



GOVERNMENT GRADUATE COLLEGE, ASGHAR MALL, RAWALPINDI
QUALITY ENHANCEMENT CELL

Quality Enhancement & Self-Assessment Report

Analysis of Institutional Survey Evidence

Academic Session: Spring 2026 (incorporating the Fall 2025 Course Review)

Prepared in accordance with the HEC Self-Assessment Manual
and the University of the Punjab Quality Enhancement framework

Quality Enhancement Cell • June 2026

Affiliated with the University of the Punjab, Lahore



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1. Executive Summary

This report presents the Quality Enhancement Cell's analysis of the institutional feedback gathered during the Spring 2026 cycle at Government Graduate College, Asghar Mall, Rawalpindi, together with the Fall 2025 course-level review. In all, 3,833 responses and records were collected through six instruments aligned with the Higher Education Commission's quality-assurance proformas: course evaluations and teacher evaluations completed by students, a faculty course-review, a survey of graduating students, a faculty job-satisfaction survey, and a set of faculty profiles. Every response was cleaned, standardised and consolidated before analysis; the methods are described in Section 3 and documented in full in the companion data-validation workbook.

The headline is an encouraging one. Teaching quality emerged as a clear and consistent strength. Students rated their instructors at an average of 4.38 on a five-point scale, with 93.9% of all ratings falling in the positive range, and they rated their courses almost as highly (4.31, 91.5% positive). The single highest-rated statement anywhere in the exercise came from the faculty themselves — their satisfaction with day-to-day interaction with students (4.63 out of 5). Preparation, subject command, punctuality and fairness in examinations all scored at or above 4.4 in the teacher evaluation.

The areas that need attention are equally clear, and — tellingly — students and faculty point to the same places. Three themes recur across every instrument: physical and IT infrastructure (classrooms, computer and subject laboratories, library and web resources); the financial dimension (graduating students rated the availability of scholarships and financial aid lowest of anything in their survey, at 3.49 out of 5, while faculty rated salary and compensation lowest of theirs, at 3.33); and applied, hands-on learning — the most common single request in the open comments was for more practical work, case studies, field exposure and software skills. Faculty additionally flagged a need for clearer career progression and for refresher training in IT and emerging tools.

Read against the HEC self-assessment criteria, the survey evidence speaks most directly to teaching and process control (Criterion 6), the faculty (Criterion 5), student support (Criterion 4) and institutional facilities and support (Criteria 7 and 8). Section 5 maps the findings to each criterion and indicates where the surveys provide sufficient evidence and where a separate institutional review — of laboratories, documented learning outcomes and finances — is still



required. Section 8 sets out prioritised recommendations, including practical steps to strengthen the quality-enhancement process itself.



2. Introduction

2.1 The College and its Quality Enhancement Cell

Government Graduate College, Asghar Mall, Rawalpindi is a public-sector degree-awarding college affiliated with the University of the Punjab, offering a range of four-year BS programmes alongside associate-degree (ADP) and B.Ed. provision across sixteen teaching departments. In line with HEC policy and the University's quality framework, the College's Quality Enhancement Cell (QEC) is responsible for embedding a culture of continuous improvement in teaching, learning and the supporting administrative functions.

2.2 Mission and objectives

The QEC works to ensure that academic quality meets national and international standards, to operate an internal quality-assurance framework that monitors academic and administrative processes, and to foster continuous improvement in educational delivery, faculty development and student experience. Its routine instruments — the end-of-semester student, faculty and graduate surveys and the course-review process — exist to turn stakeholder feedback into evidence that can guide departmental and institutional decisions.

2.3 Purpose and scope of this report

This report consolidates the Spring 2026 feedback cycle into a single evidence base, analyses it, and interprets the results within the HEC self-assessment framework so that the findings can feed directly into programme self-assessment and the University's quality reporting. It covers the six instruments listed in Section 3. It does not, on its own, constitute a full programme Self-Assessment Report (SAR): a complete SAR also requires documented programme objectives and outcomes, curriculum matrices and an audit of physical and financial resources, which lie outside survey data. Where that is the case, the report says so plainly rather than inferring beyond the evidence.

2.4 Reporting framework

The analysis is organised around the eight criteria of the HEC Self-Assessment Manual — (1) Programme Mission, Objectives and Outcomes; (2) Curriculum Design and Organisation; (3) Laboratories and Computing Facilities; (4) Student Support and Guidance; (5) Faculty; (6) Process Control; (7) Institutional Facilities; and (8) Institutional Support — and uses the HEC quality-



assurance proformas as the instruments that generate the evidence. The mapping between the two is set out in the next section and revisited in Section 5.



3. Methodology and Data Governance

3.1 Instruments and coverage

Six instruments were administered through online forms and exported for analysis. The table below summarises each, the HEC proforma it corresponds to, the self-assessment criteria it chiefly informs, and the number of responses or records obtained.

Instrument	HEC proforma	Informs criteria	Response s	Mean / status
Student Course Evaluation	Proforma 1	C2, C4, C6	1,886	4.31/5 · 91.5% positive
Teacher Evaluation by Students	Proforma 1 (Instructor)	C5, C6	1,551	4.38/5 · 93.9% positive
Faculty Course Review (Fall 2025)	Proforma 2	C2, C6	137	Qualitative + enrolment
Survey of Graduating Students	Proforma 3	C1, C4	78	4.11/5 · 82.8% positive
Faculty Survey	Proforma 5	C5, C8	120	3.98/5 · 79.8% positive
Faculty Profiles (CV)	Resume (Appendix B)	C5	61	Profile records

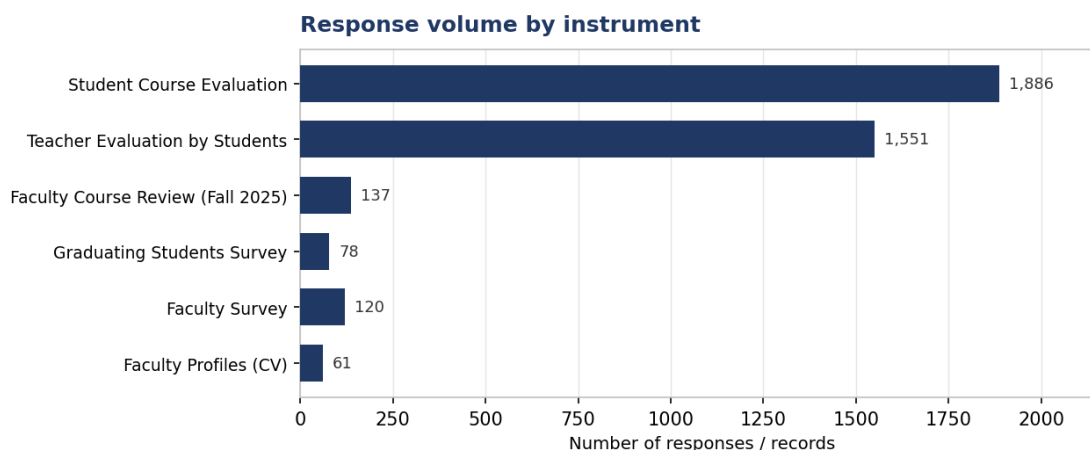


Figure 1. Volume of responses and records gathered, by instrument.

3.2 Rating scales

Two five-point scales were used. The student course and teacher evaluations use an agreement scale (Strongly Agree to Strongly Disagree); the graduating-student and faculty surveys use a satisfaction scale (Very Satisfied to Very Dissatisfied). For analysis both were encoded uniformly from 5 (most positive) down to 1 (least positive). The graduating-student survey had been



administered bilingually, with the same point recorded sometimes in English and sometimes in Urdu; these were reconciled to a single coding before analysis. Because the two scales measure different constructs, agreement-based and satisfaction-based results are reported separately and are not pooled into a single average.

3.3 Data validation and consolidation

The credibility of any analysis rests on the quality of the underlying data, and the raw exports required substantial cleaning before they could be trusted. The course and instructor fields in the two large evaluation files were drawn from controlled dropdown lists tied to the Spring 2026 Course and Instructor Master, and matched it without error. The problems lay in the free-text fields, and each was addressed systematically:

- Semester entries arrived in dozens of spellings and formats; these were normalised to a single ordinal-and-Roman value, with associate-degree responses tagged as a separate stream.
- Instructor names were reconciled to their canonical forms, resolving genuine ambiguities — for example, confirming that a loosely-entered “Dr. Sadaf” against Quantitative Reasoning was Prof. Dr. Sadaf Nawaz and not the Geography department's Dr. Sadaf Javed.
- The free-text “year of study” field proved unusable as entered, so a reliable year was derived from the validated semester instead.
- In the Fall 2025 course review, department labels were mapped to the sixteen canonical departments, and course codes were cross-referenced against the University's full-year course catalogues, including the Education, B.Ed. and BS Computer Science schemes.
- Eleven course-review rows whose enrolment figures did not reconcile — the result of a first-run form that some colleagues misread — were set aside from the enrolment statistics on the QEC's instruction, while their qualitative content was retained.

