Namal University Mianwali

Quality Enhancement Cell (QEC)

Academic Audit 2026

Program: Bachelor of Science in Computer Science (BS CS)

Assessment: Self- Assessment Report on NCEAC Standards

STANDARDS REFERENCED EVALUATION RUBRIC

Accreditation/Regulatory Body: **NCEAC** Date of External Review: **January 29, 2026**

Scoring of Standard Items

Key areas of each standard are required to be ranked by considering the evaluation of each standard approach taken by the university and the department. The Assessment team is required to award the rubric as per NCEAC guidelines. Following are the guidelines to be used to rank the each key area/standard of a criterion.

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.	The Program Objectives are clearly defined and are aligned with the refined vision and mission statements of the university. The separation and clarity of vision and mission statements have improved since the previous review. Mapping between Vision–Mission–POs is explicitly documented and approved by relevant statutory bodies.	S		
b.	There is a process in place to evaluate the attainment of POs and the institution has set some Key Performance Indicators (KPIs) for this purpose.	Yes, the process is in place to evaluate the PO, but there is room to improve the KPIs. Yes, there is a well-defined process for evaluating PO attainment using indirect assessment tools such as alumni and employer surveys, and KPIs have been specified. However, PO attainment continues to rely predominantly on indirect evidence. Direct assessment of POs through mapped CLOs, capstone projects, or internships is not sufficiently demonstrated. Additionally, uniform KPIs across all POs lack contextual justification.	S		
c.	There is a process in place by which the institution takes steps to review its program considering POs attainment.	The SAR documents a formal review mechanism for Program Objectives based on attainment data. However, evidence of closed-loop actions showing how PO attainment results led to curriculum or policy changes and subsequent improvement is limited. In our opinion, the first review cycle can be targeted with a 2–3 year and subsequent cycles can be after 4-5 years.	C	HoD CS	June 2026
d.	There exists a mechanism that involves alumni, faculty, and industry in the formulation and review of POs	Yes, there is a process that indicates involvement of alumni and industry through surveys and advisory interactions. However, a formal, documented mechanism demonstrating structured participation of alumni, faculty, and industry in the formulation and periodic revision of Program Objectives is yet to be approved by the required statutory bodies.	C	HoD CS	June 2026

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.	The Graduate Attributes are clearly defined and comprehensively cover all attributes outlined in Section D.5 of the Seoul Accord. These attributes have been formally adopted by the relevant statutory bodies of the institution. The definitions are clear, consistent, and aligned with international accreditation requirements.	G		
b	There is a well-defined process for the periodic review and revision of GAs.	Yes, a well-defined documented process exists for the periodic review and revision of GAs; internship assessment continues to be treated largely as a direct GA measurement, rather than being clearly positioned as an indirect assessment tool, as recommended in the previous review.	S		
c	The institution has mapped its GAs to the POs of the program.	Yes, there is a clear mapping of GAs to POs which is consistent with OBE principles,	S		
d	There is a documented process for the assessment and evaluation of GAs attainment?	Yes, the process is in place to evaluate the GAs attainment through both direct and indirect assessment mechanism, however, the logical relationship between direct and indirect assessments (AND vs OR) remains insufficiently specified. The absence of a clearly defined aggregation and decision rule may introduce ambiguity in GA attainment.	S		

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 curriculum remains compliant with HEC and NCEAC requirements in terms of structure, duration, credit hours, and content distribution. Breadth and depth requirements are adequately addressed. However, despite prior recommendations, the internship continues to be assessed using a grading mechanism rather than a qualifier/non-qualifier model.	S		

b.	Adequate exposure to Complex Problems(CPs) and design activities	The SAR 2026 document provides examples of projects and assignments intended to address complex problems. However, a formal mechanism for identifying, categorizing, and consistently assessing Complex Problems across the curriculum is still not clearly demonstrated. Evidence remains subjective rather than systematic.	C	PT/ HoD CS	July 2026
c.	Availability of program-specific, well-equipped labs to supplement theoretical knowledge/ classroom learning.	The program continues to have adequate and well-equipped lab facilities that support course delivery. However, comprehensive laboratory safety documentation, visible safety signage, emergency exit guidance, and first-aid arrangements are still not sufficiently evidenced Moreover, the department requires a dedicated general-purpose computing lab, and a high-performance computing (HPC) lab in addition to the project lab.	C	PT/ Manager Admin/ HoD CS	March 2026
d.	Lab work and its assessment mechanism supports attainment of the required skills.	Number of labs is still less than the recommended 14 labs (refer to precious report).	C	HoD CS	June 2026
e.	Course Learning Outcomes (CLOs) are defined for all courses and are mapped to relevant GAs.	CLOs are defined and mapped to GAs across courses; However, many CLOs still lack complete specification in terms of action verb, condition, and performance standard, affecting assessment quality and taxonomy alignment.	S		
f.	Formal involvement of industry in curriculum development / revision.	An Industrial Advisory Board (IAB) exists and periodic interactions with industry representatives is evident. However, documented evidence linking industry feedback directly to curriculum revisions remains limited, and formal records of decisions are insufficient.	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.	The institution exhibits strong commitment to promote student learning through workshops, seminars, industrial visits, competitions, and faculty office hours. These activities are well-documented and supported by institutional funding.	G		

