

University Quality Policy



AROR UNIVERSITY
OF ART, ARCHITECTURE,
DESIGN & HERITAGE,
SUKKUR, SINDH

**Aror University of Art, Architecture, Design
and Heritage, Sukkur**

**Prepared by:
Quality Enhancement Cell**

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Acronyms

Acronym	Full Form
AT	Assessment Team
AU	Aror University of Art, Architecture, Design and Heritage
BASR	Board of Advanced Studies and Research
CDC	Career Development Centre
CMS	Course Management System
CQI	Continuous Quality Improvement
GSC	Graduate Studies Committee
HEC	Higher Education Commission
HEI	Higher Education Institution
HoD	Head of Department
ICT	Information and Computer Technology
IPE	Institutional Performance Evaluation
IQAE	Institutional Quality Assessment and Effectiveness
IQC	Institutional Quality Cell
IQA	Internal Quality Assurance
ISAC	Institutional Scholarship Award Committee
MS	Master of Science
NAEAC	National Agriculture Education Accreditation Council
NCEAC	National Computing Education Accreditation Council
NOC	No Objection Certificate
PCATP	Pakistan Council for Architects and Town Planners
PEC	Pakistan Engineering Council
PEOs	Program Educational Objectives
PG	Postgraduate
PhD	Doctor of Philosophy
PSG-2023	Precepts, Standards and Guidelines for Quality Assurance in Higher Education (2023)
PT	Program Team
QA	Quality Assurance
QAA	Quality Assurance Agency

QEC	Quality Enhancement Cell
QMF	Quality Management Framework
SAR	Self-Assessment Report
SIPE	Self-Institutional Performance Evaluation
UPR	University Portfolio Report
VC	Vice Chancellor

Preamble

The establishment of quality assurance systems in higher education is a matter of global importance. There is a growing worldwide demand for mechanisms that ensure Quality Assurance (QA) at the national, regional, and global levels. Throughout the years, there has been a noticeable rise in the number of Higher Education Institutions (HEIs), accompanied by increased engagement of external stakeholders, which has led to changes in governance structures. To address these developments, HEIs worldwide have implemented internal quality assurance systems, adopting a formal institutional approach and comprehensive documentation.

The Aror University of Art, Architecture, Design and Heritage (AU), Sukkur, Sindh, is a unique concept that amalgamates Art, Architecture, Design, and Heritage together under the Vision that AU is “custodian of true shades of Art, Architecture, Design & Heritage of Region and beyond.” As for as the Mission of the University is concerned, it states, “making the unplumbed Art, Architecture, Design & Heritage accessible, inclusive and meaningful through multiple approaches of technological improvisations, creative & critical thinking integrated with written, oral & visual expressions appreciating the richness of cultural diversity & values.” The establishment of Quality Enhancement Cell (QEC) at AU aims to strive and play its role in boosting the knowledge-based economy of Pakistan.

At the same, the QEC is responsible for liaising with the Higher Education Commission (HEC) and other Accreditation Bodies like Pakistan Engineering Council (PEC) and Pakistan Council for Architects and Town Planners (PCATP), National Agriculture Education Accreditation Council (NAEAC), and National Computing Education Accreditation Council (NCEAC). Simultaneously, the QEC believes in making linkages by signing the MoUs with different HEIs in Pakistan and abroad to exchange ideas for innovation and quality assurance in academia.

1. Definition of Quality at AU

The Aror University of Art, Architecture, Design and Heritage, Sukkur, is committed to striving for excellence in teaching, research, innovation, public service, intellectual leadership, outreach, governance and administration. In seeking to achieve these goals the University is guided by five interrelated dimensions of quality. These are:

- fitness of purpose.
- fitness for purpose.
- value for money.
- transformative development of students and staff; and
- adherence to high standards, including internal and external customer service standards.

Fitness of purpose refers to the University's ability to define objectives that are relevant to its stakeholders' needs and pursuant to its mission. This dimension of quality aims to evaluate the adequacy of the quality-related intentions of an organisation or programme. Fitness for purpose refers to the University's ability to fulfil its stated objectives and mission at both institutional and programme levels. It is concerned with assessing an institution or programme against indicators and standards derived from its basic mission and stated objectives. Value for money refers to the University's ability to demonstrate efficient and effective use of its human, physical, technological, information and financial resources. Transformative development of students and staff refers to the University's ability to contribute to the enhancement of the knowledge, skills and attitudes of staff and students. Adherence to high standards refers to the University's ability to consistently meet agreed service standards and/or apply best practice in its delivery of academic, professional, technical or support services and in its communications with internal and external stakeholders.

In fulfilment of AU Mission, these five dimensions of quality are applied to the management of all of AU's human, physical, technological, information and financial resource, internal operations and communications.

2. Purpose of Quality Policy

The Quality Policy of AU establishes the University's approach to Quality Management. It sets out the methods by which AU assures its stakeholders of the high quality of its academic and non-academic outputs, as well as all aspects of its educational provision (quality assurance). It also explains how it enhances the quality of its academic and non-academic

outputs and educational provision (quality enhancement). The Quality Policy supports the achievement of AU's Mission and Vision. It also facilitates its continuing institutional and programme accreditation.

2.1. Scope

The Quality Policy applies to all academic and non-academic staff employed at or contracted to AU. This includes members of Executive and Senior Management, Administrative, Technical and Support staff, Senior Administrative and Professional staff and Academic staff. The Policy applies equally to the University's academic operations (design and all modes of delivery of taught programmes and courses, research and innovation) and non-academic operations (design and delivery of administrative, financial, technical, professional and support services) as well as to its formal and public engagement.

2.2. Policy Statement

The AU adopts a systematic approach to quality management. As per new QA framework Pakistan Precepts, Standards and Guidelines for Quality Assurance in Higher Education (PSG- 2023), The AU has formulated Institutional Quality Assessment and Effectiveness (IQAE), and its main object is to:

- a) Ensure the AU definition of quality,
- b) Monitor the AU Quality Management Framework (QMF), and
- c) The implementation of The AU PSG-2023 effectively.

3. QEC Establishment

The foundation of the QEC currently also known as Office of Institutional Quality Assessment and Effectiveness (IQAE) was laid at Aror University in November 2023 upon the recommendation of the QAA-HEC, Islamabad. Since then, QEC has never looked back and has been engaged in monitoring and enhancing the existing processes, procedures, and practices implemented within academic and administrative units while keeping in view the mandate given by HEC and in conformity with the standards envisaged by international quality assurance networks. elation to teaching, research, innovation, public service, intellectual leadership, outreach, governance and administration.

3.1. QEC Vision

To foster a culture of continuous quality improvement where students Learn with excellence,

Earn through industry-ready skills, and Grow as innovative leaders – advancing Aror University's legacy of creativity, heritage, and global impact.

