



- **Self-RIPE Report**
- **duly approved by the IQC.**
- **Attendance of the IQC**



Self-RIPE Report

OF

**GOVERNMENT COLLEGE UNIVERSITY
FAISALABAD**

Review Dates: May 21-23, 2025



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Background of RIPE Process



The visit of RIPE Panel to Government College University, Faisalabad (GCUF) was conducted on 21 to 23 May 2025 based on 16 Review of Institutional Performance & Enhancement (RIPE) Standards. The IPR is well prepared by QEC. It states: Government College University, Faisalabad (GCUF) got the status of university in 2002. Government College University, Faisalabad has four sub-campuses and about 325 affiliated colleges. In City, GCUF campus is much green. It is highly commendable that within 23 years, GCUF has progressed much and has got many rankings, like 2nd Position in all Pakistani Universities and 1st position in Punjab Universities and ranked 601-800 in the worldwide universities by the Times Higher Education in their assessment World University ranking 2025.

The UPR included a series of answers to the questions related to each of the 16 standards. During the visit to the university, the Panel physically examined the infrastructural facilities, acquainted itself with the institutional resources and held discussions with the faculty members, Deans, Chairpersons, administrative officials, and students. The well prepared IPR facilitated the job of the Panel to the great extent.

Efforts put in the preparation of the IPR and cooperation extended by all administrative and academic officials, especially by Director QEC and his staff is gratefully acknowledged. The Vice Chancellor extended meeting with the Panel and had detailed discussion on the matters relating to uplift the functioning of the university and enhancing the quality of teaching and research was appreciable.

RIPE Review Panel Members

(Ref # GCUF/Reg/Estt/25/768; Dated: 20-03-2025)



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STANDARD 1: VISION, MISSION, GOALS AND STRATEGIC PLANNING

COMMENDATIONS

- The university's vision and mission have been designed while keeping in view the needs and expectations of a broad range of stakeholders, including faculty, staff, students, and alumni which are aligned with the institutions' core values and strategic goals.
- The university's vision, mission and goals are aligned with the charter which strengthens the overall purpose and strategic directions to be followed.
- In order to design / develop university's vision, mission and goals, the university has formulated a committee including the professors having a vast experience in their respective domains. Their vast experience and exposure opens the path of accelerated learning and strategic growth.
- The university's vision, mission and goals serve as a foundation for all of its academic, research and operational activities.

FINDINGS

- Although, the university's vision, mission and goals have been designed by keeping in view the institutions' core values and strategic goals. However, there is still room to inculcate multiple perspectives by keeping in view diversified range of programs being offered at the university.
- The university's vision, mission and goals are properly aligned with the university charter. However, there is a pressing need to record all the changes in the revised vision, mission and goals which clearly depicts the changes based on the emerging needs.

RECOMMENDATIONS

- The university needs to devise its strategic plan which serves as a foundation for its future growth and a benchmark for its effective implementation. The plan will help us to provide clear direction, ensure effective alignment of resources, improving accountability and also responding to the dynamic changes while staying at the right course.
- There is a dire need to develop VISION 2050 in order to develop the future roadmap of university while keeping in view the long term direction, proactive planning, sustainable development, stakeholder engagement, invention and innovation perspectives and contributions at national and international level based on the emerging needs of time.

STANDARD 2: Governance, Leadership and Organization

COMMENDATIONS

- The University is striving efficiently to serve the present and future needs of the organization.
- The system of organization and governance is functioning in accordance with the charter, statutes, rules, regulations and policies laid out in GCUF Ordinance 2002, GCUF Service Statues and other policies developed institutionally or directed by HEC.
- The system of organization and governance is working in the best interest of its stakeholders including staff, alumni and the most significantly, the students.
- The committees like Anti-Harassment, Code of Conduct, Ethical Committees and PEEDA Act 2006 reflect rule of law, accountability, transparency and equity.
- QEC, DQCs, ORIC and Directorate of Advanced Studies ensure the institutional environment of teaching, learning and quality research and all these offices including QEC are integrated with IT.
- Directorate of Industrial Linkages, International Linkages, and Career Counseling & Alumni Affairs prepare students according to job market needs with the inclusion of all stakeholders.
- Boards of Studies, Boards of Faculties, ASRB and Academic Council focus on ensuring quality teaching, curriculum development and assessment.
- The students are facilitated to complete their degrees within the stipulated time through of extra credit enrollment, and summer semesters in each academic year.
- The directorate of Training and Development regularly conducts trainings to upgrade the knowledge and skills of the non-academic and the academic staff of the university.

FINDINGS

- University's Offices, Directorates and Departments are well-organized working according to GCUF Ordinance 2002, GCUF Service Statues. All offices, Departments and Directorates are interconnected. Curricula and programs are designed and approved through statutory bodies like BoS, BOF, ASRB and Academic Council.

RECOMMENDATIONS

- GCUF needs to increase its efficiency to overcome the delays.
- Although the new and running programs pass through the statutory bodies, the University needs to get their financial viability through consultation with Treasury and availability of infrastructure.
- All the University's committees and Directorates should be directed to upload their approved policies on the University's website. In case a policy is not framed, it should be framed and approved by the relevant forums.

STANDARD 03: INSTITUTIONAL RESOURCES AND PLANNING

COMMENDATIONS

- GCUF has a strong system for managing infrastructure through dedicated departments like Planning & Development and Engineering Construction, ensuring timely upgrades and expansion.
- The procurement process is transparent and compliant with Punjab Government regulations, using the EPADS portal with multiple approval levels.
- Investment in digital resources like high-speed internet, e-learning platforms, and digital libraries supports modern teaching and learning.
- The university gathers feedback from students and faculty via surveys and forums, using it to improve facilities such as labs and libraries.
- GCUF is taking steps to diversify income by partnering with industries, offering corporate training, and involving alumni.

