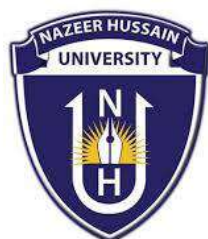


**Review of Institutional Performance and Enhancement (RIPE)
At
Nazeer Hussain University**

RIPE Conducted by	<input checked="" type="checkbox"/> Self-RIPE	<input type="checkbox"/> RIPE by HEC
Date of visit	23 July & 24 July 2025	
Way Forward	Submission of Compliance Implementation Plan to HEC within six months of the final report and after approval from the statutory body of the HEI.	



**Organized by
Quality Enhancement Cell (QEC)
Nazeer Hussain University (NHU)**

1) Introduction:

The Review of Institutional Performance and Enhancement (RIPE) is the principal external quality assurance mechanism initiated by the Higher Education Commission (HEC) of Pakistan through its Quality Assurance Agency (QAA). It aims to ensure that Higher Education Institutions (HEIs), including their affiliated colleges, uphold and enhance academic quality, institutional effectiveness, and transparency.

HEC's approach is guided by the "University Quality Standards and Assessment Model", which emphasizes a culture of Internal Quality Assurance (IQA) and evidence-based continuous improvement. The **RIPE model under PSG 2023** provides a structured framework for evaluation based on **16 Quality Assurance Standards**, categorized under **three core domains**:

- **Strategic Development** (6 Standards – 37.5%)
- **Academic Development** (6 Standards – 37.5%)
- **Institutional Development** (4 Standards – 25%)

I. Strategic Development

1. **Standard 1 – Vision, Mission, Goals & Strategic Planning**
Institutions must define a clear mission and align strategic activities with national and regional higher education priorities.
2. **Standard 2 – Governance, Leadership & Organization**
Universities must demonstrate effective governance, legal compliance, and inclusive decision-making led by visionary leadership.
3. **Standard 3 – Institutional Resources & Planning**
Adequate and accessible human, financial, physical, and technological resources are required to fulfill institutional goals.
4. **Standard 4 – Audit and Finance**
Institutions must ensure financial sustainability and establish reliable auditing practices for transparency and trust.
5. **Standard 5 – Affiliated Colleges/Institutions**
Universities are responsible for the academic standards and quality of all affiliated or collaborative entities.
6. **Standard 6 – Internationalization and Global Engagement**
HEIs should enhance academic visibility through global partnerships, faculty/student mobility, and participation in international initiatives.

II. Academic Development

7. **Standard 7 – Faculty Recruitment, Development & Support**
Transparent and fair mechanisms must guide hiring, development, and retention of qualified teaching staff.
8. **Standard 8 – Academic Programs & Curricula**
Programs must align with the National Qualifications Framework (NQF), ensure outcome-based learning, and reflect stakeholder needs.

9. Standard 9 – Admission, Progression, Assessment & Certification

Institutions should follow consistent and fair processes throughout the student lifecycle, ensuring valid assessments and certifications.

10. Standard 10 – Student Support Services

Universities must provide effective academic and personal support systems to help students achieve educational success.

11. Standard 11 – Impactful Teaching, Learning & Community Engagement

A focus on innovative pedagogies, SDGs, and addressing societal challenges through teaching and outreach is expected.

12. Standard 12 – Research, Innovation, Entrepreneurship & Industrial Linkage

Institutions must foster a research culture, link academia with industry, and support innovation and entrepreneurship.

III. Institutional Development

13. Standard 13 – Fairness and Integrity

Institutions must uphold ethical standards in governance, academic activities, and grievance redressal mechanisms.

14. Standard 14 – Public Information & Transparency

Complete and accessible information should be provided to stakeholders for informed decision-making and institutional accountability.

15. Standard 15 – Institutional Effectiveness, QA & Enhancement

A robust internal quality assurance system must be in place to monitor, evaluate, and improve institutional performance.

16. Standard 16 – CQI and Cyclical External QA

Institutions should adopt a Continuous Quality Improvement (CQI) framework and prepare for periodic external reviews in alignment with Pakistan Precepts.

The Nazeer Hussain University undertook its RIPE/IPE exercise over **two days, from July 23th to 24th, 2025**, under the PSG 2023 framework. The process included document review, stakeholder meetings, campus observations, and assessment of internal QA practices.

A team of qualified reviewers was constituted for this purpose, comprising:

Name	Designation	Affiliation
Syed Waqarul Hasan	Director QEC & Regulatory Affairs	Salim Habib University, Karachi
Muhammad Abdul Aqueel	Director QEC	KSBL

This report reflects the external reviewer’s observations, findings, and recommendations for Nazeer Hussain University based on the 16 standards under the RIPE framework. It is intended to guide the university toward continuous enhancement, greater transparency, and alignment with national and international higher education benchmarks.

2) Methodology of Review

The Self-Review of Institutional Performance and Effectiveness (Self-RIPE) at Nazeer Hussain University was conducted by taking into account the following key parameters and activities:

Review of the Compliance Implementation Plan (CIP)

The Reviewer team examined the previously Compliance Implementation Plan developed by the

Quality Enhancement Cell (QEC) in response to observations made during the previous IPE cycle. The team's focus was on verifying the corrective measures taken and the degree of implementation.

Evaluation of Current Institutional Data:

All relevant and up-to-date institutional data provided by QEC was reviewed and assessed for accuracy, completeness, and alignment with HEC's performance standards.

Review of RIPE's 16 Standards and Documentary Verification:

The evaluation was based on the RIPE framework comprising 16 quality assurance standards. These standards were distributed among the reviewers. Each reviewer examined the provided documentary evidence during the visit and verified its relevance against the RIPE questionnaires through interactions with the respective departmental heads.

Faculty and Student Interaction and Cross-Verification:

Meetings were held with faculty members and students to verify submitted information, gain insights into academic processes, and clarify any discrepancies through cross-verification.

Engagement with Key Stakeholders:

The review team held detailed interactions with the university's leadership and key academic and administrative stakeholders, including the Vice Chancellor, Deans, Registrar, Heads of Departments, Program Coordinators, Directors of support and service departments, as well as faculty and students from both undergraduate and postgraduate programs.

Physical Visit to University Infrastructure:

The team physically visited facilities and infrastructure as documented in the IPE report, including classrooms, laboratories, libraries, student services offices, and other support units, to assess compliance with institutional claims.

Preparation of Initial Draft Report:

Based on the observations made during the visit, an initial draft report was prepared by the team to capture key findings, strengths, weaknesses, and areas for improvement.

Exit Meeting with University Management:

An exit meeting was held with the university's top management to present the initial findings and provide a briefing on preliminary conclusions, highlighting strengths and suggesting areas needing enhancement.

Submission of Final Visit Report:

The final report was compiled and submitted by the team, consisting of a comprehensive **Executive Summary, Detailed Observations, and Recommendations**, based on the RIPE 2023 standards.

The above activities were performed in accordance with the official schedule provided by **QEC-NHU** for the Self-RIPE exercise. A copy of the detailed visit schedule is attached as an annex to this report.

3) Commendations / Best Practices

- The University has many seniors, qualified, and experienced teachers.
- It is good to see that the leadership gives contractual teachers similar benefits as permanent ones.
- The University's website is well-organized and informative.
- All undergraduate and postgraduate programs have HEC approval (NOCs).
- Students from both undergraduate and postgraduate programs said they were satisfied with classroom teaching in interactive sessions.
- Students are well satisfying with the teaching faculty.

4) Observations & Recommendations:

S.No.	Observation	Recommendation
1	Few of the programs are not accredited.	Initiate and complete accreditation processes with relevant councils to ensure all programs meet national standards.
2	University annual reports after 2022-23 need to be uploaded on the university website.	Upload all pending annual reports on the website to maintain transparency and compliance.
3	Latest updated prospectus is not uploaded on the university website.	Prepare and upload the most recent prospectus to provide accurate information to prospective students.
4	Infrastructure life cycle plan is not found.	Develop a comprehensive infrastructure maintenance and life cycle plan for long-term sustainability.
5	Student–teacher/course evaluation is not conducted in all departments.	Implement regular evaluations across all departments to gather feedback and improve teaching quality.
6	No proper mechanism for alumni and other surveys.	Establish a structured system for conducting alumni and stakeholder surveys annually.
7	Faculty development programs need enhancement.	Increase the frequency and scope of faculty development activities, including research and pedagogical training.
8	Industry and academic linkages need strengthening.	Expand MoUs, internships, joint research projects, and guest lectures with industry partners.
9	Major positions are filled on additional charge.	Fill key positions with full-time appointments to ensure dedicated leadership and accountability.
10	Directorate of QEC structure is not part of the statutes, and positions/promotional rules are unclear.	Amend university statutes to formally include QEC structure, positions, and promotion pathways.
11	QEC involvement in scrutiny process for staff is not documented.	Formalize and record QEC's role in staff recruitment and performance evaluation processes.
12	Lack of clear career progression for high-potential faculty members.	Define and communicate promotion criteria and career development plans within each department.
13	Final Year Projects are not aligned with SDGs and industry/community needs.	Align all FYPs with relevant SDGs and focus on practical, community, and industry-based problems.
14	Faculty handbook not prepared; faculty satisfaction survey not conducted.	Develop a faculty handbook and conduct regular satisfaction surveys to address faculty concerns.
15	HEC Digital Library is not introduced for research facilities and other benefits.	Subscribe to and implement the HEC Digital Library to provide faculty and students with

	access to research databases, journals, and learning resources.
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5) Executive Summary:

The Review of Institutional Performance and Enhancement (RIPE) at **Nazeer Hussain University (NHU)** was conducted on 23-24 July 2025 under the Higher Education Commission (HEC) Quality Assurance Agency's **PSG 2023 framework**. The review assessed the university's compliance with **16 Quality Assurance Standards** grouped under **Strategic Development, Academic Development, and Institutional Development**. The process involved thorough document verification, physical inspection of facilities, and direct engagement with key stakeholders, including the Vice Chancellor, senior leadership, faculty, students, and administrative staff.

The review team recognized NHU's **key strengths**, which include:

- A pool of **senior, qualified, and experienced faculty members**, contributing significantly to academic delivery.
- **Leadership's initiative** in extending benefits to contractual faculty, ensuring parity with permanent staff.
- A **well-organized and informative website**, providing relevant institutional information to stakeholders.
- **HEC-approved (NOC) status** for all undergraduate and postgraduate programs.
- **Positive student feedback**, with both undergraduate and postgraduate students expressing satisfaction with teaching quality and classroom engagement.

Despite these strengths, the review identified **critical areas requiring improvement** to ensure sustained institutional growth and compliance with evolving HEC standards:

1. **Program Accreditation** – Certain programs lack accreditation from their respective regulatory councils, which should be addressed urgently.
2. **Information Transparency** – Annual reports beyond 2022-23 and the latest university prospectus are not available on the website.
3. **Infrastructure Planning** – Absence of a documented infrastructure life cycle plan to guide long-term facility maintenance and upgrades.
4. **Feedback Mechanisms** – Inconsistent implementation of student–teacher/course evaluations across departments, along with the absence of structured alumni and stakeholder surveys.
5. **Faculty Development** – Limited faculty development initiatives, with a need for structured professional growth opportunities and clear promotion pathways.
6. **Industry Linkages** – Weak industry–academia collaboration, requiring more MoUs, joint research, and practical engagement opportunities for students.
7. **Governance and QEC Role** – Key leadership positions being held on an additional charge basis, lack of statutory recognition of the QEC structure, and undocumented QEC involvement in recruitment processes.
8. **Research Resources** – Absence of the HEC Digital Library, which would provide faculty and students access to high-quality research databases and journals.
9. **Curriculum Relevance** – Final Year Projects not consistently aligned with **Sustainable Development Goals (SDGs)** or community/industry needs.

The review provides detailed recommendations to address these gaps, focusing on strengthening governance, enhancing transparency, investing in faculty capacity building, expanding research and industry partnerships, and embedding continuous quality improvement in institutional culture.


The implementation of these recommendations, coupled with NHU's demonstrated commitment to academic excellence, will enable the university to achieve higher performance benchmarks, improve actional and international visibility, and meet the evolving expectations of stakeholders, regulatory bodies, and the global higher education community.

Conclusion:

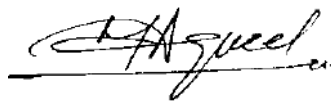
The RIPE exercise confirmed NHU's commitment to providing quality education supported by dedicated faculty and essential academic resources. The university demonstrates strengths in faculty qualifications, student satisfaction, and compliance with HEC program approval requirements. Nevertheless, there is a clear need to address structural, procedural, and developmental gaps—particularly in accreditation, digital resources, faculty development, alumni engagement, and quality assurance governance.

By implementing the recommendations outlined in this report, NHU can further strengthen its institutional effectiveness, enhance academic and research outcomes, and reinforce its reputation as a quality-driven higher education institution. Timely action on these areas, coupled with a focus on continuous quality improvement, will ensure NHU's progress toward meeting and exceeding HEC standards.

Signature of External:



- 1) Syed Waqar-ul-Hasan**
Director QEC & Regulatory Affairs
Salim Habib University



- 2) Muhammad Abdul Aqueel**
Director QEC
Karachi School of Business & Leadership (KSBL)

Approved by IQC 4th meeting held on 12 August 2025 at NHU Board room. The composition of the RIPE committee will be as follows:

1	Prof. Dr. Masroor Ahmed Shaikh, Vice Chancellor, NHU	Convener
2	Prof. Dr. Nighat Razvi, Dean , Pharmacy Department, NHU	Member
3	Prof. Dr. Abdul Qadir, Dean FEPS,NHU	Member
4	Prof. Dr. Faizullah Mahar, Chairman, DEE,NHU	Member
5	Prof. Dr. Anjum Khalid, Chairman ,DME,NHU	Member
6	Dr. Salman Mehmood, Chairman, DCS ,NHU	Member
7	Mr.Hanee Murtuza, Chairman, Architecture & Built Environment	Member
8	Dr.Muhammad Faseeh ullah khan, Director QEC,NHU	Member
9	Dr.Shahab Uddin, HOD, DRHS, NHU	Member
10	Dr. S. Zohaib Hussain , HOD, Pharmacy Department, NHU	Member
11	Dr. Sikander Hussain, Chairman , DBMS, NHU	Member
12	Prof. Dr. Zeeshan Shahid ,Director ORIC, NHU	Member
13	Mr.Humza Ahmed, student of BE Electrical, NHU	Member
14	Ms. Dua Fatima, student of Pharm D, NHU	Member

Dr. Muhammad Faseeh ullah khan,
Director QEC(NHU)

Prof. Dr. Masroor Ahmed haikh,
Chairman Institutional Quality Circle (IQC) and Vice Chancellor of NHU

Approved by IQC 4th meeting held on 12 August 2025 at NHU Board room. The composition of the RIPR committee will be as follows:

1	Prof. Dr. Masroor Ahmed Shaikh, Vice Chancellor, NHU	Convener <i>for Masroor</i>
2	Prof. Dr. Nighat Razvi, Dean , Pharmacy Department, NHU	Member
3	Prof. Dr. Abdul Qadir, Dean FEPS, NHU	Member <i>for Nighat</i>
4	Prof. Dr. Faizullah Mahar, Chairman, DEE, NHU	Member <i>Faizullah</i>
5	Prof. Dr. Anjum Khalid, Chairman ,DME, NHU	Member <i>Anjum</i>
6	Dr. Salman Mehmood, Chairman, DCS ,NHU	Member
7	Mr. Haneer Murtuza, Chairman, Architecture & Built Environment	Member <i>for Haneer</i>
8	Dr. Muhammad Faseeh ullah khan, Director QEC, NHU	Member <i>for Faseeh</i>
9	Dr. Shahab Uddin, HOD, DRHS, NHU	Member <i>for Shahab</i>
10	Dr. S. Zohaib Hussain , HOD, Pharmacy Department, NHU	Member
11	Dr. Sikander Hussain, Chairman , DBMS, NHU	Member <i>for Sikander</i>
12	Prof. Dr. Zeeshan Shahid , Director ORIC, NHU	Member <i>for Zeeshan</i>
13	Mr. Humza Ahmed, student of BE Electrical, NHU	Member <i>for Humza</i>
14	Ms. Dua Fatima, student of Pharm D, NHU	Member <i>for Dua</i>

Dr. Muhammad Faseeh ullah khan.
Director QEC(NHU)

for Masroor


Prof. Dr. Masroor Ahmed Shaikh.
Chairman Institutional Quality Circle (IQC) and Vice Chancellor of NHU