3.2. QEC Mission

To ensure academic excellence and sustainable development by implementing robust quality assurance systems that empower students to Learn innovatively, Earn through employable skills, and Grow as ethical leaders.

Both Vision and Mission statements of QEC are aligned with AU mission and Vision statements along with SDGs, such as SDG 4 (Quality Education), SDG 8 (Decent Work), and SDG 9 (Industry & Innovation) while preserving cultural heritage.

3.3. QEC Responsibilities

The responsibilities of the QEC encompass various areas including, but not limited to:

- Evaluating each taught course within the university
- Conducting program assessments to ensure the quality of academic programs
- Evaluating faculty members to gauge their performance and effectiveness
- Conducting surveys to gather feedback from students on their learning experiences
- Reviewing Postgraduate (PG) programs of the university, considering factors such as teaching quality, research publications, and compliance with the minimum guidelines set by HEC
- Conducting IPE (Institutional Performance Evaluation) to assess the overall quality of the university environment.

These functions are aimed at promoting continuous improvement and maintaining high standards in teaching, research, and overall academic performance at the university.

3.4. QEC Aims

Quality Enhancement Cell (QEC), Aror University aims to pursue the following: In order of priority, our pursuits are as follows:

1. Empowering Faculty
2. Fostering Student Centricity in the Overall Education System
3. Enhancing Programmatic Improvements
4. Facilitating Faculty Development and Capacity Building

5. Providing Student Counselling and Feedback
6. Defining Program Educational Objectives (PEOs) through Stakeholders' Involvement

3.5. QEC Objectives

QEC had been established with objective to develop the mechanism of Internal Quality Assurance (IQA) within Higher Education Institutions (HEI). To achieve this objective, QEC undertakes all the mechanism to establish, sustain, develop, and enhance academic quality. Therefore, most programs of QEC encompass quality assurance standards. Following are few objectives:

A) Student Focus quality approach:

1. To ensure quality culture within the institute.
2. To ensure teaching standards such that students are equipped with the ability to link theory with practices.
3. Ensure through review programs that the quality and standards of the award of degrees are enhanced and safeguarded for promoting public confidence.
4. To ensure that university has practices which are required in the outer world for quality standards, the quality of teaching and learning in each subject area.
5. To ensure that university teaching equip students with applied tools required for management, research and commercial activities in today's highly competitive world.
6. To develop qualifications framework by setting out the attributes and abilities that can be expected from the holder of a qualification, i.e., Bachelors, Bachelor with Honors, Master's, M. Phil., Doctoral.
7. To develop program specifications. These are standard set of information clarifying what knowledge, understanding, skills and other attributes a student will have developed on successfully completing a specific program.
8. To ensure that the university's quality assurance procedures are designed to fit in with the arrangements in place nationally for maintaining and improving the quality of Higher Education.

B) Institution Focus quality approach:

9. The Director QEC is the member of all statutory bodies such as Department Councils, Faculty Councils, Academic Councils, Syndicate, Senate, the purpose is

- to observe, ensure and follow the rules to ensure quality.
10. QEC also observes the recruitment and selection procedures within the university to ensure impartiality for the sake of quality.
 11. Director QEC or nominee are member of different committees such as Institutional Scholarship Award Committee (ISAC), for the quality purposes.
 12. QEC participates and arranges workshops and seminars on quality awareness and sensitization.
 13. To develop institutional quality, QEC arranges training programs for employees to sensitize and train them about the quality cultures.
 14. QEC also ensures that these standards not only meet the requirements within the University, but also in affiliated Colleges.
 15. To ensure high standards of academic program QEC initiates Self-Assessment Reports from teaching departments, the purpose is to develop action plan on the bases of provided feedback by administration and faculty.

3.6. QEC Functions

Government of Pakistan had established QAA through the Higher Education Commission (HEC) of Pakistan in 2005 with the vision “To promote, enhance and assure the quality of higher education across HEIs in Pakistan”. To achieve its objective, QAA had guided HEIs to establish directorates of QEC. Therefore, QEC works under preview of the QAA of the HEC and plays the role of the guard for the quality maintenance. QEC reports to the Vice Chancellor (VC) and represent QAA within the HEI. The QEC shall perform the following activities throughout the year at Aror University:

A) Capacity Building:

1. Organizing workshops, seminars, and conferences to raise awareness among students and faculty about quality assurance and self-assessment mechanisms.
2. Participating in national and international workshops, seminars, and conferences for capacity-building.
3. Creating awareness among departmental heads about program accreditations.

B) Quality Assurance:

4. Implementing quality assurance criteria proposed by the Higher Education Commission (HEC).
5. Conducting feedback surveys from students, faculty, alumni, and employers of the

university graduates.

6. Preparing summary reports on the received feedback and submitting them to the respective heads for review and necessary actions.
7. Monitoring and assessing faculty performance using student feedback.
8. Ensuring the academic quality by maintaining course files, lesson plans, timetables, and session schedules.
9. At the wake of the Pandemic, ensuring the quality standards of online teaching.

C) Improvement of Existing Programs:

10. Conducting self-assessment of all the academic programs offered.
11. Arranging visits of Assessment Teams (ATs) to assess Self-Assessment Reports (SARs) as prepared by the Programs Teams (PTs) of the respective departments.
12. Taking follow-up from departments to ensure the preparation of implementation plans and the implementation status of remedial actions based on the observations of AT.
13. Conducting Self-Institutional Performance Evaluation (SIPE) and overseeing the implementation of remedial actions.

D) Coordination Among Stakeholders:

14. Facilitating coordination among departments to ensure smooth implementation of QEC activities.
15. Compiling and updating the University Portfolio Report (UPR) on an annual basis.
16. Coordinating visits by the HEC teams for institutional performance evaluations and review of the postgraduate programs of the university and ensuring the follow-up of remedial actions.
17. Handling matters related to No Objection Certificates (NOCs) with the HEC.
18. Collecting and submitting university statistics and data for national and international university rankings to relevant agencies.

E) Anti-Plagiarism Campaign:

19. Creating awareness about avoiding plagiarism through seminars/workshops.
20. Scrutinizing synopses/theses of various degree programs.

F) University's Quality Assurance:

21. Ensuring the university's quality assurance procedures align with higher education improvement frameworks.

3.7. Role of the University's Institutional Quality Cell

The responsibilities of the QEC encompass various areas including, but not limited to:

1. Evaluating each taught course within the university
2. Conducting program assessments to ensure the quality of academic programs
3. Evaluating faculty members to gauge their performance and effectiveness
4. Conducting surveys to gather feedback from students on their learning experiences
5. Reviewing postgraduate (PG) programs of the university, considering factors such as teaching quality, research publications, and compliance with the minimum guidelines set by HEC
6. Conducting Institutional Performance Evaluation (IPE) to assess the overall quality of the university environment.

These functions are aimed at promoting continuous improvement and maintaining high standards in teaching, research, and overall academic performance at the university.