h	Exposure to cooperative learning through a supervised and mandatory internship program with formal feedback from the employer.	The internship program is mandatory and supervised, with employer feedback mechanisms in place. However, the assessment approach continues to rely on conventional grading, and the recommended qualifier/non-qualifier evaluation aligned with OBE principles has not yet been fully implemented.	C	HoD CS	August 2026
i	Sufficient opportunities to invoke intuitiveness and originality of thought through Problem-Based Learning (PBL), Design Projects, and Open-Ended labs.	SAR acknowledges the inclusion of problem-based learning and design-oriented activities. However, open-ended labs and complex problem courses are not explicitly identified or documented, and separate repositories for such activities are still lacking.	C	HoD CS	July 2026
j	Assessment of various learning outcomes (GAs/CLOs) employing appropriate direct/indirect methods.	Processes for evaluating Graduate Attributes (GAs) and Course Learning Outcomes (CLOs) exist but require refinement. Key issues include an undefined relationship between direct/indirect GA assessment methods, CLOs that are not well-aligned with taxonomy levels, a curriculum overly focused on the cognitive domain, and an oversimplified GA calculation that uses equal weighting for all CLOs. It is recommended to define a clear policy on how direct and indirect assessments combine (AND/OR) to confirm GA achievement and replace the equal-weight CLO model with a justified, differential weighting scheme for accurate GA score calculation.	C	PT / HoD CS	October 2026
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.	Majority of FYDP are industry-defined and address real-world problems. Projects integrate core computing areas and consider societal and contextual factors.	G		
l.	FYDP project deliverables and the reports are graded according to well-defined mechanism.	The FYDP assessment mechanism is well-documented. However, CLOs are not defined for FYDP. CLOs are required to be defined and each and evaluation criteria should be linked to defined CLOs	C	HoD CS	April 2026

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. However, a proper mechanism regarding admission of students with medical background should exist.	S		
b	Annual intake is in-line with the maximum intake allowed by NCEAC.	The department has consistently exceeded its NCEAC-approved annual intake cap of 50 students. Fall 2024 Intake: 78 students (exceeds cap by 28) Fall 2025 Intake: 61 students (exceeds cap by 11). This is a major non-compliance that may threaten accreditation status. The intake needs to be regularized.	W	HoD CS	June 2026
c	Well documented policy on transfer of students only from other accredited programs restricting transfer of less than 50% of credit hours required for the degree.	SAR report provides transfer policy and the same was presented during the audit session. However, the approved policy document was not provided for verification.	C	Registrar/ HoD	April 2026
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 problems.	Yes, the student counseling system and facilities are in place	G		
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)	The intake of over 50 students directly violates the stipulated maximum of 50 for effective theory instruction. The practical resources are critically insufficient as one programming lab has seating capacity issues. With an intake of 50+ students, the lab containing only 41 systems cannot facilitate the required hands-on experience.	C	HoD CS	Sep 2026
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	Compliant	S		
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	G		

		financial backing from the university. The university has well-documented student support structures and facilitates participation in competitions.			
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 CLOs and/or GAs are not attained at the end of course/program.	C	HoD CS / CoE	April 2026
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.	Compliant	S		
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.	Though course files are generally maintained in accordance with NCEAC guidelines, however, inconsistencies in OBE documentation indicate a need for improved rigor and internal verification by the CS Department	C	Course Folders Coord. CS / HoD CS	July 2026
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	Compliant. Required support staff are available to manage administrative functions and laboratory operations. Laboratory	G		

	laboratories.	and research facilities are effectively supported by motivated staff who actively assist in maintenance, research, and collaborative activities.			

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.	Lab's infrastructure needs improvement. One programming lab contains only 41 computer systems, which is not sufficient to accommodate a class of 50 students. Therefore, computing labs capacity should be increased to 50+. Moreover, there is a need for a general purpose specific to CS students.	C	HoD CS	Sep 2026
c	Adequacy of library resources and facilities.	Library services could not be effectively demonstrated due to the absence of trained staff, incomplete availability of subscribed journal issues, poor organization of discipline-specific resources, and lack of clarity in book issuance procedures. It is recommended to ensure the availability of trained library personnel, maintain complete and well-organized academic resources particularly for CS. Additionally, a transparent and well-documented book issuance and tracking mechanism should be demonstrated to support effective student and faculty use of library resources.	W	Librarian/ HoD CS	March 2026
d	Provision of sufficient computing facilities and internet access / resources allocated for the program.	Although resources are sufficient to accommodate current students; however, CS department has only 2 dedicated classrooms. It is recommended that the department should have 3 dedicated classrooms for CS program as per NCEAC requirements.	C	HoD CS	Sep 2026

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 service from campus to city need improvement in terms of more routes with flexible timing	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	The institution has basic safety equipment available in laboratories; however, comprehensive workplace safety arrangements remain inadequate. Safety drills and awareness workshops have not been conducted, and first aid boxes are absent in most laboratories. Although fire extinguishers are available and not expired, laboratory support staff are not adequately trained in their use. Similar concerns were raised during the previous visit, and no documentary evidence has been provided to demonstrate corrective actions or improvement in this regard.	W	Manager Admin / HoD CS	May 2026

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 previous years' experience and feedback.	Department has initiated OBE-based practices. However, a formally documented and institutionalized policy for the periodic review of CLOs at the course level is still lacking. Evidence of systematic semester-wise or annual CLO review and revision based on assessment data is not sufficiently demonstrated.	C	HoD CS / Registrar	June 2026
b.	Actions taken / implementation plans worked out to address the weaknesses identified in the Last accreditation visit report.	SAR 2026 includes compliance report addressing the majority of concerns raised during the previous NCEAC accreditation visit. Several corrective actions have been implemented, and progress is evident. However, a few identified gaps remain partially addressed, and comprehensive evidence of complete closure for all action items is still in progress.	C	PT/ HoD CS	May 2026
c.	Improvement in Faculty Strength / Qualifications since last accreditation visit, if required.	Compliant The current faculty profile is adequate to support program delivery and outcome attainment.	S		
d.	Continuation of Faculty Publications, R&D and Consultancy activities	Compliant The institution actively encourages faculty engagement in research, development, and consultancy through incentive and reward mechanisms. Faculty participation in scholarly activities is evident, and the overall research culture appears positive and sustained.	G		
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	Several PCs were upgraded with NVIDIA GPUs.	S		
f.	New initiative(s) taken since last accreditation visit including content delivery, assessment and evaluation processes, etc.)	For all students admitted from 2023 and after, the department has begun teaching and evaluating courses based on OBE. However, evidence of impact analysis and closed-loop improvement is still evolving.	S		

