



MANUAL FOR
CHARTER, INSPECTION AND EVALUATION OF
UNIVERSITIES / DEGREE AWARDING INSTITUTES IN SINDH
(REVISED 2025)

Charter Inspection and Evaluation Committee (CIEC)
Sindh Higher Education Commission (Sindh HEC),
Government of Sindh

Also available on: <https://sindhhec.gov.pk/ciec>

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Chapter 1 - Introduction

This manual serves as a comprehensive guide for the standardized inspection and evaluation of universities, degree-awarding institutes (DAIs) and their programmes in the province of Sindh. It outlines the procedures, criteria, and regulatory frameworks mandated by the Charter Inspection and Evaluation Committee (CIEC) of Sindh Higher Education Commission (Sindh HEC) under the Sindh Act No. XI of 2013.

1.1 Purpose of the Manual

The purposes of this manual are:

- i. Establish a transparent, consistent, and evidence-based evaluation process for the quality assurance in the higher education institutes operating or seeking to operate under the jurisdiction of Sindh
- ii. Ensure institutional compliance with academic, financial, governance, and infrastructural standards as defined in provincial and national regulatory frameworks.
- iii. Facilitate informed decision-making related to granting charter or periodic reviews, rating, and compliance monitoring.

1.2 Scope and Applicability

This manual applies to:

- a. New applicant universities or degree awarding institutes (DAIs) seeking status under Sindh jurisdiction.
- b. Existing chartered institutions undergoing periodic evaluation or proposing changes in the charter (e.g., additional campuses or programmes) by the CIEC.
- c. Foreign collaborations (Type-I, II, III) and offshore campuses. (see details of foreign collaboration types in Chapter 4)
- d. Regulatory bodies and inspection teams, including Sindh HEC, CIEC and Programme Evaluators, who are responsible for conducting evaluations and reporting.
- e. Special reviews based on complaints, policy revisions, or Sindh HEC directives.
- f. Professional and accreditation councils, whose standards are referenced for specialized programme areas such as PEC, PCATP, PMDC, NCEAC, NBEAC etc.

It covers:

- Roles of Charter Inspection and Evaluation Committee (CIEC).
- Criteria and Requirements for establishing new universities/DAIs.
- Procedure for establishing new universities/DAIs.

- Evaluation criteria for the periodic review of the existing universities/DAIs.
- Procedures for inspections, and compliance monitoring.
- Rating mechanisms to benchmark institutional performance.

1.3 Legal and Regulatory Framework

The evaluation manual is grounded in the legislative and regulatory instruments governing higher education in Sindh. These include:

- Sindh Higher Education Commission Act, 2013 (Sindh Act XI of 2013):** Empowers Sindh HEC to monitor institutional performance, advise the government on charters, and enforce quality standards through the CIEC.
- Charter Inspection and Evaluation Committee Constitution:** Outlines the composition, mandate, and decision-making process of CIEC, including quality evaluations and compliance reviews.
- Incorporation Laws:** Institutions must be legally registered under the Companies Act, Societies Registration Act, or Trust Act before initiating charter applications.
- HEC and Accreditation Council Standards:** Institutions must align their academic offerings and quality assurance practices with national frameworks including those set by HEC, PEC, PMC, PCATP, and others.
- Model Governance Framework:** Mandates the establishment of statutory bodies (e.g., Syndicate, Academic Council) and ensures Sindh HEC representation in governance structures.
- Financial Requirements:** Establishes mandatory thresholds for endowment and working capital to ensure institutional sustainability.

These frameworks provide the legal validity and authority for Sindh HEC and CIEC to review the feasibility and charter for the new universities/DAIs and conduct evaluations, enforce conditions, and issue decisions ranging from approvals to suspension or charter revocation.

a. Key Authorities

- Competent Authority:** Requires final approval from the **Chief Minister of Sindh** and enactment by the **Provincial Assembly** for charter grants.
- SINDH HEC:** Approves evaluation of outcomes and policy changes.
- CIEC:** Conducts inspections, submits recommendations, and enforces compliance.
- Monitoring & Evaluation Teams and Programme Evaluators:** Verify physical/infrastructure readiness and academic standards.

This manual ensures institutions adhere to Sindh's educational goals while fostering excellence, equity, and sustainability in higher education.

1.4 Target Users of the Manual

This manual is intended for use by:

- i. Sponsoring bodies and universities preparing for evaluation.
- ii. CIECs monitoring and evaluation teams and programme evaluators.
- iii. Sindh HEC officers and technical reviewers.
- iv. Academic quality assurance personnel (Registrar Office, QEC, ORIC etc.).
- v. Government authorities involved in charter and policy decisions.

1.5 Structure of the Manual

This manual is organized into thematic chapters covering key dimensions of institutional evaluation, including:

- i. Introduction
- ii. Charter Inspection and Evaluation Committee (CIEC)
- iii. Objectives of Charter Inspection and Evaluation
- iv. Criteria and Requirements
- v. Charter Approval Process
- vi. Post-Charter Compliance
- vii. Monitoring and Evaluation
- viii. Quality Assurance through Evaluation
- ix. Evaluation Grading
- x. Continuous Quality Improvement

Chapter 2 – Charter Inspection & Evaluation Committee

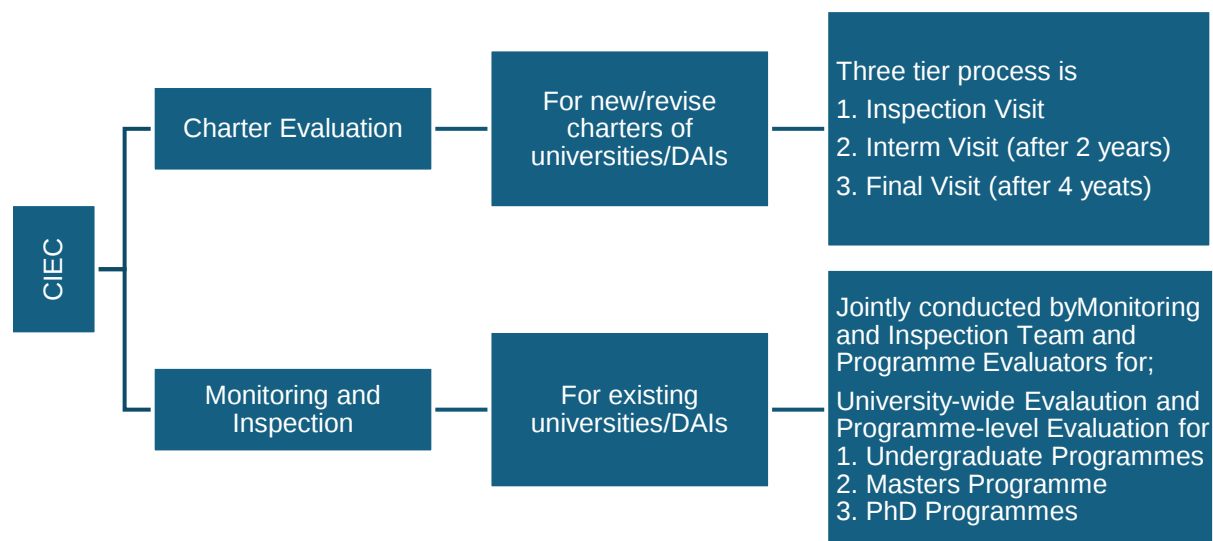
This chapter outlines the mandates, composition, functions, and operational protocols of Charter Inspection & Evaluation Committee (CIEC) as per the governing laws and guidelines.

2.1 Purpose and Role of CIEC

The CIEC is the principal body for evaluation and inspection of HEIs for the purpose of:

- a. Granting new charters,
- b. Modifying existing charter,
- c. Granting NOC for any foreign collaboration
- d. Monitoring institutional performance,
- e. Recommending grading or corrective actions,
- f. Ensuring regulatory compliance with the framework,

CIEC functions as the technical advisory arm for evaluating institutional feasibility, governance, academics, infrastructure, and quality standards. Hence CIEC can be represented by the following figure.



2.1 Constitution of CIEC

The following is the composition of CIEC who conducts the Charter Inspection (CI):

- a. Chairman, CIEC
- b. Four retired Vice Chancellors
- c. One representative of each of the following councils:

- i. Higher Education Commission (HEC)
- ii. Pakistan Engineering Council (PEC)
- iii. Pakistan Medical and Dental Council (PMDC)
- iv. Pakistan Council of Architects and Town Planners (PCATP)
- d. Two eminent professionals (non-academics)
- e. Secretary, Sindh Higher Education Commission (Sindh HEC) or his nominee not below BPS-20
- f. Director General, Coordination (Sindh HEC)

2.2 Operational Guidelines

- a. **Secretary to the Committee:** The Director General, Coordination of Sindh HEC shall serve as the Secretary to the Committee.
- b. **Tenure of Members:** Members of the Committee, other than ex-officio members, shall hold office for one evaluation cycle, which may be extended for an additional term.
- c. **Quorum Requirement:** The quorum for a valid meeting of CIEC shall be 50% of the total membership.
- d. **Appointment of Members:** Members (other than ex-officio members) shall be appointed by the Chairman, Sindh HEC on the recommendation of the Chairman, CIEC.

2.3 Functions of CIEC

CIEC shall perform the following key functions:

- a. **Evaluation of Charter Applications:**
 - i. Review and assess applications for granting degree-awarding status or university charters.
 - ii. Ensure compliance with legal, academic, financial, and infrastructural requirements.
 - iii. Evaluate proposed governance models, academic offerings, and resource planning.
- b. **Quality Assurance and Academic Standards:**
 - i. Assess the alignment of academic programmes with national qualification frameworks and professional accreditation standards.
 - ii. Evaluate the effectiveness of internal quality assurance systems, student evaluation mechanisms, and faculty development programmes.
 - iii. Recommend improvements to raise and maintain high academic standards.

c. Governance and Regulatory Oversight

- i. Examine institutional governance structures for conformity with legal and regulatory requirements.
- ii. Evaluate the autonomy, transparency, and accountability practices of institutions.
- iii. Ensure that statutory bodies such as Boards and Academic Councils are functional and legally compliant.

d. Reporting and Recommendations

- i. Prepare and submit formal reports and evidence-based recommendations to the Sindh Higher Education Commission.
- ii. Advise on appropriate actions such as approval, conditional approval, rejection of charter applications, or initiation of penalties where applicable.

e. Capacity Building and Guidance

- i. Guide new and existing institutions on meeting chartering requirements and adopting best practices.
- ii. Develop and distribute inspection instruments, self-assessment formats, and compliance checklists.

f. Policy Input and Review

- i. Provide expert feedback to Sindh HEC on higher education policies, chartering procedures, and legal frameworks.
- ii. Recommend revisions and enhancements to policies based on sectoral challenges, evaluation trends, and national benchmarks.

g. Liaison and Coordination

- i. Coordinate with national accreditation councils such as PEC, PMC, HEC, and PCATP or others, to ensure institutional evaluations are aligned with national and sector-specific standards.

2.4 Composition of Monitoring and Inspection Teams

2.4(i) The Monitoring and Inspection Teams shall be constituted to carry out institutional inspections and periodic evaluations under the guidance of the Charter Inspection and Evaluation Committee (CIEC). The team shall consist of the following members:

- a. Chairman, CIEC or his nominee (not below the rank of a Vice Chancellor)
- b. Three Directors of Quality Enhancement Cells (QECs) from different universities / DAIs or academics of similar experience (not below the rank of Dean)

- c. Director General, Coordination (Sindh HEC)
- d. Director, CIEC
- e. An Officer of CIEC in BPS-17 or above to be nominated as Secretary

Note: A pool of Directors QEC or academics of similar experience (not below the rank of Dean) will be maintained, from which members for each Monitoring and Inspection Team will be nominated by Chairman CIEC as per institutional relevance and availability.

Detailed roles and responsibilities of the Monitoring and Inspection Teams are described in Section 7.1a of this manual.

2.4(ii) The Monitoring and Inspection Team shall be assisted by the Programs Evaluators (see Section 7.1b for the roles and responsibilities) to be appointed by the Chairman CIEC for the visit of an institution in accordance with its departments / degree programmes.

2.4(iii) The Officers of CIEC Secretariat, as per the directives of the Chairman CIEC, may participate in the visits / monitoring of the private or public sector Universities / DAIs, as per need.

2.5 Operational Guidelines for Monitoring and Inspection Team

- a. **Secretary to the Committee:** An Officer of CIEC in BPS-17 or above shall serve as the Secretary to the Monitoring and Inspection Team.
- b. **Tenure of Members:** Members other than ex-officio members shall hold office for one evaluation cycle, which may be extended for another term.
- c. **Quorum Requirement:** The quorum for a valid meeting or inspection shall be 50% of the total team composition.
- d. **Appointment of Members:** Members, other than ex-officio members, shall be appointed by Chairman, Charter Inspection and Evaluation Committee.

2.6 Functions of the Monitoring and Inspection Team

The Monitoring and Inspection Team shall perform the following functions and submit their reports to the Charter Inspection and Evaluation Committee (CIEC):

a. Institutional Inspections

- i. Conduct physical inspections of institutions applying for new charters, renewals, or undergoing routine monitoring.
- ii. Assess the institution's academic, administrative, financial, and infrastructural preparedness.
- iii. Verify the implementation of approved curricula, faculty qualifications, and quality assurance mechanisms.

b. Compliance Monitoring

- i. Monitor institutional compliance with conditions stipulated in the charter or provisional approval.
- ii. Carry out regular inspections to evaluate ongoing institutional performance.
- iii. Submit inspection reports with recommendations regarding continuation, suspension, or revocation of charter status.

c. Faculty and Human Resources Assessment

- i. Review faculty-to-student ratios, academic credentials of faculty, and availability of qualified staff.
- ii. Evaluate policies and practices related to recruitment, faculty development, and retention.

d. Infrastructure and Facilities Evaluation

- i. Verify the adequacy and availability of academic and student support infrastructure, including classrooms, labs, libraries, hostels, and IT systems.
- ii. Ensure that health, safety, and accessibility standards are met across facilities.

e. Financial Sustainability Review

- i. Evaluate financial management systems, institutional sustainability, and transparency.
- ii. Review audited financial statements, resource mobilization strategies, and budget allocation practices.

f. Reporting and Recommendations

- i. Prepare and submit detailed inspection reports to the CIEC.
- ii. Recommend actions such as approval or rejection of charters, conditional approvals, or the imposition of penalties based on findings.

g. Liaison and Coordination

- i. Coordinate with national and professional accreditation bodies (e.g., PEC, PMC, HEC, and PCATP etc.) to ensure inspection outcomes are aligned with national quality assurance frameworks.