3.8. QEC Values

At Aror University, we place utmost importance on our core values, as we firmly believe that these values are integral for the successful accomplishment of our goals. Our values encompass the following:

1. Fostering Teacher Efficacy
2. Facilitating Student Learning
3. Nurturing a Professional and Caring Administration
4. Upholding Transparency in Operations
5. Promoting Individual, Departmental, and Organizational Accountability

3.9. QEC Setup

The structure of QEC as suggested by the Higher Education Commission holds the following five permanent positions:

1. Director
2. Deputy Director
3. Assistant Director
4. Computer Operator/Data Analyst
5. Supporting Staff

3.10. QEC Membership in the Statutory Bodies

As per the university mandate, Director QEC is a non-voting member of all statutory bodies of the Aror University who can attend all the meetings regularly. Detail of Statutory Bodies:

1. Senate
2. Academic Council

4. Self-Assessment

Assessment is a systematic process that encompasses the collection, analysis, and utilization of both quantitative and qualitative data from diverse sources to evaluate educational programs. Its main goals are to enhance student learning and ensure the fulfilment of academic and learning standards. Self-assessment plays a vital role in maintaining and enhancing academic quality. It provides valuable feedback, enabling decision-makers to develop action plans for ongoing improvement and advancement.

4.1. Self-Assessment Process at Aror University

At Aror University, the preparation of Self-Assessment Reports (SARs) for all academic programs will be guided by the SAR manual provided by the HEC. Each academic program needs to undergo Self-Assessment (SA) after every two years as part of the assessment cycle. The QEC is responsible for planning, coordinating, and overseeing the SA activities. The following steps outline the procedure for SA at Aror University:

1. **Initiation:** The QEC shall initiate the SA one semester before the end of the assessment cycle through the VC Office. For programs undergoing SA for the first time, the department will be given one full academic year for preparation.
2. **Program Team Formation:** Upon receiving the initiation letter, the department will form a Program Team (PT) responsible for preparing the SAR over one semester. The PT serves as the contact group during the assessment period.
3. **SAR Submission and Review:** The department shall submit the SAR to the QEC through the concerned Dean/Head of Department (HoD). The QEC reviews the SAR within one month to ensure it meets the required format.
4. **Assessment Team Formation:** The VC, in consultation with QEC recommendations, shall form a Program Assessment Team (AT) within one month. The AT consists of 2-3 faculty members, including at least one external member as a domain expert of the assessed program.
5. **Planning and Scheduling:** The QEC shall plan and schedule the AT visit in

coordination with the department offering the program.

6. **Assessment and Exit Meeting:** The AT shall conduct the assessment and submit its report to QEC subsequently, the AT shall present its findings before the Vice Chancellor in an exit meeting attended by the Director QEC, Dean/HoD, and the concerned PT respectively.
7. **Executive Summary Submission:** The QEC shall submit an executive summary of the AT findings to the Vice Chancellor.
8. **Implementation Plan:** The department shall prepare and submit an implementation plan to the QEC based on the AT findings. The plan includes corrective actions, assignment of responsibility, and a time frame for implementation.
9. **Follow-up and Monitoring:** The QEC shall ensure departments adhere to the implementation plan and monitor progress. The academic department shall inform the QEC when a corrective action is implemented. The QEC shall review the implementation plan once a semester to assess progress.

By following this structured process, Aror University aims to ensure effective self-assessment, continuous improvement, and adherence to quality standards in its academic programs.

4.2. Program Team

The Program Team (PT) shall be composed of two to three faculty members who are nominated by the Dean/Head of Department (HoD) along with the Undergraduate program coordinator shall be responsible for preparing the SAR for their respective department. The Dean/HoD has the authority to nominate two or three faculty members (Lecturer or above) from the department to serve as PT members.

4.2.1. Key Responsibilities of the Program Team:

1. Prepare the SAR by following the guidelines provided in the HEC's SAR manual
2. Collect and compile relevant data to address all the criteria and standards outlined in the SAR
3. Assist and facilitate the Assessment Team during their visit to the department
4. Implement all the changes and recommendations suggested by the Assessment learn, as received through the Executive Summary provided by the QEC

4.3. Assessment Team

The Assessment Team (AT) is a panel of experts, either from within or outside the university, selected by the Vice-Chancellor in consultation with the QEC. Their role is to review the SAR prepared by AT. It is advisable to include at least one member who possesses expertise in the specific field or subject area being assessed in the SAR.

4.3.1. Key Responsibilities of the Assessment Team

1. Review the SAR by following the guidelines provided in the HEC's SAR manual
2. Verify the relevance and accuracy of all the responses provided in the SAR
3. Validate the data presented in the SAR
4. Conduct department visits and engage with students, teachers, and staff as necessary
5. Consolidate and integrate the findings and observations from all team members
6. Perform rubric evaluation of the SAR
7. Prepare a comprehensive report detailing the assessment team's findings and recommendations.

5. Institutional Performance Evaluation

The process of Institutional Performance Evaluation (IPE) at Aror University, the Self-Institutional Performance Evaluation (SIPE) is conducted on an annual basis to ensure the university's compliance with the prescribed standards. The QEC takes charge of preparing the University Portfolio Report (UPR), now known IPE, the evidence for each standard and sub-criterion, including meeting minutes, real-time data, records from the university portal, event reports, and financial reports, are compiled by the QEC with assistance from the Registrar's office and other concerned departments. For SIPE the Vice Chancellor nominates a team of experts comprising at least one external member from any other university. Subsequently, HEC also conducts IPE after a fixed interval. During their visit, the Director QEC supported by his team serves as the primary contact person for the university. Throughout the IPE process, the QEC facilitates meetings between the IPE team and relevant university officers to address any queries they may have. This collaborative approach ensures effective communication and a thorough evaluation of the university's performance and adherence to the established IPE standards.

6. Liaison with the International Quality Assurance networks

QEC will establish connections and collaborate with diverse quality assurance networks and agencies on behalf of Aror University at the national and international levels. Whenever

necessary, QEC will recommend to the higher management the acquisition of membership with national or international quality assurance networks or agencies. The membership fees will be covered by the annual budget allocated to QEC. All payments related to new memberships or annual fees for existing memberships will be processed by the university finance department, following formal approval from the Vice Chancellor Aror University. This ensures efficient coordination and financial management in maintaining the university's affiliations with relevant quality assurance entities

6.1. Awareness in the University Community

Awareness will be raised among faculty members, students, and non-academic staff regarding quality assurance policies and activities. This will be achieved through seminars, workshops, training sessions, and meetings, ensuring the entire university community is well-informed and can actively and effectively participate in maintaining quality standards at the university.

