

Subject: Implementation Plan & Action Taken against Self- Institutional Performance Evaluation IPE Report

Introduction:

The Self- Institutional Performance Evaluation (IPE) team consisting of the following external and internal team members visited and evaluated the Textile Institute of Parisian (TIP) on 17.06.2021 and reviewed the information/data about the institute given in the “Eleven Standards” in the University Portfolio Report (UPR).

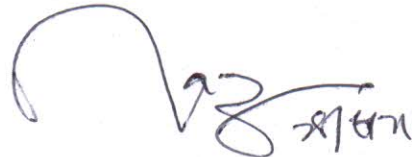
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| 1. Prof. Dr. Abdul Jabbar
Dean (TIP) | Convener |
| 2. Ms. Ambreen Asif Qureshi
Director QEC, Ex-DIHE, IntellAct Consultants/Reviewer | External Reviewer |
| 3. Dr. Munir Hussain (Assistant Professor & HOD,
Department of Entrepreneurship, CBM, IoBM), Karachi | External Reviewer |
| 4. Mr. Afzal Adamjee (TIP, senior faculty member) | Internal member |

Facilitator Team:

1. Prof. Dr. A. Razak Mahar, TIP/Director, Quality Enhancement Cell
2. Mr. Tariq Aziz (TIP/AD/QEC)
3. Mr. M. Dastagir (TIP/Deputy Director)
4. Ms. Amar Ekram (TIP/Manage HR/Program Coordinator TMM)
5. Ms. Samia Kaleem (TIP/ Librarian)
6. Mr. G. M. Lodhi (TIP/Manager Finance & Corporate Secretary).
7. Mr. Fasiullah Khan (TIP Manager Admn & General Services)

The team thoroughly reviewed the answers and evidences against each question of the standard; finally, they submitted the Self-IPE Report for the implementation & action.

The following “Compliance/Implementation Plan” and “Action Taken” against each observation by the president/Dean/Coordinators and other concerned.



Prof. Dr. A. Razak Mahar
Director, QEC

Standard: Standard 1 – Mission Statement and Goals		
S.#	Observations:	Clarification/correction:
1.	Institute’s Vision and Mission Statements were different on different documents. As per discussion with the Institutes officials, this was because the vision and mission were updated so new and old statements both were presented.	<i>The revised Vision & Mission has been prepared and is under process for final approval from the BoGs.</i>
2.	The process of development and revision of Vision/Mission statement was not well defined. Generally, their statutory records don’t show the process, mechanism of Institute’s vision/mission development.	<i>A well-defined process for the revision has been drafted.</i>
3.	The Institute is aware of its limitations to fulfill and realize its mission to the fullest. Due to the paucity of the funds, it cannot expand its operations and add more classrooms, computer labs etc. thereby raising the number of students which may help it in generating more income. Recently a building demarcated for faculty accommodation has been renovated to house more classrooms.	<i>Although there is a financial constraint, nevertheless, the institute has started work on new academic block; as soon as the new block handed over, the new programs and more enrolment in the existing program will be encouraged.</i>
Recommendations:		Implementation Plan/Action Taken:
1.	The vision and mission statements should have all statutory approvals and same be exhibited in all written documents as well as on website, students’ and faculty handbooks etc. They should also be placed on notice boards so that maximum number of stakeholders become aware of the direction institute wants to take.	<i>As soon as the final version of the Vision & Mission approved from the concerned statutory bodies, the same will be placed on the notice board, main entrances of the institute, library, meeting hall, website and student handbook etc.</i>
2.	Proper SOPs should be written and follow, clearly writing how often these will be visited, who will be responsible to develop and what will be the course taken for statutory approvals.	<i>A proper procedure has been documented; the Dean and Coordinators would be responsible for the process.</i>
3.	More brain storming sessions must be held with all stakeholders, including the students, for a buy-in as well as to generate more ideas of how to go for expansion and realize the dream of becoming the leader in the industry.	<i>A series of various sessions has been designed in the next Academic Year for creative and constructive ideas for all stakeholders.</i>
Standard 2 – Planning and Evaluation		
S.#	Observations:	Clarification/correction:
1.	The UPR mentions that the Institute has a well-defined formal system of planning and evaluation. A list of all boards and committees was also provided.	<i>Almost all TORs for BOGs, AC, and other statutory bodies are well defined and documented. The minutes of the BoG and AC are available and well</i>