Nothing in the original submissions was overwritten: cleaned values sit alongside the originals throughout the companion workbook, so every adjustment is auditable. That workbook also carries the full issues register and the record of decisions taken.

3.4 Analytical conventions

Throughout this report, “mean” is the average of valid 1–5 responses to an item, ignoring blanks. “Positive” (or top-two-box) denotes the share of responses at 4 or 5 — that is, Agree/Strongly Agree or Satisfied/Very Satisfied. Department-level means aggregate all item responses for that department. The enrolment analysis is based on the 126 course-review rows that reconcile.



4. Findings by Instrument

4.1 Student Course Evaluation (Proforma 1)

The course evaluation drew 1,886 responses spanning all sixteen departments and every year of study, with a near-even split between female (847) and male (791) respondents. Overall sentiment was strongly positive: a mean of 4.31 out of 5 and 91.5% positive ratings across the instrument. Grouping the items into the HEC proforma's sections shows where that strength is concentrated.

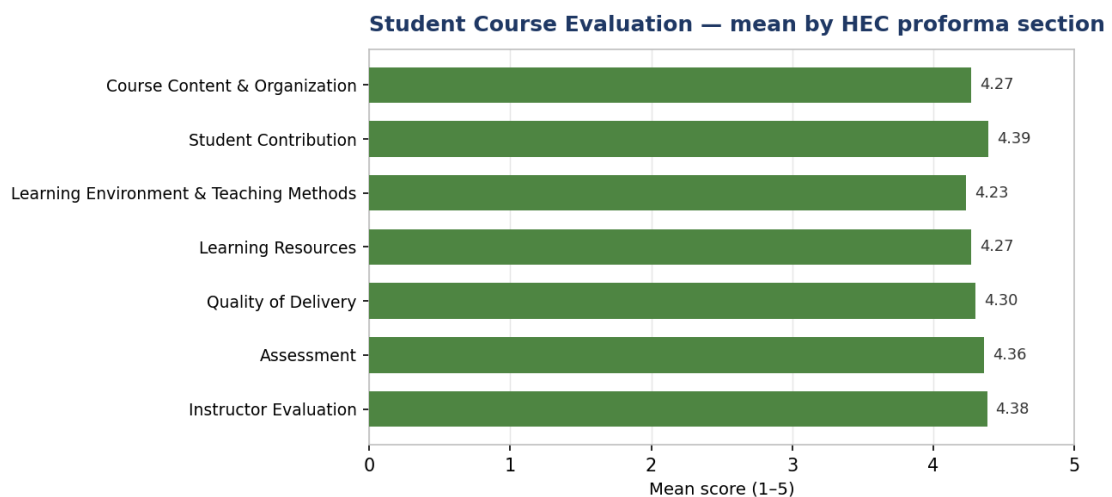


Figure 2. Student Course Evaluation — mean score by HEC proforma section.

Students rated their own contribution and the instructor's conduct most highly, and the assessment process well. The lower-scoring areas were the learning environment and, within it, the physical and library resources: the two weakest individual items in the whole evaluation were “classrooms were satisfactory” (4.01, 81.4% positive) and “library learning resources were adequate” (4.08). These are facilities signals rather than teaching signals, and they recur in the faculty and graduate responses.

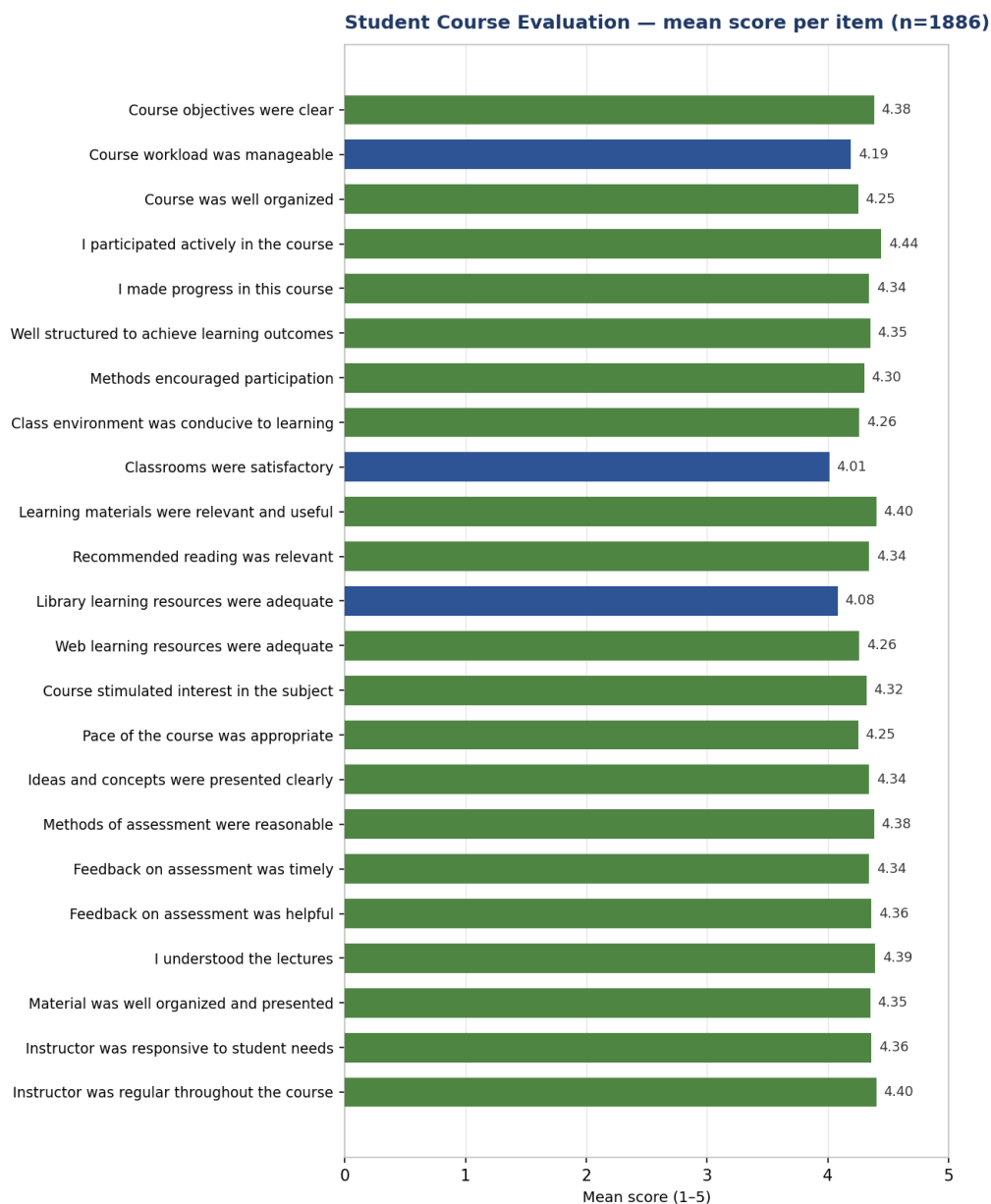


Figure 3. Student Course Evaluation — mean score for each of the 23 items.

Performance was consistent across departments, with departmental means clustered in a narrow band, indicating that the positive experience is institution-wide rather than confined to a few strong units.