6.2. Plagiarism Policy

The university has adopted the HEC Anti-Plagiarism Policy and intends to develop a plagiarism-free culture. The University has an administrative account of Turnitin, and user accounts will be provided to all the faculty members with proper training to use Turnitin for determining plagiarism. All the synopses and theses of the graduate level students will be submitted to QEC for plagiarism checking through Turnitin before final submission to the office of Controller Examinations. The dissertation/thesis, project reports and other technical reports shall be cleared for evaluation if its similarity index is less than 20% in total and less than 5% from a single source. Similarity index will be evaluated in these documents and notified by the QEC, and notification will be shared with the office of Controller Examinations and respective supervisors. The University has notified a Plagiarism Standing Committee, and the complaints of plagiarism will be processed following the procedures given in the HEC Anti-Plagiarism policy. Similarity from the student's own published work carried out during the PhD studies shall be excluded. In case of any ambiguity in plagiarism assessment, the following committee shall evaluate the case and shall submit its recommendations to the Board of Advanced Studies and Research (BASR) for decision:

1. Concerned Dean
2. Concerned HoD

3. Students' Council president
4. Director Graduate Studies

6.3. University Plagiarism Standing Committee

The following Plagiarism Standing Committee is constituted to conduct the investigation of plagiarism claim as per HEC Plagiarism Policy:

1. Deans of all faculty
2. Director QEC
3. HEC Nominee

As per clause-10 of HEC Plagiarism policy, the “Plagiarism Standing Committee” will submit its report with clear cut findings and recommendations to the President within a specified period not exceeding sixty days. Moreover, the report will also be submitted to the Graduate Studies Committee (GSC). The President will have the discretion to implement the recommendations after approval through the statutory process and take punitive action against the offender as per penalties prescribed under HEC plagiarism policy or to forward the report to HEC for further action if outside his purview/jurisdiction.

6.4. Assessment by Accreditation Councils

- The Quality Enhancement Cell (QEC) will facilitate coordination between accreditation councils and university departments/institutes for accreditation visits.

6.4.1. Preparation of Self-Assessment Reports

- The designated Program Teams, under the supervision of their respective Chairperson/Director, will prepare SARs in accordance with HEC guidelines.
- These teams will collaborate with faculty members and university offices to gather necessary data for the SARs.
- Once completed, the SARs will be submitted to the QEC through the respective Dean, who will then forward them to the relevant accreditation councils along with any additional required documents.

6.4.2. Accreditation Team Visit

- The QEC will liaise between the accreditation council and the respective Chairperson/Director to finalize the visit schedule.
- The Chairperson/Director and Program Team will be responsible for:

- Presenting all required documentary evidence to the accreditation team.
- Facilitating infrastructure inspections.
- Arranging meetings with faculty and students.
- After the visit, the accreditation council will submit an assessment report to the university, outlining findings and recommendations for program improvement. This report will be shared with the respective department/institute.

6.4.3. Preparation of Implementation Plan

- Based on the assessment report, the Program Teams—under the guidance of the Chairperson/Director—will draft an implementation plan using the prescribed format.
- The finalized plan will be submitted to the QEC for review.

6.4.4. Approval of Executive Summary

- The QEC will compile an Executive Summary of the assessment reports and implementation plans for approval by the Vice Chancellor.

6.5. Course file Maintenance

The QEC sets standards and provides guidelines, for course files. While instructors/teachers are primarily responsible for developing, maintaining, and submitting their course files to their respective HoDs at the end of each semester, the QEC retains an oversight role. During accreditation visits or internal audits, the QEC may request these files from HoDs. Additionally, the QEC may conduct random quality assurance assessment visits to assess whether course files adhere to the university's Quality Policy.

6.6. Review and Revision of Scheme of Studies

The curricula of all academic programs will be reviewed and revised every three years to ensure they meet international standards, in accordance with the guidelines established by the Higher Education Commission (HEC) through its Undergraduate and Graduate Policies, as well as the recommendations of the National Curriculum Revision Committee (NCRC). This periodic review process guarantees that our academic offerings remain current, competitive, and aligned with both national and international benchmarks in higher education.

7. Continuous Quality Improvement

To ensure CQI and elevate the standards of faculty, services, and academic programs, regular feedback shall be collected from students, faculty, and administrative staff. Additionally, input from alumni, employers, and other stakeholders shall also sought to enhance the

ongoing programs. The feedback mechanisms employed include:

1. Teacher/Course Evaluation (Annexure 1 A&B)
2. Survey of Graduating Students (Annexure 2 A&B)
3. Alumni Survey (Annexure 3)
4. Employer Survey (Annexure 4)
5. Faculty Course Review Report (Annexure 5 A&B)
6. Research Student Progress Review Form (Annexure 6)
7. Faculty Survey (Annexure 7 A&B)
8. Survey of Departments Offering Ph.D. Programs (Annexure 8 A&B)
9. Faculty Resume (Annexure 9 A&B)

The feedback collected will be crucial for the ongoing improvement of all programs. QEC will compile summary reports based on the feedback received and submit them to higher authorities for review. Subsequently, appropriate actions will be taken based on the findings. Below is a list of feedback forms, along with the corresponding frequency and responsible stakeholders involved:

S. No	Questionnaire	Filled by	Filling stage/ time	Responsibility
I.	Teacher/Course Evaluation	Students on CMS	Near the end of each semester	QEC
2.	Survey of Graduating Students	Final semester students	Near semester end	QEC
3.	Alumni Survey	Alumni	At an opportune occasion	QEC
4.	Employer Survey	Employers where Aror University graduates are employed	--	QEC
5.	Faculty Course Review Report	Concerned Faculty Member (One Proforma for each course)	After the completion of each semester	QEC
6.	Research Student Progress Review Form	All Postgraduate	Near semester end	MS/PhD Coordinator

		Students		
7.	Faculty Survey	Each faculty member	Annually	QEC
8.	Survey of Departments Offering Ph.D. Programs	HoD/MS&PhD Coordinator	Annually	QEC
9.	Faculty Resume	All Employers	Annually	QEC

7.1. Teacher/Course Evaluation Survey (Online)

The process for conducting Teacher/Course Evaluation and Survey of Graduating Students shall be facilitated through an online facility. QEC initiates the preparation of the schedule for Teacher/Course Evaluation by Students at least a month before the commencement of final exams. **Teacher Evaluation Survey**

Execution:

1. The proposed schedule is shared with the concerned stakeholders to invite their input to avoid any potential clashes.
2. Upon receiving their feedback, the final schedule is then shared with students and faculty for meticulous compliance.
3. During the execution of the activity, Team QEC flanked by Team ICT brings every class to the computer lab turn-by-turn and give s necessary instructions.
4. To attempt evaluation, every student is allowed half an hour time in which he/she submits his/her feedback online against each enrolled course.
5. Subsequently, the received feedback is compiled through CMS to produce department
6. wise faculty results in report format.
7. The compiled reports are shared with the competent authority of the university in addition to the concerned HoDs and Head-HR for a healthy discussion and quality decisions.
8. The furnished reports are then disseminated amongst every faculty member through email together with a feedback form for their self-improvement and healthy feedback

7.2. Alumni Survey (Online)

Alumni Survey conducted by All graduates of Aror University, once in every two years. The purpose of this survey is to obtain alumni input on the quality of education they received and the level of satisfaction they enjoyed at Aror University. The sole purpose of this survey is to assess the quality of the academic programs offered at the university.