Criterion 9: Industrial and International Linkages

		Evaluator's Comments	Compliance Level	*Resp*	*Deadline*
a.	Existence of Industrial Advisory Board/Committee	Yes, IAB is in place.	S		
b.	Formal mechanism for seeking feedback from Industry and its analysis for the attainment of POs	Yes, A formal mechanism for seeking feedback from industry exists, and employer surveys are regularly conducted. However, the employer survey instrument contains multiple questions that are not explicitly mapped to the Program Objectives (POs). The absence of clear PO-wise mapping and analysis limits the effectiveness of industry feedback as an indirect assessment tool for OBE.	S		
c.	Opportunities for students to acquire industrial experience via internship and existence of Industry-Liaison office	Namal provides ample opportunities for students to acquire industrial experience through a structured internship program, supported by active industrial linkages. The presence of an Industry-Liaison mechanism facilitates coordination with industry partners.	S		
d.	Design projects sponsored / supervised jointly by Industry Professionals and faculty members	The majority of FYPs are industry-defined, reflecting effective engagement with the industrial sector.	G		
e.	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 by the faculty.	S		

Remarks:

The faculty retention rate is relatively low, resulting in periodic hiring of less-experienced faculty. To address this, it is recommended to

1- strengthen hiring process (particularly at the lab engineer and lecturer levels) through proper entry tests and teaching demonstrations.
2- Course feedback should be analyzed and discussed with junior faculty to enhance teaching quality and soft skills in upcoming semesters.
3- While most final-year projects are industry-defined, all such projects should be approved by the Proposal Evaluation Committee in accordance with the approved proposal evaluation policy.

Strengths

NAMAL University consistently attracts high-quality intake in the Computer Science program and provides full funding to admitted students.

The department maintains strong industrial links, and a majority of final-year projects are industry-defined. Moreover, faculty is satisfied and motivated. The university provides clear incentives for research publications and research grants, along with support for conference registration and participation.

Campus Visit Report

a) Class Rooms / Department

The department lacks sufficient dedicated space. There is a pressing need for **three** dedicated classrooms, a dedicated general-purpose computing lab, and a High-Performance Computing (HPC) lab to complement the existing project lab. Though, DLD lab managed by EE department is sufficient to accommodate CS students, however, a separate DLD lab will be encouraged to meet NCEAC requirement of having a dedicated DLD lab for each program separately. One programming lab contains only 41 computer systems, which is not sufficient to accommodate a class of 50 students.

It is **recommended** to allocate and equip the necessary physical infrastructure to support effective teaching and advanced computing. The computing labs capacity should be increased to 50+.

b) Curriculum and Academic Processes

The curriculum requires significant revision, particularly regarding course sequencing and prerequisites. For example, Theory of Automata should be a prerequisite for Compiler Construction. Additionally, the timing of several courses is suboptimal. For example, Entrepreneurship and Professional Ethics are currently offered too early (4th semester) and should be moved to the 7th or 8th semester. Technical and Business Writing, presently offered in the 8th semester, is recommended to be offered in the 7th semester or earlier. Computer Networks and Information security are offered in the same semester (5^{th} semester). Information security needs to be moved in the subsequent semester.

The new curriculum document has inconsistencies, such as placing Discrete Mathematics in the 1st semester without reviewing course codes.

c) Students Interaction

The following observations were gathered from student interactions during the visit. While students acknowledged institutional efforts to improve faculty quality, several specific concerns require attention.

- Students perceive a gap in subject-matter depth and teaching effectiveness between junior and senior faculty. Moreover, there are reports of attitude issues and demotivating behavior from some young faculty members.
- Department has allocated advisers for each batch. Batch advisors are normally used to conduct sessions with the whole class to listen to their concerns and resolve the same. However, a structured, documented system for one-on-one student counseling and academic advising is currently non-existent.

- Students agree that AI tool use should be restricted in the first two years to solidify core cognitive skills. They express a need for well-defined pedagogical guidelines and active mechanisms to ensure this restriction effectively builds their critical thinking and logical reasoning skills.
- There are serious concerns among students regarding food quality and the limited variety of food available on campus.

It is **recommended** that department should

- formalize a mandatory mentoring program pairing junior faculty with senior colleagues for pedagogical guidance and content support and incorporate structured student feedback on teaching attitude and methods into the faculty review and development process.
- Develop and implement a documented model for mandatory one-on-one academic counseling sessions for all students. This system should include record-keeping (e.g., signed advisor forms) to track student progress and concerns.
- develop specific guidelines on the responsible and supplemental use of AI in learning
- review and improve the campus catering services to address these fundamental welfare issues.

d) Faculty Interaction

It is noticed that the awareness on performance evaluation and increment mechanisms is low among junior faculty and there is no documented policy for faculty development in higher education and advanced training.
The faculty also expressed serious concerns regarding food quality and variety. This aspect needs immediate attention and improvement.

It is **recommended** that the institution strengthen its hiring process for junior faculty and laboratory engineers by introducing rigorous entry assessments, including subject-specific tests and teaching demonstrations. In addition, student feedback should be systematically analyzed and discussed with faculty members to support continuous improvement in teaching effectiveness and soft skills. The institution is further advised to develop a transparent and well-documented faculty performance evaluation and professional development policy. Finally, a clear policy for upgrading existing positions should be established to retain experienced faculty and support their career progression within the institution.

e) Laboratory

The existing programming lab infrastructure is insufficient for the current intake. With over 50 students, a lab containing only 41 workstations cannot support all the required students for effective hands-on learning. It is recommended to immediately enhance lab capacity by adding workstations to accommodate students well for all hands-on sessions.

f) Library

During the evaluation visit, the adequacy and operational effectiveness of library resources and services were reviewed as part of the academic support infrastructure. Although documentary evidence of journal subscriptions was presented, the overall effectiveness of library resources and services could not be satisfactorily demonstrated during the visit. The librarian was not available, and the assisting staff member was unable to adequately explain the library systems and procedures. Several queries

raised during the visit could not be properly addressed.