	The Team finds it very strange that the Charter of the Institute itself is silent in this regard. Only Board of Governors and the Academic Council is mentioned therein. Hence, not much documentary evidence could be found in the form of any statutory body's Minutes, composition or TORs.	<i>documented.</i>
2.	Though the Team found physical evidence in terms of newly renovated building, revised mission statement, and availability of e-resources in the library, yet the document for Development and Financial plan for 05 years, as mentioned in the UPR, was not available. Hence it was difficult for the Team to ascertain how much ground has been covered in last few years, as compared to the planning documents, or what steps are planned for future. In any case, such documentary proofs are very much required as part of official record.	<i>Well documented infrastructure plans are available, approved from the concerned bodies and being followed accordingly.</i> <i>The 5-Year plan is under process.</i>
3.	From the few Minutes of the Finance and Planning Committee, and the Board of Governors, it appears as if no other body or personnel are involved in the planning and evaluation process. It's not clear who initiates, who moves, who plans and / or who approves any work or process.	<i>A comprehensive SOP for planning & Finance is documented.</i>
Recommendations:		Implementation Plan/Action Taken:
1.	It is highly recommended that documentation of all bodies, committees and Boards involved in the planning and evaluation be taken seriously and filed. It should mention that Composition, TORs, frequency of meetings, as well as reporting hierarchy.	<i>All documents for BOGs, Planning & Finance, including composition and TORs are available.</i>
2.	As per HEC guidelines, different types of committees and statutory bodies should be involved in this whole process, starting from the program level going up to the BOG level. Each should have clearly defined Standard Operating Procedures (SOPs) and timelines	<i>For starting any program, a well defied process, as directed by the HEC, is available and strictly followed.</i>
3.	An effort should be made to bring everything in writing and filed accordingly. This is a mandatory requirement by HEC and all other regulatory bodies too.	<i>Almost all activities of the Statuary Bodies and academic have been recorded including other correspondences made by the regulatory bodies is properly documented.</i>
Standard 3 – Organization and Governance		
S.#	Observations:	Clarification/correction:

1.	This standard deals with the provision of the Institute's Act, its Statutes, and well-defined TORs of its different departments, committees and other working bodies.	<i>The Act, Statues, and well-defined TORs are available.</i>
2.	TIP was established by an Act passed by the Sindh Parliament in 2001. A copy was made available to the Team. However, it was strange to find that only the BOG and the Academic Council has been mentioned in the ACT. There was no mention of the Board of Studies, Board of Faculty, Board of Advanced Studies and Research, or even Selection Committee, in the said Act. This weakens the position of these very vital bodies inside any academic institute. Hence, they cannot be termed as statutory bodies even.	<i>As the Act is already approved by the Sindh Assembly, the observed statutory bodies (BASR, BF) would be included in the revised Act in the future.</i>
3.	The Team did not find the 1 st Statutes of the Institute, hence is unable to comment whether the above-mentioned bodies, their composition and / or TORs are mentioned therein or not. Though it was mentioned that regular meetings of BOS and BOF are held. Nor can it compare the approved policies against the ones available in prospectus, students' handbook, faculty handbook and/ or on website.	<i>1st Statues, as approved in the Act, are well defined and available.</i>
4.	This standard requires the list of dates on which meetings of all statutory or other administrative or academic committees were held. It was strange to observe that though the BOG held its meeting regularly, yet no meeting of the Academic Council was held in the last three years or so. Minutes of its meetings prior to the last three years were also not available in proper and sequenced form.	<i>The last AC meeting was held on May 16th, 2019, 2 Year ago, next meeting was scheduled after six but COVID scenario did not allow us to hold another meeting, it would be held on time in near future.</i>
Recommendations:		Implementation Plan/Action Taken:
1.	The Team recommends that the 1 st Statutes of the Institute be made available to the heads of different departments and all policies, rules and regulations be framed accordingly. Approvals be sought from the BOG and the Academic Council and be placed in respective files.	<i>The 1st statues are available for all stakeholders. All policies, rules and regulations are properly framed. The approved files for BOG and AC are placed in the record.</i>
2.	The Academic Council is the heart and soul of any HEI. Its meetings should be held regularly, with Minutes, working papers and resolutions properly documented and easily retrievable.	<i>The AC meetings were being conducted as per the Act, however, because of the COVID-19, the schedule has been disturbed.</i>
Standard 4 – Integrity		

