management accordingly.	HR & QEC	Sep 2025
2	**Faculty Development.** Workshops should be organized for faculty development. One suggestion is to do so in the domain of effective teaching.	Dept should arrange ideally two trainings in academic year to address this concern.	HoD EE	Feb 2026
3	**Quality Enhancement: Letter and Spirit.** Faculty should be taken into confidence into how documentation is an important part of the process of quality enhancement, BUT how the spirit of quality enhancement remains paramount in the university's priorities.	This concern should be addressed via constructive dialogue with the faculty	HoD EE	Nov 2025
4	**Additive Manufacturing.** I suggest procuring at least one 3D printer for students to use for their projects.	Procurement of 3-D Printer	HoD EE	Sep 2025



Dr. Momin Ayub Uppal

HOD EE – LUMS
Convener



Dr. Shoaib Irshad

Director QEC – Namal University
Coordinator/Member

Implementation Plan- Electrical Engineering Department

Accreditation/Regulatory Body: **PEC** Date of Audit: **March 20, 2025**

Composition of Audit Team

- Dr. Farhan Mahmood — Convener
  Professor – UET Lahore
- Dr. Ziaul Haq Abbas — Member
  Professor – GIKI
- Dr. Shoaib Irshad — Coordinator
  Director QEC
- Mr. Muddassar Javed — Coordinator
  Manager QEC

Summary

The subject experts nominated by QEC, Namal University, Mianwali visited its Electrical Engineering Department for the self-assessment of B.Sc. Electrical Engineering program. During the visit, the team interacted with the students, faculty and administrative staff and inspected the classrooms, laboratories and other facilities. The team reviewed the information provided by the department and the related documentation including course files and other relevant record thoroughly and recorded its observations as commendations and recommendations. At the end of the visit, the team appreciated the management of university for their professional approach and communicated the observations made during the visit. The main strengths of the program are identified as follows:

- The SAR has been prepared professionally by the Program Team and includes detailed data and record.
- The student-teacher ratio is maintained well below the threshold limit defined by PEC.
- The department is taking commendable steps in attaining all PLOs of its graduates.
- The faculty is highly motivated towards making a positive impact on the learning of students.
- The students are confident and satisfied with the quality of teaching.
- The course files and other related documentation were adequately maintained. Overall, the academic systems and facilities are well placed.
- The curriculum has been modernized by inculcating courses related to computing. This has resulted in obtaining high-quality funded final year projects from industry.

- The university is also financially supporting the final year projects, which is highly commendable.

However, the findings of the assessment team which may further enhance the quality of program are reported below:

#	AT Findings	Corrective Actions	Action by	Deadline
1	The PLO based transcript is not generated by LMS of the university.	It is recommended that the PLO based transcript should be issued by QMS of university after a student has completed all degree requirements.	COE/QEC	Sep 2025
2	The curriculum has not been benchmarked with few international universities.	It is recommended that the curriculum should be benchmarked with at least two international universities.	Head of Electrical Engineering Department	Oct 2025
3	The quality of final year project is quite good, but they are not appropriately advertised on the departmental website and social media forums.	The final year projects (in the form of success stories) should be displayed on departmental website along with social media forums to encourage and attract more students.	Head of Electrical Engineering Department	August 2025
4	The faculty members are granted a contract of maximum three years duration due to which the department is not able to retain highly qualified faculty members for longer durations.	It is recommended that the university may revise its policy regarding the contract extension. This would help in retaining highly qualified faculty members with high level of job satisfaction.	Registrar/HR	Sep 2025
5	The industrial linkages and commercialization policy is not in place.	It is recommended that the university should formulate its industrial linkages and commercialization policy.	Director ORIC	Aug 2025
6	There is a shortage of consumable items in the laboratories due to shortage in funds.	It is recommended that the appropriate budget may be allocated for the procurement of lab equipment.	Treasurer/Head of Electrical Engineering Department	Oct 2025
7	The laboratories were quite congested.	It is recommended that section may be split in two halves during the lab session.	Head of Electrical Engineering Department	Oct 2025
8	There is no switch over time between the consecutive periods.	It is recommended that switch over time of 5-10 minutes may be added in the timetable.	Head of Electrical Engineering Department	Sep 2025
9	The promotion criteria from lab engineer to lecturer is not clear.	It is recommended that the promotion criteria from lab engineer to lecturer may be shared with faculty and deserving candidates may be	Registrar/HR	Oct 2025

		promoted to lecturer cadre on competitive basis.		
10	During interaction with students and faculty, following issues related to university facilities were identified: (a) Students and faculty were not satisfied with the internet/WiFi facility which hampers their research work. (b) The quality of the food is not appropriate. (c) The mess timings span 2 hours, which ultimately results in long queues of students during lunch break. (d) There is only one medical doctor in the university.	It is recommended: (a) The university administration should take steps to improve the internet/WiFi facility in the campus and Chagda residency. (b) The quality of food should be improved. (c) The mess timings may be revised to avoid long queues of students. (d) It is recommended that another medical doctor be hired separately for Chagda residency.	a)-ITSC b & c) -Manager Mess d)- Registrar/HR	Sep 2025
11	The students are not being provided corporate trainings/workshops.	It is recommended that corporate trainings/workshops should be offered to final year students per previous practice.	HoD EE	Nov 2025

Prof. Dr. Farhan Mahmood
Convener

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Member

Coordinator