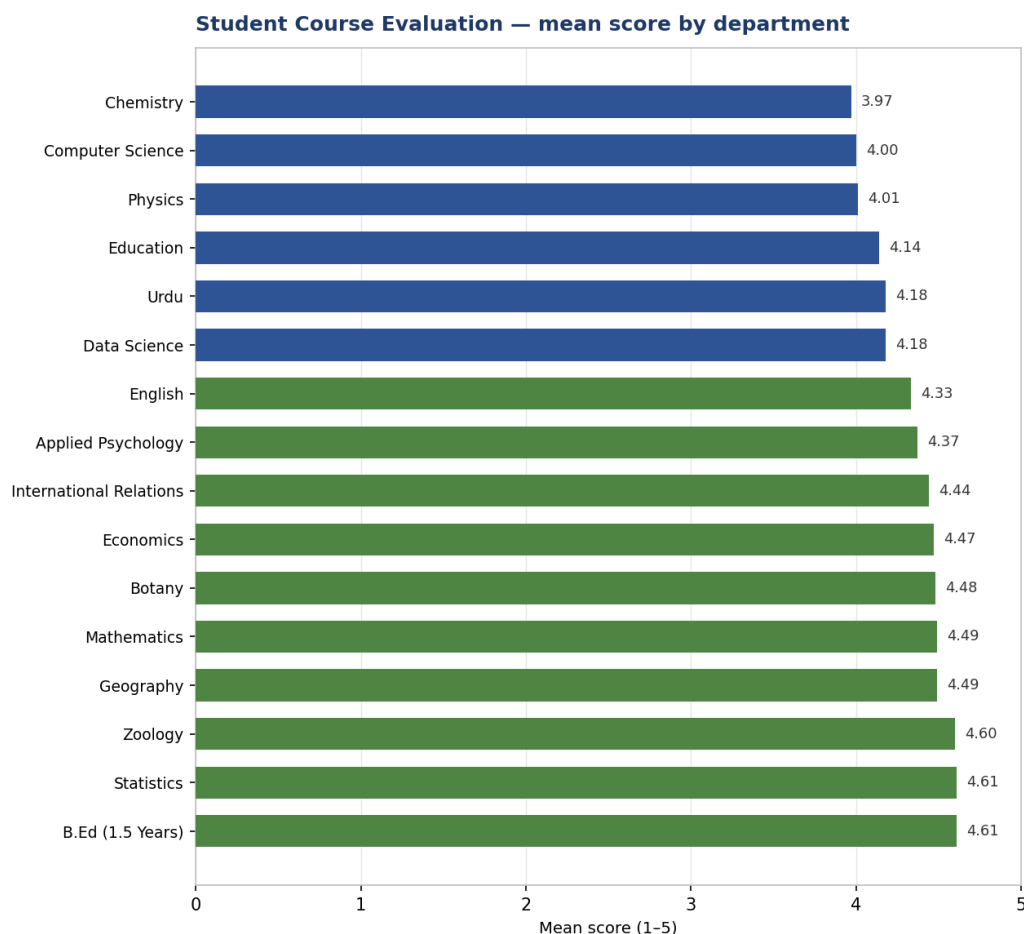


Figure 4. Student Course Evaluation — mean score by department.

Student comments, of which more than seven hundred were substantive, echo the numbers. The recurring praise is for clear explanation, well-organised content and supportive, approachable teaching. The recurring request — by some margin the most common — is for more practical and applied learning: hands-on activities, worked examples, case studies, field work, and exposure to relevant software such as statistical packages. A second, narrower thread concerns workload and pacing, with several students noting that some syllabi felt long for the time available and asking for a steadier pace before examinations. A thematic synthesis of all open comments is given in Section 6.

4.2 Teacher Evaluation by Students

The teacher evaluation gathered 1,551 student ratings of individual instructors against eighteen statements. It is the most positive instrument in the exercise: a mean of 4.38 and 93.9% positive



ratings. Instructors score highest on preparation, subject knowledge, punctuality and fairness in examination — the foundations of classroom professionalism.

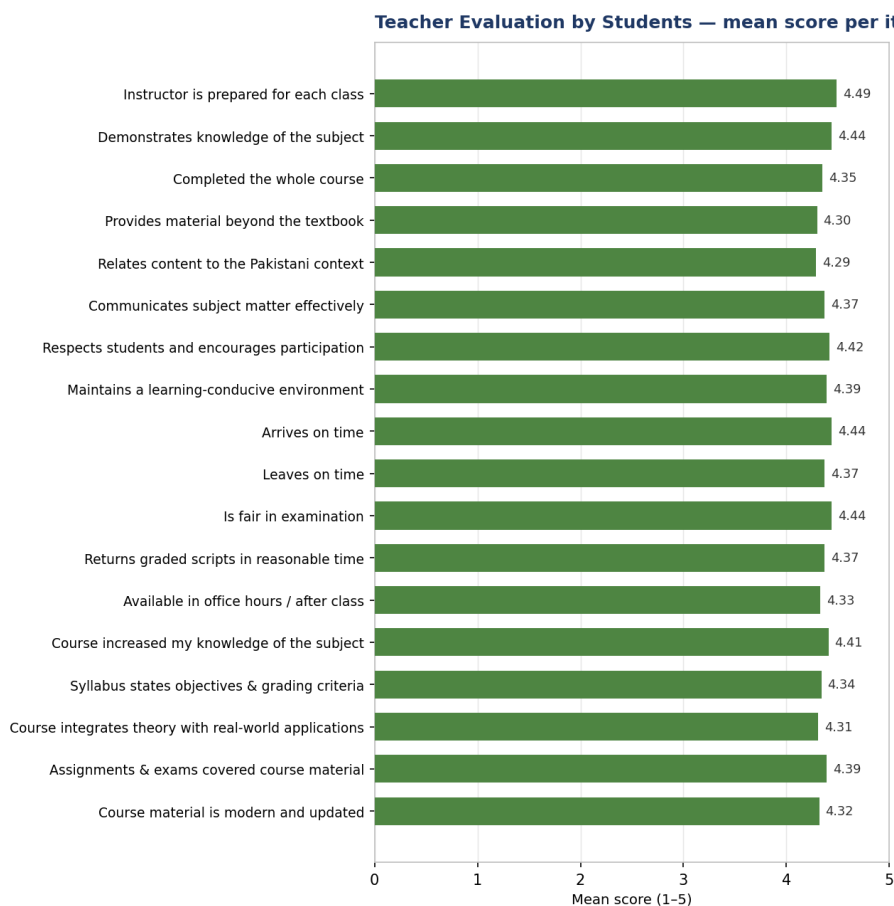


Figure 5. Teacher Evaluation — mean score for each of the 18 items.

Even the lowest-scoring items remain high in absolute terms, but their pattern is instructive. The three statements that trail the rest — relating content to the Pakistani context (4.29), providing material beyond the textbook (4.30), and integrating theory with real-world application (4.31) — all point in the same direction as the students' open comments: the appetite is for more applied, contextual and beyond-the-textbook teaching. Departmental means range from the low 4.1s to the low 4.7s, with every department comfortably in positive territory.

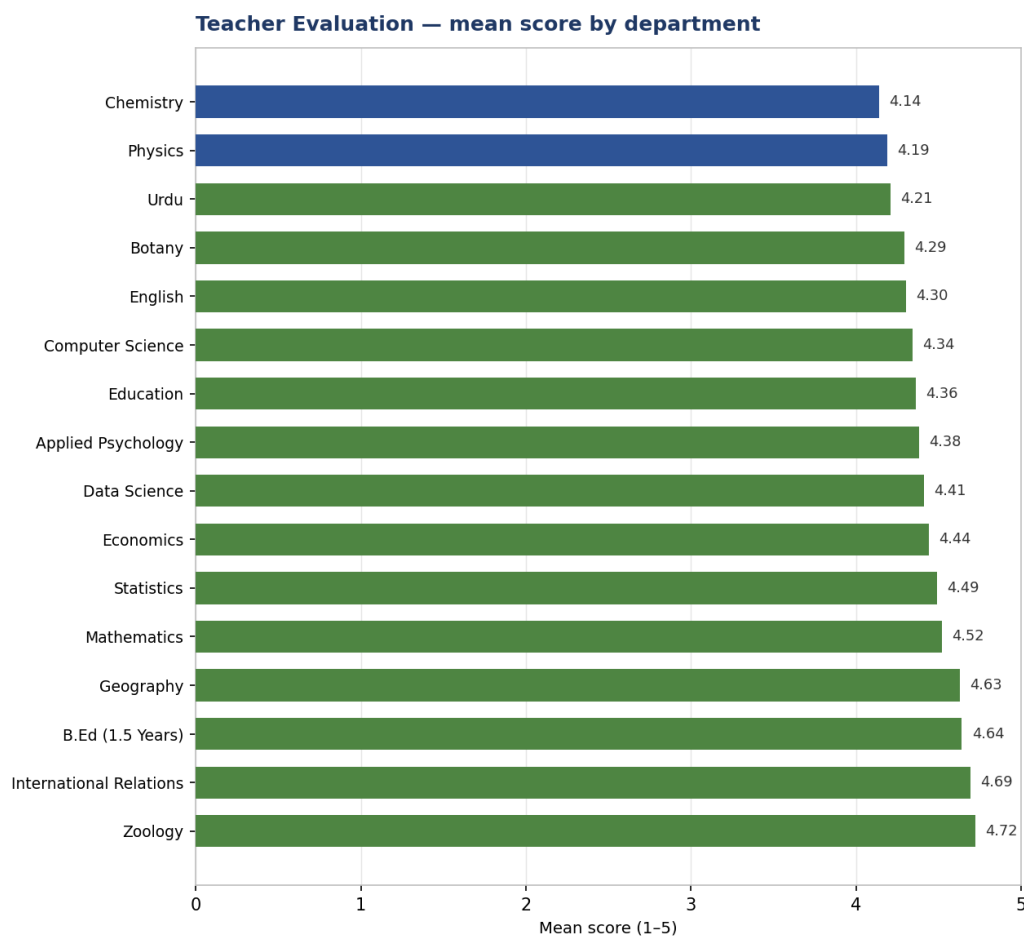


Figure 6. Teacher Evaluation — mean score by department.

