

# **HITEC UNIVERSITY**

**TaxilaCantt**



## **SELF ASSESSMENT REPORT**

**PhD Islamic Studies**

**DEPARTMENT OF ISLAMIC STUDIES**

**Faculty of Basic Sciences**

**Heavy Industries Taxila Education City**

**(HITEC) University**

**May 2023**

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## **Executive Summary**

This self-assessment report is being prepared for PhD Islamic Studies from the Department of Islamic Studies in Faculty of Sciences as prescribed by Higher Education Commission. Quality Enhancement Cell was formed in HITEC University in 2011. Program Team and Assessment Team of Islamic studies department were formulated by University to collaborate with QEC to accomplish the following report in line with HEC guidelines with the support of Vice Chancellor and Department Heads.

This self-assessment report provides an analysis and evaluation of the academic standards followed and implemented by PhD Islamic Studies Program. HEC prescribed Self-Assessment Manual is used as a reference and the program is being evaluated based on 8 criteria and 31 standards of quality improvement. First Program teams of Islamic Studies Department made the report and then further assessed by the assessment team. The report finds the prospects of maintaining and continually enhancing academic standards and student's learning.

This report also investigates the strong and weak areas and other improvements needed by the department. A feedback is then provided in the form of corrective actions and implementation plan for quality assurance and improvement of academic programs in the future.

## **Objectives**

- To document the entire program into one report for the purpose of accountability, quality enhancement and accreditation.
- To make aware all the stake-holders their rights and duties as per the Self-Assessment Manual.
- To be eligible for HEC funding proportionate to our ranking.
- To be a preference for HEC scholarships for students and faculty.
- To be eligible for evaluation by external evaluators

## **Execution**

The hierarchy of the execution tree was fundamental to the efficient working of all the stake-holders. Formulation of PT and AT was the very first step towards the goal.

Self-Assessment Manual was distributed to all the faculty members for awareness and especially to the Program and Assessment Teams for SAR. Lectures and workshops were arranged for senior faculty members along with the Registrar, Treasurer, Controller of Examination, Deans and Vice-Chancellor where qualified professionals of their fields taught the role of Quality and Accountability in education and especially in Higher Education.

The senior faculty members then became mentors for the junior faculty members and the knowledge of the subject spread to each and every faculty member along with supporting individuals/groups, until all were on the same page.

Following the lecturing and mentoring, a task distribution seminar was arranged by the chair of the Program Team. In this seminar, 8 criteria with 31 standards in total were distributed as tasks to various faculty members. An internal deadline of one month was given to all the task holders.

All task holders were instructed on the procedure of procurement of information for the completion of tasks. The information from various concerned departments of the university was to be obtained in written form along with initials of the information provider.

Once the criteria were ready, the task holder sent the soft copy for review and proof reading to the chair of the Program Team. The chair reviewed and proof read in company with the Quality Representative of the respective Department. Once all the corrections and revisions were done in line with the Self-Assessment Manual, the task holders sent a signed hard copy and a soft copy to the chair of the Program Team who then incorporated the finished criteria into a single report and the report was given a draft shape.

This draft was then sent as a soft copy and as a hard copy to the Quality Enhancement Cell, Chairman Islamic Studies Department, Dean and Vice-Chancellor who gave their valuable inputs.

Once the draft was finalized, QEC arranged for the Self-Assessment Report of the PhD Islamic Studies Program to be assessed by the Assessment Team in May 2023.

The findings of the Assessment Team (AT) are given in the annexure-G. It outlines the improvements required in the infrastructure, syllabi and training of the faculty and support staff. The implementation plan (annexure-H) was prepared after discussion with all the stake-holders and it indicates the resources required to improve the Quality. Responsible bodies, timelines and goals were set for the execution of the implementation plan.

# Self-Assessment Report

## Introduction

Heavy Industries Taxila Education City (HITEC) University is a private sector university. It was established in 2007 and chartered in 2009 by the Government of Punjab. The University is sponsored by Heavy Industries Taxila Education Welfare Trust (HITEWT). The university was established with a vision to produce skilled, moral, ethical and patriotic professionals who can serve the society and who will be guardians of national, social and religious values.

## University Mission Statement

HITEC University will be a center of excellence in teaching, learning and research. We shall instill and inspire intellectual curiosity, lifelong quest of knowledge and a keen urge for social and moral responsibility. The University will establish strong linkages with industry ensuring innovative research leading to economic prosperity of Pakistan.

## Department of Islamic Studies

Department of Islamic Studies is currently running following three intakes of the PhD Islamic Studies Program.

		Total Intake	
a.	PhD Islamic Studies	2020	(2)
b.	PhD Islamic Studies	2021	(2)
c.	PhD Islamic Studies	2022	(16)

## Program Selected

HITEC University has selected the **PhD Islamic Studies Program** as first model program for Self-Assessment Report (SAR) under the directives of Higher Education Commission (HEC).

## Program Evaluation



The program is being evaluated based on 8 criterion and 31 standards as given in the Self-Assessment Manual provided by Higher Education Commission (HEC).

## **Criterion 1: Program Mission, Objectives and Outcomes**

**Standard 1-1 The program must have documented measurable objectives that support institution mission statements.**

### **Program Mission Statement**

PhD Islamic Studies Program at HITEC University offers a broad based scheme, focusing on contemporary socio-political and economic issues, ijthad, objectives of Islamic Shariah, Islamic philosophy, international relations, Islamic world view and contemporary study of major world religions. Researchers are encouraged to work on practical issues to fulfill the needs of our society in particular and humanity in large.

### **Program Objectives**

To produce PhD qualified Islamic Studies professionals with following attributes:

1. To prepare students to express their views, thoughts and ideas through articles and research papers.
2. To make the students able enough to convey their message and knowledge to the other students and public.
3. To prepare students to pursue professional academia jobs in institutions and universities.
4. To impart students the sufficient knowledge of ijthad, Islamic Shariah, Islamic philosophy, and international relations.
5. To inculcate high moral values and good Islamic ethics.

### **Curriculum Design**

Curriculum of PhD Islamic Studies is carefully designed for a Three year degree program comprising of 6 courses to choose from the list given, followed by research thesis, fully adhering to the Higher Education Commission. Research

topics for PhD students pertain to contemporary socio-political and economic issues, ijihad, objectives of Islamic Shariah, Islamic philosophy, international relations, Islamic world view and contemporary study of major world religions etc.

## Program Objectives Assessment

Objective	How Measured	When Measured	Improvement Identified	Improvement Made
1	Student Exit Survey	At the end of the PhD	Some new topics have been added	Yes
2	Alumni Survey Employer Survey	In Process		
3	Alumni Survey	In Process		

Table 1: Program Objectives Assessment

**Standard 1-2**The program must have documented outcomes for graduating students. It must be demonstrated that the outcome support the program objectives and that graduating students are capable of performing these outcomes.

### Program Outcomes

1. To prepare students to be much able to express their views, thought and ideas through articles and research papers.
2. Students shall have required applied and practical knowledge and skills to pursue academia jobs in institutions and universities.
3. Students shall be well-rounded not only in the discipline of Islamic Philosophy but also in related inter-disciplinary fields of science.
4. Students shall possess sufficient knowledge to pursue an academia job.
5. Students shall be well versed in modern day technologies in the field of Islamic Studies and in related disciplines.
6. Students shall be able to become entrepreneurs in their fields of interest. They shall possess leadership, decision making and risk-taking qualities necessary to compete, lead and succeed in a hugely competitive market.

They shall possess problem solving skills and innovative ideas to be unique.

7. Students shall treat fairly all persons regardless of race, religion, gender, disability, age or regional origin. Students shall avoid conflicts at work places.

Program Objectives	Program Outcomes						
	1	2	3	4	5	6	7
1	X	x	X				
2			X	X	x	x	
3				X	x	x	x
4	X						

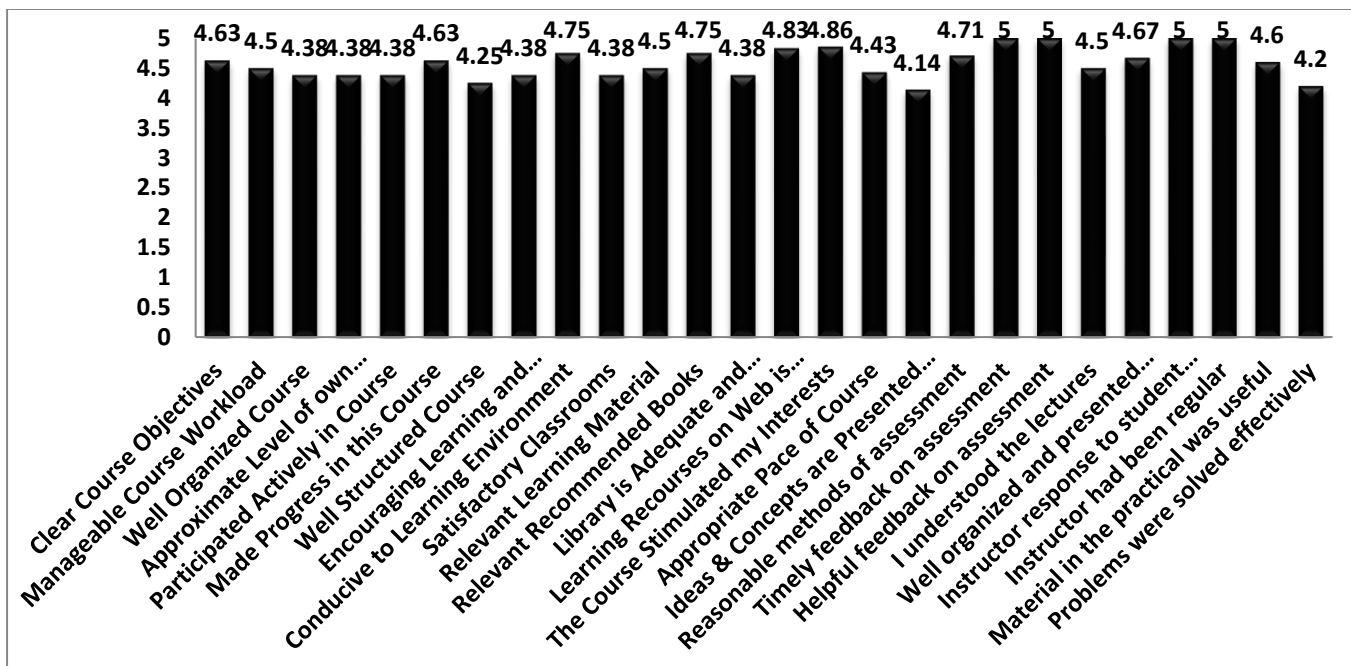
**Table 2 : Outcomes versus Objectives**

**Standard 1-3 The results of Program's assessment and the extent to which they are used to improve the program must be documented.**

Students evaluating the courses and the respective teachers as per the HEC Performa have done the program assessment.

## **Course Evaluation**

Courses evaluation is shown in the following graphical chart:



**Figure 1 : Course Evaluation Bar Chart**

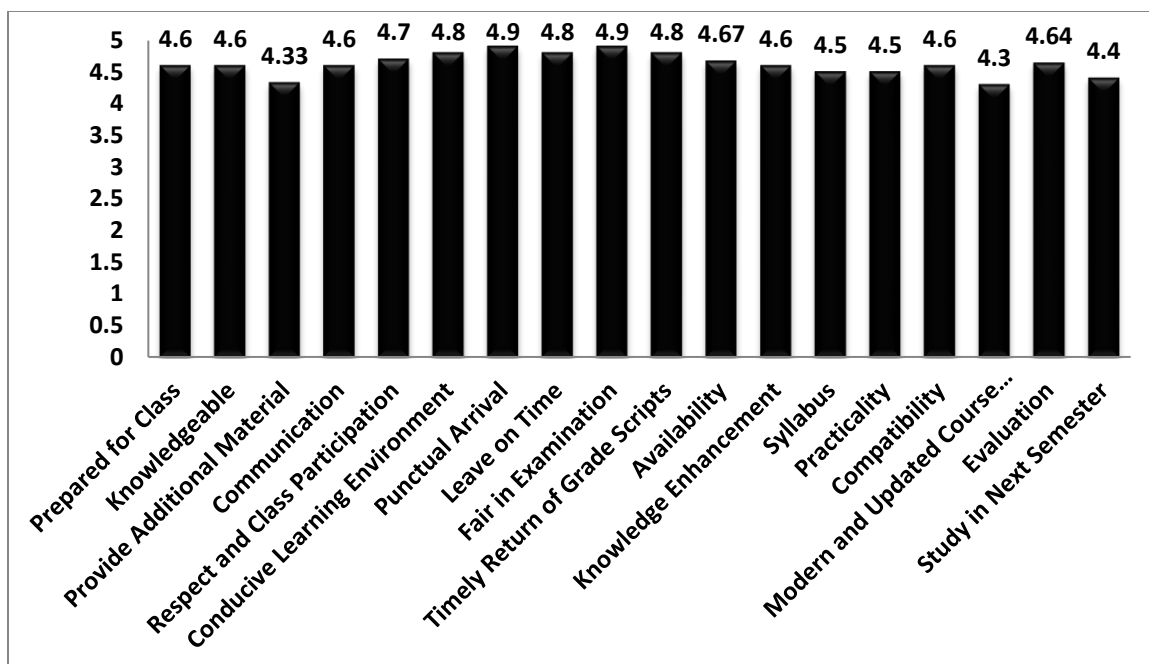
See Annexure C (Course Evaluation Survey) for course evaluation Performa and the standards against which the students have evaluated the courses. Updated form is also attached as some changes are being made to the form. The total graded marks are 5.

Sr. #	Course Name	Evaluation
1	Diligence in Islam	4.59
2	Objectives of Islamic Shariah	4.77
3	Dawah Principles & Techniques	4.60
4	Islamic Economics	4.78
5	Hadith Sciences	4.43
6	Quran Commentary Literature & its Trends	4.45

**Table3: Course Code & Evaluation**

## Teachers Evaluation

Teacher's evaluation is shown in the following graphical chart:



**Figure 2: Teachers Evaluation Graph**

Sr #	Instructor	Subject	Evaluation
1	Teacher 1	Quranic Sciences and Tafsir	4.64
2	Teacher 2	Objectives of Islamic Shariah	4.65
3	Teacher 3	Dawah Principles & Techniques	4.56
4	Teacher 4	Islamic Economics	4.70
5	Teacher 5	Hadith Sciences	4.57
6	Teacher 6	Quran Commentary Literature & its Trends	4.62

**Table 4 : Teacher's Evaluation Table**

See Annexure D (Teachers Evaluation Survey) for teacher's evaluation Performa and the standards against which the students have evaluated them. Updated form is also attached as some changes are being made to the form. The total graded marks are 5.

HITEC University and especially the Islamic Studies department has a strong tradition of quality enhancement through students' feedback. The teachers' and courses' evaluation is given the due respect, analysis and direction. Teachers with strong feedback are appreciated and teachers with poor feedback are counseled, heard and encouraged. The course feedback is a major source of inspiration for curriculum and syllabi revision.

## Program strengths

- Rigorous, intensive and rewarding program
- Faculty consists of 9 PhD qualified scholars 3 are dedicated for PhD Program.
- The Research topics for students concern issues being faced presently. They have practical implications.
- The department focuses only on Islamic teachings, with respect to Quran and Hadees and strictly avoids sectarian issues and interpretations.

**Standard 1-4 Department must assess its overall performance periodically using quantifiable measures.**

### Graduates/Undergraduates enrolled in last three years

Enrolled Students			
Program	2020	2021	2022
PhD Islamic Studies	02	02	16

### Student Faculty Ratio:

Faculty Position	Total Number
Professor	0
Associate Professor	2
Assistant Professor	2
Lecturer	10

Student teacher ratio =  $20/9 = 2$

### Average Completion time

The average completion time for PhD Program is 3 years and the maximum permitted time is 8 years.

### Employer Satisfaction

Employer survey of PhD program has been conducted. Annexed at the end(E).

### Students Course Evaluation Rate

Average student evaluation for all courses is 4.60 which is very good by any measure.

### Students Faculty Evaluation

Students Evaluated faculty. The feedback was taken by QEC staff in the absence of faculty members. 100% teachers are above average grades which mean none of the teacher is below average. All the teachers are above 4.0 which is the topmost tier of the grading hierarchy.

## Research

The program faculty published research papers in different journals. List attached in Annexure A.

## Community Service

HITEC university's students and faculty actively partakes in social welfare and community services. Be it floods or earthquakes or be it blood donation, Quality Education, HITEC University is always at the fore-front of giving back to the community.

### Criterion 2: Curriculum Design and Organization

#### Title of Degree Program

PhD Islamic Studies

#### Definition of credit hour:

One credit hour is 3 hours of theory lecture in a week.

#### Degree plan

Following is the list of courses taught in the selected program. Section 4.5 shows the details about these course including pre-requisites.

Sr. #	Course Name	Code
1	Development of Quranic Commentary Literature & its Trends	IS-801
2	Diligence in Islam (Ijtihad)	IS-802
3	Objectives of Islamic Shariah (Maqasid-al-Shariah)	IS-803
4	Islamic Thoughts and Sciences: Source Literature	IS-804
5	Islamic Philosophy	IS-805
6	Contemporary Issues: Islamic View Point	IS-806

7	Hadith Studies	IS-807
8	Principles of Tafsir	IS-808
9	Principles of Hadith	IS-809
10	Comparative Study of Tafsir Literature	IS-810
11	Principles of Fiqh	IS-811
12	Comparative Study of Different Juristic School of Thought	IS-812
13	Islamic Banking and Finance	IS-813
14	Management & Administration in Islam	IS-814
15	Islamic World View	IS-815
16	International Relations and Islam	IS-816
17	Comparative Study of Major World Religions	IS-817
18	Islam and Science	IS-818
19	Analytical Study of Seerah	IS-820
20	Ethics of Disagreement in Islam (Adab al-ikhtalaf)	IS-821
21	Dawah Principles & Techniques	IS-822
22	Islamic Economics	IS-823
23	Islamic Political System	IS-824
24	Research Methodology	IS-819
25	PhD Thesis	IS-886

**Table 5: Courses and their Respective Course Codes**

## **Courses Information**

### **ISL-801 Development of Quranic Commentary Literature and its Trends**

#### **Objective**

Early development of Quranic commentary literature, difference between tafsir and ta'wil, prerequisite qualification for writing Quranic commentary, basic sources of understanding Quran, different trends in Quranic commentaries and introduction to their representative literature, transmitted commentary, opinion based commentary, commentary based on: scholastic theology, grammar, and literary rhetoric, spiritual approach, earlier divine scriptures sectarianism, manners of recitation, scientific approach, comprehensive approach.

### **ISL-802 Diligence in Islam (Ijtihad)**

#### **Objective**

Ijtihad: definition, need and importance, ijthad in the time of Holy Prophet (PBUH) and his companions, principles of Ijtihad: objectives and cause based, development of the principles of Ijtihad: principles of Imam Abu Hanifah, Imam Malik, Imam Ja'far al-Sadique, Imam al-Shaf'i, Imam Ahmad bin Hanbal and Al-Zahiriyah, qualification of a Mujtahid, classes of Mujtahidin, scope of Ijtihad in



present time, change of Ijtihad with the change of time and space, need for a global fiqh and fatwa and their impact on society, importance of talfiq in the process of Ijtihad, practical training of Ijtihad in contemporary issues.

### **ISL-803 Objectives of Islamic Shariah (Maqasid al-Shariah)**

#### **Objective**

Introduction: Islam revolves around objectives, determination of objectives from Quranic injunctions and Prophetic traditions, kinds of objectives: general and specific, types of objectives: indispensable, required and refining objectives, five traditional objectives of Islamic law, new objectives mentioned by contemporary scholars, order of priority among the objectives, implementation of objectives, implementation of objectives in various aspects of life, scope of Ijtihad on the basis of objectives of Islamic Shariah.

### **ISL-804 Islamic Thoughts and Sciences**

#### **Objective**

Source literature: introduction to source books and fundamental literature about Quranic sciences, tafsir Hadith sciences and its literature, Islamic law and jurisprudence, history, biographies, geographical histories, chronological histories, historical geography, literature on Islamic thoughts, political system, economies, and social studies, scholastic theology and encyclopedic works of Islam, famous libraries of the world having rich collection of Islamic literature.

### **ISL-805 Islamic Philosophy**

#### **Objective**

Human nature and its demands, basic questions and their answers by the secular philosophies and the religions, God (Allah), His being, oneness and attributes, creation of universe, human beings and their destination, human spirit: difference between life and spirit, freewill and predestination, good and evil, sources of human knowledge: nature, five senses, intelligence, revelation (possibility and its modes), prophet hood and its proof, cause and effect, miracles and causes, effects of faith and deeds on human personality, life after death: possibility, reward and punishment, intercession, personification of faith and deeds into heaven and hell.

### **ISL-806 Contemporary Issues**

#### **Objective**

Islamic view point: political issues, democracy in the light of Islam, international relations in contemporary world in the light of juristic concept of Dar al-Islam and Dar al-harb, concept of Ummah and nationality, preaching of an un-Islamic religion in Islamic world and vice versa, medical issues: transplantation, cloning, test tube baby, family planning, alcoholic medicines, abortion, economic issues: indexation on deferred payment, premium on rental contracts, sale of rights, murabahah, paper currency, electronic currency, money changing, insurance, stock exchange: sale and purchase of shares, mudharabah and financing, social issues: interfaith marriages, divorce and its ways of application, Islamic concept of hijab, filtration of polluted water, moon sighting and difference of dawn.

### **ISL-807 Hadith Sciences**

#### **Objective**

Introduction to Hadith, need and importance, Hadith/Sunnah as a source of Islamic Shariah, ways of judgment of authenticity of Hadith, different kinds of Hadith, compilation of Hadith literature, famous books of Ahadith, Hadith sciences in sub-continent.

### **ISL-808 Principles of Tafsir**

#### **Objective**

Definition, Quran and its revelation, makki and madani verses, arrangement of Quranic text, causes of revelation, gradual revelation, compilation, dialects of Quranic recitation, abrogation of Quranic injunction, miraculous nature of the Quran, interpretation (Tafsir and Ta'wil), al-muhkamwalmutashaabih, introduction to verse, chapter, part and manzil, cause of repetition in the Quran, literary form of Quran, interlink among verses and chapters, basic qualification of a Mufasssir, Uloom-e-Khamsa.

### **ISL-809 Principles of Hadith**

#### **Objective**

Definition, difference between Hadith and sunnah, two methods of testing the authenticity of the Hadith: riwayat/sanad and dirayah/logic, two parts of Hadith: chain of narrators and text, studies of validity of reporters and the reported, investigation about the reporters, kind of ahadith: Hadith-e-mutawatar, khabr-e-wahid, Hadith-e-dhaif, Hadith-e-modhu, Hadith-e-mursal, methodology of Hadith criticism, different kinds of Hadith literature: conditions for acceptance of Hadith adopted by famous authors of authentic Hadith literature like bukhari, muslim, abudawud, nasai, ibnmajah, tirmidhi, imam malik and others, testing of Hadith text through dirayah, case studies of testing ahadith through riwayat and dirayah.

## **ISL-810 Comparative Study of Tafsir Literature**

### **Objective**

Early development of Tafsir literature, sources of Tafsir: Quran, Hadith, Arabic language and literature, history, two kinds of Tafsir, centers for teaching of Tafsir: comparative study of mathurTafsir: Tafsir-e-tabri, fihiTafsir, zia-ul-Quran, English Tafsir, Tafsir-e-Majidi and the Holy Qur'an: text, translation and commentary (Abdullah Yusuf Ali).

## **ISL-811 Principles of Fiqh**

### **Objective**

Introduction, history, sources of Islamic jurisprudence: basic and secondary, Istihsan (juristic preference): definition, kinds and authenticity, Istishab (presumption of Continuity): definition and authenticity, masalhmursalah (extended analogy): definition, requirements, sad-al-dharay (blocking the lawful means to an unlawful end), qawl-al-sahabi (opinion of a companion), shar-o-man qablana (earlier scriptures), urf (custom): definition, types and legal status, maqasadShariah (juristic ideologies), Ijtihad and taqlid).

## **ISL-812 Comparative study of Islamic schools of thought**

### **Objective**

Introduction, background and formation, compilation of fiqh, scholars of Islamic schools, great Imams, minor scholars, rules and principles of each Imam and school of thought, contradictory and alternative differences, main reasons for conflicting rulings, stagnations and decline, emergence of taqleed, proximity amongst schools of law, modern institutions of collective opinions.

## **ISL-813 Islamic Banking and Finance**

### **Objective**

Islamic finance: introduction, foundation, characteristics, principles, status of present economic systems in Islamic Shariah, the concept of usury, financial tricks, gambling and other prohibited activities, banking: introduction, types, characteristics, functions, Islamic banking: introduction, history, background, global scenario, different modes of financing, Shariah standards, Shariah audit and compliance, Islamic insurance (Takaful), current issues, critical study of modern Islamic banking.

## **ISL-814 Management and Administration in Islam**

### **Objective**

Islamic management and administration: background, fundamental theories: freedom, justice, equality, consultation and dignity of mankind, Islamic view of human nature: introduction, types of people, the functions of man, the responsibilities, accountabilities, social behavior, evolutionary development of administration and management, sources of Islamic administration and management: the time of Holy Prophet (PBUH) and the Pious Caliphs (R.A.), institutions: the diwan (secretariat), hisbah, a comparison of Islamic and other models, emphasis on Islamic values and ethical standards, non-usurious financial institutions, punishment on administrative corruption, balance between material and spiritual wellbeing, divine origin, prevention of injustice, concept of shura (consultation), emphasis on cooperation, concept of leadership, qualities of leadership, expectation of the group, concept of administrative law.

## **ISL-815 Islamic World View**

### **Objective**

Unity of God, unity of human race, dignity of mankind, quality, freedom of faith, thought, expression, occupation, earning of livelihood, movement, choice and action, legal and social justice, security of life, faith, honour, property and family, right of privacy, education and healthcare, ethical values: truth, honesty, commitments, peace and tolerance, patience and gratitude, use of nature capital, environmentalism, responsibility, accountability, no punishment without trial, international obligations, judgment of good and evil, respect for the chastity of woman, status of Dawah and Jihad.

## **ISL-816 International Relations and Islam**

### **Objective**

Islam as an international religion, a complete code of life, characteristics of Islamic state and its relation with other states and communities, studies of principles of international relations mentioned by famous scholars of early Islamic period, emergence and trajectory of Islam as a force in international relations since the late 19<sup>th</sup> century, revival of Islam in world politics, concept of Jihad and Dawah, relationship with non-Muslims, global issues: population, reasons for becoming human rights an international interest and concern, various international concerns/issues of environment: global warming, ozone depletion, acid rain, role of international Islamic organizations in world politics, major issues of Muslim world, muslim minorities.

## **ISL-817 Comparative study of Major World Religions**

### **Objective**

Religion: definition, need, two categories of religion – divine and worldly, divine religion: Judaism, Christianity and Islam, common teachings and differences, worldly religions: Hinduism, Buddhism, Confucius, points of convergence and divergence, comparative study of: creation of universe, the creator, the message, salvation and life hereafter, dignity of mankind and racism, human rights, status of women, social customs, divine status of kingdom, status of religious leaders, political and socio-economic laws, movements of renaissance in these religions.

## **ISL-818 Islam and Service**

### **Objective**

Scientific method: introduction, study of scientific method in the light of Holy Quran, a brief history of conflict between science and religion, study of important aspects of creation in the light of Islam and science: heavens and the earth, basic process of the formation of the universe and resulting composition of the worlds, modern scientific data concerning the formation of the universe, testing the data in the Quran concerning the creation, astronomy in the Quran: general reflections concerning in the sky, nature of heavenly bodies, celestial organization, the conquest of space, the earth in the Quran: water cycle and the sea, the earth's relief (creation of mountains), the earth's atmosphere, the origin of life, the vegetable kingdom, sex education, preservation of data: Quranic concept of preservation of doing, saying and thinking of human beings, scientific research about recording and preservation of human activities by waves and human thoughts in subconscious, brief history of muslim contribution to science: medicine, mathematics, astronomy, physics, chemistry, geography, future of sciences in the muslim world.

## **ISL-819 Research Methodology**

### **Objective**

Identification of research problem, formulation of hypothesis and problem statement, review of relevant concepts, principles of Islamic research: transmitted narration, cognizance, their application in Tafsir, Hadith, Islamic law, Islamic Jurisprudence, history and other branches of Islamic sciences, techniques of research: library research, surveys, lab research, preparation of synopsis, data collection techniques, data testing, academic writing, analyzing and presentation of results, discussion and conclusion of research, recommendations and suggestions, defense of thesis, case study: sample research article, stepwise training from observation, problem, hypothesis,

literature review, data collection, analysis, results, discussion, recommendation, indexation, bibliography.

## **ISL-820 Analytic Study of Seerah**

### **Objectives**

An overview of socio-political and religion-ethical background of the world in general and Arabic peninsula in particular at the eve of emergence of Islam, study of Makkan period: formulation period of establishment of faith and belief, spirituality, training of the followers, firm standing and patience, utilization of each opportunity to achieve the sacred goal, sacrifices, formation of a new community and search for peaceful environment, study of madni period: foundation of society and state, brotherhood, peace treaties with surrounding tribes, security and administration, spread of knowledge and education, enforcement of law of war and peace, law making and judiciary, rights of citizens and state, rights of non-muslims, status of women, dissemination of Islam and international relations.

## **ISL-821 Ethics of Disagreement in Islam (Adab al-Ikhtalaf)**

### **Objective**

Difference between divergence and variation, kinds of differences: (a) political: causes of differences during the early period of Islam, political differences amongst the companions of the Holy Prophet (PBUH) and their respect to each other, difference between the concept of Khilafah and Imamah, brief history of this difference and coexistence of Sunni and Shai' people down the history. (b) scholastic: emergence of MutazalitiesAshariah, Maturadiah, Shia' as scholastic Islamic groups on the society and their inter-group relations, differences of today and ways to establish the harmony and tolerance among the difference school of thought. Causes of difference of opinions among the scholars of juristic schools of thought, difference of opinion as a source of legislation.

**Standard 2-1The curriculum must be consistent and supports the program's documented objectives.**

<b>Sr. #</b>	<b>Course Name</b>	<b>Code</b>
1	Development of Quranic Commentary Literature & its Trends	IS-801
2	Diligence in Islam (Ijtihad)	IS-802
3	Objectives of Islamic Shariah (Maqasid-al-Shariah)	IS-803
4	Islamic Thoughts and Sciences: Source Literature	IS-804
5	Islamic Philosophy	IS-805
6	Contemporary Issues: Islamic View Point	IS-806
7	Hadith Studies	IS-807
8	Principles of Tafsir	IS-808
9	Principles of Hadith	IS-809

10	Comparative Study of Tafsir Literature	IS-810
11	Principles of Fiqh	IS-811
12	Comparative Study of Different Juristic School of Thought	IS-812
13	Islamic Banking and Finance	IS-813
14	Management & Administration in Islam	IS-814
15	Islamic World View	IS-815
16	International Relations and Islam	IS-816
17	Comparative Study of Major World Religions	IS-817
18	Islam and Science	IS-818
19	Analytical Study of Seerah	IS-820
20	Ethics of Disagreement in Islam (Adab al-ikhtalaf)	IS-821
21	Dawah Principles & Techniques	IS-822
22	Islamic Economics	IS-823
23	Islamic Political System	IS-824
24	Research Methodology	IS-819
25	PhD Thesis	IS-886

**Table 6: Courses and their respective Course Codes**

**Standard 2-2 Theoretical backgrounds, problem analysis and solution design must be stressed within the program's core material.**

<b>Elements</b>	<b>Courses</b>
<b>Theoretical Background</b>	ISL801 Development of Quranic Commentary Literature & its Trends ISL807 Hadith Sciences ISL808 Principles of Tafsir ISL809 Principles of Hadith ISL815 Islamic World View ISL816 International Relations and Islam ISL821 Ethics of Disagreement in Islam (Adab al-Ikhtalaf) ISL823 Islamic Economics
<b>Problem Analysis</b>	ISL802 Diligence in Islam (Ijtihad) ISL804 Islamic Thoughts and Sciences: Source Literature ISL805 Islamic Philosophy ISL806 Contemporary Issues: Islamic View Point ISL810 Comparative Study of Tafsir Literature ISL811 Principles of Fiqh ISL812 Comparative Study of Different Juristic Schools of Thought ISL817 Comparative Study of Major World Religions ISL818 Islam and Science ISL820 Analytical Study of Seerah ISL824 Islamic Political System
<b>Solution Design</b>	ISL803 Objectives of Islamic Shariah (Maqasid al-Shariah) ISL813 Islamic Banking and Finance ISL814 Management & Administration in Islam ISL822 Dawah Principles & Techniques

ISL886	PhD Thesis/ Two Courses
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**Table 7: Standard 2-2 Requirement (table 4.5)**

**Standard 2-3**The Curriculum must satisfy the core requirements for the program as specified by the respective accreditation body.

PhDIslamic Studies is recognized by Higher Education Commission (HEC).  
Minimum Requirements for each program (Program Semester Credit Hours):

Program	Theory Courses	Research Thesis
PhDIslamic Studies	24	6

**Table 8: Program Credit Hours**

**Standard 2-4**The curriculum must satisfy the major requirements for the program as specified by the respective accreditation body.

Same as Standard 2-3.

**Standard 2-5**The curriculum must satisfy general education, arts and professional and other discipline requirements for the program as specified by the respective accreditation body.

Same as standard 2-3 and Standard 2-1 (table 4.4) as defined above.

**Standard 2-6**Information technology component of the curriculum must be integrated throughout the program

Not applicable.

**Standard 2-7**Oral and written communication skills of the student must be developed and applied in the program.

Students go through course presentations and research methodology, which develop the oral and written communication skills of the students. Students have to write a thesis and present their work in thesis defense in 6<sup>th</sup> semester.



### **Criterion 3: Laboratories and Computing Facilities**

**Standard 3-1 Laboratory manuals/documentation/instructions for experiments must be available and easily accessible to faculty and students.**

Not applicable.

**Standard 3-2 There must be support personal for instruction and maintaining the laboratories.**

Not applicable.

**Standard 3-3 The University computing infrastructure and facilities must be adequate to support program's objectives.**

Available.

### **Criterion 4: Student Support and Advising**

Since the launch of HITEC University in year 2007, all its programs have started and finished on schedule. The beauty of the HITEC culture is that teachers and students have facility of frequent interaction, even after classes, for any professional and academic advice. This aspect is even highlighted and indicated by the students in the feedback on HEC Performa number 10, taken by the Quality Enhancement Cell (QEC) in the university.

**Standard 4-1 Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner.**

The department circulates a list of postgraduate courses to be offered by the PhD qualified faculty. A student registers in one, two or at the most three courses. The minimum number of the students needed for offering a course is 6. The practice is followed in all the teaching semesters. Over the years, our experience shows that this scheme gives opportunities to complete the PhD coursework in three semesters quite comfortably.

**Standard 4-2 Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.**

The department ensures that postgraduate courses are offered in well-considered chronological sequences, leading towards the assigned research projects of the students.

**Standard 4-3 Guidance on how to complete the program must be available to all students and access to qualified advising must be available to make course decisions and career choices.**

The department has dedicated a senior faculty member (Dr. Manzoor Ahmad) as the postgraduate advisor. He advises the students to select courses and in doing so, he consults the HOD as well as the PhD faculty. This ensures a smooth process of course selection. During the research phase, each student has a dedicated supervisor as well. He keeps guiding the students regularly till the end of the research defense.

### **Criterion 5: Process Control**

**Standard 5-1 The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.**

Our university has a clearly defined and well documented admission process. It is as given below. The prospective candidate should have:

- MS/ MPhil (Islamic Studies/Shariah/Arabic) from an HEC recognized university.
- Minimum CGPA 3.00/4.00 or 70% marks.
- GAT General conducted by NTS or the test conducted by HITEC University with minimum 70% cumulative score.

Additionally, the candidates are also interviewed. For this purpose, the department has an Admission Committee comprising HOD and at least two senior faculty members. So far, this process of admission is working to our satisfaction. However, we remain conscientious of reviewing it whenever the need would arise.

**Standard 5-2The process by which students are registered in the program and monitoring of students' progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.**

As mentioned earlier, the postgraduate program supervisor keeps track of the performance of each student and HOD also, individually, keeps a check on the progress as well. The controller of examinations department keeps in custody all the results and raises an alarm whenever a student is likely to get into difficulties situation.

**Standard 5-3**The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

Vacant and newly created positions are advertised on the university website and also in the national newspapers, applications are received by the Registrar office, scrutinized by the respective Deans, and call letters are issued to the short-listed candidates on the basis of experience, qualification, publications and other qualities/activities as determined by the University in the light of HEC guidelines. The candidates are interviewed by the University Selection Board. Selection of candidates is approved by the BOG. Induction of new candidates depends upon the number of approved vacancies.

Faculty members are retained by giving them good remuneration, favorable teaching environment, research facilities and management support.

On semester basis faculty performance is evaluated basing on HEC Performa number 10 by the students, HOD recommendations and with the counter signature of Dean and Vice Chancellor. The additional annual increment is based on the recommendations of the HOD, Dean and the Vice Chancellor.

**Standard 5-4**The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.

Students are the recipient of the delivery of course material, through their teachers. The program is actively evaluated by HOD, Dean, In Charge program and QEC. The feedback of the taught course is best instrument to measure that the course learning outcomes are met. The students give feedback on Performa number 1 regarding course contents and how it was delivered. Through Performa

number 10, students evaluate and comment on teacher's efforts, put in to deliver the course contents, his general conduct in the class, the environment, he/she, maintains and extra efforts, he/she makes to satisfy students, thirst for knowledge.

Faculty feedback is also taken on HEC Performa number 2 (Faculty Course Review Report – Annexure C) and Performa number 5 (Faculty Survey – Annexure - E) which is a very useful activity to evaluate the course contents, learning and teaching environments and overall teachers satisfaction level. Course evaluation by teachers also indicates what percentage of desired outcome has been achieved by the course contents and what needs to be improved or changed.

This exercise is done twice a year. The feedback is discussed with HOD, Dean and In-charge program, who focus on making improvements in the weak areas, identified by the students. Teacher's evaluation Performa's are fed to the computer and bar charts are made. Each teacher is graded out of 5 marks. The comparative bar charts indicate level of performance of teachers, as visualized by the students. QEC formally submits these bar charts to HOD, Dean and Vice Chancellor for their information and taking of necessary corrective actions.

**Standard 5-5The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.**

HEC criteria for enduring the fulfillment of all the requirements are strictly followed in the University for the Award of PhD degree.

### **.1 Qualifications**

Prior to entry into a PhD program, the student shall have been awarded MS/Philor equivalent degrees as described in this policy.

### **2.CGPA**

a) For admission in PhD programs, a minimum CGPA of 3.0 (out of 4.0 in the semester system) or First Division (in the annual system) in the most recent degree obtained is required, whether such degree was obtained from Pakistani or foreign universities.

b) In case of foreign degree, if the CGPA/Grade is not mentioned on the transcript, the candidate must produce equivalent weight age from the parent university.

c) The students having strong demonstrated pursuit for PhD degree, but their CGPA is below 3.00 (out of 4.0 in the semester system) or Second Division (in the annual system) in the most recent degree obtained, may be admitted to a PhD program fulfilling the following requirements:

i. Shall have published one research article in 'Y' category journal for admission in disciplines of Social Sciences and Art and Humanities. OR Shall have studied additional courses of 9-12 CH of level 7 and have scored minimum 3.00 out of 4.00 GPA.

ii. The admissions committee is satisfied that the applicant's knowledge of primary area (level 7) has sufficiently prepared him or her to undertake the course of studies of the doctoral program.

iii. These requirements shall be in addition to any other requirement set in this policy for admission to a PhD program.

### **3. Admission Test**

a) University is required to:

i. Enter a 3rd party arrangement under the University rules with any testing bodies recognized by HEC for conducting GRE/GAT/HAT General or equivalent as an eligibility condition for admission to PhD programs, with the passing score of 60%.

ii. Conduct the test equivalent to GRE/GAT/HAT General developed at the University with the passing score of 70%.

### **4. Coursework and Residency Requirement**

The following requirements shall be fulfilled before the award of a PhD Degree:

a. The student shall complete coursework of at least:

- i. 24 credit hours for the students from the same discipline
  - ii. 30-33 credit hours for the students from the intra-disciplinary areas
  - iii. In both the cases, courses shall be offered through regular classes (i.e., classes that are taught on campus by full- time faculty members of the university).
- b. The student shall complete dissertation of 9 credit hours
  - c. There shall be a residency requirement for a period of at least two years starting from the date of enrolment that shall be governed by the minimum attendance requirement of the university.

### **5. Comprehensive Examination**

Following the completion of coursework, every PhD student shall be required to pass a comprehensive examination to be granted candidacy as PhD researcher; provided that if the student fails to pass the comprehensive test, he or she shall be allowed one more attempt to take the test. Following are the guidelines for conducting Comprehensive Examination:

- i. The exam should be based on recapitulation of conceptual knowledge of the discipline that the student is admitted to.
- ii. The exam shall cover the courses studied, preferably, at graduate level conducted on one composite question paper.
- iii. The evaluation shall be on an aggregate basis and expressed in terms of Pass/Fail/Ungraded.

### **6. Doctoral Dissertation**

Each PhD researcher shall write a doctoral dissertation reflecting relevance, credibility, effectiveness, and legitimacy of the research. The dissertation must be an original and innovative contribution to knowledge that contributes to solving socio-economic problems. To improve quality of a doctoral dissertation, some regulations are suggested for the universities in the following areas:

### **Criterion 6: Faculty**

**Standard 6-1 There must be enough full time faculties who are committed to the program to provide adequate coverage of the program areas/courses with**

**continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. All of the faculty must hold a Ph.D. in the discipline.**

- There are 9 PhD faculty members, specialist in the fields of applied linguistics, legal Islamic policy, Tafsir and Quran sciences, Islamic Shariah, contemporary socio-political, Islamic Finance, Seerat and Islamic Civilization, Priorities, Moralities, Dawah and Culture and economic issues, ijihad, and Islamic world view.

Chairman- Associate Professor-01

- Associate Professor – 01
- Assistant Professor – 02
- Lecturer – 10

Program Area of Specialization	Elective Courses			Number of PhD faculty
Islamic Studies	1.	IS-801	Development of Quranic Commentary Literature & its Trends	02
	2.	IS-802	Diligence in Islam (Ijtihad)	01
	3.	IS-803	Objectives of Islamic Shariah (Maqasid-al-Shariah)	01
	4.	IS-804	Islamic Thoughts and Sciences: Source Literature	03
	5.	IS-805	Islamic Philosophy	01
	6.	IS-806	Contemporary Issues: Islamic View Point	02
	7.	IS-807	Hadith Studies	01
	8.	IS-808	Principles of Tafsir	03
	9.	IS-809	Principles of Hadith	01
	10.	IS-810	Comparative Study of Tafsir Literature	02
	11.	IS-811	Principles of Fiqh	01



	12.	IS-812	Comparative Study of Different Juristic School of Thought	02
	13.	IS-813	Islamic Banking and Finance	01
	14.	IS-814	Management & Administration in Islam	01
	15.	IS-815	Islamic World View	01
	16.	IS-816	International Relations and Islam	01
	17.	IS-817	Comparative Study of Major World Religions	01
	18.	IS-818	Islam and Science	01
	19.	IS-820	Analytical Study of Seerah	02
	20.	IS-821	Ethics of Disagreement in Islam (Adab al-ikhtalaf)	02
	21.	IS-822	Dawah Principles & Techniques	01
	22.	IS-823	Islamic Economics	01
	23.	IS-824	Islamic Political System	01
	24.	IS-819	Research Methodology	03
	25.	IS-886	PhD Thesis	

**Table 9: Courses Taught vs. Availability of Faculty**

The ratio of faculty viz-à-viz courses being taught is satisfactory. The present faculty is in position to take up all courses of post graduate students. Each faculty member is assigned subjects along with approved syllabus at the beginning of the semester. The faculty member prepares lecture plans and delivers to his / her students. Remaining restricted to the approved syllabus, the faculty member can update the already taught subject material according to the current developments in the field. Thus students are kept updated to the latest developments. Each faculty member is assigned access to the internet. Time table is scheduled in such a way so as to provide enough time to each teacher for research work. The courses being taught and commitment of the faculty is shown in the Table 9 for prescribed regular courses.

**Standard 6-2 All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place. Effective Programs for Faculty Development**

University has an efficient and committed faculty. Each faculty member is assigned to teach subjects according to the syllabus prescribed in the light of HEC directives. Every faculty member is provided an opportunity at the end of semester through faculty satisfaction report to evaluate his/her performance and comment on the suitability of the contents of curriculum being taught by him according to the latest trends / developments. If deemed necessary, suitable changes to the curricula are made by a board in the light of the suggestions of the concerned faculty member.

University encourages the researchers by providing them a nominal amount after publication of research paper. Enough time is provided to the faculty members for devoting their time to research in their fields. The faculty members are assisted by university through provision of internet facility and library.

**Standard 6-3 All faculty members should be motivated and have job satisfaction to excel in their profession.**

Students' feedbacks about their teachers are received after termination of each semester. Basing on these feedbacks, faculty members graded best by their students are awarded with appreciation letters. Letter of caution is served to the faculty member with whom students are not satisfied.

The faculty survey as per Performa prescribed by HEC is evaluated and basing on the inputs of the Performa, the system is further improved to provide beneficial teaching / learning environment. Faculty Surveys results are attached as per Annexure G.

## **Criterion 7: Institutional Facilities**

**Standard7-1The institution must have the infrastructure to support new trends in learning such as e-learning.**

The university has provided e-learning facilities to faculty members and students. Students have been provided a number of computer systems in the library to access e-learning section. Every student has been provided with user ID to access the e-learning resources from within the university library. Our library hosts over 12,000 e-books on all relevant subjects.

The support staff to look after the e-learning resources is sufficient in number, trained and responsive. The university has provided enough funding to support the e-learning.

**Standard7-2The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.**

Our library holds more than 21,000 titles on all relevant engineering, sciences, mathematics, and humanities subjects. We add nearly 2,000 titles every year. Our library staff members are all duly qualified in library science subjects and also help the students for searching the required material. The library also provides 22 dedicated computers which students use for web browsing.

**Standard7-3Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.**

The department has ample classrooms. These are very well furnished and also contain electric heaters and air conditioners. At most every classroom has installed multimedia projector. Similarly, faculty offices are well-equipped and well-furnished.

## **Criterion 8: Institutional Support**

**Standard 8-1 There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars.**

University allocates enough financial resources each year to hire competent faculty as required.

As already listed in standard 5-3, Faculty members are retained by giving them favorable teaching environment and management support. Most important point is that our pay scales for faculty are highly competitive and better than most of our competing institutions, including NUST.

As listed in standard 6-2, Faculty members are provided with adequate resources for research and academic activities to maintain their competence. Faculty members have access to the internet and library materials for academic and research activities. Professional training is also provided to faculty if required to enhance their capabilities. The university has schemes in place to reward faculty for each published research paper, chapter of a book, or the complete book. Similarly, travel grants up to 1,000/- rupees are available for attending a conference.

**Standard 8-2 There must be an adequate number of high quality graduate students, research assistants and Ph.D. students.**

The university follows the guidelines of HEC for admission in PhD programs. The department has very vibrant postgraduate and doctoral programs. The university provokes its students to enhance their academic qualification. Also, all T/As and R/As are selected from our under study postgraduate students.

**Standard 8-3 Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.**

The library holds more than 21,000/- titles and 12,000/- e-books. Sufficient numbers of computers are available for students. A computerized online search facility is also available.

Our laboratories are very well-equipped with the latest equipment and facilities. The university takes pride in the fact that our laboratories have been replicated by a number of other universities.

## **Conclusion**

The self-assessment report of the Department of Islamic Studies in Faculty of Basic Sciences, HITEC University, Taxila is an important document, which gives strengths and weaknesses of the program. The management is striving hard to improve infrastructure for establishment of conducive environment for studies. The faculty is focused on imparting quality education, introduction of new and innovative techniques and conduct of quality research to produce competent Researcher. The report has been prepared after evaluating the program in the light of 8 criterion and 31 standards given in HEC's Self-Assessment Manual. The program mission objectives and outcomes are assessed and strategic plans are presented to achieve the goal, which are again measurable through definite standards. well defined and approved criteria. Pre-requisites are fully observed, examinations are held on schedules, academic schemes are prepared well in advance, transparent admission, registration and recruiting policy are some of the strong areas of this program. The number of courses along with titles and credit hours for each semester, course contents for degree program, is thoroughly planned. Their efficacy was measured through different standards and it was found to be satisfactory.

Proper steps are taken to guide the students for program requirements, research work, meetings, and students-teacher interaction etc. Some improvements have been suggested. As regards the process control covering admission, registration, recruiting policy, courses and delivery of material, academic requirements, performance and grading, university, Higher Education Commission has set forth proper rules, which are properly followed. At present there are four faculty members who are highly qualified in their fields. However, faculty members need motivation for advanced knowledge, research and external training.

Institutional facilities were measured through Criterion 3; infrastructure, library, class room and faculty offices and in each case, short comings and limitation are highlighted. Institutional facilities need to be strengthened. Accordingly,

institutional support will greatly promote and strengthen academic, research, management and leadership capabilities.

In conclusion, PhD Islamic Studies program is designed to educate students to meet the challenges of the modern world and present market needs. During the execution of the program several observations were made that can be categorized as strong and weak points of the program. These points are listed below:

### **Strong Areas**

- Curriculum Design, development and organization are based upon set, well defined and approved criteria.
- Rigorous, intensive and rewarding research program.
- Faculty consists of four PhD qualified scholars.
- The Research topics for students concern issues being faced presently. They have practical implications.
- The department focuses only on Islamic teachings, with respect to Quran and Hadees and strictly avoids sectarian issues and interpretations

### **Weak Areas**

- No apparent weakness has been found.

## Annexure – A: Research Papers List

### FACULTY PUBLICATIONS

#### Research Publications during the last two years

Sr . #	Name of Authors	Title of Research Paper	Name of Journal Indexed by ISI	Impact Factor
1	Dr. Muhammad Saeed, <b>Dr. Rab Nawaz,</b> Dr. Saeed Ahmad	Authenticity of the Exegeses of the Holy Quran by Sunnah and its types, حجية تفسير القرآن الكريم بالسنة, وأنواعه	<b>Al-Aijaz Research Journal of Islamic Studies &amp; Humanities</b> (April to June 2021) ISSN (Print): 2707-1200 ISSN (Electronic): 2707-1219	"y"
2	Dr. Saeed Ahmad <b>Dr. Rab Nawaz</b>	Quranic Sciences and principles of Exegesis in the view of Allama Tamanna Emadi (a critical study of selected topics)	<b>AL DUHA</b> (ISSN Print:2710-0812, Online:2710-3617) volume :03 issue :01 Jan-June 2022	"y"
3	Farhad Ali Dr. Ahmad Hassan Khattak <b>Dr. Rab Nawaz</b>	The answer to the basic argument of anti-Natalism in the light of Islamic thoughts	Indian Journal of Economics and Business (Vol. 20 No. 3 (Special Issue), (June, 2021)	(X)
4	Dr. Hafiz Mohsin Zia Qazi Dr. Rafi Ullah Dr. Saeed Ahmad <b>Dr. Rab Nawaz</b>	DNA as an Evidence in Islamic Jurisprudence	<b>AL- QANTARA</b> , volume, 08, issue 01, 2022 (e ISSN 1988-2955) (ISSN:0211-3589) "X"	(X)
5	<b>Dr. Rab Nawaz</b>	Conference Paper	<b>Conference Paper IQBAL CHAIR BAHRIA UNIVERSITY ISLAMABAD 2<sup>nd</sup> National Conference on Iqbal 26.27 &amp; 28 December 2022</b>	Conference Proceeding



6	Muhammad Farooq Akram <b>Dr. Rab Nawaz</b>	The Role of Guardianship (Wilāyah) in the Family matters to prevent the Reprehensible Social Evils: A Religio-Legal Study	<b>Conference Paper 5<sup>th</sup> October 2022 Seminar Hall, Department of Islamic Studies, Islamic University Bahawalpur</b>	Confere nce Proceed ing
7	Dr. M. Abdul RehmanShah, <b>Manzoor Ahmad Alazhari</b>	How Islamic BanksTransmit Tight Monetary Policy? Evidence from Developing Asian Countries,	Emerald International Journal of Bank Marketing, July-Dec.2021	Intl.
8	Dr. M.A.R Shah, M. KabirHasan, <b>Manzoor Ahmad Alazhari</b> , M. Salem	Towards the Implementation of Monetary Management in Islamic Economic System based on Recent Developments,	International Journal of Islamic Economics & Finance, July. 2021.	Intl.
9	Dr. Rafique Habib, Dr. <b>Manzoor Ahmad Alazhari, Al-Azhari</b>	Intolerance, its fatality and remedial measures in the light of Prophet Muhammad(PBUH)'s Seerah,	Irfan,MUL,JUL- DEC.2021.	HEC"Y "
10	<b>Dr. Manzoor Ahmad Al-azhari</b> , Hafiz Sajid Mahmood,Abhaath,LGU, 6:22,JUL-DEC 2021	Corruption in Economic Activities, its Types, Effects and Remedies in an Islamic Welfare State,	Abhaath,LGU,6:2 2,JUL-DEC 2021	HEC"Y "
11	Dr.Ali Akbar Alazhari, Dr. <b>Manzoor Ahmad Alazhari</b> ,Dr.Tohidul Din,	Causes of Terrorism & its eradication in the light of teachings of Islam,Al- Irfan, Vol.7,No.13,Jan-Jun 2022.	Irfan,MUL,Jan- Jun2022	HEC"Y "
12	<b>Dr.JawaadHaseeb</b>	Authorship and Research work on Islamic Civilization in Pakistan: A Study of Notable Trends	Al-Qamar 2664-4398	HEC"Y "
13	<b>Dr.JawaadHaseeb</b>	(Revival of Islamic Civilization in Pakistani Society: An Analytical Study in the Light of Sira-e- Taiba	Pakistan Journal of Islamic Philosophy 2709-8885	HEC"Y "

14	<b>Dr.JawaadHaseeb</b>	Origin Of Sins, Definitions? Lexicographic Interpretation, And Grade Of Kabeerah And Sagheerah	Journal of Positive School Psychology 2717-7564	X
15	<b>Dr.JawaadHaseeb</b>	Concept Of Day Of Judgment In Revealed Religions: Analytical Study	Journal of Positive School Psychology 2717-7564	X
16	<b>Dr.JawaadHaseeb</b>	(An Analytical Study Islamic Civilization of Islamic Trade and Corrupt Trade in Perspective of Islamic Jurisprudence)	Pakistan Journal of Islamic Philosophy 2709-8885	HEC”Y”
17	<b>Dr.JawaadHaseeb</b>	<b>AL-Azm For Islamic &amp; Arabic Research</b> Analytical study of different forms of buying and selling of raw fruits in modern times	<b>AL-Azm For Islamic &amp; Arabic Research</b> 2790-6353	HEC”Y”
18	<b>Dr.JawaadHaseeb</b>	Teachings of Tolerance in the Light of the Prophet's (PBUH) Life: An Introduction and Analytical Study	<b>International Research Journal on Islamic Studies (IRJIS)</b> 2664-4959	Y
19	Dr. Muhammad Saeed, Dr. Rab Nawaz, Dr. Saeed Ahmad	Authenticity of the Exegeses of the Holy Quran by Sunnah and its types, حجية تفسير القرآن الكريم بالسنة, وأنواعه	<b>Al-Aijaz Research Journal of Islamic Studies &amp; Humanities</b> (April to June 2021) ISSN (Print): 2707-1200 ISSN (Electronic): 2707-1219”y”	Y
20	Dr. Saeed Ahmad Dr. Muhammad	AllamaTamannaEmadi objections in the attribution of "MusnadeAhmad"to Imam Ahmad bin Hanbal.	<b>FAHM-I-ISLAM</b> (ISSN Print: 2664-0031, Electronic: 2664-0023) january to June 2021”y”	Y
21	Dr. Saeed Ahmad	Qur’an in Prophetic Period An Analytical Study of	<b>AL QAMAR</b> (ISSN Print :2664-438x,	Y

	Dr. Muhammad	TamanāEmādī's Position on the Compilation of the	online:2664-4398) volume :3 issue 2 Jul-Dec 2020 "y"	
22	Dr. Saeed Ahmad Dr. Rab Nawaz	Quranic Sciences and principles of Exegesis in the view of AllamaTamannaEmadi (a critical study of selected topics)	<b>AL DUHA</b> (ISSN Print:2710-0812, Online:2710-3617) volume :03 issue :01 Jan-June 2022	Y
23	Dr. Hafiz MohsenZiaQazi <b>Dr. Saeed Ahmad</b> <b>Dr. Rafi Ullah</b> Dr. Ahmad Hassan Khattak	A Case Study of "Introduction to Quran by Montgomery Watt"	<b>AL QSNTARA</b> , volume, 08, issue 2 2022(e ISSN 1988-2955) (ISSN:0211-3589)"X"	X
24	Dr. Hafiz Mohsin Zia Qazi <b>Dr. Rafi Ullah</b> <b>Dr. Saeed Ahmad</b> Dr. Rab Nawaz	DNA as an Evidence in Islamic Jurisprudence	<b>AL QSNTARA</b> , volume, 08, issue 01, 2022(e ISSN 1988-2955) (ISSN:0211-3589) "X"	
25	Farhad Ali <b>Dr. Ahmad Hassan Khattak</b>	Islam, Atheism and Anti-natalism: A Critical Analysis	Journal of Humanities, Social and Management Sciences (JHSM S), (2788-4791) Vol.02, No. 02 (December, 2021)	
26	Farhad Ali <b>Dr. Ahmad Hassan Khattak</b>	A Philosophical Answer to the Arguments of David Benatar	Al-Wifaq Research Journal of Islamic Studies, Volume 5, Issue 1 (January-June 2022)	
27	Farhad Ali <b>Dr. Ahmad Hassan Khattak</b> Dr. Rab Nawaz	The answer to the basic argument of anti-Natalism in the light of Islamic thoughts	Indian Journal of Economics and Business (Vol. 20 No. 3 (Special Issue),	

			(June,2021)	
28	Farhad Ali <b>Dr. Ahmad Hassan Khattak</b>	TheRemovalofMisconceptionaboutSupportingtheAntiNatalismfromJustificationforDismissal	BURJIS, (Vol.9NO.1) (Jan-Jun2022)	
29	Dr. Tariq Aziz Dr. Muhammad Abrar Dr. ShahbazManj <b>Dr. Ahmad Hassan Khattak</b>	William Montgomery Watt As anInterpreteroftheHolyQur'an	Al-Qantara Volume8, Issue3,2022	
30	Dr. Hafiz MohsenZiaQazi Dr. Saeed Ahmad Dr. Rafi Ullah <b>Dr. Ahmad Hassan Khattak</b>	ACaseStudyof“IntroductiontoQuranbyMontgomeryWatt”	Al-Qantara Volume8,Issue2,2022 February,2022	
31	<b>Dr. Ahmad Hassan Khattak</b> Mr. Muhammad Usman	ROLEANDRESPONSIBILITIESOFRELIGIOUSSCHOLARSINTHESTABILITYOFPEACEINKHYBERPUKHTUNKHWA	Revista Española de Documentación Científica e ISSN:1988-4621 pISSN:0210-0614 VolumeNo:17 IssueNo:01 (Jan-Jun (2023))	
32	ZoneraGhafoor,&RadwanJamalElatrash	Syed Anwer Ali and hisMethodological Approaches inTafsīr “Qur’ān the FundamentalLawofHumanLife”	<i>Al-Risalah: Journal of Islamic Revealed Knowledge and Human Sciences</i> (ARJIHS),5(3),335-35 Retrieved from <a href="https://journal.s.iium.edu.my/al-risalah/index.php/al-risalah/article/view/345">https://journal.s.iium.edu.my/al-risalah/index.php/al-risalah/article/view/345</a>	
33	ZoneraGhafoor,&RadwanJamalElatrash	PolygamyintheLightofMaqāsidAl-Sharī‘a.	<i>Al-Risalah: Journal of Islamic Revealed Knowledge and Human Sciences</i> (ARJIHS),5(3),291	

			-312. Retrieved from <a href="https://journals.iium.edu.my/al-risalah/index.php/al-risalah/article/view/343">https://journals.iium.edu.my/al-risalah/index.php/al-risalah/article/view/343</a>	
34	Dr. Umar, Dr. Abdul Qadir Haroon, Assistant Professor of Dawah and Islamic Culture. Faculty of Usul u Din (IIUI).	أولويات بناء النظام الأخلاقي في المجتمع في ضوء الكتاب والسنة	Peshawar Islamicus ISSN(Print): 2305-154X, ISSN(Online):2521-8409 Vol.13 No. 01 June (2022).	Y
35	Khan, S. U., Iqbal, S., & Jan, A. U.	Neo-Realist Paradigm and the Fragile State of Regional Cooperation in South Asia: Prospects and Challenges	<i>Sir Syed Journal of Education &amp; Social Research</i> , IV(II), 160-166.	Y
36	Khan, S. U., Bibi, H., Khan, R., Amin, T., & Iqbal, S.	Religion as a Determinant of Voting Choice in Khyber Pakhtunkhwa: A Case Study of District Bannu (NA-35) in 2013 General Election.	Elementary Education Online, XX(IV), 7641-7647.	X
37	Iqbal, S., Khan, S. U., & Jan, A. U.	China's Growing Influence in Afghanistan and its Impacts on Pakistan in the Post-2014 Era	Global Political Review V(III), 133-141.	Y
38	Jan, A. U., Khan, S. U., & Iqbal, S.	Militancy in Khyber Pakhtunkhwa: Its Socio-Economic Impact on District Charsadda (2007 to 2017). V(IV), 240-247	International Review of Social Sciences	Y
39	Iqbal, S., Khan, S., Jan, A. U., Sohail., H., Khan., S.U.	Chabahar and Gawader: A Game of Strategic Energy Interests	Elementary Education Online Vol 20 (Issue 1): pp.2944-2952	X

## Workshops/Seminars/CPD Activities held during the last two years

Sr. #	Title of the Event	Conducting Faculty	Sponsoring Agency (If any)
1	International Seminar on Youth Education for Sound Planning & Leadership dated: March 9, 2023 Venue: IQBAL AUDITORIUM,HITEC Univ. Taxila	Department of Islamic Studies	HITEC University

## Annexure – B: Faculty Resume

S. No	Name	Designation	Qualification	Institution	Specialization	Experience (yrs.)	Utilization
						Teaching	Dedicated / Shared
1	Dr. QariRab Nawaz	Chairman	PhD	International Islamic University, Islamabad	Tafsir and Quran Sciences	15	
2	Dr. Manzoor Ahmad Alzhari	Associate Professor	PhD	Al-Azhar University, Egypt	Legal Policy	25	
3	Dr. TajUd Din	Assistant Professor	PhD	Punjab University	Islamic Shariah	35	

## Annexure – B: Faculty Resume

S. No	Name	Designation	Qualification	Institution	Specialization	Experience (yrs.)	Utilization
						Teaching	Dedicated / Shared
1	Dr. Rab Nawaz	Chairman Associate Professor	PhD	International Islamic University, Islamabad	Tafsir and Quran Sciences	15	D
2	Dr. Manzoor Ahmad Alazhari	Associate Professor	PhD	Al-Azhar University, Egypt	Legal Policy	25	D
3	Dr. Taj-Ud-Din Azhari	Assistant Professor	PhD	University of Punjab	Hadith & Hadith Science	35	D
4	Dr. Ahmad HssanKhattak	Assistant Professor	PhD/Post Doctorate	NUML/IIU, Islamabad	Seerat& Islamic History	8	D
5	Dr. Saeed Ahmad	Lecturer	PhD	AIOU, Islamabad	Quranic Sciences &Tafseer	5	
6	Dr. Rafi Ullah	Lecturer	PhD	HITEC, University, TaxilaCantt	Maqasid Al- Sharī'ah (Objectives Of IslāmicSharī'ah)	2	
7	Dr. Jawaad Haseeb	Lecturer	PhD	National University of Modern Languages (NUML), Islamabad	Islamic Finance, Seerat and Islamic Civilization	7	

8	Dr. Umar	Lecturer	PhD	International Islamic University. Islamabad (IIUI)	Priorities, Moralities, Dawah and Culture	2	
9	Dr. ZoneraGhafoor	Lecturer	PhD	International Islamic University, Malaysia	Tafsir and Sciences of Qur'an	3	
10	ZahidaJabeen	Lecturer	PhD in Progress	NUML, Islamabad	Conflict Resolution In South Asia, Foreign Policy Analysis	10	
11	RuqiaZubair	Lecturer	PhD in Progress	HITEC, University Taxila	Quranic Sciences & Tafseer	8	
12	JafarNazir	Lecturer	M.Phil.	Quaid-I-Azam, University, Islamabad	Governance And Administrative Systems/Pattems In The Different Parts Of The Pakistan	2	
13	Arshad Mahmood Khan	Lecturer	PhD in Progress	HITEC, University, TaxilaCantt	Quranic Sciences and Dawah	1	
14	SaqibUllah Khan	Lecturer	PhD in Progress	Peshawar University	Politics of Regional Cooperation and Regional	5	



					Organization.		
15	Major Javed Iqbal Durrani (Retd)	Lecturer	M.Phil.		Study of Seerah	10	

## Annexure – C: Student Course Evaluation

### Previous Form

#### CORE QUESTIONS

<b>Course Content and Organization</b>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. The course objectives were clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The Course workload was manageable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Course was well organized (e.g. timely access to materials, notification of changes, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Comments					

<b>Student Contribution</b>	<input type="checkbox"/> <20%	<input type="checkbox"/> 21-40%	<input type="checkbox"/> 41-60%	<input type="checkbox"/> 61-80%	<input type="checkbox"/> >81%
	Strongly Agree	Agree	uncertain	Disagree	Strongly Disagree
5. Approximate level of your own attendance during the whole Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I participated actively in the Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I think I have made progress in this Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Comments					

<b>Learning Environment and Teaching Methods</b>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
9. I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The learning and teaching methods encouraged participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The overall environment in the class was conducive to learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Classrooms were satisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Comments					

<b>Learning Resources</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
14. Learning materials (Lesson Plans, Course Notes etc.) were relevant and useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Recommended reading Books etc. were relevant and appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The provision of learning resources in the library was adequate and appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The provision of learning resources on the Web was adequate and appropriate ( if relevant)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Comments					

<b>Quality of Delivery</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
19. The Course stimulated my interest and thought on the subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The pace of the Course was appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Ideas and concepts were presented clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Comments					

<b>Assessment</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
23. The method of assessment were reasonable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Feedback on assessment was timely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Feedback on assessment was helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Comments					

### **Additional Core Questions**

<b>Instructor / Teaching Assistant Evaluation</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
27. I understood the lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. The material was well organized and presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The instructor was responsive to student needs and problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Had the instructor been regular throughout the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Tutorial</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
30. The material in the tutorials was useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I was happy with the amount of work needed for tutorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. The tutor dealt effectively with my problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Practical</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
33. The material in the practicals was useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. The demonstrators dealt effectively with my problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p><b>Overall Evaluation</b></p> <p>35. The best features of the Course were:</p>   <p>36. The Course could have been improved by:</p>   
---

<p><b>Equal Opportunities Monitoring (Optional)</b></p> <p>37. The University does not tolerate discrimination on any irrelevant distinction (e.g. race, age, gender) and is committed to work with diversity in a wholly positive way. Please indicate below anything in relation to this Course which may run counter to this objective:</p>   
--

<p><b>Demographic Information: (Optional)</b></p> <p>38. Full/part time study:                      Full Time <input type="checkbox"/>                      Part Time <input type="checkbox"/></p> <p>39. Do you consider yourself to be disabled:                      Yes <input type="checkbox"/>                      No <input type="checkbox"/></p> <p>40. Domicile:</p> <p>41. Gender:    Male <input type="checkbox"/>    Female <input type="checkbox"/></p> <p>42. Age Group:                                      less than 22 <input type="checkbox"/>                                      22-29 <input type="checkbox"/>                                      over 29 <input type="checkbox"/></p> <p>43. Campus:    Distance Learning/ Collaborative <input type="checkbox"/></p>
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**Updated Form (Effective from Spring 2023)**

<b>Statements</b>	<b>Score</b>
1. The Class Room facilities and overall environment were conducive to learning.	
2. The recommended Textbook was student-friendly i.e. a student can easily follow it after attending the class lecture.	
3. The library resources, i.e. other books, internet facility, magazines etc. were adequate in supporting the learning.	
4. The concepts were clearly explained.	
5. The course created interest in me to know more about it.	
6. Quizzes, Sessionals and Assignments etc. were helpful in learning this course.	

7. The lab experiments were synchronized with the theory classes.	
8. The lab experiments were helpful in learning the subject.	
9. The lab support was satisfactory.	
10. The course workload was manageable.	
11. I had the knowledge of pre-requisite subjects for this course.	Yes/No
<b>Additional Comments:</b>	



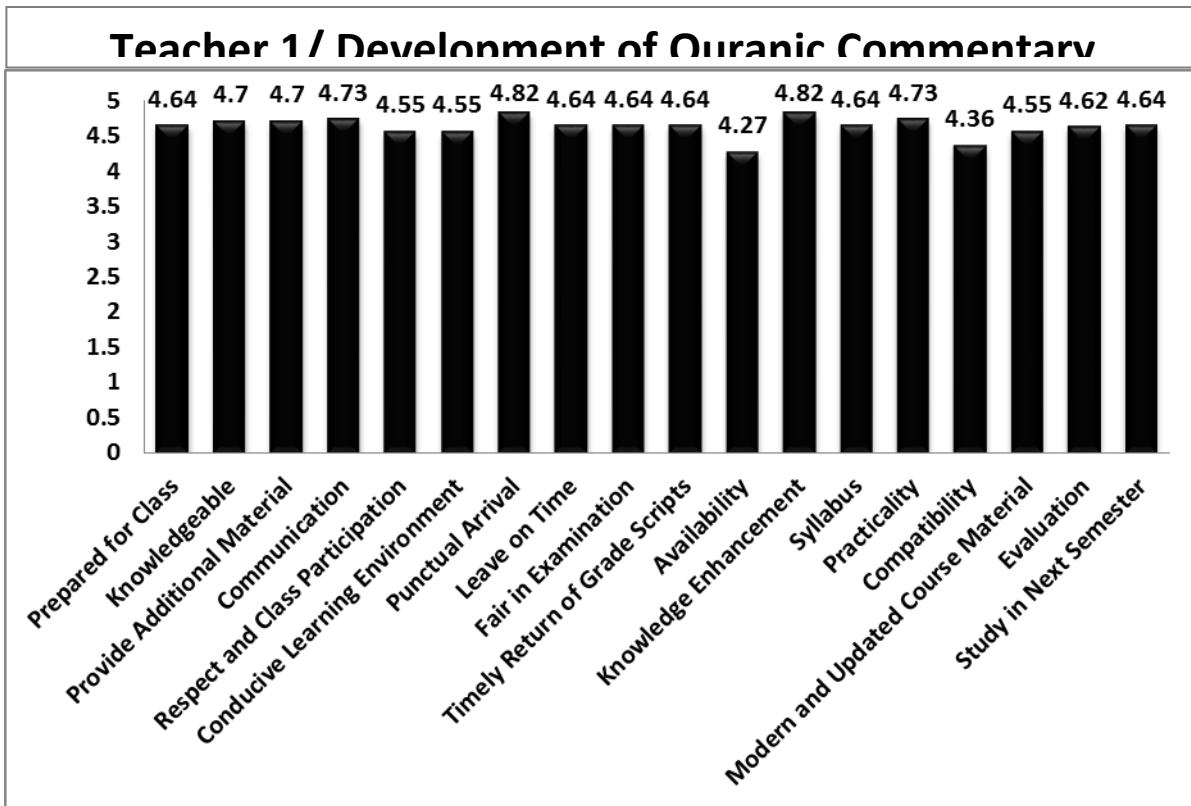
## Annexure – D: Student’s Teacher Evaluation

### Previous Form

Points	Instructor’s Name Course Name
1. The instructor is prepared for each class	
2. The instructor demonstrates knowledge of the subject	
3. The instructor provides additional material apart from the textbook	
4. The instructor communicates the subject matter effectively	
5. The instructor shows respect towards students and encourage class participation	
6. The instructor maintains an environment that is conducive to learning	
7. The instructor arrives on time	
8. The instructor leaves on time	
9. The instructor is fair in examination	
10. The instructor returns the grade scripts etc in a reasonable amount of time	
11. The instructor is available during the specified office hours and for class consultation	
12. The subject matter presented in the course has increased your knowledge of the subject	
13. The syllabus clearly states course objectives requirements, procedures and grading	
14. The course integrates theoretical course concepts with real world applications	
15. The assignment and exams covered the materials presented in the course	
16. The course material is modern and updated	
17. Do you want to be taught by this teacher in next semester?	

### Updated Form (Effective from Spring 2023)

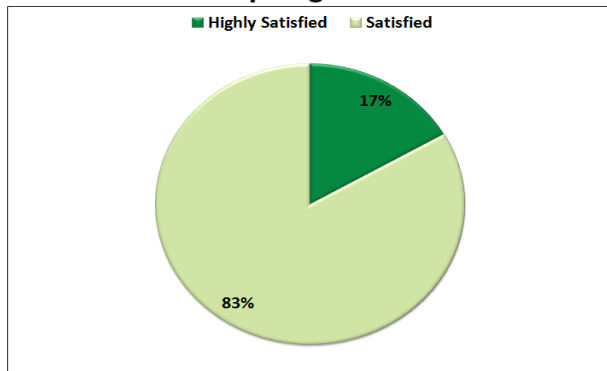
Statements	Score
1. The teacher distributed the course plan well in time for the current semester.	
2. The course plan contained objectives, topics, Course Learning Outcomes (CLOs), Grading policy etc.	
3. The teacher was punctual.	
4. The teacher communicated the subject matter clearly and effectively and solved sufficient examples.	
5. The teacher encouraged class participation.	
6. The teacher was fair in marking exam papers.	
7. The teacher returned all marked quizzes, assignments, sessionals etc. in reasonable amount of time.	
8. The teacher was available for consultation during the specified visiting hours.	
9. The teacher encouraged use of Library resources to supplement learning of course topics.	
10. The teacher covered all topics as given in the course plan.	
11. The teacher clearly indicated those questions which were meant for CLOs evaluation.	
12. The teacher encouraged innovative thinking.	
13. You want to be taught by this teacher in the next semester	
<b><u>Additional Comments:</u></b>	



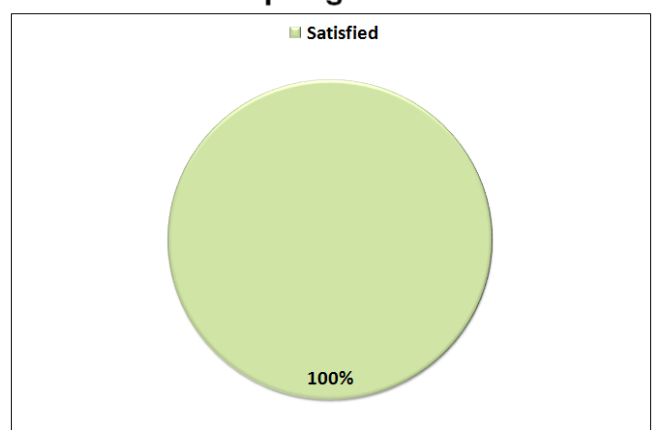
### Annexure – E:

### Faculty Survey

**Q1. You are satisfied with your pursuits like teaching, research and the secondary duties.**  
Spring 2021



**Q2. The overall environment in the department provide intellectual stimulation for improvement**  
Spring 2021

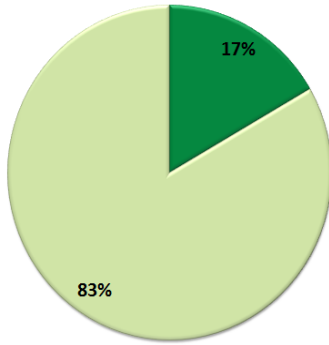


**Q3. The overall workload is reasonable**

**Q4. The cooperation you receive from your department / colleagues**

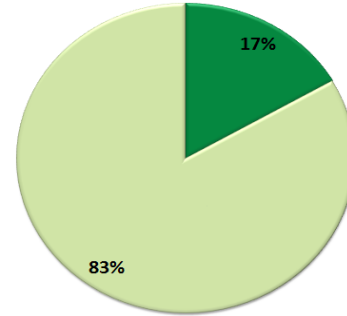
**Spring 2021**

■ Highly Satisfied   ■ Satisfied



**Spring 2021**

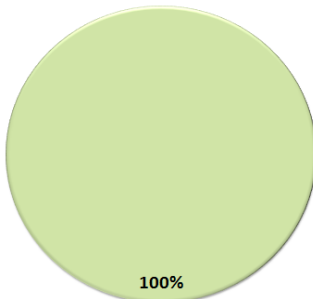
■ Highly Satisfied   ■ Satisfied



**Q5. Whenever needed, the mentoring is available to you**

**Spring 2021**

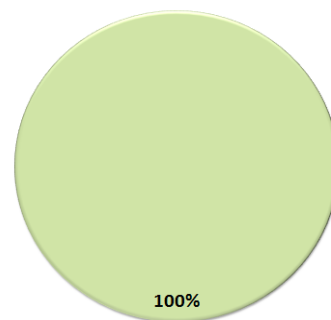
■ Satisfied



**Q6. You are satisfied with the administrative support from the University**

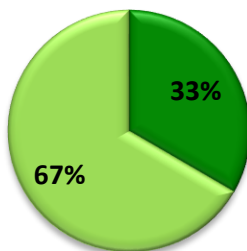
**Spring 2021**

■ Satisfied



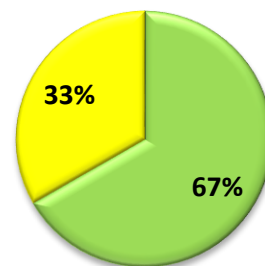
**Q7. You are quite clear about the faculty promotion policies and processes**

■ Very Satisfied   ■ Satisfied



**Q8. You are satisfied with the prospects for advancement in your career**

■ Satisfied   ■ Uncertain

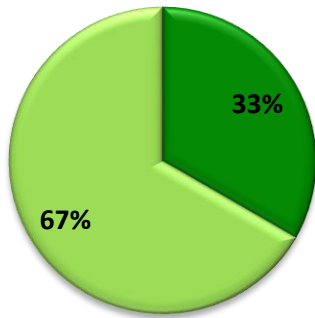


**Q9. You are satisfied with the speed of redressal of complaints in the University**

**Q10. Your salary package is commensurate with your qualification and experience**

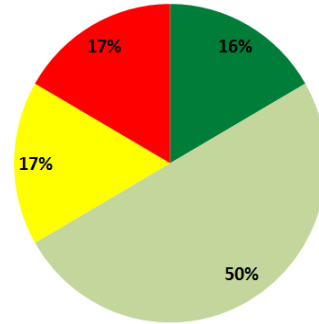


Very Satisfied Satisfied



Spring 2021

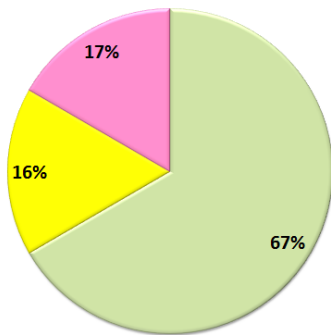
Highly Satisfied Satisfied Uncertain Highly Dissatisfied



Q11. Your perception about job-security in the present position

Spring 2021

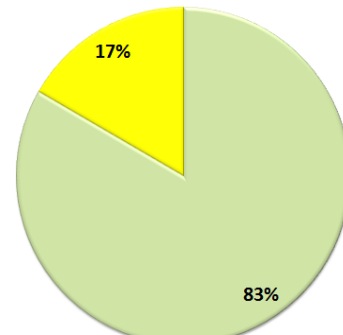
Satisfied Uncertain Dissatisfied



Q12. Your primary and secondary duties permit you to have sufficient quality-time for yourself and your family

Spring 2021

Satisfied Uncertain



## Annexure – F: Faculty Course Review Report

Faculty of Islamic Studies is running 25 core courses for the PhD Islamic Studies program. All courses curriculum is reviewed periodically by the faculty to assess its effectiveness and contribution in achieving program objectives. Course review also contributes towards making any changes in the syllabi and enhancements required in areas identified as a result of Alumni Survey, Employer Survey and Graduating Students Feedback.

PT members launched HEC Performa 2 (Faculty of Course Review Report) to all the faculty members, to obtain their feedback about courses.

The summary of the overall feedback of all courses identified the following improvement points:

- a. More Subjects related to Islamic Shariah and Law should be introduced.
- b. Refinement in course outlines.
- c. Students' interest should be addressed by giving options in Elective subjects.