



Mohammad Ali Jinnah University

Live, Learn and Be Inspired

Institutional Performance Evaluation Report

2024–
2025





About MAJU

Mohammad Ali Jinnah University (MAJU) is a prestigious institution renowned for its spacious Karachi campus, exceptional facilities, and commitment to high-quality education. Established in 1998, MAJU is named after three towering figures: Prophet Muhammad (PBUH) for moral leadership, Imam Ali (RA) for knowledge, and Quaid-e-Azam Muhammad Ali Jinnah for his struggle for Pakistan. This reflects the university's dedication to fostering well-rounded graduates grounded in ethics, knowledge, and patriotism.

MAJU sets itself apart by offering programs tailored to contemporary needs. Constantly updated curriculums ensure students acquire relevant skills for the modern workplace. The university further bridges the theory-practice gap through workshops, seminars, and training sessions, preparing students to excel in real-world scenarios.

Research is another pillar of MAJU's excellence. Advanced programs in Banking & Finance, Computer Science, and Management Information Systems equip students to tackle future challenges. MAJU's commitment to excellence is further validated by its ranking as the top general university in Sindh by the Government's Charter Inspection and Evaluation Committee.

Key strengths of MAJU:

- Industry-aligned curriculum: Programs address current economic and employment demands.
- Focus on applied learning: Workshops, seminars, and training sessions enhance practical skills.
- Renowned faculty: Highly qualified educators with a passion for inspiring students.

MAJU fosters a well-rounded student experience:

- Diverse courses: A blend of general education, humanities, social sciences, and specialized fields.
- Guest lectures: Industry experts provide insights into real-world trends.
- Co-curricular activities: Societies, seminars, job fairs, and sports events promote leadership, confidence, and social interaction.
- Moral values: Emphasis on ethical development through Islamic teachings.
- Prime location: Easy access via public transport in a safe and peaceful environment.



STANDARD 01:

VISION, MISSION, GOALS AND STRATEGIC PLANNING

01

Ensure that the institution's vision and mission are conceived and developed in consultation with the broader stakeholders.

The vision and mission of Mohammad Ali Jinnah University (MAJU) were conceived and developed in 1998 and officially endorsed in the 7th Board of Governors (BoG) meeting under agenda item 6.

Reference Document:

- i. Annex 1.1A - 7th BoG Meeting Minutes

02

Ensure that the institution's vision, mission and goals are consistent with the provisions in the charter, including territorial and academic jurisdictions.

The vision and mission of Mohammad Ali Jinnah University are aligned with the provisions outlined in Chapter II (Sections 3, 4, 9, 17 to 19) of its charter.

Reference Document:

- ii. Annex 1.2A - University Act/Charter

03

Ensure that the institution's mission and goals serve as the foundation for all its activities.

MAJU integrates its mission and goals into its strategic framework, ensuring they serve as the foundation for all institutional activities. The university is committed to excellence in education, research, faculty and student development, community engagement, and efficient resource management. By fostering inclusivity, sustainability, and technological advancements, MAJU empowers students and faculty to contribute meaningfully to society.

Reference Document:

- iii. Annex 1.3A - Strategic Plan 2022 – 2026

04

Have strategic planning to drive all the activities of the institution and provide directions for future plans of the HEI, including resource allocation priorities, and develop a relevant, effective and coherent ecosystem for excellence.

Mohammad Ali Jinnah University Strategic Plan for 2022-2026 serves as a powerful roadmap that drives all of MAJU's activities and future direction. The plan considers future trends in education and industry, allowing MAJU to proactively develop programs and facilities that remain relevant and competitive. Ultimately, MAJU's strategic plan fosters an "ecosystem of excellence" by promoting faculty development, research initiatives, and student support programs.

Reference Document:

- iv. Annex 1.3A - Strategic Plan 2022 – 2026

05

Maintain a well-documented strategic plan linking institutional vision and mission to that of faculty and departmental level, ensuring effective implementation through defined SMART goals and key performance indicators (KPIs).

Mohammad Ali Jinnah University strategic plan for 2022-2026 outlines the institution's future advancements across all its activities linking institutional vision and mission, providing a clear direction for MAJU's upcoming initiatives.

Reference Document:

- v. Annex 1.5A - MAJU Vision and Mission Statement
vi. Annex 1.5B - Faculty's Strategic Plan with SMART Goals with approval
vii. Annex 1.5C - Faculty's KPIs

06

Practice an effective approach to the planning and evaluation of its provision, including the management of its academic resources appropriate to the needs of its students and its wider group of stakeholders.

MAJU is committed to delivering a valuable education by:

- Regularly reviewing and updating curricula through statutory bodies to maintain relevance.
- Conducting continuous evaluations via internal and external reviews, including faculty, student, and employer surveys, to identify areas for improvement.
- Maintaining modern classrooms, smart labs, and an extensive library, all managed with a continuous focus on improvement through regular coordination meetings.

Reference Document:

- viii. Annex 1.6A - Statutory Bodies Meeting Minutes (Board of Studies, Board of Faculty & Industry Advisory Meetings)
ix. Annex 1.6B – Surveys

07

Convey the importance of the systematic evaluations of mission, goals and strategic planning to inform decision making by ensuring stakeholders are well informed.

MAJU evaluates its university's vision, mission and strategic plans in Board of Governors meetings annually and it helps our institute to ensure data-driven decisions, ensure stakeholders are well informed, and allows for adaptation. This keeps the university on track to prepare for the future strategies

Reference Document:

- x. Annex 1.3A - Strategic Plan 2022 – 2026
xi. Annex 1.7A - 14th BoG Meeting Minutes

STANDARD 02:

GOVERNANCE, LEADERSHIP AND ORGANIZATION

01

Ensure that the system of organization and governance in the university is responsive to the present and future needs of the organization.

To ensure that our university's organizational and governance systems are responsive to current and future needs, MAJU implements a dynamic framework focused on a structure that incorporates diverse voices – faculty, staff, and externals – in key decision-making bodies like IQC and board of governors' or Academic Council meetings to identify the needs.

Reference Document:

- i. Annex 2.1A - Strategic Plan of University 22-26's Approval in 14th Academic Council
- ii. Annex 2.1B – Institutional Quality Circle

02

Ensure that the system of organization and governance is consistent with the power and functions and other requirements given in the charter and statutes, rules, regulations and policies.

Mohammad Ali Jinnah University (MAJU) follows a rigorously designed governance system that meets all the requirements of charter. Our structure and functions match the powers and responsibilities described in our charter.

Reference Document:

- iii. Annex 2.2A - University Act/Charter

03

Ensure that the system of organisation and governance exercises prudence in policy development and decision-making processes in the best interests of all the stakeholders in general, and that of students in particular.

Mohammad Ali Jinnah University exercises prudence in governance and policy development by ensuring transparency, inclusivity, and adherence to regulatory standards. The Board of Governors carefully reviews and approves key decisions, including budget allocations, faculty appointments, and the adoption of HEC policies. The university also prioritizes student welfare by implementing inclusive education measures, financial assistance programs, and industry-aligned academic offerings. Through structured decision-making and strategic planning, MAJU maintains a governance system that upholds the best interests of students and all stakeholders.

Reference Document:

- iv. Annex 2.3A - Board of Governor's Meeting Minutes
- v. Annex 2.3B - Adoption Notification of Graduate Education Policy

04

Ensure that the system of organization and governance has elements of good governance such as rule of law, accountability, effectiveness and efficiency, transparency, equity, and inclusion.

To ensure the fine practices of organization and governance system MAJU employs various key practices which includes clear and established policies, procedures, and regulations. Secondly, departmental performance is transparent through comprehensive annual reports, fostering accountability. Additionally, bodies like the Disciplinary Committee promote responsible conduct. Furthermore, the university website serves as a readily accessible platform for transparent key information.

Reference Document:

- vi. Annex 2.4A - Faculty Annual Reports
- vii. Annex 2.4B - SAR reports 2024-25
- viii. Annex 2.4C - Discipline Committee Notification

05

Create and sustain an environment which enables teaching, learning and scholarship that promotes high-quality teaching and learning and promotes genuine, impactful research culture.

Mohammad Ali Jinnah University (MAJU), cultivates an environment that prioritizes high-quality teaching, learning, and impactful research. To achieve this, MAJU offers faculty development programs like Faculty Orientation, Training of Trainers (TOT) etc. and gathers student feedback through course evaluations surveys for continuous improvement. To support students, various scholarships and financial aid are offered. We also actively promote research by facilitating faculty & students' involvement in research projects, offering research grants to faculty, and offering opportunities to participate in international research conferences hosted by MAJU.

Reference Document:

- ix. Annex 2.5A - Faculty Development Program 2024-25
- x. Annex 2.5B - Research publications data
- xi. Annex 2.5C - External Research Funding
- xii. Annex 2.5D - Surveys

06

Create and sustain an environment which promotes provision that is appropriate to the surrounding industry and the aspirations of its students.

To ensure industry relevance and student aspirations, MAJU practices several mechanisms which include Industry Advisory Meetings where industry experts provide feedback and suggests improvements on curriculum development according to industry demand. MAJU-FoBA has also established the Center of Industry-Academia Nexus (CIAN), as detailed in Annexure document attached. CIAN's primary objective is to "bridge the gap between academia and industry" by fostering collaborations, aligning research with industrial challenges, and facilitating student involvement in practical projects, internships, and industrial training.

Reference Document:

- xiii. Annex 2.6A - Industry Advisory Meetings Minutes
- xiv. Annex 2.5D - Surveys
- xv. Annex 2.6B - Student Societies Notification
- xvi. Annex 2.6C - Research Centre Notifications
- xvii. Annex 2.6D - Incubation Facility

07

Create and sustain an environment which enables the effective functioning of all programmes, and enables students to progress and achieve their learning objectives.