4.3 Faculty Course Review (Proforma 2, Fall 2025)

The course review is the faculty's own end-of-course report, submitted one return per course taught, so it describes course results rather than individual students — a student typically appears in six or seven of these returns across a semester. It belongs to the Fall 2025 (odd-semester) cycle, so its course codes and roster legitimately differ from the Spring 2026 master, and it was handled accordingly. Of the 137 returns, 126 carried internally consistent enrolment figures. Across those courses the pass rate — passes measured against those who actually completed each course, with withdrawals and drops set aside rather than counted as failures — was 96.5%, against 34 recorded fails. Calculating the rate on completers, and excluding a handful of returns that carried a roster count but no result, also corrects an early artefact in which a couple of departments appeared above 100% — an impossibility; on the corrected basis every department sits at or below 100%, and these are the figures carried into the departmental summaries.

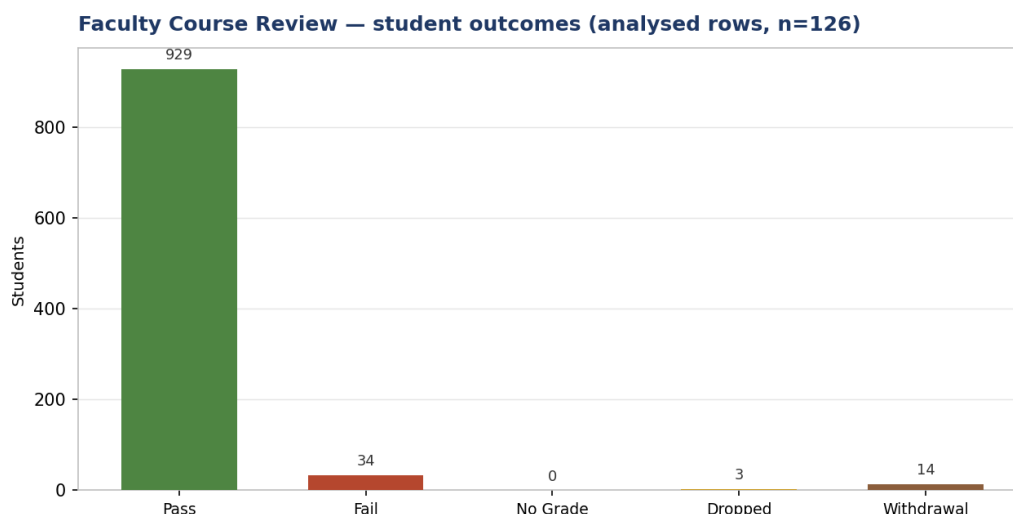


Figure 7. Faculty Course Review — outcomes across the analysed course returns.

Because course codes had been entered free-hand, they were cross-referenced against the University's full-year catalogues. The outcome below is candid about coverage: most rows could be tied to a catalogue code by matching on course title, but a substantial group could not, chiefly because the standard catalogue does not yet list many specialised, upper-division courses, and because there is no reference for some departments. This is a finding in itself — it identifies exactly what the institution needs to add to its code registry.

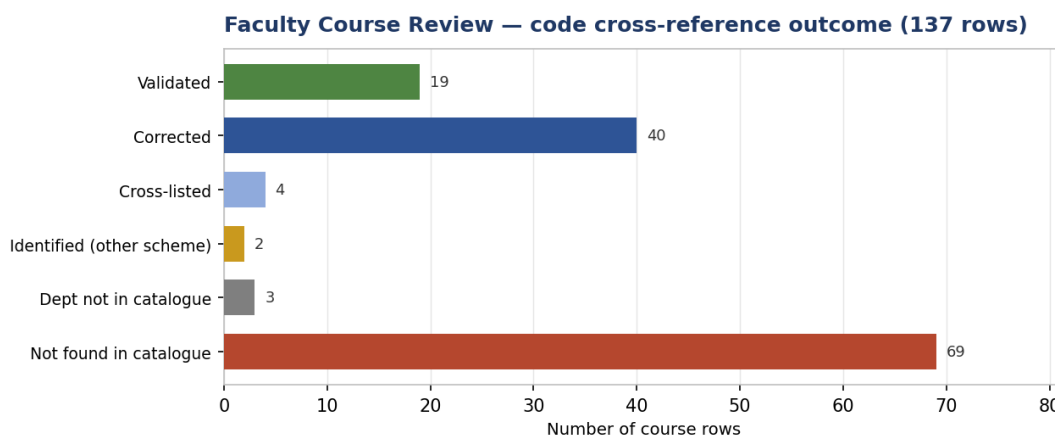


Figure 8. Faculty Course Review — outcome of the course-code cross-reference (137 rows).

4.4 Survey of Graduating Students (Proforma 3)

Seventy-eight graduating students across eight departments — most heavily English, Economics and Education — reflected on their programmes against a satisfaction scale. Overall satisfaction was good at 4.11 out of 5 (82.8% positive), but with a wider spread than the in-course evaluations, which is to be expected from students taking a whole-programme view.

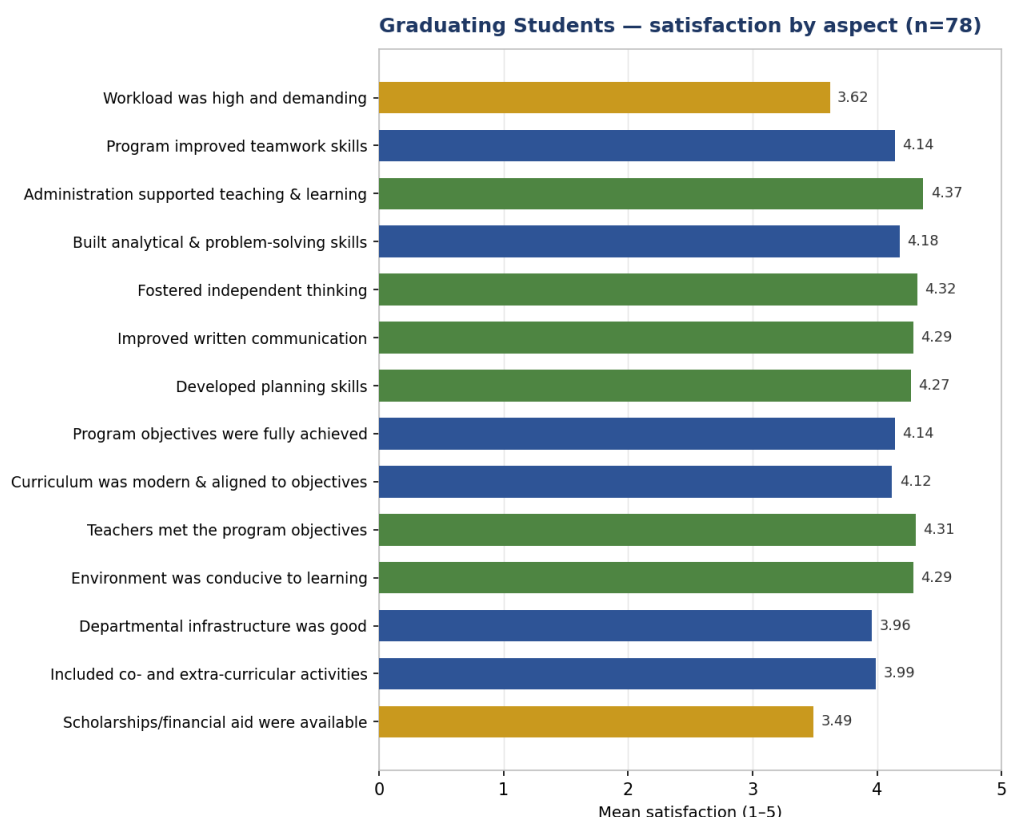


Figure 9. Graduating Students — satisfaction by programme aspect.

