

Self-Review Report

Self-Review of Institutional Performance & Enhancement (RIPE) 2025-26

Al Ghazali University

IPE Conducted by	(√) Self RIPE () RIPE by HEC
Date of Visit	June 16, 2026 – June 18, 2026
Date of Draft Report	June 22, 2026
Date of Final Report	June 24, 2026
Way Forward	Submission of Compliance Implementation Plan to HEC in YPR after approval from the IQC of the HEI.

1. Introduction:

The Higher Education Commission (HEC) has taken substantial measures to enhance the performance of higher education institutions by introducing the annual Review of Institutional Performance and Enhancement (RIPE). The RIPE is based on 16 standards prescribed by the QAA, HEC, under the new framework PSG-2023, to ensure compliance at the institute level. The RIPE involves a comprehensive process of assessment and evaluation to see the quality and effectiveness of the processes & mechanisms and the satisfaction of the concerned stakeholders.

Al Ghazali University conducted a **three-days activity** to carry out their Self Review of Institutional Performance and Enhancement (RIPE) from **June 16, 2026 to June 18, 2026**. A team was constituted comprising the members listed in the following table:

S.No.	Members	Designation	Status
1	Dr. Muhammad Rehan	Director QEC, Al Ghazali University	Convener
2	Dr. Muhammad Asif	Professor & Chairperson, HITEC University	External Member
3	Dr. Rehan Shams	Chair Computing & AI, Air University	External Member
4	Mr. Fahad Ahmed Siddiqui	Associate Chairman, Sir Syed University of Engineering & Technology	External Member
5	Dr. Muhammad Shahzad	Assistant Professor, Department of Computer Science, Al Ghazali University	Internal Member
6	Adv. Maulana Nafees ul Haq Saqib	Senior Lecturer & Department Coordinator, Department of Shariah & Law, Al Ghazali University	Internal Member

A total of 16 standards were reviewed by the Review Panel members during the 3-day activity and overall the review team is satisfaction with the current status of the institute.

2. Methodology of Review

The Self RIPE of AGU was carried out taking into account the following parameters:

1. All the reviewers were provided with the soft copy of the IPER before the visit for preparation.
2. During the visit, the hard copies of the IPER were provided to all reviewers along with the documentary evidence as appendices.
3. The RIPE team was briefed on the Vision and Mission of AGU and also discussed their achievements of the past year as well as the future plans by the Director QEC.
4. The RIPE team also interacted with key stakeholders including Deans, Chairpersons, Faculty members, Registrar, Deputy Registrar, Controller of Examinations, Heads of the non-teaching and supporting departments, Librarian, Admission & Marketing teams, and IT team. On the last day, exit meeting was held with the Vice Chancellor.
5. The RIPE team also conducted a physical visit of the whole campus including classrooms, Laboratories, Faculty & Staff offices, Library, Sports facilities, hostels and administrative offices to assess the infrastructure as mentioned in the RIPE.
6. The RIPE team prepared an initial draft on the basis of observations and shared with the Director QEC before sharing with the Registrar and Worthy Vice Chancellor.
7. The RIPE team held a detailed exit meeting with the VC and other officials of the higher management to brief them about the findings of the three-days visit.
8. Finally, the external reviewers of the RIPE team submitted the final visit report which consists of a list of findings/observations and recommendation.

The activity schedule of the Self-RIPE of AGU is attached as Annexure 1.

3. Commendation / Best practices

1. AGU's governance bodies function cohesively and transparently, fully aligned with AGU Act 2022 and HEC policies.
2. Infrastructure development is rapid and student-centred, with modern classrooms, seminar libraries, and reliable campus-wide curricular and co-curricular facilities.
3. Faculty recruitment is merit-based and rigorous, including teaching demonstrations and verified credential checks.
4. Academic programs strictly follow HEC, Sindh HEC and Accreditation councils' guidelines.
5. QEC maintains a strong quality assurance culture through SAR/PREE cycles, satisfaction surveys, and compliance with PSG-2023.
6. Student support services are comprehensive, covering academic advising, library access, sports, and welfare facilities.

7. The university maintains a mobile-responsive website with accurate, regularly updated academic and administrative information.
8. AGU effectively operationalizes the PDCA cycle and actively participates in external QA reviews, strengthening institutional credibility.
9. The infrastructure is growing, and further plans are in progress.
10. The university has qualified faculty, administration & staff and the university is growing with good pace.
11. Most of the students are satisfied with the overall learning experience at AGU.