To ensure an environment conducive to the effective functioning of all programs and the achievement of students' learning objectives, Muhammad Ali Jinnah University (MAJU) works on various practices which include regular curriculum and program reviews to maintain relevance and quality on learning experience and academic advisory services to guide students in their academic journey and support their progress towards achieving their learning objectives.

Reference Document:

- xviii. Annex 2.4B - SAR Reports 2024-25
- xix. Annex 2.7A - Course outlines mapped on CLOs PLOs
- xx. Annex 2.7B - Curriculum Review in Board of Studies Meeting Minutes
- xxi. Annex 2.7C – Academic Advisors’ Notification

08

Create and sustain an environment in which students and other stakeholders participate in the governance system.

MAJU is committed to creating an inclusive environment where students and other stakeholders have a voice in the decision-making processes, like that of Board of Governors and Academic Council alongside the valuable contributions of externals and industry professionals in statutory bodies like the Board of Studies, Board of Faculty and Industry Advisory Meetings. This commitment is further emphasized by the recent establishment of a IQC committee to specifically support student participation in decision-making processes.

Reference Document:

- xxii. Annex 2.8A – Notifications of Statutory Bodies

09

Have leadership that focuses on improving faculty’s subject and pedagogical knowledge to enhance the teaching of the curriculum and the appropriate use of assessment; the practice and subject knowledge of staff are built up and improve over time.

The university prioritizes faculty development to enhance the learning experience. We offer faculty development programs to deepen faculty expertise in their subjects and teaching methods, while also providing opportunities to refine their skills through CELDD workshops.

Reference Document:

- xxiii. Annex 2.5A - Faculty Development Program
- xxiv. Annex 2.9A – Conferences data
- xxv. Annex 2.9B - CELDD workshop list

10

Have leadership that aims to ensure that all learners complete their programmes of study; they provide the support for faculty and staff to make this possible.

To prioritize student completion rates, MAJU offer student support services includes academic advising and mentorships to address diverse student needs. Faculty development programs and skills-based courses equip the faculty members to identify at-risk students, utilize effective teaching strategies, and collaborate to build a strong support network.

Reference Document:

- xxvi. Annex 2.5A - Faculty Development Program
- xxvii. Annex 2.7C - Academic Advisor Notification

11

Have leadership that engages effectively with students and wider stakeholder groups.

At MAJU, our leadership prioritizes inclusive and effective engagement with students and stakeholders through strong governance structures, active student representation in student societies and IQC Meetings.

Reference Document:

- xxviii. Annex 2.1B - IQC Meeting minutes.

12

Have leadership that engages with their faculty and staff and are aware and take account of the main pressures on them; they are realistic and constructive in the way that they manage faculty and staff, including their workload.

To prioritize faculty and staff well-being, MAJU maintain open communication channels like weekly coordination meetings with staff and encourage feedback to understand workload pressures of them. Faculty workload is managed by the heads of departments and approved by dean academic office in every semester.

Reference Document:

- xxix. Annex 2.12A - Faculty Workload Policy
- xxx. Annex 2.12B - Course Evaluation by Teacher

13

Have well-defined institutional mechanism to make each non-academic/service departments – including Registrar's office, library, examination department, student affairs, career counselling, IT department, transportation department, hostel management, cafeteria management – conduct well-structured surveys to get students and faculty feedback and to improve their services based on the

feedback provided by the stakeholders.

Yes, a well-defined institutional mechanism is in place to ensure that all non-academic/service departments—including the Registrar's Office, Library, Examination Department, Student Affairs, Career Counselling, IT Department, Transportation Department, Hostel Management, and Cafeteria Management—We conduct Institutional Service Quality Feedback Surveys to gather feedback from students and faculty. This feedback is systematically analyzed and used to make data-driven improvements in services.

Reference Document:

xxxi. Annex 2.13A - Institutional Service Quality Feedback Survey

14

Have a well-thought-out business automation and digital transformation policy and process to increase institutional productivity and efficiency and to provide quality service

MAJU has established a commitment to business automation and digital transformation policy. This policy and its associated processes aims to increase institutional productivity and efficiency, ultimately enhancing the quality of services provided to all stakeholders, particularly students.

Reference Document:

xxxii. Annex 2.14A - Business Automation and Digital Transformation Policy

STANDARD 03:

INSTITUTIONAL RESOURCES AND PLANNING

01

Have a strong institutional mechanism to plan, develop and review the available infrastructure, and other academic or non-academic resources to ensure the availability of adequate means and arrangements to enable students to develop their academic, personal and professional potential.

MAJU's strategic plan document includes infrastructure development plan for 3 to 5 years, indicating a proactive approach.

- Academic Resource Plan: Each department has a strategic plan for academic resources, which covers following areas:
- Non-Academic Resources: Budgets for IT, QEC, Exams & Events, and Training ensure support for non-academic needs of students & faculty.

By providing adequate resources, MAJU creates an environment where students can develop academically, personally, and professionally. These are reviewed & approved for implementation in Academic Council & Board of Governors.

Reference Document:

- i. Annex 3.1A - Strategic Plan of University 22-26 in 14th Academic Council Agenda 10.
- ii. Annex 3.1B - Non-Academic Resources Plan of 5 Years at least & its approval
- iii. Annex 3.1C - Infrastructure Strategic Plan 3 to 5 years & its approval

02

Have institutional policies and mechanisms for infrastructure planning, development, execution, monitoring and evaluation.

Yes, MAJU has institutional policy and mechanism for infrastructure planning, development, execution, monitoring, and evaluation. This is demonstrated through the university's investment in and management of its technological infrastructure. For example, documents like PERN.pdf and Wateen Bill.pdf show the planning and execution of acquiring high-speed internet connectivity. Furthermore, documents such as All AP Bandwidth.docx and HeatMap All Blocks.pdf illustrate the development and planning of the university's wireless network infrastructure. These documents, while focused on specific aspects, collectively indicate that MAJU has established processes for managing its infrastructure.

Reference Document:

- iv. Annex 3.2A - Infrastructure Development Policy

Have adequate and readily accessible academic and non-academic resources to provide quality learning opportunities to all students and to allow them to complete their studies.

Mohammad Ali Jinnah University prioritizes student success by offering a comprehensive range of academic and non-academic resources. These resources are designed to be easily accessible to all students, ensuring a supportive and enriching learning environment. From well-equipped libraries and computer labs to mentorship, counseling services, wellness center facility and student society events & support, the university creates ample opportunities for students to thrive both inside and outside the classroom, empowering them to successfully complete their studies.

Reference Document:

- v. Annex 3.3A - University Facilities

Have adequate and readily accessible technological/virtual resources that enable students to achieve their learning objectives.

Infrastructure and Technology:

- **Modernized facilities:** MAJU invests in state-of-the-art high speed computer labs, classrooms equipped with advanced technology, and high-speed internet connectivity across campus, facility of 3D printer, Food composition testing machines for bio labs, Drones for engineering programs.
- **Learning Management System (LMS):** The university utilizes a user-friendly Google Classroom to provide students with online access to course materials, assignments, announcements, and communication channels with instructors and peers & MAJU Portal for Student Data management & result viewing.
- **Virtual learning platforms:** MAJU embraces online learning platforms Coursera and tools to supplement traditional classroom instruction.

Access and Support:

MAJU provides dedicated IT support services to assist students with troubleshooting technical issues and maximizing their use of available resources throughout their academic journey. The university offers student orientation programs every semester through student affairs department & respective faculty to equip students with the skills and knowledge to navigate the digital learning environment effectively.

Reference Document:

- vi. Annex 3.4A - Internet Connectivity Bandwidth
- vii. Annex 3.4B - NEXUS Portal
- viii. Annex 3.4C - Student Orientation Program

05

Demonstrate effective and efficient utilisation and continued development of these resources to enable students to achieve their learning objectives.

Utilization of MS Teams & Nexus portal is said to be compulsory for students to be used for their course material sharing, assessments and announcements.

Reference Document:

- ix. Annex 3.5A - Utilization Report in Pdf

06

Create and sustain an environment in which students and other stakeholders are able to give feedback about the resources used for teaching and learning.

MAJU fosters an open environment for feedback on resources through Online Course & Teacher's evaluation by Student, Course Evaluation by Teacher, Alumni Survey Feedback, Employer Survey and Exit Survey Feedback. These semester wise surveys, workshops, and collaborative learning initiatives encourage students and faculty to share their experiences and suggestions.

Reference Document:

- x. Annex 3.6A – Surveys (Course & Teacher's Evaluation by Student, Alumni, Employer & Exit Survey)

07

Have institutional policies with well-defined SOPs for procurement of goods and services that are consistent with the relevant rules and law of the land. Such a policy should ensure that the procurements are conducted in a fair and transparent manner, the object of procurement brings value for money and the procurement process is efficient and economical.

Yes, MAJU has institutional policies with well-defined SOPs for the procurement of goods and services that are consistent with the relevant rules and laws. The university is committed to ensuring that all procurements are conducted in a fair and transparent manner, that they deliver value for money, and that the procurement process is efficient and economical.

Reference Document:

- xi. Annex 3.7A - Policy of Goods Procurement
- xii. Annex 3.7B - Committee notification

08

Have a well-thought-out policy to generate alternative revenue through taking advantage of local industries (if any), offering corporate training programmes, micro credentials and alumni engagement, and so on.

MAJU leverages a well-defined policy to generate alternative revenue via:

- **Local industry partnerships:** Collaborating with local businesses for internships through placement department, research projects, and sponsored programs for e.g., HEC-Local Challenge Fund, IGNITE and NAVTTC.
- **Corporate training:** Offering customized training programs to enhance professionals' skills, industry-relevant certifications for career advancement.

- **Alumni engagement:** Partnering with alumni for guest lectures, mentorship programs. This strategy, facilitated by the Center for Executive Learning Development & Diversity, fosters financial sustainability and enriches the learning experience for both students and industry professionals.

