



Self-Review of Institutional Performance and Enhancement (Self-RIPE)

Muhammad Ali Jinnah University (MAJU), Karachi

Visit Date: 21-22 May, 2025

Reporting Date: 30 May, 2025

Prepared By: Prof. Dr. Riaz Ahmed Shaikh

(Certified External Reviewer)

Shah Abdul Latif University, Khairpur

Mohammad Ali Jinnah University (MAJU), established in 1998 and chartered by the Government of Sindh, is a leading private-sector institution located in Karachi. The university is recognized by the Higher Education Commission (HEC) of Pakistan and named to honor the intellectual legacy of Quaid-e-Azam Muhammad Ali Jinnah. MAJU offers a wide array of undergraduate, graduate, and postgraduate programs across disciplines such as Engineering, Computer Science, Business Administration, Biosciences, and Social Sciences. The university is committed to fostering academic excellence, research innovation, and ethical leadership through its mission-driven approach, technologically enabled learning environment, and industry-relevant curricula. With a focus on continuous quality improvement, MAJU has established a strong institutional framework supported by qualified faculty, active Quality Enhancement Cell (QEC), and effective governance structures..

This report evaluates the institutional performance of Mohammad Ali Jinnah University (MAJU) based on the institutional submission, which included the Institutional Performance Enhancement Report (IPER), Self-Assessment Reports (SARs), and other relevant supporting documentation. The review has been tailored to reflect the nature of the university and its higher education provision, with a focus on quality assurance mechanisms, academic governance, research environment, infrastructure, and student support services. The findings are based on the review of submitted documents and observations made during the on-site visit conducted on May 21-22, 2025.

At the request of Mohammad Ali Jinnah University (MAJU) (Ref. No. MAJU/QEC/GPR/Notification/2025/03/02 Dated March 17, 2025), a Self-RIPE Committee comprising both internal and external reviewers conducted the annual institutional review for the academic year 2024–2025. The purpose of the review was to evaluate the university’s overall institutional performance, quality assurance mechanisms, and alignment with HEC’s performance standards. The RIPE Committee was composed of the following members:

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|---|-----------------------------|
| 1. Prof. Dr. Syed Imran Jami (Dean Academics) | Convener |
| 2. Prof. Dr. Riaz Ahmed Shaikh | Certified External Reviewer |
| 3. Muhammad Kashif Khan (Registrar Academics) | Internal Reviewer |
| 4. Dr. Huma Jawed (Director QEC) | Internal Reviewer |
| 5. Engr. Haris Ahmed (Manager QEC) | Secretary |

6. Engr. Alina Aziz (Manager QEC)

Secretary

7. Sheeraz Ahmed (Assistant Manager QEC)

Deputy Secretary

Executive Summary:

The Self Review of Institutional Performance and Enhancement (Self-RIPE) of Mohammad Ali Jinnah University (MAJU), Karachi, was conducted on May 21-22, 2025, by a committee comprising both internal and external reviewers, as per the institutional and HEC quality assurance framework. The review was based on the university's institutional submission, including the Institutional Performance Enhancement Report (IPER), Self-Assessment Reports (SARs), and a comprehensive set of supporting documents.

The purpose of the RIPE was to evaluate MAJU's performance across key areas, including governance and leadership, academic quality assurance, teaching and learning, research and innovation, faculty development, resource utilization, student support services, community engagement, and institutional planning. Due to ongoing examinations, direct interactions with students and faculty were not possible; however, the committee conducted a detailed review of all submitted documentation and visited academic and administrative facilities.

The review revealed that MAJU demonstrates a strong commitment to institutional quality, academic excellence, and student-centered development. Commendable practices include well-structured governance bodies, strategic alignment with institutional goals, integration of technology in teaching and assessment, compliance with HEC requirements for graduate programs, research publication policies, and support services such as daycare, wellness centers, digital libraries, and one-window facilitation for students.

Nonetheless, several areas for improvement were identified. These include the need to enhance research output, particularly at the PhD level; formalize supervision protocols; improve faculty retention and research productivity; establish a centralized system for tracking graduate research and alumni outcomes; and expand internal funding for faculty and student research initiatives.

The RIPE Committee recognizes MAJU's positive trajectory and appreciates the proactive role of its Quality Enhancement Cell (QEC) in sustaining institutional quality. With strategic

improvements in the highlighted areas, the university is well-positioned to further strengthen its performance and academic standing both nationally and internationally.

Scope of Review:

The scope of the Review of Institutional Performance and Enhancement (RIPE) at Mohammad Ali Jinnah University (MAJU), Karachi, encompassed a comprehensive evaluation of the university's performance in alignment with the Higher Education Commission (HEC) of Pakistan's Institutional Performance Evaluation (IPE) standards. The review aimed to assess the effectiveness of institutional policies, systems, and practices that support academic excellence, research quality, and continuous improvement.