Graduates were most satisfied with administrative support for teaching and learning, with the way the programme fostered independent thinking, and with their teachers' success in meeting programme objectives. Two items stand well below the rest and deserve management attention: the availability of scholarships and financial aid (3.49 out of 5, with only 52.6% positive) and the perception of departmental infrastructure (3.96). The workload item also scored low, consistent with the pacing comments elsewhere.

Graduates who had undertaken an internship were asked what it had developed in them; the responses were positive across the board, strongest on time-management and discipline, and somewhat weaker on the appreciation of ethical values, suggesting where internship design might be enriched.

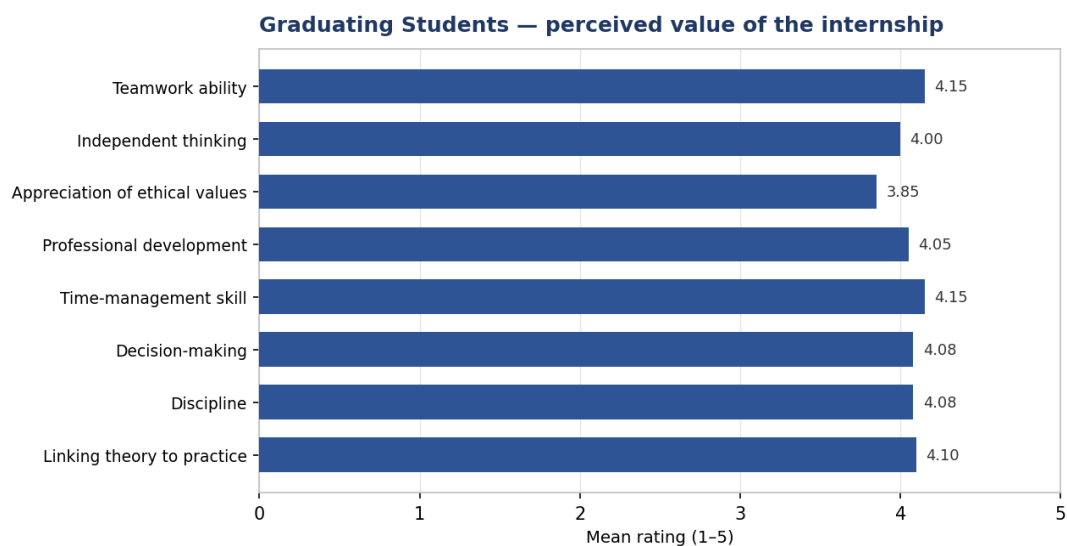


Figure 10. Graduating Students — perceived value of the internship experience.

4.5 Faculty Survey (Proforma 5)

One hundred and twenty faculty members responded to the anonymous job-satisfaction survey. The respondent body is experienced and well-distributed: 46 Lecturers, 40 Assistant Professors, 29 Associate Professors and 4 Professors, with 45 colleagues reporting more than twenty years of service. Overall satisfaction sits at 3.98 out of 5 (79.8% positive) — solid, and the lowest of the four rating instruments, which is a common and meaningful pattern.

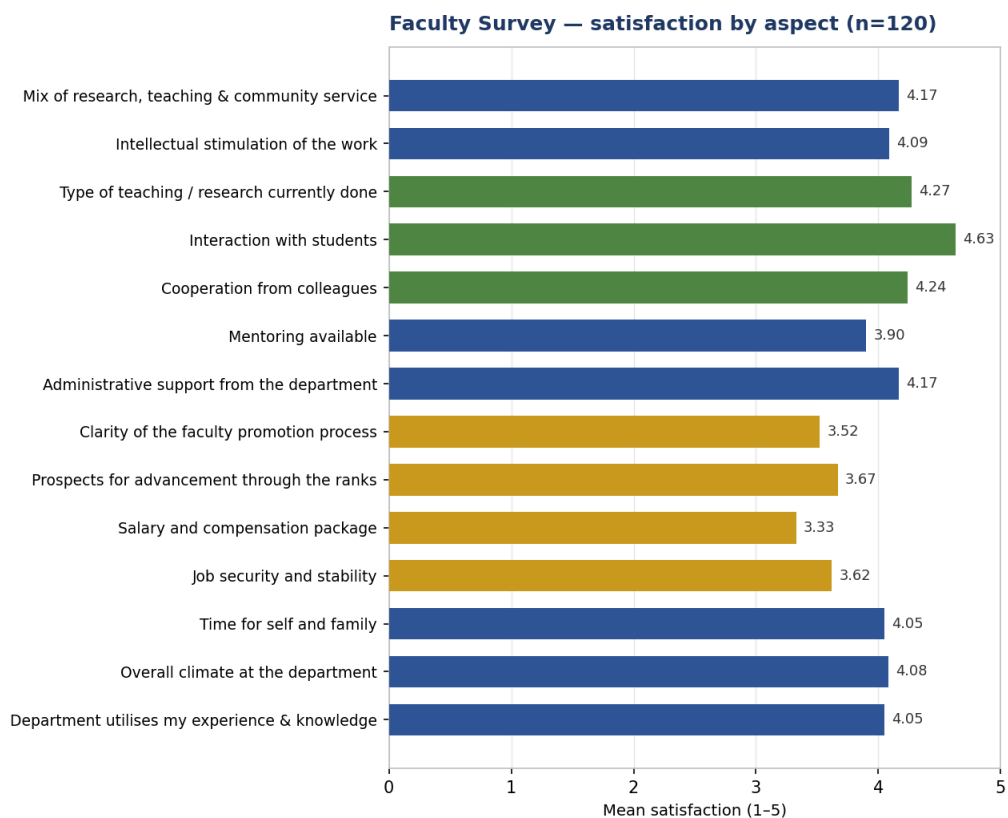


Figure 11. Faculty Survey — satisfaction by aspect.

The shape of the faculty response is clear. What faculty value most is intrinsic to the academic role: their interaction with students is the highest-rated statement in the entire study (4.63), followed by the nature of their teaching and research and the cooperation of colleagues. What drags satisfaction down is, almost entirely, the structural and material side of employment: salary and compensation (3.33, the lowest item), clarity of the promotion process (3.52), job security (3.62) and prospects for advancement (3.67). Their open comments add a consistent call for better computer and laboratory facilities, refresher training in IT and emerging tools such as machine learning, performance-based recognition, and research support.

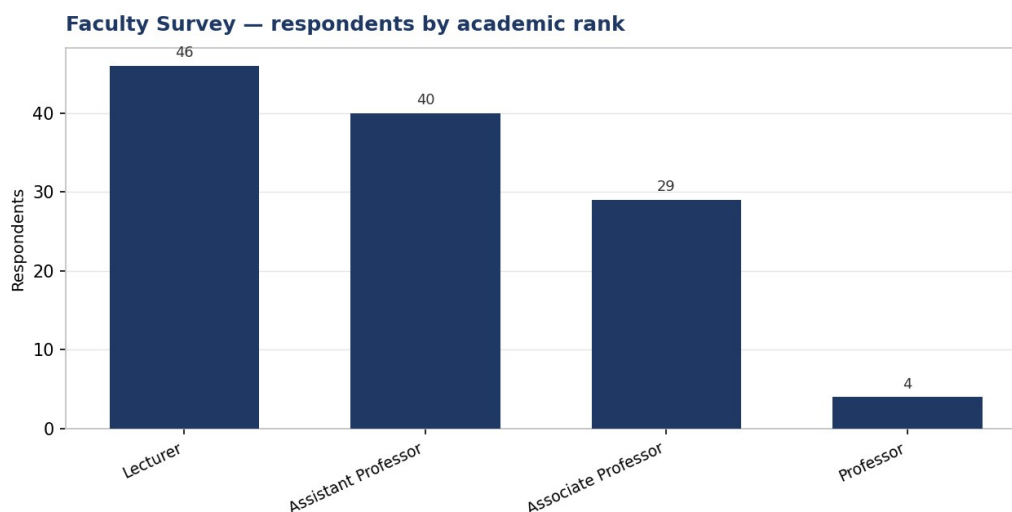


Figure 12. Faculty Survey — respondents by academic rank.

4.6 Faculty Profile (CV / Appendix B)

Faculty members were asked to submit a structured curriculum vitae in the HEC Appendix-B format, covering experience, research interests, publications, supervision, professional memberships, honours, grants and service. 61 forms were received; after removing a duplicate submission, 60 distinct faculty profiles remain. By stated designation the respondents comprise 20 Associate Professors, 10 Assistant Professors, 2 Professors and 19 Lecturers, with 9 not stating a rank in their entry. The condensed register of all submissions — name, designation, research interest and the elements each colleague documented — is provided in Appendix B.