Reference Document:

- xiii. Annex 3.8Ai - HEC-Local Challenge Fund LCF
- xiv. Annex 3.8Aii - NAVTTC Agreement
- xv. Annex 3.8B - Alumni Engagement
- xvi. Annex 3.8C - CELDD workshop list

STANDARD 04:

AUDIT & FINANCE

01

Operate a financially robust plan which balances income and expenditure to create an annual surplus.

Mohammad Ali Jinnah University's financial plan focus on balancing income and expenditure allows them to generate a yearly surplus. This financial stability likely helps them invest in academic resources and faculty development.

Reference Document:

- i. Annex 4.1A - Financial Plan

02

Produce robust financial forecasts based on sound strategic planning which ensures the future financial viability of the institution.

Mohammad Ali Jinnah University leverages strategic planning to create reliable financial forecasts. This ensures the university's long-term financial health by proactively managing resources and anticipating future needs.

Reference Document:

- ii. Annex 4.2A - Financial Forecast Report

03

Operate rigorous and independent scenario and contingency planning to ensure that sustainable levels of cashflow and investment are maintained.

MAJU prioritizes financial sustainability through meticulous scenario and contingency planning. MAJU prioritizes financial sustainability through meticulous scenario and contingency planning. By conducting rigorous and independent analyses of potential future scenarios, the university safeguards a consistent flow of funds and investment opportunities, even during unforeseen circumstances.

Reference Document:

- iii. Annex 4.3A - Financial Contingency Plan

04

Operate a funding system that provides value for money and works for student.

MAJU prioritizes a funding system that delivers affordability for students while ensuring quality education. This creates a win-win situation for both the university and its students.

Reference Document:

- iv. Annex 4.4A - Student Funding Data 2024-25

05

Have a well-thought-out policy to maintain and grow an endowment fund (private sector HEIs).

MAJU fosters long-term financial stability through a strategic endowment fund policy. This policy guides the responsible management and growth of private donations, ensuring a lasting impact on the university's resources.

Reference Document:

- v. Annex 4.5A - Endowment Fund Policy

06

Provide at least 10% of students with financial support; fee exemptions and scholarships on a needs basis.

MAJU dedicates at least 10% of its resources to financial aid, offering need-based scholarships. This commitment ensures educational opportunities for deserving students regardless of financial background.

Reference Document:

- vi. Annex 4.6A - Student Financial Aid and Scholarship Policy
- vii. Annex 4.6B - Student Financial Aid and Scholarship Data

07

Have well-defined policies and/or institutional mechanisms for its annual accounts to be audited by competent auditors.

Mohammad Ali Jinnah University adheres to strict financial regulations. Well-defined policies and institutional mechanisms are in place to ensure annual accounts are audited by qualified, independent auditors. This independent oversight guarantees the accuracy and transparency of the university's financial reporting.

Reference Document:

- viii. Annex 4.7A - Annual Financial Audit Report

08

Have institutional mechanism to take all the statutory positions, including Deans, on board for necessary annual budgeting.

MAJU fosters a collaborative budgeting process. Through established institutional mechanisms, all statutory positions, including Deans, participate in setting annual budgets. This inclusive approach ensures a comprehensive financial plan that aligns with the university's academic goals.

Reference Document:

- ix. Annex 4.8A - Annual Budget Allocation

STANDARD 06:

INTERNATIONALIZATION OF HIGHER EDUCATION AND GLOBAL ENGAGEMENT

01

Make formal institutional collaborations and agreements with similar international universities; such collaborations may include, for example, faculty, student exchange programs, staff/statutory positions experience exchange programmes, collaborative research, academic improvement, improving governance and QA mechanisms

Our institution fulfills this expectation through Memorandums of Understanding (MoUs) with international universities. These agreements facilitate formal institutional collaborations, faculty and student exchange programs, collaborative research projects, academic development efforts, and the enhancement of governance and quality assurance mechanisms. Through these MoUs, we actively engage in meaningful partnerships that contribute to global academic excellence and institutional growth.

Reference Document:

- i. Annex 6.1A - International MoUs

02

Take initiatives and support qa/qec/iqae to bring international best practices into the university processes through physical/virtual participation in the international relevant qa networks, seminars, workshops, training, and so on, and such learning outcomes should not only be shared with the rest of the stakeholders but also bring in practice through relevant policies

MAJU Proactively participate in international QA networks (virtual) like seminars, workshops, and training programs to implement learned best practices within the university.

Reference Document:

- ii. Annex 6.2A – QA International Participations

03

Prepare the institution to get the programmes /institution accredited by the international accreditation agencies

Not Applicable

04

Encourage students and faculty in academic mobility by supporting them to apply to such international student/faculty exchange opportunities

MAJU actively encourages and assists students and faculty in pursuing international exchange opportunities. The university provides guidance and support throughout the application process for international student/faculty exchange programs. This initiative promotes global exposure, intercultural understanding, and academic enrichment for both students and faculty members at MAJU.

Reference Document:

- iii. Annex 6.4A – List of students/faculty participated international exchange opportunities

05

Have institutional mechanism to accept international students and international credit transfers in consultation with HEC and relevant authorities

Yes, MAJU has a well-defined policy which states that the credits may be accepted for work completed at a recognized Pakistani or foreign university running an accredited program along with NOC issued by the university.

Reference Document:

- iv. Annex 6.5A – Credit Transfer Policy

06

Have well-defined institutional mechanisms to encourage students to benefit from moocs (massive, open, online courses) in their relevant disciplines, including giving such accomplishments due credit as per institutional policy

MAJU has established clear procedures to guide students in utilizing MOOCs relevant to their disciplines. The university offers a defined system for awarding academic credit for successfully completed MOOCs, following established institutional policies. This initiative promotes lifelong learning and allows students to leverage valuable online resources while ensuring proper recognition for their achievements

Reference Document:

- v. Annex 6.6A – Policy for Open and Distance Learning

07

Prepare and participate in various universities' ranking initiatives.

Mohammad Ali Jinnah University (MAJU) actively participates in university rankings (THE Impact Rankings, THE world Ranking, UI Green Metric University Ranking, HEC University Ranking) to improve and gain recognition for its strengths in faculty, research, facilities, and community outreach.

Reference Document:

- vi. Annex 6.7A - National and International rankings Data

STANDARD 07:

FACULTY RECRUITMENT, DEVELOPMENT AND SUPPORT SERVICES

01

Ensure that it recruits, retains and develops a body of faculty that could serve the institutional purpose of providing:

- i. Quality learning opportunity for the students
- ii. Research contributions that serve the community and the country

Yes, MAJU ensures the recruitment, retention, and development of faculty to provide quality learning opportunities for students and contribute research that serves the community and the country.

Reference Document:

- i. Annex 7.1A - Faculty Recruitment, Retention and Promotion Policy
- ii. Annex 7.1B - Faculty Development Policy

02

Have well-defined institutional policies and mechanisms to ensure all new recruits have mandatory prerequisites, such as good communication skills and pedagogical skills to be demonstrated with a presentation to the selection board or relevant committee

At Mohammad Ali Jinnah University, we are committed to building a world-class faculty equipped with exceptional communication and pedagogical skills. To achieve this, we have established mechanisms for faculty recruitment, ensuring all new recruits possess the prerequisites for effective teaching and student engagement. Our Recruitment Process include:

Clear Prerequisites: Our job postings explicitly outline mandatory prerequisites, including strong communication skills (written and oral) and proven educational skills.

Rigorous Screening: Applications are carefully reviewed by a diverse selection committee comprising experienced faculty members and administrators. Shortlisted candidates participate in multiple stages of evaluation, including:

- **Assessment of communication skills:** This may involve written assessments, phone interviews.
- **Evaluation of educational skills:** Candidates participate in a mandatory presentation before the selection committee, demonstrating their teaching skills, lesson planning ability, and knowledge of effective teaching methods.
- **References and background checks:** We thoroughly verify references and conduct background checks to ensure candidate suitability.

Reference Document:

- iii. Annex 7.1A - Faculty Recruitment, Retention and Promotion Policy
- iv. Annex 7.2A - Selection Committee evaluation form

03

Have well-defined institutional policies to provide orientation to ensure all the faculty members have mandatory advance knowledge of the university governance structure, all the provisions in the charter/act, statutes, rules and regulations, and good communication skills and pedagogical skills, for effective teaching and assessment

MAJU is committed to providing a one-day faculty orientation program for all new faculty members every semester. While we are currently in the process of formally documenting a dedicated policy, we have established mechanisms to ensure faculty are equipped with the necessary knowledge and skills for effective teaching and assessment.

Our current orientation program includes:

University Governance: New faculty receive an in-depth overview of MAJU's governance structure, including the roles and responsibilities of key university bodies. This includes familiarization with the charter/act, statutes, rules, and regulations.

On the other hand our faculty development program includes:

We also offer workshops to enhance new faculty member's communication skills, both written and verbal, to facilitate effective interaction with students and colleagues.

Pedagogical Skills Training: New faculty participate in workshops and training sessions focused on modern teaching methods and assessment practices taught to them by the taught trainers (senior faculty members). This equips them to deliver engaging and effective courses.

Reference Document:

- v. Annex 7.3A - Faculty Orientation
- vi. Annex 7.3B - Faculty Handbook

04

Provide necessary support and facilitation to the faculty that include mechanisms to continuously provide training and capacity building of the faculty

Yes, MAJU provides necessary support and facilitation to the faculty, including mechanisms for continuous training and capacity building.

Reference Document:

- vii. Annex 7.4A - Faculty Development Program

05

Have an institutional mechanism to provide necessary facilities and support to the faculty in career development and retention of quality faculty

Yes, we have a comprehensive HR policy that outlines a structured recruitment process, competitive compensation packages, and benefits like probationary periods, leaves, and tuition concessions for faculty, research honorariums, provident fund, medical insurance etc. This policy aims to attract, develop, and retain high-quality faculty.

Reference Document:

- vii. Annex 7.5A - HR Policy

06

Assure the competence of the teachers and staff qualifications.