The review covered the following key areas:

- Alignment of institutional vision, mission, strategic goals, and governance structures.
- Academic planning, program quality assurance and curriculum relevance across disciplines.
- Faculty recruitment, development, workload management, and research engagement.
- Teaching and learning processes, including use of digital platforms and student evaluation systems.
- Research infrastructure, grants, ethics compliance, and knowledge dissemination.
- Student support services including academic advising, career guidance, wellness, and co-curricular activities.
- Infrastructure and learning resources, including libraries, laboratories, IT facilities, and accessibility.
- Institutional policies on finance, planning, resource allocation, and performance monitoring.
- Community engagement, industry linkage, alumni involvement, and SDG-related initiatives.

Meeting with Deans and Heads of the Departments (HoDs)

As part of the RIPE visit, a dedicated meeting was held with the Deans and Heads of Departments (HoDs) to gain insights into academic leadership, program delivery, quality assurance practices, and departmental challenges. The discussion focused on curriculum development and review mechanisms, faculty workload distribution, research supervision, industry linkages, and alignment of departmental objectives with the university's strategic plan. The Deans and HoDs demonstrated a clear understanding of institutional goals and shared various initiatives aimed at enhancing teaching quality and research output. Their input provided valuable context to complement the documentary evidence reviewed and was instrumental in assessing the operational effectiveness of academic governance across the university.

On-Site Evaluation

The on-site evaluation at Mohammad Ali Jinnah University (MAJU), Karachi, was conducted as part of the RIPE process. The evaluation included a comprehensive walkthrough of academic and administrative facilities to verify the implementation of institutional policies and the adequacy of physical and learning resources. Key areas visited included smart classrooms, departmental offices, specialized laboratories (e.g., Bioinformatics, Engineering), the central library, faculty offices, student lounges, wellness and daycare centers, and IT infrastructure.

The site visit confirmed the presence of a well-maintained physical environment that supports teaching, research, and student development. The availability of modern educational tools, high-speed internet, digital learning systems, and gender-specific facilities such as separate gyms and common rooms for male and female students were particularly noteworthy. The infrastructure was found to be aligned with the university's mission to provide a conducive environment for academic excellence and holistic student support.

Strengths

- MAJU has a clearly defined mission and strategic plan (2022–2026) with SMART goals and KPIs, ensuring institutional objectives are well-structured and measurable

- Active statutory bodies (e.g., Academic Council, BASR, IQC) and a proactive QEC reflect a sound governance structure that supports continuous quality enhancement.
- Use of Nexus Portal, Google Classroom, and online surveys demonstrates the university's commitment to digital transformation in teaching, assessment, and student feedback mechanisms.
- The university provides wellness centers, a daycare facility, a one-window student facilitation center, and separate gymnasiums, ensuring a holistic support system for student well-being.
- Digital access to learning resources including HEC Digital Library and online survey platforms for feedback collection.
- Most graduate programs are supported by PhD-qualified faculty. The university regularly conducts faculty orientation and development programs to improve pedagogical quality
- Programs are supported by qualified faculty and led by effective governance structures through statutory bodies like BASR and Academic Council.
- Availability of smart classrooms, computing labs, and discipline-specific laboratories, including those for Bioinformatics and Engineering.
- All MS and PhD programs launched post-2013 are compliant with HEC's NOC requirements.
- Regular organization of conferences and workshops that contribute to academic engagement and knowledge sharing.
- Publication of research by PhD scholars in W-category journals is encouraged and mandatory for degree completion.
- The university demonstrates a strong commitment to inclusivity through its gender equity initiatives, accessible infrastructure for individuals with disabilities, and implementation of non-discriminatory policies.
- The on-campus gym facility supports the physical health and mental well-being of students, faculty, and staff.

3. Observations and Recommendations

- There is limited evidence of regular stakeholder engagement (e.g., employers, alumni, students) in the review of institutional strategic goals.

Recommendation:

Establish a periodic review mechanism for strategic goals with input from key stakeholders to ensure continued relevance and responsiveness to national and market needs.

- Although governance structures are defined, there is limited evidence of periodic training for governance and academic leaders on quality assurance responsibilities.

Recommendation:

Introduce structured orientation and capacity-building workshops for members of statutory bodies and academic leadership to strengthen decision-making aligned with quality enhancement practices.

- While financial records are maintained, there is no clear mention of regular internal audit findings being used for strategic financial planning.

Recommendation:

Institutionalize a feedback mechanism where audit outcomes are integrated into budgetary decisions and risk management planning.

- The university's current RIPE documentation lacks clear evidence of international academic partnerships, rankings participation, or inbound/outbound student exchange.

Recommendation:

Establish formal academic collaborations with international institutions and integrate strategies for global rankings, visiting scholars, and international student recruitment.

- Data on student progression, dropout, and time-to-degree is not centrally monitored for analysis.

Recommendation:

Develop a dashboard to track key indicators such as progression rates, completion time, and academic attrition to inform timely interventions.

- Survey feedback is collected but not consistently used for policy or program improvement.

Recommendation:

Enhance the use of survey data to inform academic decisions, policy revisions, and service improvements.

- The faculty retention rate is low, with a significant number of faculty serving on a temporary or visiting basis. Additionally, delays in conducting regular selection boards hinder the timely appointment of permanent faculty, affecting program continuity and academic stability.