FINDINGS

- Policies for infrastructure planning, development, monitoring, and evaluation are in place, guided by competent institutional committees, including the University Campus Construction Committee chaired by the Vice Chancellor.
- Academic and non-academic resources (e.g., labs, libraries, counseling, and extracurricular facilities) are reported to be adequate and accessible to support students' holistic development.
- Regular training and infrastructure updates are conducted to ensure efficient use and ongoing development of physical and technological resources.
- There are systems for gathering feedback from stakeholders regarding the adequacy and effectiveness of teaching and learning resources, although evidence on how this feedback influences strategic decisions is not uniformly detailed.
- There is a well-documented procurement process compliant with laws and regulations. All purchases and tenders are approved through competent forums ensuring fiscal responsibility.
- The university's strategy to diversify revenue through industrial collaboration and alumni involvement exists, but could be strengthened through more defined metrics and tracking mechanisms.

RECOMMENDATIONS

- Enhance the documentation of feedback that is collected. The process of integrating it into decision-making and resource improvement should be more clearly documented and assessed.
- Develop or adopt automated systems to better track resource usage, feedback analytics, and infrastructure lifecycle management for more responsive and data-driven planning.



- Increase formalized industry partnerships, especially those that result in tangible student opportunities like internships, project sponsorships, and micro-credential programs.
- Formalize and publicize a comprehensive alternative revenue-generation policy with measurable KPIs and a strategic engagement plan for corporate and alumni partners.
- Include student and faculty representatives in infrastructure and resource planning committees to ensure decisions reflect the needs of key stakeholders.
- A faculty-wise centralized system should be established to assess requirements at the faculty level for the fair and efficient distribution of resources.

STANDARD 4: AUDIT AND FINANCE



COMMENDATIONS

- GCUF maintains financial stability through its Finance and Planning Committee (F&PC) which performs the management and monitoring of the university's income and expenditures. The committee holds regular meetings to uphold financial discipline and support the institution's long-term sustainability.
- GCUF funding system is structured in a way which has a strong focus on providing facilities to the students in terms of resources, infrastructure and desired support which are aligned with the operational needs of their broad range of stakeholders including faculty, staff, students, alumni and GCUF community.
- GCUF's Student Financial Aid Office (SFAO) is actively playing its role by providing scholarships on merit and need basis which are supported by the government and private funding agencies.

FINDINGS

- GCUF has financial stability in its financial operations. However, there is a need to make the processes transparent by locating all the processes of F&PC at all the statutory positions like Academic Council in order to make the financial working of F&PC processes transparent and accountable.

RECOMMENDATIONS

- There is a dire need to develop a robust financial forecasting mechanism which should be in line with the strategic plan of the university to ensure institution's long term financial viability and stability
- Finance and Planning Committee (F&PC) should ensure to perform rigorous planning for independent scenarios and contingencies to maintain cash flows and investment levels of the university.
- GCUF needs to develop a well-defined and transparent system which focuses on policies and institutional mechanism to ensure financial transparency and accountability in their financial operations. Although, the systems have been designed but its design must be reflected and aligned with the strategic plan of the university to promote accountability and transparency in the financial operations. Moreover, the systems should undergo a regular audit for their process monitoring.

STANDARD 5: AFFILIATED COLLEGES / INSTITUTIONS

COMMENDATIONS

- Government College University Faisalabad's affiliated Colleges and Institutions have strategic approach to teaching and learning. Their resources and approaches are standardized through University's regular visits and the relevant councils.
- Government College University Faisalabad's affiliated Colleges have no financial impropriety. In case of any such issue, the university takes action as per well-defined procedure.
- The facilities in the affiliated colleges follow the criteria prescribed by the university.
- Various risks are periodically viewed and addressed to ensure smooth quality teaching in the affiliated colleges.
- The process of affiliation is conducted through a transparent agreement that clearly defines rights and obligations of both parties.
- Academic standards are strictly observed. No serial arrangements are permitted without written permission of the university.
- The university ensures that the students in the affiliated institutions complete their degrees in the respective institutions. In case of discontinuity or termination of a program, the students are allowed transfer to the nearest possible affiliated college.
- Consistency of internal and national requirements with the prescribed standards is ensured.
- Fulfilling the standards and requirements of the respective accreditation councils is mandatory for the affiliated colleges.
- Government College University Faisalabad ensures that the affiliated Colleges follow the approved modules and programs.
- University manages the assessment of the students in affiliated colleges through external paper setting, marking and evaluation.
- University maintains control over public information, publicity and promotional activities.

FINDINGS

- The University governs its affiliated colleges through its own well defined and approved affiliation policy and in accordance with the relevant councils and other governing bodies like the concerned Directorate of Colleges.

RECOMMENDATIONS

- GCUF needs to maintain more effective surveillance system to ensure that the pedagogy in the affiliated colleges is up to the marks.



- University should also involve the teaching and administrative staff of the affiliated colleges in various trainings to help them maintain and raise their standard.



STANDARD 6: Internationalization of Higher Education and Global Engagement

COMMENDATIONS

- Directorate of International Linkages is actively pursuing internationalization. A total of 17 Memorandums of Understanding (MOUs) have been signed with the universities in China, Indonesia, Malaysia, Germany, Thailand, Palestine, Bangladesh, Somalia, Tanzania, Iran, and Uganda. These collaborations focus on academics and research in science and emerging technologies.
- GCUF's students from various deferments are getting opportunities to visit foreign countries and gaining foreign exposure and experience in academics and research.
- GCUF take part in various national and international university rankings and has earned prestigious national and international rankings.

FINDINGS

- University's internationalization is well in progress. University's meteoric rise in ranking reflects efficient working on this standard.

RECOMMENDATIONS

- The academic departments of GCUF need to focus on the MOUs signed with the universities of foreign countries to make them active and dynamically profitable for the students and academia.
- The Directorate of International Linkages should hold training sessions with the staff and students to guide them on the MOUs and how/what to get out of them.
- The Directorate of International Linkages should strengthen its access to the students of foreign countries.