MAJU have a system for annual as well as semester wise performance evaluations that focuses on:

- Teaching Effectiveness: Assessing student learning outcomes and engagement.
- Contribution to Research and Scholarship: Encouraging faculty participation in research activities.
- Commitment to Professional Development: Evaluating participation in training programs.
- Student Feedback: Course & Teacher's Evaluation Results are also included in the Annual performance consideration of a teacher.

Reference Document:

- viii. Annex 7.6A - Annual Performance Evaluation Report

07

Assure the relevant teaching and industrial experience, exposure of the teaching faculty.

MAJU judges the following during faculty interviews:

- Years of experience teaching at the university level (consider both full-time and part-time positions).
- Experience teaching courses relevant to the advertised position.
- Evidence of effective teaching methods (e.g., use of technology, active learning strategies).

Industrial Experience:

- Years of relevant industry experience in the candidate's field.
- Specific examples of projects or accomplishments demonstrating practical knowledge.
- Understanding of current industry trends and their application to teaching.
- Involvement in professional organizations or industry collaborations.

Interview:

- Ask specific questions about the candidate's teaching experience, including courses taught, teaching methods, and student outcomes.
- Inquire about the candidate's industry experience, focusing on relevant projects, skills, and knowledge gained.

Teaching Demonstration:

- If applicable, observe the candidate teach a short lesson relevant to the position.
- Evaluate the candidate's ability to communicate effectively, engage students, and utilize appropriate teaching methods.

Selection Evaluation Form:

Use a scoring rubric for teaching and industrial experience on the selection evaluation form. Provide space for comments to elaborate on the candidate's strengths and weaknesses in each area.

Reference Document:

- ix. Annex 7.2A - Selection Committee evaluation form

Ensure the availability of an adequate number of relevant and qualified full-time faculty members against each academic programs as per international best practices and HEC guidelines.

MAJU demonstrates a strong commitment to maintaining an adequate number of qualified full-time faculty members for its MPhil/PhD programs. We adhere to both international best practices and HEC guidelines for student-to-faculty ratios.

Reference Document:

- x. Annex 7.8A – Faculty Data 2024-2025
- xi. Annex 7.8B – Faculty to Student Ratio

STANDARD 08:

ACADEMIC PROGRAM AND CURRICULA

01

Establish transparent and comprehensive academic frameworks and regulations to govern how they award academic credit and qualifications

MAJU has a clear and readily accessible rules and regulations handbook named “Rule and Regulations Version 5.0” approved in 9th Academic Council, govern in award of academic credit and qualifications.

Reference Document:

- i. Annex 8.1A - 9th Academic Council Minutes of Meeting
- ii. Annex 8.1B - Rules and Regulations 5.0 (Grading Criteria)

02

The academic programs and curricula have elements that support students to learn and excel the subject skills that could make the qualification at par with that of similar international qualifications.

Our programs and curricula are designed to support students in learning of real-world scenarios like practical learning experience through lab work and capstone project and internships. Additionally, university also encourage departments to organize industry visits, international conferences, seminars, symposiums etc. to support students learning at par with national and international industry trends and demands. MAJU is also a member of Asia Pacific Quality Network. (APQN).

Reference Document:

- iii. Annex 8.2A - Plan of Studies
- iv. Annex 8.2B - Seminars/Conferences/Events
- v. Annex 8.2C - Online Courses (Coursera)
- vi. Annex 8.2D - APQN Membership

03

Have institutional mechanisms to ensuring availability of adequate number of relevant and qualified full-time faculty members against each academic programme.

MAJU has a clear mechanism to annually ensure the availability of a student-teacher ratio reported by PGPR and UPR.

Reference Document:

- vii. Annex 8.3A - Faculty to Student Ratio

04

Provide a supportive environment for faculty, staff evaluation, development and progression, the sharing of good practice, innovative teaching and scholarly activity.

QEC and academic departments offers workshops and trainings for faculty and staff development. Our faculty are involved in societies mentorship where they share and implement new ideas of growth and development. Also, Faculty orientation programs held

at the beginning of each semester guide our faculty on innovative teaching techniques and practices at MAJU. Additionally, faculty are encouraged to conduct research and MAJU pursue research grants to support their work.

Reference Document:

- viii. Annex 8.4A - Faculty Development Program

05

Inculcate universal academic skills such as critical thinking, creativity, collaboration, communication and commitment.

Our programs are designed to cultivate the essential academic skills, including projects, class presentations and activities etc. Apart from academic skills, MAJU also offers other learning activities for students which include student participation in societies, events etc. which enhance their collaboration, leadership, communication and commitment skills.

Reference Document:

- ix. Annex 8.5A - Students Societies Notification
- x. Annex 8.5B - Social Event Calendar

06

Develop clear policies and procedures for each programme and qualification that they approve which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni.

To ensure program quality and student success, MAJU has established clear mechanism for program management. This system incorporates class observations conducted by department heads or deans. Program reviews are conducted by the Board of Studies (BoS), the Board of Faculty (BoF), and the Industrial Advisory Committee (IAC).

Monitoring is facilitated by the Self-Assessment Reports (SARs) of departments to identify areas for enhancement. Additionally, student academic records are maintained electronically on the MAJU portal, ensuring easy access for students and alumni.

Reference Document:

- xi. Annex 8.6A - Classroom observation forms
- xii. Annex 8.6B - BoS,BoF,IAC Minutes of Meetings
- xiii. Annex 8.6C - SAR reports

07

Establish and consistently improve implementation processes for the approval of taught programmes and research degrees that ensure that academic standards are set at a level which meets the required threshold of the National Qualifications Framework of Pakistan and similar international best practices and are in accordance with its own academic frameworks and regulations.

MAJU has a well-defined process for approving courses and degrees. Proposals for new programs are first presented and discussed at the Board of Studies (BoS) and Board of Faculty (BoF). If both BoS and BoF approve the proposal, it is finally presented for approval at the Academic Council meeting. All this procedure ensures that the offered programs meet the standards set by the Higher Education Commission (HEC).

Reference Document:

- xiv. Annex 8.7A - 13th Academic Council minutes
- xv. Annex 8.7B - NOC Application Proforma

08

Ensure that rigorous processes for the monitoring and review of programmes are implemented which explicitly address whether the Pakistan threshold academic standards/qualification framework are achieved and whether the academic precepts required by the individual institution are being maintained that include institutionalization of programme self-assessment mechanisms such as self-assessment reports

MAJU prioritizes rigorous program monitoring through Board of Studies, Board of Faculty, Industrial advisory Committee and Self-Assessment Reports ensuring graduates meet national and institutional standards.

Reference Document:

- xvi. Annex 8.6B - BoS,BoF,IAC MoM
- xvii. Annex 8.6C - SAR reports

09

Have a mechanism to regularly evaluate the quality of the curricula and system of evaluations vis à vis learning outcomes of the programme and generate a programme-wide report for continuous improvement; that includes conducting self-program review for effectiveness and enhancement (Self-PREE).

MAJU implements a mechanism of monitoring and reviewing quality of curricula which includes reviewing of curriculum in statutory bodies and professional meetings in every semester to identify and gain valuable suggestions from experts for the continuous improvement of curriculum according to industry demands and needs. Also, a program-wise reports are generated for continuous improvement like SARs and PGPR.

Reference Document:

- xviii. Annex 8.6B - BoS,BoF,IAC MoM
- xix. Annex 8.6C - SAR reports

10

Automate the mechanism of collecting, reviewing and analyzing periodic data to track the achievements of graduates and maintain reliability and validity of the result, the system of the exam, and the testimony about the students' skills and competence.

The Student Affairs department and academic departments collaborate to collect data on graduate destinations and success through alumni surveys. Additionally, MAJU utilizes a mechanism for gathering and monitoring departmental practices and student skill development through faculty annual reports. These reports are then reviewed and analyzed further during statutory body meetings like Academic Council. This comprehensive process aims to continuously improve academic programs and validate the skills of our students and graduates.

Reference Document:

- xx. Annex 8.10A - Faculty Annual Reports
- xxi. Annex 8.10B - Alumni List

11

Ensure that programs are designed so that the student learning experience enables students to meet the objectives set for them, including the intended learning outcomes.

All the programs have clearly defined learning objectives that ensure students success.

Reference Document:

- xxii. Annex 8.11A - PLOs & PEOs

12

Ensure that programmes are designed so that they meet the needs of students, employers and wider society.

Our programs are designed to bridge the theory-practice gap which include lab work and projects. Also, students participate in industry visits, internships, learn from guest speaker sessions by professionals, and tackle real-world business projects. Additionally, we actively seek input from industry leaders and advisors through industrial advisory meetings.

Reference Document:

- xxiii. Annex 8.2A - Plan of Studies (Old)
- xxiv. Annex 8.12A - Industry Advisory Committee Meeting Minutes
- xxv. Annex 8.12B - Industry Visits List
- xxvi. Annex 8.12C – Internships List

13

Ensure that qualifications resulting from a programme be clearly specified and communicated, and refer to the correct level of the National Qualifications Framework for higher education.

The Clearly outlines learning outcomes, the awarded qualification is readily available on website and in program flyers. Also, all the Programs are clearly aligned with HEC standards.

Reference Document:

- xxvii. Annex 8.11A - PLOs & PEOs
- xxviii. Annex 8.13A - Program Flyers

14

Ensure academic programs are outcomes-led and competency-based.

Each and every academic program clearly outline what students will be able do by graduation (program learning objectives) and the broader impact of the studies on their future careers (program educational objectives).

Reference Document:

- xxix. Annex 8.11A - PLOs & PEOs

STANDARD 09:

ADMISSION, PROGRESSION, ASSESSMENT AND CERTIFICATIONS

01

Ensure an institutional mechanism to admit students whose aptitude, academic interests, educational goals, and abilities are potentially compatible with the institutional mission and objectives.