While a document indicating subscription to printed journals up to December 31, 2025, was shown, a significant number of journal issues were not available on shelves. In addition, newly purchased books were found to be mixed with older collections, and no clear segregation of Computer Science specific books was observed. The process for book issuance and tracking for students was also not clearly demonstrated, raising concerns regarding operational effectiveness and accessibility of resources.

It is advised to ensure the presence of properly trained and dedicated library staff, establish clear organization and segregation of discipline-specific resources, and maintain complete and accessible journal collections.

Additionally, a transparent and well-documented book issuance and tracking mechanism should be demonstrated to support effective student and faculty use of library resources.

g) Research Centers

Due to time constraints, the research centers could not be physically visited; however, based on documentary evidences and discussions with faculty members and active researchers, it is understood that the institution provides well-equipped and supportive research facilities through its two research centers.

h) Course Files

Upon detailed inspection of course files, several discrepancies were observed that affect the integrity of outcome-based assessment. Course outlines are generally available; however, several outlines lack complete OBE information, particularly with respect to the explicit mapping of CLOs to GAs. For example, the course outline for *Database Systems* and Theory of Automata did not include mapping of its stated CLOs to the relevant GAs. Since each CLO is required to be aligned with one or more GAs, the absence of this information in course outlines limits outcome traceability and weakens OBE compliance.

Another concern relates to the alignment of CLOs with defined taxonomy levels. In the course *Analysis of Algorithms*, CLO-4 and CLO-5 are mapped to taxonomy levels 5 and 6, respectively; however, the corresponding student assessments do not demonstrate the level of complexity associated with these higher-order cognitive levels. Moreover, given that this course is offered in the second year of the program, students at this stage are generally not expected to demonstrate learning at taxonomy levels 5 and 6. This indicates a mismatch between CLO definitions, student evaluation practices, and the program's curricular progression.

The department is advised to (i) standardize CLO–GA mapping practices across all course files and ensure that course outlines explicitly include this mapping, and (ii) revise CLO taxonomy mappings to ensure they are realistic, measurable, and appropriate to the year of study, and that student assessments accurately reflect the intended cognitive level. Moreover, it is advised that these mappings are reviewed and validated prior to course offering to maintain consistency and compliance with NCEAC OBE requirements. Faculty training and periodic internal reviews of course files by the CS department are recommended.

Namal University Mianwali

Quality Enhancement Cell (QEC)

General section based on Remarks, Interactions (Students, Faculty) and Campus Visit

		Evaluator's Comments	Compliance Level	Resp	*Deadline*
a.	The faculty retention rate is relatively low, resulting in periodic hiring of less-experienced faculty	It is recommended to strengthen hiring process (particularly at the lab engineer and lecturer levels) through proper entry tests and teaching demonstrations.	C	HR / HoD CS	July 2026
b.	Course feedback should be analyzed and discussed with junior faculty to enhance teaching quality and soft skills in upcoming semesters.	Department shall make necessary arrangements for discussion with junior faculty to enhance teaching pedagogy	C	HoD CS	July 2026
c.	While most final-year projects are industry-defined, all such projects should be approved by the Proposal Evaluation Committee in accordance with the approved proposal evaluation policy.	FYPs should be approved by the Proposal Evaluation Committee in accordance with the approved proposal evaluation policy.	C	HoD CS	Aug 2026
d.	The curriculum requires significant revision, particularly regarding course sequencing and prerequisites. For example, Theory of Automata should be a prerequisite for Compiler Construction. .	The new curriculum document has inconsistencies, such as placing Discrete Mathematics in the 1st semester without reviewing course codes. The timing of several courses is suboptimal. For example, Entrepreneurship and Professional Ethics are currently offered too early (4th semester) and should be moved to the 7th or 8th semester. Technical and Business Writing, presently offered in the 8th semester, is recommended to be offered in the 7th semester or earlier. Computer Networks and Information security are offered in the same semester (5th semester). Information security needs to be moved in the subsequent semester.	C	Dir Academics/ HoD CS	May 2026
e.	**Students Interaction** Students perceive a gap in subject-matter depth and teaching effectiveness between junior and senior faculty. Moreover, there are reports of	It is recommended that department should formalize a mandatory mentoring program pairing junior faculty with senior colleagues for pedagogical guidance and content support and	C	Dir Academics/ HoD CS	June 2026

	attitude issues and demotivating behavior from some young faculty members	incorporate structured student feedback on teaching attitude and methods into the faculty review and development process.			
f	Department has allocated advisers for each batch. Batch advisors are normally used to conduct sessions with the whole class to listen to their concerns and resolve the same. However, a structured, documented system for one-on-one student counseling and academic advising is currently non-existent.	Develop and implement a documented model for mandatory one-on-one academic counseling sessions for all students. This system should include record-keeping (e.g., signed advisor forms) to track student progress and concerns.	C	HoD CS	June 2026
g	Students agree that AI tool use should be restricted in the first two years to solidify core cognitive skills. They express a need for well-defined pedagogical guidelines and active mechanisms to ensure this restriction effectively builds their critical thinking and logical reasoning skills.	Develop specific guidelines on the responsible and supplemental use of AI in learning	C	HoD CS	June 2026
h	There are serious concerns among students regarding food quality and the limited variety of food available on campus.	Review and improve the campus catering services to address these fundamental welfare issues. This aspect needs immediate attention and improvement	C	Mess Committee/ HoD	April 2026
i	The awareness on performance evaluation and increment mechanisms is low among junior faculty and there is no documented policy for faculty development in higher education and advanced training.	The institution strengthen its hiring process for junior faculty and laboratory engineers by introducing rigorous entry assessments, including subject-specific tests and teaching demonstrations.	C	HR / HoD	July 2026
		The institution is further advised to develop a transparent and well-documented faculty performance evaluation and professional development policy. Finally, a clear policy for upgrading existing positions should be established to retain experienced faculty and support their career progression within the institution.	C	HR / HoD	July 2026