STANDARD 7: FACULTY RECRUITMENT AND DEVELOPMENT

COMMENDATIONS

- Government College University Faisalabad (GCUF) has established a transparent and merit-based faculty recruitment process. The hiring procedure is carried out through open advertisements in national dailies and on the university website, ensuring equal opportunities for all eligible candidates.
- Faculty recruitment at GCUF strictly follows HEC guidelines and university-approved statutes, with a competent selection board conducting interviews and demonstration sessions to assess teaching and communication skills.
- A faculty induction program is arranged for newly appointed staff to familiarize them with the institutional rules, code of conduct, pedagogical expectations, and available resources. This initiative helps in the smooth transition of new faculty into the academic environment of GCUF.
- The Directorate of Training and Development at GCUF plays a vital role in conducting regular faculty development workshops and seminars related to modern teaching methods, research writing, curriculum design, and quality assurance.
- Faculty members at GCUF are encouraged to attend national and international conferences. Travel grants and research support are provided under various schemes to ensure continuous academic growth.
- A student feedback system exists in most departments, allowing students to evaluate teaching performance. This feedback contributes toward faculty performance reviews and identification of areas for improvement.
- The university maintains Annual Performance Evaluation Reports (PERs) for each faculty member, ensuring an objective assessment of teaching, research, and service responsibilities.
- To promote a research culture, GCUF provides publication incentives and internal research funding, encouraging faculty to publish in reputable journals and contribute to the body of academic knowledge.

FINDINGS

- Despite a well-laid-out recruitment framework, the faculty hiring process at GCUF often experiences delays due to procedural bottlenecks, late approvals, and slow advertisement cycles. This sometimes results in reliance on visiting faculty, affecting academic continuity.
- Induction programs are not consistently implemented across all departments. Some new faculty members report limited orientation, leading to a lack of awareness about institutional procedures and resources.
- Faculty development initiatives at GCUF, though valuable, are limited in number and do not always address discipline-specific needs, particularly in emerging fields and interdisciplinary research.
- The faculty evaluation system based on student feedback lacks standardization across departments. In some cases, informal or verbal feedback is used instead of structured, anonymous surveys.



- GCUF currently lacks a centralized digital platform to provide faculty members with ongoing access to training materials, policy guidelines, and academic support resources.
- Delays in processing faculty promotions have been observed due to documentation issues, committee delays, or lack of clarity in eligibility criteria. This has led to dissatisfaction among deserving faculty members.

RECOMMENDATIONS

- GCUF should streamline and digitize the recruitment process to reduce administrative delays. Introducing an online faculty recruitment portal can help improve efficiency and transparency.
- The university must ensure that mandatory and structured induction programs are conducted uniformly across all departments, including modules on academic integrity, research ethics, university rules, and available support services.
- The Directorate of Training and Development should expand its scope by organizing frequent and specialized workshops, including faculty development programs tailored to specific disciplines, digital pedagogy, grant writing, and international publishing standards.
- GCUF should implement a standardized, university-wide digital faculty evaluation system that collects student and peer feedback using secure, anonymous methods. This will ensure transparency and provide meaningful insights for improvement.
- Establish a centralized Learning Management System (LMS) or digital resource hub where faculty can access training materials, policy documents, academic calendars, and other relevant resources.
- Faculty promotion and appraisal processes must be conducted timely and transparently. Clear timelines and communication should be established to avoid unnecessary delays in decision-making.
- GCUF is encouraged to establish a formal mentoring program that pairs senior faculty with new entrants to guide them in academic writing, research project development, classroom management, and professional networking.
- Adequate budgetary provisions for faculty development should be ensured, including support for attending conferences, subscribing to academic journals, and purchasing necessary software or tools for research.
- GCUF should also enhance research infrastructure and funding opportunities in under-resourced departments to ensure equitable support for quality research across all academic disciplines.
- A needs-based assessment committee should be established to rationalize the hiring of both teaching and non-teaching staff.

STANDARD 8: ACADEMIC PROGRAMMES AND CURRICULA

COMMENDATIONS

- GCUF has developed and implemented outcome-based curricula aligned with HEC guidelines and market demands.
- The university regularly engages relevant stakeholders—including industry experts, alumni, and employers—for feedback on curriculum design.
- Academic departments at GCUF conduct periodic curriculum reviews to ensure alignment with the latest trends, national policies, and international standards.
- The Board of Studies (BoS) and Board of Faculty (BoF) meetings are regularly held to evaluate and approve curricular revisions.
- Interdisciplinary courses and emerging fields (such as Data Science, Climate Change, and Artificial Intelligence) have been introduced to enhance academic diversity.
- GCUF has successfully integrated fieldwork, internships, and practical learning components into many degree programs to promote employability.
- Academic calendars and course outlines are available to students and updated on the official website and LMS portal.

FINDINGS

- Stakeholder feedback mechanisms are present but lack proper documentation and follow-up.
- Some emerging areas and skills (e.g., digital transformation, green technologies) are still underrepresented in current curricula.
- Lack of faculty training in modern pedagogical techniques to deliver outcome-based education effectively.
- Limited integration of SDGs and local community needs into curricula.
- Weak coordination between industry partners and academic departments in designing joint programs.

RECOMMENDATIONS

- Departments should strictly adhere to a timeline for regular curriculum revision (at least every 3–4 years) in line with HEC requirements.
- A structured stakeholder feedback system must be implemented, recorded, and used as evidence in curriculum design.
- Faculty development programs should be organized to train teachers in outcome-based education (OBE) models and modern teaching methodologies.
- Curriculum should be reviewed to integrate content related to the SDGs, community development, and employability skills.
- According to HEC's vision, a multidisciplinary approach should be adopted. Therefore, it is necessary to review whether this approach has been consistently implemented.



- It is recommended that all academic programs launched in the last two years undergo a thorough review. This review should include an analysis of admission ratios, evaluation of relevant documentation, and assessment by the Board of Studies (BoS), Faculty of Studies (FoS), and Academic Council. Additionally, the scope and relevance of these programs should be carefully examined to ensure alignment with institutional goals and market demands.



STANDARD 9: ADMISSIONS, PROGRESSION, ASSESSMENT, AND CERTIFICATION

COMMENDATIONS

- GCUF has developed a commendable marketing strategy, admission policy, progression policy, assessment policy and certification policy aligned with institutional mission.
- The admission criteria are documented, public, regular, transparent and inclusive.
- Progression policy includes milestone-based assessments, independent study modules, and support workshops fostering deep learning and critical skills.
- Examination mechanisms follow good practices overseen by the Controller of Exams and regular consultation with external experts.