S.#	Observations:	Clarification/correction:
1.	There was no plagiarism policy for students and faculty.	<i>The Plagiarism policy, in the light of the HEC, is already available; the new document for the policy has been prepared and is under process for the approval by the competent authority.</i>
2.	Institute does not have institutional plagiarism software.	<i>The required software is being acquired from the HEC.</i>
Recommendations:		Implementation Plan/Action Taken:
1.	The Institute is counseled to either develop its own plagiarism policy or adapt the HEC Plagiarism policy for students and faculty members, available at: https://www.hec.gov.pk/english/services/faculty/Documents/Plagiarism/Plagiarism%20Policy.pdf	<i>The Plagiarism policy has been adopted and approved in the 37th Board Meeting held on 19th November 2016. The new updated document for the Plagiarism policy has been prepared by the QEC, and is under process for the approval from the competent authority and concerned statutory bodies.</i>
2.	SoPs are also available to deal with complaints about plagiarism, you may consider it.	<i>SOPs have been developed.</i>
3.	Develop appropriate ToRs and procedural Disciplinary action(s) in case plagiarism is found.	<i>The Plagiarism policy itself described the comprehensive disciplinary action.</i>
4.	Institute may purchase the institutional plagiarism software.	<i>The TIP has requested the HEC for Turnitin Software.</i>
Standard 5 – Faculty		
S.#	Observations:	Clarification/correction:
1.	This standard deals with the faculty appointment criteria. There is a strong need to document all the Minutes of the Selection Board, corresponding salary matrix, and the approval from the BOG.	<i>There is well described SOP designed in directions of the HEC is available including minutes of the BOG, terms and conditions etc.</i>
2.	Majority of the faculty has been with the institute since long, and shared their complete satisfaction with the Institute’s policies, facilities and how they are taking care of. The Team highly commends the positive vibes from the faculty which added to the lure of the overall aura of a happy and congenial workplace. Copy of the advertisements given once or twice was shown to the Team.	<i>The TIP appreciates the remarks.</i>
3.	Faculty class observation or evaluation criteria are not clearly written. Few faculty members requested that if shared it will help them further improve their teaching.	<i>The QEC randomly visit the classes with the senior faculty members and also get feedbacks.</i>
4.	TORs and SOPs for the department responsible for Faculty evaluation were not clear or	<i>The feedbacks for faculty evaluation is being regularly conducted during</i>

	documented. This needs to be addressed at the earliest.	<i>preparation of the SARs and is the major part of the SAR.</i>
5.	These standards deal with utilizing professional development opportunities, faculty research output and participation in conferences and seminars. There was not much evidence to suggest that it's a routine practice. No faculty member, except for the Dean, has published any paper, held or attended workshop. Faculty members were not even desirous of writing Self-Assessment Reports of their own programs.	<i>The TIP is quite interested and always support for Professional Development and encourage the faculty members for attending national & international conferences, workshops. To write SARs is one of the main activities for the faculty members. The available SARs are prepared by the faculty members and are happy to do so in the future when needed.</i>
6.	No faculty member was involved in own professional development or research. As a result, the promotion criteria, as mentioned in faculty appointment criteria, could not be followed in letter and spirit. Majority of the members hold 16 years Master's degree acquired long back. Nobody shared any plans to go for further studies or attend professional development courses. It was also observed that few faculties are foreign qualified but there was no degree equivalence by the HEC	<i>The faculty members are encouraged to conduct research and publish papers, few of them have recently got papers published and some are under process. The foreign qualified faculty members are being advised to get the equivalence certificate from the HEC.</i>
7.	No documentary evidence was available about termination, nor was anyone aware of the process/es involved. The faculty related rules and regulations are also silent on termination process.	<i>Detailed document for appointment, termination, rules and regulations for the job description are available in the registrar office.</i>
8.	Few officers and faculty members communicated that day-care home in the Institute would enhance their motivation. During the exit interview this observation was shared with the Dean. He explained that this is included in their plans to develop a day-care center but due to suburban premises, staff is not available.	<i>The well-equipped and furnished Day-Care center has been established, soon will be fully functional.</i>
Recommendations:		Implementation Plan/Action Taken:
1.	This area needs thorough documentation and formation of rules and regulations. There should be a systematic professional development plan in place and faculty should be encouraged to go for higher studies and / or attend professional development courses. The Institute must also provide incentives for faculty's involvement in research, publications and further education. Furthermore, it is	<i>A comprehensive document is available for rules & regulations. The professional development system is already existing, more will be extended. The faculty is always encouraged for conducting research time to time. The faculty, who is foreign qualified, has been advised to get their equivalence certificates from the HEC.</i>