Execution:

1. QEC acquires information from CDC related to the alumni of Aror University.
2. The acquired data is then arranged to identify those batches that will participate in the said activity.
3. Alumni survey form is mapped online to make it available for the target audience.
4. An email draft is prepared and approved from the concerned authority before sending the same to alumni.
5. Subsequently, emails together with web-link of the form are floated to the intended recipients persuading them to furnish their feedback within a week time.
6. Once the feedback is received, the same is compiled to
7. produce a meaningful report containing tables and graphs used for decision making purpose.
8. Finally, the report is shared with the concerned stakeholders viz. Vice Chancellor, Registrar, HoDs etc. to invite their input and make necessary changes in programs (if required.)

7.3. Employer Survey

Employer Survey conducted by All Employees of Aror University, happens Once in every two years. Employer input is considered most essential for any HEI as it not only helps in determining current market trends but also cater future market demands. Aror University undertakes Employer Survey activity to obtain employer input on the quality of education university is currently imparting and assess the overall standing of academic programs.

Execution:

1. QEC acquires information from CDC related to the employer where Aror University graduates have been working.
2. The acquired data is then organized by applying various filters to prepare a list of employers to be approached to serve the intended purpose.
3. An email/covering letter draft is prepared and approved from the concerned

authority before sending the same to employers along with the survey form.

4. For employer's convenience, three modes of communication are used:
5. Through surface mail containing a covering letter, survey form and a return envelope to submit feedback.
6. Through electronic means comprising an email write-up together with a web-link to the survey form.
7. In-person meeting of QEC staff or its representative with employer for seeking feedback on Aror University Alumni
8. Afterwards, direct telephone calls are made to the addressees persuading them to participate in the activity by furnishing their valuable feedback within a week time.
9. The received feedback is compiled to produce a meaningful report containing tables and graphs used for decision making purpose.
10. Finally, the report is shared with the concerned stakeholders viz. Vice Chancellor, Registrar, HoDs etc. to invite their input and make necessary changes in programs (if required.)

7.4. Faculty Course Review Report

Faculty Course Review Report conducted by All teaching faculty of Aror University, once in a year. Faculty Course Review is an important activity through which quality of teaching & learning is gauged. The input provided by faculty about their taught courses certainly helps departments in aligning their program mission with the department and university one at large.

Execution:

1. QEC acquires information from Information and Computer Technology (ICT) Department related to the faculty involved in teaching at Aror University
2. Faculty Survey form is mapped online to make it available for the target audience.
3. An email draft is prepared and approved from the concerned authority before sending the same to faculty.
4. Subsequently, an email together with the web-link of the form are floated to the intended recipients persuading them to furnish their feedback within a fortnight.
5. Once the feedback is received, the same is compiled to produce a meaningful report containing tables and graphs used for decision making purpose.

6. Finally, the report is shared with the concerned stakeholders viz. Vice Chancellor, Registrar, HoDs etc. to invite their input and make any necessary changes (if required.)

7.5. Research Student Progress Review Survey

Research Student Progress Review Survey Conducted by All students enrolled in MS/PhD program at Aror University. The purpose of this survey is to gauge the progress of research students and other allied facilities provided to them at Aror University. This activity is aimed at seeking the level of satisfaction students enjoy besides the effectiveness of strategies in place to strengthen research-based learning environment at large.

Execution:

1. QEC acquires information related to the students enrolled in MS/PhD program at Aror University from the concerned Program Coordinator.
2. Research Student Progress Review Survey form is mapped online to make it available for the target audience.
3. An email draft is prepared and approved from the concerned authority before sending the same to the intended addressees.
4. Subsequently, an email together with the web-link of the form is floated to the intended recipients motivating them to submit their feedback ideally within a week time.
5. Once the feedback is received, the same is compiled to
6. produce a meaningful report used for decision making purpose.
7. Finally, the report is shared with the concerned stakeholders viz. Vice Chancellor, Registrar, HoDs, Program Coordinators etc. to invite their input and make any necessary changes (if required.)

7.6. Faculty Survey

Faculty Survey by All teaching faculty of Aror University, once in a year. The Purpose of this survey is to assess the level of satisfaction of faculty members and the effectiveness of strategies in place to help them progress and excel in their profession at Aror University.

Execution:

1. QEC acquires information from ICT Department related to the faculty involved in teaching at Aror University.
2. Faculty Satisfaction Survey form is mapped online to make it available for the

target audience.

3. An email draft is prepared and approved from the concerned authority before sending the same to faculty.
4. Subsequently, the email together with the web-link of the form is floated to the intended recipients encouraging them to furnish their feedback ideally within a fortnight time.
5. Once the feedback is received, the same is compiled to produce a meaningful report containing tables and graphs used for decision making purpose.
6. Finally, the report is shared with the concerned stakeholders
7. Vice Chancellor, Registrar, HoDs etc. to invite their input and make any changes (if required.)

7.7. Survey of Department offering Ph.D. Programs

The Survey of Department offering Ph.D. Programs Conducted by All Ph.D. Programs students at Aror University, once in a year. The purpose of this survey is to gauge the progress of the departments that are offering PhD programs. The departmental progress can be judged by employing various indicators viz. student strength, admission criteria, research publications etc. not only to make program more sustainable but also encourage research-based learning environment.

Execution:

1. An email draft is prepared and approved from the concerned authority before sending the same to the intended addressee.
2. Subsequently, an email containing the said form in MS Word format is shared with the intended recipient requesting them to furnish the same within a fortnight time.
3. Once the feedback is received, the same is compiled to produce a meaningful report used for decision making purpose.
4. Finally, the report is shared with the concerned stakeholders viz. Vice Chancellor, Registrar, HoDs, Program Coordinators etc. to invite their input and make any necessary changes (if required.)

7.8. Faculty Resume

The Faculty Resume conducted by all faculty members at Aror University, once in a year

Annexures

Teacher Evaluation Survey (Annexure 1 A)



Teacher Evaluation Form

(To be filled by the student)

Course Title and Number: _____
Name of Instructor: _____ Semester _____
Department: _____ Degree _____

Use the scale to answer the following questions below and make comments.