FINDINGS

- University's system of admissions, progression, assessment, and certification is functioning efficiently.

RECOMMENDATIONS

- The Students' Handbook should be published and disseminated regularly for the information of the students.
- Orientation Sessions should be held regularly for every new session so that the students' shift from annual to semester system can be smooth.

STANDARD 10: STUDENT SUPPORT SERVICES

COMMENDATIONS

- A dedicated team by QEC has been formulated for continuous visits to the campuses to ensure on-time classes and proper conduct of exams.
- The academic calendar has been issued and is being followed in true spirit to remove the uncertainties of academic events throughout the year.
- Very good initiative of the University to establish a functional Lincoln Corner and Allama Iqbal Library (with extra timings for students and staff) equipped with digital resources at GCUF New Campus.
- The Business Incubation Center (BIC) established in 2015 is very functional and offices in BIC are allocated to students after the competition against the call for ideas.
- Career Counseling center exists in University since 2004.
- Financial Aid Office is helping meritorious and needy students through different scholarship schemes funded by various agencies.
- Around 16 different scholarship schemes are available for the students.
- Recently, an excellent digital facility via a Mobile app has been provided to students for the fee submission to save their time and avoid long queues outside banks.

FINDINGS

- Transport services are insufficient for students.
- No hostel facility for boys in the University.
- The Internet service is not working in some of the academic blocks.
- Washrooms need repair and maintenance.
- Student cards are not provided promptly.
- No proper Student Cafeteria exists.
- Common Rooms are not established in the departments.
- Compared to the previous report, it is found that the fee installment facility is now available for the poor and needy students.
- Similarly, the Career Counseling Centre (CCC) has improved its performance compared to the previous report in terms of providing training and awareness by organizing various sessions.
- However, financial arrangement and proper utilization for different activities is needed for the career counseling office.
- The digital Library facility is underutilized.
- Currently, around 16 different scholarship schemes from outside University sources are available for the students.



- Moreover, the university has established its endowment scheme for needy students.
- The disbursement mechanism of the scholarship is fair and transparent. The services of SFAO is appreciated.

RECOMMENDATIONS

- Proper transport services should be made available for students to meet their needs.
- The stable Internet services should be maintained to conduct research within the University premises.
- It is an important part to run and get the maximum benefits under the umbrella of the career counseling center by providing proper budget.
- Laboratory facilities for practical work of undergraduate and research work of Postgraduate students should be provided to all departments.
- Faculty members should encourage the students to maximize the utilization of the Digital Library.
- A well-furnished Student Cafeteria should be established.
- Common Rooms (called Girls' common rooms) should be established in the departments.



STANDARD 11: IMPACTFUL TEACHING AND LEARNING AND COMMUNITY ENGAGEMENT)

COMMENDATIONS

- GCUF's Directorate of Training and Development regularly holds trainings of the staff to develop understanding of best practices of teaching and administration.
- Various departments of the GCUF hold seminars and conferences to ensure impactful teaching and learning.
- As per HEC's direction, the University has incorporated Internship as a compulsory segment of all BS programs which ensures community engagement of the University.

FINDINGS

- University's Impactful teaching is appreciable but it needs to be further strengthen. Community Engagement is the weak area that needs a lot of working.

RECOMMENDATIONS

- Directorate of Training and Development should regularly hold training sessions on best practices of impactful teaching. Department of Education can be engaged for this purpose: it can be directed to develop a series of trainings for the university teachers.
- HEC's course on Civics and Community Engagement can be converted into a social practice rather than a course of classroom teaching. Managing it like a traditional class activity is against the spirit of this subject.
- As SDGs are a key feature of all future funding, the departments need to align their courses and programs with SDGs.
- University can engage its community through public access to its libraries and other resources like gym, school, and also through short courses on the issues and interests of the public. These courses may include computer courses, languages like Chinese, Arabic, English etc., cooking, bakery and many others.

STANDARD 12: RESEARCH, INNOVATION AND INDUSTRY LINKAGE

COMMENDATIONS

- A comprehensive research policy has been developed to promote innovation and strengthen linkages with industry partners.
- The university has successfully established collaborative projects with various industries, fostering practical applications of research.



- An effective mechanism exists to track research outputs and monitor commercialization efforts via the Office of Research, Innovation and Commercialization (ORIC).
- Regular ORIC reports provide transparent updates on research progress, innovation activities, and industry collaborations.
- Several initiatives have been launched to support entrepreneurship and commercialization of university-developed technologies.

FINDINGS

- Industry linkages in some departments are still emerging and require further development to maximize impact.
- Research output tracking is predominantly manual, causing delays and inefficiencies in data management.
- Commercialization activities are concentrated in a few faculties, lacking university-wide participation.
- The allocated budget for research and innovation is limited, restricting the scope of potential projects.
- Feedback mechanisms from industry partners are informal and need formalization for sustained collaboration.

RECOMMENDATIONS

- Implement a centralized digital system for real-time tracking of research outputs and commercialization processes to improve efficiency.
- Expand industry partnerships through formal agreements such as MoUs with key stakeholders across sectors.
- Increase funding dedicated to research innovation and industry engagement activities.
- Encourage all departments to actively participate in collaborative projects with industry to broaden commercialization efforts.
- Establish structured feedback and review forums with industry partners to continually enhance research relevance and impact.
- Providing students with active internships in the industry will enhance their practical exposure and foster stronger interaction between the university and industry. Regular industrial visits should also be arranged to give students firsthand experience and better understanding of real-world professional environments.