	recommended to encourage faculty of foreign degrees to get HEC's equivalence of their foreign degree.	
2.	This is also recommended that due to long distance from the city, development of day-care center is required.	<i>The day-care section has been approved and ready to handover.</i>
Standard 6 – Students		
S.#	Observations:	Clarification/correction:
1.	It was asserted that admission policies are developed and approved by the Board of Governors and Academic Council but its evidence from meeting minutes was not found.	<i>The minutes of meeting of statutory bodies properly documented, similarly, admission policy; the admission policy is also well described in the Prospectus.</i>
2.	It was also asserted that these policies are revised in the Academic Council but its evidence was also not available in the documents.	<i>All minutes of the decision taken in the Academic Council are properly documented and are available.</i>
3.	The student's guidelines were asserted to be reviewed and updated when instructions received from the regulatory bodies but its procedure, meeting minutes and/or notifications were not seen.	<i>Almost all reviewed and updated documents in the light of the regulatory bodies are available in the record.</i>
	Recommendations	Implementation Plan/Action Taken:
4.	This is recommended to present the Student's Handbook, Prospectus, admission and other policies in the Academic Council, get approval and notify the relevant departments about this implementation.	<i>Student's Handbook, Prospectus, Admission policies are approved by the Academic Council and all other related and are notified and available in the concerned office.</i>
Standard 7 – Institutional Resources		
S.#	Observations:	Clarification/correction:
1.	It was found that most of the time, budget process responsibility lies with upper statutory bodies; such as Board of Governors, Planning & Finance Committee etc. The other statutory bodies, academic departments or Board of Studies generally don't discuss the components of annual budget. For developing budgetary synergy and mechanism this is required to include at the lower management in the process of budget and planning. Academic empowerment will increase the budget and planning related expertise.	<i>There is comprehensive procedure for the requirement for the budget. The academic departments, laboratories propose their budget; the proposed budget to be discussed in the Finance Committee meeting, after recommendations, the budget approved by the BOG.</i>
2.	It was not mentioned that how the budget priorities are set.	<i>The budget priorities based prior year actual expenses and also on the need and requirements.</i>
3.	SoPs for resource allocation and approvals of	<i>The process of allocation and approval of</i>