A: Strongly Agree B: Agree C: Uncertain D: Disagree E: Strongly Disagree

Instructor:					
1. The Instructor was prepared for each class	A	B	C	D	E
2. The Instructor demonstrated knowledge of the subject	A	B	C	D	E
3. The Instructor has completed the whole course	A	B	C	D	E
4. The Instructor provided additional material apart from the textbook	A	B	C	D	E
5. The Instructor gave citations regarding current situations with reference to the Pakistani context.	A	B	C	D	E
6. The Instructor communicated the subject matter effectively	A	B	C	D	E
7. The Instructor showed respect towards students and encouraged class participation	A	B	C	D	E
8. The Instructor maintained an environment that was conducive to learning	A	B	C	D	E
9. The Instructor arrived on time	A	B	C	D	E
10. The Instructor left on time	A	B	C	D	E
11. The Instructor is fair in the examination	A	B	C	D	E
12. The Instructor returns the graded scripts etc., in a reasonable amount of time	A	B	C	D	E
13. The Instructor was available during the specified office hours and for after-class consultations	A	B	C	D	E

Comments:

Instructor: _____



**Teacher / Course Evaluation Performance
(To be filled by the Teacher)**

Teacher Evaluation Survey (Annexure 1 B)

S.No.	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	At the beginning of the course, discussed course outline, learning outcomes, assessment plan, and requirements (T)	☐	☐	☐	☐
2	Before class sessions, provided us case studies and other reading material (T)	☐	☐	☐	☐
3	Before class sessions, provided us relevant case assignments/questions (T)	☐	☐	☐	☐
4	During group discussion sessions, fairly divided us into small groups (T)	☐	☐	☐	☐
5	During group discussion sessions, facilitated and encouraged our discussions (T)	☐	☐	☐	☐
6	During class discussion sessions, encouraged us to debate case issues rather than providing answers directly (T)	☐	☐	☐	☐
7	During class discussion sessions, gave us a fair chance to participate (T)	☐	☐	☐	☐
8	During class discussion sessions, facilitated healthy and organized discussions (T)	☐	☐	☐	☐
9	During class discussion sessions, used the board properly (T)	☐	☐	☐	☐
10	During class discussion sessions, demonstrated well-prepared case studies (T)	☐	☐	☐	☐
11	Prepared a relevant and challenging Mid-term paper (T)	☐	☐	☐	☐
12	Provided us relevant assignments/projects with clear guidance and timeline (T)	☐	☐	☐	☐
13	Graded class participation fairly and discussed it with us timely (T)	☐	☐	☐	☐
14	Graded Mid-term papers, assignments, and projects fairly and discussed them with us timely (T)	☐	☐	☐	☐
15	During case preparation time, visited us frequently (T)	☐	☐	☐	☐
16	During consultation hours, was available in his/her office (T)	☐	☐	☐	☐
17	Completed the course smoothly and as per schedule in the course outline (T)	☐	☐	☐	☐
18	The subject knowledge of the teacher was adequate for the course (T)	☐	☐	☐	☐
19	The case studies discussed in the course were relevant to the Pakistani context (C)	☐	☐	☐	☐
20	The case method of teaching improves my learning (C)	☐	☐	☐	☐

Survey of Graduating Students (Annexure 2 A)



AROR UNIVERSITY OF ART, ARCHITECTURE,
DESIGN AND HERITAGE, SUKKUR, SINDH
Quality Enhancement Cell-QEC

Survey of Graduating Students

(To be filled out by graduating students in last semester / year before the award of degree)

The survey seeks graduating students' input on the quality of education they received in their program and the level of preparation they had at university. The purpose of this survey is to assess the quality of the academic programs. We seek your help in completing this survey.

A: Very satisfied B: Satisfied C: Uncertain D: Dissatisfied E: Very dissatisfied

1. The work in the program is too heavy and induces a lot of pressure
A B C D E
2. The program is effective in enhancing team-working abilities.
A B C D E
3. The program administration is effective in supporting learning.
A B C D E
4. The program is effective in developing analytical and problem-solving skills.
A B C D E
5. The program is effective in developing independent thinking.
A B C D E
6. The program is effective in developing written communication skills.
A B C D E
7. The program is effective in developing planning abilities.
A B C D E
8. The objectives of the program have been fully achieved
A B C D E
9. Whether the contents of curriculum are advanced and meet program objectives
A B C D E
10. Faculty was able to meet the program objectives
A B C D

Survey of Graduating Students (Annexure 2 B)



AROR UNIVERSITY OF ART, ARCHITECTURE, DESIGN AND HERITAGE, SUKKUR, SINDH Quality Enhancement Cell-QEC

11. Environment was conducive for learning
- A B C D E
12. Whether the Infrastructure of the department was good.
- A B C D E
13. Whether the program was comprised of Co-curricular and extra-curricular activities
- A B C D E
14. Whether scholarships/ grants were available to students in case of hardship
- A B C D E

Answer question 9 if applicable.

9. The internship experience is effective in enhancing
- | | | | | | |
|---|-----|-----|-----|-----|-----|
| a. Ability to work in teams | (A) | (B) | (C) | (D) | (E) |
| b. <u>Independent</u> thinking | (A) | (B) | (C) | (D) | (E) |
| c. Appreciation of ethical Values | (A) | (B) | (C) | (D) | (E) |
| d. Professional development | (A) | (B) | (C) | (D) | (E) |
| e. Time management skills | (A) | (B) | (C) | (D) | (E) |
| f. Judgment | (A) | (B) | (C) | (D) | (E) |
| g. Discipline | (A) | (B) | (C) | (D) | (E) |
| h. The link between theory and practice | (A) | (B) | (C) | (D) | (E) |

10. What are the best aspects of your program?

11. What aspects of your program could be improved?

Note: You may use additional sheets for questions 10 & 11 if needed.

Alumni Survey (Annexure 3)



AROR UNIVERSITY OF ART, ARCHITECTURE, DESIGN AND HERITAGE, SUKKUR, SINDH Quality Enhancement Cell-QEC

Alumni Survey

(To be filled by Alumni - after the completion of each academic year)

The purpose of this survey is to obtain alumni input on the quality of education they received and the level of preparation they had at University. The purpose of this survey is to assess the quality of the academic program. We seek your help in completing this survey.

A: Excellent B: Very good C: Good D: Fair E: Poor

I. Knowledge

1. Math, Science, Humanities and professional discipline, (if applicable)
(A) (B) (C) (D) (E)
2. Problem formulation and solving skills (A) (B) (C) (D) (E)
3. Collecting and analyzing appropriate data (A) (B) (C) (D) (E)
4. Ability to link theory to practice. (A) (B) (C) (D) (E)
5. Ability to design a system component or process (A) (B) (C) (D) (E)
6. IT knowledge (A) (B) (C) (D) (E)

II Communications Skills

1. Oral communication (A) (B) (C) (D) (E)
2. Report writing (A) (B) (C) (D) (E)
3. Presentation skills (A) (B) (C) (D) (E)

III Interpersonal Skills

1. Ability to work in teams. (A) (B) (C) (D) (E)
2. Ability to work in arduous /Challenging situation (A) (B) (C) (D) (E)
3. Independent thinking (A) (B) (C) (D) (E)
4. Appreciation of ethical Values (A) (B) (C) (D) (E)

IV Management /leadership Skills

1. Resource and Time management skills (A) (B) (C) (D) (E)
2. ~~Judgment~~ (A) (B) (C) (D) (E)
3. Discipline (A) (B) (C) (D) (E)

V General Comments

Please make any additional comments or suggestions, which you think would help strengthen our programs. (New courses that you would recommend and courses that you did not gain much from)

VI. Career Opportunities

VII. Department Status

1. Infrastructure (A) (B) (C) (D) (E)
2. Faculty (A) (B) (C) (D) (E)
3. Repute at National level (A) (B) (C) (D) (E)
4. Repute at international level (A) (B) (C) (D) (E)

VIII Alumni Information

1. Name (Optional) _____
2. Name of organization _____
3. Position in organization _____
4. Year of graduation _____



Employer Survey (Annexure 4)



AROR UNIVERSITY OF ART, ARCHITECTURE, DESIGN AND HERITAGE, SUKKUR, SINDH Quality Enhancement Cell-QEC

Employer Survey

(To be filled in by Employer - after the completion of each academic year)

The purpose of this survey is to obtain employers' input on the quality of education in Aror University is providing and to assess the quality of the academic program. The survey is about Aror University graduates employed at your organization. We seek your help in completing this survey.

A: Excellent B: Very good C: Good D: Fair E: Poor

I. Knowledge.

- Math, Science, Humanities and professional discipline, (if applicable)
(A) (B) (C) (D) (E)
- Problem formulation and solving skills (A) (B) (C) (D) (E)
- Collecting and analyzing appropriate data (A) (B) (C) (D) (E)
- Ability to link theory to Practice (A) (B) (C) (D) (E)
- Ability to design a system component or process (A) (B) (C) (D) (E)
- Computer knowledge. (A) (B) (C) (D) (E)

II. Communication Skills

- ~~Oral communication~~ (A) (B) (C) (D) (E)
- Report writing (A) (B) (C) (D) (E)
- Presentation skills (A) (B) (C) (D) (E)

III. Interpersonal Skills

- Ability to work in teams (A) (B) (C) (D) (E)
- Leadership (A) (B) (C) (D) (E)
- Independent thinking (A) (B) (C) (D) (E)
- ~~Motivation~~ (A) (B) (C) (D) (E)
- Reliability (A) (B) (C) (D) (E)
- Appreciation of ethical values (A) (B) (C) (D) (E)

IV. Work skills

- Time management skills (A) (B) (C) (D) (E)
- ~~Judgment~~ (A) (B) (C) (D) (E)
- Discipline (A) (B) (C) (D) (E)

V. General Comments

Please make any additional comments or suggestions, which you think would help strengthen our programs for the preparation of graduates who will enter your field. Did you know as to what to expect from graduates?

VI. Information About Organization

- Organization Name _____
- Type of Business _____
- Number of Graduates (specify the program) in your organization| _____



Faculty Course Review Report (Annexure 5 A)

AROR UNIVERSITY OF ART, ARCHITECTURE,
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Quality Enhancement Cell-QEC

Faculty Course Review Report

(To be filled by each teacher at the time of Course completion)

For completion by the course instructor and transmission to Head of Department of his/her nominee
(Dept. Quality Officer) together with copies of the Course Syllabus outline

Department:			Faculty:		
Course Code:		Title:			
Session:		Semester:	Autumn ☐	Spring ☐	Summer ☐
Credit Value:		Level:		Prerequisites:	
Name of Course Instructor:		No. of Students Contact Hours	Lectures	Other (Please State)	
			Seminars		
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)					

Distribution of Grade/Marks and other Outcomes: (adopt the grading system as required)



Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students										
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	No Grade		Withdrawal	Total
No. of Students										

Overview/Evaluation (Course Co-coordinator's Comments)

Feedback: first summarize, then comment on feedback received from:
(These boxes will expand as you type in your answer.)

1) Student (Course Evaluation) Questionnaires

Faculty Course Review Report (Annexure 5 B)



AROR UNIVERSITY OF ART, ARCHITECTURE,
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2) External Examiners or Moderators (if any)

3) Student /staff Consultative Committee (SSCC) or equivalent, (if any)



4) Curriculum: comment on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved / Revised National Curriculum Guidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course objectives)



6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7) Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt

Name: _____ Date: _____
(Course Instructor)

Name: _____ Date: _____
(Head of Department)

Research Student Progress Review Form (Annexure 6)



AROR UNIVERSITY OF ART, ARCHITECTURE,
DESIGN AND HERITAGE, SUKKUR, SINDH
Quality Enhancement Cell-QEC

Research Student Progress Review Form

To be filled out by Master/ M.Phil. / Ph.D. Research Students on six monthly basis)

To be submitted by the ~~HoD~~ / Dept. Quality Officer to the QEC, For Research Student to Complete:

1. Date of admission to the department
2. Date of initiation of research
3. Date of completion of Course work
4. Number of credit hours completed
5. Date of Synopsis Defense
6. Cumulative Grade Point Average (CGPA) secured
7. Please outline details of progress in your research since your last review (including any research publications):
8. Do you have any comments on the level of supervision received?
9. What do you plan to achieve over the next 6 months?
10. Do you have any comments on generic or subject-specialist training you may have received or would like to receive internally and / or externally?
11. Do you have easy access to sophisticated scientific equipment?
12. Do you have sufficient research material / commodities available?

Student _____

Date: _____

Supervisory Committee Comments

(Please comment on and benchmark the student's progress against your University's internal and external HEC Quality Criteria for Master/PhD/MPhil Studies)

Principal Supervisor: _____

Date: _____

Co-Supervisor: _____

Date: _____

Co-Supervisor: _____

Date: _____

Head of Department Comments:

Signature: _____

Date: _____

Director, Board of Research Studies (or equivalent) Comments:

Signature: _____

Date: _____

Dean/Director, QEC Action: (including monitoring of Follow-up action) Date: _____

Faculty Survey (Annexure 7 A)



AROR UNIVERSITY OF ART, ARCHITECTURE,
DESIGN AND HERITAGE, SUKKUR, SINDH
Quality Enhancement Cell-QEC

Faculty Survey

(To be submitted on annual basis by each faculty member)

The Purpose of this survey is to assess faculty members' satisfaction level and the effectiveness of programs in place to help them in professional progress. We seek your help in completing this survey and make sure that the provided information is confidential. **Indicate how satisfied are you with each of the following aspects.**

A: Very satisfied B: Satisfied C: Uncertain D: Dissatisfied E: Very dissatisfied.

Information about faculty member

i. Academic rank:

A: Professor B: Associate Professor C: Assistant Professor D: Lecturer
E: Other

ii. Years of service:

A: 1-5 B: 6-10 C: 11-15 D: 16-20 E: >20

Name: _____

Department _____



1. Your mix of research, teaching and community service.

A B C D E

2. The intellectual stimulation of your work.

A B C D E

3. Type of teaching / research you currently do.

A B C D E

4. Your interaction with students.

A B C D E

5. Cooperation you receive from colleagues.

A B C D E

6. The mentoring available to you.

A B C D E

7. Administrative support from the department.

A B C D E

Faculty Survey (Annexure 7 B)



AROR UNIVERSITY OF ART, ARCHITECTURE, DESIGN AND HERITAGE, SUKKUR, SINDH Quality Enhancement Cell-QEC

8. Providing clarity about the faculty promotion process.

A B C D E

9. Your prospects for advancement and progress through ranks.

A B C D E

10. Salary and compensation package.

A B C D E

11. Job security and stability at the department.

A B C D E

12. Amount of time you have for yourself and family.

A B C D E

13. The overall climate at the department.

A B C D E

14. Whether the department is utilizing your experience and knowledge

A B C D E

15. What are the best programs / factors currently available in your department that enhance your motivation and job satisfaction:

16. Suggest programs / factors that could improve your motivation and job satisfaction?

Survey of Department offering Ph.D. Programs (Annexure 8 A)



AROR UNIVERSITY OF ART, ARCHITECTURE,
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Quality Enhancement Cell-QEC

SURVEY OF DEPARTMENT OFFERING Ph.D. PROGRAMS

The following information is required for EACH Department in which a Ph.D. program is offered.

1	General Information:	Responses
1.1	Name of Department	
1.2	Name of Faculty	
1.3	Date of initiation of <u>Ph.D.</u> program	
1.4	Total number of academic journals subscribed in area relevant to Ph.D. program.	
1.5	Number of Computers available per Ph.D. student	
1.6	Total Internet Bandwidth available to all the students in the Department.	
2	Faculty Resources:	
2.1	Number of faculty members holding Ph.D. degree in the department.	
2.2	Number of HEC approved Ph.D. Advisors in the department.	
3	Research Output:	
3.1	Total number of articles published last year in International Academic Journals that are authored by faculty members and students in the department.	
3.2	Total number of articles published last year in Asian Academic Journals that are authored by faculty members and students in the department.	
3.3	Total number of ongoing research projects in the department funded by different organizations	
3.4	Number of post-graduate students in the department holding scholarships/fellowships.	
3.5	Total Research Funds available to the Department from all sources.	
3.6	Number of active international linkages involving exchange of researchers/students/faculty etc. (Attach Details).	

Survey of Department offering Ph.D. Programs (Annexure 8 B)



AROR UNIVERSITY OF ART, ARCHITECTURE, DESIGN AND HERITAGE, SUKKUR, SINDH Quality Enhancement Cell-QEC

4	Student Information:	
4.1	Number of Ph.D. degrees conferred to date to students from the Department during the past three academic years.	
4.2	Number of Ph.D. students currently enrolled in the department.	
4.3	Ratio of number of students accepted to total number of applicants for Ph.D. Program.	
5	Program Information	
5.1	Entrance requirements into Ph.D. Program (M.Sc. / M.Phil.) Indicate subjects or M.Sc. / M.Phil.	
5.2	Is your Ph.D. program based on research only? (Y/N)	
5.3	Maximum number of years in which a Ph.D. degree <u>has to</u> be completed after initial date of enrollment in Ph.D. program.	
5.4	Total number of post M.Sc. (<u>16 year</u> equivalent) courses required for Ph.D.	
5.5	Total number of M.Phil. level courses taught on average in a Term / Semester.	
5.6	Total number of Ph.D. level courses taught on average in a Term / Semester.	
5.7	Do your students have to take/write:	
	a. Ph.D. Qualifying examination (Y/N)	
	b. Comprehensive examination (Y/N)	
	c. Research paper in HEC approved Journal	
	d. Any other examination (Y/N)	
5.8	Total number of <u>International</u> examiners to which the Ph.D. dissertation is sent.	
5.9	How is the selection of an examiner from technologically advanced countries carried out?	
5.10	Is there a minimum residency requirement (on campus) for award of Ph.D. degree?	
6	Additional Information	
6.1	Any other information that you would like to provide.	

Faculty Resume (Annexure 9 A)



AROR UNIVERSITY OF ART, ARCHITECTURE,
DESIGN AND HERITAGE, SUKKUR, SINDH
Quality Enhancement Cell-QEC

Faculty Resume



Name							
Personal/	<i>May include address(s) and phone number(s) and other personal information that the candidate feels is pertinent.</i>						
Experience	List current appointment first, each entry as follows: <i>Date, Title, Institution.</i>						
Honor and Awards	List honors or awards for scholarship or professional activity.						
Memberships	<i>List memberships in professional and learned Societies, indicating offices held, committees, or other specific assignments.</i>						
Graduate Students Postdocs Undergraduate Students <i>Honour Students</i>	<i>List supervision of graduate students, postdocs and undergraduate honors theses showing:</i> <table border="0"> <thead> <tr> <th>Years</th> <th>Degree</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td colspan="3">Show other information as appropriate and list membership on graduate degree committees.</td> </tr> </tbody> </table>	Years	Degree	Name	Show other information as appropriate and list membership on graduate degree committees.		
Years	Degree	Name					
Show other information as appropriate and list membership on graduate degree committees.							
Service Activity	<i>List University and public service activities.</i>						
Brief Statement of Research Interest	<i>May be as brief as a sentence or contain additional details up to one page in length.</i>						

Faculty Resume (Annexure 9 B)



AROR UNIVERSITY OF ART, ARCHITECTURE, DESIGN AND HERITAGE, SUKKUR, SINDH Quality Enhancement Cell-QEC

<i>Publications</i>	<i>List publications in standard bibliographic format with earliest date first.</i> ○ Manuscripts accepted for publication should be included under appropriate category as “in press;” ○ Segment the list under the following standard headings: • Articles published by refereed journals. • Books. • Scholarly <u>and</u> / or creative activity published through a refereed electronic venue. • Contribution to edited volumes. • Papers published in refereed conference proceedings. • Paper or extended abstracts published in conference proceedings. (refereed <u>on the basis of abstract</u>) • Articles published in popular press. • Articles appearing in in-house organs. • Research reports submitted to sponsors. • Articles published in non-refereed journals. • Manuscripts submitted for publication. (include where and when submitted).				
<i>Research Grants and Contracts.</i>	<i>Entries should include:</i> <table><tr><th>Date</th><th>Title</th><th>Agency / Organization</th><th>Total Award Amount</th></tr></table> Segment the list under following headings: • Completed • Funded and in progress • In review	Date	Title	Agency / Organization	Total Award Amount
Date	Title	Agency / Organization	Total Award Amount		
<i>Other Research or Creative Accomplishments</i>	<i>List patents, software, new products developed, etc.</i>				
<i>Selected Professional Presentations</i>					

Note: This Policy was approved by Worthy Vice Chancellor on June 30, 2025.