STANDARD 13: FAIRNESS AND INTEGRITY

COMMENDATIONS

- The university releases public announcements through emerging media which are accessible to relevant stakeholders from various sources i.e. new papers, display on university website and GCUF page on social media. The university press releases highlight the on-going activities at the campus for its recognition and standing with other universities. These activities highlight the potential and interests of faculty, staff and students.
- GCUF follows a well-defined and structured mechanism to record students' grades. An online portal has been designed to automatically calculate the grades based on the input marks by the respective stakeholders. The Controller of Examination Office is fulfilling the responsibility of result compilation, verification and printing of students' transcripts. These duties are performed in alignment with IT Services which collectively serves the needs of students related to examinations.
- Registrar Office prepares reports which clearly describes the promotion cases of BPS and TTS Faculty including the detailed reports obtained from the foreign externals on the submitted dossiers of potential candidates.
- The university is committed to fostering a culture of **equality, diversity, and inclusion** across all aspects of its academic, research and operational activities. The policy clearly reflects our dedication to provide a welcoming, respectful, and supportive space for broader stakeholders including faculty, staff, alumni and students.
- GCUF has successfully implemented complaints policy for its broader stakeholders i.e. faculty, staff, alumni and students. The complaints are addressed by their relevant grievances committee which ensures thorough investigations and also timely solution for the complaints.

FINDINGS

- GCUF has a strong mechanism in terms of public announcements, publication of press releases. However, they are supposed to expand their horizon for public announcements. The information should be available on most of the available social media platforms to promote information accessibility to broader stakeholders including faculty, staff, alumni and students.

RECOMMENDATIONS

- The faculty handbook should be explicitly designed for faculty members to address the concerns related to faculty promotion criteria, appointments, understanding academic policies, code of conduct and ethics, faculty



responsibilities, awareness about curriculum, transparency in procedures and encouragement to follow best practices. The faculty handbook should also contain the details to address faculty appeals and to address faculty grievances. The handbook needs to be updated and also needs to be approved by the Academic Council and consequently from Syndicate too.

- GCUFs Office of Registrar needs to publish yearly report on faculty promotions and tenure cases. In general practices, these reports are being managed at ad-hoc bases especially when selection boards are being held.
- GCUF needs to explicitly publish their report regarding gender equality and diversity of faculty, staff and students on website and other social media platforms for its standing among other stakeholders in order to address the Sustainability Development Goal (SDG) related to Gender Equality.

STANDARD 14: PUBLIC INFORMATION AND TRANSPARENCY

COMMENDATIONS

- GCUF manages its website which is updated on regular basis. All university related information is accessible to all stakeholders which includes faculty, staff, alumni, students and GCUF community. The website offers comprehensive information related to admissions, academic departments and their respective programs, faculty profiles, examinations related data and downloadable resources. Moreover, the website also holds detailed information regarding administrative departments i.e. affiliation, Quality Enhancement Cell (QEC), ORIC and Directorate of Advanced Studies through their dedicated web pages available on the main website of GCUF. Therefore, it can be said that the university website is functional, accessible and update.
- Office of Research, Innovation and Commercialization (ORIC) is one of the dynamic departments of GCUF which keeps on organizing multiple activities time to time. These activities are organized to address the emerging needs in order to reflect the achievements and standing of GCUF faculty, staff, alumni and students.
- Quality Enhancement Cell (QEC) is also one of the most dynamic department of GCUF. QEC is in a continuous struggle to uplift the quality standard at GCUF through its frequent visits to the academic departments. Besides this, QEC has gained worldwide recognition by including GCUF's name for various worldwide ranking agencies at national and international level.
- Financial aid office (FAO) is also performing its duties effectively at GCUF. There are multiple available scholarships on the basis of merit and need bases which are fulfilling the needs of broader range of students coming from different parts of country and from various genders.
- GCUF has many sub-campuses i.e. Sahiwal Campus, Chiniot Campus, Layyah Campus, Hafizabad Campus and Samundari Campus. These campuses are managing their own webpages which contains detailed information about their respective degree programs and their duration as well.
- The GCUF website features a comprehensive Student Handbook that provides detailed information covering the entire student lifecycle i.e. from admissions till examinations. The objective is to make sure that students are fully informed and supported throughout their time at the university.
- The support services are available to the broad range of stakeholders including faculty, staff, alumni, students and GCUF community to address their day to day needs. These support services include availability of day care



centers at both campuses, availability of mosques, canteens, transport and IT services.

FINDINGS

- Currently, GCUF is providing a wide range of services including hostel and support services to its wide range of stakeholders including faculty, staff, students, alumni and GCUF community.

RECOMMENDATIONS

- The most prominent face of GCUF i.e. ORIC and QEC are supposed to publish their newsletter to show their operational activities and also to give good recognition to GCUF for their standing among other universities.
- The most prominent departments of GCUF i.e. ORIC and QEC are expected to regularly publish newsletters showcasing their operational activities. These publications not only highlight their contributions but also enhance GCUF's visibility and reputation among peer institutions.
- GCUF needs to show their fee structures on the university website which will help students.
- The GCUF hostel system needs to be computerized and integrated with the university portal to enhance transparency and improve overall efficiency.
- Regarding the transport facility, the availability of information regarding bus routes must be displayed on the university website which will be ultimately beneficial for the faculty, staff, students and GCUF community.
- The facility of banks should be available at the New Campus, GCUF. Although, the bank facility is available at Main Campus near Chenab Chowk.

STANDARD 15: INSTITUTIONAL EFFECTIVENESS, QUALITY ASSURANCE AND ENHANCEMENT

COMMENDATIONS

- QEC is established under the guidelines of the HEC to enhance, maintain and monitor quality of higher education.
- Government College University Faisalabad is among those thirty universities in Pakistan in which QECs have been established since 2006.
- The QEC functions as an institutional body to implement and monitor quality assurance processes across academic and administrative domains.
- It collaborates with Internal Quality Assurance Entities at departmental levels to conduct program reviews, curriculum evaluations, and self-assessment activities.
- The organizational structure and mandate of QEC are approved by the university's statutory bodies and aligned with national academic standards.
- Dedicated staff and office space with IT facilities ensure the smooth implementation of quality assurance operations.
- QEC, in collaboration with the Directorate of Training and Development, regularly organizes workshops, training sessions, and seminars for faculty and administrative staff.
- Resources including digital platforms, survey tools, trained staff, and self-assessment proformas, are made available by the QEC to conduct institutional assessments. Departments are provided with templates and technical guidance for preparing self-assessment reports (SARs).
- The QEC ensures compliance with Minimum Quality Standards (MQS), Program Self-Assessment mechanisms, and institutional performance evaluation criteria. All practices are benchmarked against national and international best practices to uphold the credibility and academic integrity of the university.
- Findings from QEC assessments are used as a basis for institutional improvement in various domains.
- Data-driven insights guide leadership on resource optimization, strategic planning, and enhancement of teaching and learning processes.
- The above-mentioned efforts ensure continuous quality improvement and alignment with the university's mission to serve students and society effectively.