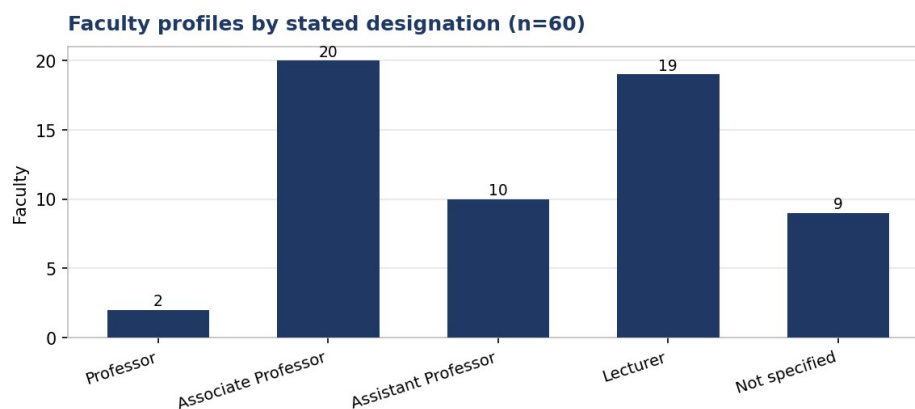


Figure 13. Faculty profiles by stated designation.

The submissions are strongest where they matter most for a teaching college: every profile records professional experience, and 52 of the 60 set out a research interest. Roughly half document publications (31), professional memberships (35) and university or public service (36),



and 28 record student supervision. Fewer report research grants (9) or professional presentations (4), which is consistent with a college whose primary mission is undergraduate teaching rather than funded research. This pattern itself is useful evidence for Criterion 5: the faculty base is experienced and research-aware, and the clearest institutional opportunity is to support the research and dissemination side — grants, presentations and higher-degree study — that the profiles show is currently thinner.

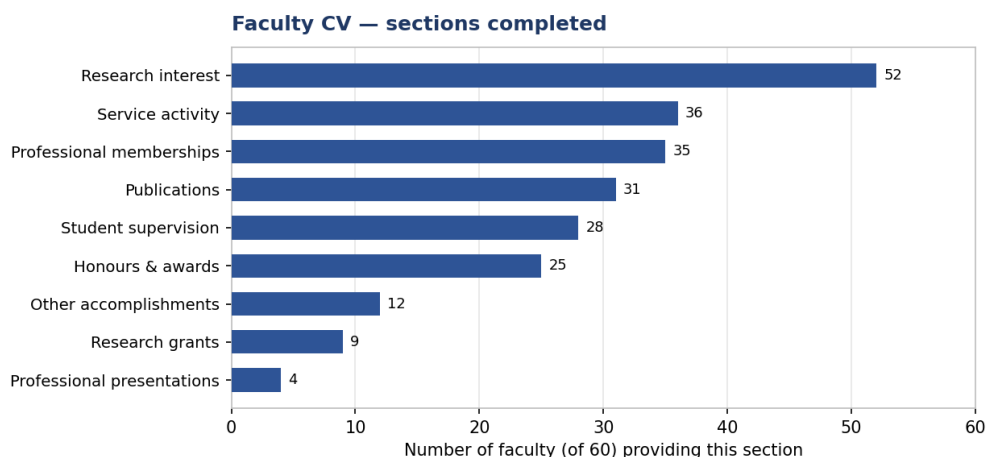


Figure 14. Faculty CV — number of profiles documenting each section.

Two caveats apply. First, designation has been read from the free-text experience field where colleagues stated it; the nine “not specified” simply did not record a rank, not that none exists. Second, these profiles are most powerful read against a complete, year-round faculty roster: colleagues who teach only in odd semesters, or who submitted a CV without an even-semester course this term, currently sit outside the Spring directory and are held separately pending consolidation. Completing that roster is among the recommendations in Section 8.



5. Self-Assessment against the HEC Criteria

The survey evidence does not cover all eight criteria equally; some are well-served by the data, others require an institutional review of records and facilities that lies outside a survey. The table below maps the findings to each criterion and states honestly how far the present evidence goes.

HEC criterion	What the surveys show	Evidence status
1. Mission, Objectives & Outcomes	Graduates report that programmes foster independent thinking, analytical skill and written communication, and that teachers meet programme objectives. Documented, measurable objectives and an outcomes matrix are still needed.	Partially evidenced
2. Curriculum Design & Organisation	Course-content and organisation rated well (4.27); the consistent student and graduate request is for more applied, updated and practically-oriented curriculum, and for relief on pacing where syllabi are long.	Partially evidenced
3. Laboratories & Computing	Not directly surveyed, but students rate classrooms and library resources lowest, and faculty repeatedly ask for computer labs, multimedia and updated equipment. A physical audit is required.	Requires audit
4. Student Support & Guidance	Administrative support for learning is rated highly by graduates; scholarships and financial aid are the lowest-rated aspect of the graduate survey and need attention.	Evidenced
5. Faculty	Strong teaching quality (4.38) and high faculty satisfaction with the academic role, set against low satisfaction on salary, promotion clarity and advancement. Faculty profiles available in Appendix-B format.	Well evidenced
6. Process Control	The evaluation system itself — course, teacher and course-review instruments — is operating at scale; assessment methods and feedback are rated well by students.	Well evidenced
7. Institutional Facilities	Indirect but consistent signals on classrooms, library, laboratories and (from faculty) facilities for staff. Needs a facilities review to quantify.	Requires audit
8. Institutional Support	Faculty financial and career concerns (salary, security, advancement) and graduate financial-aid concerns bear directly on institutional support and resourcing.	Partially evidenced

In short, the surveys give strong, defensible evidence for the teaching-and-process and faculty criteria, useful indirect evidence for facilities and institutional support, and a partial basis for the mission/curriculum criteria that a documentary review must complete.



6. Thematic Analysis of Open-Ended Feedback

Across the instruments, respondents left several thousand free-text comments. After setting aside non-substantive entries, the substantive comments were read and grouped into recurring themes. The picture they paint is consistent with the quantitative findings and adds useful texture.

6.1 What students value

Students return again and again to the quality of teaching. The most frequent words of praise describe instructors as knowledgeable, helpful, supportive and cooperative, and describe teaching as clear and concept-focused. Many singled out an instructor's ability to simplify difficult material, to encourage participation, and to make time for students beyond class. Well-organised content and relevant, useful materials are the next most common compliments. In the graduating cohort, several departments — English foremost — named their heads and coordinators warmly, crediting them with personal support through the degree.

6.2 What students want improved

One request dominates: more practical, applied learning. Students across departments ask for hands-on activities, worked examples, case studies, field work, project work and exposure to relevant software (statistical packages were named repeatedly). The second theme is curriculum load and pacing — a number of students described particular syllabi as long for the semester and asked for a steadier pace and more revision before examinations, with some noting that the content is University-prescribed. A third, facilities-related theme asks for better classrooms, projectors and laboratory and library resources. Smaller but pointed threads concern the timeliness and depth of assessment feedback and the objectivity of marking.

6.3 Faculty perspectives

Faculty comments mirror the survey scores. On the positive side, colleagues describe a supportive collegial environment, the satisfaction of teaching and of seeing students grow, and value the BS programmes themselves. On the side of improvement, the requests are specific and material: well-equipped computer laboratories and multimedia in classrooms; better infrastructure and maintenance, including facilities for female staff; an improved pay package and performance-based incentives; clearer and faster promotion; job security; and professional development —



refresher courses in IT, machine learning and modern pedagogy, research grants, and opportunities such as M.Phil. or post-doctoral study for serving teachers.

6.4 Graduating students' reflections

Graduates value the analytical and critical-thinking skills their programmes built, the career relevance of their disciplines, and supportive faculty; departments with strong practical components, such as Botany's conservation and herbarium work, were praised specifically. Their improvement themes converge with everyone else's: stronger laboratory facilities and practical training, updated curricula with real-world case studies, more internships and industry links, and better classroom technology. A few raised the relevance of certain prescribed subjects and the objectivity of examination marking.

6.5 The convergent message

When the four voices are placed side by side, they agree to a striking degree. Teaching is a strength to be protected and celebrated. The shared priorities for improvement are practical and applied learning, physical and IT infrastructure, and the financial and developmental support of both students and staff. That convergence is what makes these priorities trustworthy, and it shapes the recommendations that follow.