Recommendation:

Develop and implement a comprehensive faculty retention plan supported by timely execution of selection boards to ensure the appointment of qualified permanent faculty and reduce reliance on contractual staff.

- Faculty development opportunities exist but capacity-building trainings are limited in scope and frequency, which may affect teaching quality and professional growth.

Recommendation:

Implement a structured and recurring training plan covering pedagogy, research skills, and academic leadership for faculty across departments.

- While ORIC exists, institutional support for student startups or incubation activities is limited.

Recommendation:

Establish innovation hubs or incubators in collaboration with industry and government to support entrepreneurship and applied research.

- Although policies exist, regular awareness sessions and easy access to reporting tools for conflict of interest, plagiarism, and grievances are lacking.

Recommendation:

Conduct regular awareness campaigns and implement user-friendly online reporting mechanisms to strengthen academic integrity and institutional fairness.

- Key institutional data (e.g., graduate outcomes, faculty profiles, quality assurance results) is not consistently published online.

Recommendation:

Regularly update and publish institutional performance data and QA indicators on the university website to enhance transparency.

- The university has a relatively low output of PhD graduates, which may be attributed to limited supervisory capacity, lack of structured progress monitoring, and insufficient academic or financial support for doctoral students

Recommendation:

Enhance PhD completion through increased supervision capacity, structured monitoring, and better academic and financial support.

-----End of Report-----



Prof. Dr. Riaz Ahmed Shaikh



Mohammad Ali Jinnah University

Institutional Quality Circle (IQC)

Minutes of the 3rd IQC Meeting held on June 19th 2025 at Mohammad Ali Jinnah University

The Institutional Quality Circle (IQC) Meeting of the Mohammad Ali Jinnah University was held on Thursday, 19th June 2025, at 10:00 AM, in the President Conference Room (Block-A).

The Meeting was presided by Dr. Zubair Ahmed Shaikh, Chairperson, President, MAJU.

The following were present in the meeting:

• Prof. Dr. Zubair A. Shaikh	Chairperson
• Dr. Huma Jawed	Member
• Prof. Dr. Syed Imran Jami	Member
• Muhammad Kashif Khan	Member
• Prof. Dr. M. Kamran Azim	Member
• Prof. Dr. Kashif Ishaque	Member
• Dr. Hina Fatima	Member
• Prof. Dr. Shaukat Wasi	Member
• Nauman Hafeez Ansari	Member
• Shahla Ahmed	Member
• Abdul Khaliq (Student Representative from FOC)	Member
• Amna Bukhari (Student Representative from FOBA)	Member

Agenda # 1 Welcome note by Chairperson

The meeting started with the recitation of few verses from the Holy Quran.

The Chairperson, Dr. Zubair A. Shaikh, welcomed all members and appreciated their continued commitment to the institutional quality initiatives.



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Agenda # 2 Follow-up on Previous IQC Meeting:

Follow-up on Previous IQC Meeting. The Director QEC provided a brief follow-up on the action points from the 2nd IQC meeting:

- IPER Committee: Committee meetings continued actively; evidence compilation was completed under supervision of Director QEC and Manager QEC by 31st March 2025.
- RIPE Committee: Self-RIPE Audit successfully conducted on 20th – 22nd May 2025, after various pre-audit briefings.
- Follow-Up Committee: Monitoring and support for RIPE preparation were effective.
- Student SOPs: Reviewed in previous meeting; revised SOP presented.

Agenda # 3 RIPE Visit Completion & Report Presentation

Director QEC formally reported that the Self-RIPE Audit was successfully conducted over three days from May 20th –22nd, 2025. The process was well-coordinated, and departments extended full cooperation.

The RIPE Report 2024-25 was presented to the IQC, summarizing:

- Compliance status across all standards
- Strengths and good practices observed
- Gaps and recommendations from external reviewers

The Chairperson appreciated the successful completion of the visit and commended the efforts of the QEC and all academic/administrative departments.



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Agenda # 4 Discussion on RIPE Observations & Implementation Plan

The key observations from the RIPE Report 2024-25 were discussed in detail. Following decisions were made:

- All observations were acknowledged and accepted by the IQC members.
- An Implementation Plan was proposed by QEC, assigning action items to respective Deans and Departments, with clear and flexible timelines.

The plan was approved unanimously by the IQC.

IQC resolved that the approved actions and timelines will now be forwarded to relevant stakeholders for immediate implementation and progress reporting.

Agenda # 5 Finalization of SOPs for Student Representation

The revised SOPs for Student Participation in IQC were put up for approval ensuring representation from both undergraduate and graduate levels. It also included of a mandatory training module for all student representatives by QEC department

The SOPs were approved and will now be implemented from the next academic cycle.

Agenda # 6 Adjournment

There being no further business, it was moved, seconded, and carried that meeting be adjournment at 01:00 pm. The meeting ended with a vote of thanks by the chairperson to the participants of the meeting.

Recommended by,

A handwritten signature in black ink, appearing to read "Huma Jawed".

Dr. Huma Jawed

Director QEC

Approved by,

A handwritten signature in black ink, appearing to read "Zubair A. Shaikh".

Prof. Dr. Zubair A. Shaikh

President MAJU