FINDINGS

- All types of QEC data are manual, which is very laborious and time-consuming for the departments.
- Accreditation of some of the programs is still in process.
- QEC Budget is limited, which is not sufficient to meet the needs.
- HR for QEC needs to be strengthened.



- Collaboration of QEC with other national and international Quality Agencies is limited.

RECOMMENDATIONS

- An advanced digital system should be made available for QEC to get rid of manual work. This will increase the efficiency of QEC staff and will enhance the quality of work.
- The university administration should encourage the departments to get accreditation for their programs from the respective councils. It will enhance the trust of students in the University and will increase the chances of employability.
- There should be no compromise on the QEC Budget to strengthen this department. This will result in an increase of university's reputation.
- HR for QEC should be strengthened for effective utilization of QEC.
- University administration should encourage the collaboration of QEC with other national and international Quality Agencies for a broader vision.

STANDARD 16: CONTINUOUS QUALITY IMPROVEMENT (CQI) AND CYCLICAL EXTERNAL QUALITY ASSURANCE)

COMMENDATIONS

- GCUF actively participates in external quality assurance reviews conducted periodically by the Higher Education Commission (HEC). These reviews serve as benchmarks for excellence which ensures that GCUF's academic programs remain aligned with the evolving educational and industry demands. The university also adheres strictly to the standards set by relevant accreditation bodies, such as NCEAC, PEC, and various other professional councils, depending on the programs nature. GCUF has undergone two comprehensive program reviews by HEC. The first review was conducted in October 2018 and most recently in May 2025, These reviews involve rigorous evaluation of GCUF's MPhil and PhD programs which ultimately strengthens the university's degree programs and also open the ways for improvement in respective programs.
- The university has established a robust framework for the implementation of internal quality assurance (IQA) processes to ensure continuous improvement in academic and administrative performance. These processes are systematically integrated across departments and include regular self-assessment, course and program evaluations, faculty performance reviews, and feedback mechanisms from broader range of stakeholders including faculty, staff and students. The Quality Enhancement Cell (QEC) plays a central role in monitoring and facilitating these initiatives by developing quality benchmarks, conducting training sessions, and supporting departments in preparing their Self-Assessment Reports (SARs). Through the consistent application of IQA processes, the university aims to uphold academic excellence, enhancing student learning outcomes, and aligning institutional practices with national and international quality standards. The thorough implementation of IQA processes keeps the faculty, staff and students active and updated in their respective research domains.
- Self-Assessment Reports (SARs) play a critical role in maintaining and enhancing academic quality within the university at each departmental level. These reports are developed at the departmental level which serve as a systematic evaluation of academic programs against predefined quality standards. SARs help to identify strengths, weaknesses, and areas for improvement in curriculum design, teaching methodologies, student learning outcomes, and available resources. In this way, departments can develop strategic plans to address and improve their weak areas.

- The process encourages departments to engage in reflective practice, ensuring that academic offerings remain relevant and effective. Moreover, SARs provide valuable data for informed decision-making, support accreditation requirements, and foster a culture of accountability and continuous improvement. These reports are also instrumental for internal reviews conducted by the Quality Enhancement Cell (QEC), guiding policy adjustments and resource allocation aligned with strategic goals.
- The purpose of the RIPE (Review of Institutional Performance and Effectiveness) is to critically evaluate the university's overall performance in key areas such as governance, teaching and learning, research, community engagement, and resource management. This comprehensive internal review aims to identify strengths, address weaknesses, and ensure alignment with national quality standards and institutional goals. It serves as a foundation for continuous improvement, strategic planning, and readiness for external quality assurance processes. To measure the institute's effectiveness, standards are organized into three major categories i.e. strategic development, academic development and institutional development.

FINDINGS

- GCUF's QEC department is actively playing its role towards the improvement in academic and administrative departments of GCUF. The activities are properly managed and targets broad range of stakeholders including faculty, staff and students. The set standards devised by the QEC help departments to achieve their milestones which ultimately uplift their teaching and research quality.

RECOMMENDATIONS

- The development of a Continuous Quality Improvement (CQI) policy will help to fostering a culture of ongoing enhancement across all academic and administrative departments of the university. This policy will outline a systematic, data-driven approach to regularly assess, monitor, and improve institutional performance through its departments. It will ensure that feedback from stakeholders, performance indicators, and assessment outcomes are effectively utilized to make informed decisions, enhance learning outcomes, optimize processes, and to make them align with the strategic goals. The CQI policy will serve as a guiding framework to embed quality at every level, promote accountability, and support the university's mission of excellence and innovation. There is a dire need to develop CQI policy so that QEC may put itself under the continuous improvement framework.
- In response to the recommendations provided for the Quality Enhancement Cell (QEC) by HEC, the university have to undergo a series of targeted actions to ensure continuous improvement and compliance with quality standards. These actions include continuous



updating curriculum based on Undergraduate policy and feedback received from various NCRC committees, training for faculty strengthening focusing on their specialized research areas and also building their potential based on the emerging needs of industry and institutional policies needs to be reviewed and revised on regular basis to incorporate best practices and their alignment with the international standards. These standards must be reflected in university's CQI policy.