This structure ensures that the Monitoring and Inspection Teams play a vital role in institutional oversight, compliance verification, and continuous quality improvement of higher education institutions across Sindh.

Chapter 3 – Objectives of the Charter Inspection and Evaluation

This chapter outlines the need and purpose of charter inspection and evaluation of the new and existing universities and DAIs in the Sindh Province.

3.1 Purpose of Standardized Evaluation

The standardized evaluation framework is designed to:

- a. **Ensure Quality Education:** Maintain high academic standards through rigorous assessment of curricula, faculty, infrastructure, and student outcomes.
- b. **Promote Accountability:** Establish transparent mechanisms for institutional performance monitoring and compliance with regulatory requirements.
- c. **Drive Continuous Improvement:** Identify gaps and recommend corrective measures to enhance teaching, research, and governance.
- d. **Benchmark Excellence:** Align institutional performance with national (such as HEC, PEC, PMDC etc.) and international accreditation standards.

3.2 Key Objectives

The Following are the key objectives of the charter inspection and evaluation.

a. Academic Quality Assurance

- i. Evaluate the relevance and rigor of academic programmes.
- ii. Assess faculty qualifications, student-teacher ratios, and research output.
- iii. Ensure adherence to Outcome-Based Education (OBE) / Competency-Based Education (CBE) and modern pedagogical practices.

b. Institutional Capacity Building

- i. Verify adequacy of physical infrastructure (labs, libraries, IT facilities).
- ii. Review financial sustainability and governance structures.
- iii. Monitor compliance with space norms (e.g., 10 acres for universities, 3.33 acres for DAIs).

c. Equity and Accessibility

- i. Mandate 10% scholarships for economically disadvantaged students (with 2% reserved for local districts).
- ii. Ensure inclusive policies for student support services and facilities.

d. Research and Innovation

- i. Require 10% of institutional budgets allocated to research.
- ii. Promote industry collaborations and technology transfer initiatives.

e. Regulatory Compliance

- i. Enforce adherence to the Sindh HEC Act 2013 and affiliated accreditation councils.
- ii. Validate legal frameworks, including institutional charters and governance models.

f. Transparency and Public Trust

- i. Publish evaluation reports and grading outcomes for public access.
- ii. Mandate annual audits and financial disclosures.

3.3 Expected Outcomes

The Following are the expected outcomes of the charter inspection and evaluation.

a. For Institutions:

- i. Clear pathways for charter approval/renewal.
- ii. Data-driven strategies for improvement.

b. For Stakeholders:

- i. Confidence in institutional credibility.
- ii. Standardized metrics to compare performance across provinces.

c. For Sindh HEC:

- i. Evidence-based policy adjustments.
- ii. Sustainable growth of higher education in the province.

Chapter 4 – Criteria and Requirements

This chapter outlines the mandatory criteria and requirements for establishing a new University or Degree Awarding Institute (DAI) in Sindh, as prescribed by the Sindh Higher Education Commission (Sindh HEC) under the *Sindh Act No. XI of 2013*. The guidelines ensure that institutions meet academic, infrastructural, financial, and governance standards before being granted a charter.

These requirements protect students and the public exchequer, foster globally competitive teaching-learning environments, and anchor provincial higher-education expansion on a quality-first philosophy rather than mere numerical growth. Subsequent chapters describe the inspection instruments and grading rubrics used to verify continuing compliance after charter award.

All institutions must comply with the following minimum standards and provide the details in the designated CIEC forms available on the CIEC website, which are subject to change time-to-time.

4.1 Types of Universities/ DAIs or Campus

The following are the different categories/types of universities, degree awarding institutes, campuses that can be established in the province of Sindh.

- a. **Category I (a): A Private Sector University** sponsored by a registered body (such as a Foundation / Society / Trust / a private non-profit organization) under the relevant laws of the Companies Ordinance / Societies Registration Act / Trust Act (as prescribed from time to time by Sindh Higher Education Commission), chartered by the Government of Sindh, and recognized by Sindh HEC and Federal HEC.
- b. **Category I (b): A Public Sector University** chartered by the Government of Sindh, and recognized by Sindh HEC and Federal HEC.
- c. **Category II (a): A Private Sector Degree Awarding Institute (DAI)** sponsored by a registered body (such as a Foundation / Society / Trust / a private non-profit organization) under the relevant laws of the Companies Ordinance/ Societies Registration Act/ Trust Act (as prescribed from time to time by Sindh Higher Education Commission), chartered by the Government of Sindh, and recognized by Sindh HEC and Federal HEC.
- d. **Category II (b): A Public Sector Degree Awarding Institute (DAI)** in the province of Sindh, chartered by the Government of Sindh, and recognized by Sindh HEC and Federal HEC.

- e. **Category III: A campus** of public or private chartered University / DAI, within the province of Sindh or in the same city, recognized by Sindh HEC and Federal HEC.
- f. **Category IV: A Constituent College** of public or private chartered University / DAI, within the province of Sindh or in the same city, recognized by Sindh HEC and Federal HEC.
- g. **Category V (Type-I): Institutions under Collaboration with a foreign University / Higher Education Institute / DAI** (registered and recognized by the government / regulatory body of the relevant country), functioning in the province of Sindh (after NOC from Sindh HEC and Federal HEC), as given under:

- i. The local institution acts as a facilitator.
- ii. The foreign university / Institute retains full control over curriculum and assessments / examination, as per the procedures / laws applicable.
- iii. The degree(s) is awarded by the concerned foreign collaborated university / Institute.

Example: A local college offering a degree programme from a UK university where exams are conducted by the British Council.

- h. **Category V (Type-II): Institutions under Collaboration with a foreign University / Higher Education Institute / DAI** (registered and recognized by the government / regulatory body of the relevant country), functioning in the province of Sindh (after NOC from Sindh HEC and Federal HEC), as given under:

- i. The local institution is franchised by foreign Institutions for award of a foreign degree.
- ii. The local university assesses and evaluates the students' performance as per the procedures / laws applicable.
- iii. The degree(s) is awarded by the concerned foreign collaborated university / Institute.

Example: A university offering a foreign degree programme from an Australian university, where exams are conducted by the local university. The degree is awarded by the Australian University.

The local institutions desirous of operating under this mode would be required to fulfill all the pre-requisites as specified by the CIEC (criteria / pre-requisites shall be same as required for establishment of a university / degree awarding institute viz CIEC Form 02 or 03 – as the

case applicable for establishment of such institutions under foreign collaboration -Type-II).

- i. **Category V (Type-III): Campus of a foreign University / Higher Education Institute / DAI** (registered and recognized by the government / regulatory body of the concerned country), in the province of Sindh, (after NOC from Sindh HEC and Federal HEC and ministry of Foreign Affairs - Government of Pakistan), as given under:
 - i. A campus entirely administered, managed and operated by a foreign university / DAI in Sindh and award of degree by a foreign university / DAI identical to degrees given to on-campus students at principal seat.
 - ii. The foreign Universities which want to operate in Pakistan through their offshore campus in Sindh - Pakistan, such institutions would be required to get approval of Ministry of Foreign Affairs and shall obtain NOC from Sindh Government through Sindh HEC and from Federal HEC.
 - iii. Such universities / DAIs shall be required to fulfill all the pre-requisites as required to establish campus of Private Sector University / DAI in Sindh.

Detailed comparisons of the above types of institutions are provided in Annex-II.

4.2 Feasibility Requirements

A bankable feasibility study, vetted by a chartered accountant, must demonstrate:

- a. Demand analysis for each proposed academic programme (5-year horizon).
- b. SWOT and risk matrix with mitigation strategies.
- c. Projected enrolment, staffing, and space utilization, phase-wise.
- d. Ten-year financial model (income, expenditure, cash flows, sensitivity tests).

4.3 Legal Requirements

Any private body including a trust or organization,

- a. Must be registered under:
 - i. Companies Ordinance (for private institutions) or
 - ii. Societies Registration Act/Trust Act (for foundations etc.).
- b. They must provide certified copies of the Memorandum/Articles of Association or trust deed annexed with the CIEC forms.

4.4 Administrative/Governance Requirements

The proposed university or institute must have well-defined vision and mission aligned with the mission of SINDH HEC / HEC. A competent Board of Governors/Trustees with clearly defined powers, conflict-of-interest safeguards, and at least 25 percent female representation is mandatory. The sponsoring body shall submit a signed statement of institutional philosophy aligned with provincial development priorities.

- a. Composition must include:
 - i. Representatives from Sindh HEC and public-sector universities.
 - ii. Industry/academic experts.
- b. Submit governance framework (bylaws, statutes)

4.5 Academic Requirements

This section outlines the academic requirements to form a university or degree awarding institutes (DAI), such as programmes and departments, faculty strength and faculty-student ratio.

a. Departments and Programmes:

According to the type of institute, the following are the requirements of teaching departments and programmes offered:

- i. **Category I & V (Type-II University):** Minimum 4-degree programmes under 4 departments/ faculties (e.g., Engineering, Business, Computer Science).
- ii. **Category II & V (Type-II DAI):** Minimum 2-degree programmes under 2 departments.
- iii. **Category III, IV, V (Type-III):** Minimum 1-degree programme under department 1.
- iv. **National Qualifications Framework (NQF):** The qualification levels of all the degree programmes, learning outcomes of each degree level, credit hours and programme structure must be aligned with the to HEC-NQF.
- v. **Standardized Curriculum:** The curricula of programmes proposed/offering must comply with the recommendations of HEC-National Curriculum and Review Committees (NCRCs) (if applicable) or where applicable, comply with professional-council curricula recommendations (PEC-ECDRCs, PMC MBBS curriculum, etc.).
- vi. **Semester Regulations:** covering credit hours, grading policy, continuous assessment, and academic integrity must be approved by the Academic Council before launch.

b. Faculty Strength:

- i. For all the categories of universities/DAIs/campus/constituent colleges except category V (Type I), the cadre Ratio for each department is one Professor, one Associate Professor, two Assistant Professors and two Lecturers.
- ii. For the category V (Type I) institutes, 50% of faculty must be permanent having Masters (18 years of education) or Bachelors (16 years of education) degrees in the relevant subject area. The number of full-time faculty members in such an institute may be hired as per the requirements of the collaborating institute. For the specialization in basic sciences, computers and IT, at least 25% of the faculty must have M.Phil/MS (18 years of education) degrees in the relevant field of study.
- iii. Professors/Associate Professors and Assistant Professors must hold a Ph.D degree and must comply with the HEC-Faculty Appointment Criteria.
- iv. To offer master's degree programmes, there is a requirement of at least two (2) full-time PhD faculty members.
- v. To offer PhD degree programmes, there is a requirement of at least three (3) full-time PhD faculty members.
- vi. This condition for Associate / Assistant Professors would not be pre-requisite in case of the discipline in which there is dearth of Ph.D. Degree holders (such as Architecture, DPT, Nursing, Fashion Design etc.). In case of faculty of Law, the criteria shall be same as per the judgment of honorable Supreme Court of Pakistan dated 31-08-2018.

c. Teacher to Student Ratio:

- i. For all the categories of universities/DAIs/campus/constituent colleges except category V (Type I),
 - undergraduate programmes must not exceed 1:20.
 - graduate programmes (non-research) must not exceed 1:12.
 - M. Phil/Ph.D. programmes must not exceed 1:7 and 1:5 respectively.
- ii. For category V (Type I) institute
 - undergraduate programmes with science subject labs must not exceed 1:20.
 - other programmes must not exceed 1:30.

d. Central Library

The following are the specific requirements for the central library for the charter.

- i. For all the categories of universities/DAIs/campus/constituent colleges except category V (Type I),
 - There must be a subscription to at least three (3) current journals (e-journals or hard-copies) of international repute, for each degree programme with impact factor of at least 1.0,
 - Access to Digital Library will be mandatory,
 - There must be at least 400 titles per department from major international publishers in the relevant fields.
- ii. For category V (Type I) institute,
 - There must be a subscription to at least five (5) impact factor journals (hard-copies / e-journals), at least ten (10) daily newspapers and 5 weekly periodicals.
 - There must be at least 50 reference books per core subject and at least 200 books per subject for supplementary reading (cross cutting disciplines).

e. Staff to Faculty Ratio

For all the categories of universities/DAIs/campus/constituent colleges except category V (Type I), the number of administrative staff including laboratories, library and other staff for miscellaneous duties must not exceed 1 as per 1.5 faculty members (Ratio 1:1.5).

4.6 Land, Infrastructure, and Physical Resources

The following points present the minimum requirements of the resources.

- a. The proposed university/institute/campus/constituent college must have owned a minimum area according to their types, as prescribed below, having 30-years or more irrevocable lease registered with the sub-registrar of the respective district/jurisdiction.
 - i. **For category I:** 10 acres or more in which minimum 3 acres or more in Urban areas of cities (depending upon the location having potential for further development).
 - ii. **For category II, III, IV, V (Type II and III):** Minimum 3.33 acres (depending upon the location having potential for further development).
 - iii. **For category V (Type I):** 0.5 acre or more (depending upon the location having potential for further development).
 - iv. Minimum covered an area of 100 sq. ft per student.
- b. The proposed university/institute/campus must have an expansion plan having proof of funds and drawing for Phase II (next 4 to 7 years after Phase I).

- c. Having dedicated fiber links of 50 Mbps or higher with accessibility through the campus-wide Wi-Fi network.
- d. Having fire department certification and disability access.
- e. Separate hostels for boys and girls (if boarding offered).
- f. The proposed university/institute/campus must have necessary facilities and infrastructure including administrative office(s), faculty offices/staff room(s), reading room(s), committee room(s), provision of at least one auditorium, conference room, housing for staff, parking spaces, clean drinking water, toilets etc. The following are the specific requirements according to the types of institutes.

Table 4.1 Minimum Facilities Requirements

Facilities	Category I, II, V (Type II)	Category III, IV, V (Type-III)	Category V (Type I)
i. Lecture Halls/ Theatres*	12-15		16x32**
ii. Number of Classrooms	6 lecture / classroom	2 per department	2
iii. Central Library	1		
iv. Seminar Room	If required	1	1
v. Conference Room	1 with a seating capacity of 25	-	-
vi. Chairman Office	Each department	-	As Required
vii. Faculty office / cubicles	As Required	1 per department	As Required
viii. Laboratories***	As per curriculum requirements		1 per department
ix. Workshop*	35-45		20-40
x. Computer	1 for each student for IT related courses		1 for 3
xi. Staff Room	1		
xii. Cafeteria	Yes		-
xiii. Reading Room	1		-
xiv. Committee Room	1		
xv. Auditorium	1		-
xvi. Housing for staff	Yes		-
xvii. Parking Space	Yes		-
xviii. Toilets	Yes		
xix. Hostel Cubicles (Desirable)*	80	-	-
xx. Hostel Dormitories (Desirable)*	50	-	-
xxi. Dinning* (Hostel)	8-10	-	-
xxii. Gross Space* (Hostel)	200	-	-

* Square feet per student.

** for Type I institute, the lecture hall/theatre size is for 40 to 50 students.

*** Initially the equipment / requirements for two years would be fulfilled. Labs should be furnished with adequate space for future enhancement.

4.7 Financial Requirements

The following table presents the minimum requirements of the allocation of funds (in the budget) of the Institution for each type of university or institute.

Table 4.2 Financial Requirements

Funds	Category I, V (Type II- University)	Category II, V (Type II - DAI)	Category III, IV, V (Type III)	Category V (Type I)
i. Tangible Assets	Rs. 100 m	Rs. 25 m	Rs. 25 m	Rs. 5 m
ii. Working Capital	Rs. 50 m**	Rs. 10 m	Rs. 10 m**	Rs. 2 m
iii. Endowment Funds***	Rs. 50 m**	Rs. 15 m	Rs. 15 m**	Rs. 1 m
iv. Total Funds	Rs. 200 m	Rs. 50 m	Rs. 50 m	Rs. 8 m
v. Research Funding (% budget)	10%	10%	-	-
vi. Scholarship (% students)*	10%	10%	10%	10%

* scholarship or free-ship (as a grant)

** Not applicable in case of public-sector universities.

*** Secured in the name of Trust/Society etc. – in TDR Account.

Chapter 5 – Charter Approval Process

This chapter outlines the step-by-step process for establishing a new University or Degree Awarding Institute (DAI) in Sindh, as mandated by the Sindh Higher Education Commission (Sindh HEC) under the Sindh Act No. XI of 2013. The procedure ensures compliance with legal, academic, financial, and infrastructural standards before granting a charter.

5.1 Procedure

The establishment of a University/ Institute is a multi-step process. It involves fulfilling the legal formalities as well as making available the required financial, human and physical infrastructure. The next step is to meet the academic and other requirements and submission of feasibility report to Sindh Higher Education Commission (Sindh HEC). After the clearance of feasibility stage, is the physical inspection of the facilities and infrastructure by the Charter Inspection and Evaluation Committee (CIEC).

Any entity desirous of establishing a chartered university or a degree awarding institute (DAI), shall apply through the same.

Subject to satisfactory compliance of standards laid down by Charter Inspection and Evaluation Committee, Sindh Higher Education Commission, on recommendation of Charter Inspection and Evaluation Committee, shall submit the case to the Chief Executive of the province for approval of establishment of the University/ Institute. After approval and vetting by the Law Department, Government of Sindh, the case will be submitted to the Provincial Assembly, for enactment. The Act as approved by the Assembly will be submitted to Governor Sindh for assent.

Activities at new universities and degree awarding institute in public sector shall only commence after approval of project PC-I clearly mentioning development funds required for establishment of the physical infrastructure as well as recurring funds that will be required for operation upon completion of the project.

The establishment process involves four key phases:

1. Feasibility & Legal Registration
2. Submission & Scrutiny of Documents
3. Inspection & Evaluation
4. Final Approval & Charter Grant

a. Feasibility & Legal Registration

- i. The first step in connection with the establishment of an institution of higher education is the fulfillment of legal formalities and registration by the sponsoring body under the relevant laws of the Companies Ordinance/ Societies Registration Act/ Trust Act as a Foundation/ Society or a Trust or a private company as prescribed from time to time by Sindh Higher Education Commission.

- ii. Following the completion of preliminary legal requirements, the authorized representative of the sponsor(s) shall submit an application along with a comprehensive feasibility report prepared in accordance with the CIEC forms, to the Secretary, Sindh HEC.

b. Submission & Scrutiny of Documents

- i. On receipt of an application along with a feasibility report by the desirous institution, Charter Inspection and Evaluation Committee (CIEC) would process the application. Authorized representative of the sponsoring body shall submit (10) copies the feasibility report along with a non-refundable processing fee in shape of pay order/ cheque of prescribed amount in the name of the Chairman Charter Inspection and Evaluation Committee as inspection and evaluation fee.
- ii. On the basis of the documents submitted by the authorized representative of the sponsor(s), the Charter Inspection and Evaluation Committee shall undertake an evaluation of the documents.

c. Inspection & Evaluation

- i. The Evaluation and Inspection Team will conduct a preliminary site-visit/ inspection of the institution for physical verification of the infrastructure and availability of facilities with evidence and for satisfying itself that the institution has the ability and capacity to run the academic programmes. The visit will require meetings with the administrators, teaching staff and supporting services staff. A visit to the library and computing facilities and other learning resources will also be conducted. A detailed inspection visit named Inception Report shall be submitted to CIEC.
- ii. The Monitoring and Inspection Team shall undertake the visit for verification of information and inspection of physical infrastructure. This visit is called Inception Visit. The Monitoring and Inspection Team shall then submit a report on Inception Visit.
- iii. Inception Visit report will be evaluated by CIEC to determine whether or not there is a prima facie case for further considering the application. Based on the satisfactory recommendation of the Inception Report, CIEC may recommend the functioning of the institution for a maximum of two years to Sindh HEC. The applicant institution will be informed accordingly.
- iv. The CIEC will report its findings to the Sindh Higher Education Commission. In case of satisfactory report of inspection, the Institution will be asked to submit a draft charter based on the model guidelines issued by the CIEC as per Model act / ordinance for University / DAU.

d. Final Approval & Charter Grant

- i. Subject to the satisfactory clearance by CIEC, the Sindh HEC shall submit the case to the Chief Executive of the province/ Controlling Authority for approval of establishment of the University/ Institute. After approval and

vetting by the Law Department, the case will be submitted to the Provincial Assembly, for enactment. The Act as approved by the Assembly will be submitted to Governor Sindh for assent.

- ii. In case, after the recommendations by CIEC, the University/ DAI has not been awarded Charter within 04 (four) months, Chairman CIEC shall remind the authorities for early finalization of the award of Charter of the University/ DAI.

5.2 Foreign Collaboration

No University/ Institute is allowed to have foreign collaboration without the prior permission of the Sindh HEC. Permission for collaboration with foreign universities/ institutes may be considered by the Sindh HEC at the request of the management subject to fulfilment of the Form CIEC-04. However, it will be ensured that the curricula/ texts of the University/ Institute do not violate constitutional provisions, laws of the country, cultural and religious norms and sensitivities.

5.3 Periodic Reviews

- a. As defined Section 5.1 (c) the permission to initiate admissions will initially for a maximum of two years only. The Monitoring and Inspection Team along with Programme Evaluation Team will undertake an Interim Visit prior to completion of the period granted for admissions to verify the facilities, infrastructure and human resources. Interim visit report shall be submitted to CIEC for consideration.
- b. Based on the recommendations of the Interim visit report CIEC may either decide to allow the institution to continue with admissions for another two years or at most may not allow further admissions till such time the deficiencies are removed.
- c. CIEC shall inform Sindh*- HEC of its decision based on the decision of the Interim visit report.
- d. Prior to completion of the time awarded by CIEC to the institution to continue admissions a Final Visit shall be undertaken by the Monitoring and Inspection Team along with a team of Programme Evaluators to ensure and verify the required facilities in place.
- e. Based on the recommendations of the Final visit report CIEC may either decide to allow the institution to continue with admissions or otherwise may not allow further admissions till such time the deficiencies are removed.
- f. CIEC shall inform Sindh HEC of its decision based on the recommendation of the Final visit report.
- g. CIEC may decide to undertake Confirmatory visits in case admission is ceased at any stage.
- h. CIEC shall charge visitation fees for Inception, Interim, Confirmatory, if any, and Final visits as prescribed by Sindh HEC.

5.4 Step-by-step Procedure and Timeline

The following table presents the step-by-step procedure and timeline of acquiring the charter.

Table 5.1 Step-by-step Procedure and Timeline

Step	Responsible Body	Key Outputs / Decisions	Service Standard
1. Expression of Interest (EOI)	Sponsoring Body → CIEC Secretariat	Brief concept note; appointment of focal person	10 working days acknowledgement
2. Submission of Full Dossier (Forms CIEC-01-03, Feasibility Study, legal incorporation, processing fee)	Sponsoring Body	Complete charter dossier	Within 6 months of EOI
3. Desk Scrutiny	CIEC Secretariat	Deficiency letter (if any)	30 days
4. Rectification & Resubmission	Sponsoring Body	Revised documents	15–30 days (one cycle)
5. Constitution of Monitoring & Inspection Team (MIT)	Chairman CIEC	Formal notification of team & visit schedule	7 days after clearance
6. On-Site Inspection	Monitoring and Inspection Team	Physical verification, stakeholder interviews, evidence collection	1–2 days per campus
7. Draft Inspection Report & Provisional Grade	Monitoring and Inspection Team, CIEC Secretariat	Draft report circulated to members & institution for comments	15 days
8. Plenary Review & Final Grade	CIEC	Approval / conditional approval / rejection recommendation	30 days
9. Endorsement by the Commission		Minutes & forwarding letter to Government	15 days
10. Cabinet / Governor Decision	Provincial Cabinet / Governor	Charter notification or refusal	As per Cabinet schedule
11. Compliance Bond & Registration	Institution → SINDH HEC	Signed Charter-Compliance Bond; escrow of endowment; publication in Gazette	Within 60 days of notification
12. Post-Charter Monitoring	CIEC / MET	Annual performance returns; surprise inspections	Continuous

Chapter 6 - Post-Charter Compliance

After the grant of a charter, every university or degree-awarding institute (DAI) is required to adhere to a set of regulatory conditionalities to ensure academic quality, institutional governance, financial sustainability, and cultural alignment with national values. This chapter outlines the post-charter compliance framework prescribed by the Sindh Higher Education Commission (Sindh HEC), based on recommendations from the Charter Inspection and Evaluation Committee (CIEC).

These conditionalities apply to both newly chartered and already functioning institutions and serve as ongoing benchmarks for evaluation and monitoring.

6.1 Institutional and Academic Conditionalities

- a.
- b. **Location and Infrastructure:** The institution must be located in a secure, academically appropriate environment with essential utilities and infrastructure, including water, electricity, internet, and construction materials.
- c. **Building Suitability and Student Welfare:** Campus buildings must conform to regulations ensuring supervision, safety, and the general welfare of students, including (where possible) residential accommodations.
- d. **Resource Viability:** Sindh HEC must be satisfied that the institution possesses the physical, human, and financial resources necessary for viability and academic excellence.
- e. **Organizational Structure:** Faculties, departments, and administrative units must be structured to maintain academic standards and system efficiency.
- f. **Regulatory and Governance Framework:** The institution must maintain proper mechanisms to regulate academic and administrative functions.
- g. **Discipline and HR Policies:** Policies for employee conduct, efficiency, and disciplinary matters must be framed and implemented.
- h. **Faculty Qualifications:** Adequate numbers of qualified faculty must be appointed. The maximum age for Deans, HoDs, or Principals is 70 years, extendable only upon CIEC approval.
- i. **Audit and IT Controls:** Permanent, qualified audit and accounts staff must be employed, supported by an IT-enabled internal control system based on a double-entry accounting system.
- j. **Academic Facilities:** Well-equipped libraries, laboratories, and facilities for practical work are mandatory.
- k. **Mandatory Scholarships:** At least 10% of enrolled students must be granted fee exemptions or merit-cum-poverty scholarships (excluding Qarz-e-Hasna). An annual list must be submitted to CIEC.

- l. District-Based Scholarships:** 2% of all scholarships must be reserved for students from the district in which the institution is located.
- m. Programme Expansion:** New academic programme(s) of public sector universities/ DAI can only be launched after approval from the Sindh HEC. Approval of the relevant accreditation or regulatory bodies shall also be sought, if required.
- n. Campus / Sub-Campus Restrictions:** No campus / sub-campus or franchise shall be established without Sindh HEC approval, campuses (even within the same city) shall require to meet the criteria as per the requirements defined in the Chapter 4.
- o. Suspension of Programmes:** Sindh HEC, based on CIEC's recommendation and after a 15-day show-cause notice, may suspend new intakes in underperforming programmes. Institutions have the right to appeal.
- p. The fee structure (fee of tuition, admission, examination, degree etc.) shall remain constant. In case of any change, the institution shall get the permission from Sindh HEC with justification.**

6.2 Financial Conditionalities

- a. Financial Stability:** Institutions must demonstrate the ability to sustain operations long-term through stable financial resources.
- b. Minimum Capital Requirements:** See the Table 4.2 in Chapter 4.
- c. Endowment Fund Regulations:** The fund must be held in profitable and traceable instruments. Only face value is considered, and profit must be used for academic development. Sindh HEC/CIEC may conduct periodic audits.
- d. Financial Disclosures and Returns:** Institutions must submit financial statements, reports, and any other documentation required by Sindh HEC or CIEC.
- e. Accounting Standards:** A double-entry accounting system must be maintained with periodic reconciliation and transparency.
- f. External Audit:** Annual accounts must be audited by A-category auditors listed by the State Bank of Pakistan or SECP.
- g. Annual Financial Reports:** Audit and performance reports must be submitted annually to CIEC.
- h. Budget Submission:** Institutions must prepare and submit an annual budget that balances revenue and expenses.

6.3 Constitutional and Cultural Compliance

- a. National Ideology and Sensitivity:** Institutions must respect and uphold Pakistan's Constitution, ideology, and religious, cultural, and social sensitivities.

- b. Legal and Policy Compliance:** Institutions are required to align with national education policies, provincial laws, and regulatory updates issued by the Government of Sindh or Sindh HEC.
- c. Restriction on Political Activities:** Activities not directly related to teaching, research, or co-curricular growth are prohibited—particularly those of political or culturally disruptive nature.

Chapter 7 – Monitoring and Evaluation

The responsibility to assure and enhance the quality of higher education in Sindh rests with the Sindh Higher Education Commission (Sindh HEC), which exercises its mandate through the Charter Inspection and Evaluation Committee (CIEC). This chapter introduces the framework, authority, and standards for the monitoring and evaluation of universities and degree-awarding institutes (DAIs), both in the public and private sectors.

Sindh HEC, with technical input and inspection support from CIEC, is empowered to approve evaluation standards, conduct regular inspections, and validate academic programmes in accordance with national benchmarks and international best practices. The evaluation standards cover the overall university or institute performance along with all undergraduate and postgraduate programmes. The evaluation standards are well-aligned with nationally and internationally recognized models such as Outcome-Based Education (OBE), Competency-Based Education (CBE) and Review of Institutional Performance and Enhancement (RIPE), Post-Graduate Programme Review (PGPR) and Programme Review for Effectiveness and Enhancement (PREE) of the Higher Education Commission of Pakistan.

Periodic monitoring visits are a core function of CIEC and are conducted by Monitoring and Inspection Teams, including relevant Programme Evaluators, whose appointments are approved by the Chairman, CIEC. These teams are authorized to inspect main campuses, sub-campus, and affiliated colleges to assess academic, administrative, and financial health.

Institutions are obligated to:

- a. Develop Institutional Quality Assessment Report (IQAR) for the university level and Self-Assessment Report (SAR) for the programmes.
- b. Provide audit reports, academic data, and operational records on demand.
- c. Maintain permanent faculty in accordance with approved standards.
- d. Ensure transparency in admissions, including publishing entry-test scores and merit lists.
- e. Demonstrate effective academic supervision, student support services, and quality assurance systems.

CIEC reserves the right to:

- i. Require corrective action from any institution found deficient.
- ii. Withdraw accreditation or suspend academic programmes if quality standards are not met.
- iii. Shut down institutions found to be operating in violation of applicable laws or engaged in unlawful activities.

Institutions must also allow free and full access to Sindh HEC, CIEC, or regulatory authorities for site inspections and verifications. The cost of monitoring and evaluation activities—including grading and surprise visits—shall be borne by the institution as per the approved fee schedule.

This chapter outlines the monitoring mechanisms, evaluation instruments, grading criteria, and enforcement provisions designed to ensure that all chartered institutions operate with integrity, transparency, and academic excellence.

7.1 Roles and Responsibilities

The roles and responsibilities of the core stakeholders in the Monitoring and Evaluation Process are described below:

a. Monitoring and Inspection Team (MIT): It is constituted by the CIEC as described in the Section 2.4 and is responsible for conducting institutional inspections and evaluations. The key responsibilities of the team are:

- i. Conduct on-site inspections of universities, DAIs, and their campuses as per approved schedules, to verify the data submitted through the CIEC forms.
- ii. Evaluate academic, administrative, financial, and infrastructural compliance with Sindh HEC /CIEC guidelines.
- iii. Review programme implementation, faculty deployment, research environment, and governance structures.
- iv. Assess compliance with accreditation standards, including professional councils (e.g., PEC, PMDC, NCEAC, NBEAC etc.).
- v. Interact with students, faculty, and administrators to verify ground realities and collect qualitative feedback.
- vi. Prepare detailed monitoring reports, assign grades, and make recommendations for improvements or sanctions.
- vii. Conduct follow-up inspections in case of conditional approvals or improvement notices.

b. Programme Evaluator (PEV): He / She is a subject expert appointed by the CIEC on the recommendation of Chairman – CIEC, from the pool of subject experts as per their concerned field / expertise, to independently assess the academic integrity and quality of a specific programme according to the prescribed CIEC Forms. The key responsibilities of the evaluator are:

- i. Conduct on-site inspections of universities, DAIs, and their campuses as for the programme evaluation as per the approved schedules.
- ii. Ensure compliance with relevant professional council standards and observations (if applicable).

- iii. Review the programme curriculum, learning outcomes, credit hour structure, and teaching strategies.
 - iv. Evaluate faculty credentials, student assessment methods, and course content relevance.
 - v. Examine programme-level data, including enrolment trends, thesis/dissertation quality (for PG), and student performance metrics.
 - vi. Provide an objective, evidence-based evaluation report with observations, ratings, and recommendations.
 - vii. Work in collaboration with MIT but maintain independent judgment in programme evaluation.
- c. Institutional Programme Team (IPT):** It is an internal team formed by the university/DAI offering the programme under evaluation. It consists of department heads, senior faculty members, and curriculum designers. The key responsibilities of the team are:
- i. Ensure that the programme is aligned with the National Qualifications Framework (NQF), the recommendations of National Curriculum and Review Committee (NCRC) and other applicable standards as prescribed by the accreditation councils (if any).
 - ii. In case the programme is not accredited with any professional accreditation council, or the accreditation council is not available for the programme, the IPT Team prepares and submits the self-assessment report (SAR) or programme review documentation and forms as per the CIEC requirements (aligned with the HEC-PREE and HEC-PGPR).
 - iii. In case of programme is accredited with any professional accreditation council, the IPT team prepare and submit the Compliance Implementation Report (CIR) for the observations of the accreditation council evaluation along with the evidence and required CIEC form.
 - iv. Provide evidence of programme structure, course outlines, faculty CVs, assessment practices, and student outcomes.
 - v. Support the MIT and PEVs during the inspection by ensuring availability of required documents, faculty, and student data.
 - vi. Respond to queries and clarifications raised during the inspection.
 - vii. Facilitate continuous improvement by implementing recommendations made by the MIT or CIEC.
- d. Facilitator / Contact Person:** Usually the Director of the Quality Enhancement Cell (QEC) or his representative of the institution acts as the primary liaison officer between the university/DAI and the visiting evaluation team. The key responsibilities of the person are:

- i. The Facilitator/Contact Person along with his team submits the CIEC form M-1 along with the university/institute review documentation and forms as per the CIEC requirements.
- ii. Coordinate all logistics and communication related to the inspection process.
- iii. Ensure that all self-assessment reports (SARs), forms and evidence are completed and submitted in the required format and timeline.
- iv. Arrange meetings with relevant stakeholders (faculty, students, administration) during the inspection.
- v. Support internal departments in preparing for institutional and programme-level evaluations.
- vi. Track and monitor the implementation of improvement plans and compliance reports.
- vii. Submit annual and periodic data to Sindh HEC/CIEC portals as part of continuous quality assurance efforts.

7.2 Type of Monitoring and Evaluation

There are three types of monitoring and evaluation, which are:

- a. **Initial Evaluation (Pre-launch / First-time Review):** The initial evaluation will be conducted before the launch of any programme, either with the charter inspection or later to launch any of the programme in all categories of universities/institutes/campuses/constituent colleges. The purpose of the evaluation is to ensure that the proposed academic programme meets all regulatory and quality standards before it is launched. This evaluation will be conducted by the CIEC Monitoring and Inspection Team along with the Programme Evaluators (PEVs). The outcome of the process is approval or conditional approval to initiate the programme, subject to implementation of any recommended improvements. The following are the key focus areas of the initial evaluation are:
 - i. Compliance with HEC/ Sindh HEC programme approval policies.
 - ii. Faculty strengths (minimum qualifications, full-time appointments, supervisor availability for postgraduate programmes).
 - iii. Curriculum design mapped to National Qualifications Framework (NQF) and/or National Curriculum and Review Committees (NCRC) or council-specific requirements.
 - iv. Availability and effectiveness of infrastructure and learning resources (e.g., labs, libraries, software, digital access).

- v. Availability and effectiveness of academic and administrative policies (admissions, examination, plagiarism, AI-assisted plagiarism, grievance handling).
- vi. Accreditation status or NOC from relevant professional bodies (if applicable).
- vii. IT infrastructure to support teaching, assessments, and LMS (if hybrid or online elements exist).

b. Interim Review (Post-Launch Evaluation / Mid-Cycle Review): This evaluation/review is conducted usually in the 2nd or 3rd year of the newly started programme. This review is conducted by the CIEC monitoring and inspection team (MIT) along with the Programme Evaluators (PEVs). The purpose of the review is to assess the programme performance and regulatory compliance after initiation but before it completes its full cycle (e.g., before the first graduating batch). The outcome of the review is continued permission to run the programme, recommended adjustments, or a warning to rectify identified issues within a defined timeline. The key focus areas of the review are:

- i. Actual delivery of curriculum verses the approved plan.
- ii. Student progression and dropout rates.
- iii. Faculty adequacy and continuity.
- iv. Student and faculty feedback on teaching–learning environment.
- v. Assessment practices and integrity of examination system.
- vi. Quality of ongoing research work (for MS/MPhil/PhD).
- vii. Availability of updated resources and support services.
- viii. Implementation of quality assurance mechanisms (Self-Assessment Reports, peer review, external feedback).

c. Continuous and Periodic Evaluation (Post-Approval and Recurring Reviews): The continuous and periodic review is conducted after every cycle as prescribed in the grading. The evaluation will also be conducted by the CIEC Monitoring and Inspection Team (MIT) along with Programme Evaluators (PEVs). The purpose of the evaluation is to ensure long-term compliance, sustainability, and continuous improvement in programme quality. The outcome of the evaluation is grade assigned to the programme or institution, with corresponding consequences (e.g., permission to expand, monitoring requirement, or possible suspension). The key focus areas of the evaluation are:

- i. Ongoing compliance with academic, financial, and governance standards.
- ii. Annual performance data submission and review.
- iii. Programme grading / rating based on a set of KPIs

- iv. Status of professional accreditation (where applicable).
- v. Research output, thesis/dissertation quality, supervisor-to-student ratios.
- vi. Public disclosure of information (results, admissions, faculty lists, financial audits).
- vii. Institutional responsiveness to previous recommendations or improvement notices.
- viii. Stakeholder engagement (employers, alumni, advisory boards).

d. Surprise or Complaint-Based Monitoring Visit: At any stage, an unscheduled or surprise monitoring visit may be conducted if:

- i. Complaints are received from students, faculty, or the public.
- ii. Non-compliance is suspected, either in the form of financial, ethical or moral misconduct or any other type of misconduct,
- iii. Media reports or whistleblowers raise red flags.

The evaluation will also be conducted by the CIEC Monitoring and Inspection Team (MIT) along with Programme Evaluators (PEVs). Sindh HEC and CIEC reserve the right to conduct such visits without prior notice and recommend disciplinary action if warranted.

7.3 Process of Monitoring and Evaluation

The Monitoring and Evaluation process outlined in the provided document involves a structured timeline and specific steps to ensure a thorough evaluation of university programmes. Below are the detailed steps, organized by timeframe relative to the evaluation visit, including the process, description, roles, inputs, and outputs. The illustration of the same process is also provided in Annexure III.

- a. Pre-Evaluation Planning (Timeline = -14 weeks):** The Charter Inspection and Evaluation Committee (CIEC) initiates the evaluation by sending a formal letter to the head of the institution at least 14 weeks before the evaluation. The letter requests the nomination of a Facilitator/Contact Person (usually Director QEC/IQAE) and the Institutional Programme Team (IPT) members who will be involved in facilitating the evaluation process. The university leadership responds by identifying and nominating a facilitator/contact person to coordinate the evaluation and IPT members to support the process.
- b. Evaluation Briefing (Timeline = -13 weeks):** CIEC conducts a briefing session for the Facilitator/Contact Person to explain the requirements of the evaluation process in detail. The briefing covers the components of IQAR (university-level) and SARs (Programme-level), their standards, CIEC forms, records and evidence, evaluation timeline, expectations, and key deliverables. The Facilitator/Contact Person gains a clear understanding of his role, requirements, documentation and the process. This briefing/training is reciprocated by the Facilitator/Contact Person to the IPT members in his

university/institute. This step ensures the university team is prepared to begin the evaluation process.

- c. Training to the Programme Team Members (Timeline = -13 weeks):** After receiving the nominations for the IPT teams, CIEC organizes and conducts training sessions for IPT members. The training covers the development of SAR and other evaluation forms, evidence, expectations, and responsibilities of the IPT members. The goal is to equip IPT members with the knowledge and skills needed to contribute effectively to the preparation of evaluation.
- d. Evaluation Documents' Preparation (Timeline = -12 weeks):** CIEC sends a letter to the university specifying the evaluation visit date, panel members, and requirements for the update of Institutional Quality Assessment Report (IQAR), update (in case already/preparation of Self-Assessment Report (SAR), CIEC forms, and supporting evidence along with the required data. CIEC provides templates and guidelines for preparing the IQAR, SAR and forms. The university begins compiling the required documents and evidence for submission.
- e. Nomination for the Programme Evaluators (Timeline = -12 weeks):** CIEC sends a letter to the head of the institution requesting the nomination of one senior faculty member from each programme (preferably a professor or associate professor) as Programme Evaluator (PEV). The letter specifies the need for senior faculty members to serve in the Programme Evaluation Team (PET). The university leadership reviews and nominates suitable candidates based on CIEC's criteria. This step ensures the PEV are qualified individuals to conduct the evaluation.
- f. Training for the Programme Evaluators (Timeline = -10 weeks):** Training is provided for the nominated PEVs to prepare them for their evaluation responsibilities. CIEC conducts training sessions for PEVs, focusing on evaluation methodologies, criteria, and reporting. The training ensures PEVs are well-prepared to assess programmes objectively and consistently. A pool of trained PEVs is established, ready to be assigned to specific evaluation teams.
- g. Identifying Monitoring and Inspection Team Members (Timeline = -8 weeks):** The Monitoring and Inspection Team (MIT) is formed as per Section 2.4 of the guidelines. One PEV from the pool may be selected as evaluator for each programme being evaluated. CIEC identifies and invites evaluators from the PEVs pool based on their relevancy, expertise and availability. The selected evaluators provide consent to participate in the evaluation process. A finalized list of evaluators for Monitoring and Evaluation of the University/Institute (as per Section 2.4) including MIT and PET will be developed.
- h. Evaluation Documents' Submission (Timeline = -2 weeks):** The facilitator/contact person along with his team updates the IQAR. The IQAR is the same university-level self-assessment report, which is duly prepared and approved for the HEC-RIPE or Self-RIPE. The facilitator or contact person will

also coordinate with the relevant departments to finalize the completed SARs. The programme accredited with the professional council needs to submit the SAR submitted for the accreditation along with compliance implementation report (CIR). The programmes which are not accredited to any council need to develop the SAR based on the PREE standards described in the section below. The university facilitator/contact person ensures the submission of completed and reviewed IQAR and SARs, signed by the head of the university/institute (VC/Rector) along with all required evidence and data to the CIEC.

- i. **Evaluation and Logistics Planning (Timeline = -2 weeks):** CIEC develops a detailed schedule for a three-day evaluation visit and arranges logistics, which are communicated to the university facilitator/contact person through the Vice Chancellor/Rector, MIT and PET members. The schedule outlines the activities, meetings, and assessments to be conducted during the visit. Logistics include travel, accommodation, and other arrangements for the evaluation team. The facilitator and evaluation team members confirm their availability and readiness for the visit.
- j. **Desk Review (Timeline = -1 week):** A virtual meeting is held between the CIEC representative and MIT members to review the submitted IQAR. Whereas designated PEVs for the respective departments virtually meet to review the SAR. MIT for IQAR (university-level) and PET (programme-level) prepare questions, and identify any additional evidence required separately. Both the evaluation teams analyze the IQAR and SAR to identify strengths, weaknesses, and areas needing clarification. Questions and additional evidence requirements are documented for discussion during the evaluation visit. This step ensures the evaluation team is well-prepared for the on-site assessment.
- k. **Evaluation Visit & Reporting (Timeline = 0 week):** MIT and PET conduct a three-day on-site evaluation visit. On the final day, a draft evaluation report is prepared. Both the teams conduct interviews, site visits, and document reviews to assess the university and programmes respectively. Findings are compiled into a draft evaluation report using CIEC-provided templates. The report highlights observations, recommendations, and preliminary findings.
- l. **Appeal on Report (Timeline = +2 weeks):** The university, through the head of the institution (VC/Rector), may appeal to any observations in the draft evaluation report, providing supporting evidence. The university reviews the draft report and submits a formal appeal if discrepancies or concerns are identified. CIEC reviews the appeal and evidence, making necessary adjustments to the report. The final evaluation report, including grading, is issued after resolving appeals.
- m. **Compliance Implementation Plan – CIP (Timeline = +3 weeks):** CIEC provides a template for the university to submit a Compliance Implementation Plan (CIP) addressing observations in the final evaluation report. The template outlines the format and requirements for reporting compliance actions. The

university begins implementing recommendations and preparing the CIP. This step ensures accountability for addressing evaluation findings.

- n. **Compliance Implementation Report = CIR (Timeline = +6 weeks):** The university, through the head of the institution, submits the CIR to CIEC, detailing actions taken to address the evaluation report's observations. The CIR documents the university's efforts to implement recommendations and resolve issues. Supporting evidence is included to demonstrate compliance. The report is submitted to CIEC for review and approval.

Chapter 8 - Quality Assurance through Evaluation

To ensure quality in higher education, two tier quality assurance frameworks have been developed, which include the quality assurance at university level and quality assurance at programme-level. The detailed discussion on this framework has been discussed in the following sub-sections.

8.1 Quality Assurance at University-level

The Charter Inspection and Evaluation Committee (CIEC) evaluates institutions of higher education based on a comprehensive set of academic, administrative, infrastructural, financial, and legal criteria. These criteria ensure that institutions meet national standards and contribute meaningfully to the academic landscape of Sindh. The criteria are well specified in Chapter 4 of this manual, however, a few more criteria are also added for the established universities / institutes ensuring a robust and standardized assessment of institutional quality and performance. The following are the key standards for quality assurance at university level:

- a. **Standard 1 - Legal and Institutional Status:** At the core of the evaluation process is the requirement that every institution must be a legally registered entity under the relevant laws such as the Trust Act, Societies Act, or Companies Ordinance. For a university or institute to be granted a charter, it must have the approval of the Sindh Provincial Assembly and the Governor. Institutions must be governed through defined statutory bodies such as the Board of Governors, Senate, Syndicate, Academic Council, Advanced Studies and Research Board, Finance and Planning Committee, Board of Faculties, Board of Studies, ensuring transparency, accountability, and compliance with their governing Act.
- b. **Standard 2 - Governance and Organizational Framework:** CIEC closely examines the internal governance and administrative setup of the institution. This includes the documentation and dissemination of vision/mission statement, presence of a clear organogram, properly appointed senior officials like the Vice Chancellor or Rector, Registrar, Controller of Examinations, Directors of QEC, ORIC, Finance, and IT, and the functionality of statutory bodies. Institutions are expected to demonstrate effective leadership, institutional autonomy, and adherence to regulatory processes in both academic and administrative matters. Regularities and decisions made in the statutory bodies and their effectiveness are also an integral part of the quality assurance framework.
- c. **Standard 3 - Academic Requirements:** Institutions are assessed for the alignment of their academic programmes with national qualification frameworks and accreditation standards, such as those prescribed by HEC, PEC, PMDC, PCATP and other accreditation councils. The curriculum needs to be aligned with the national and international benchmarks and must be reviewed periodically for the current and latest contents. Admission, assessment and grading criteria must be standardized throughout the university and institution

and need to be aligned with the HEC/Sindh HEC requirements. The establishment of an active Quality Enhancement Cell (QEC), adherence to Outcome-Based Education (OBE) and Competency-Based Education (CBE) principles, and periodic self-assessments are mandatory. Institutions are required to prepare and implement approved Master and Strategic Plans that guide their academic direction and operational development.

- d. **Standard 4 - Faculty Qualifications and Human Resources:** A crucial part of CIEC's evaluation focuses on teaching faculty and support staff. The requirement of faculty qualifications, numbers and student-teacher ratio are well defined in Section 4.5. Furthermore, the age of faculty should generally not exceed 70 years, unless specially permitted by CIEC. Emphasis should be given to professional development, teaching and research load of the faculty.
- e. **Standard 5 - Land, Infrastructure, and Physical Resources:** An institution's infrastructure must meet certain standards in terms of land, building space, and academic facilities. A minimum land criterion is already well described in Section 4.5 of this manual. Institutions must provide adequate classrooms, laboratories, digital and physical libraries, auditoriums, seminar rooms, faculty offices, IT infrastructure, and internet bandwidth (minimum 50 Mbps). There must also be facilities for sports, student housing (hostels), common rooms, cafeterias, and medical care.
- f. **Standard 6 - Financial Requirements:** CIEC requires institutions to demonstrate long-term financial stability. The requirements of assets, working capital and endowment funds are well described in Section 4.6 of this manual. Institutions must have an internal auditor and maintain double-entry accounting systems and undergo annual audits by firms with A-category status under SECP or the State Bank of Pakistan. Financial reports and audit statements must be submitted to CIEC annually.
- g. **Standard 7 - Research Output and Innovation:** Institutions are expected to allocate at least 10% of their annual budget to research and innovation. They must support research publication in reputable journals, obtain research grants from national and international sources, and register patents. Additionally, universities are required to have a functional Office of Research, Innovation, and Commercialization (ORIC) in line with HEC guidelines.
- h. **Standard 8 - Student Support and Development:** Support systems for students are a key element in the evaluation. Institutions must have career counseling offices, grievance redressal committees, anti-harassment and anti-plagiarism policies, and systems for academic supervision and student performance assessment. At least 10% of students must be awarded scholarships or fee waivers, with an additional 2% reserved for students from the district where the university is located. Institutions must also ensure that students can evaluate faculty performance, and that feedback systems are in place and used for quality improvement.

- i. **Standard 9 - National and International Collaboration:** Institutions are encouraged to establish academic collaborations and linkages with national and foreign universities. Signed MoUs or MoAs with local or international partners, joint research projects, student/faculty exchange programmes, and participation in international academic events are considered indicators of global engagement and academic maturity.
- j. **Standard 10 - Constitutional and Cultural Compliance:** All institutions must respect the constitutional values of Pakistan and operate within the legal, religious, and cultural framework of the country. Academic content and campus practices must not contradict national ideology or social norms.

These standards provide a comprehensive structure to evaluate the university's alignment with its strategic objectives, operational effectiveness, and commitment to continuous improvement. The evaluation will be documented through the prescribed form, which serves as the primary reporting mechanism at the institutional level.

8.2 Quality Assurance at Programme-level

The monitoring and evaluation framework categorizes academic programmes into three levels Bachelor's, Master's, and PhD, each assessed through specialized mechanisms to ensure alignment with national and provincial quality standards. The programme-level quality assurance mechanism for monitoring and evaluation for the Undergraduate Programmes is adopted by the respective accreditation councils. Whereas, for other bachelors (for which accreditation councils are not available), master's and PhD programmes, the HEC's Programme Review for Effectiveness and Enhancement (PREE) and Post-graduate Programme Review (PGPR) (except bachelor's programme) mechanisms are adopted. The eight PREE standards of HEC are given below, whereas the detailed minimum requirements for each of the relevant standards are already outlined in Chapter 4.

- a. **Standard 1 - Programme Mission & Outcomes:** Each academic programme is expected to clearly articulate its mission, establish measurable educational objectives, and define student learning outcomes and competencies. A strategic plan must be in place to achieve these goals, and there must be demonstrated evidence through assessments and data—that these objectives are being met and refined over time. Through its evaluations forms, CIEC reviews strategic planning documents and evidence of continuous improvement, such as self-assessment and outcome mapping, to ensure these goals are actively pursued and updated.
- b. **Standard 2 - Curriculum Design & Review:** National and International Benchmarks are required that curricula be thoughtfully designed, coherent, and aligned with both intended outcomes and national/international benchmarks. This includes structuring courses to support logical knowledge progression, integrate electives, and reflect current discipline standards. CIEC expects the curriculum to be up to date, aligned with market demands, and reflective of global trends. It assesses credit hour distribution, inclusion of IT and

communication skills, and ensures integration of Outcome-Based Education (OBE)/Competency-Based Education (CBE) principles. Institutions are also expected to conduct curriculum mapping and feedback analysis from stakeholders (see Sec. 4.4).

- c. **Standard 3 - Subject-specific facilities:** Universities/Institutes must provide adequate and modern laboratories, equipment, computing resources, and manuals necessary to deliver discipline-specific learning. Facilities must be accessible and support both teaching and research needs. CIEC verifies the adequacy, maintenance, and utilization of subject-specific facilities through physical inspection and usage records. The availability of trained lab staff, safety protocols, and benchmarking against other institutions is also reviewed to ensure infrastructure supports the learning outcomes (see Sec. 4.6).
- d. **Standard 4 - Student Advising and Counselling:** Students must have timely access to academic advising, career counseling, and guidance for module selection and progression. Institutions must provide systems for students to interact with instructors and advisors regularly. CIEC looks for structured advising systems and access to psychological counseling services. Student support services are reviewed through satisfaction surveys and student grievance mechanisms. Institutions are expected to maintain transparent records of advising activities and outcomes.
- e. **Standard 5 - Teaching Faculty/Staff:** Programmes must have a sufficient number of qualified full-time faculty, ideally with PhD qualifications or substantial industry experience. Continuous professional development and scholarly activities are encouraged. Teaching evaluations and student feedback must be regularly collected. CIEC enforces faculty strength requirements (e.g., 6 full-time faculty per department for DAIs as prescribed in Section 4.5), ensures proper faculty-student ratios, and checks for the implementation of faculty development programmes. Institutions must also demonstrate effective hiring, retention, performance appraisal, and promotion systems (see Sec. 4.5).
- f. **Standard 6 - Institutional Policies and Process Control:** universities/institutes must document, implement, and periodically review policies and procedures related to admissions, course registration, teaching, examinations, and graduation. These processes must ensure transparency, consistency, and fairness. CIEC requires institutions to have quality assurance policies in place that govern all academic and administrative functions. Policies on admissions, plagiarism, harassment, grading, and appeals must be publicly available. Institutional self-assessment, audits, and compliance tracking are key expectations under this standard.
- g. **Standard 7 - Institutional Support and Facilities:** Adequate institutional support must be provided in terms of library access (physical and digital), IT infrastructure, learning spaces, sports, and student facilities. Resources must match the scale and needs of the programme. CIEC assesses physical and virtual infrastructure including internet bandwidth (minimum 50 Mbps), Wi-Fi,

library holdings, subscription to journals, and space allocation. Campus amenities like transport, hostels, cafeterias, and first aid are also evaluated for compliance and quality (See Sec. 4.6).

- h. **Standard 8 - Institutional General Requirements:** Institutions must demonstrate ethical governance, legal compliance, stakeholder engagement, and financial transparency. Postgraduate programmes require robust research support and qualified supervision. There must be a strong culture of inclusion and academic integrity. The CIEC mandates compliance with the Constitution, national ideology, and cultural norms. It also requires institutions to have functioning statutory bodies (Board of Governance, Senate, Syndicate), conduct student and alumni surveys, and ensure implementation of anti-harassment, grievance redressal, and anti-plagiarism policies. For postgraduate programmes, availability of PhD supervisors, ORIC, and research funding is critical.

These standards are adopted to relieve the universities/institutes from the duplication of preparing SAR and other documents for several quality assurance agencies. However, relevant data to these standards need to be submitted to the CIEC along with the SAR of each programme.

8.3 Bachelor's Programmes Evaluation

- a. **Council-Accredited Disciplines:** Programmes in engineering, medicine, architecture, pharmacy, nursing, teacher education, etc., must secure and maintain accreditation from the relevant professional councils (PEC, PMC, PCATP, PNC, NACTE, etc.). CIEC verifies that council conditions—minimum full-time dedicated and qualified faculty members, programme facilities and infrastructure including laboratory, contact hours/credit hours/ internship duration/ project duration/clinical hours, outcome-based assessment/ competency-based assessment are met before confirming programme compliance. For the council-accredited programmes, all the pass-out batches must be, and the most senior on-going batches preferably be accredited with the council, explicitly mentioning the accredited batches on their website and communicated through their letter to the university. Compliance with the observations of the last accreditation visit is required to be evident during the monitoring and evaluation visit through the evaluation submission documentation or the on-site evidence. Various types of accreditation councils along with their programmes are annexed as Annexure IV.
- b. **Non-Council Disciplines:** Bachelor's programmes without a designated professional council are evaluated through the eight PREE Standards. Institutions submit a Self-Assessment Reports (SAR) against these standards; CIEC's subject-expert panel validates evidence during the site visit. CIEC verifies that PREE requirements such as minimum full-time dedicated and qualified faculty members, programme facilities and infrastructure including laboratory, contact hours/credit hours/ internship duration/ project duration/clinical hours, outcome-based assessment/ competency-based

assessment are met before confirming programme compliance. Compliance with the observations of the last HEC-PREE or Self-PREE visit is required to be evident during the monitoring and evaluation visit through the evaluation submission documentation or the on-site evidence.

8.4 Master's Programmes Evaluation

Master's degree programmes including M.A., M.Engg., M.Sc., M.Phil., and MS degrees (as per the NQF) are expected to deliver not only advanced disciplinary knowledge but also research orientation and academic rigor. As such, the evaluation of Master's programmes are conducted through two integrated frameworks: the Programme Review for Effectiveness and Enhancement (PREE) and the Postgraduate Programme Review (PGPR) mechanism introduced by the Higher Education Commission (HEC) and adapted by CIEC / Sindh HEC.

The PREE framework is applied to assess the overall academic structure, curriculum design, teaching and learning processes, student support services, faculty qualifications, learning resources, and quality assurance systems. It ensures that the programme offers a coherent and up-to-date curriculum aligned with national priorities, student outcomes, and academic integrity. During inspections, the institution must provide documentation such as course outlines, semester plans, assessment rubrics, feedback forms, and evidence of academic governance (e.g., minutes of departmental and academic board meetings).

The PGPR mechanism, on the other hand, focuses more specifically on the research component of Master's programmes particularly for research-oriented tracks like M.Phil. and MS. This involves examining the qualifications and availability of research supervisors, the supervisor-to-student ratio, the availability and quality of research facilities (labs, software, digital libraries), thesis review and evaluation processes, and the extent to which students are trained in research ethics and methodology.

A key part of PGPR involves the assessment of thesis quality and research outcomes. Institutions must maintain a repository of student's thesis and research projects, along with evidence of originality checks (e.g., Similarity Deification reports) and supervisor credentials. Publication of student research in recognized journals or conference proceedings, while not mandatory at the Master's level, is encouraged and evaluated as a sign of academic excellence.

In line with requirements, all institutions offering Master's programmes must:

- a. Clearly define credit hours, programme duration, and entry requirements.
- b. Appoint faculty with suitable qualifications and research backgrounds.
- c. Maintain detailed student records, including progress evaluations and results.
- d. Submit the complete PREE and PGPR self-assessment dossiers prior to inspection.

Together, these dual mechanisms PREE and PGPR ensure that Master's programmes are not only academically sound and compliant with national and provincial policies,

but also capable of producing graduates equipped for further research, teaching, or leadership roles in their respective fields.

8.5 PhD Programme Evaluation

PhD programmes represent the highest level of academic engagement and intellectual contribution in a university. Accordingly, their evaluation is more rigorous, detailed, and critical. The Sindh Higher Education Commission (Sindh HEC) evaluates PhD programmes using a combination of the Programme Review and Evaluation Exercise (PREE) and the Postgraduate Programme Review (PGPR) frameworks similar to those applied to Master's programmes (see Section 7.4), but with additional standards that reflect the advanced nature of doctoral-level research.

While the PREE framework assesses institutional preparedness, academic infrastructure, faculty credentials, and quality assurance practices, the PGPR mechanism for PhD programmes emphasizes research governance, supervisory capacity, publication quality, and scholarly output.

Key aspects of PhD programme evaluation include:

- a. **Faculty and Supervision Requirements:** A minimum of three qualified PhD faculty members must be present in the relevant department, with at least two formally recognized as PhD supervisors (approved PhD Supervisor as per HEC Graduate Policy 2023). The student-to-supervisor ratio must not exceed twelve to one (including maximum five PhD scholars seven master's thesis students) and ensuring adequate academic mentorship and supervision.
- b. **Research Quality and Publication Standards:** Institutions must demonstrate that PhD scholars are producing research of acceptable quality. This includes publications in HEC-recognized journals (W, X, or Y categories), conference papers, and other scholarly contributions. Each thesis must be subject to plagiarism screening using approved software.
- c. **Research Environment and Facilities:** The institution must provide doctoral candidates with access to advanced research labs, digital libraries, data analysis tools, and academic networking opportunities (e.g., seminars, workshops).
- d. **Monitoring of Thesis and Defense Process:** The process for thesis submission, evaluation, external review, and public defense must comply with HEC regulations. Complete records, including evaluation forms and external examiner reports, must be available for inspection.
- e. **Ethics and Policy Compliance:** Institutions must operate a Research Ethics Committee and follow clear protocols for research misconduct, plagiarism, AI-assisted plagiarism and authorship disputes (see HEC's Anti-Plagiarism Policy 2023).

Additionally, institutions must maintain and submit a PhD programme self-assessment report combining both PREE and PGPR requirements prior to the CIEC inspection.

Failure to meet any of the critical benchmarks, such as insufficient qualified supervisors or lack of research output can lead to temporary suspension of PhD admissions until compliance is ensured.

By applying these measures, Sindh HEC ensures that PhD programmes contribute meaningfully to Pakistan's research landscape, uphold international standards, and produce graduates who are competent, ethical, and capable of leading research in their fields.

Chapter 9 – Evaluation Rating

This chapter outlines the official rating and evaluation framework developed for chartered universities and degree awarding institutes (DAIs) operating in the province of Sindh. The evaluation is conducted by the Charter Inspection and Evaluation Committee (CIEC) under the Sindh Higher Education Commission (Sindh HEC), and is designed to ensure institutional accountability, academic excellence, and compliance with quality standards. The framework is evidence-based and uses specified proformas to collect standardized data.

9.1 Purpose of the Rating System

The primary aim of the rating system established by the Charter Inspection and Evaluation Committee (CIEC) is to provide an objective, transparent, and standardized framework for evaluating the overall performance and quality of higher education institutions in Sindh. The Rating System acts as a strategic tool to enhance the governance, academic rigor, institutional sustainability, and public accountability of both public and private universities and degree awarding institutes (DAIs).

This system ensures that institutional performance is not assessed based on subjective impressions or selective indicators but through a comprehensive, structured evaluation aligned with the regulatory standards of the Sindh Higher Education Commission (Sindh HEC) and the Higher Education Commission of Pakistan (HEC). It emphasizes evidence-based decision-making, where each score is derived from verified data and documentation submitted through officially designed proformas.

The rating mechanism serves several key purposes:

- a. **Institutional Benchmarking:** It enables universities and DAIs to assess their performance against defined benchmarks and peer institutions. Institutions can identify their strengths and areas requiring improvement across academic, administrative, and operational domains.
- b. **Quality Assurance and Enhancement:** The rating framework strengthens internal quality assurance systems by encouraging institutions to align their practices with national quality standards. The presence of a scoring mechanism motivates continuous improvement and active engagement of stakeholders like faculty, students, and administration.
- c. **Policy and Regulatory Compliance:** The system reinforces compliance with legal, financial, academic, and operational requirements outlined in the institution's charter and national regulations. It ensures that institutions adhere to quality guidelines set by the HEC, CIEC, and other accreditation bodies.
- d. **Strategic Planning and Resource Allocation:** Scores and grades obtained through the evaluation serve as critical input for institutional development planning. They guide management decisions in resource allocation, programme development, faculty recruitment, research focus, and infrastructure investment.

- e. **Transparency and Accountability:** By applying a uniform scoring model with defined criteria, the grading system enhances institutional transparency. It helps the public, regulatory bodies, and policymakers to understand the performance level of each institution and take informed decisions regarding recognition, approvals, renewals, and funding.
- f. **Student and Stakeholder Information:** Grades awarded to institutions are also valuable for prospective students, parents, employers, and other stakeholders. A publicly communicated grading system builds trust in the quality and credibility of higher education institutions.
- g. **Continuous Monitoring and Institutional Development:** Institutions are expected to engage with the rating process not as a one-time assessment but as part of an ongoing cycle of improvement. Through regular submissions, inspections, and feedback, the rating system promotes a culture of continuous monitoring and capacity building.

In essence, the CIEC rating system is a comprehensive performance evaluation and improvement tool that serves both regulatory and developmental purposes. It reflects the maturity, preparedness, and credibility of higher education institutions in Sindh and promotes excellence, innovation, and integrity in the academic sector.

9.2 Forms and Data Collection

Each evaluation category is assessed using specific instruments (proformas), which must be filled out accurately by the institution and validated during physical or desk-based visits. The core proformas include:

- a. **CIEC-Form M1:** Monitoring and Inspection Team members fill this form, based on university level evaluation.
- b. **CIEC-Form M2:** Programme Evaluators' (PEVs) Team fill this form focused on academic quality and relevance.
- c. **CIEC-Form M3:** Captures research productivity through ORIC activities and quality assurance activities through QEC activities.
- d. **CIEC-Form M4:** Gathers student satisfaction and academic experience feedback.

All data must be supported with documentary evidence, such as publications, policies, strategic plans, student surveys, and audited reports.

9.3 Evaluation Criteria and Weightage

The total score for institutional evaluation is distributed across major categories. Each category uses predefined Key Performance Indicators (KPIs) and standardized proformas for scoring.

9.4 Rating / Grading Scale

The rating / grading scale shall be applicable for a round of inspection of public and private sector universities / DAIs as approved by Sindh Higher Education Commission from time to time.

9.5 Methodology of Evaluation

The evaluation methodology used by the Charter Inspection and Evaluation Committee (CIEC) is a structured and multi-tiered process that combines quantitative scoring, expert judgment, documentary evidence, and stakeholder feedback to ensure a fair, transparent, and comprehensive assessment of each university or degree awarding institute (DAI) in Sindh. This methodology is rooted in objectivity, consistency, and the principles of evidence-based evaluation.

The methodology consists of the following sequential and interlinked stages:

- a. Institutional Submission of Proformas and Documentation:** The evaluation process required with the submission of standardized forms and supporting documents by the concerned university or DAI. These forms are already discussed in Section 9.4. Along with these, institutions are required to submit evidence such as:

- i. Annual reports
- ii. Academic calendars
- iii. Research publications (HEC-recognized)
- iv. Faculty profiles and CVs
- v. Policies and procedures (QA, HR, finance, curriculum)
- vi. Student survey summaries
- vii. Minutes of Statutory Meetings
- viii. Audited financial statements
- ix. Or any other documents/records as prescribed in the CIEC forms.

This ensures the evaluation is grounded in verified and auditable data.

- b. Desk Review and Validation of Submissions:** After receiving the completed proformas, the CIEC secretariat conducts a desk review to verify completeness, consistency, and authenticity of the submitted data. Any discrepancies, missing information, or inconsistencies are communicated to the institution for clarification or resubmission. This step filters errors and prepares the case for field validation.
- c. On-Site Physical Inspection and Observations:** A team comprising Monitoring and Evaluation Team Members and Programme Evaluation Team

Members visit the institution to validate the information provided in the documents through physical inspection, interviews, and direct observation. The visit may include:

- i. Inspection of campus infrastructure, labs, libraries, and student facilities
- ii. Review of academic departments and classrooms
- iii. Interaction with faculty, students, and administrative staff
- iv. Verification of documents, policies, and practices against submitted proformas

The on-site visit serves as a critical mechanism for contextual understanding, transparency, and credibility of the evaluation process.

- d. Scoring and Compilation of Results:** Each component of the evaluation is scored independently based on the defined maximum marks and weightages as approved by the Sindh Higher Education Commission from time to time. The scoring is guided by objective rubrics and checklists embedded in the CIEC forms. Where necessary, normalization or scaling is applied to ensure comparability across institutions of different sizes and profiles.
- e. Quality Assurance of Evaluation Process:** To ensure consistency and fairness, CIEC applies internal quality assurance protocols during and after evaluation. This includes:
 - i. Cross-verification of scores among multiple evaluators
 - ii. Conflict-of-interest declarations by team members
 - iii. Peer review of compiled results
 - iv. Use of standardized evaluation checklists
- f. Final Grading and Approval:** Upon completion of scoring and quality checks, the total score is calculated, and the institution is assigned a rating based on the approved rating scale. The results are submitted for formal review and ratification. A grading / rating summary report is prepared for each institution, highlighting its strengths, areas for improvement, and recommendations. These reports may be shared with the institution for self-improvement purposes.
- g. Publication and Recordkeeping:** Once approved, the institutional rating is recorded and published by Sindh HEC on official platforms. The data contributes to annual reviews, public transparency, and long-term policy planning.

This rigorous and systematic methodology ensures that the evaluation process is not only fair and consistent, but also facilitates institutional growth, compliance, and improvement. By combining quantitative metrics with qualitative assessments, the CIEC provides a comprehensive picture of institutional performance that is credible, comparable, and actionable.

9.6 Notes and Clarifications

To ensure clarity, consistency, and fairness in the implementation of the rating system, the following notes and clarifications are provided. These points aim to support both evaluators and institutions in correctly understanding the intent, scope, and application of the evaluation framework established by the Charter Inspection and Evaluation Committee (CIEC).

- a. **Evidence-Based Scoring is Mandatory:** Each score awarded to an institution, are based on verifiable, authentic, and relevant evidence. Institutions are expected to provide complete and accurate documentation to support the information presented in each CIEC form. Claims without documentary evidence, or based on assumptions or verbal assurances, will not be considered during scoring.
- b. **Equal Opportunity for All Institutions:** The rating system has been designed to apply uniformly to all chartered universities and degree awarding institutes in Sindh—regardless of size, age, public/private status, or geographical location. Evaluation teams are required to apply the same standards and expectations to each institution, ensuring impartiality and consistency in the assessment process.
- c. **Continuous Improvement is Expected:** The rating system is not intended to be a one-time exercise. Rather, it encourages institutions to engage in a cycle of continuous self-assessment and improvement. Institutions are expected to take the feedback provided during evaluations seriously and use it to develop Compliance Implementation Plan (CIP) and long-term Compliance Implementation Report (CIR).
- d. **Performance in Each Criterion is Independently Important:** While the overall score determines the final rating, each evaluation criterion has its own significance and weightage. Institutions must not focus on one or two high-scoring areas while neglecting others. For example, strong research output (20%) cannot compensate for a weak Quality Enhancement Cell (10%) or poor student satisfaction (5%). Balanced performance across all indicators is essential for attaining a higher grade.
- e. **Research Publications Must Be HEC-Recognized:** Only research publications in journals recognized by the Higher Education Commission (HEC) are eligible to be counted under the “Research Productivity” criterion. Institutions must provide proper bibliographic references, journal categories, impact factors (if applicable), and evidence of authorship linked to current faculty. Publications listed in non-recognized or predatory journals will not be considered and may result in penalties if falsely reported.
- f. **Student Feedback Must Be Authentic and Anonymous:** For the Students’ Assessment criterion, institutions must collect student feedback honestly and

independently. CIEC-Form M4 should be filled by a random and representative sample of students from each department (ideally 10–20 per department), ensuring anonymity and freedom of expression. Any attempt to influence, pre-fill, or falsify feedback forms will be treated as misconduct.

- g. Use of the Latest Forms is Compulsory:** Institutions must use the most updated versions of CIEC Forms. Outdated formats or modified versions will not be accepted unless explicitly approved. The proformas are periodically revised to reflect regulatory changes and stakeholder feedback.
- h. Institutional Rating is a Regulatory Outcome:** The final rating assigned to an institution is considered an official regulatory outcome. It may be used by or other government bodies in decisions related to:
 - i. Issuance or renewal of charter
 - ii. Launch of new academic programmes
 - iii. Award of financial grants
 - iv. Public disclosure of institutional quality standing
- i. Confidentiality and Integrity:** Evaluation teams are required to uphold the highest standards of confidentiality, professional integrity, and conflict-of-interest protocols. Any institution or evaluator found engaging in biased practices, data manipulation, or conflict of interest will be subjected to disciplinary action under policies.
- j. Appeals Must Follow a Defined Process:** In case an institution disputes its assigned grade, it must follow the formal appeal process defined by the CIEC. Appeals must be lodged in writing within a specific timeframe, clearly stating the grounds of disagreement and providing additional evidence, if any. The appeal will be reviewed by an independent panel, and decisions will be communicated formally.

These clarifications are essential to maintaining the credibility, uniformity, and fairness of the institutional grading process. Both institutions and evaluators are expected to act in good faith, guided by the principles of transparency, accountability, and quality enhancement. These notes should be read in conjunction with the full policy document, proforma guidelines, and any supplementary instructions issued by the Sindh Higher Education Commission or the CIEC.

Chapter 10 - Continuous Quality Improvement

The evaluation and grading of universities/degree awarding institutes (DAIs) by the Charter Inspection and Evaluation Committee (CIEC) is not the conclusion of a quality assurance process but a milestone in a continuous quality improvement cycle. To ensure long-term academic excellence, institutional credibility, and regulatory compliance, every university/degree awarding institutes (DAIs) must implement corrective actions and system-level enhancements based on the feedback and recommendations received during the evaluation process. This chapter outlines the mechanism for compliance implementation and describes the closure of the institutional quality assurance cycle.

10. 1 Purpose of Compliance Implementation

The purpose of compliance implementation is to:

- Ensure that evaluation outcomes lead to tangible improvements in institutional performance.
- Enable institutions to address weaknesses, gaps, and non-conformities highlighted during the assessment.
- Strengthen internal quality assurance systems, strategic planning, and governance structures.
- Align institutional processes with national and provincial higher education quality standards, including those of HEC.
- Close the quality loop by documenting evidence of improvement and feeding it back into planning and policy.

10.2 Post-Evaluation Compliance Requirements

After the conclusion of the institutional evaluation and issuance of the performance grade, the following actions are expected from the evaluated institution:

- a. **Compliance Implementation Plan:** Each HEI must submit a Compliance Implementation Plan within 3 weeks of receiving the evaluation findings and grading report. The plan presents the short-term corrective actions taken to overcome the non-compliances. This report should outline:
 - i. Specific observations or deficiencies identified during the evaluation.
 - ii. Proposed corrective actions to address each issue.
 - iii. Timelines for implementation.
 - iv. Responsible people or units.
 - v. Progress indicators and expected outcomes.

The format of the compliance report shall follow CIEC-Form 5 or be attached as an annexure to the grading feedback. The CIP should be endorsed by the QEC and approved by the Vice Chancellor of the university/institute.

b. Compliance Implementation Report (CIR)

The institution must prepare a Compliance Implementation Report (CIR) that reflects medium to long-term actions for improvements. This plan should include, but not limited to:

- i. Revised policies or procedures
- ii. Capacity building activities
- iii. Facility development and upgradation
- iv. Programme restructuring
- v. Research enhancements
- vi. Governance reforms
- vii. Academic process improvements
- viii. Digital infrastructure expansion
- ix. Stakeholder engagement mechanisms

The CIR should be approved by the Vice Chancellor/Rector/Head of Institution and endorsed by the Internal Quality Assurance Body or QEC.

10.3 Monitoring and Follow-Up by CIEC

To ensure that institutions comply with their post-evaluation obligations, the following mechanisms are implemented by the CIEC:

- a. Desk Review of Compliance Reports:** Submitted compliance plans and reports are reviewed by the CIEC secretariat. Clarifications or additional evidence may be requested, and institutions may be given further deadlines for resubmission if documentation is found inadequate.
- b. Mid-Cycle Monitoring Visits (If required):** Where necessary, CIEC may conduct follow-up visits or mid-cycle reviews to validate implementation on ground, particularly for institutions with lower performance grades (B or C). These visits focus on:
 - i. Verification of corrective actions
 - ii. Assessment of new interventions
 - iii. Evaluation of ongoing progress
- c. Inclusion in Subsequent Evaluations:** Compliance history forms part of the institution's record and is considered in subsequent evaluation cycles. Consistent non-compliance may affect the institution's grade, accreditation status, or eligibility for launching new programmes.

10.4 Closure of the Quality Assurance Cycle

The quality assurance cycle for institutional evaluation is considered closed only when the following conditions are fulfilled:

- The institution has submitted a satisfactory Compliance Report.
- Evidence of implementation of key corrective actions has been verified.
- The QEC or internal monitoring unit has documented and reported progress.
- Lessons learned have been reflected in institutional planning and self-assessment reports.
- The CIEC has acknowledged the closure through formal communication or review note.

Closing the cycle ensures that quality assurance is not an isolated activity, but part of a systematic and repeatable institutional process aimed at continuous improvement.

Compliance implementation and closure of the quality assurance cycle represent a pivotal stage in the lifecycle of institutional evaluation. It is not merely a procedural formality but a strategic opportunity for universities and DAIs to strengthen their systems, processes, and academic reputation. Institutions that respond proactively to evaluation findings are better positioned to innovate, compete, and contribute meaningfully to national and regional development goals.



Charter Inspection and Evaluation Committee (CIEC) Sindh Higher Education Commission, Government of Sindh

CIEC-Form 2 - for the Establishment of a New University or for the Establishment of a University under Collaboration with a Foreign University / Institute Type-II(University)

Component	Standards/Norms	Applicant Checklist	Inspection Team Checklist
1. Legal (Sec. 4.3)	Registered organization either with the Companies Ordinance (for private institutions) or Societies Registration Act/Trust Act (for foundations etc.).	☐ Submit the verifiable Registration documents	☐ Verify the documents and check them on web.
2. Administrative/ Governance (Sec. 4.4)	Vision/Mission and Governance of the institute	☐ Submit the vision and mission and composition of board of governance	☐ Interview with the leadership for the vision and mission ☐ Verify the composition through attendance sheet or minutes of meeting
3. Infrastructure (Sec. 4.6a)	10 acres land (3 acres in urban region and 7 in fringe of city); 100 sq. ft/student covered area.	☐ Submit land deeds and building plans.	☐ Verify the documents
4. Classrooms/ Library (Table 4.1)	12–15 sq. ft/student (lecture halls); 6 classrooms, 1 central library.	☐ Provide building plans and occupancy certificates.	☐ Measure space adequacy and safety compliance (fire, disability access).
5. Workshops/ Laboratories (Table 4.1)	Equipment for 2 years; 35–45 sq. ft/student in workshops.	☐ List lab equipment and safety protocols.	☐ Test equipment functionality and verify safety standards.
6. No. of Computers Table 4.1	One for each student for IT related courses	☐ Provide a list of computers available with specifications	☐ Verify the procurement documents and specifications

Component	Standards/Norms	Applicant Checklist	Inspection Team Checklist
7. Other Facilities (Table 4.1)	Details of offices, staff rooms, cafeteria, reading room, provision for auditorium, committee room, conference room, housing for staff, parking space, and toilets etc.	☐ Submit the list of facilities along with capacities	☐ Verify the facilities and their capacities
8. Financial (Sec. 4.7)	Endowment fund: Rs. 50M**, Assets: Rs. 100M, Working Capital: Rs. 50M**.	☐ Submit bank statements, asset deeds, and audited financial reports.	☐ Audit financial documents for compliance with Rs. 200M total requirement.
9. Research (Table 4.2)	10% research funding from the total budget	☐ Submit the budget in heads	☐ Verify the research budget head
10. Scholarships (Table 4.2)	10% scholarships (2% reserved for local district students).	☐ Provide scholarship policy and beneficiary list.	☐ Verify records of awarded scholarships and disbursement mechanisms.
11. Departments (Sec. 4.5a)	Minimum degree programmes – 4 programmes in 4 departments	☐ Submit list of departments, programmes. CIEC-Form 2a.	☐ Verify programme diversity, and alignment with HEC/PEC/PMDC requirements.
12. Teaching Faculty (Sec. 4.5 b, c)	a. Teacher-student ratio 1:20 for Undergraduate 1:12 for Graduate (non-research), 1:7 for M.Phil and 1:5 for PhD.	☐ Provide enrollment data and faculty-student ratios. CIEC Form 2b.	☐ Cross-check ratios through institutional records and class observations.
	b. Full-time teachers – 1 Professor, 1 Ass. Prof., 2 Asst. Prof. and 2 Lecturers.	☐ Attach CVs, qualifications, and appointment letters.	☐ Validate faculty credentials (Ph.D. mandatory for Prof/Assoc Prof, except in exempt fields).
13. Libraries (Sec. 4.5d)	400+ titles per department; 3+ IF journals per programme.	☐ Submit catalog of books/journals and digital library access proof.	☐ Inspect library facilities, subscriptions, and digital resources.



Charter Inspection and Evaluation Committee (CIEC) Sindh Higher Education Commission, Government of Sindh

CIEC-Form 3 - for the Establishment of a New Degree Awarding Institute (DAI) or Establishment of an Institute under collaboration with a Foreign University / Institute and Type-II(DAI)

Component	Standards/Norms	Applicant Checklist	Inspection Team Checklist
1. Legal (Sec. 4.3)	Registered organization either with the Companies Ordinance (for private institutions) or Societies Registration Act/Trust Act (for foundations etc.).	☐ Submit the verifiable Registration documents	☐ Verify the documents and check them on web.
2. Administrative/ Governance (Sec. 4.4)	Vision/Mission and Governance of the institute	☐ Submit the vision and mission and composition of board of governance	☐ Interview with the leadership for the vision and mission ☐ Verify the composition through attendance sheet or minutes of meeting
3. Infrastructure (Sec. 4.6a)	3.33 acres land; 100 sq. ft/student covered area.	☐ Submit land deeds and building plans.	☐ Verify the documents
4. Classrooms/ Library (Table 4.1)	12–15 sq. ft/student (lecture halls); 6 classrooms, 1 central library.	☐ Provide building plans and occupancy certificates.	☐ Measure space adequacy and safety compliance (fire, disability access).
5. Workshops/ Laboratories (Table 4.1)	Equipment for 2 years; 35–45 sq. ft/student in workshops.	☐ List lab equipment and safety protocols.	☐ Test equipment functionality and verify safety standards.
6. No. of Computers Table 4.1	One for each student for IT related courses	☐ Provide a list of computers available with specifications	☐ Verify the procurement documents and specifications
7. Other Facilities (Table 4.1)	Details of offices, staff rooms, cafeteria, reading room, provision for auditorium, committee	☐ Submit the list of facilities	☐ Verify the facilities and their capacities

Component	Standards/Norms	Applicant Checklist	Inspection Team Checklist
	room, conference room, housing for staff, parking space, and toilets etc.	along with capacities	
8. Financial (Sec. 4.7)	Endowment: Rs. 15M (cash), Assets: Rs. 25M, Working Capital: Rs. 10M.	☐ Submit bank statements, asset deeds, and audited financial reports.	☐ Audit financial documents for compliance with Rs. 50M total requirement.
9. Research (Table 4.2)	10% research funding from the total budget	☐ Submit the budget in heads	☐ Verify the research budget head
10. Scholarships (Table 4.2)	10% scholarships (2% reserved for local district students).	☐ Provide scholarship policy and beneficiary list.	☐ Verify records of awarded scholarships and disbursement mechanisms.
11. Departments (Sec. 4.5a)	Minimum degree programmes – 2 programmes in 2 departments	☐ Submit list of departments, programmes. CIEC-Form 2a.	☐ Verify programme diversity, and alignment with HEC/PEC/PMDC requirements.
12. Teaching Faculty (Sec. 4.5 b, c)	a. Teacher-student ratio 1:20 for Undergraduate 1:12 for Graduate (non-research), 1:7 for M.Phil and 1:5 for PhD.	☐ Provide enrollment data and faculty-student ratios. CIEC Form 2b.	☐ Cross-check ratios through institutional records and class observations.
	b. Full-time teachers – 1 Professor, 1 Ass. Prof., 2 Asst. Prof. and 2 Lecturers	☐ Attach CVs, qualifications, and appointment letters.	☐ Validate faculty credentials (Ph.D. mandatory for Prof/Assoc Prof, except in exempt fields).
13. Libraries (Sec. 4.5d)	400+ titles per department; 3+ IF journals per programme.	☐ Submit catalog of books/ journals and digital library access proof.	☐ Inspect library facilities, subscriptions, and digital resources.



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CIEC-Form 4 - for the Establishment of a New Degree Programme under collaboration with a Foreign University / Institute - Type-I

Component	Standards/Norms	Applicant Checklist	Inspection Team Checklist
1. Legal (Sec. 4.3)	Registered organization either with the Companies Ordinance (for private institutions) or Societies Registration Act/Trust Act (for foundations/ etc).	☐ Submit the verifiable Registration documents	☐ Verify the documents and check them on web.
2. Administrative/ Governance (Sec. 4.4)	Vision/Mission and Governance of the institute	☐ Submit the vision and mission and composition of board of governance	☐ Interview with the leadership for the vision and mission ☐ Verify the composition through attendance sheet or minutes of meeting
3. Infrastructure (Sec. 4.6a)	0.5 acres land 100 sq. ft/student covered area).	☐ Submit land deeds and building plans.	☐ Verify the documents
4. Classrooms/ Library (Table 4.1)	16x32 ft ² for 40 to 50 students (lecture halls); 2 classrooms, 1 central library.	☐ Provide building plans and occupancy certificates.	☐ Measure space adequacy and safety compliance (fire, disability access).
5. Workshops/ Laboratories (Table 4.1)	Equipment for 2 years; 20–40 sq. ft/student in workshops.	☐ List lab equipment and safety protocols.	☐ Test equipment functionality and verify safety standards.
6. No. of Computers (Table 4.1)	One for each student for IT related courses	☐ Provide a list of computers available with specifications	☐ Verify the procurement documents and specifications
7. Other Facilities (Table 4.1)	Details of offices, staff rooms, cafeteria, reading room, provision for auditorium, committee room, conference room,	☐ Submit the list of facilities along with capacities	☐ Verify the facilities and their capacities

Component	Standards/Norms	Applicant Checklist	Inspection Team Checklist
	housing for staff, parking space, and toilets etc.		
8. Financial (Sec. 4.7)	Endowment: Rs. 15M (cash), Assets: Rs. 25M, Working Capital Rs. 10M.	☐ Submit bank statements, asset deeds, and audited financial reports.	☐ Audit financial documents for compliance with Rs. 50M total requirement.
9. Research (Table 4.2)	10% research funding from the total budget	☐ Submit the budget in heads	☐ Verify the research budget head
10. Scholarships (Table 4.2)	10% scholarships (2% reserved for local district students).	☐ Provide scholarship policy and beneficiary list.	☐ Verify records of awarded scholarships and disbursement mechanisms.
11. Departments (Sec. 4.5a)	Minimum degree programmes – 2 in 2 departments	☐ Submit list of departments, programmes. CIEC-Form 2a.	☐ Verify programme diversity, and alignment with HEC/PEC/PMDC requirements.
12. Teaching Faculty (Sec. 4.5 b, c)	a. a. Teacher-student ratio 1:20 for Undergraduate 1:12 for Graduate (non-research), 1:7 for M.Phil and 1:5 for PhD. (Sec. 4.7c)	☐ Provide enrollment data and faculty-student ratios. CIEC Form 2b.	☐ Cross-check ratios through institutional records and class observations.
	b. Full-time teachers – 1 Professor, 1 Ass. Prof., 2 Asst. Prof. and 2 Lecturers (Sec. 4.7b)	☐ Attach CVs, qualifications, and appointment letters.	☐ Validate faculty credentials (Ph.D. mandatory for Prof/Assoc Prof, except in exempt fields).
13. Libraries (Sec. 4.5d)	400+ titles per department; 3+ IF journals per programme. (Sec. 4.7d)	☐ Submit catalog of books/journals and digital library access proof.	☐ Inspect library facilities, subscriptions, and digital resources.



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CIEC-Form 7 - for the Establishment of a New Campus of a University or for the Establishment of a Campus of a Foreign University / Institute - Type-III

Component	Standards/Norms	Applicant Checklist	Inspection Team Checklist
1. Legal (Sec. 4.3)	Registered organization either with the Companies Ordinance (for private institutions) or Societies Registration Act/Trust Act (for foundations etc.).	☐ Submit the verifiable Registration documents	☐ Verify the documents and check them on web.
2. Administrative/ Governance (Sec. 4.4)	Vision/Mission and Governance of the institute	☐ Submit the vision and mission and composition of board of governance	☐ Interview with the leadership for the vision and mission ☐ Verify the composition through attendance sheet or minutes of meeting
3. Infrastructure (Sec. 4.6a)	3.33 acres land - 100 sq. ft/student covered area).	☐ Submit land deeds and building plans.	☐ Verify the documents
4. Classrooms/ Library (Table 4.1)	16x32 ft ² for 40 to 50 students (lecture halls); 2 classrooms, 1 central library.	☐ Provide building plans and occupancy certificates.	☐ Measure space adequacy and safety compliance (fire, disability access).
5. Workshops/ Laboratories (Table 4.1)	Equipment for 2 years; 20–40 sq. ft/student in workshops.	☐ List lab equipment and safety protocols.	☐ Test equipment functionality and verify safety standards.
6. No. of Computers (Table 4.1)	One for each student for IT related courses	☐ Provide a list of computers available with specifications	☐ Verify the procurement documents and specifications
7. Other Facilities (Table 4.1)	Details of offices, staff rooms, cafeteria, reading room, provision for auditorium, committee	☐ Submit the list of facilities	☐ Verify the facilities and their capacities

Component	Standards/Norms	Applicant Checklist	Inspection Team Checklist
	room, conference room, housing for staff, parking space, and toilets etc.	along with capacities	
8. Financial (Sec. 4.7)	Endowment: Rs. 15M (cash), Assets: Rs. 25M, Working Capital Rs. 10M.	☐ Submit bank statements, asset deeds, and audited financial reports.	☐ Audit financial documents for compliance with Rs. 50M total requirement.
9. Research (Table 4.2)	10% research funding from the total budget	☐ Submit the budget in heads	☐ Verify the research budget head
10. Scholarships (Table 4.2)	10% scholarships (2% reserved for local district students).	☐ Provide scholarship policy and beneficiary list.	☐ Verify records of awarded scholarships and disbursement mechanisms.
11. Departments (Sec. 4.5a)	Minimum degree programmes – 2 programmes in 2 departments	☐ Submit list of departments, programmes. CIEC-Form 2a.	☐ Verify programme diversity, and alignment with HEC/PEC/PMDC requirements.
12. Teaching Faculty (Sec. 4.5 b, c)	a. Teacher-student ratio 1:20 for Undergraduate 1:12 for Graduate (non-research), 1:7 for M.Phil and 1:5 for PhD. (Sec. 4.7c)	☐ Provide enrollment data and faculty-student ratios. CIEC Form 2b.	☐ Cross-check ratios through institutional records and class observations.
	b. Full-time teachers – 1 Professor, 1 Ass. Prof., 2 Asst. Prof. and 2 Lecturers (Sec. 4.7b)	☐ Attach CVs, qualifications, and appointment letters.	☐ Validate faculty credentials (Ph.D. mandatory for Prof/Assoc Prof, except in exempt fields).
13. Libraries (Sec. 4.5d)	400+ titles per department; 3+ IF journals per programme. (Sec. 4.7d)	☐ Submit catalog of books/ journals and digital library access proof.	☐ Inspect library facilities, subscriptions, and digital resources.

Annexure I – Monitoring and Evaluation Process

Timeframe (w.r.t Visit)	Process	Description	Role	Input	Output
- 10 week	Initiating Evaluation	CIEC will write a letter to the head of institution for the evaluation enquiring about the Facilitator/ Contact person and institutional programme team (IPT)	CIEC & University Leadership	Letter for the initiation of evaluation	Nomination of facilitator/ contact person & IPT members.
- 8 week	IPT Training	Training will be provided for the IPT members.	CIEC and IPT Members	IPT member nomination.	Trained IPT members.
- 8 week	Nomination for PEVs	CIEC will write a letter to the head of the institution regarding the nominations of one senior faculty members from each programme for the Programme Evaluators' (PEV) training.	CIEC & University Leadership	Letter for the PEV nomination	Nominations of PEVs.
- 8 week	PEV Training	Training will be provided for the PEVs.	CIEC and PEVs	PEVs nomination.	Trained PEVs' pool
- 7 week	Nominations for Monitoring and Inspection Team Members	Monitoring & Inspection Team as per the Sec. 2.4 and one PEV from PEVs pool for each of the evaluating programme will be identified as evaluator team.	CIEC	Letter to invite for evaluation	Consent of evaluation team/List of evaluators for the evaluation of each university/DAI
- 7 week	Evaluation Briefing	CIEC will provide a briefing to the Facilitator/Contact Person about the evaluation process. This briefing will be cascaded by the facilitator/contact person to the IPT members his/her university.	CIEC, Facilitator and IPT Teams	Letter for the briefing	The university team will be ready for the initiation.

Timeframe (w.r.t Visit)	Process	Description	Role	Input	Output
- 7 week	Evaluation Documents' Preparation	CIEC will write a letter with the date of visit, panel members, development of SAR for the programmes and CIEC forms along with required evidence and data.	CIEC	Letter for SAR	SAR and CIEC forms along with the evidence
- 3 week	Evaluation Documents Submission	University Facilitator/Contact Person will ensure the submission of completed and reviewed SARs (signed by the VC) along with the required evidence and data	Facilitator/ Contact Person	SAR Draft	Finalized SAR (reviewed with a checklist)
- 3 weeks	Evaluation and Logistics Planning	CIEC will develop a schedule of three-day evaluation and Logistics for the visit. It will be communicated to the Facilitator/Contact Person and PEVs.	CIEC	Availability of Evaluation Team	Visit Scheule + logistics
- 1 week	Desk Review	A virtual meeting will be called between the Monitoring and Inspection Team (MIT) and PEVs to prepare questions and the requirements of further evidence.	MIT and PEVs	SAR Review	Preparation of Questions and evidence requirements
0 week	Evaluation Visit & Reporting	CIEC and MIT along with the PEVs will visit for the on-site visit. On the last day of the visit, an evaluation report will be prepared.	CIEC, MIT, PEVs, University/ Institute	Templates for reports	Draft Evaluation Report
+ 2 weeks	Appeal on Report	University through the head of the institute can appeal to relax any observation along with the evidence	VC/ Rector	Appeal	Final Evaluation Report & Grading

Timeframe (w.r.t Visit)	Process	Description	Role	Input	Output
+ 3 weeks	Compliance Implementation Plan	CIEC will send a template to provide the compliance implementation plan (CIP) for the observations in the report.	CIEC	Compliance Implementation Template	--
+ 6 weeks	Compliance Implementation Report (CIR)	University through the head of the institute will submit CIR to CIEC	VC/ Rector	--	Compliance Report