		In addition, student feedback should be systematically analyzed and discussed with faculty members to support continuous improvement in teaching effectiveness and soft skills.	C	QEC / HoD CS	Aug 2026

Assessment Team

Member
Dr. Arshad Ai
Professor HoD, FAST- NU, Lahore

Member/Coordinator
Dr. Shoaib Irshad
Director QEC, Namal University Mianwali

Convenor
Dr. Ayyaz Hussain
Professor / Chairperson, QAU, Islamabad

Namal University Mianwali

Quality Enhancement Cell (QEC)

PREE 2026 - BS Electrical Engineering

AT Report (Observations/Corrective Actions) and Implementation Plan

Regulatory Body/Accreditation: **PEC** Date of Audit: **March 9, 2026**

Assessment Team

1. Dr. Nisar Ahmed, Professor -GIKI Engineering Sciences and Technology - Convenor
2. Dr. M Junaid Mughal, Professor -COMSATS University Islamabad - Member
3. Dr. M Shoaib Irshad, Director QEC -Namal University Mianwali - Member/Coordinator

#	AT Findings/observations	Suggested Corrective Actions	Action by	Deadline
	Criterion-2: Program Learning Outcomes (PLOs)			
1	CQI process need slight changes, which have been communicated to the HoD during the presentation.	CQI process need slight changes, as discussed during presentation.	HoD EE	May 2026
	Criterion-3: Curriculum and Learning Process			
2	PBL, CEP and Open-ended labs are conducted in different courses.	The department needs to have a holistic review of all these activities and spread it evenly across all semesters, thus avoiding overloading the students and instructors unnecessarily.	PT / HoD EE	June 2026
3	Most of the laboratories are functional; however, many of them don't have enough workstations to meet the growing student demand. To manage this, the department has been splitting classes into smaller groups for lab sessions.	While the essential equipment for effective learning is available, the overall layout is poorly organized, and much of the equipment needs proper cleaning.	HoD EE / Manager Admin	May 2026

4	The labs feel cramped because of excess and poorly arranged equipment, which creates an impression of overcrowding. In some cases—such as the physics lab—student projects are stored inside the lab, turning it into an improvised storage area. This not only disrupts the learning environment but also introduces safety hazards for both students and teachers.	The department needs to conduct a comprehensive assessment of all laboratories, their equipment, and how they are currently being used. This review may lead to restructuring certain labs, especially by grouping together laboratory courses that require similar types of equipment. To improve the overall laboratory environment and enhance teaching effectiveness, the department may consider the following actions: 1. Regroup laboratories where necessary to improve function and workflow. 2. Remove excess or unused equipment to create more space and reduce clutter. 3. Set up a centralized laboratory store and repair workshop to house all components, spare equipment, and maintenance tools. This would help eliminate the small, makeshift storage areas inside individual labs and free up valuable space. 4. Standardize equipment within each lab by placing equipment of the same type or model together. This uniformity will give the labs a cleaner, more professional appearance. 5. Ensure thorough cleaning of all equipment, which is currently sufficient in quantity but in need of proper cleaning/maintenance. 6. Remove teacher and lab attendant desks from labs that are already overcrowded. Lab engineers should be provided separate office space. No need of having storing components in the labs, technicians should collect and return required components from a central store before and after each lab session. 7. Replace chairs with lab stools, which are more appropriate for lab work and take up less space. 8. Deep-clean all laboratories to improve hygiene and safety. Provide regular safety and emergency-response training for all lab staff, engineers, and instructors. Safety should be a top priority and become second nature for everyone involved in lab activities.	PT / HoD EE / Manager Admin	July 2026

5	Further understanding to establish a balance between direct and indirect assessment is desired.	It is suggested to improve the assessment method as suggested.	HoD EE	June 2026
	Criterion-4: Students			
6	Counselors are selected for a semester, from among the faculty members who are teaching a particular student batch (semester).	The counseling system can be made more effective by assigning a counselor to each intake cohort at the time of admission and keeping that assignment for the entire duration of the students' studies. This continuity helps build a strong and trusting relationship between students and the counselor. It also enables the faculty member to better understand each student's individual needs, allowing them to provide more meaningful guidance and address academic or personal challenges more effectively.	HoD EE	Aug 2026
	Criterion-5: Faculty			
7	The teaching load of the faculty members is within reasonable limits. However, they are simultaneously engaged in numerous departmental committees to support the implementation of the OBE system. These committees require extensive coordination and data collection, which creates a significant administrative overhead for the faculty.	To improve efficiency, it is recommended that a non-faculty administrative officer be appointed within the department to manage coordination tasks and handle data collection. This would allow faculty members to focus on their primary role as decision-makers in the committees rather than spending considerable time on administrative coordination.	HR / HoD EE	July 2026
8	Although a comprehensive review of the course folders could not be done due to shortage of time. Most universities in Pakistan are shifting to	The suggested improvement in maintaining the course folders may saves precious resources and also doesn't require storage space as required for course folders in hard form.	HoD EE / PT / SDC	Aug 2026

	maintaining soft course folders and they have the provision in the LMS to compile the course folders.			
	Criterion-6: Facilities and Infrastructure			
9	Provision of program specific labs (as per curriculum), workshops, and associated lab equipment for complementing the class / theory work. As addressed above in (3.iv)	It is suggested to improve the labs layout.	Manager Admin / HoD EE	July 2026
10	The Career and Placement Center (CPC) has been doing a good job organizing activities such as the Open House and CV-writing workshops, but a departmental coordinator is also involved in many of these same tasks. The university needs to clearly define responsibilities so that there is no overlap or confusion. Ideally, the CPC should take full ownership of these functions—from arranging CV-writing workshops to managing internship placements, coordinating the Open House, and supporting students in job placement.	Beyond these tasks, the CPC should serve as the university's primary (only) point of contact with industry and work toward building long-term, meaningful partnerships. Part of this role includes gathering industry feedback in a timely and professional manner, based on the needs of the academic department. Meanwhile, the departmental coordinator should focus on supporting the CPC rather than interacting directly with industry. A single, dedicated office engaging with industry creates a more consistent and professional experience for external partners. It is equally important to ensure that industry engagement is not dependent on individual personalities. The relationship should be CPC-to-Industry**,** not person-to-person. This structure helps establish stability and fosters long-term relationships that continue regardless of staff turnover. To strengthen this system further, the CPC should also maintain a complete and well-organized record of all its activities from day one to date. These records are critical for follow-up actions and for presenting accurate information to regulatory bodies when needed. Achieving this will require a clearly defined operational structure	Placement Office / Dir Student Affairs/ HoD EE	Sep 2026

		for the CPC, along with documented processes that guide how each of its functions is carried out.		
11	The university shall have a comprehensive EHS policy and shall ensure its implementation throughout the campus and hostels.	Formulate comprehensive EHS policy and ensure its implementation throughout the campus and hostels. Some of the points related to EHS have been highlighted in (3.iv)	HoD EE / Consultative Committee	Sep 2026
	Criterion-8: Continuous Quality Improvement (CQI)			
12	The CQI process is already well documented and fairly well institutionalized;	However, a few adjustments to the existing CQI loops have been suggested to further strengthen how the system functions, during the meeting with the HoD. It is also recommended that the Director QEC be made a member of the Departmental Academic Committee (DAC). Including this role in the DAC will help ensure that all academic processes are implemented in true letter and spirit and remain aligned with the approved university policies and procedures.	HoD EE Dir Academics	July 2026
13	There is a need for a clearer and more refined structure for the university's overall quality assurance mechanism.	A more professional approach would be to develop an annual calendar outlining all QEC activities across the university. Each department should provide the QEC with a detailed plan of its required academic review meetings—as demanded by regulatory bodies—before the start of the academic year. Using these departmental inputs, the QEC should then create a comprehensive, university-wide schedule of all academic reviews and ensure that each department follows it consistently. For example, BOS, BOF and Academic council shall be held at least once a semester, and other meetings like IAB, CLO, PLO and PEO, CQI meeting shall be scheduled regularly and reflected in the annual meeting calendar. To maintain transparency and accountability, a member of the QEC team should attend all academic review meetings and keep an organized record of the minutes and decisions taken. This	QEC / HoD EE	Dec 2026

		practice will help guarantee that academic processes remain aligned with the university's vision and mission and are carried out consistently—not merely dependent on individual personalities or administrative preferences. Establishing such structure and continuity will make the quality assurance system stronger, more reliable, and more resilient in the long run.		
14	Faculty retention remains an important concern. At present, the average stay of a faculty member is around three years, which is actually shorter than the duration of a full degree program. This level of turnover makes it difficult for departments to build continuity, stability, and long-term academic culture.	Universities grow strong when they develop traditions—academic, professional, and social—that are carried forward by committed, long-serving faculty. To create and sustain such traditions, it is crucial to have dedicated, hardworking faculty members who stay long enough to contribute meaningfully and see their efforts mature over time. Longer retention not only benefits students but also helps the institution strengthen its identity and academic standing.	HR / HoD EE	Oct 2026

Assessment Team

Member
Prof. Dr. M Junaid Mugah
COMSATS University, Islamabad

Member/Coordinator
Dr. M. Shoaib Irshad
Director QEC, Namal Uni. Mianwali

Convenor
Prof. Dr. Nisar Ahmed
GIK Institute of Engineering & Technology

Namal University Mianwali

Quality Enhancement Cell (QEC)

PREE 2026 - BBA
AT Findings/ Observations and Corrective Actions Plan

Regulatory Body/Accreditation: **HEC** Date of Audit: **January 26, 2026**

Assessment Team

1. Dr. Zehra Waheed – Associate Dean, LUMS - Convenor
2. Dr. Zahid Riaz – Associate Professor, LSE - Member
3. Dr. Shoaib Irshad – Director QEC, NUM - Member/Coordinator

#	AT Findings/observations	Corrective Actions	Action by	Deadline
1	Key Observation: The programme has a significant opportunity to strengthen its Outcome-Based Education (OBE) practice by formalizing assessment processes and building a consistent evidence trail. At present, available documentation does not consistently demonstrate (i) direct measurement of Course Learning Outcomes (CLOs), (ii) consolidated analysis of Programme Learning Outcome (PLO) attainment, and (iii) documented closure of the Continuous Quality Improvement (CQI) loop.	Develop and implement a structured OBE assessment cycle (per semester and annually) that standardizes *direct CLO assessment* (e.g., common rubrics and assessment plans), aggregates results for programme-level PLO attainment analysis, and documents CQI actions and follow-up outcomes in a traceable manner (actions taken, responsible owners, timelines, and evidence of improvement). Addressing this area represents the most substantial near-term quality enhancement opportunity for the programme.	HoD DBS / PT	Oct 2026
2	**Standard 1 — PEO Measurement and CQI Linkage:** Programme Educational Objectives (PEOs) are currently measured predominantly through perception-based instruments (e.g., surveys/feedback). While these inputs are useful, there is limited direct evidence demonstrating how PEO assessment results are systematically translated into curriculum review decisions and documented Continuous Quality Improvement (CQI) actions.	Introduce complementary direct PEO assessment mechanisms—such as tracer/alumni outcome studies, structured employer competency rubrics, and/or graduate performance indicators—so that PEO achievement can be assessed using multiple evidence sources.	HoD DBS/ PT	Oct 2026
3	**Standard 1 — Curriculum Structure Alignment with NCRC 2025 (HEC):** The current curriculum structure would benefit from a structured alignment review against HEC's NCRC 2025 framework,	Conduct a formal **curriculum mapping and gap analysis** against NCRC 2025 and develop an action plan to revise the curriculum where required (e.g., course distribution, core/elective balance, prerequisites, content coverage). Document the mapping, approvals,	HoD DBS / PT	Sep 2026

	particularly to ensure that programme composition, credit distribution, and coverage of prescribed areas meet the updated national expectations.	and implementation timeline, and retain evidence for quality assurance/accreditation/audit cycles.		
4	**Standard 2 — PLO–Course Mapping Coverage:** The current PLO-to-course mapping appears to emphasize certain outcomes (notably PLO 4 and PLO 5), while mapping for the remaining PLOs is comparatively limited. This creates an opportunity to strengthen programme-wide alignment by demonstrating how all Program Learning Outcomes are intentionally embedded and reinforced across the curriculum.	Extend the PLO–course mapping exercise to cover **the full set of PLOs** across core and elective courses, clearly identifying where each PLO is Introduced, Reinforced, and Mastered (IRM) (or an equivalent progression model). Where gaps are identified, adjust course learning outcomes, assessment components, or course sequencing to ensure comprehensive coverage. Maintain a consolidated mapping matrix and review it annually as part of the programme's CQI cycle.	HoD DBS / PT	Oct 2026
5	**Standard 4 — Student Counseling and Advisement** • Student advising and counseling processes are described and appear to be in place; however, advising effectiveness is not yet supported by clearly defined and regularly monitored performance indicators. • Career guidance and support activities are being offered, but outcomes (e.g., internships secured, placement trends, employer engagement results) are not systematically tracked or reported over time. • Advising touchpoints appear to be largely need-based; there is an opportunity to institutionalize structured *early-, and mid-semester advisement check-ins* with documented follow-up and CQI "loop closure."	Introduce a small set of advising effectiveness indicators—such as retention, progression, time-to-degree, student satisfaction with advising, frequency of advisement touchpoints.	Dir Students Affairs HoD DBS/	Aug 2026
		Establish a longitudinal career outcomes dataset/dashboard that tracks internship participation and outcomes, placement rates, sector/role distribution, time-to-placement, and alumni career progression (where feasible), and report these trends annually to inform programme and career services decisions.	Dir Students Affairs / Placement Office/ HoD DBS	Nov 2026
		Institutionalize a structured advisement cycle (early + mid-semester check-ins), and explicitly document "closing the loop" actions taken in response to advising/career data, along with evidence of improvement in subsequent cycles.	Dir Students Affairs / HoD DBS/ PT	Aug 2026
6	• Faculty feedback reflects recurring concerns about work–life balance and clarity in promotion pathways; follow-	• Align faculty development to teaching innovation and PLOs. • Address recurring satisfaction issues through documented action plans (owners, timelines, follow-up measurement).	Dir Academics / HoD DBS	Nov 2026

	through actions are not consistently documented. • Research output is reported, but its contribution to teaching quality and student learning outcomes is not clearly evidenced. • Faculty report limited time and funding to build research pipelines, creating a medium-term retention risk.	Enable research pipelines (retention-focused): Create structured "research support" provisions—such as protected research time (workload models/teaching relief where feasible), seed grants, conference and data/fieldwork support, mentoring and writing groups, and transparent internal grant processes—so faculty can build a viable research pipeline aligned with promotion expectations.	Dir ORIC / HoD DBS	Oct 2026
7	**Standard 6**: Evidence of learning outcome achievement is currently inferred primarily from student satisfaction and perception-based instruments. While student feedback is valuable, there is limited documented use of **direct, faculty-led evaluation** of learning outcomes	Introduce a formal, faculty-driven learning outcome evaluation process. Consolidate results at program level, triangulate with student feedback, and document resulting quality enhancement actions (what changed, why, who owns it, and evidence of improvement in the next cycle).	HoD DBS/ PT	Sep 2026
8	Collaboration with other departments appears limited, reducing opportunities for interdisciplinary learning and applied skill development.	Initiate structured collaboration—starting with Computer Science—through cross-listed electives/modules and joint student projects (e.g., analytics/AI/product), and track uptake and outcomes for CQI.	HoD DBS	Aug 2026
9	Student outputs and experiential learning activities (e.g., site visits, field-based learning) are not being showcased systematically. In particular, the high-impact *Rural Development Seminar* and its learnings are not sufficiently visible as programme evidence of impact.	Establish a simple, recurring mechanism to document and showcase these activities (e.g., annual/semester showcase page or report, student reflection briefs, photo logs, outcomes highlights), and use this evidence in programme reporting, stakeholder engagement, and CQI.	HoD DBS	May 2026
10	Existing MoUs are in place but are not being systematically leveraged to generate tangible academic or student-support outcomes.	Create an MoU utilization plan with clear, trackable initiatives—e.g., activate the MoU with UMT to source student volunteers for an English/Maths pre–semester1 'bridging programme'; assign an owner, set targets each semester, and document outcomes for CQI.	HoD DBS	Dec 2026
11	The process used to develop the strategic plan did not sufficiently engage key stakeholders—particularly students and employers—limiting the plan's responsiveness to learner needs and market expectations.	Introduce a structured stakeholder engagement step in strategic planning (e.g., student forums, employer inputs, alumni feedback), for the department's own strategic plan.	Dir Students Affairs/ HoD DBS Placement Office/Alumni Center	Nov 2026

12	Faculty development (FD) activities are too many and dispersed, limiting depth and measurable impact.	Prioritize a few high-impact FD areas and include structured industry exposure for faculty to strengthen practice relevance.	HoD DBS/ Dir-Academics	Oct 2026
13	Based on current systems and evidence trails, pursuing NBEAC accreditation at this stage may be premature.	Develop a pragmatic, phased NBEAC readiness timeline (e.g., foundational systems first, evidence generation next, mock review thereafter) with clear milestones, owners, and target dates.	HoD DBS	Nov 2026
14	Faculty turnover risk is high due to university's remote location (and challenges thereof) limited research networking/collaboration opportunities; significant attrition occurred in the last cycle.	Implement a retention plan with stronger research support and networking (collaborations, seed/conference funding, mentoring/visiting faculty, workload provisions) and track turnover/exit feedback for CQI.	Dir ORIC/ HR/ HoD DBS	Dec 2026

Assessment Team

Member
Dr. Zahid Riaz
Associate Professor, LSE, Lahore

Member/Coordinator
Dr. Shoaib Irshad
Director QEC, Namal Uni. Mianwali

Convenor
Dr. Zehra Waheed
Associate Dean, LUMS, Lahore

Namal University Mianwali

Quality Enhancement Cell (QEC)

PREE – BS Mathematics 2026

AT Findings/ Observations and Corrective Actions Plan

Regulatory Body/Accreditation: **HEC** Date of Academic Audit: **January 30, 2026**

Assessment Team

1. Dr. Saif Ullah, Professor/ Chairperson, GCU, Lahore - Convener
2. Dr. Tahir Mahmood, Associate Professor, IIUI, Islamabad - Member
3. Dr. Shoaib Irshad – Director QEC, Namal University - Member/Coordinator

Sr #	AT Findings/Observations	Corrective Actions	Responsibility	Deadline
1	Admission Criteria for international students and transferred students should be clearly specified in the admission policy and also international admissions should be encouraged.	Admission Policy should be revised to clearly specify the admission mechanism for international students.	D-SA/HoD Maths	June 2026
2	Detailed Research Policy clearly indicating the incentives for faculty research projects, external sources, national/international travel grants and research FYPs.	Detailed Consolidated R&D Policy addressing all the issues mentioned should be devised and implemented.	D-ORIC/HoD Maths	April 2026
3	Research Groups/Clusters to be formed in the department based on the specialization of faculty members.	DAC shall devise a mechanism for effective implementation and respective clusters be formed	HoD Maths	March 2026
4	Need analysis and Faculty Development training based on findings.	Departmental survey be conducted to assess the need of the faculty trainings.	HR/HoD Maths	March 2026
5	All lists of course offerings (Electives, Interdisciplinary, Social Sciences, Natural Sciences, and General Education) should be reviewed and expanded.	Respective departmental committee will take necessary action.	HoD Maths	June 2026

6	Some important mathematics courses like Module Theory, Measure Theory, Financial Mathematics Computing Tools for Mathematicians, Programming Language for Mathematics, Fuzzy Logics should be considered in the electives courses list.	Respective departmental committee will take necessary action.	HoD Maths	June 2026
7	Course outline of Approximation Theory needs improvement	Revision in course outline is suggested.	HoD Maths	June 2026
8	Some up-to-date books especially for above mentioned new courses should be added in the Library.	New books in consultation with HoD Maths shall be procured.	Librarian	April 2026
9	FYPs should be approved by BoS.	Concerned departmental committee shall seek the matter.	HoD Maths	April 2026
10	Revise department mission.	It is suggested to update the department's mission according to new trends/technologies and market needs	HoD Maths	July 2026
11	Revise BoF composition, as discussed.	It is suggested to redefine the BoF composition according to the HEC guidelines.	HoD Maths	July 2026
12	The elective course of Functional Analysis must be taught to every student.	The department shall make necessary arrangements.	HoD Maths	April 2026
13	Distribution of FYP students among the faculty as per their specialization.	The department shall make necessary arrangements.	HoD Maths	June 2026

14	All faculty members should be encouraged to participate in conferences and workshops.	The director QEC shall make necessary arrangements.	HoD Maths	June 2026
15	Expert teacher of Data Science and computer courses should be hired by the Mathematics Department	The university shall hire relevant faculty specialised in Data Science and Computer Science (preferably with the Mathematics background).	HR/HoD Maths	Sep 2026
16	Couse offerings in the electives and other domains should be made keeping in view the departmental resources and students' preferences.	The department shall make necessary arrangements.	HoD Maths	July 2026
17	Mathematics Department needs a dedicated Maths Lab, till then it must be tried that the present Lab must be available to the FYP students' maximum of the time.	Majority of the last year classes should be arranged in FYP Lab.	HoD Maths	March 2026
18	There should be even opportunity of job placement for Mathematics students as compared to other departments students.	The Placement Office shall take necessary measures in coordination with HoD Maths.	DSA/HoD Maths	April 2026
19	Students Mess needs improvement.	Comprehensive survey shall be conducted to identify the indicators.	Mess Committee/HoD Maths	July 2026
20	Teachers must be considered as permanent after some probation period and it should not be the contractual agreement between the University and the teacher.	Open or long-term contracts should be offered to the faculty after the expiry of initial probation.	HR/HoD Maths	June 2026
21	Multipurpose faculty support centre should be established.	The University shall make necessary arrangements.	Manager Admin/HoD Maths	Aug 2026

Namal University Mianwali

Quality Enhancement Cell (QEC)

22	Integration of relevant mathematical softwares and tools like MATLAB, Maple, Mathematica, etc. in CLO, course outlines and teaching pedagogy.	The department improves course outlines by aligning course learning outcomes, refining pedagogy, and integrating mathematical softwares for applied learning.	HoD Maths	June 2026

PROF. DR. SAIF ULLAH
Professor
Department of Mathematics
GC University Lahore.

Convener

Member

Name: Dr. Tahir Mahmood
International Islamic University Islamabad

Member/ Coordinator

Name: Dr. M. Shoaib Irshad
Director QEC, Namal University Mianwali