Review of Institutional Performance Evaluation (RIPE) May 21-23, 2025

i. Prof. Dr. Farhan Mahmood,
(External Member)

Farhan Mahmood

ii. Prof. Dr. Abdul Rauf Bhatti,
(Internal Member)

ARB

iii. Prof. Dr. Shazia Anwar Bukhari,
(Internal Member)

Shazia Bukhari

iv. Prof. Dr. Mariam Rehman,
(Internal Member)

Mariam

v. Prof. Dr. Ghulam Murtaza,
(Internal Member)

Ghulam Murtaza

[Signature]
Director QEC 23/05/2025

[Signature]
Chancellor



Self-RIPE Report approved by the IQC
(Meeting letter, Agenda of IQC & Attendance of
the IQC Meeting)



Quality Enhancement Cell



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Members

Institutional Quality Circle (IQC)

Government College University Faisalabad

Subject: Invitation to the 4th Meeting (3/2025) of Institutional Quality Circle (IQC) on June 27, 2025

Referring to Notification No. GCUF/Reg/Estt/25/60 dated 07-01-2025, regarding the reconstitution of the Institutional Quality Circle (IQC), you are cordially invited to participate in the 4th meeting (3/2025) of the IQC. The meeting details are as follows:

Date: Friday, 27th June 2025

Venue: Lyallpur Hall, STC, New Campus, GCUF **Time:** 11:00 AM

Your active participation in this 4th quarterly meeting of IQC-GCUF is highly valued. We look forward to your insights and contributions as we work together to enhance institutional quality.

Thank you for your dedication and support.

Prof. Dr. Asim Mansha
Director QEC, GCUF

Copy of information & necessary action to:

1. Convener & Members of the IQC
2. Secretary to Vice Chancellor
3. PA to registrar
4. IT Manger



Meeting Agenda:

Agenda Item 1:

1. Approval of the Final Report of the Self-Review of Institutional Performance Evaluation and Enhancement
2. Approval of the Implementation Plan

(Self-RIPE) 2025.

Agenda Item 2:

1. Summary and Key Findings of the Institutional Performance Report (IPR).

Agenda Item 3:

1. Highlights of the Graduate Program Review (GPR) 2025 Conducted by HEC.

Agenda Item 4:

1. Overview of the Program Review for Effectiveness and Enhancement (PREE) conducted across 8 departments based on the new PSG-2023 framework.

Agenda Item 5:

1. Presentation and deliberation on quality assurance initiatives undertaken during 2025.

Agenda Item 6:

1. Brief Presentations on the Progress and Activities of Departmental Quality Committees (DQCs).

Agenda Item 7:



1. Review of the Proposed Evaluation Format for DQCs and Finalization of Submission Deadlines.

Agenda Item 8:

1. Address by the Convener on Strategic Directions for Advancing Academic Quality.


Agenda Item 9:

1. Any Additional Matters with the Prior Permission of the Convener.

Quality Enhancement Cell

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Attendance of 4th IQC Meeting June 27, 2025

| 1. Administrative Offices/Directorates | | | |
|--|-----------------------------------|--|---------------------------------|
| Sr. # | Name | Designation | Signature |
| 1 | Mr. Ghulam Ghous | Registrar | |
| 2 | Mr. Atif Ahmad | Treasurer | |
| 3 | Dr. Muhammad Asrar Ch. | Controller of Examinations | |
| 4 | Prof. Dr. Prof. Dr. Matloob Ahmad | Director Advance Studies | |
| 5 | Prof. Dr. Sofia Anwar | Director, Training & Development | |
| 6 | Prof. Dr. Salma Sultana | Director, Academics | <i>Salma Sultana</i> 27/6/25 |
| 7 | Prof. Dr. Ghulam Murtaza | Director Undergraduate Studies | |
| 8 | Dr. Rizwan Rasheed | Chairman, Affiliation Committee | <i>Rizwan Rasheed</i> |
| 9 | Dr. Muhammad Sheraz Arshad Malik | Director Student Affairs | |
| 10 | Dr. Tanvir Shahzad | Director ORIC | <i>Tanvir Shahzad</i> |
| 2. Deans of all the Faculties | | | |
| Sr.# | Name | Faculty | Signature |
| 1 | Prof. Dr. Farhat Jabeen | Dean, Faculty of Life Sciences | |
| 2 | Prof. Dr. Humayoun Abbas | Dean, Faculty of Islamic & Oriental Learning | <i>Humayoun Abbas</i> |
| 3 | Prof. Dr. Abid Rashid | Dean, Faculty of Medical Sciences | |
| 4 | Prof. Dr. Abdul Rauf Bhatti | Dean, Faculty of Engineering & Technology | <i>Abdul Rauf Bhatti</i> |



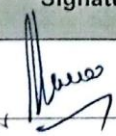
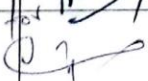
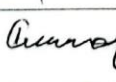

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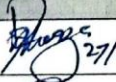

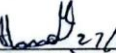
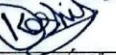
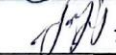
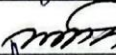
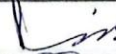

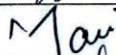
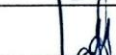
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3.Principals/Directors/Chairpersons/Teacher In-charge

Faculty of Economics & Management Sciences

| Sr.# | Name | Department | Signature |
|------|----------------------------|-----------------------|--|
| 1 | Prof. Dr. Muhammad Abrar | LBS |  27/06/25 |
| 2 | Dr. Muhammad Rizwan Yaseen | Economics |  27/06/25 |
| 3 | Dr. Khalid Latif | College of Commerce |  27/6/25 |
| 4 | Dr. Bashir Ahmad | Public Administration |  27/06/25 |

Faculty of Physical Sciences

| Sr.# | Name | Department | Signature |
|------|--------------------------------|------------------------|--|
| 1 | Dr. Mohsan Raza | Mathematics |  27/06/2025 |
| 2 | Dr. Muhammad Kashif Hanif | Computer Science |  27-06-25 |
| 3 | Dr. Ijaz Ahmad Khan | Physics |  27/6/25 |
| 4 | Dr. Kashif Mahmood | Geography |  27/06/25 |
| 5 | Prof. Dr. Muhammad Jawwad Saif | Applied Chemistry |  27-06-25 |
| 6 | Prof Dr. Khalid Mahmood Zia | Chemistry |  27/06/25 |
| 7 | Prof. Dr. Faisal Maqbool Zahid | Statistics |  27/06/25 |
| 8 | Prof. Dr. Tanvir Ahmad | Data Science |  27/06 |
| 9 | Prof. Dr. Mariam Rehman | Information Technology |  27-6-25 |
| 10 | Dr. Muhammad Awais | Software Engineering |  27/6/25 |



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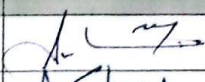
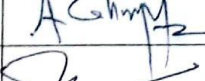

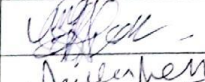


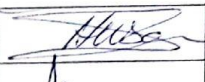
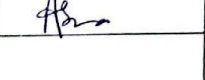
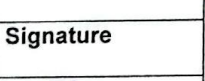

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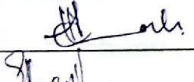
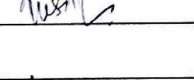
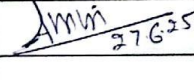


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Faculty of Life Sciences

| Sr.# | Name | Department | Signature |
|------|-----------------------------------|--------------------------------------|---|
| 1 | Dr. Ghulam Hussain | Physiology |  |
| 2 | Dr. Abdul Ghaffar | Biochemistry |  |
| 3 | Prof. Dr. Muhammad Hidayat Rasool | Institute of Microbiology |  |
| 4 | Dr. Muhammad Iqbal | Botany |  |
| 5 | Dr. Muhammad Qasim | Bioinformatics & Biotechnology |  |
| 6 | Dr. Farhana Nosheen | Home Economics |  |
| 7 | Dr. Saeed Javed | Physical Education and Sport Science |  |
| 8 | Dr. Farhan Saeed | Food Sciences |  |
| 9 | Prof. Dr. Sabir Hussain | Environmental Sciences |  |
| 10 | Prof. Dr. Asma Ashraf | Zoology |  |

Faculty of Pharmaceutical Sciences

| Sr.# | Name | Department | Signature |
|------|-------------------------|--------------------------|---|
| 1 | Dr. Ikram Ullah Khan | Pharmaceutics |  |
| 2 | Dr. Liaqat Hussain | Pharmacology |  |
| 3 | Dr. Shahid Shah | Pharmacy Practice |  |
| 4 | Dr. Noor ul Amin Mohsin | Pharmaceutical Chemistry |  |
| 5 | Dr. Ijaz Ali | Pharmacognosy |  |

Faculty of Medical Sciences

| Sr.# | Name | Department | Signature |
|------|------|------------|-----------|
|------|------|------------|-----------|



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| | | | |
|---|-----------------|--|--------------------|
| 1 | Dr. Abid Rashid | College of Allied Health Professionals | |
| 2 | Armghan Anjum | Orthotics and Prosthetics | |
| 3 | Ali Siftain | Public Health | |
| 4 | Dr. Sultan Ayaz | Eastern Medicine | <i>[Signature]</i> |
| 5 | Dr. Nazir Ahmad | Nutritional Sciences | <i>[Signature]</i> |
| 6 | Dr. Asif Saleem | Physical Therapy | <i>[Signature]</i> |

Faculty of Engineering & Technology

| Sr.# | Name | Department | Name |
|------|---|-------------------------------------|-----------------------------|
| 1 | Engr. Dr. Kashif Nisar Paracha | Electrical Engineering & Technology | <i>[Signature]</i> |
| 2 | Dr. Muhammad Yasar Javaid | Mechanical Engineering & Technology | <i>M. Yasar 27-6-25</i> |
| 3 | Dr. Faziem Rashid <i>Muhammad Ammer</i> | Chemical Engineering and Technology | <i>[Signature]</i> |
| 4 | Mr. Faizan Ashraf | Civil Engineering Technology | <i>[Signature]</i> |
| 5 | Ar. Muhammad Abdullah | Architecture | |

Faculty of Oriental & Islamic Studies

| Sr.# | Name | Department | Name |
|------|------------------------|-----------------|--------------------|
| 1 | Dr. Yasir Arfat | Islamic Studies | <i>Yasir</i> |
| 2 | Dr. Rabia Sarfraz | Urdu | <i>Rabia</i> |
| 3 | Dr. Asma Ghulam Rasool | Punjabi | <i>[Signature]</i> |
| 4 | Dr. Iftikhar Ahmad | Arabic | <i>[Signature]</i> |
| 5 | Dr. Sami Ullah | Persian | <i>[Signature]</i> |



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Faculty of Art & Social Sciences

| Sr.# | Name | Department | Name |
|------|------------------------------|-----------------------------|--------------------|
| 1 | Prof. Dr Zahira Batool | Sociology | <i>[Signature]</i> |
| 2 | Prof. Dr. Rizwan Ullah Kokab | History | <i>[Signature]</i> |
| 3 | Prof. Dr. Ghulam Murtaza | English Literature | <i>[Signature]</i> |
| 4 | Prof. Dr. M. Asim Mehmood | Applied Linguistics | <i>[Signature]</i> |
| 5 | Prof. Dr. Abdul Qadir Mustaq | Pakistan Studies | <i>[Signature]</i> |
| 6 | Prof. Dr. Rabia Khawar | Applied Psychology | <i>[Signature]</i> |
| 7 | Dr. Mian Muhammad Azhar | Political Sciences | <i>[Signature]</i> |
| 8 | Dr. Bushra Noareen | Education | <i>[Signature]</i> |
| 9 | Dr. Salma Amber | Mass Communications | <i>[Signature]</i> |
| 10 | Dr. Ghulam Murtiza | College of Law | <i>[Signature]</i> |
| 11 | Ms .Tehmina Afzal | Institute of Art and Design | <i>[Signature]</i> |
| 12 | Dr. Ghulam Mustafa | International Relations | <i>[Signature]</i> |
| 13 | Dr. Sakhawat Ali | Information Management | <i>[Signature]</i> |
| 14- | Dr. Farhana Noshadi | Home Economics | <i>[Signature]</i> |

[Signature]
27/06/2025
Prof. Dr. Asim Mansha
Director QEC

[Signature]
Vice Chancellor