	SOPs were not found.	<i>the budget is well defined and documented.</i>
4.	Purchasing process, purchase committee and minutes of meeting for purchasing were not presented	<i>The TIP has very clear purchasing committee and policy; the documents are available in the office of the Finance Manager.</i>
5.	The Institute doesn't have PERN connectivity by HEC so HEC's Digital Library Report of utilization couldn't be presented.	<i>The PERN connectivity is under process.</i>
Recommendations		Implementation Plan/Action Taken:
1.	Budgetary policy is not clear. A well-structured policy is recommended with clear guidelines, ToRs, Committee's composition, responsibilities and authorities of Committee members, SoPs of resource allocation etc.	<i>Although, there is very clear budgetary policy, its composition and responsibilities; in future, these can be reviewed if there is any important missing or needed to be included.</i>
2.	It is recommended to get that budget policy approved by Academic Council and Board of Governors.	<i>Budget policy to be approved by the AC & BOG is under process.</i>
3.	It is also recommended to develop the annual departmental CapEx and OpEx in which faculty, HoDs and Dean can coordinate. This process will increase the faculty's ownership of the budgets.	<i>There is a practice for approval of the CapEx & OpEx by involvement of HoDs/Dean including the President for final approval from the BoG.</i>
4.	Purchase Committee may be developed with its composition, policy guidelines and it should be approved by the Academic Council and Board of Governors.	<i>The purchase committee and its TORs are developed, to be approved the concerned bodies.</i>
5.	HEC PERN Connectivity is recommended for better software support, HEC's digital library, access to international research databases and plagiarism software.	<i>The PERN connectivity under process, however, Digital library</i>
Standard 8 – Academic Programs and Curriculum		
S.#	Observations:	Clarification/correction:
1.	The list of program approval dates, their approving statutory bodies and meeting minutes were not presented.	<i>All programs have been approved by the statutory bodies, the minutes of the bodies are available.</i>
2.	Students' activities calendar, social calendar, faculty training & development calendar were not presented	<i>A detailed program for students' activities & social programs is available in the prospectus and also being notified on the TIP website.</i>
3.	Curriculum Development Committee doesn't exist and only Board of Studies works extra for curriculum development.	<i>The TIP follows Curriculum reviewed by the NCRC, Islamabad. The BoS also review and recommend to the upper body for formal approval.</i>
4.	Alumni Survey, Employer Survey, Faculty	<i>All mandatory survey forms are being</i>

	Survey, student/teacher's survey are in place but what is the frequency, who is responsible for those surveys, who approved those surveys and how the results of those surveys are used for academic development; these processes and structure were not well explained in the documents.	<i>conducted by the QEC with collaboration of the PT members of concerned programs.</i>
5.	It was found that after 2017, there were no Self-Assessment Reports developed and sent to QAA, HEC. This was good to know that this year they have worked on the SAR's of 2020-2021 that is a good sign.	<i>The findings/observations of the previous Self-Assessment Reports are being covered. A fresh cycle for the preparation of SRAs would be prepared in the coming period (2021-2022) for the reporting.</i>
6.	policy or guidelines for internship were not presented.	<i>A well-documented policy for the internship is available.</i>
Recommendations		Implementation Plan/Action Taken:
1.	It is recommended to get approval by reviewing all programs and archive the meeting minutes and their notifications. Each program should include the Program's description, objectives, learning outcomes, market scope, entry and degree awarding criteria, program's structure, courses, plan of study and course outlines in annexure. This documentation will be helpful for presenting in other regulatory inspections as well.	<i>The programs description, objectives, learning outcomes, market scope and outlines for all courses that are being taught, are maintained by the concerned faculty members and HoDs/Coordinators.</i>
2.	It is recommended that all survey forms should be presented in the statutory bodies. This is also recommended that there should be departments' custodians of those surveys and its results. E.g. examination department can be custodian of graduate survey, alumni or student affairs for alumni survey and employer survey, academic departments for student/teacher survey, HR for employee survey etc.	<i>All survey forms are reviewed and have been submitted for formal approval. T After approval, they will be uploaded on the website.</i>
Standard 9 – Public Disclosure and Transparency		
S.#	Observations:	Clarification/correction:
1.	The Institute has an official website that has got an updated prospectus 2021 having all students and program's relevant information. Other than this, there are few other policies (e.g. refund policy, fee structure etc.) published on the website.	<i>TIP website is very clear and comprehensive for all information, queries.</i>
2.	The Institute also has a good system of taking feedback from HR, Career Counseling office, Marketing and other departments, as well as social media including Facebook, twitter,	<i>The TIP has excellent online system for feedbacks, career counselling etc. Complete record of all academic activities is available.</i>