7. Conclusions

The Spring 2026 cycle gives the College a robust, well-validated evidence base built from 3,833 stakeholder responses. The dominant message is positive: students experience their teaching as prepared, knowledgeable, fair and supportive, and faculty find real satisfaction in the academic core of their work. These are not small achievements, and they hold consistently across departments.

The improvement agenda is equally clear and, importantly, shared by students and staff alike. The College's stakeholders are asking for the same things from different vantage points: learning that is more practical and applied; classrooms, laboratories, library and computing facilities that match the quality of the teaching within them; and a stronger financial and developmental footing for students and faculty. None of these findings is surprising in a public-sector college, but having them quantified and triangulated across four independent instruments turns general impressions into a defensible basis for action.

The exercise has also surfaced lessons about the quality process itself — from inconsistent form design to incomplete code registries — which, if addressed, will make the next cycle faster, cleaner and more comparable.



8. Recommendations

The following recommendations are drawn directly from the evidence and grouped into academic and student-experience measures, faculty and institutional measures, and improvements to the quality-enhancement process. They are offered in priority order within each group.

8.1 Strengthening teaching, curriculum and the student experience

1. **Embed applied and experiential learning.** Respond to the clearest signal in the data by building more case studies, project work, field exposure and hands-on practicals into course delivery, and by introducing practical software skills (for example statistical packages) where disciplines allow. This speaks to Criteria 2 and 6.
2. **Manage curriculum pacing.** Where prescribed syllabi are long for the semester, support departments to plan pacing, prioritise core concepts and schedule revision before examinations; share effective practice between departments.
3. **Improve learning resources.** Act on the lowest-rated student items by upgrading classrooms and expanding library and online learning resources, prioritising the departments where these scores are weakest.
4. **Strengthen assessment feedback.** Address the narrower comment threads on the timeliness, depth and objectivity of feedback through clear marking rubrics and turnaround expectations.
5. **Enrich internships.** Build on graduates' positive view of internships by expanding industry links and giving explicit attention to professional ethics and independent practice within placements.

8.2 Supporting faculty and institutional capacity

1. **Invest in computing and laboratory facilities.** Equip classrooms with multimedia, modernise computer and subject laboratories, and maintain them — the single most consistent faculty request and a recurring student and graduate theme (Criteria 3 and 7).
2. **Clarify and accelerate career progression.** Communicate the promotion process transparently and address the low scores on advancement and job security through the appropriate institutional and University channels (Criteria 5 and 8).
3. **Recognise performance.** Introduce performance-based recognition and incentives to complement the intrinsic satisfaction faculty already report.
4. **Expand professional development.** Offer regular refresher training in IT, emerging tools such as machine learning, and modern pedagogy, and support research through grants and opportunities for advanced study among serving faculty.
5. **Improve staff and campus facilities.** Address basic facilities, maintenance and provision for female staff raised in the comments.



6. **Strengthen student financial support.** Treat the lowest-rated graduate item — scholarships and financial aid — as a priority, expanding need-based support and publicising it clearly (Criterion 4).

8.3 Enhancing the quality-enhancement process

1. **Standardise the survey forms.** Lock down every form with dropdown menus and input validation for semester, session, department, programme and year of study, so the cleaning effort this cycle required is not repeated. The free-text year-of-study and enrolment fields, in particular, should be replaced with controlled inputs.
2. **Maintain authoritative master lists.** Keep a single, current master of instructors and a complete course-code registry that includes every department — Computer Science, Data Science, International Relations and Education among them — and the specialised and newer-scheme courses, so future course reviews validate cleanly.
3. **Build a cycle-specific master each term.** Generate the course-and-instructor master for the actual teaching cycle (including odd semesters) so that course reviews are validated against the right scheme from the outset.
4. **Maintain a year-round faculty roster.** Consolidate the faculty held separately into a complete year-round roster, so faculty profiles and teaching loads can be reported in full.
5. **Close the feedback loop.** Report these findings back to departments, agree actions, and revisit them in the next cycle so that surveying visibly leads to change — the essence of quality enhancement.
6. **Complete the documentary self-assessment.** Pair this survey evidence with documented programme objectives and outcomes, curriculum matrices and an audit of physical and financial resources to assemble a full programme SAR for each degree.



Appendix A. Instrument Inventory and Response Detail

Instrument	Items	Responses	Mean	% positive
Student Course Evaluation	23	1,886	4.31	91.5%
Teacher Evaluation by Students	18	1,551	4.38	93.9%
Graduating Students Survey	22	78	4.11	82.8%
Faculty Survey	14	120	3.98	79.8%
Faculty Course Review (Fall 2025)	—	137	—	—
Faculty Profiles (CV)	—	61	—	—

Full item-level results, the issues register, the decisions log and the course-code cross-reference are provided in the companion data-validation workbook (QEC Data Validation and Cleaning).



Appendix B. Faculty Profile Register

The condensed register below lists the 60 faculty profiles received in the HEC Appendix-B format. For each colleague it shows the stated designation, a short statement of research interest, and the CV elements they documented (publications, memberships, honours, supervision, service or grants). It is intended both as the faculty record for Criterion 5 and as a checklist for completing individual CVs where elements are still blank.

#	Faculty member	Designation	Research interest	Documented in CV
1	Muhammad Arshad	Not specified	Working on thesis MPhil	Publications · Memberships · Honours/Awards · Service
2	Muhammad Asim Sultan	Lecturer	Plant Sciences	Publications · Memberships · Service
3	Ulfat abbas	Not specified	Poetry, criticism	Publications · Memberships · Supervision · Service
4	Dr Abdul rauf	Professor	Fisheries	Publications · Memberships · Supervision · Service
5	Muhammad Haris Tahir	Lecturer	On word: Fixed Point Theory.	Publications · Memberships · Honours/Awards · Supervision · Service
6	Tahmina Yasmin	Associate Professor	Income inequality and poverty	Publications · Honours/Awards · Supervision · Service
7	shazia Ehsan	Not specified	Feminism	Publications · Research grants · Memberships · Honours/Awards · Supervision · Service
8	Nadeem Fayyaz	Associate Professor	Geomorphology, Climatology, Urban Geography and Urban Ecolog...	Publications · Memberships · Supervision · Service
9	Masood Anwar Tariq	Lecturer		Publications · Research grants · Memberships · Honours/Awards · Service
10	Ghalib Hameed	Associate Professor	Field Survey Reports	Memberships · Supervision · Service



#	Faculty member	Designation	Research interest	Documented in CV
11	Waseem Abbas	Lecturer	Probability theory. Statistical Inference.	Memberships
12	Muhammad Adnan	Lecturer	Count Time series or Integer valued time series	Memberships
13	Aasia Naeem	Associate Professor	—	Memberships
14	abdur rehman	Lecturer	—	—
15	Sunia Javed	Lecturer	In field of quantum optics	Publications
16	Abdul Quddus	Assistant Professor	Linguistic philosophy and Translation Studies	Memberships · Supervision · Service
17	Azeem Irshad Sheikh	Assistant Professor	Azeem Irshad received master's degree from Arid Agriculture ...	Publications · Memberships · Honours/Awards · Service
18	Dr. Darima Habib	Assistant Professor	Enzyme analysis and tissue culturing	Publications · Memberships · Supervision · Service
19	KHALID MEHMOOD SHAH	Lecturer	Interested in research of classical novel and afsana	Memberships · Supervision
20	Hamid Qureshi	Lecturer	—	—
21	Dr Muhammad Asim	Associate Professor	More than 80 research papers, 4 published books, 4 chapters ...	Publications · Research grants · Memberships · Honours/Awards · Supervision · Service
22	Farzana Jafar	Lecturer	Material Science, nanotechnology	Publications · Honours/Awards · Service
23	Muhammad Ismail	Associate Professor	Operational research	Supervision
24	Samina Ashraf	Associate Professor	Education, testing, social	Service
25	Alina Khan	Associate Professor	Non destructive testing technique using neutrons	Memberships · Honours/Awards · Service
26	Rashid Masood	Associate Professor	English Literature	Supervision · Service
27	Sehrish Rani	Lecturer	AI analysis of different mathematical models	Publications · Research grants · Memberships · Honours/Awards · Supervision · Service



#	Faculty member	Designation	Research interest	Documented in CV
28	Muhammad Saeed Ahmad Chishti	Assistant Professor	—	—
29	Mahwish Naseer	Associate Professor	Nanotechnology	—
30	Syed Najmul Hassan	Not specified	Language Assessment, CDA, Phonetics, Sociolinguistics	Publications · Memberships · Honours/Awards · Supervision · Service
31	Malika Sehrish Ishaque	Lecturer	Forensic Linguistics, Corpus i	—
32	Muhammad Ijaz	Not specified	Research in literary theory and literature	Publications · Research grants · Memberships · Supervision · Service
33	Ghulam Murtaza	Assistant Professor	—	—
34	Saqib Aftab	Associate Professor	My area of interest regarding research is Phonetics and Phon...	Publications · Honours/Awards · Service
35	Nadeem Safdar	Associate Professor	Soft semirings	Honours/Awards · Supervision · Service
36	Mobeen mehmood	Associate Professor	Clinical psychology, health psychology,	Publications · Honours/Awards
37	Farhat Sana	Assistant Professor	Interested in research related to cognitive load, cognitive ...	Publications · Research grants · Honours/Awards · Supervision · Service
38	Syed Yasir Abbas Naqvi	Lecturer	Operations Research	Memberships
39	Qamar Abbas	Associate Professor	International politics	Memberships · Honours/Awards · Supervision · Service
40	Sheraz Ahmed	Not specified	livestock profitability and productivity	Publications · Research grants · Memberships · Honours/Awards · Supervision · Service
41	Uzma Nasreen	Lecturer	—	Memberships
42	Anila Farid	Lecturer	My academic interests lie in theoretical and applied Physics...	Service
43	MUHAMMAD ASGHAR	Assistant Professor	My research interest lies in machine learning with a focus o...	Publications



#	Faculty member	Designation	Research interest	Documented in CV
44	Prof. Dr.syeda Shamama	Professor	Home chaos, environmental affects on child development	Publications · Memberships · Honours/Awards · Supervision · Service
45	Irtiqia Zain	Associate Professor	—	Memberships
46	Syed Qamar ul Hasan	Not specified	Nil	Publications · Research grants · Memberships · Honours/Awards · Supervision · Service
47	Aiman Islam	Associate Professor	Interested in the topics of World Political Economy.	Publications
48	Zaheer Ahmed	Associate Professor	N. A	Publications · Research grants · Memberships · Honours/Awards · Service
49	Hafiza Anam Javed	Lecturer	My research interest lies in the field of Organic Chemistry,...	—
50	Dr.Zulfiqar Ali	Associate Professor	، سفر نامہ، طنز و مزاح	Publications · Supervision
51	Khalida Ramzan	Associate Professor	Research intrest in environmental study with special emphasi...	Honours/Awards
52	Muhammad Haqeeq	Lecturer	History of Medieval Punjab, Post- colonialism, Subaltern Stu...	Publications · Memberships
53	Zahid Hussain	Assistant Professor	Water and sanitation, earth studies as well	Memberships · Supervision · Service
54	Sadia Nadeem	Lecturer	Hospital waste water treatment by UV, Gamma and Pervoskite	Memberships · Service
55	Babur umar	Not specified	—	—
56	Sadaf Nawaz	Not specified	Fluid mechanics, Expert in nano fluid and peristalsis...	Publications · Honours/Awards · Service
57	KHALIL AHMAD	Assistant Professor	My research interest focuses on applying advanced statistica...	Publications · Memberships · Honours/Awards · Supervision · Service
58	FATIMA IQBAL	Assistant Professor	Developmental Psychopathology	Honours/Awards · Supervision · Service



#	Faculty member	Designation	Research interest	Documented in CV
59	SUNDAS ANIS	Lecturer	Research interest is in education sector and macroeconomics ...	Memberships · Honours/Awards · Supervision
60	Dr Muhammad Taqi Shah	Associate Professor	Data Analytics Machine Learning AI	Publications · Memberships · Supervision · Service



Appendix C. Full Item-by-Item Results

The tables below give the complete item-level results for each rating instrument: the number of valid responses, the mean on the 1–5 scale, and the percentage of positive (4–5) responses. They are the detailed basis for the charts in Section 4.

C.1 Student Course Evaluation (23 items)

Item	n	Mean	% positive
Course objectives were clear	1,886	4.38	93.1%
Course workload was manageable	1,886	4.19	88.7%
Course was well organized	1,886	4.25	89%
I participated actively in the course	1,886	4.44	95.9%
I made progress in this course	1,886	4.34	92.6%
Well structured to achieve learning outcomes	1,886	4.35	92.4%
Methods encouraged participation	1,886	4.30	91.3%
Class environment was conducive to learning	1,886	4.26	90.7%
Classrooms were satisfactory	1,886	4.01	81.4%
Learning materials were relevant and useful	1,886	4.40	94.5%
Recommended reading was relevant	1,886	4.34	92.9%
Library learning resources were adequate	1,886	4.08	82.2%
Web learning resources were adequate	1,886	4.26	90.2%
Course stimulated interest in the subject	1,886	4.32	91.1%
Pace of the course was appropriate	1,886	4.25	91.8%
Ideas and concepts were presented clearly	1,886	4.34	92.3%
Methods of assessment were reasonable	1,886	4.38	94.3%
Feedback on assessment was timely	1,886	4.34	93.5%
Feedback on assessment was helpful	1,886	4.36	93.4%
I understood the lectures	1,886	4.39	92.8%
Material was well organized and presented	1,886	4.35	92.7%
Instructor was responsive to student needs	1,886	4.36	92.5%
Instructor was regular throughout the course	1,886	4.40	94.2%

C.2 Teacher Evaluation by Students (18 items)

Item	n	Mean	% positive
Instructor is prepared for each class	1,551	4.49	96.5%



Item	n	Mean	% positive
Demonstrates knowledge of the subject	1,551	4.44	96.4%
Completed the whole course	1,551	4.35	92.1%
Provides material beyond the textbook	1,551	4.30	90.8%
Relates content to the Pakistani context	1,551	4.29	90.8%
Communicates subject matter effectively	1,551	4.37	94.1%
Respects students and encourages participation	1,551	4.42	94.6%
Maintains a learning-conducive environment	1,551	4.39	94.7%
Arrives on time	1,551	4.44	94.4%
Leaves on time	1,551	4.37	93.1%
Is fair in examination	1,551	4.44	95.2%
Returns graded scripts in reasonable time	1,551	4.37	95.6%
Available in office hours / after class	1,551	4.33	92.1%
Course increased my knowledge of the subject	1,551	4.41	94.6%
Syllabus states objectives & grading criteria	1,551	4.34	94.5%
Course integrates theory with real-world applications	1,551	4.31	92.3%
Assignments & exams covered course material	1,551	4.39	95.4%
Course material is modern and updated	1,551	4.32	92.2%

C.3 Graduating Students — Satisfaction (14 items)

Item	n	Mean	% positive
Workload was high and demanding	78	3.62	64.1%
Program improved teamwork skills	78	4.14	85.9%
Administration supported teaching & learning	78	4.37	91%
Built analytical & problem-solving skills	78	4.18	88.5%
Fostered independent thinking	78	4.32	93.6%
Improved written communication	78	4.29	88.5%
Developed planning skills	78	4.27	89.7%
Program objectives were fully achieved	78	4.14	88.5%
Curriculum was modern & aligned to objectives	78	4.12	84.6%
Teachers met the program objectives	78	4.31	91%
Environment was conducive to learning	78	4.29	87.2%
Departmental infrastructure was good	78	3.96	71.8%
Included co- and extra-curricular activities	78	3.99	82.1%



Item	n	Mean	% positive
Scholarships/financial aid were available	78	3.49	52.6%

C.4 Graduating Students — Value of the Internship (8 items)

Item	n	Mean	% positive
Teamwork ability	41	4.15	85.4%
Independent thinking	41	4.00	82.9%
Appreciation of ethical values	41	3.85	78%
Professional development	41	4.05	85.4%
Time-management skill	40	4.15	80%
Decision-making	40	4.08	77.5%
Discipline	40	4.08	77.5%
Linking theory to practice	40	4.10	82.5%

C.5 Faculty Survey (14 items)

Item	n	Mean	% positive
Mix of research, teaching & community service	120	4.17	88.3%
Intellectual stimulation of the work	120	4.09	88.3%
Type of teaching / research currently done	120	4.27	93.3%
Interaction with students	120	4.63	98.3%
Cooperation from colleagues	120	4.24	86.7%
Mentoring available	120	3.90	77.5%
Administrative support from the department	120	4.17	87.5%
Clarity of the faculty promotion process	120	3.52	56.7%
Prospects for advancement through the ranks	120	3.67	62.5%
Salary and compensation package	120	3.33	55.8%
Job security and stability	120	3.62	60.8%
Time for self and family	120	4.05	89.2%
Overall climate at the department	120	4.08	87.5%
Department utilises my experience & knowledge	120	4.05	85%