MAJU likely employs an admissions process designed to select students whose qualifications align with its academic focus. This process commonly involves evaluating applicants' academic history (transcripts, degrees), possibly standardized test scores. These criteria help the university assess if a student's background, interests, and abilities match MAJU's programs and educational goals.

Reference Document:

- i. Annex 9.1A - Admission Policy

02

Have a policy for student admission and enrolment which is transparent, reliable, valid, inclusive and underpinned by appropriate institutional mechanisms and well-defined processes and provide them with a quality learning opportunity and that could produce highly skilled and responsible global citizens.

MAJU has a clear and fair admissions process open to all qualified applicants, regardless of gender, religion, race, class, creed, color, or domicile. A clearly outlined admission policy details eligibility criteria, application procedures, and selection methods, ensuring it functions smoothly. The Admissions policy is available online and in print.

Reference Document:

- ii. Annex 9.1A - Admission Policy

03

Have a policy for progression, through which every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.

Mohammad Ali Jinnah University have a clearly defined progression outlined in "Rules and Regulations Version 5.0" which includes the criteria and processes for students to move through their academic program. This policy established clear academic benchmarks for satisfactory progress. Additionally, the role of faculty mentors and advisors helps students fostering analytical, critical, and creative thinking skills.

Reference Document:

- iii. Annex 9.3A - Rules & Regulations 5.0
- iv. Annexure 9.3B - Academic Advisory Details

04

Have a policy for certification and award of credit which enables every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.

MAJU has a clear policy for certification and award of credit that demonstrate every possible outcome, clearly outlined in rule and regulations version 5.0 of MAJU.

Reference Document:

- v. Annex 9.4A - Grading Policy

05

Have a robust assessment/exams mechanism to ensure that credit and qualifications are awarded only where the achievement of relevant learning outcomes have been demonstrated through meaningful assessment and both Pakistan threshold standards and their own academic standards have been satisfied; for the purpose, the controller of exams and other relevant stakeholders must be well aware of assessment best practices, trends, and tools.

The Examination rules mentioned in Faculty Handbook demonstrate a structured assessment mechanism through detailed procedures for paper setting, evaluation, and invigilation. These procedures aim to ensure fairness and prevent academic dishonesty, contributing to the validity of awarded credits and qualifications.

Reference Document:

- vi. Annex 9.5A - Faculty Handbook V-2.0 (2.8 - General Rules About Examinations)
- vii. Annex 9.5B - PLOs & PEOs
- viii. Annex 9.5C - Paper moderation committee notification

06

Ensure that the scheduling and frequency of assessment is consistent with an effective and appropriate measurement of the achievement by students of the intended learning outcomes and effectively supports learning.

MAJU has a very structured assessment framework. It outlines the weighting of assessment components like midterm and final exams, assignments, and quizzes. It includes rules for examination eligibility based on attendance, the administration of exams, and the grading system. Furthermore, policies on repeating courses and academic probation suggest mechanisms to support student learning.

Reference Document:

- ix. Annex 9.3A - Rules & Regulations 5.0

07

Publish, and implement consistently, clear mechanism, criteria and SOP for the marking and grading of assessments.

The grading criteria and SOPs, readily available online on MAJU website and in printed handbook "Rules and Regulations Version 5.0", outlined the entire marking and grading process, including the proper use of marking protocols.

Reference Document:

- x. Annex 9.3A - Rules & Regulations 5.0

08

Ensure that there are robust mechanisms for marking and for the moderation of marks that draws on the expertise of external stakeholders

MAJU's examination papers undergo a robust moderation process to ensure quality, fairness, and validity. This process includes a departmental Exam Paper Moderation Committee comprising faculty members who review each paper for alignment with learning outcomes, clarity, fairness, and other criteria. For final examinations, external examiners may also be involved to provide feedback on the paper's quality and suitability.

Reference Document:

- xi. Annex 9.8A - Exam Paper Moderation Policy

09

Ensure that appropriate feedback is provided to students on assessed work in a way that promotes learning and facilitates improvement.

Teachers provide assessments marks on a user-friendly MAJU student portal, and open communication channels like google classrooms and discuss their progress individually during designated students counselling hours.

10

Publish a transparent procedure for academic appeals.

MAJU has transparent procedure for students' academic appeals. Student just need to submit the application to Head of Department and this will initiate the process. The procedure is clearly mentioned in rule and regulations book 5.0, point 1.13.

Reference Document:

- xii. Annex 9.10A - Grading Policy from rule book 5.0 (Exam Retake Point 1.13.3)

STANDARD 10:

STUDENT SUPPORT SERVICES

01

Have an institutional mechanism to include the voice of the students in the decision-making processes for academic improvement.

Yes, Mohammad Ali Jinnah University has institutional mechanisms to include student voices for academic improvement. These mechanisms include using feedback from course and teacher evaluation forms filled semester wise and allowing student engagement as IQC (Institutional Quality Circle) student representative with decision-making rights under specific SOPs.

Reference Document:

- i. Course & Teacher's Evaluation
- ii. IQC meeting minutes and notification

02

Have a mechanism for developmental and remedial learning opportunities, particularly in the areas that are critically relevant to their future success.

MAJU is dedicated to student success, offering a comprehensive developmental and remedial learning program. MAJU follows various formats like workshops, and peer tutoring in class, and utilize data-driven evaluation to ensure program effectiveness. We continuously improve through faculty development, collaboration, and early intervention strategies.

Reference Document:

- iii. Annex 10.2A - Students' trainings and seminars
- iv. Annex 10.2B - CELDD trainings list

03

Have an institutional mechanism and defined institutional forums to resolve students' grievances in timely manners

MAJU has Grievance Committee to address student grievances. Students Affairs Department and Student Facilitation Center (SFC) also entertain students' problems effectively on timely manner.

Reference Document:

- v. Annex 10.3A - Grievance Committee Notification
- vi. Annex 10.3B - Grievance cases sample

04

Have a well-defined institutional mechanism in place to ensure the availability of equal opportunity and resources for extracurricular activities for all students (males and females).

MAJU has separate sports room and gymnasium for both males and females. Furthermore, a media center equipped with all facilities that can be used for video recording and the F.M radio station serves as a platform to engage students for diverse extracurricular activities.

Reference Document:

- vii. Annex 10.4A - Facilities of MAJU

05

Provide necessary basic quality services such as availability of a spacious, neat and clean cafeteria with appropriate seating arrangement, library facilities with ample book collections, and seating places, common rooms for female students, psychological counselling, first aid and ambulance facility on campus.

The two spacious cafeterias are in MAJU to cater the student dining needs, while two central libraries with extensive book collections and sufficient seating space. For female students, there are three dedicated common rooms in each block, and a wellness center for psychological counseling. Additionally, first-aid facilities are available within each department and a university-owned transport ensures prompt attention in emergencies.

Reference Document:

- viii. Annex 10.4A - Facilities of MAJU

06

Have a well-defined policy and mechanism for developing a Student Council for Academic Learning & Enhancement (SCALE) with a written constitution to follow by the students, having well-defined rules and regulations with well-defined SOPs for student engagement in quality assurance processes and related decision-making forums such as IQC.

MAJU incorporates student engagement in the quality assurance process through various means, including student surveys and IQC members. MAJU recently established an IQC Committee and held its first meeting. The committee is currently working on rules and SOPs that will outline stakeholder involvement, including students.

Reference Document:

- ix. Annex 10.1B - IQC Student Representation
- x. Annex 10.6A - Survey Results 2024-25

07

Solicit and take account of student and other stakeholder feedback in designing and delivering student support.

MAJU gather valuable insights by soliciting feedback from various stakeholders including students, faculty and employers. Surveys allows all stakeholders to directly share their opinion. The IQC forum encourage students' representatives to actively participate in discussions and decision-making process. Additionally, students' societies enabling targeted feedback from specific student groups.

Reference Document:

- xi. Annex 10.1B - IQC Student Representation
- xii. Annex 10.6A - Survey Results 2024-25
- xiii. Annex 10.7A - Student societies

08

Ensure that everyone involved in supporting student learning is appropriately qualified, supported and developed.

MAJU prioritizes a qualified faculty and staff, with a significant portion holding PhDs and Master's degrees. To further strengthen this system. MAJU offers valuable skill development opportunities for both faculty and staff in terms of trainings and workshops.

Reference Document:

- xiv. Annex 10.2B - CELDD trainings list
- xv. Annex 10.8A – Faculty organized trainings
- xvi. Annex 10.8B - Faculty Development Program by QEC

09

Ensure that adequate and readily accessible learning resources (for example subject-specific resources such as studios and laboratories, and generic resources such as libraries and learning resource centers) and student support (for example, academic tutorial, student counselling, career guidance, and tutorial) are provided.

MAJU has adequate accessible resources like smart computer labs, bio, psychology and fintech labs. Additionally, we have two spacious libraries. The presence of a dedicated wellness center offering counseling services for students and readily available online student handbook provides crucial information and guidance.

Reference Document:

- xvii. Annex 10.2B - CELDD trainings list
- xviii. Annex 10.4A - Facilities of MAJU (Wellness Centre)
- xix. Annex 10.9A - Student Handbook

10

Maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use.

MAJU has state-of-the-art classrooms and labs, ensuring physical spaces are conducive to focused learning. Virtual platform is powered by a learning management system, and fostering a positive social learning environment through seminars, group discussions, and forums. A culture of dignity and respect is promoted through clear code of conduct.

Reference Document:

- xx. Annex 10.2A - Students' trainings and seminars
- xxi. Annex 10.10A - Act of Indiscipline Code of Conduct
- xxii. Annex 10.10B - Rules & Regulations 5.0

11

Ensure that readily available social and recreational facilities are provided, including necessary student societies and clubs.

MAJU Student societies facilitate students to connect and engage in activities apart of academics.

Reference Document:

- xxiii. Annex 10.7A - Student societies

12

Have an institutional policy on alumni engagement; by having a strong alumni association with a reasonable budget, keeping an up-to-date database, involving alumni in campus life, including taking their feedback for academic and institutional improvement.

An active Alumni Committee and up-to-date data ensures effective communication and engagement. Our Alumni participate in events and guest speakers' sessions.

Reference Document:

- xxiv. Annex 10.12A - Alumni Relations committee notification
- xxv. Annex 10.12B - Guest Speaker Sessions

STANDARD 11:

IMPACTFUL TEACHING AND LEARNING AND COMMUNITY ENGAGEMENT

01

Create an enabling environment to support teaching with technology

Mohammad Ali Jinnah University has developed an infrastructure and support system that encourages the effective integration of technology into teaching practices at the university.

This involves a range of initiatives such as:

- Our Classrooms are equipped with technology tools and resources
- We provide faculty development programs on incorporating technology into teaching methods.
- Internet connectivity and IT infrastructure
- We have an enhanced access to digital learning materials and resources via Google Classrooms, Course E- Folders and Digital Library.

Reference Document:

- i. Annex 11.1A - Internet Connectivity Bandwidth
- ii. Annex 11.1B - IT Presentation for Orientation
- iii. Annex 11.1C -Technology Platforms

02

Create support systems that promote the pedagogical effectiveness of academic staff

A Faculty Development Program serves as support systems designed to promote the pedagogical effectiveness of academic staff by outlining initiatives, workshops, and resources dedicated to enhancing teaching skills and knowledge. Classroom Observations further support this if the process is developmental, providing feedback and linking faculty to relevant development opportunities. While Course & Teacher Evaluations offer valuable feedback on teaching effectiveness.

Reference Document:

- iv. Annex 11.2A- Faculty Development Program
- v. Annex 11.2B - Classroom Observations
- vi. Annex 11.2C - Course & Teacher's Evaluation

03

Create collaborative environments to enhance teaching and learning through scholarship of teaching and learning

MAJU creates a collaborative environment to enhance the teaching and learning of its faculty members not specifically through scholarship but through concession in their tuition fees if they are enrolled in any of the programs at Mohammad Ali Jinnah University which will enhance their learning and add value to their future career prospects. MAJU also invests in Training of Trainers workshops where experienced faculty members train their peers on innovative teaching methodologies. This creates a knowledge-sharing network within the university. Furthermore, MAJU sponsors participation of faculty members per department

in professional development programs offered by the Center for Excellence in Learning and Development (CELDD). This ensures continuous improvement in teaching skills and pedagogical approaches.

Reference Document:

- vii. Annex 11.3A - Faculty Education Concession Policy
- viii. Annex 11.3B - Fee Concession Utilization Data
- ix. Annex 11.3C - CELDD Sponsorship Agreements

04

Ensure that learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.

MAJU actively ensures that learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.

- Bi-annual Student Feedback: MAJU conducts regular (Once each semester) course and teacher evaluation surveys to gather valuable student feedback on teaching methods and course content. This allows faculty to continuously reflect and adapt their teaching practices for optimal student learning.
- Program Reviews: Annual reviews of academic programs through Self-Assessment Review Reports (SARs) ensure programs remain current and aligned with evolving knowledge and industry demands. This fosters reflection on program effectiveness to maintain program quality.
- For Technology integration, MAJU equips faculty with resources like Google Classrooms, E-course folders, Coursera subscriptions, and technical assistance. This empowers them to incorporate technology and online tools that enhance teaching and support scholarship in their respective fields.

Reference Document:

- x. Annex 11.2C - Course & Teacher's Evaluation
- xi. Annex 11.4A - SAR reports
- xii. Annex 11.4B - IIOE Technology Integration Agreement

05

Ensure that information is collected and analyzed to ensure the continued effectiveness of their strategic approach to, and the enhancement of, learning opportunities and teaching practices

QEC ensures a data-driven approach to improve learning and teaching at Mohammad Ali Jinnah University. By continuously collecting, analyzing, and utilizing information, the university ensures that its strategic initiatives remain effective and its educational offerings continue to enhance student learning. This involves:

- Course & Teacher's Evaluation which is a student survey on course content, delivery methods, and instructor effectiveness.
- Faculty surveys on teaching & educational resources.
- Review of course syllabi and curriculum materials in Board of Studies & Board of Faculties.
- Classroom Observations of teacher's teaching style & best practices.

Reference Document:

- xiii. Annex 11.2B - Classroom Observations
- xiv. Annex 11.2C - Course & Teacher's Evaluation
- xv. Annex 11.5A - Course Evaluation by Teacher
- xvi. Annex 11.5B – Statutory Body Minutes of Meeting (BoS & BoF)

06

Ensure that every student is provided with clear and current information that specifies the learning opportunities and support available to them

There are Multiple Channels for Information Delivery at Mohammad Ali Jinnah University

- **University Website:**

Up-to-date information on:

- Academic programs and course descriptions.
- Scholarships and financial aid options.
- Links to relevant university policies and procedures.

- **Student Portal:**

Personalized dashboard displaying relevant information for each student (Student personal info, Class timetable, attendance, registration status, Result and Transcript etc.).

- **Email Communication:**

Regular updates from the university and specific departments regarding academic opportunities and support services.

Targeted emails based on student program or needs.

- **Social Media:**

Active social media presence with announcements, reminders, and highlights of learning opportunities, admission campaigns and support services.

- **Printed Materials:**

Rule & Regulations Version 5.0 for new students with essential information.

Posters and flyers strategically placed around campus to advertise workshops, events, and support services.

Reference Document:

- xvii. Annex 11.6A - University Website
- xviii. Annex 11.6B - Nexus Portal Interface
- xix. Annex 11.6C - Rule & Regulation Version 5.0

07

Take deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and to shape their learning experience.

MAJU Utilizes student societies and their mentors to encourage students to join the societies, design engaging activities connecting to student interests and provide guidance to every student to inculcate ownership of their learning experiences, Leadership skills and character building.

Reference Document:

- xx. Annex 11.7A - Student Engagement Data 24-25
- xxi. Annex 11.7B - Student Societies Mentors notifications
- xxii. Annex 11.7C - Student Event & Activity calendars

08

Ensure that every student is enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff.

Every student at Mohammad Ali Jinnah University is empowered to track their academic progress through MAJU Online Portal, also Faculty has been provided with the access to online systems of education such as google classrooms and e-course folders where students can actively participate in individual meetings or group discussions with instructors to discuss feedback and to clarify concepts and address any academic challenges. MAJU also encourage instructors to hold regular counselling hours and maintain an open-door for students.

09

Ensure institutional efforts/activities are directed towards making contribution to the community through the relevant SDGs and creating an impact in the surrounding society and communities; for the purpose, research and teaching priorities are targeted towards addressing the pressing local and global issues and challenges.

MAJU has a comprehensive plan that in which research and teaching priorities target pressing issues aligned with the SDGs, addressing both local challenges and global concerns. It incorporates activities across various themes: Research, Communication, Community, and Sustainability. This ensures a well-rounded approach to achieving the SDGs. The plan also emphasizes collaboration with local NGOs, healthcare providers, industry professionals, and government entities. This fosters knowledge sharing and maximizes impact. Each of the planned activity has a designated timeframe, allowing for progress tracking and ensuring accountability.

Reference Document:

- xxiii. Annex 11.8A – SDG work plan & narrative plan

Have institutional mechanism to make students learn about SDGs and make contributions through active community engagement practices.

MAJU has a comprehensive plan that in which research and teaching priorities target pressing issues aligned with the SDGs, addressing both local challenges and global concerns. It incorporates activities across various themes: Research, Communication, Community, and Sustainability. This ensures a well-rounded approach to achieving the SDGs. The plan also emphasizes collaboration with local NGOs, healthcare providers, industry professionals, and government entities. This fosters knowledge sharing and maximizes impact. Each of the planned activity has a designated timeframe, allowing for progress tracking and ensuring accountability.

Reference Document:

- xxiv. Annex 11.8A - SDG work plan & narrative plan



STANDARD 12:

RESEARCH, INNOVATION, ENTREPRENEURSHIP AND INDUSTRIAL LINKAGE

01

Have a well-thought-out policy on research, innovation and entrepreneurship

Mohammad Ali Jinnah University has established a dedicated Office of Research, Innovation, and Commercialization (ORIC) to foster a culture of research excellence and its practical applications.

A well-defined ORIC policy is in place, outlining the framework for

- Providing Rental Spaces for workshops, seminars, recruitments tests, examinations.
- Supporting faculty and research students in their endeavors.
- Facilitating industry collaboration.
- Managing intellectual property (IP) arising from research activities.
- Ensuring ethical research practices.

Approval Process:

- **30th May, 2022:** The ORIC policy V1.0 (2021-25) was formally approved by the Academic Council during a meeting held on 30th May, 2022.

Reference Document:

- i. Annex 12.1A - ORIC Policy

02

Have a well-thought-out policy on intellectual property rights

Yes, Mohammad Ali Jinnah University (MAJU) has a well-thought-out policy on Intellectual Property Rights (IPR). Evidence for this claim can be found in the provided excerpt of the ORIC policy document titled "Mohammad Ali Jinnah University Research, innovation and commercialization policy Version 1.0 2021– 2025", Section 6; MAJU Intellectual Property Policy

Reference Document:

- ii. Annex 12.2A - Intellectual Property Rights Policy

03

Have institutional initiatives and platforms for promotion of innovation and entrepreneurship, such as offices of research, innovation, and commercialization (ORIC) and business incubation centers (BICs)

Mohammad Ali Jinnah University has established a dedicated Office of Research, Innovation, and Commercialization (ORIC) that serves as a platform for promotion of research excellence and its practical applications.

A well-defined ORIC policy is in place, outlining the framework for

- Providing Rental Spaces for workshops, seminars, recruitments tests, examinations.
- Supporting faculty and research students in their endeavors.

- Facilitating industry collaboration.
 - Managing intellectual property (IP) arising from research activities.
 - Ensuring ethical research practices.
- Incubation Centre at MAJU provide entrepreneurs with the physical space, resources, and networks necessary to launch and grow their ventures.

The University's Incubation Centre can:

- Offer subsidized office space and co-working facilities.
- Connect student entrepreneurs with experienced mentors who can provide guidance and support.
- Facilitate access to funding and investment opportunities.

Reference Document:

- iii. Annex 12.3A - Establishment Notification of ORIC
- iv. Annex 12.3B - Establishment Document of Incubation Centre

04

Only offer postgraduate research programs where students can be expected to meet the academic standards the institution has set for itself, which should reflect national expectations (the National Qualifications Framework)

MAJU's Standards for Postgraduate Research:

- **Rigorous Selection:** Ensures qualified students with research potential are selected.
- **Expert Faculty:** Doctoral-level supervisors guide and enhance research quality of the students.
- **Structured Training:** MAJU develops research skills through coursework, supervision, and workshops and hands on training about research methodology, data analysis, scientific writing, and ethics.
- **Quality Assurance:** MAJU Maintains its standards with external review and evaluation.

Benefits for Graduates:

- Conduct impactful research.
- Sharpen critical thinking and problem-solving skills.
- Communicate research effectively.
- Pursue research careers or leverage advanced skills professionally.
- Contribute to Pakistan's knowledge economy and development.

05

Have clearly defined policies and regulations, made readily available and be sufficiently comprehensive to cover the progression of research students from admission and registration through to final examination and award

MAJU's Rules and Regulations version 5.0. details requirements for coursework (Sections 4.3 - 4.5), comprehensive examination (Sections 4.7 - 4.8), dissertation submission (Sections 4.15 - 4.16), and defense (Sections 4.20 - 4.28).

Reference Document:

- v. Annex 12.5A - Rules and Regulations version 5.0.

06

Regularly review regulations in this connection, at local and institutional level.

We ensure regular review of relevant regulations at institutional level through established governance structures. This includes periodic reviews within the Board of Advanced Studies and the Research Meetings and Academic Council Meetings.

Reference Document:

- vi. Annex 12.6A - Review of Rules and Regulations version 5.0. in 9th Academic Council

07

Have an institutional research policy that takes account of regional, national and international social and industrial needs.

Yes, Mohammad Ali Jinnah University's Research Ethics Policy (MAJU RESEARCH ETHICS POLICY (research with responsibility) Version V1.0 (2021-25) considers regional, national and international social and industrial needs. The policy encourages research that:

- Promotes socio-economic development of the country (section 4.3).
- Addresses ethical aspects of all research (section 3).

Reference Document:

- vii. Annex 12.7A - MAJU RESEARCH ETHICS POLICY - Version V1.0 (2021-25)

08

Have a Research Ethics Committee (REC) with a mandate to reviewing research involving human participants to ensure that their dignity, rights and welfare are protected

MAJU RESEARCH ETHICS POLICY (research with responsibility) Version V1.0 (2021-25) outlines MAJU Ethics Review Committee (MERC) (section 8). The document details the committee's function of reviewing research proposals involving human participants (section 7). This suggests the committee has a mandate to ensure the dignity, rights, and welfare of human participants in research at the university. While the document uses "MERC" instead of "REC," the functionality of it aligns with the expectation of a Research Ethics Committee.

Reference Document:

- viii. Annex 12.8A - Notification of Ethical Review Board

09

Have an Advanced Studies & Research Board (ASRB) or Board of Advanced Study and Research (BASR) or relevant body with clearly defined institutional mechanism and SOPs for timely and fair conduct of its business

The Muhammad Ali Jinnah University Ordinance does establish a Board of Advanced Studies and Research (BASR) as one of the authorities of the University outlined in as the composition (section 4(1)), term of office (section 4(2)), quorum (section 4(3)), and functions (section 4(4)) of the BASR. It suggests a clearly defined institutional mechanism for MAJU's board.

Reference Document:

- ix. Annex 12.9A - SOP for BASR (Charter)

10

Offer research, innovation and entrepreneurship opportunities where students can be trained and supported in an environment which is supportive and fit for purpose.

MAJU Supports & trains its students for research, innovation, and entrepreneurship through the combination of incubation facilities, opportunity for industry collaborations, and successful project commercialization indicates a well-rounded approach to foster innovation and entrepreneurship among students.

Reference Document:

- x. Annex 12.10A – Research Incubation Facilities
xi. Annex 12.10B - Industry collaborations
xii. Annex 12.10C - Project commercialization

11

Make sure that students have access to training sufficient to gain the skills they need regarding research, innovation and entrepreneurship and to help prepare themselves for their subsequent career

Mohammad Ali Jinnah University (MAJU) offers training on entrepreneurship and startup culture through its Faculties & Departments and Centre of Executive Learning Development & Diversity CELDD.

Reference Document:

- xiii. Annex 12.11A - Trainings Evidence of Students Faculty Wise.

12

Have an Advanced Studies & Research Board (ASRB) or Board of Advanced Study and Research (BASR) or relevant body with clearly defined institutional mechanism and SOPs for timely and fair conduct of its business

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Reference Document:

- xiv. Annex 12.9A - SOP for BASR (Charter)

13

Have a well-thought-out institutional policy for industry engagement that include having MOUs with the surrounding industry and other similar government/private institutions dealing with trade and commerce, such as a chamber of commerce, the Securities and Exchange Commission of Pakistan (SECP), and the regional chapter of IPO Pakistan

Mohammad Ali Jinnah University has a well-prepared structure in place to facilitate industry engagement detailed in University-Industry Linkage, Innovation, Commercialization & Technology Transfer (UILICTT) Section of Mohammad Ali Jinnah University. MAJU also has a committee formed with a name Industry Advisory Committee for this purpose and also signs MOUs with government / non-government organizations such as

Reference Document:

- xv. Annex 12.13A - (UILICTT) Section
- xvi. Annex 12.13B - Notification of Industry Advisory Committee
- xvii. Annex 12.13C - MOU with ICAP / ICMA



STANDARD 13:

FAIRNESS AND INTEGRITY

01

Practice and exemplify the values and ethical precepts articulated in its mission in dealing with all its stakeholders

MAJU actively embodies its mission's values and ethical principles in all interactions with stakeholders through consistent communication, transparent policies, fair practices, and a commitment to its core tenets in every decision and action.

02

Have fair institutional mechanisms to safeguard the interests of students, faculty and staff

At MAJU, we are committed to fostering a fair and transparent environment for all members of our community – students, faculty, and administration. To achieve this, we have established several avenues to safeguard their interests.

- *Grievance Redressal Mechanisms:* The existence of well-defined and accessible grievance redressal mechanisms allows students, faculty, and staff to voice concerns and seek solutions through established channels. This includes a grievance committee dedicated to addressing academic grievances, harassment complaints, or workplace issues.
- *Student Affairs Department:* The Student Affairs Department serves as a central point of contact for students facing academic or non-academic concerns. They can guide students through the appropriate channels to address their issues.
- *MOUs:* MAJU has signed MOUs with Oxfam to safeguard the interest of Female rights at workplace.
- *Student Facility Centre:* The Student Facility Centre is specifically designed to offers a welcoming space for students to voice their concerns and seek assistance pertaining to student's examination related, registration related, and fee related matters.

Reference Document:

- i. Annex 13.1A - Grievance Committee Notification
- ii. Annex 13.1B - Gender Harassment Committee

03

Ensure equality, diversity and inclusion is embedded in all the institution's policies and procedures

Mohammad Ali Jinnah University (MAJU) is committed to fostering a welcoming and inclusive environment for all students, faculty, and staff. We strive to embed equality, diversity, and inclusion (EDI) principles into all aspects of the university's policies and procedures.

04

Have a transparent approach to all communication, including academic integrity and complaints

Mohammad Ali Jinnah University (MAJU) is firmly committed to fostering a culture of transparency in all its communications. This includes ensuring clear and open communication on matters related to academic integrity and complaint procedures.

Transparency in Academic Integrity:

- **Clear Policies:** MAJU maintains readily accessible policies outlining expectations for academic integrity. These policies define plagiarism, cheating, and other forms of academic misconduct.
- **Educational Resources:** The university provides resources and workshops to educate students about ethical academic practices and the consequences of violations.
- **Reporting Mechanisms:** MAJU offers established mechanisms for students and faculty to report suspected violations of academic integrity. These mechanisms are clearly communicated and ensure a fair and confidential process.

Transparency in Complaint Procedures:

- **Clear Channels:** MAJU has well-defined channels for students, faculty, and staff to lodge complaints regarding academic matters, administrative decisions, or other university-related concerns.
- **Accessible Information:** Information about the complaint procedures, including timelines, investigation processes, and appeal options, is readily available on the university website or relevant department offices.
- **Fair and Timely Resolution:** The university is committed to a fair and timely resolution of all complaints. This includes providing complainants with updates on the process and the outcome of their complaint.

05

Ensure availability of fair and transparent procedures for handling complaints, issues and appeals which are accessible to all students, faculty, and administration; accordingly, there must be a robust mechanism for online complaints and feedback on the main page of the website, duly supported with clear and well-defined institutional mechanism to address such complaints/feedback within a specific timeframe with timely response on resolution back to the complainant (students/parents, faculty and staff)

MAJU ensures fair and transparent handling of complaints through its clearly defined Grievance Committee (accessible to all students, faculty, and administration) and a robust student facilitation centre's online complaint resolution and feedback mechanism prominently featured on the university's Nexus Portal. This system is supported by a well-defined institutional process that mandates addressing complaints/feedback within a specific timeframe and providing timely resolution updates to the complainant.

Reference Document:

- iii. Annex 13.1A - Grievance Committee Notification

Have the necessary policies in place to instil the element of integrity and fairness in its institutional system of teaching, learning, assessment, research and publications.

Mohammad Ali Jinnah University (MAJU) is firmly committed to fostering a culture of transparency in all its communications. This includes ensuring clear and open communication on matters related to academic integrity and complaint procedures.

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Reference Document:

- iv. Annex 13.2A – Rules & Regulations Book V-5.0
- v. Annex 13.2B - MAJU Research Ethics Policy
- vi. Annex 13.2C – Discrimination Policy in Faculty Handbook



STANDARD 14:

PUBLIC INFORMATION AND TRANSPARENCY

01

Have a user-friendly and mobile responsive website with:

- a. Information of the BOG/Syndicate members including name, designation, working email and contact information (mobile/office number) notification.
- b. Detailed contact information (working email and mobile/office number) of the statutory offices, including Vice Chancellor, Dean, Registrar, Controller of Exams, student affairs, Director of QEC/ORIC
- c. Information about the faculty members with their brief personal profile along with working email and contact information against their respective faculty/department
- d. Complete information of the programmers' curricula, learning outcomes and clear admission requirements, including fees, scholarship, and so on
- e. Complete information of approved policies, sops, statutes, rules and regulations
- f. Strategically located search box
- g. Location with map
- h. Strategically located box for complaints/feedback with a robust institutional mechanism for resolution and redressal
- i. Outcomes of external audit and examination outcomes
- j. Evaluation/review reports by external QA bodies (QAA and accreditation councils) on both institutional and programme reviews
- k. Graduate employment information (for example, information regarding what most graduates from the programme do after graduation) that is clear, accurate, objective, up to date and readily accessible (examination dept)

MAJU's user-friendly website features:

- a. Faculty profiles including contact information within their respective departments.
- b. Complete program curricula, learning outcomes, admission requirements, fees, and scholarship details.
- c. Readily accessible information on all approved policies, SOPs, statutes, rules, and regulations.
- d. A strategically located search box.
- e. Location information with a map.
- f. A prominent complaints/feedback box linked to a robust resolution mechanism.
- g. Outcomes of external audits.
- h. Evaluation/review reports from external QA bodies.

Reference Document:

- i. Annex 14.1A – <https://www.jinnah.edu/>

02

Have a policy and institutional mechanism for the systematic evaluation of its public information to ensure its accuracy

Following are the various mechanisms in place at Mohammad Ali Jinnah University (MAJU) to ensure the accuracy of our public information.

Admissions Team Website Evaluation: The Admissions Team regularly reviews the website, particularly sections related to admissions procedures, deadlines on Pop-up, and program details.

Social Media Policy & Evaluation: MAJU has a comprehensive Social Media Policy that outlines guidelines for official university accounts. This policy ensures consistency and accuracy of information disseminated through social media platforms. The policy also includes procedures for handling any discrepancies related to social media content.

03

Ensure the availability of a transparent mechanism where all the stakeholders, particularly students and faculty, have access to not only decisions made (minutes of the meetings) but also to the processes and procedures of decision making (agenda/working paper, forums' members information, and so on.

MAJU ensures transparency in decision-making by providing all stakeholders (students and faculty) access to meeting minutes, agendas, working papers, and forum member information through the MAJU Nexus Portal. This online platform serves as the central mechanism for disseminating information about decision-making processes and outcomes.

04

Have necessary policies in place to instil the element of integrity and fairness in its institutional systems of teaching, learning, assessment, research and publications

Mohammad Ali Jinnah University (MAJU) is firmly committed to fostering a culture of transparency in all its communications. This includes ensuring clear and open communication on matters related to academic integrity and complaint procedures.

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- **Fair and Timely Resolution:** The university is committed to a fair and timely resolution of all complaints. This includes providing complainants with updates on the process and the outcome of their complaint.

Reference Document:

- ii. Annex 14.2A – Rules & Regulations Book V-5.0
- iii. Annex 14.2B - MAJU Research Ethics Policy
- iv. Annex 14.2C – Discrimination Policy in Faculty Handbook

05

Ensure availability of fair and transparent procedures for handling issues, complaints and appeals which are accessible to all students, faculty and administration

MAJU ensures fair and transparent handling of complaints through its clearly defined Grievance Committee (accessible to all students, faculty, and administration) and a robust student facilitation centre's online complaint resolution and feedback mechanism prominently featured on the university's Nexus Portal. This system is supported by a well-defined institutional process that mandates addressing complaints/feedback within a specific timeframe and providing timely resolution updates to the complainant.

Reference Document:

- v. Annex 14.3A - Grievance Committee Notification

STANDARD 15:

INSTITUTIONAL EFFECTIVENESS, QUALITY ASSURANCE AND ENHANCEMENT

01

Have a well-defined quality policy and mechanisms in place to ensure continuous institutional improvement through its rules and regulations and activities related to faculty teaching, student learning, educational programmes, and administrative and educational support services, with an ultimate outcome of providing students with a high-quality learning experience and attaining nationally/internationally comparable qualifications and awards

Mohammad Ali Jinnah University (MAJU) has a Quality Enhancement Cell (QEC) dedicated to quality assurance. They have a Quality Assurance Policy documented outlining their vision, mission, and aims for continuous improvement (<https://jinnah.edu/policies/>).

Mechanisms for continuous improvement:

- The QEC uses a self-assessment process for all academic programs to identify areas for improvement.
- They promote faculty development and encourage best practices in teaching through it.
- Exit Surveys are conducted to improve the quality of Student's learning experience.
- Our quality policy and mechanisms for improvement suggest a commitment to providing students with a high-quality education that leads to recognized qualifications.

Reference Document:

- i. Annex 15.1A - Quality Assurance Policy

02

Ensure that every faculty/department and programme reflect on its performance and collects, analyses, and uses relevant qualitative and quantitative information for the effective management and continuous improvement of its programmes and other activities

The Self-Assessment (SA) process implemented at Mohammad Ali Jinnah University (MAJU) ensures continuous improvement of its academic programs by holding each academic program accountable for its quality and effectiveness and identifying areas for improvement and implement corrective actions. MAJU implements SAR process through The Higher Education Commission's (HEC) Self-Assessment Report (SAR) manual. It is an assessment cycle of Every two years for each program after its start. Quality Enhancement Cell (QEC) starts the process a semester before the cycle ends. New programs get one year for preparation. Program Teams are formed by the department upon receiving initiation notification. Responsible for preparing a Self-Assessment Report (SAR) within a semester. They act as the point of contact during the assessment. The Program Teams then submits the SAR to QEC. QEC reviews the SAR for format compliance. President then forms an Assessment Team with Dean's recommendations. These members must be an expert in the assessed program's field. QEC coordinates the visit with the department offering the

program. AT conducts the assessment, submits a report, and shares findings in their report with QEC and QEC submits an executive summary of AT findings to the President. Department prepares and submits an implementation plan based on the findings. The plan includes corrective actions, responsibilities, and timeframes. QEC monitors the implementation and reviews progress every semester.

Reference Document:

- ii. Annex 15.2A - SAR Manual

03

Have robust institutional mechanisms to create and sustain an environment in which students and other stakeholders participate in internal quality assurance processes

Involving student representatives in the IQC demonstrates MAJU's efforts to create an environment where students contribute to internal QA. Student perspectives can be valuable in assessing the quality of teaching, learning, and other university services

Reference Document:

- iii. Annex 15.3A - IQC Notification & Minutes of Meeting

04

Make sure that the quality assurance procedure is compliant with external assessment and quality assurance precepts both at national and international levels

QEC at Mohammad Ali Jinnah University ensures that our quality assurance processes align with the Higher Education Commission (HEC) of Pakistan's quality assurance framework and guidelines as well as those of the Accreditation bodies for all of our offered programs. This includes adhering to their standards for program development, curriculum design, faculty qualifications, Policy adoption and student learning outcomes. We further benchmark our quality assurance procedures against established international frameworks, such as those set by the Asia Pacific Quality Network for enhancing the Quality of Higher Education in the Asia-Pacific.

Reference Document:

- v. Annex 15.4A - Accreditation Letters of all programs by their accreditation bodies
- vi. Annex 15.4B - Adoption of HEC guidelines & Policies

05

Ensure that internal quality assurance procedures and resulting action plans from cyclical programme reviews are monitored for effective implementation

To guarantee that MAJU's quality procedures and the resulting action plans from cyclical program reviews are effectively implemented QEC at Mohammad Ali Jinnah University upon receiving the qualitative and quantitative Assessments results from the Assessment Team, prepares an Action Plan against it which is promptly distributed to the relevant departmental Heads and Deans of Faculties and are requested to fill up their implementation tasks and timelines. This ensures that all parties responsible for implementing the action items are

aware of their specific tasks and deadlines. At the start of the next cycle after the action plan is disseminated, follow-up is initiated with the departmental Heads and Deans QEC.

Reference Document:

- vii. Annex 15.5A - SAR

06

Ensure all the policies are made through engagement of stakeholders for shared governance and collective wisdom that include adoption of HEC and other government policies; for instance, no HEC or other governments' minimum guideline/criteria should be adopted just as a formality without debating its institutional mechanisms and processes for effective implementation and possible outcomes in the statutory forums. In fact, such policies, at times, may be required to be made more stringent to match the institution's culture.

As per the Charter ACT of The University, In MAJU's governing structure, Board of Governors have significant decision-making authority. Following is the process mentioned for adoption of policy revisions from HEC or other government bodies:

- The Academic Council is the highest academic body of the university (reference section 14) and advises the Board on academic matters
- The process involves proposals from the Academic Council members and potentially other bodies like Boards of Studies & Board of Faculties. This allows for initial discussions and refinements before policies reach the BoG for approval.
- The Board of Governors (BoG) include representatives from various stakeholder groups, such as government (HEC nominee), academia (professors, deans), and external experts, then has the final say on policy adoption.
- These adopted policies are then notified and communicated by the Registrar Office for implementation.

Reference Document:

- viii. Annex 15.6A - University ACT Charter
ix. Annex 15.6B - Adoption of Graduate Education Policy