4. Observations & Recommendations

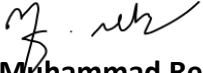
S. No.	Findings and comments	Recommendations
1	The university has good sports facilities and student were happy with the overall infrastructure. However, the student societies are not formally formed by the university.	The university may formally form the sports and other student societies so the students can opt societies based on their interests. Furthermore, an annual activity calendar may also be formed by the university that would allow better planning without undermining the academic activities.
2	The student progression is monitored by the registrar secretariat but the process is not fully adopted.	The university may devise a policy or SOP for monitoring the student progression.
3	The review of courses/curricula is performed at the BOS stage as per standard practice. Several departments informally engage the industry stakeholders in reviewing the curricula.	The university may form Industrial Advisory Board (IAB) that can provide input to the BOS. Alternatively, Industry experts can be involved directly at BOS as observatory members. This would allow the university to engage relevant industry stakeholders.
4	The faculty related policies are shared with the faculty members through email but their tracking when needed is usually difficult.	The university may develop a faculty handbook which can be handed over to the faculty members during onboarding. This would enable the faculty to get awareness of the related policies and they

		may use this document as and when needed.
5	The student related policies are shared with the students during orientation and they are also made available at the university website. However, the students were not fully aware of the resources available to them.	The university may develop a student handbook which can be handed over to the students during orientation.
6	The faculty members during interaction mentioned that they do not have medical facilities.	The university is advised to provide medical facilities to the employees which will increase their motivation and improve the retention rate.
7	The faculty members are engaged in research but there is no formal benefit for their motivation, and if there is any then some of the faculty members mentioned that they were not aware of it.	The university is recommended to devise research support policy so the faculty members would be motivated to engage in research activities.
8	The workload distribution was not clear to some of the faculty members and it looked imbalanced among different departments.	The university may devise a central workload policy to manage the workload of the faculty members. The faculty members who are working extra hours may be paid additional to compensate their additional time.
9	During interaction with the faculty, staff and administration it was mentioned that the university do not have EOBI.	The university may take necessary steps to allow their employees to avail EOBI as per Government requirements.
10	The university is performing various activities that are aligned with SDGs. However, there is a lack of awareness and most of the activities are not properly documented.	The university may initiate workshops or seminars to create awareness of the SDGs and devise a mechanism to properly document them. This would also enable university to apply for global rankings based on SDGs.

11	Currently, the students' concerns are mainly handled by the Chairpersons or program office. With the current strength of the students, it might be feasible but with increasing enrolments it would become difficult.	The university may form class advisors and utilize faculty members to effectively manage the students' concerns. This would also allow the university to provide proper counselling support to the students.
12	Most of the class teachers provide the students the course outline in beginning of semester which is a good exercise. However, there is no mechanism to review the course outlines after the semester. The feedback loop to improve the curricula is not closed.	The university may ask the faculty to submit the Course Information Sheet (CIS) in the beginning of the semester and Course Analysis Report (CAR) at the end of the semester. Based on the delivery of lectures and CAR the department may scrutinize the courses that need revision in curricula or delivery. These decisions should be routed through the BOS.
13	The students struggle in submitting their fee as currently the vouchers are provided to them and they have to submit the fee in bank branches physically.	The university may provide online payment option as currently there are various options available to manage it.
14	The Internet connectivity is not stable throughout the campus and sometimes the connectivity is very low.	The university is recommended to improve the IT infrastructure and provide high quality internet access at all locations of the campus.
15	One of the concerned raised by the faculty members is that are hired on contracts and there is no mechanism to become permanent. It was further discussed with other stakeholders and highlighted that all employees of AGU are on contract and there is no permanent hiring.	The university is advised to review their hiring process as this is a general practice among all universities that they offer permanent employment once faculty has been recommended by the selection board. This would allow faculty members to focus on their growth and this would also improve the retention rate.

5. Acknowledgement & Conclusion

The RIPE committee is grateful to the AGU senior management and the QEC for hosting and conducting a successful RIPE Assessment. The observations and recommendations have been shared. AGU needs to prepare an action plan for each recommendation, along with the implementation timeline, and get it approved by the IQC for actual compliance and submission of the same to the QAA, HEC in the upcoming Yearly Progress Report (YPR).


Dr. Muhammad Rehan
Convener
RIPE Committee 2025-26