	Instagram, WhatsApp, LinkedIn, and email. This is good and students also shared that there is a proper system of taking feedback and managing complaints. But we couldn't find any documentary evidences of such feedbacks and complaints.	
3.	It was asserted that the institute issues the academic calendar for each semester but we couldn't find the copy of such calendars of last three years.	<i>Academic calendar is available and being updated every year before starting the new academic year.</i>
Recommendations		Implementation Plan/Action Taken:
1.	This is recommended to get approval of all documents shared on the website (especially the prospectus and other documents) from the statutory bodies and should have proper notification in record.	<i>All documents, notifications including prospectus uploaded on website after formal approval from the concerned bodies/authority.</i>
2.	It would be good and helpful for the institution if they can get a record of feedback. Student affairs or counsel can archive this record. It is recommended that the Dean or HoD check the record in frequency and also archive their decisions on that feedback. It will make their decisions more comprehensive.	<i>The feedbacks are properly recorded, followed, nevertheless, in future more comprehensive record with implementations and action taken will be kept.</i>
3.	We believe that the proper academic calendar is in place that is duly approved by the statutory bodies and signed by the relevant officers.	<i>The academic calendar is properly followed after approval from the statutory bodies.</i>
Standard 10 – Assessment & Quality Assurance		
S.#	Observations:	Clarification/correction:
1.	TIP has got a really good QEC directorate working under Prof. Dr. Razak Mahar, a distinguished and experienced Quality Assurance professional. A proper notification of QEC, Directorship has presented showing ToRs of the director. But we couldn't find the notification of establishment of QEC by the Institution's Head.	<i>The notification was issued by the President, the head of the institute on 11.02.2021, and available in the record.</i>
2.	This is encouraging that after 2017, this year the Self-Assessment Reports have been developed and sent to QAA, HEC.	<i>Because of the COVID-19, and instructions by the QAA/HEC, the reports were in pending. The SARS of 4 programs including, AT findings, Executive summaries, implementation plan and action taken are being submitted to the QAA/HEC before 20.07.2021.</i>
3.	QAA, HEC encourages HEI's to include Head	<i>The TIP has already appointed the QEC</i>

	of QEC in all statutory bodies as a non-voting member.	<i>head as Non-Voting member on all statutory bodies by the letter dated, November 17, 2016 to the then DG. Late M. Rafiq Baloch, in response of the QAA observation</i>
4.	A proper and comprehensive mechanism is expected in which the Head of Institution and other departmental heads can develop activity calendar in light of QEC's SARs.	<i>A series of awareness for the QEC and its importance for all stakeholders have been prepared in the coming reporting period.</i>
Recommendations		Implementation Plan/Action Taken:
1.	Developing a proper record-file of such notifications is recommended.	<i>Proper record-files including notification is being maintained.</i>
2.	Development of SARs on regular basis is advisable.	<i>Four SARs for the various programs have been prepared; rest 2 SARs for remaining programs will be completed in the coming reporting period; simultaneously, fresh cycle for all programs will be repeated.</i>
3.	This is recommended to include the Director QEC in all statutory bodies of the institution for maintaining quality and compliance in the decision-making.	<i>The TIP has already appointed the QEC head as Non-Voting member on all statutory bodies.</i>
4.	This is recommended that QEC provide its observations of SARs to the Head of Institution and other departmental heads and they develop a calendar for corrective actions. QAA's recommended template has enclosed for reference.	<i>Keeping in view, the observations/findings by the AT members, the QEC has drafted a comprehensive implementation/corrective action plan.</i>
Standard 11 – Student Support Services		
S.#	Observations:	Clarification/correction:
1.	There is a well-equipped placement center in TIP that also deals with career counseling and corporate relations with a dedicated staff. Students and faculty are aware about career paths and students get good job offers just after their graduation. Most of credit goes to this department. This department can work better if the Institute can develop ToRs, sets the adequate budget for the career counseling department. Same sets of policy and ToRs are required for Placement Office and Financial air/assistance office.	<i>The TIP is very interested to enhance career counseling section and increased number of job fairs and placement of the graduates. TORs are available in the concerned office.</i>
Recommendations		Implementation Plan/Action Taken:
1.	This is recommended to separate the Career Counseling Department from Internship and Placement office because each of them deals	<i>The career counseling section is already separately function under the well experienced faculty members.</i>



Textile Institute of Pakistan
Quality Enhancement Cell (QEC)

QEC
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	with diverse ToRs and actions.	
2.	This is recommended to devise the policy, ToRs, budgetary policy of Career Counseling office, Placement office, financial aid/assistance office and get it approved by statutory bodies.	<i>A comprehensive policy, financial funds and TORs are available.</i>
3.	This is also to recommend that Institute should work for issuing respective circulars, notifications of such departments/offices and file them all.	<i>The graduates are timely and effectively informed for all activities of the career counseling including job fairs etc.</i>

Director QEC:

Dean:

President: