



**UNIVERSITY OF
SARGODHA**

AN AGENDA OF REFORMS

2017-2021

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FOREWORD

It gives me great pleasure to introduce this booklet on the academic and administrative reforms, and their tangible outcomes, during my tenure as Vice Chancellor, University of Sargodha, from December 2016 to May 2021.

I had assumed this position after well over two decades of academic service at premier universities, including the University of Oxford, where I served on the Pakistan Chair during 2010-15. In my letter of intent while applying for vice chancellorship, I had pledged to develop this university on the basis of my exposure to best practices in higher education and achieve demonstrable outcomes in the areas of teaching, research, knowledge sharing and institutional outlook. How far I am able to fulfil this commitment, only readers can tell.

Developing a public sector university in Pakistan is not an easy task, as it comes with a price. Leadership, in my humble opinion, is all about steadfastly steering the process of progressive change by building trust and confidence among competent colleagues. The consequent team work then translate into a dynamic process of settling complicated academic and management issues, and structurally and functionally transform the institution to deliver quality education and better services. It is this team work that has ultimately delivered major reforms and secured measurable outcomes in institutional performance at this university. For the purpose, the vision, mission and values were clearly defined right at the start. These values include: integrity, inclusiveness, transparency, compassion, professionalism and social responsibility.

Serving Sargodha University has been a great learning experience. I have learnt how to navigate the nerve-racking constraints imposed by the persisting patronage culture in a public institution located in a semi-urban region. In the absence of these constraints, we could have accomplished much more. With conviction and courage, we have been able to liberate the University from the predatory private business interests and take several other solid steps. This experience tells us that no matter how much an educational institution has declined due to preference for numbers at the



ISHTIAQ AHMAD
Vice Chancellor

expense of quality, recovery is still possible. All we need to do is to act with patience, persistence and precision.

Throughout my academic career, I have cultivated the youth. Here again, all of our activities were geared towards providing students with ample opportunities for critical thinking, progressive learning and skill development. Our new institutions shall make a lasting impact in this respect. We also take pride in managing the difficult transition from a patronage-driven system to a rules-based order at this university. I wish the agenda of reforms sustains well into the future.

The 11 chapters ahead contain the vision, reform, progress, outcome, feedback and way forward in management, digitalization, global outlook, student skills, academics, research, development work and community service. I am grateful to all the team members, especially publication editor Mariam Ikram and graphic designer Fahad Abrar, for their contribution to this facts-based volume, and for joining hands to transform a major state institution in central Punjab.

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ABOUT THE UNIVERSITY



24,000
STUDENTS

AROUND
700
FACULTY
PHDS **280**

150+
DEGREE
PROGRAMS

23:1
STUDENT
TEACHER RATIO

50
Undergraduate
Programs

33
Graduate
Programs

65
Postgraduate
Programs

7 FACULTIES



FACULTY OF
AGRICULTURE



FACULTY OF
ARTS AND
HUMANITIES



FACULTY OF
ENGINEERING
AND
TECHNOLOGY



FACULTY OF
MEDICAL
AND HEALTH
SCIENCES



FACULTY OF
PHARMACY



FACULTY OF
SCIENCES



FACULTY OF
SOCIAL
SCIENCES

1 SUB
CAMPUS

3 INSTITUTES

21

5 CONSTITUENT
COLLEGES

1 SCHOOL

DEPARTMENTS



MANAGEMENT

Since its inception, the University had suffered a steep decline in its academic reputation due to years of mismanagement, the prevalence of a patronage system, the predatory profiteering by private entities, and the preference to quantity over quality in education delivery. The arbitrary manner of decision making, bypassing the statutory bodies, had virtually paralyzed its institutional structure and functionality. Hence, the starting point of progressive reforms in 2017 was to revamp its administrative structure, official procedures, decision making processes and service delivery mechanisms in accordance with the University Ordinance and Statutes. While the steps taken to replace quantity with quality are narrated on the pages ahead dealing with academics, A brief narration of the key management reforms and their current outcomes is mentioned below, followed by the detailed accounts of some of these initiatives.

- An inclusive management approach by empowering the Principal Officers and Faculty Deans, downward to departmental chairs and administrative officials to induce responsibility and enhance work efficiency as well as relieve the office of the Vice Chancellor from unnecessary burden.
- A rules-based approach in compliance with the policy and procedural guidelines of the relevant government organizations, including the Higher Education Commission (HEC) and Higher Education Department (HED), for decision making on important administrative and academic matters as per the University Ordinance through regular meetings of the statutory bodies.
- Financial management through digitalization of procedures of receipts and payments, and development and implementation of SOPs to ensure transparency in financial operations has reduced the chances of pilferage and incapacitation in receipts.
- Digitalization of administrative functions and services, including general administration, financial management, admissions and examinations, and academic coordination through the official website, WhatsApp groups and other digital means. This has improved service delivery, official communication and coordination and global outlook of the University.
- Proper maintenance of office orders, notifications and other official correspondence received in the office of Vice Chancellor for information to ensure their accessibility and retrieval anytime for official purpose, legal requirements or audits. The creation of the office of Director Implementation for greater coordination between the office of the Vice Chancellor and administrative and academic offices, and timely processing of annual Performance Evaluation Reports of the faculty and staff.
- Revising and updating the outmoded Service Statutes of the University operational since 2006 to ensure the recruitment of qualified staff in line with emerging market requirements as well as institution of a Service Manual with job descriptions, functional timelines, and feedback and accountability mechanisms to enhance work efficiency.
- Closure of five PPP sub-campus and disaffiliation of over 50 private affiliated colleges for not complying with quality parameters of the University and hence damaging its reputation. This has resulted in a major improvement of the University's image in terms of its primary objective of providing quality education to students.
- Revamping of the examination system to ensure that exams are held on time and in a transparent and efficient manner, and expediting the process of evaluation of PhD theses by local and foreign referees. With four convocations during 2017-21, the University has also cleared the backlog of pending degrees by issuing degrees to 190,912 graduates and doctorates from seven faculties.
- Establishment of a Legal Cell and hiring of qualified legal consultants to deal with various litigations in different courts. As a result, the success rate in lawsuits filed against the University has increased significantly. Institutional reforms have additionally reduced the number of court cases.

INCLUSIVE APPROACH

Academic institutions grow in an environment that is free from administrative bottlenecks and patronage-driven entitlements, and where the faculty and staff feel a collective stake and a sense of participation in managing the institution. While the powers and responsibilities of the Vice Chancellor, and top administrative and academic functionaries of the University are laid down in the University Act and Statutes, but how these powers are exercised, and responsibilities rendered eventually makes a considerable difference in ensuring administrative efficiency and academic quality. In world renowned universities, the Vice Chancellor's office does not micromanage administrative and academic affairs. Instead, its focus remains on proactively taking initiatives for academic progress and institutional development through fund raising, image building and outreach activities. This vision led the University to opt for an inclusive or participatory approach to manage administrative and academic matters in 2017 by empowering Principal Officers and Faculty Deans, and devolving their roles and responsibilities further down the lane in administration and academia.

- The Registrar Office is allowed to sanction short leaves to non-teaching staff, grant permission to faculty members for studies and jobs, allow migration of students, rotate lower staff, and approve requests for transport and medical treatment.
- The Treasurer, besides overseeing financial management, can sanction bills amounting to above Rs.300,000 the Additional Treasurer up to Rs.300,000 the Deputy Treasurer up to Rs.100,000 and the Assistant Treasurer up to Rs.50,000.
- The Controller of Examination can sanction small amounts, appoint supervisory staff for examinations, practical examiners and paper setters for external examinations, and approve

IMPLEMENTATION PROCESS

The position of Director Implementation was instituted in 2018 to ensure greater coordination between the Vice Chancellor's office, and Principal Officers, Deans, Chairs and other officials as well as timely implementation of the Vice Chancellor's orders. The main functions include:

- Identify gaps between the orders issued by the Vice Chancellor and their timely implementation by the administrative and academic offices.
- Liaison with Pro-Vice Chancellor, Principal Officers, Deans, Directors, Chairpersons, and other officials of the University.
- Maintain a master data file of the orders issued by Vice Chancellor in a date-wise

sequence and dispense with them accordingly.

- Update the Vice Chancellor regularly on the progress in all specified areas.

By performing these functions, the Director Implementation has relieved the unnecessary burden on the Vice Chancellor and his Secretary, and ensured timely implementation of the Vice Chancellor's directives based on decisions of the statutory bodies and policy guidelines from the HEC and HED in a coordinated manner. This has also enabled the Vice Chancellor's office to monitor progress in the implementation of various policy decisions, address pending issues and take additional steps for further development of the University.

date sheets and schedule for submission of registration forms.

- Deans and Chairs can approve various faculty leaves, appoint visiting faculty and program coordinators, approve transport and daily allowance for examiners, nominate faculty members for workshops, and conduct Board of Studies meetings.
- Further down the lane, the department Chairs are assisted by various faculty committees, and Principal Officers by their subordinates in various administrative branches of the University.

Decentralization has enhanced work efficiency, transparency, oversight and accountability of administrative departments and academic faculties. It has ensured continuous feedbacks and critical review of existing regulations and formulation of new policies. This bottom-up management approach, in place of the strictly hierarchical model of governance prevalent in the past, has resulted in burden sharing, shared responsibility and freedom of reformist action at the level of senior management, besides engaging the subordinate staff in managing administrative and academic matters.

The Service Manual, in which the roles and responsibilities of all university officials are strictly defined, along with specific timelines for speedy

STUDENT ENGAGEMENT

The Directorate of Student Affairs ensures consistent engagement of students with the management through an intertwined web of officials and student representatives, whereby the Director of Student Affairs (DSA) is assisted by Deputy DSAs and Coordinators of Student Affairs (CSAs) from teaching departments. There are also student representatives from each department. Each CSA manages a WhatsApp group comprising Class Representatives (CRs) and Girls Representatives (GRs). Then, each class has a WhatsApp group of CRs and GRs. This way, each student remains connected with the management, for timely information sharing and problem solving as well as active participation in co-curricular, sports and academic activities.

delivery of tasks as well as feedback and accountability mechanisms, seeks to complement these outcomes. Examples of coordinated task delivery are manifested in the offices of Director Implementation, Director Student Affairs, Event Manager and Resident Officer.

EVENT MANAGEMENT

The Event Manager, assisted by a Committee, arranges and manages various events in coordination with the Resident Office, Director Student Affairs, Registrar and Vice Chancellor's office. To smoothly conduct these events, SOPs are formulated and shared with the stakeholders. An annual event calendar ensures their scheduled implementation. Resultantly, the University has become an eventful place. Each event has specific aim, including the promotion of intellectual space through interactive sessions, development of research aptitude through research conferences, inculcation of skills through workshops, invigoration of literary ideas through literary festivals and enhancement of the University's global outlook through international events and visits of foreign delegates.

CAMPUS MANAGEMENT

The Resident Office, being the custodian of the University's movable and immovable property, manages its infrastructure, security and transport facilities through the Estate Office, Security Wing and Transport in collaboration with relevant offices, especially the office of Project Director. Led successively by senior faculty members with management skills, this office has played an important role in the University's drive for clean, green, safe and smart campus, especially with the help of a Horticulture Officer and means of electronic surveillance.

RULES-BASED APPROACH

Across the world, the university administration acts as a facilitator of academic affairs and ensures merit through transparency and efficiency in recruitment, admissions and examinations and other institutional functions. The Registrar, being the custodian of the university seal, oversees the administrative functions of the University by processing all academic and administrative cases in accordance with the University Act and Statutes, and policy guidelines of the HEC and HED, and subsequently seeking their approval from the Vice Chancellor. Consequently, even though the University was unable to appoint a regular Registrar, largely due to bureaucratic bottlenecks beyond its control, its general administration has improved significantly with the adoption of a rules-based approach in 2017, especially in terms of taking all decisions through the statutory bodies, and other complementary reforms.

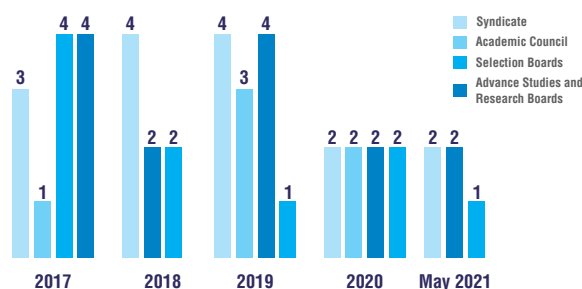
- The Registrar office has regularly organized the meetings of the University's statutory bodies, including the Syndicate, Selection Board, Advanced Studies and Research Board, and Academic Council. For instance, the Syndicate met 15 times and the Selection Board 10 times during 2017-May 2021.
- This is in stark contrast to the previous practice when the Vice Chancellor had been taking arbitrary decisions using emergency powers under Section 13(3) of the Ordinance, without bothering to seek their timely approval from the Syndicate in many cases as per rules. Against well over 2,165 such cases in the previous era, as noted by the HEC inquiry report in May 2019, the emergency clause has been invoked only a few times for managing urgent academic tasks and their approval from the Syndicate also sought on time.
- Regularity in holding Syndicate and other statutory body meetings has cleared the backlog of pending administrative and academic cases, as well as timely resolve the urgent matters. The participatory approach to management, decision-making, and implementation has further enhanced institutional efficiency through timely completion of various tasks and assignments.
- The Registrar office has also helped recruit qualified faculty and staff on merit through advertisement. During 2017-May 2021, 373 qualified faculty and 37 administrative staff members were hired through the Selection Boards, resulting in faculty development, improvement of student-teacher ratio and better administrative performance. First time, in a decade, the administrative staff, especially the clerical staff, has been promoted. Some professionals were hired to manage urgent tasks regarding digitalization and development projects in initial years under a Syndicate-approved policy of online advertisement, which was subsequently discontinued after the adoption of the HED Controlled Mechanism policy by the Syndicate regarding appointments through advertisement.
- This is again an absolute contrast to the previous practice of hiring faculty and staff without advertisement and fair competition. The Punjab Anti-Corruption Establishment reported that 1,094 such appointments were made by the previous administration during 2010-16, including 828 non-teaching staff and 270 faculty members. As for May 2021, 421 such employees (338 staff and 84 faculty) were still working at the University. In terms of previous practice, the University not only set a national record in the use of emergency powers by the Vice Chancellor, but has also topped the list of provincial public sector universities for recruitment without advertisement.
- To ensure timely and transparent evaluation of PhD theses and application dossiers for senior faculty positions, the office of Registrar with the support of Directorate of Academics, prepared a comprehensive list of foreign and local referees for each discipline in 2018. The list includes approximately 800 senior faculty members from Top 500 QS-ranked universities in 35 countries. This step has reduced the time span and raised the quality of evaluation process for advanced

research and senior faculty hiring. Approved by relevant statutory bodies, the list is updated continuously.

- The Registration and Affiliation branch in the Registrar Office has helped the Affiliation Committee to streamline the process of monitoring and evaluating private and affiliated colleges, and disaffiliate those in violation of the University's quality parameters based on HEC guidelines. It also played an instrumental role in the closure of PPP sub-campuses. Moreover, the digitalization process has enabled the Registration branch to issue over 25,000 digital registration cards to students.
- To ensure work efficiency of the administrative staff, the Registrar office practices a Rotation

Policy approved by the Syndicate, whereby the staff members are transferred or posted from one department to another on a three-yearly basis, barring exceptional cases where alternative competent staff is unavailable.

Meetings of Statutory Bodies



SERVICE MANUAL

There is a reason why public or private organizations driven by clearly defined SOPs for timely delivery of services by their staff tend to be more productive and efficient. When they are collectively observed, SOPs can serve overall organizational goals by increasing their efficiencies and reducing waste across the board. An SOPs manual also guides the new employee about the expected roles and responsibilities in the organization. Public sector universities are generally devoid of such work ethics, resulting in considerable waste of human resources. Hence, the University has devised a Service Manual, with job descriptions, SOPs, timelines for service delivery, performance appraisal and accountability mechanism for all the academic and administrative offices, in accordance with the University Ordinance and Statutes as well as PPRA rules of the Government. The Manual is meant to enhance work efficiency and institutional efficacy, an objective also being realized through digitalization efforts and a participatory approach to managing varied roles and responsibilities of University employees in a coordinated manner.

SERVICE STATUTES

The University instituted its first and only Service Statutes in 2006, which are largely irrelevant to meet digital-age institutional needs and professional demands. They lack the eligibility criteria for hiring IT-skilled staff, including for development projects, and are also silent on the promotion channel and service structure of various posts as well as staff positions upgraded in the university budget or by the Government. Hence, the Registrar office initiated the process to revise and update the Service Statutes in Fall 2017. The new Service Statutes have been prepared to overcome such shortcomings, with the criteria for each new post meeting the terms and conditions of the HEC and professional accreditation councils.

Over the years, the Registrar office has several times submitted the revised Service Statutes to the HED for Chancellor's approval, but to no avail. Once approved, these Statutes will enable the University to recruit human resources relevant to current market conditions and institutionalize a framework of employment policies and procedures to encapsulate the principles of equality and diversity, justice and fairness, efficiency and academic advancement. These Statutes will ensure that employment procedures meet higher standards of employment practices. The chance of promotion for officials working on stagnant posts will also have a motivational impact, resulting in their improved performance.

COMPLIANCE WITH HEC POLICIES

As part of its rules-based approach, the University complies in letter and spirit with the policy guidelines issued from time to time by the HEC for being the national higher education regulatory authority. All of the recent HEC policies, including the Undergraduate policy, PhD policy and online education policy have been instantly adopted by the Academic Council. The University has shown particular interest in implementing the Associate Degree Program, a revolutionary initiative by the HEC to bridge the gap between education and employment by generating skillful graduates for useful professions in the digital age.

Each time, the HEC Review Panel has visited the University to undertake its Institutional Performance Evaluation (IPE) since 2017, it was requested by the

University management to be stringent in terms of its findings and recommendations regarding administrative and academic matters. The idea being that such findings and recommendations by the parent institution provide a logical pretext to overcome resistance to reforms by the stakeholders of status-quo.

However, the pace of academic and administrative reforms at the University, along with their outcomes, is such that the IPE review reports by the HEC could never find or recommend the closure of any PhD or MPhil program. This is contrary to the case with some prominent public sector universities, where scores of such programs, being run in violation of the HEC rules and regulations, were closed down as a result of the HEC's IPE report.

ADMINISTRATIVE DILEMMA

Three cases pertaining to the approval of revised University Service Statutes, implementation of Regularization of Services (Amendment) Ordinance, 2019 and appointment of regular Registrar as well as other statutory posts illustrate the arbitrary prevalence of HED's administrative control and its manifestation in terms of compromising University autonomy.

- Since 2019, the University has requested the HED 14 times to settle the issue of its 498 contractual employees (including 79 faculty and 419 staff) under the Punjab Regularization of Services (Amendment) Ordinance, 2019. These employees were appointed by the previous administration without advertisement. A detailed report was also shared with the HED twice in 2021. Yet, after consistently delaying the matter, the HED informed the University in May 2021 to fix responsibility for such recruitment, even while the same case of another university was approved.
- Likewise, the case of the revised University Service Statutes has been pending with the HED since 2018. The University has referred the matter ten times to the HED for processing and approval by the Chancellor. It has been placed before the Syndicate six times. In 2019-20, the University shared three

drafts of the Statutes with the HED. Yet, it was again sent back and had to be placed before the Syndicate in May 2021, as the HED recommended its revision once again on the basis of the approved Service Statutes of a new university, which lacks the wide institutional base as this University.

- The post of regular Registrar had been lying vacant since 2015. On the directions of the Chancellor, the University Syndicate appointed a Search Committee in August 2018, which subsequently completed the interview process. The University requested the HED to process the case 11 times, but to no avail. In the meantime, the HED initiated the case for the approval of the terms and conditions of Registrar, Controller and Treasurer and conveyed the approval to the University in February 2021. In response, the University advertised the post immediately as per the approved criteria and submitted the panel in April 2021 for onward approval of the Chancellor. As of May 2021, the case was still pending. Similarly, in other cases such as Faculty Deans and Pro-Vice Chancellor, the HED has delayed the appointment process on one pretext or another, due to its manipulation by those facing Syndicate-instituted inquiries of unlawful appointment, official misconduct and corrupt practices.

FINANCIAL MANAGEMENT

The University had inherited a deficit budget of over Rs.325 million for FY 2016-17 due to the financial impact of hundreds of vacant posts, allocation of surplus amount for non-productive development schemes and poor control over income and expenditure. While several hundred college affiliations and five PPP sub-campus generated funds, amid corruption and recovery issues, but the quality of education was grossly compromised in the process. In this backdrop, major reforms were initiated to ensure discipline in the University's financial management system.

In the Treasurer office, financial procedures of receipts and payments were digitalized, and SOPs were developed and implemented to ensure transparency in financial operations and minimize the chances of pilferage and incapacitation in receipts. These reforms were complemented with the abolishment and rationalization of hundreds of unnecessary posts and major financial recoveries from the PPP sub-campus, affiliated colleges and other sources. This has resulted in a tangible growth in university revenue. Major development projects funded by the HEC and Punjab government, have also reduced the burden of development expenditure on university finances.

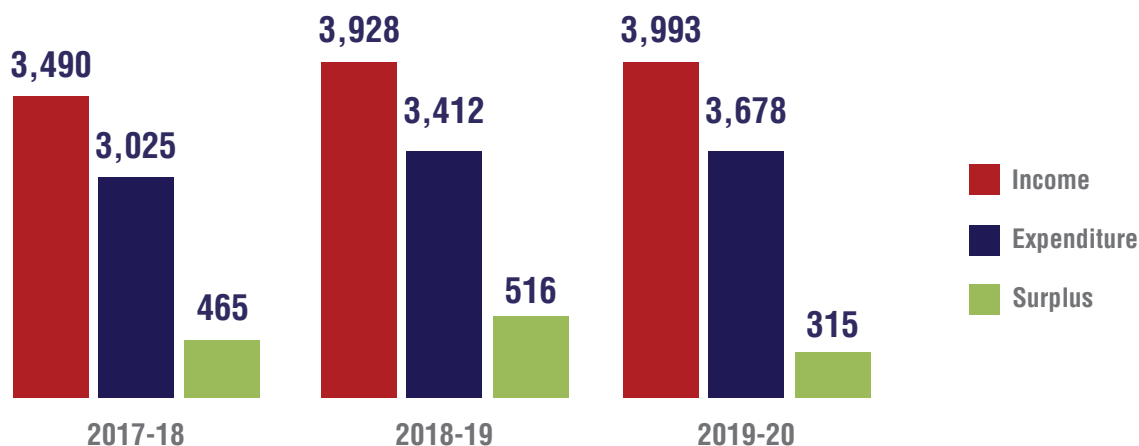
Major reforms undertaken by the Treasurer office pertaining to digitalization, transparency, expenditure control, division of work, internal audits and endowment fund.

- Digitalization efforts include the implementation

of online modules to reduce the chances of pilferage and incapacitation in receipts, automation of the payment system, opening of Cash Management Deposit account, online deposit of university fees and a digitalized reconciliation process.

- Transparency is achieved through various steps, including the strengthening of internal audit system, development of SOPs for better financial control, issuance of checklists for quick response to stakeholders, consolidating internal book-keeping system, abolishment and rationalization of sanctioned posts, and adoption of austerity measures to convert burdensome projects into profit-oriented units.
- In terms of division of labor, the Treasurer office has established separate sections to deal with examination payments, salary and pension matters.

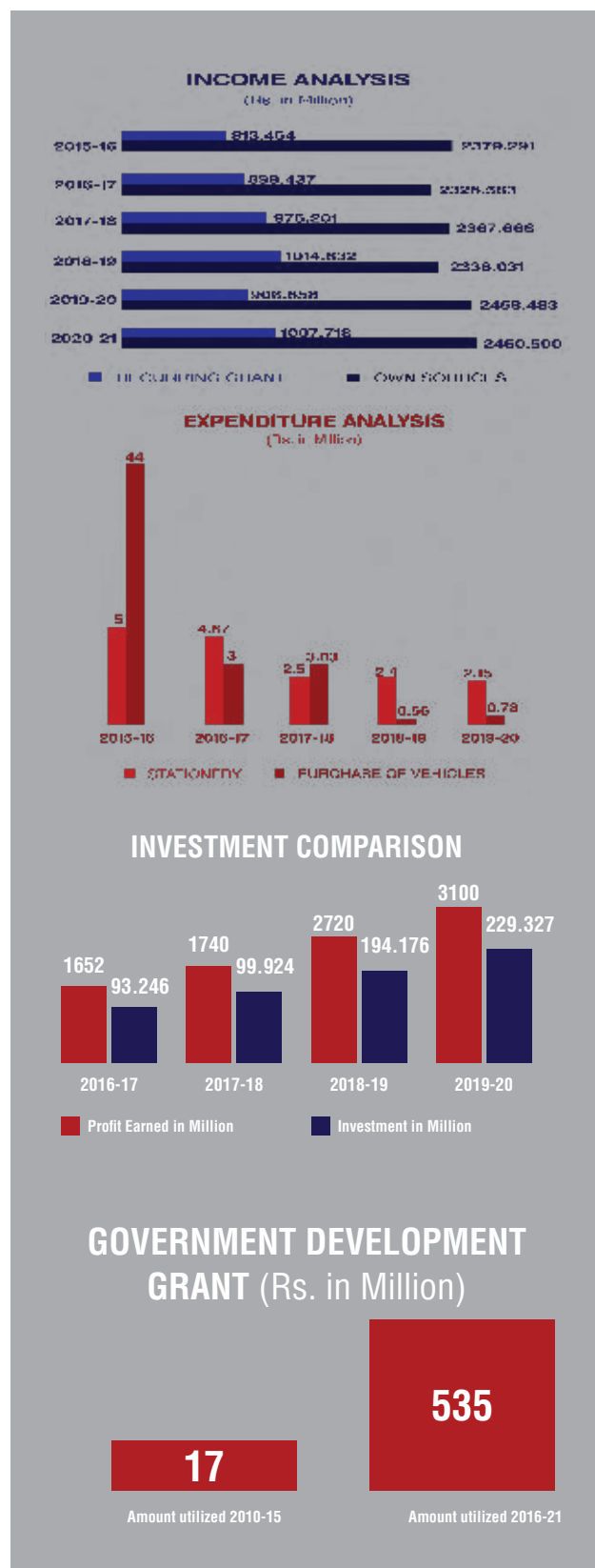
ANNUAL BUDGETS, 2017-20 (Rs. in Million)



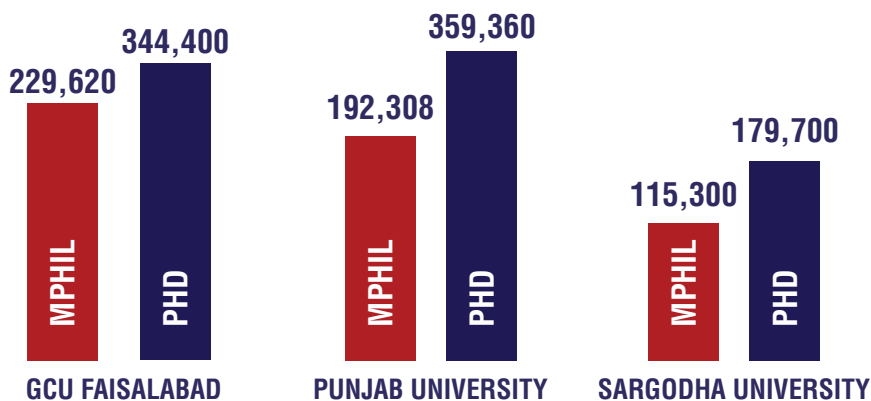
- Internal audit of university hostels and institutions of community service was conducted for the first time.
- For the first time also, the University has established its Endowment Fund.

The outcomes of these reforms can be measured in the form of surplus budget, research funding, work efficiency, cost management, financial recoveries and scholarships.

- The University was able to convert its previous deficit budget into a surplus budget in FY 2017-18 – a trend that has sustained in subsequent years.
- Funding for research and developing global linkages has also increased significantly, including financial incentives for research publications and projects as well as travel grants for faculty participation in international conferences.
- Work efficiency is achieved through timely processing of payments for procurement claims and civil works as well as to the examination staff, pensioners and families of deceased employees; and arrears to Tenure Track faculty, and social security allowance to the contractual staff.
- Cost management has been realized by rationalizing 144 posts with a financial impact of Rs.102 million and abolishing 288 posts with a financial impact of Rs.121 million; by establishing the University Endowment Fund worth Rs.1 billion (created from existing savings); by implementing major government-funded development projects, including the Rs.1.54 billion HEC-funded project for strengthening of the main campus and official sub-campuses and over Rs.1 billion Punjab government-funded project to develop the Allama Iqbal Campus, and by increasing the amount of HEC research grants to up to Rs.37 million during 2019-20 (The HEC-funded project has been revised due to the conversion of two official sub-campuses into new universities, with the University of Mianwali already functioning since August 2019).
- Financial recoveries worth Rs.200 million out of the total outstanding amount of Rs.218 million from the defunct PPP sub-campuses through the NAB and by the University, and additional recoveries worth Rs.17 million in bank fraud and Rs.36 million in pending payments from the affiliated colleges till May 2021.

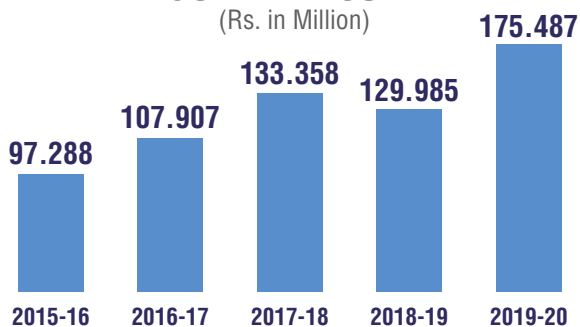


COMPARATIVE FEE STRUCTURE OF SELF SUPPORT POSTGRADUATE PROGRAMS, SPRING 2020 (Rs.)

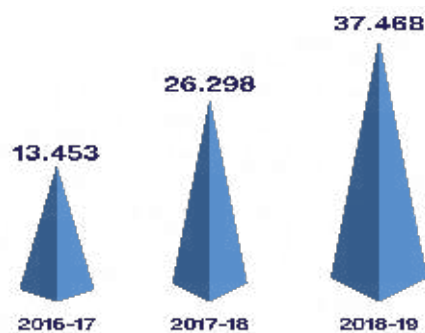


ANNUAL TAX DEPOSITED IN GOVT TREASURY

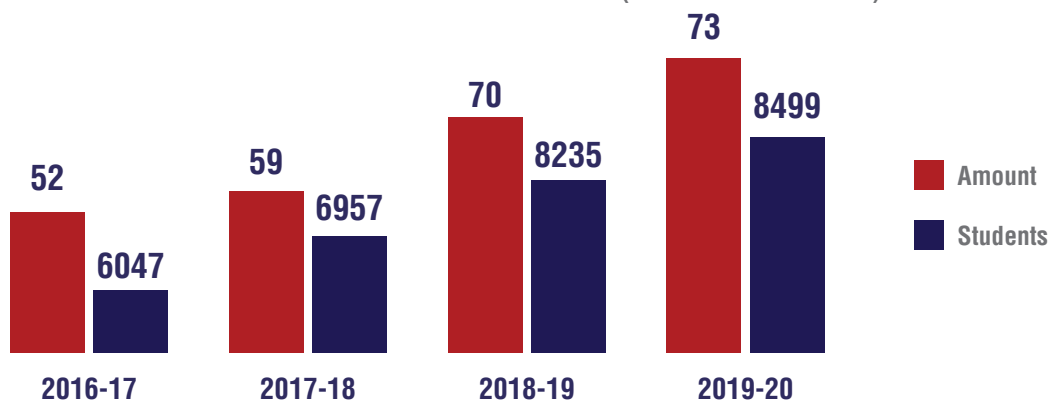
(Rs. in Million)



HEC RESEARCH GRANT



SCHOLARSHIP/FEE CONCESSION FROM UNIVERSITY SOURCES (Rs. in Million)



EXAMINATION SYSTEM

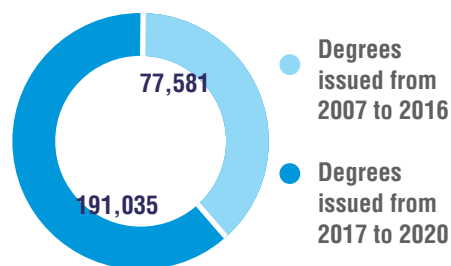
The office of Controller of Examinations, in addition to the semester examination system for regular students, conducts term and annual examinations for students of affiliated colleges across Punjab as well as for external or private students. Previously, especially when the defunct PPP sub-campus were free to conduct exams, the University's examination system was hugely compromised and degrees were awarded to their proclaimed graduates without merit. During 2017-21, the University was able to liberate itself from this institutional malaise, its examination output has also seen a visible increase in the number of degrees issued, verification of degree and transcripts, revenue generated through examinations, number of students passed under semester, annual and term systems and award of PhD and MS/MPhil degrees. This is due to several reforms, which include:

- Devolved powers enabling the Controller of Examinations to take new initiatives, and rotation of staff through periodic transfers to enhance institutional output.
- Digitalization efforts, including the launch of online portals for the issuance of degrees and verification of transcripts and degrees; for daily attendance of supervisory staff and candidates appearing at various examination centres across Punjab; for the examinations of Associate Degree programs in Arts, Science, Commerce, MA/MSc/M.Com, Pharm-D and DPT; the uploading of roll number slips and detailed marks sheet on official website; and initiation of the process for holding online examinations at all the affiliated colleges.
- Timely evaluation of MPhil theses by local referees, and PhD theses by foreign and local referees; instant presentation of evaluation reports of PhD candidates to the Advanced Studies and Research Board; and revision in the lists of supervisory staff of external examinations.
- Implementation of an effective plagiarism check policy through the Office of Research, Innovation and Commercialization (ORIC) to ensure transparency and originality in research.
- Conduct of four convocations for the issuance of degrees to graduates of 2013-2019.
- Implementation of a Complaint resolution system and effective service delivery process, in collaboration with the Facilitation Centre, to promptly respond to queries through emails, SMS and UAN.

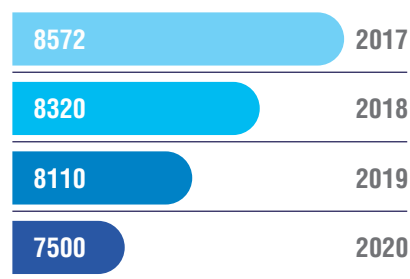
These reforms have produced several outcomes, which include:

- Timely issuance of degrees to thousands of graduates, clearing years-long backlog; record number of PhDs produced, while adhering to HEC's quality criteria. During 2017-21, the University issued degrees to more than 191,035 graduates and PhDs from seven faculties.
- As of May 2021, degrees of all regular and sub-campus students who graduated during 2013-19 had been issued; while only the degrees of graduates of affiliated colleges and external candidates during the same period, numbering 93,770, were pending.

DEGREES ISSUED 2007-2020



DEGREE VERIFICATIONS 2017-2020



PHDs PRODUCED, 2005-2020



- Work efficiency through prompt decision making and implementation, verification of degrees and transcripts within seven days, issuance of degrees to the applicants within a month, and declaration of results on time.
- Transparency through effective monitoring of examinations in spite of their expanding functional scope. For instance, in 2019, 104 annual

examinations were held at 404 examination centres established at 71 cities where 103,079 students of affiliated colleges as well as external candidates appeared.

- Significant decrease in litigations and complaints lodged by the students in superior courts, the office of Ombudsman Punjab and Pakistan Citizen Portal.

CONVOCATIONS

Since 2012, the University had been facing a crisis in terms of the delay in holding convocations, resulting in a backlog of 138,950 degrees. Only four convocations were held, in which 77,581 degrees were conferred to the students. Four convocations have been held during 2017-21, clearing the backlog of 190,912 degrees, including a record number of PhD degrees, and enhancing the prestige and profile of the University.

GRADUATES OF ALL CONVOCATIONS

Eighth Convocation	2021	105952
Seventh Convocation	2019	86683
Sixth Convocation	2019	78701
Fifth Convocation	2017	37451
Fourth Convocation	2014	44358
Third Convocation	2013	42942
Second Convocation	2010	17316
First Convocation	2008	14214



CONVOCATION 2019

Mr. Zhao Lijian, the Chargé d'Affaires of the Chinese Embassy in Islamabad and presently the spokesman of the Chinese Foreign Ministry and the Vice Chancellor award degrees to the graduates and doctorates

PPP SUB-CAMPUSES

In what can be termed as a landmark achievement of the University as a quality education provider, its five Public-Private Partnership campuses were closed down in 2018 after the National Accountability Bureau (NAB), through its investigations endorsed by the Supreme Court, found two of these campuses involved in cheating the public at large. This was by far the biggest scam of higher education in national history, as never before any public sector university had undertaken so many PPP ventures. The circumstances leading up to their closure and how the University has successfully managed the emanating challenges during the process of closure and in its aftermath contains valid lessons for the higher education sector in Pakistan.

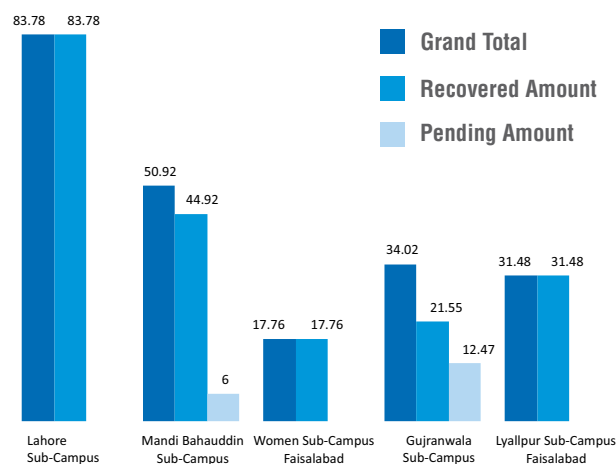
The sequence of events that led to the shutting down of these sub-campus and enabled the University to subsequently settle the pending financial and academic issues make for an interesting read:

- Five of these sub-campus were established by the previous administration in 2012-13 in the four cities of Punjab (Lahore, Mandi Bahauddin, Faisalabad and Gujranwala) under the government's Public-Private Partnership Policy, which only provided for such partnerships in education infrastructure. The deed agreements concluded separately with the owners of these sub-campus compromised the University's oversight of their academic and administrative affairs. Since the sub-campus at Lahore and Mandi Bahauddin were established without the mandatory approval of the Syndicate, they became part of the NAB inquiry against the previous administration initiated in 2016.
- The University had little administrative, financial or academic control over these sub-campus. Each year, they would give admissions to students in hundreds without merit in high demand disciplines such as IT and Business, run unapproved degree programs, conduct their own exams with impunity and even award fake transcripts to students, and refuse to meet their financial obligations with the Treasurer office. In September 2017, the HEC, being the national regulatory authority for higher education, was directed by the Parliamentary Standing Committee on Federal Education and Professional Training to inquire into the academic, administrative and financial affairs of the previous administration.
- The HEC released its inquiry report in May 2018, which found 'substantive evidence of malfeasance, irregularities, lack of compliance with legal requirements and financial mismanagement' in the PPP sub-campus. It also found that the sub-campus were defying the terms and conditions regarding admissions, registration and examinations listed in their respective deed agreements and the No Objection Certificates (NOCs) issued by the HEC. These findings led the Syndicate to initiate a probe on the matter by a high-powered committee. The sub-campus owners boycotted its proceedings and filed a lawsuit against the University. The HEC report later became part of the NAB investigations.
- In October 2018, the HEC decided to revoke its NOCs for the five sub-campus and directed the University to stop their admissions for Fall 2018. The University instantly followed suit. The same month, upon Supreme Court's intervention, the NAB arrested the owners of Lahore and Mandi Bahauddin sub-campus along with the former Vice Chancellor and Registrar of the University. In December 2018, the Syndicate followed up and shut down all PPP sub-campus.
- In February 2019, the two sub-campus owners plea bargained with NAB and agreed to clear the University dues and, hence, were released from its custody. One of them had earlier died in prison. The former Vice Chancellor was later granted bail on medical grounds and is still facing the NAB reference.

- Soon after the sub-campuses closure, the University accommodated approximately 5,000 students of the defunct Lahore and Mandi Bahauddin sub-campuses by allowing them to either join its main campus or obtain NOC for migration to another public sector university of their choice. The unexpected inflow of students to the main campus was managed from January 2019 onwards by arranging evening and weekend classes. Students enrolled at the remaining three sub-campuses were also allowed to continue their studies at respective sub-campuses, which were later converted into affiliated colleges of the University. In Fall 2020, even the leftover of these students had to join the online classes at the main campus. The HEC also granted its NOC to the University to preserve the future of sub-campus students, thereby enabling it to issue them degrees through a transparent and lawful process.
- The University has also been able to recover considerable amount of unpaid money from the sub-campus owners. As of May 2021, the Treasurer office had recovered Rs.200 million out of the total outstanding amount of Rs.218 million through the NAB. It has also reimbursed the bulk of excess fees, amounting to Rs.57 million, unlawfully charged by the campus owners and recovered by the NAB, to the sub-campuses students. Never before such a large amount has been recovered by a public sector university and also reimbursed to the affected students.
- It is all but clear now that the defunct PPP sub-campuses were independent business ventures

run by politically influential individuals having no interest in the provision of quality education to students. They sold degrees for cheap, thus tarnishing the University's image. Ultimately, besides restoring its institutional reputation, the University has secured the future of thousands of students by completing their education with limited resources. Thus, in terms of outcomes, the PPP sub-campus scam has relieved the University from a major administrative distraction and restored public confidence in its institutional mission. Most importantly, the PPP scam has made demonstrative effect on public policy at the level of federal and provincial governments.

Financial Recoveries (Rs. in million)



POLICY IMPACT

The closure of PPP sub-campuses impacted public policy as the Punjab government decided to strengthen public sector universities and their respective sub-campuses at the district level and disallow the establishment of new PPP-sub-campuses until the process of consolidation is over. Subsequently, the HEC also decided to pursue the same policy at the national level.

The stern action taken against the PPP sub-campuses brought the issue of corruption in higher education into the limelight, with the HED unauthorizing 23 sub-campuses of seven private sector universities in January 2020 (even though arbitrarily in some respect, as such sub-campuses are run by established private universities unlike the private mafia involved in the PPP sub-campus scam of this University).

LESSONS LEARNED FROM PPP SCAM

Private-public partnerships are good for any public sector university as long as the private sector is ready to draw a balance between its capital ambition and academic obligation. For any university, be it public or private, there cannot be any compromise on quality education. Therefore, until the private sector is willing to partner with public sector universities to meet this end, any PPP venture will produce the same disastrous outcome. In retrospect, therefore, the University's sordid affair with the PPP model provides some valid lessons and alternative guidelines. Here are some:

- A system of regulations must be in place before partnering with the private sector in higher education under the PPP mode.
- A detailed feasibility appraisal, covering the financial and legal aspects of proposed partnership, must precede the signing of the deed agreement.
- A rules-based system premised on effective checks and balances is crucial system, to prevent the nouveau riche segment of the private sector from using education as a means to mint money and, hence, playing with the destiny of the youth.

COLLEGE AFFILIATIONS

The University had earned a bad name for affiliating several hundred sub-standard colleges in the private sector across Punjab province, in disregard to the quality standards set by the HEC. In 2007, the University had only 42 affiliated colleges. By 2015, as noted by the HEC in its May 2019 inquiry report on the previous mismanagement, 614 colleges, which were notified as duly affiliated colleges, had admitted students who appeared in exams conducted by the University. Even the University of Punjab, Pakistan's oldest, did not reach this exponentially large number since the late 19th century, despite having similar provincial jurisdiction.

- Thus, starting Spring 2017, the University initiated a major drive to reduce the number of private affiliated colleges that did not meet its minimum quality standards.
- In addition to the Affiliation Committee, an Inspection and Monitoring Committee was set up to conduct surprise inspections of such colleges and recommend their closure or continuity.
- Affiliation rules and regulations, initially framed in 2003, were revised and approved by the Syndicate in 2018. They were further rationalized in 2020 to improve the standard of education at affiliated colleges.
- The Affiliation Committee was also reconstituted, with the mandate to undertake surprise and scheduled visits for physical verification of infrastructure, faculty and labs requirements

stated in the Affiliation Policy.

- The University has also organised capacity building workshops for the principals of affiliated colleges. In Spring 2021, the Affiliation branch of the Registrar office also initiated the process of digitally monitoring these colleges.
- The affiliated colleges were given more autonomy by empowering them to evaluate their students with 60- 40% weightage in lieu of 80-20% in the final assessment. This reform is undertaken to prepare these colleges for the two-year Associate Degree Program and the four-year BS program, which will run on semester-basis as per HEC policy guidelines.

These reforms have produced tangible outcomes, including reduction in the number of college affiliations, from 332 in 2017 to 254 in 2021; improvement in the quality of education at affiliated colleges in terms of infrastructure, faculty and labs; and capacity building of these colleges to deliver online education amid the pandemic. By implementing a stringent affiliation approach, the University has enhanced its institutional image, incentivizing some prominent colleges to seek its affiliation, including Govt Zamindar Graduate College in Gujrat and Islam College of Pharmacy in Sialkot. Its current college affiliations include 100 government colleges and 153 private colleges. Most of the private colleges are owned by competing private Groups of College networks such as Punjab and Superior.

PERFORMANCE EVALUATION

Institutional progress requires an effective accountability mechanism. Especially in a public sector university, where some of the faculty and staff members are less prone to work hard for a variety of reasons, progress cannot be expected unless their performance is evaluated on the basis of credible indicators of service delivery and professional output. And on the basis of performance, the university management takes steps to either develop their required skills or hold them accountable for the lack of performance. With this visionary expectation, the University introduced a standardized performance evaluation mechanism in 2017 for the faculty members and administrative officers, which has been implemented since then with specific timelines for smooth processing.

In the Performance Evaluation Report (PER), prepared for the purpose, the performance of teachers and staff members is evaluated annually against a number of Key Performance Indicators (KPIs) based on the five-point Likert scale.

- The KPIs for faculty include teaching skills, research competency, contribution to knowledge economy, efforts to develop linkages with national and international organizations, community engagement, and participation in departmental activities.
- The KPIs for administrative officers include teamwork, professional relationship with colleagues, analytical and critical problem-solving skills, and the ability to lead and introduce creative ideas.
- The PER also includes a provision for assessing the teaching quality of faculty members through student evaluations of the courses taught each semester.

The process of evaluation is undertaken each year in January, with the submission of Self-Assessment Reports (SARs) by each member of the faculty and staff (excluding menial staff) to the respective departmental chair and administrative head. After their evaluation on the basis of KPIs, the SARs are shared with the Faculty Deans and Principal Officers (Registrar, Treasurer and Controller of Examinations), who evaluate each case on the basis of earlier assessments. The Vice Chancellor endorses each PER in the end. The management assures that the evaluation process is timely completed.

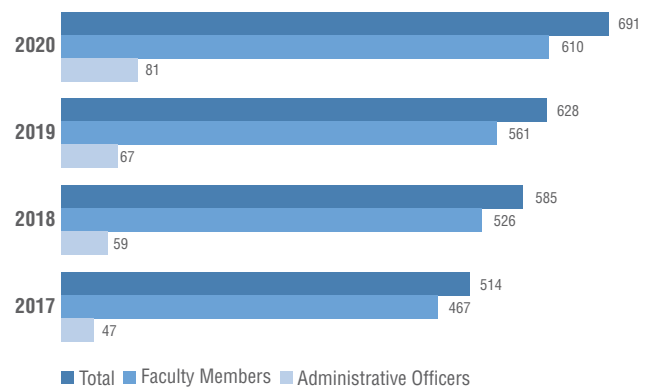
Previously, no such evaluation mechanism was in place, as the government's standard Annual

Confidential Reports were used, sometimes to favour or victimise colleagues in the prevalent patronage system. Or, such meaningless or controversial evaluations were not done at all, leaving years-long backlog. No such backlog existed as of May 2021.

While any academic or administrative reform at a university, especially for performance evaluation, takes time to produce results, the pursuance of a structured approach for the purpose shown some results in the form of improvement in the work efficacy and institutional output.

- Each year, the University submits institutional performance data to the Times Higher Education World University Rankings, in which it has been ranked second in Teaching amongst national universities in 2021.
- In 2020, the HEC also recognised improvement in the University's institutional performance in its Institutional Performance Evaluation Report released in 2020.

PER ENDORSEMENTS, 2017-20



FACILITATION CENTRE

The Facilitation Centre, established in 2019, serves admission aspirants, enrolled students, visitors and alumni proactively within due course of time through One Window Operation. Situated at the University entrance, it assures better service delivery to improve administrative efficiency and institutional performance. Through a dedicated team of professionals and student interns, equipped with technological tools and mentorship support, the Centre resolves issues pertaining to admissions, academics, examinations and accounts right at the doorstep. For the purpose, it performs the following key functions using a variety of means:



Admission and Academic Counseling



Complaint cell



Technical support in the admission application



Issuance of Documents and Verification



Banking Service



Financial Services

- One Window Operation, simplifying all procedural formalities, to facilitate students, visitors and alumni.
- Tackling the high flux of student queries, especially during the pandemic, through emails.
- Use of various modes, including a Front Desk for walk-in queries, a call centre and admission advisory service, to provide instant response and support to students.
- Employment of social media sites (official website, Facebook, Twitter and Instagram pages) to keep the students updated about academic activities and other issues.
- Provision of urgent services related to the issuance of degrees and transcripts, document verification, NOC, English Proficiency Certificate, issuance of roll number slips, change of examination centres, and others.

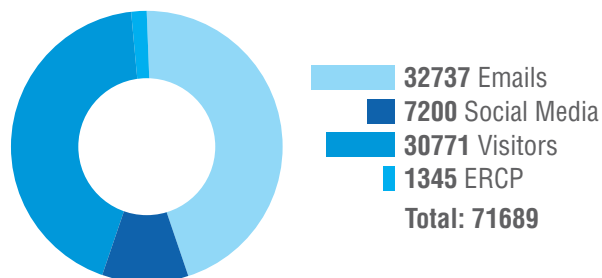


- Use of Electronic Request and Complaint Processing to instantly manage the students and other queries.
- Provision of counseling support to prospective candidates for admission at the University.
- During admissions, the Centre becomes a focal point for online admissions and provision of on-campus support to the visiting candidates.

By performing such manifold functions, the Facilitation Centre has played a major role in improving the University's on-campus and online service delivery, particularly relieving its administrative departments from the pressure of external visitors, especially graduates and students, for the settlement of various issues. In 2020, the HEC,

in its report on the University's institutional performance, also acknowledged the services of Facilitation Centre as one of its kind for the provision of student support facilities across national universities.

QUERIES ENTERTAINED DURING 2019-20



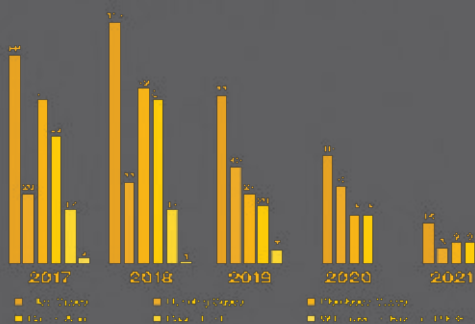
LEGAL MATTERS

Like other public sector institutions, the University has seen a surge in lawsuits on examination issues of the defunct PPP sub-campuses, affiliated colleges, and service matters. Therefore, a Legal Cell was established in 2017 to formulate an effective legal strategy and follow-up mechanism. A team of reputable legal counsels, including barristers from Lincolns Inn and Harvard Law School, was also hired the same year for legal consultation and contesting lawsuits in various courts, including the district and sessions court, the Lahore High Court and the Supreme Court. The Legal Cell has also handled the complaints lodged in the office of Ombudsman Punjab and Pakistan Citizen Portal.

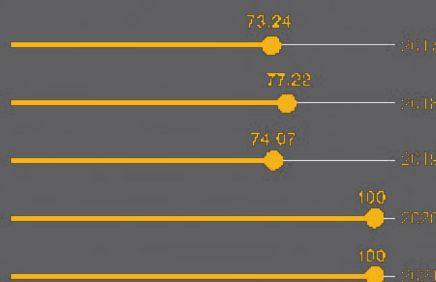
Such an institutional response has overtime

helped to drastically reduce the number of lawsuits and complaints against the University, thus relieving its administration from unnecessary distraction, accruing tangible financial returns, and promoting academic development and institutional reputation. Overtime, the ratio of court cases won by the University has increased by 100%. For instance, in 2017, 71 cases out of 99 cases were disposed of, with a winning percentage of 73%. This percentage increased up to 77% in 2018, when, out of 112 cases, 79 cases were disposed of. Even though, ultimately, the NAB helped the University to shut down its PPP sub-campuses and make handsome financial recoveries from their owners, the Legal Cell and legal counsels have played an important part in the process.

SUMMARY OF CASES



Winning Percentage of the Cases



STUDENT FINANCIAL AID OFFICE

The Student Financial Aid Office (SFAO) was established in May 2021 with funds from the HEC upon the recommendation of its Institutional Performance Evaluation Report 2020 to streamline the process of student scholarships, including the HEC-Need Base Scholarship and Ehsaas Undergraduate Scholarship and several other need-based and merit-based scholarships from the university and government agencies.

- The SFAO will be developed like the Facilitation Centre as a one-window assistance office to students regarding financial aid and scholarships. Its goals include:
 - Establish manual and automated processes to provide timely financial assistance and scholarship opportunities to students.
 - Provide information and guidance to students about financial assistance and scholarship procedures.
 - Award financial assistance to qualified students, according to institutional and funding organizational requirements.
 - Support less privileged and financially weak but talented students.
 - Establish regular communication with departments and students.
 - Provide individual student assistance in completing necessary applications documentation.
 - Prepare SOPs for each scholarship.
- Two types of major scholarships are available in University, including those funded from its own resources and others provided by various government agencies.

University Scholarships

- Board/University Position Holder
- 1st, 2nd, 3rd Position in each Semester
- Disable/Special Students
- Deserving/Orphan
- University Employees
- Distinction in Sports
- Internally Displaced Persons
- Family and Children of Shaheed
- SoS Village Students
- HEC Employees
- Baluchistan Students
- Kinship
- Hafiz-e-Quran

Government Scholarships

- HEC Need-Based Scholarship
- Ehsaas Scholarship Program
- Punjab Educational Endowment Fund
- Afghanistan Scholarship
- Quaid-e-Azam Scholarship
- Pakistan, Bait-ul-Maal
- Diya Pakistan Scholarship
- FATA/Balochistan/AJK Scholarship

IPFP FACULTY

The HEC had blacklisted the University from its Interim Placement of Fresh PhDs (IPFP) program. Under this program, those who have completed PhDs with HEC scholarship, mostly from foreign universities, are allowed to work at a public sector university for a year, with the HEC paying for their services. However, the host university has to advertise the post on which an IPFP faculty is working within that year – a precondition that the University's former administration failed to fulfil. In 2017, the University was able to obtain HEC permission to run the IPFP Program, with the assurance that it would meet this requirement. Since then, several IPFP faculty members have worked at the University and been given the chance to compete for relevant faculty positions within a year. Many of them have been appointed by the Selection Board as regular faculty members in various disciplines.



DIGITALIZATION

Since 2017, the University has consistently digitalized its operations and services. Subsequently, it established the Directorate of Information Technology. The digitalization process has enhanced work efficiency and service delivery as well as ensure transparency in academic and administrative affairs. Since 2018, the admissions have been conducted fully online. And, with the onset of the global pandemic in Spring 2020, the University was able to smoothly transition into online mode of learning through instituting the Learning Management System (LMS), including Course Evaluation Tool, Digital Affiliation and Registration System, Online Examination Portal and Automated Assessment Modules. The key digitalization initiatives are as follows:

- Establishment of dedicated Web Development Cell for smooth web operations.
- Initiation of online admission system partially in 2017 and entirely in 2018. Online admission for private aspirants of the Associate Degree and Master's Degree programs was introduced in 2020.
- Launch of mobile compatible and user-friendly website catering varied interests of students, researchers, and other users in line with the rapid advancement in smart-phone technologies
- Operationalization of LMS to provide quality digital learning platforms to the faculty and students through personalized management process and information retrieval.
- Formulation of open access online Course Bank integrated with LMS to upload resource material of all the courses.
- Development of online assessment module to ensure transparency in online examinations.
- An online portal for classroom monitoring, course material distribution, and semester-wise evaluation of teaching and learning quality.
- Initiated virtual monitoring of affiliated colleges to ensure their compliance with the Affiliation Policy.
- Examination portals for the issuance and verification of degrees and transcripts, provision of roll number slips and mark sheets on the official website, besides online declaration of exam results.
- Job portal for the submission of applications through the official website.
- Online evaluation of application after checking candidates' eligibility through email and of PhD theses from local and foreign referees through email.

SAFE AND SMART CAMPUS

- Provision of Wi-Fi blanket coverage across the campus through Eduroam service with power backup units 24/7 that enables students, faculty and researchers to access internet with the same credentials while visiting any university locally or abroad that offers Eduroam services.
- The Smart Campus Project has enabled the users to freely access internet indoor as well as outdoor areas of the University. It has augmented the highly conducive, technologically advance, and cost-effective learning environment facilitating students in their research and learning activities.
- The Safe Campus Project envisages video surveillance supplemented by alarm and intelligent analysis system that ensures safety of the students, faculty and assets of the University through comprehensive coverage across the campus.
- Surveillance through state-of-the-art security system is supported by a number of CCTV cameras at various spots giving maximum visibility; complete dashboard generating reports; central control room for effective monitoring; and integration with another central control room at HEC enabling quick response to any untoward incident at the campus.
- The Digital Identity Cards support is extended to the entire university community, through wireless networks, mobile walk-up support and other applications, to ensure security of the staff and students and their proper identification.

- Online hostel management system for student registrations, payment of hostel bills, room allotment, complaints and requests.
- Electronic Request and Complaint System, offering an integrated solution to process and resolve the queries and complaints of the staff, students and visitors at three institutional levels: For Building and Works Department to resolve the complaints and requisitions of university staff; for Facilitation Centre to assist the staff, students, and visitors; and for the Data Centre to process departmental queries related to IT through tracking system.
- Digital panels installed across the main campus provide timely information about admissions, scholarships, events and other student matters; an SMD screen located in the main square of the campus for live or recorded broadcast of conferences, seminars and other activities; and the Media Wall in the Noon Auditorium, donated by the Feroz Khan Noon Foundation, serving as a digital support to scholarly activities.
- The University has an effective communication strategy and, hence, has been able to overtime increase its public presence through social and mainstream media by providing timely information about its academic activities. Its official Facebook page has 145,000 followers and 17,000 members, Instagram 11,300 followers, Twitter 1,000 followers and Youtube channel 3,580 subscribers. The Press and Public Relations office ensures media coverage in English and Urdu newspapers, and online media sites.

Digitalization of the university structure and services has had a demonstrative effect, improving work efficiency, service delivery and global outlook of the University. Some specific institutional outcomes include:

- The introduction of online admissions has led to the year-wise surge in the number of applications for admission as well as in the merit in admission for various degree programs.
- Fully automated admission system not only reduced the workload of more than 160

HEC SUPPORT

The University received budgetary support of Rs.10 million from the HEC in 2020 to smoothly run its online classes during the pandemic. In 2021, the HEC provided additional funds of Rs.54 million to further develop the LMS. Also with HEC support to Smart Classrooms have been constructed at the College of Agriculture and the Department of Computer Sciences and Information Technology.

employees but also improved the efficiency and user experience greatly.

- Effective management of official record and execution of administrative tasks, including managing hostel applications, registration forms, allotment of rooms, fees, mess payment management and disciplinary issues through effective communication with students.
- In terms of cost management, digitalization has reduced the paper cost, the labour cost for record maintenance, information management and processing administrative tasks, the cost of correspondence by mail to the applicants for private admissions, and accelerated work efficiency by overcoming unnecessary delays.
- Digitalization has ensured efficiency in document verification, correction in particulars, change of examination centre, rechecking of paper and issuance of degrees, transcripts, NOCs, English Proficiency Certificate, roll number slips and degree in lieu certificates. It also helped to institute the smooth execution of result declaration system through a secure database for storing, evaluating, and publishing the test scores and grades of students.
- Digital communication systems, such as the Digital Panels, SMD Screen and Media Wall, have enabled timely communication with students and ensured sustained scholarly activities before and during the closure of the campus amid the pandemic.



ONLINE EDUCATION

The University had already digitalized some of its operations and services. Hence, in the wake of Covid-19 pandemic, it was able to transition into online mode of learning in Spring 2020. An Online Academic Council was established to implement the policies and guidelines of the HEC for online teaching and assessment. Since the start, concrete measures have been adopted to overcome the issue of internet connectivity and ensure quality teaching through Zoom and other means of online communication.

An integrated Learning Management System (LMS), developed by the Directorate of IT, enables the students to access courses and reading materials through the Course Bank available on the official website. For quality assessment of students in both mid-term and final exams, an Automated Assessment Module is in place. This has resulted in the smooth completion of the Academic Calendar. The students and young faculty have also benefited from the global 'Coursera for Campus' program offering free certified online courses in various disciplines. Despite the closure of campus for students due to lockdown, the pace of scholarly and co-curricular activities at the campus has not slowed down, with topical webinars and virtual art exhibitions, literary festivals and co-curricular activities continuing as usual.

Major initiatives undertaken for the effective delivery of online education include:

- Establishment of an Online Academic Council as per HEC policy guidelines to approve all decisions regarding the continuity and quality of online education.
- Online classes through the Zoom Cloud Meeting App along with other audio and visual aids.
- An integrated LMS managed by the Directorate of IT in collaboration with Quality Enhancement Cell (QEC) and teaching departments.
- Automated Assessment Module to assure transparency in promoting students to the next semester.
- Monitoring and evaluation of online classes by

the QEC on the basis of a two-tier system. Firstly, all department heads and coordinators monitor the quality of teaching and learning. Then, a 20-member Task Force randomly joins various classes for online class monitoring and evaluation against 14 quality assurance indicators.

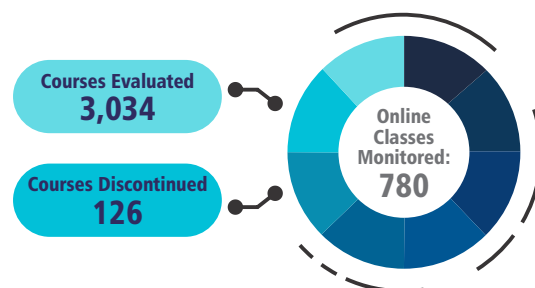
- Access to digital databases, including HEC's Digital Library and Lincoln Corner's digital resources, to students and researchers.
- Internet connectivity issues faced by some students are resolved by providing them on-campus hostel and internet facilities.
- Summer semester has been offered without any additional cost to those students who opt for the semester freeze due to internet non-availability.

More than

5,000

Courses Uploaded in Course Bank

Spring
2020



- Imparting of critical digital pedagogical skills among the faculty through trainings, to promote digital literacy for better learning outcomes.



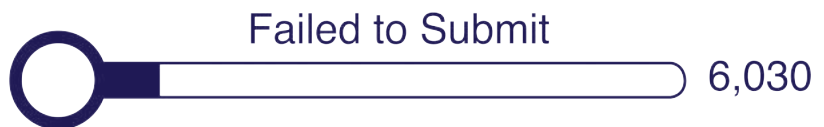
- Supplementing online education with Massive Open Online Courses (MOOCs) providers, including Coursera and edX. With Coursera, the University concluded an MoU, thereby gaining a comparative edge in online education over universities in Pakistan amid the pandemic.



- Webinar series on SDGs and other contemporary academic issues to develop critical scholarship amongst students and faculty.



- Virtual events by the Co-curricular Forum, Institute of Art and Design, Career Development Centre and Lincoln Corner, including the annual Literary Festival and several art exhibitions.



- Physical orientation sessions for incoming students to familiarize them with online education before the commencement of online classes.



- Coordination with the affiliated colleges offering degrees of Pharm-D and Doctor of Physiotherapy to align their online classes and final term exams with the online mode of education at the University; and initiation of the process for holding online examinations at all the affiliated colleges.

These initiatives have produced visible outcomes, which include:

- Availability of course outlines and resource material in multiple formats of around 5,000 courses in the open-source Course Bank, integrated with the LMS, has facilitated the online mode of teaching and learning.
- Smooth completion of the Academic Calendar as per policy guidelines of the Online Academic Council.

- Smooth conduct of online examinations since Spring Semester 2020 and promotion of students to next semester after fair exam assessment through the Automated Assessment Module.

- The two-tier quality assessment and monitoring system has worked successfully as an effective oversight mechanism for quality online teaching and learning. However, it is a work in progress, which will contribute to the expected hybrid mode of teaching and learning once the University resumes on-campus classes.

- Each semester, several courses which are ranked below the minimum quality parameter based on reports received from department chairs and QEC Task Force are temporarily halted and resumed after proper training.

22

Online Competitions
Riaz Shad Forum

47

Sessions
Lincoln Corner Sargodha

Webinars

30

Sessions

Career Development Center

12

- Provision of training opportunities has helped to enhance the digital pedagogy skills of those faculty members whose courses were discontinued during the two-tier online class monitoring and evaluation process.
- Access to MOOCs provider, Coursera, enabled several hundred students and faculty members to make use of the virtual learning opportunities

and acquire certification courses at no cost from the world's leading institutions.

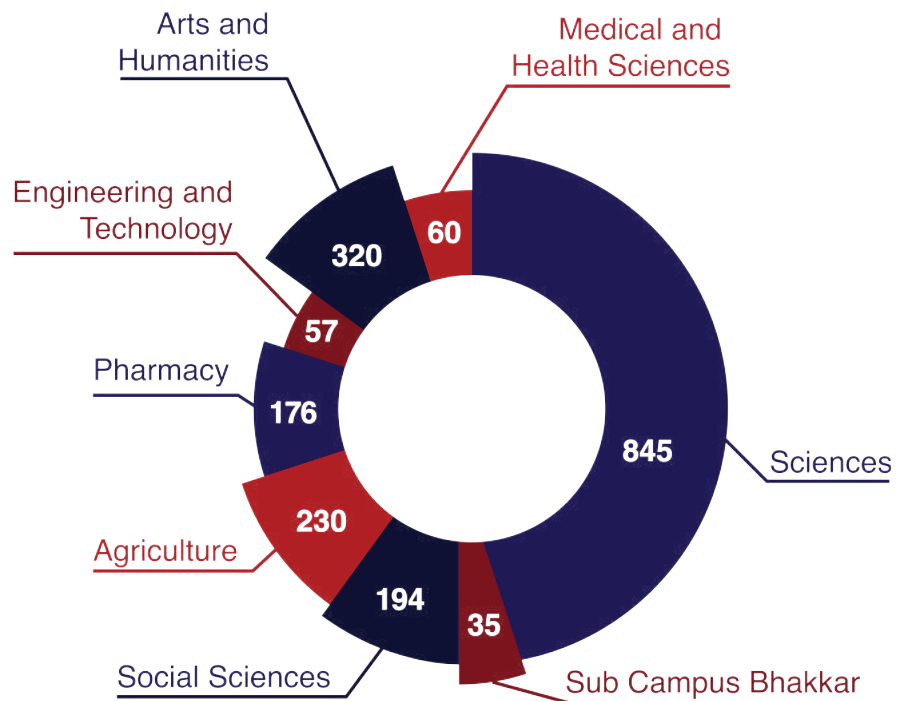
- Online scholarly and co-curricular activities through various university forums have provided ample opportunities to students and faculty to enhance their critical thinking and creative skills beyond the virtual classroom.

COURSERA FOR CAMPUS

Faculty-wise Courses Completed

More than
3300
Learners Registered

Completed
2400
Courses on Coursera



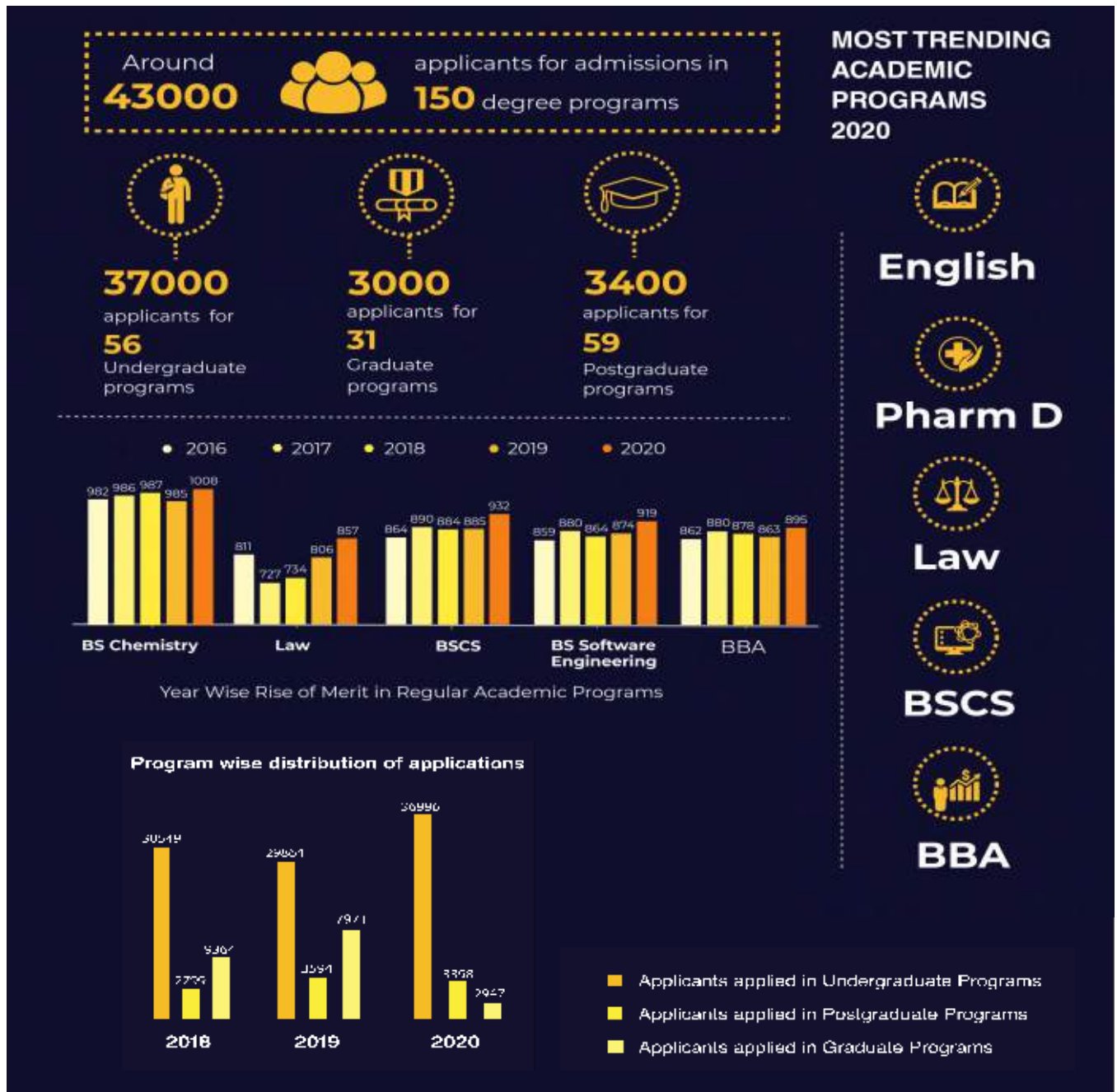
SMART WEBSITE

For any university in the digital era, the official website acts as a window to the world. In 2017, the website of the University was redesigned for better service delivery. Subsequently, a team of web developers at the Directorate of IT, together with the staff of Publications and Design office, was assigned to further develop the website. The elegantly designed website was launched in January 2021 with a new look and domain ID (www.su.edu.pk), improved navigation and updated features while keeping in mind the varied interests of students, researchers and other users, as well as the rapid advancement in smartphone technologies. The website is optimized for mobile devices, as the visitors can easily access it on their smartphones or tablets. For ease of use, the content reconfigures accordingly to provide instant information about the offices, admissions, examinations, campus activities, scholarship or job opportunities, publications, academic calendar, course outlines, faculty profile, so on and so forth.

The screenshot shows the homepage of the University of Sargodha website. At the top, there is a dark blue navigation bar with social media icons (Facebook, Twitter, Instagram, YouTube, LinkedIn, and Location) on the left, and links for 'SLF', 'LMS', 'Publications', 'Alumni', and a prominent red 'Apply Online' button on the right. Below this is a white header section featuring the University of Sargodha logo and tagline 'PATHWAY TO PROGRESS' on the left, and a horizontal menu with icons and text for 'Discover SU', 'Admissions', 'Academics', 'Research', 'Students', and 'Examinations' on the right. The main content area has a dark blue background with the text 'Welcome to Sargodha University' in large white font, followed by the tagline 'Embark on the exciting journey of experiential learning'. Below this, there are three white boxes with icons and text: 'AFFILIATIONS', 'ONLINE CHALLAN', and 'DOWNLOADS'. The 'STUDY AT SU' section features a photograph of four students (three women and one man) looking at a laptop. To the right of the photo is the text: 'A major public sector university of Pakistan offering modern teaching and research facilities, including well-equipped classrooms, laboratories, and a vast collection of library material, with online access to books and journals.' Below this text are two columns of blue icons with corresponding text: 'Apply Online', 'Fee Structure', 'Hostel Facilities', 'International Students', 'Degree Programs', 'Prospectus', 'Scholarships', and 'Why Choose SU'.

ONLINE ADMISSIONS

The University introduced the online admission system partially in 2017 and entirely in 2018. Online admission for private aspirants for Associate Degree Program and Master Degree program was introduced in 2020. Consequently, there has been a year-wise surge in the number of applications received and the merit for various degree programs.





GLOBAL OUTLOOK

The digital age offers enormous opportunities for globalizing universities located away from major urban centres, such as this University. Global outlook of a university, including international collaborations, and composition of international students and faculty, is a major indicator of its world standing. Hence, alongside digitalization efforts, the University initiated and implemented various reforms, including the establishment of international centres to promote scholarly knowledge and cultural understanding; organizing international conferences, seminars and webinars to engage foreign scholars in critical debates; developing linkages with reputable universities and organizations abroad for research and knowledge sharing; taking onboard foreign referees from Top-500 QS-ranked universities to evaluate doctoral theses and faculty dossiers, and inviting foreign delegates on important occasions to expose the faculty and students to global scholarship. These efforts, together with other academic reforms and their outcomes, have enabled the University to enter into major international rankings, including QS and Times Higher Education. Major steps to improve the University's global outlook include:

- Establishment of three international centres, including Pakistan's 5th Confucius Institute with Chinese funding to study and promote Chinese language and culture; HEC-funded Pakistan Institute of China Studies as part of China-Pakistan Economic Corridor, and International Centre for Punjab Studies to explore the cultural heritage of Punjab.
- Expanding the space and scope of activities of the Lincoln Corner, being run in collaboration with the US Consulate General, Lahore, at Wazir Agha Library in the main campus.
- Restructuring the Office of Research, Innovation and Commercialization (ORIC), to expand global collaborations with foreign universities and research organization, covering academic exchanges and research sharing, especially in agricultural sciences with China.
- Instituting a comprehensive list of foreign referees for a transparent evaluation of PhD theses and application dossiers for senior faculty positions, including around 800 faculty members in various disciplines from Top 500 QS-ranked world universities.
- Organizing international conferences and seminars, where foreign scholars share their critical perspectives on important contemporary issues in various disciplines. Amid Covid-19, the University has continued to organize scholarly activities virtually, including a webinar series on the UN Sustainable Development Goals.
- Revamping of the Quality Enhancement Cell to collect, validate and compile the actual data on performance indicators and then provide this data to world university ranking agencies, including QS and Times Higher Education. The University does not subscribe to any promotional service offered by the ranking agencies to boost up its global ratings.



**Pakistan's
Fifth Confucius
Institute**



Collaborations
with UN, China, USA,
Malaysia, Turkey and
Australia

MORE THAN

25

**INTERNATIONAL
EVENTS**



**UI Green
Metric**

World's **526th**
Most Sustainable University
UI GreenMetric World
University Rankings **2020**

CONFUCIUS INSTITUTE



To expand the scope of China Studies, PICS made concerted efforts with the Chinese authorities, especially at the Chinese embassy in Islamabad, to establish a Confucius Institute at the University. These efforts bore fruit in October 2019 when Prime Minister Imran Khan and Chinese Premier Li Keqiang witnessed the MoU signing ceremony between the University and Hanban (Confucius Institute Headquarter) in Beijing for the establishment of Pakistan's 5th Confucius Institute. Pakistan's ambassador to China signed the MoU on behalf of the Vice Chancellor. The Institute would be formally inaugurated by President Xi Jinping during his visit to Pakistan. As China's influence as a global power has steadfastly grown in the past four decades, the Chinese government has established scores of Confucius Institutes across the world to promote its language and culture among the people of host nations. Hence, the Confucius Institute is Sargodha University's jewel in the crown, which shall overtime play a pivotal role in forging people-to-people links between China and Pakistan, especially when it starts to extend its functions beyond the University to colleges and schools of the region.



PRIME MINISTER IMRAN KHAN AND CHINESE PREMIER LI KEQIANG WITNESS THE SIGNING OF MOU TO ESTABLISH THE CONFUCIUS INSTITUTE AT SARGODHA UNIVERSITY ON OCTOBER 8, 2019

Established in partnership with Henan Normal University (HNU), the Institute is already functional online, enabling university students and aspiring businessmen of the city to learn about Chinese language and culture. It started the on-campus Chinese Language Training Program in Spring 2020 with the help of two Chinese teachers, which was subsequently moved online due to the pandemic. By Spring 2021, the program had enrolled its 10th batch and 250 students are enrolled in HSK-1 level program. It is yet to be fully operational, as the Director from HNU, Prof. Chen Yunxiang accompanied by five

Chinese language teachers delayed their travel to Pakistan due to the pandemic. The number of Chinese teachers could be expanded upto 20 to accommodate the future needs of the University. The Chinese Government has allocated an initial budget of Rs.23 million for the Confucius Institute, which will be further expanded to meet future University needs. The Confucius Institute is co-directed by Director PICS and would be situated alongside PICS in the HEC-funded state-of-the-art complex at the main campus.

PAKISTAN INSTITUTE OF CHINA STUDIES

Since its inception in 2018, Pakistan Institute of China Studies (PICS) has become an integral part of the University's efforts to promote China-Pakistan friendship, especially make use of the vast opportunities accruing from progress in the China-Pakistan Economic Corridor (CPEC). Led by a known China expert with PhD from Peking University, the Institute has paved the way for the establishment of Pakistan's 5th Confucius Institute at the University. PICS undertakes a range of activities to bridge the persisting knowledge and cultural gap between China and Pakistan, including language classes offered by Chinese teachers, cultural activities such as art exhibitions on special occasions, a distinguished lecture series and webinars participated by prominent national and Chinese scholars. These activities are taken to promote the understanding of Chinese culture and civilization among students, faculty and public as well as China's emerging global role through the Belt and Road Initiative, with CPEC as its flagship project and other aspects of Sino-Pak strategic partnership. PICS publishes a fortnightly bulletin titled, 'Gleanings from the National Press' which covers mainstream national print media for news and opinions on China, Pak-China relations and CPEC, and is disseminated widely through social media.



THE VICE CHANCELLOR, ACCOMPANIED BY DIRECTOR PICS DR FAZAL UR RAHMAN, RECEIVING THE PLAQUE OF CONFUCIUS INSTITUTE FROM SALENA WANG, THE ACTING DIRECTOR OF CI, ON APRIL 29, 2020



TAN JIE AND SU XIAOQIN, LANGUAGE TEACHERS, CELEBRATING CHINESE SPRING FESTIVAL WITH STUDENTS



DISPLAY OF CHINESE CULTURE THROUGH MIMES, MUSICAL PERFORMANCES, RAMP WALK, CHINESE SONGS, SPEECHES, AND DECLAMATION AT ALL PAKISTAN ART EXHIBITION ON PAKISTAN-CHINA FRIENDSHIP

INTERNATIONAL CENTRE FOR PUNJAB STUDIES

The International Centre for Punjab Studies (ICPS) was established in 2019 to promote the cultural heritage of Punjab. The idea was floated at the first world conference on 'Punjab History, Literature and Civilization', held in April that year. The Centre has arranged major sessions and shows on Punjabi literature, culture, art and folk music, at each Literary Festival since 2018. It has also organised webinars to engage local and global scholars in critical debates on Punjabi folklore, epics, oral history, cultural studies, language and literature. ICPS is housed at the legendary Jinnah Block at the main campus. Its Governing Board consists of well-known local and global scholars in the field of Punjab studies. Once fully operational, it shall become a hub of intellectual discourse on Punjab and its civilizational creed – while performing several roles, including the promotion of Punjabi language studies, forging global research partnerships in Punjab Studies, and enhancing scholarly access to online archival resources on the subject.

PROMINENT BOARD MEMBERS



Pritam Singh
Visiting Scholar
Wolfson College,
Oxford University, UK



Manzur Ejaz
Chief Editor
"Wichar"
USA



Anne Murphy
Dean Asian Studies,
University of Vancouver
Canada



Nain Sukh
Novelist
Oral Historian
Lahore



Zubair Ahmad
Writer/Poet
Lahore



Mahmood Awan
Poet, Columnist
Dublin, Ireland



Waqas Mubarak Butt
Head of Translation
City Council,
Staffordshire, UK



Saeed Khawar Bhutta
Chairman
Department of Punjabi
GCU Lahore



Mujahida Butt
Chairperson
Department of Punjabi
LCWU, Lahore



Parveen Malik
General Secretary
Pakistan Punjabi
Adbi Board

INTERNATIONAL COLLABORATIONS

International collaborations play a key role in enhancing a university's global outlook through academic exchanges and joint research projects with international universities and research organizations. The University has concluded 19 MoUs since 2017 with reputed world institutions, including two leading agriculture universities of China in precision agriculture, citrus and sugarcane research, and dryland agriculture. The ORIC, in collaboration with Pakistan Institute of China Studies, prioritizes research linkages with Chinese universities, as a part of CPEC. The establishment of the Confucius Institute, already narrated before, is no doubt the University's prized achievement. Research collaborations with China in the field of agriculture and some other foreign collaborations are as follows:

AGRICULTURE LINKAGES WITH CHINA



Lanzhou University, China

A Dryland Agriculture Centre was established in 2016. Subsequently, researchers from Lanzhou University visited at the College of Agriculture and performed field experiments on maize. In 2018, research activities were initiated for Dryland Agroecology and Biomass energy development to increase the productivity of crops by applying efficient rainwater harvesting techniques.



South China Agriculture University

A joint Pak-China Joint Research Centre for Citrus Diseases and Insect Pest Management has been set up at the College of Agriculture. Other collaborations include a joint venture for designing and fabricating sugarcane harvesting system, research program and faculty exchanges on the development of high-value crops through the exchange of germplasm, joint research activities for developing new target-oriented bio-pesticides and LED light-trapping technologies for integrated pest management, and transfer of Unmanned Aerial Vehicle precision agriculture spraying technology.

Research links with China have enhanced the number of University graduates pursuing PhD in China as well as the level of faculty exchanges. The University has also started interdisciplinary research collaboration with Henan Normal University. Other foreign collaborative ventures include research exchanges with the Okinawa Institute of Science and Technology, Japan; training program in Plant Breeding and Genetic resources with the UN Food and Agriculture Organization; post-graduate research projects with the University of Canberra, Australia; and joint research and seminars with the University Putra, Malaysia.

In 2018, the University became the first institution to join China's Belt and Road Agriculture Innovation League



INTERNATIONAL CONFERENCES

The University became a vibrant place for scholarly events on critical contemporary issues in various disciplines during 2017-21. Around 100 scholars from 35 countries, and university faculty and speakers from other universities in Pakistan, presented over 600 papers in 25 international conferences, symposia and seminars.



James D Harwood from Agriculture University, Shandong, China, speaking at the international conference on Emerging Trends in Zoology, 2017.

2017

- Poverty and Social Inequalities: An Inclusive Growth Perspective
- Pure and Applied Mathematics
- Emerging Trends in Zoology
- Innovative Trends in Agricultural Sciences

2018

- Awareness of Halal Foods
- Future Med
- Peace Education
- Youth Development in Higher Education Institutions
- Research in Plant Sciences: Challenges and Opportunities
- Pure and Applied Mathematics
- Countering Extremist Tendencies in Light of Seerat-i-Tayyaba

2019

- Gender Mainstream Strategy
- Emerging Issues of Information Landscape
- Sunflower and Forage Crops Production: Challenges and Opportunities
- Bio-Processing in the Development of Designer Foods and Commercialization Opportunities
- Recent Trends in Chemotherapeutics and Nano-Chemistry

- Sustainable Business Development
- Sports Sciences and Education

2020

- Pure and Applied Mathematics
- Research Trends and Synopsis Writing
- Emerging Issues in Information Landscape
- Future Med
- Recent Trends in Chemistry
- Educational Sciences and Research
- Political Conflict and Peace-Building in a Changing World

More than
100
scholars
from
35
countries

presented over
600
papers at
25
international
conferences

FEATURED FOREIGN SCHOLARS



Gillian Rhodes
USA



Maria Binti Salih
Malaysia



Yuan Juhua
China



Liu Qingting
China



Liao Zongwen
China



Rozita Abdul Mutalib
Malaysia



Zhang Zhike
China



Seema Afzal
Malaysia



Yalcin Kaya
Turkey



Yuegang Zuo
US



Ekrem Savas
Turkey



Abdul Hameed Kharob
Algeria



Vasileva Viliana
Bulgaria



Siva K Balasundram
Malaysia



S.H.P Parakrama
Sri Lanka



Stephen Davies
UK



Abdul Qayyum Naz
United Kingdom



Arif Khan
Australia



Ekrem Savas
Turkey



Mahpeyker Ozturk
Turkey



Ljubisa D.R. Kocinac
Serbia



Lamawansa
Sri Lanka



David J. Speilman
UK



Mueed Ahmad
UAE



Moin-Ud-Din
USA



Shahid Siddiqui
Pakistan



Paul A Asunda
USA



Yasodara Pamarathne
Sri Lanka



Peter Charles Taylor
Australia



Nabeel Ezzulddin Arif
Tikrit Iraq

SDGs WEBINAR SERIES

The UN Sustainable Development Goals (SDGs) include 17 crucial priority areas for sustainable human development in each member-state. Universities, especially in the public sector, can contribute to meaningful national progress in implementing various SDGs by undertaking research and scholarly activities on local social and economic issues. Such a role assumed greater significance in the wake of global pandemic in terms of reducing its impact on SDGs through collaborative efforts. The transition to digital learning spaces provided an opportunity to collaborate with global scholars in cyberspace for the promotion of sustainable societies and communities at the local and global levels. Hence, besides encouraging relevant research, majorly in Social Sciences and Humanities, the University ran a webinar series during 2020, engaging 26 national and 16 international scholars from 12 countries on 9 SDGs. Through live sessions on Facebook, the series sought to sensitize the students, faculty and public on the significance of SDGs for sustainable human development.

<p>1 NO POVERTY</p>  <p>Why does 'No Poverty' Matter?</p>	<p>2 ZERO HUNGER</p>  <p>The Zero Hunger Challenge: Food Security and Safety Situation in Pakistan</p>	<p>3 GOOD HEALTH AND WELL-BEING</p>  <p>Pakistan's Battle against COVID-19 Ensuring Mental Health for Sustainable Community</p>
<p>4 QUALITY EDUCATION</p>  <p>Digital Education amid the Pandemic</p>	<p>5 GENDER EQUALITY</p>  <p>Gender Equality and Women Empowerment: A Catalyst for Change in Pakistan</p>	<p>6 CLEAN WATER AND SANITATION</p>  <p>Water Crisis: Why is Pakistan Running Dry</p>
<p>8 DECENT WORK AND ECONOMIC GROWTH</p>  <p>Can We Build it Back, Better? Assessing Pandemic Driven Economic Challenges</p>	<p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>  <p>Adopting Triple Helix Innovation Model for Sustainable Growth</p>	<p>13 CLIMATE ACTION</p>  <p>Climate Change: A Multifaceted Threat to Security of Pakistan</p>

FOREIGN SCHOLARS



Magdalena Z. Piotrowska
Poland



Bertus F. Jeronimus
Netherland



Faizal Bin A Ghani
Malaysia



Susan Bridges
Hong Kong



Laurent Lima
France



Sun Huaping
China



Nurha Filah Musa
Malaysia



Joe Bishop
USA



Sher Bano
Singapore



Zulkifli Khair
Malaysia



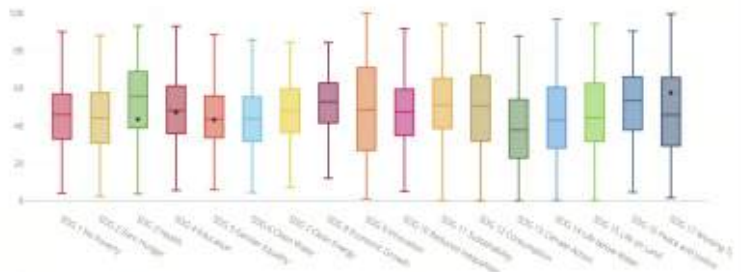
Keshavan Niranjan
UK



Danish Mustafa
UK

Owing to its role in promoting SDGs, the University has been ranked 401-600 out of 1117 institutions in the Times Higher Education Impact Rankings 2021 in terms of its overall impact on SDGs. It qualified for 4 SDGs, including SDG 3: Good Health and Well-being (ranked 401-600 out of 871), SDG 4: Quality Education (401-600 out of 966), SDG 5: Gender Equality (ranked 301-400 out of 776), and SDG 17: Partnerships for the Goals (ranked 301-400 out of 1154).

SDGs SCORE



The University's commitment to promoting scholarship on SDGs is reflected in the SDGs Wall, which is installed outside Noon Auditorium, the venue for scholarly activities.

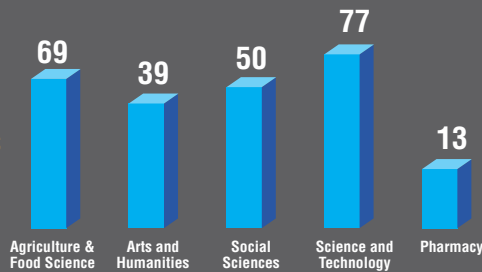
FOREIGN REFEREES

In order to ensure quality, impartiality, transparency and anonymity in the evaluation process for PhD theses and faculty dossiers, the University prepared and revised the list of local and foreign referees in two rounds from 2017 to 2020. The comprehensive referees list, including several hundred university scholars and faculty members from across the world, is updated continuously to overcome delays in the refereeing process. It has enabled the offices of Registrar and Controller of Examinations to timely complete the evaluation process of PhD theses and faculty dossiers in most cases.

Around
800
Foreign Referees
from
35
Countries
of
500
QS Ranked Universities



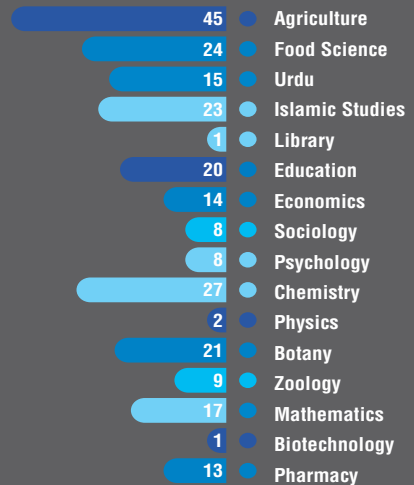
Faculty-wise Foreign Evaluations 2019-21



FOREIGN REFEREES ACROSS DISCIPLINES

Pharmacy	49
Social Sciences	151
Agriculture and Food	175
Arts and Humanities	201
Science and Technology	221

Discipline-wise Foreign Evaluations 2019-21



YEARLY TREND IN THE REFEREEING PROCESS OF PHD THESES





STUDENT SKILLS

CAREER DEVELOPMENT CENTRE

A university is the last place of learning for a student before pursuing a professional career. Therefore, besides offering quality teaching and research services, universities must have an institutional mechanism that helps their students to acquire the necessary skills for competitive careers and also ensure their job placement.

The Career Development Center was initially set up in 2012 to help the students acquire necessary skills for competitive careers and also guide them for job placement. In 2019, it underwent major renovation. Under successive leaders from amongst the young staff and faculty, the Centre provides career counseling service to students through interactive sessions and workshops with professionals. It ensures active participation of students in the Skill Development Program and On-Campus Internship Program, and also facilitates them in exploring international avenues through scholarships and exchange programs. Through skill-building sessions, the CDC fosters creativity, innovation, critical thinking and decision-making among students.



Major services rendered by the CDC include:

- Seeking internship and job opportunities for graduating students through recruitment drives in coordination with relevant professional organizations, including in-house interviews, workdemos and aptitude testing.
- Student capacity building activities, including promotion of soft skills through module-based skill development program during summer breaks; inculcation of digital literacy skills through interactive sessions with experts for developing proficiency in using softwares such as Microsoft Office and Google Suite; orientation sessions and workshops on how to complete the application package for students interested in studies abroad; development of writing and communication skills (resume writing, communication skills for interview and public speaking); promotion of experiential learning through 'mind games' during sports galas; and conducting virtual sessions during the pandemic.
- Consultancy service for various scholarships regarding non-degree programs, degree programs and professional programs, using social media for dissemination of maximum scholarship opportunities.
- Provision of professional training and work opportunities to meritorious fresh graduates and enrolled students through paid 'On Campus Internship Program' for a year.

1 Job Placement

- Jobs
- Internships
- On-Campus Internship Program




2 Scholarship Consultancy

- Foreign Scholarships
- Fellowships
- Exchange Programs



3 Digital Literacy

- Google Suite
- MOOCs
- Microsoft Office
- Digital Platforms



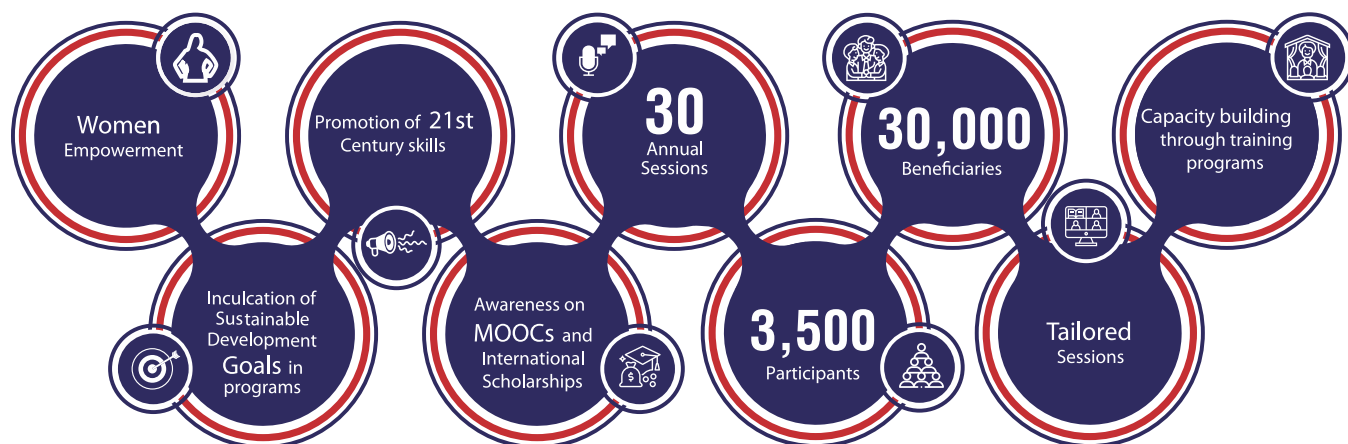
4 Training and Development

- Employability Skills
- Personal/Professional Development
- Soft Skills



The activities undertaken by the CDC since 2018 have produced demonstrative outcomes:

- On average, the Centre organizes 30 sessions annually for the capacity building of students.
- Around 3,500 students have participated in various activities organized by the CDC.
- Recruitment drives in coordination with organizations resulted in the selection of several students in the banking and other professional sectors.
- Organization of 10 mentoring sessions and capacity-building workshops to benefit around 4,000 students.
- Conduct of five sessions regarding exchange programs and scholarships. Five students were selected for the Global UGRAD Exchange Program.
- Conduct of three GRE mock tests in collaboration with USEFP for more than 1,100 students; and faculty members among them, three students were awarded GRE Free Voucher by USEFP.
- Dissemination of information about scholarships to students
- More than 1,000 students registered in 10 module-based sessions curated for Skills Development Programs during the summer break 2019.
- Nearly 1,500 students participated in the 'mind games' arranged during the University Sports Galas of 2018 and 2019.
- Conduct of 12 virtual sessions to empower youth with skills essential to excel in the digital world amid the pandemic.

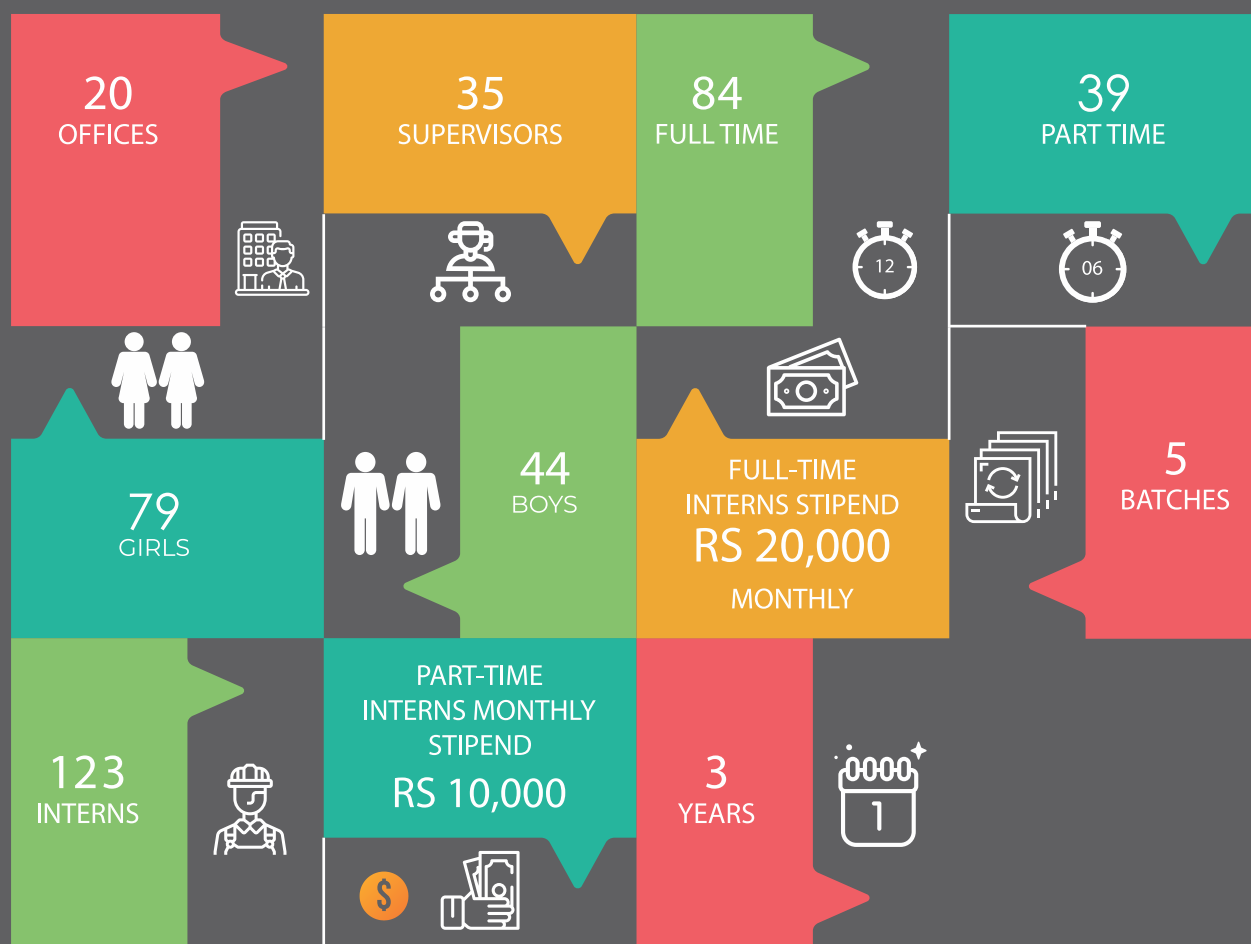


ON CAMPUS INTERNSHIP PROGRAM

The On-Campus Internship Program was launched in 2018 to improve the employment prospects of graduates. The program, administered by the CDC in collaboration with the Registrar office, seeks to provide professional exposure to the graduates and enrolled students by building their personal management and communication skills, especially career-readiness competencies. During 2018-21, 123 interns (84 full time and 39 part-time) in 5 batches working under 35 supervisors of 20 offices were inducted. Salient features of the Program are:

- Induction of meritorious enrolled students and graduates for part-time and full-time internship.

- Provision of monthly stipend of Rs.10,000 to part-time interns and Rs.20,000 to full-time interns.
- Duration of internship is six months, which is extendable to one year upon satisfactory performance.
- Evaluation of interns is done by their respective supervisors.
- In May 2021, 26 full-time and 7 part-time interns were working in 15 offices.



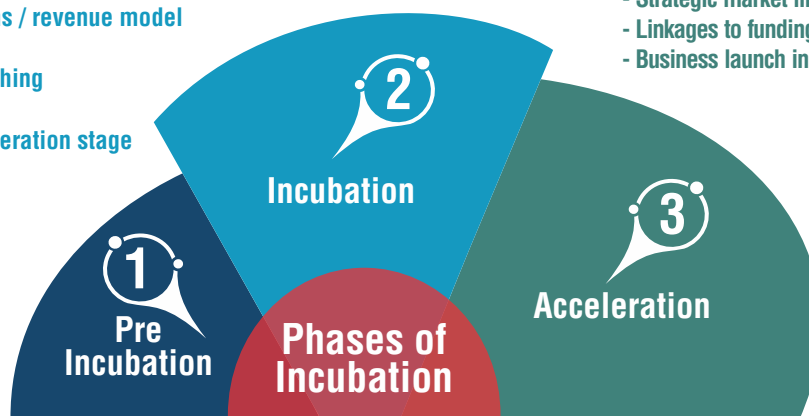
INCUBATION CENTRE

The Sargodha University Incubation Centre (SUIC) was established in 2019 to provide entrepreneurial students with adequate resources and services to nurture and commercialize their innovative ideas. Its programs are designed to provide management

guidance, technical assistance and consultation tailored to the needs of startup founders without incurring any financial burden on them. SUIC has become quite proactive overtime, taking several initiatives:

- Feasibility study
- Registration and legal documentation
- Financial projections / revenue model
- Capacity building
- Mentoring and coaching
- Networking events
- Evaluation for acceleration stage

- Strategic market linkages support
- Linkages to funding agencies
- Business launch in market



- Accepting applications
- Shortlisting of candidates
- Training for idea presentation
- Canvas model activity
- Final Pitch for Incubation cycle

- Encouraging students to launch startups by providing necessary resources and services.
- Linking up with the private sector to create knowledge-based enterprises.
- Instilling business sense by encouraging the creation of innovative business ideas.
- Launching a Webinar series, 'Learn, Launch and Grow,' including interactive sessions with successful entrepreneurs.
- Launching Business Acceleration Program to support passionate students to launch their own startups.

These efforts have produced visible impacts:

- SUIC secured the second position among 66 universities and 144 startups from all over Pakistan in 'DICE 2019 – Mega Innovation and Entrepreneurship Event.'
- Arranged awareness sessions for entrepreneurship in 35 departments of the University to motivate students to come forward with business ideas.
- Completion of three batches, where 12 groups presented their business ideas for the first batch. Over 450 business ideas were received for the

SUPPORTED STARTUPS



second batch. Despite the pandemic, more than 100 business ideas were received during the online batch. Almost 50 business ideas were presented before the panel, while 10 startups were incubated in SUIC.

- Presentation of over 450 business ideas during the Intra-varsity Business Idea Competition 2019.

- In 2020, four SUIC start-ups were registered with the Securities and Exchange Commission of Pakistan.
- Participation of over 120 tech startups in the Business Idea Competition held virtually during the pandemic.

REGIONAL PLAN9 CENTRE

Plan 9 is a project of the Punjab Information Technology Board (PITB), that aims to facilitate prospective entrepreneurs from Sargodha Division for tech-based startups. Three e-Rozgaar Centres were already working at the University in partnership with it. Satisfied by their performance, and aware of the proactive role of SUIC, PITB chose this University as the first under its Regional Expansion program in Punjab to establish the Plan 9 Incubation Centre, which became functional in April 2021. PITB will provide the financial support for establishing the Centre and meeting its operational expenses,



including for human resources as well as for selected startups during the entire incubation cycle.

e-ROZGAAR CENTRES

In 2017, the University started three e-Rozgaar centres at its main campus and official sub-campuses at Bhakkar and Mianwali (which later became a university) to enable entrepreneurial students earn money through online freelancing. Each Centre has 100 workstations and provides training and earning avenues for students and graduates. For digital learning, batches of trainees are enrolled periodically, and provided professional training in the following three-course tracks of freelancing: Technical; Content Marketing and Advertising; and Creative Designing. Freelancing reduces unemployment by empowering trainees with freelancing skills. Hence, guidance is provided to the trainees on how they can establish themselves as freelancers in the digital economy; while girl students are also encouraged to make their contribution to national economic growth through freelancing. The Centres have gone a long way in realising their desired objective, as clear from their tangible contributions since 2017.

Approx

\$610,000

revenue is earned by trainee freelancer after graduation

More than

2200

students are currently enrolled

6

trainees are running software houses

Around

380

students are currently freelancing through different portals

LINCOLN CORNER

The Lincoln Corner is a collaborative project between the University and the US Consulate General, Lahore for the promotion of interactive learning through its diverse programs. Established in 2013, the Corner has expanded in terms of space and functional scope since 2017. It serves as a multimedia resource centre, where students can connect, practice their English language, and learn about the United States. It aims to strengthen people-to-people connection between the US and Pakistan through a better understanding of cultural values.



Largest
in the
jurisdiction of
US Consulate
General Lahore



50,000
participants



70,000
visitors



765
programs



Golden
Category



15
initiatives

The Lincoln Corner performs various functions, which include:

- **English Learning Sessions:** Development of English learning skills amongst students through interactive and experiential learning
- **Summer School:** Offering different modules on technology, social sciences, communication, and arts
- **Education USA:** Hundreds of participants including students, graduates and faculty members take a free GRE mock test.
- **Public Diplomacy:** Development of interactions with US diplomats, both physically and virtually, providing current, and authentic information about the United States – its people, culture, history, policies, government, and institutions
- **E-Library USA:** A free digital resource that develops horizons of research and provides access to current and reliable information about America through books, magazines, movies, and more.
- **STEM** (Science, Technology, Engineering and Mathematics) learning sessions
- **Entrepreneurship:** Inculcation of entrepreneurial skills and women empowerment through business incubation workshops
- **Student Mentorship:** Development of leadership skills, office management techniques, communication and presentation skills, confidence building and art of public speaking among students

CO-CURRICULAR FORUM

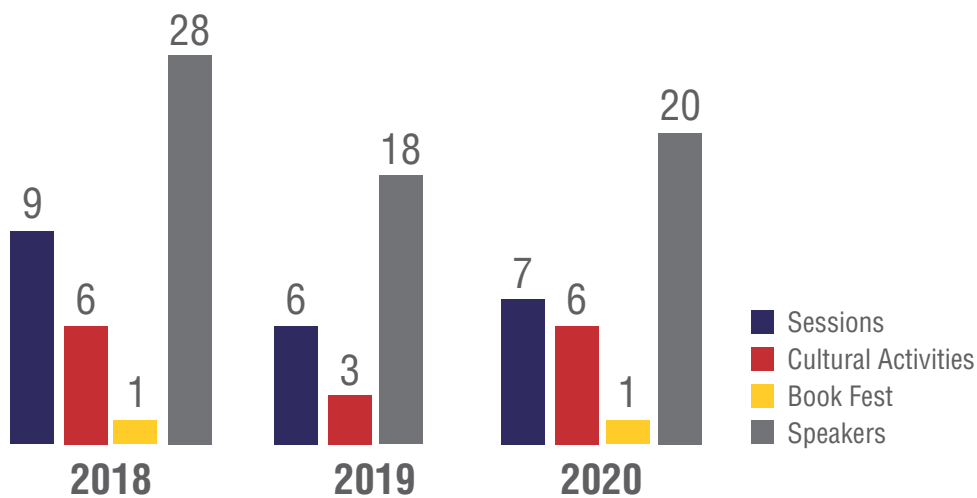
In 2018, the University established the Riaz Shad Co-curricular Forum to honor a great literary figure as part of its policy to reclaim the rich legacy of the Government College. The Forum fosters critical thinking and leadership skills among students through 18 societies and clubs, in-house training workshops, networking and training opportunities with national and international organizations, literary festivals and scholarly events. The Music Society, Blood Donors Society, E-Sport Society,

Dramatic Club, Debating Society, IT Club, Bazm-e-Sukhan and Sports Society are most active student societies and clubs. Each spring since 2018, the Co-Curricular Forum has organized the annual Sargodha Literary Festival (SLF), which has established its niche in the literary circles across Pakistan with the active participation of prominent scholars, artists, literary figures and musicians. It performs several roles.

- SLF creates an intellectual space for critical discourse and exchange of ideas among students through interactive sessions, book festivals, art exhibitions and theatrical performances.
- Student societies and clubs serve as platform for students to exchange ideas on youth-related issues.
- Workshops are held to inculcate leadership and literary skills among students.
- Celebration of national and international days with active participation of students.

- Inter-departmental contests are held each spring to enable the students learn civic values such as patience, teamwork, sense of responsibility and sportsmanship.
- An online literary contest titled *Aks-e-Nau* was organized amid the pandemic to harness the creative energies of students.
- Introduction of Riaz Shad All Pakistan Bilingual Declamation Contest.
- Clubs and societies prepare the students to participate in competitions organized by universities and TV channels.

ACTIVITIES ORGANIZED BY RIAZ SHAD FORUM



LITERARY FESTIVAL

Imagine a university located in a semi-urban part of central Punjab holding a virtual literary festival amid the pandemic in April 2021, and its viewership surpasses all the literary festivals ever held in major Pakistani cities of Karachi and Lahore: 7,75,000 views. Of-course, the Directorate of Student Affairs managed to ensure student participation in its various sessions streamed live via Facebook. Yet, the viewership figure is still way above the enrolled students and staff members. That is what the Sargodha Literary Festival (SLF) has been able to achieve since its debut launch in 2018. It is already a brand name, receiving widespread acknowledgement and appreciation from the youth and the public.

Each spring, the SLF brings together prominent scholars, authors, critics, historians, civil society activists, policymakers, diplomats, journalists, artists, poets and musicians in the Noon Auditorium at the main campus to engage the students and faculty in critical dialogues on contemporary issues of socio-cultural significance. The occasion offers a panoply of voices and a plethora of constructive ideas as a panacea to the prevalent crises as well as a venue for recalling and reviving the rich traditions of art, culture and history. While each SLF offers plenty of entertainment through arts exhibitions, musical performances, folk dances, theatrical performances or poetry sessions, the kind of persons who have graced the event with their presence and the sort of subjects discussed in its various interactive sessions

have, indeed, contributed to enhancing its national profile.

SLF 2021, held virtually, was participated by Chinese Ambassador H.E. Nong Rong, who spoke on 70 Years of China-Pakistan Diplomatic Relations. Other prominent delegates included: Asghar Nadeem Syed, Muhammad Aamir Rana, Ayzaz Syed, Adnan Rafiq, Rafiullah Kakar, Asrar Farooqi, Amber Shamsi, Hamayoun Khan, Aoun Sahi, Kapil Dev, Asrar Hussain, Nirmal Bano, and Ravish Nadeem. The subjects discussed included: Unity in Diversity: Religious, Gender and Class Identity in Pakistan; Pursuit of Identity in a Multicultural Society; Future of Social Media; Urdu Journalism and Prose Humour, and Art and Liberation.



4th SLF'21 AT A GLANCE



14

SESSIONS



35

EXPERTS



50+

ARTISTS



2

ART EXHIBITIONS



BOOK

LAUNCH

SOCIAL MEDIA COVERAGE



775K+
PEOPLE
REACHED



13000+
LIKES



20000+
COMMENTS



1000+
SHARES



CHINESE
AMBASSADOR TO
PAKISTAN H.E.
NONG RONG,
SPEAKS
VIRTUALLY ON
'STRATEGIC
PARTNERSHIP
BETWEEN
PAKISTAN AND
CHINA' AT
LITERARY
FESTIVAL 2021

SLF 2020 brought together Sohail Warraich, Usman Peerzada, Khwaja Najmul Hasan, Yasir Pirzada, Rashid Khawja, Mian Ijazul Hasan, Shiraz Haider, Zafarullah Khan, Mumtaz Hussain, Rahat Masaud, Saeed Bhutta and Neelam Ahmed Bashir. The topics of discussion included: Politics, Media and Society, Women Voice in Punjabi Literature, From Script to Screen: The Art of Creative Production, and Landscape of Punjab.



SLF 2019 was attended by Mr. Zhao Lijian, China's Charge's affairs, presently spokesman of the Chinese Foreign Ministry, who had a Q&A session with students on China - Pakistan Economic Corridor. Pervez Hoodbhoj also added his voice on Loving Pakistan: What It

Really Means. Other speakers included Farnood Alam, Sabookh Syed, Gul e Nokhaiz Akhtar and Rabia Akhtar. Musical performance by Soch band enthralled the student audience. Youth, Key to Peace, and Media and Social Responsibility were among the topics discussed.





SLF 2018 was attended by Iftikhar Arif, Amjad Islam Amjad, Zahid Fakhri and Abbas Tabish at the Mushaira. The speakers included Wajahat Masood, Moin Nizami, Farrukh Sohail Goendi, Yousaf Khalid, Tabbasum Kashmiri and Nasir Abbas Nayar. Sargodha in the Light of History and Culture, and Sufism as an Alternative Narrative were among the topics covered. The musical concert titled Sham-e-Qalandar by sufi singer Areib Azhar, and Zack Group's Dance of Whirling Darveshes and Marvari folk dance amused the audience.



FM 98.2 VOICE OF VARSITY

The University runs an FM 98.2 radio station, offering education and infotainment to students, staff and local community. Covering a radius of 60 km, it broadcasts 11 hours of transmission 7 days a week in two shifts (morning from 7 to 12 am and evening from 3 to 5 pm). Some of its programs are live-streamed through the official Facebook page. During 2017-21, its transmission time doubled, and broadcasted issue based programs. As of May 2021, the FM station, called Voice of Varsity, was up for major renovation with funds from the HEC and university sources. It is managed by the Department of Communication and Media Studies, and programs are mostly hosted and the rest, information and educational programs. Salient services include:



- Provision of skill-building opportunities to students by engaging them in production and transmission.
- On-air news bulletin thrice a day covering education, health, environment, science and technology, and sports.
- Promoting Pakistani music, art and literature through broadcasting in 4 languages: Urdu, Punjabi, Seraiki and English.
- Live broadcast of scholarly and co-curricular events such as literary festivals, conferences, seminars and workshops.
- Community service programs like Lok Rehtal as part of the University's farmers' outreach campaign and to guide local businesses.
- Promotion of local talent in music, poetry and literature by engaging local poets, singers and writers

ZUBEIDA AGHA ART GALLERY



In February 2019, the University launched the Zubeida Agha Art Gallery to pay tribute to the founder of Pakistani modern art. The gallery curates group shows and solo exhibitions of prominent painters and artists. Over time, it has emerged as a national hub of artistic exposure for students of the Institute of Art and Design, and art lovers among the faculty, staff and public. Both the gallery and the institute are located in the legendary Jinnah Block of college time. The gallery has showcased the art works of several famous artists, including Mian Ijaz ul Hassan, Rahat Masood, Javed Akhtar, Asrar Faruqi, Asim Amjad, Shahnawaz Zaidi and Mumtaz Hussain on various themes that project the traditional, historical and contemporary aspects of life in Pakistan.

As of May 2021, 13 such art exhibitions had been held, including the virtual Pak-China art exhibition organized in collaboration with Henan Normal University, partner university of the University's Confucius Institute. Occasional exhibitions on Pak-China art and culture have been participated by Chinese embassy officials, including former ambassador H.E. Yao Jing. Each year, art exhibitions are an essential component of the Literary Festival, also held virtually amid the pandemic. Here is the list

of these exhibitions during 2019-21:

- National Art Exhibition and Competition on Pak-China Friendship
- First National Calligraphy Art Exhibition
- National Young Artist Painting Exhibition
- Nikon Photography and Videography Competition
- National Art Exhibition on Contemporary Art of Pakistan
- Art Exhibition on Punjab's Landscape
- Art Exhibition on Soul of Indus Civilization
- Painting Exhibition on Pegs and the Peggars
- Art Exhibition on Reflections of Life
- Second National Calligraphy Art Exhibition
- Exhibition on Art and Liberation
- National Contemporary Art Exhibition
- SU-HNU Pak-China Art Exhibition



Art work by young artists



COUNSELING CENTRE

To facilitate students, faculty and staff in developing their potential to achieve future professional goals, the University established a Counseling Centre in spring 2020. Located at the University Medical Complex and Research Centre, it provides assistance to students, faculty and staff to address their psychological, emotional, educational and social problems. During counseling, the Centre values the ethical standards with confidentiality. It strives to ensure the mental well-being of university community. Its key functions include:

- Provision of structured services through one-on-one counseling sessions and group counseling sessions.
- Provision of wellness support services through workshops, and professional training programs for raising awareness.
- Collaboration with other universities to enhance the quality of learning and boost research skills among students, faculty and staff.
- Community wellness programs during COVID-19 to provide psychological support

Despite its relatively recent establishment, the Counseling Centre had made visible impact during 2020-May 2021:

- Provision of counseling and wellness services to around 3,000 students (over 70% girls).



- Provision of counseling services regarding psycho-social problems to around 500 students.
- Facilitated around 2,500 students, faculty and staff through 26 group sessions, workshops, and professional trainings to ensure their mental well-being.
- Collaboration with national and foreign universities to provide online psychological services through mental health experts amid the pandemic.
- Signed MoU with the Counseling Centre of University of Lahore to enhance counseling and clinical skills of students and faculty.
- Access to online psychological services to the community during the pandemic.

ALUMNI ASSOCIATION

Alumni play an important role in the development of a University. With nostalgia from the last institution of graduation before entering professional life, the alumni crave for reconnecting with its faculty and students. And, those who excel in professional life

serve as a source of inspiration for the current students. In the case of leading universities in the developed world such as Harvard, the Alumni Association acts as a major source of revenue for the Endowment Fund.

- Keeping these facts in mind, an Alumni Association was established in 2017 to let the graduates of the University as well as its founding institution, Government College Sargodha, contribute to its agenda of reforms in meaningful ways.
- Even though the Alumni Association is yet to acquire the expected momentum, despite having an elected body and separate office space, it has indeed made some tangible efforts that, if sustained in coming years, can make it a viable institution to realise the intended aims.
- These efforts include the registration of over 2,000 alumni through the webpage of Alumni Association, the engagement of alumni through social media platforms such as the Facebook page, including an interactive live webinar series titled 'Life at Sargodha University,' and the creation of a Job Placement Database so that the alumni could help fresh graduates to benefit from opportunities in the job market.
- The University has produced many prominent personalities in various professions, including civil bureaucracy, military, politics, literature and media, whose interviews are published regularly in the Quarterly Newsletter. Some of them have participated in faculty dinners and literary festivals. The alumni have also helped the University Library to establish an archival section on books and magazines published during the college time. The library is also named after an alumnus, Wazir Agha, a great local literary figure.
- The University has established an Endowment Fund for the Alumni Association to solicit alumni contributions to its academic growth and development initiatives.



College alumnus and Senior journalist Sohail Waraich at Literary Festival 2020



College alumnus and ex-Interior Minister Gen. Moinddin Haider at Faculty Dinner 2018



ACADEMICS

Access, relevance and quality are three basic components of higher education. In the past, as quantity replaced quality, academic standards of the University deteriorated. The PPP scam well illustrates such decline. Inordinate academic expansion led to over-burdening of university resources and overlapping of its faculties and departments. Hence, major reforms were introduced for academic consolidation by restructuring or merging such faculties and departments and through closure of admission for non-productive and non-accredited degree programs. In its academic restructuring and improvement efforts, quality of education and market relevance of degrees supersede the prevailing preference in public policies for access to higher education. Major reforms are as under:

Academic consolidation has been achieved by reducing the number of Faculties from 9 to 7 in line with the UNESCO guidelines. Likewise, various departments were merged, and the better performing ones became institutes. Like other faculties and colleges, the number of departments at the Medical College and Agricultural College was drastically curtailed.

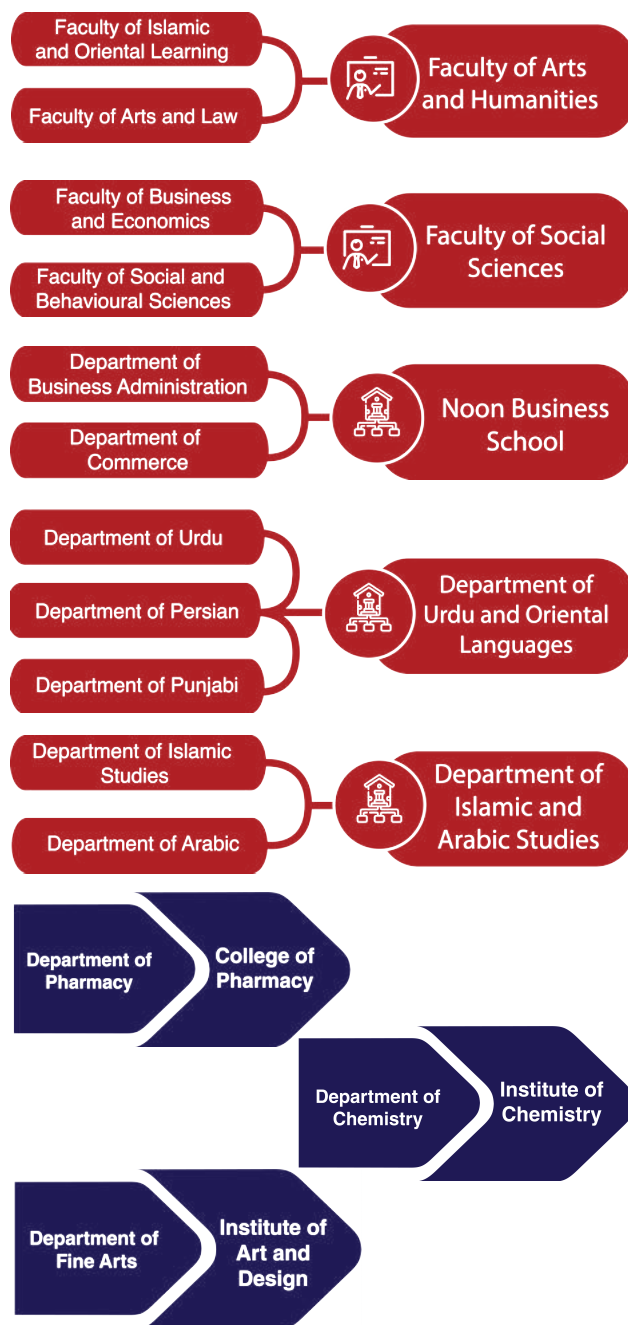
To ensure quality teaching, the curriculum of all the courses taught in various disciplines was revised so as to empower students with the skills required in the digital era.

The Semester Rules and Regulations for undergraduate, graduate and postgraduate programs and admission regulations were updated to bring them at par with the prevailing regulations in national universities as per HEC guidelines. Moreover, separate regulations pertaining to Term System Examinations for affiliated colleges were formulated along with a monitoring and feedback mechanism.

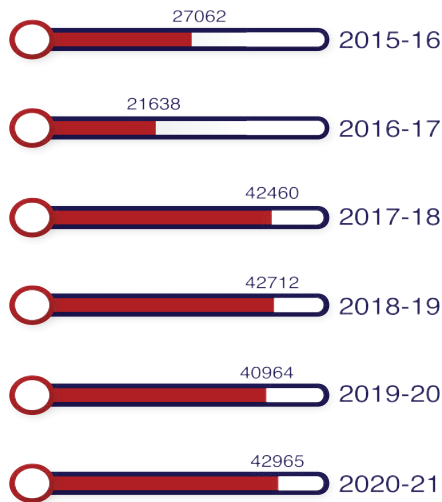
The affiliated colleges were given more autonomy by empowering them to evaluate their students with 60- 40% weightage in lieu of 80-20% in the final assessment. This reform is undertaken to prepare these colleges for the two-year Associate Degree Program and the four-year BS program, which will run on semester-basis as per HEC policy guidelines.

The templates for various academic documents like Synopsis, Six Monthly Progress Report for research students, Project Digest and Student Roll Numbers and ID Cards were restructured in line with international standards and made available online through the official website.

Introduction of a mandatory course titled Citizenship Education and Community Engagement in all graduate programs to inculcate a sense of social responsibility and civic engagement among students.



SURGE IN ADMISSION APPLICANTS

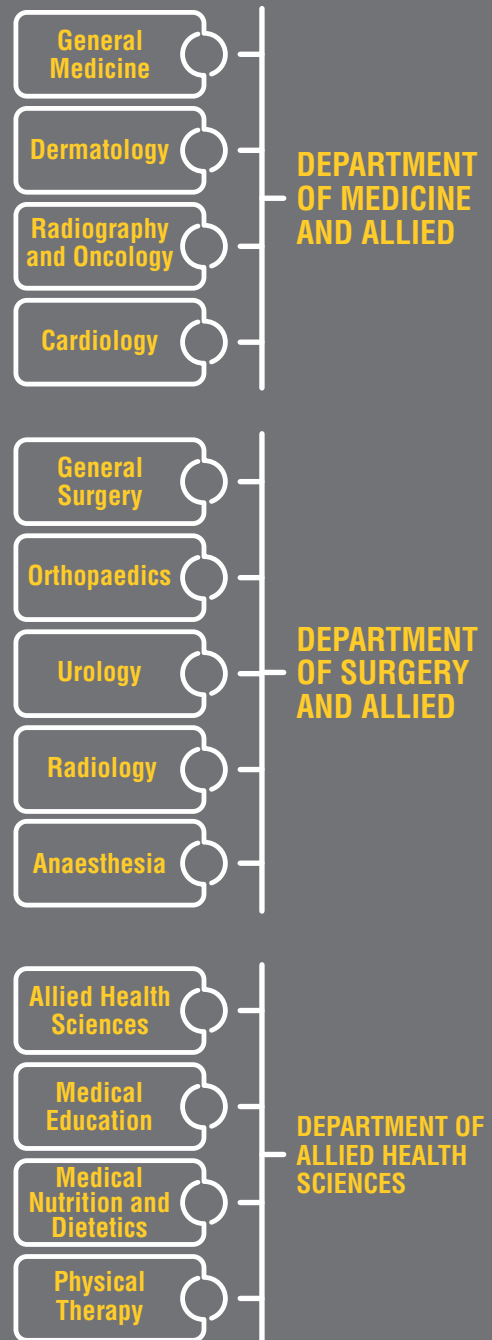


- Each department also has a list of adjunct faculty, consisting of prominent academics in respective disciplines, to overcome the shortage of senior faculty. The same factor limits the University's ability to appoint full time Directors Academics, ORIC and QEC.
- Introduction of more than 25 new degree programs of undergraduate, postgraduate and doctorate level, and many were reinstated along with market-oriented specializations in various fields. BS Digital and Social Media is one such example offering 14 new courses with six specializations.
- Secured membership of the Washington-based Institute of International Education Network, a global membership network of more than 7,000 professionals at 1,300 higher education institutions around the world.

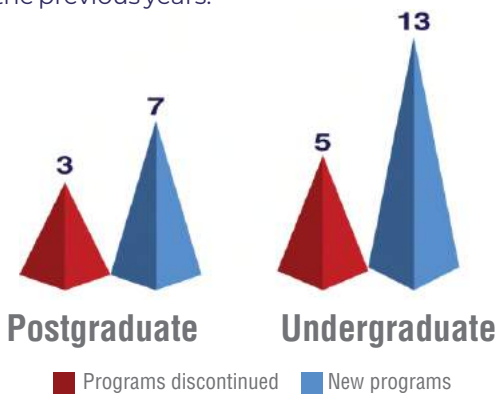
The Directorate of Academics also initiated an Indigenous Faculty Development Program for the faculty. The system of admissions was digitalized. Students were given online access to Brief Course Outlines through the Course Bank available at the official website. While various initiatives and their outcomes for effective online teaching and learning are discussed in the digitalization section, the consequent impact of some of the broader academic reforms is as follows:

- The University has been ranked second in Teaching among Pakistani varsities according to the Times Higher Education World University Rankings 2021.

MERGER OF DEPARTMENTS IN FACULTY OF MEDICAL AND HEALTH SCIENCES

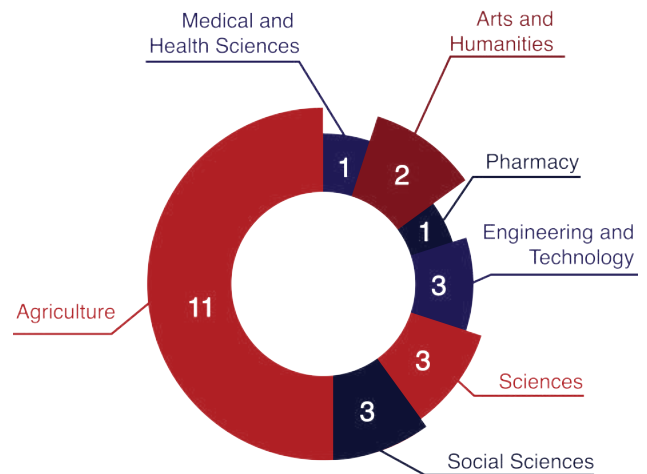


- In the QS Asian University Rankings 2021, it stood at 251+ in academic and employer reputation; 185 in international research network category; 301+ in staff with PhD degrees, citations per paper, and Student-Teacher Ratio (STR).
- Improvement in STR from 30:1 in 2017 to 23:1 in 2021, resulting in improved quality of education imparted as per international academic standards.
- Significant rise in the number of admission applications received and the continuous rise of merit in many degree programs as compared to the previous years.



- Received membership of six international organizations, and accreditation of 25 academic programs in all the faculties from 10 Accreditation Councils.
- Increase in the number of notified PhDs produced as the number increased fourfold as compared to the previous five-year period.

ACCREDITATIONS AND MEMBERSHIPS



CURRICULUM REVISION

The Directorate of Academics has updated and revised the curriculum of all the undergraduate and postgraduate academic programs of the University. For the purpose, the outmoded curriculum in practice for the past several years was critically reviewed, and new Schemes of Studies were introduced. Major outcome-based curriculum reforms, which aim to equip students with the knowledge, understanding and skills required for future success, include:

- Preparation of Brief Course Outlines of around 5,000 courses taught in 7 faculties, and their online availability through the official website.
- Revision of Schemes of Studies as per HEC criteria and recommendations of its National Curriculum Review Committee.
- Incorporation of market-relevant courses to develop the required critical skills among students.
- Inclusion of latest readings, recommended and suggested, in each course outline.
- Preparation of Brief Course Outlines of around 5,000 courses taught in 7 faculties, and their online availability through the official website.
- Revision of Schemes of Studies as per HEC criteria and recommendations of its National Curriculum Review Committee.
- Incorporation of market-relevant courses to develop the required critical skills among students.
- Inclusion of latest readings, recommended and suggested, in each course outline.
- matching 20+ market-oriented specializations in various fields.
- Uniform course codes of around 5,000 courses to minimize overlapping in various degree programs.
- Uniformity in course contents and format of 10 compulsory courses being offered in various degree programs.
- Improvement in academic stature of the University, as reflected in its entry in major global university rankings on the basis of quality teaching.

These reforms have produced tangible outcomes, including:

- Introduction of over 18 new undergraduate, postgraduate and doctoral programs,

FACULTY DEVELOPMENT

Through 10 Selection Boards, 410 new faculty and staff members (including 373 teaching faculty and 37 administrative officers) have been recruited during 2017-21 on the basis of their professional competencies. Several new faculty members hold PhDs from leading foreign universities. Such a large addition of qualified faculty has improved the academic profile of the University, the quality of its academic programs, including the Teacher-Student Ratio, and enabled the Quality Enhancement Cell to run the Continuous Professional Development program for the teaching faculty since 2019. An Indigenous Faculty Development Program (IFDP) for the faculty was initiated formally for the first time. To manage this initiative, a Faculty Development Committee was created, and HEC qualified master trainers were taken on board as resource persons and experts. The Committee developed various training modules and contents were selected according to the need of the faculty.

Under the IFDP, a 4-day training session for the visiting faculty was held in 2019 in the first phase, in which 313 visiting faculty members were trained. The training comprised of four different modules and seven HEC-qualified master trainer imparted professional competency skills. In the second phase amid the pandemic, for the smooth online transition of academic activities, digital pedagogy skills were inculcated through Online Faculty Training Program among 81 faculty members from different departments, whose courses were discontinued during evaluation. The seven master trainers imparted training for five modules in two batches through Zoom. IFDP aims to equip the teachers with

394

Faculty Members Trained under IFDP

the professional competency and pedagogy skills required to assure quality in teaching. Its main objectives are:

- Strengthen the communication skills of the faculty members to achieve the objectives of their teaching.
- Impart innovative teaching strategies that blend academic concepts with classroom applications.
- Enhance the assessment, testing and evaluation skills of the faculty, so that they may objectively assess their students by making and using reliable tools of assessment.
- Enable the faculty members to provoke critical thinking in students and to make students reflective practitioners.
- Enable the faculty members to facilitate their students to develop needful competencies according to job market requirements
- Develop an understanding of the semester system updates, modifications and its governing rules and regulations

FACULTY HIRED, 2017-21

23

Professors

48

Associate Professors

111

Assistant Professors

191

Lecturers

TOTAL: 373

QUALITY ASSURANCE

The Quality Enhancement Cell (QEC) was revamped in 2017 to expedite the process of quality assurance by employing a well-structured assessment and feedback system. For the purpose, the QEC has held several training sessions for team members, faculty and senior management of the University and its affiliated colleges on quality assurance, examination system, and self-evaluation in compliance with HEC quality standards. Major initiatives include:

- Quality Parameters Assurance through review of MPhil and PhD programs of all faculties and meet HEC pre-requisites for NOCs; self-assessment of programs through respective department teams; and internal audit of degree programs being offered in the University and its affiliated colleges.
- Maintenance of course files with well-documented course outcomes, teaching and examination schedule, grading policies, and other requisites set by the HEC, in all the departments.
- Memberships and accreditations through hosting inspections of Accreditation Councils to identify lapses in quality standards and ensure proper documentation for program accreditation and successful on-site inspections by them.
- Online portal for classroom observation, course material distribution, and semester-wise evaluation of teaching and learning quality.
- Semester wise teacher-course evaluation, along with student feedback, for the transparent evaluation of education standards as per HEC assessment criteria.
- Collection and validation of factual data on the annual institutional performance of the University and its submission to global ranking agencies.

These initiatives improved the University's global ranking and quality teaching indicators such as STR. HEC's Quality Assurance Agency, in its 2020 Institutional Performance Evaluation of the University, also acknowledged visible improvement in the academic knowledge of its qualified faculty and 'well-behaved' students as well as research

output in impact factor journals. While the digitalization section covers quality assurance in online education, other outcomes include:

- Transparent verification of research credentials of prospective candidates and smooth processing of quality faculty recruitment through the Central Eligibility Committee.
- Evaluation of 30 PhD, 40 MPhil equivalent and 54 BS equivalent programs through Self-Assessment Reports regarding faculty, resources, policies, objectives and outcomes.
- The QEC organised 16 training and capacity-building workshops for faculty and affiliated colleges to ensure quality parameters in teaching practices during 2017-20.
- Processing of 10,000+ applications for various teaching and non-teaching posts, including clearance of a backlog of 6,800 pending applications during the same period.
- Timely recruitment of faculty to meet the teaching requirements of the University.



23:1
**STUDENT
TEACHER RATIO**



RESEARCH

The Office of Research, Innovation and Commercialization (ORIC) serves as a pivotal point to develop and ensure a dynamic, competitive and productive research culture in the University. During 2017-21, the strategic and operational activities of ORIC have been revamped, resulting in a visible increase in research productivity, publications, national and international linkages, collaborations and capacity building of faculty members. The office strives to bring multidisciplinary researchers at one platform by actively engaging them in management and expansion of research activities, twining the academia with industry and community for enhanced research productivity, sustainable economic growth and knowledge-based economy. Major initiatives since 2017 include:

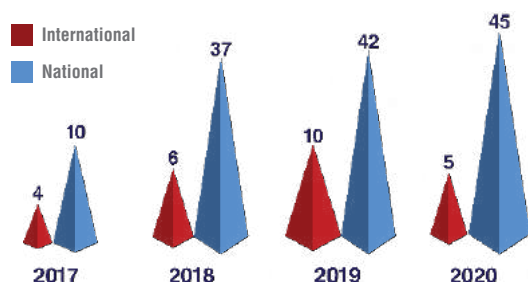
- Incentivization of quality research through a transparent criterion based upon journal indexes and impact factor by Thomson Reuters to categorize the incentive slabs ranging from Rs. 20,000 to 45,000 per article.
- Launching of seven new research journals and implementation of stringent measures to ensure research quality and originality.
- Establishment of the Technology Innovation Support Centre to promote research commercialization activities and provision of global research exposure to faculty to learn about research ethics and norms.
- Creation of multidisciplinary research groups for creative collaboration and interdisciplinary exploration (funding for purpose was still in process as of May 2021).
- Knowledge sharing through conferences, symposia and workshops at national and international level.
- Strengthening of academia-industry linkage through MoUs at local and international level and

development of national and global academic collaborations.

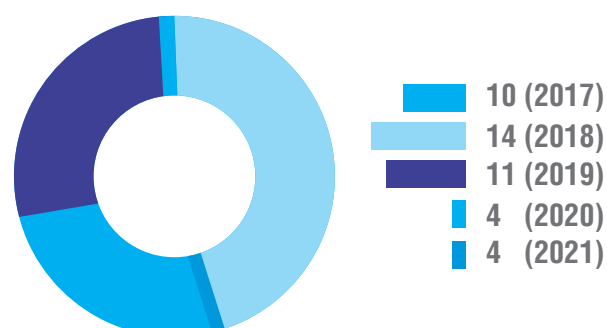
These initiatives have produced several measurable outcomes:

- Significant increase in the number of publications as a result of incentivizing research, reaching around 1,000 in 2020.
- Participation of 77 faculty members in international conferences by winning travel grants worth Rs.164 million from various funding agencies.
- Organized 159 scholarly events, including conferences, seminars, webinars and workshops (25 international and 134 national) to promote critical thinking skills among scholars and faculty.
- Signing of 19 international and 25 national MoUs for collaborative research.
- Four Joint International Research Projects in progress as of May 2021, with faculty members from USA, France, Turkey and China.

CONFERENCES, SEMINARS AND WORKSHOPS HELD ANNUALLY

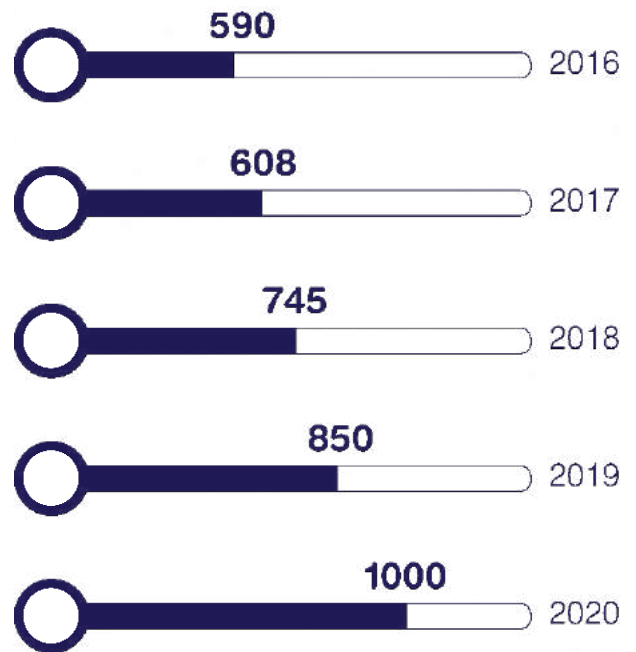


ACADEMIC LINKAGES

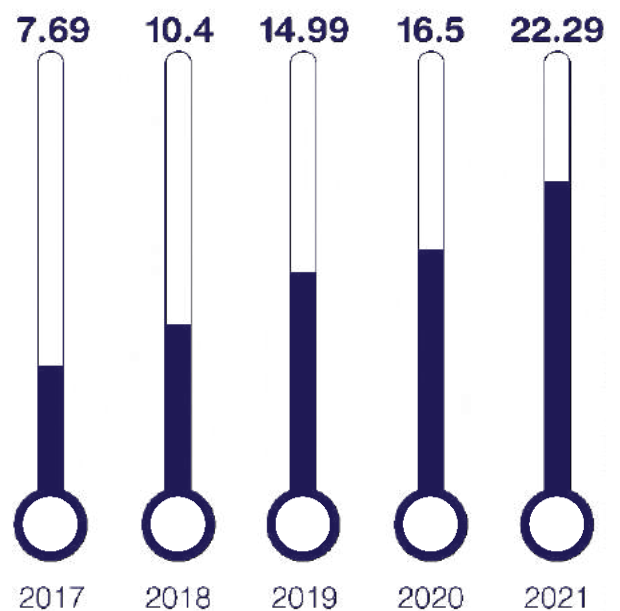


- Registration of seven patents by faculty members with national and foreign patent registration organizations, including four since 2017.
- Winning 76 research project (NRPU of HEC and ORIC funded) by the faculty members during 2017-20, much higher than the previous years.
- Completion of three projects worth Rs.1.6 million under Social Integration Outreach Program for universities by the HEC.
- Approval of 25 Start-up Research grant projects worth Rs.11 million for IPFP faculty members at the University during 2017-20.
- Under HEC's Thematic Research Grants Program, the University won three projects worth Rs.12 million.
- Under HEC's Technology Development Fund, the University won over Rs.6 million project for sustainable production of sugarcane.
- As of May 2021, seven other research projects were either completed or in progress, funded by various organizations such as the Punjab Higher Education Commission, Pakistan Agriculture and Research Council, Punjab Agriculture Research Board and Pakistan Science Foundation.

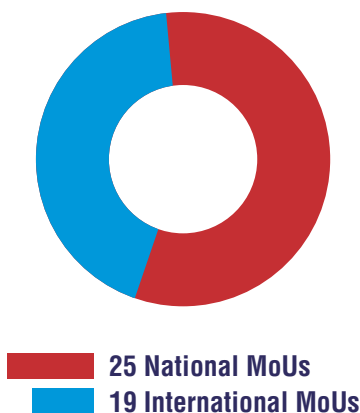
RESEARCH PUBLICATIONS



RESEARCH INCENTIVES FOR FACULTY MEMBERS (Rs. in Million)



INTERNATIONAL AND NATIONAL MOUS



RESEARCH LINKAGES

The University has signed 25 MOUs with various national organizations since 2017. Under the agreements, the students and faculty members are provided with research, training and internship opportunities. Its salient cooperative ventures are:



Regional Tax Office Sargodha

Collaborations include seminars, training sessions and walks to raise tax awareness, provide incentives, and facilitate tax return filing.



Small and Medium Enterprises Development Authority

Entrepreneurship Council, which hosts the Business Idea Competition among the students of Noon Business School, with SMEDA members and NBS faculty acting as judges and mentors.



Punjab Information Technology Board

Establishment of three E-Rozgaar Centres, providing opportunities to skilled students to earn revenue through freelance entrepreneurship online. In 2021, the University also qualified for PITB's Regional Plan9 Centre.



World Wide Fund for Nature Pakistan

Collaboration activities cover the provision of access to research facilities at Soon Valley in the fields of wildlife, water management, marine life, climate change, and resource conservation; survey visits of Soon Valley by students and faculty from the Department of Botany to explore the medicinal plant; and a collaborative study to estimate the waterfowl population and trends in population during the migratory season on Uchalli Wetlands Complex.



Sargodha Chamber of Commerce and Industry

Delegates from the Chamber have participated in seminars and training workshops on academia-industry linkages. The Chamber has facilitated the students of Agriculture, Food Science, Chemistry, Pharmacy, Business Administration and Economics in conducting industrial internships and practical training, besides providing support to the faculty for submission and execution of research projects.

CENTRE OF EXCELLENCE FOR CITRUS

In December 2020, the University signed an MoU with Sargodha Chamber of Commerce and Industry to establish a Centre of Excellence for Citrus at the College of Agriculture. The project worth of Rs.200 million will be funded by the SCC&I through its export developmental funds. Under the MoU, both parties agreed to take initiatives to increase the domestic demand and international export of citrus, dissemination of relevant information, and trainings as well as the capacity building of farmers. Once operational, the Centre would be a key venue for training and counselling services for the farmers, growers and exporters. It would also provide the required certification for citrus exports.

SCHOLARLY EVENTS

The University organized 134 national conferences, workshops, seminars and webinars, besides 25 international conferences, during 2017-21. These numbers far surpass the scholarly events held in the preceding period, enabling the main campus in particular to become a vibrant place for promoting critical thinking and in-depth understanding of important contemporary subjects in various disciplines. A selected list of national conferences is as follows:



2017

- Cardiology Conference
- Learning Research Innovations in English Language and Literature
- Litigating in the Court of Public Perception
- Roles, Responsibilities, and Ethics of Media in Pakistan
- Emerging Trends in the Extraction of Plant Bioactives for Nutra-Pharmaceutical Developments

2018

- Modern Means of Social Communication
- Modern Trends in Citrus Production
- Impact of Electronic Media Freedom on the Rule of Law in Pakistan
- Unleashing the Power of Achieving Your Goals

2019

- Innovative Trends in Wheat: Way Forward to Sustainable Wheat Production
- Emerging Water Challenges in Pakistan
- India's Strategic Posture and Implications for Strategic Stability in South Asia

2020

- Lockdown in Kashmir: Consequences and Challenges
- Emerging Media Trends
- Youth Digital Conference
- CPEC-Driven Entrepreneurship
- Learn, Launch and Grow: A Pathway to Entrepreneurship

2021

- Youth for Interfaith Harmony
- Virtual Media Symposium

RESEARCH JOURNALS

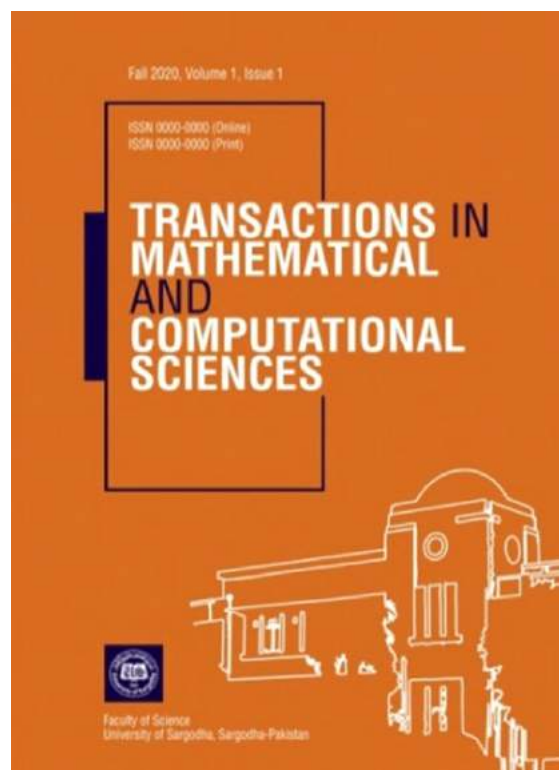
In 2017, the University was publishing only one research journal titled *Journal of Educational Sciences and Research*. Since then, not only this journal has been recognized by the HEC, but the seven Faculties have started publishing seven more journals, including *Journal of Agriculture and Food*, *Transactions in Mathematical and Computational Sciences*, *Transactions in Physical and Biochemical Sciences*, *National Journal of Medical and Health Sciences*, *Rekhta*, *Journal of Economics and Management Sciences*, and *Research Journal of Language and Literary Studies*

Since the purpose is to promote quality research publications, each journal conforms with HEC guidelines based on international benchmarks for editorial staff and board, peer review process, plagiarism check, and publication ethics. As of May 2021, four out of seven new journals had qualified for HEC Journal Recognition System. All journals had dedicated webpages integrated with Online Journal System on official website. They had also obtained the membership of Crossref registration agency to register for Digital Object Identifier for publications. While *Journal of Educational Sciences and Research* was being published through HEC funding and indexed by various abstracting agencies along with *Journal of Agriculture and Food*, the indexing process for other journals was still in process. All journals aimed to get indexed in abstracting agencies like EBSCOhost, Scopus, Web of Science, DOAJ, and Committee on Publication Ethics.



HEC Recognized
Y Category
7 Volumes
13 Issues

Indexed in EBSCOhost,
WorldCat, Library of
Congress, Library of
Australia, CrossRef and HJRS



Volume 1
Issue 1

Member of CrossRef
registration agency



2 Volumes
4 Issues

Indexed in
Google
Scholar,
Member of
CrossRef
registration
agency



1 Volume
2 Issues

Member of
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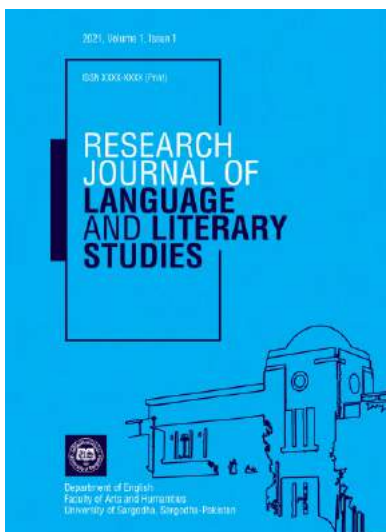
1 Volume
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DEVELOPMENT WORK

NEW UNIVERSITIES

Apart from institutionalizing wider progressive academic and administrative reforms during 2017-21, the University has also enabled its two official sub-campuses at Mianwali and Bhakkar to emerge as new public sector universities in Punjab and provide access of higher education to the youth in its relatively under-developed regions.

In 2012, the previous administration had decided to establish two official sub-campuses in the two cities for which the Punjab government committed Rs.100 million, an amount that was never secured. In 2017, the two sub-campuses were facing a crisis, especially as the HEC had revoked their NOCs. The problem was the same as persisted at the University as a whole. Since the previous administrative focus was on quantity and not quality of education, new academic departments and programs, especially for MPhil classes, were initiated without meeting the prescribed HEC quality standards. Thus, the University assured the HEC about its strict compliance with these standards, and decided to close down all MPhil programs and brought down the number of departments at Bhakkar from 15 to 9 and at Mianwali from 12 to 9. As a result, it secured the NOC from HEC for both sub-campuses by September 2017. The same month, the University got a hefty HEC-funded development project worth Rs.5.4 billion titled 'Strengthening of University of Sargodha's Main Campus and its Sub-campuses at Mianwali and Bhakkar' approved by the Planning Commission of Pakistan.

Simultaneously, the University began the process of meeting two other HEC requirements: faculty recruitment and infrastructure development: Till 2019, 32 faculty and staff members were recruited through 4 Selection Boards and 1 Selection Committee at Mianwali sub-campus, and 36 faculty members were recruited through 6 Selection Boards at Bhakkar sub-campus. During 2012-19, an amount of Rs.400 million was spent from university sources to develop their infrastructure, including new academic blocks, libraries, computer and science labs, residences and hostels, and transport facilities. Since 2017, two e-Rozgaar Centres have also been functioning in Mianwali and Bhakkar under the MoU with Punjab Information Technology Board, enabling their students to earn money through online freelancing.

Rs.381 Million

FROM UNIVERSITY SOURCES TO DEVELOP SUB-CAMPUSES-TURNED UNIVERSITY OF MIANWALI AND UPCOMING UNIVERSITY OF THAL

In August 2019, the University of Mianwali (UoM) came into being with the approval of its University Act. In November 2019, the Punjab Cabinet approved the establishment of University of Thal at sub-campus Bhakkar. However, since its establishment, UoM has faced financial turmoil due to the lack of financial support from the provincial government. It was able to have its regular Vice Chancellor only in 2021. Its initial financial woes were addressed by transferring admission fees worth Rs.32 million. Subsequently, since UoM was unable to issue degrees its graduates, who were also unwilling to receive such degrees, the University signed an MoU with UoM to issue degrees to all those students who were previously enrolled by the parent institution for the next three years as well as to build the capacity of its examination staff during this period. Likewise, the pending payments of visiting faculty at UoM worth Rs.24 million were also reimbursed. This was done on the request of the Chancellor, even though neither the UoM Act nor this University's Ordinance have any provision for extending such financial and administrative support.

The University has also prepared two PC-Is worth Rs.300 million each for UoM and University of Thal, to enable them to further develop their infrastructure with funds from the Punjab government. The HEC development project has also been revised by excluding the development components of Mianwali and Bhakkar sub-campuses worth over Rs. 600 million.

DEVELOPMENT PROJECTS

Academic progress requires infrastructure development. Hence, besides progressively building its academic profile, the University has undertaken a major development drive during 2017-21 to upgrade its infrastructure. While the development efforts for official sub-campuses at Bhakkar and Mianwali, which resulted in their transition to new universities, are mentioned ahead, two ongoing development projects are as follows:

In 2017, the University secured the HEC-funded project worth Rs.1.54 billion for the 'Strengthening of University of Sargodha's Main Campus and its Sub-campuses at Bhakkar and Mianwali' to expand its teaching and research facilities for ongoing academic programs and new initiatives. In 2020, the HEC decided to exclude funds worth Rs.653 million allocated to Mianwali and Bhakkar sub-campuses from the total project amount (as they transitioned into new universities fully or partially in 2019-20) The University was also asked to submit the revised PC-1 to incorporate price escalation in the preceding period. The Project Coordinator submitted the revised PC-1 worth Rs.1.3 billion to the HEC in February 2021 for further processing and approval by the Federal Government. As the 36-month duration of the project expired in April 2021, it was further extended by the HEC. As of May, Rs.340 million were received from the HEC, while Rs.230 million out of the remaining Rs.969 million were requested for FY 2020-21. Demand of funds for FY 2021-22 was approximately Rs.739 million. As for May 2021, major work on most of the project buildings had completed. Once it is over, the development project

will enable the University to provide the following facilities:

- A modern building to host the Confucius Institute and Pakistan Institute of China Studies, and the Multimedia Information Centre, which will train the students of Media and Mass Communication Department in multimedia production techniques.
- A modern auditorium/multipurpose hall to facilitate approximately 20,000 students for academic and cultural events.
- Expansion of research labs at College of Agriculture.

Rs. 2 Billion
HEC AND PUNJAB GOVT-FUNDED
DEVELOPMENT PROJECTS



HEC-funded Academic Block at the main campus

3D Drawing



Multipurpose hall at the Main Campus

3D Drawing

- Expansion of Central Research Labs to facilitate research and development.
- Law College building at the Allama Iqbal Campus.
- Additional residential facilities for senior faculty and staff.

In 2016, the University had secured development funding worth Rs 1.09 billion from the Punjab government for the construction of College of Engineering and Technology at the new Allama Iqbal Campus. Development work on this project started in 2017. As of May 2021, out of 7 civil work project components, the administration block, library and infrastructure such as roads, boundary wall and gates were complete. The rest, including blocks for Mechanical and Electrical Engineering departments, were nearing completion; while the construction work on the Law College building was in full gear. Rs.539 million had been released and Rs.556 were yet to be allocated by the Punjab government.

Meanwhile, the University's Planning and Development office had submitted additional PC-1s worth Rs.2.54, including:

- PC-1 amounting to Rs.1.62 billion submitted to the HEC for further development of the Allama Iqbal campus.
- Two PC-1s worth Rs.500 million and Rs.20 million to the Ministry of Federal Education and Professional Training, respectively, for the establishment of International Centre for Seerah Studies and strengthening of PhD program in Social Sciences and Humanities.

Rs.2.54 Billion

WORTH DEVELOPMENT PROJECTS PROPOSED

Other development projects in the pipeline include:

- A Feasibility Report worth Rs.7 billion submitted to the Punjab government for the construction of teaching hospital for Sargodha Medical College.
- An MoU was concluded with the Shargodha Chamber of Commerce and Industry to establish the Centre of Excellence for Citrus with Rs.200 million from the Chamber's development funds.



Electrical Engineering Department at Allama Iqbal Campus

3D Drawing

CAMPUS OUTLOOK

University campuses across the world are clean, green, safe and lively spaces. They are places where heritage buildings are valued and civic facilities are in plenty, students and staff move freely across faculties and departments on paved pathways, visiting dignitaries are provided reasonable housing, and the campus is closed for general traffic and public. If anyone had visited the main campus of the University back in 2017, it would have given the impression of an age-old government school or college, where legendary buildings such as Jinnah Block and Jinnah Hall were in very bad condition. The lack of civic sense meant there was littering all across, cars and bikes were free to move on campus roads, the main entrance gate gave a shabby look, and students and staff did not have any facility for clean drinking water. Even the office of Project Director Works did not have its own building, and there were no signboards to guide visitors towards various academic or administrative offices, so on and so forth.



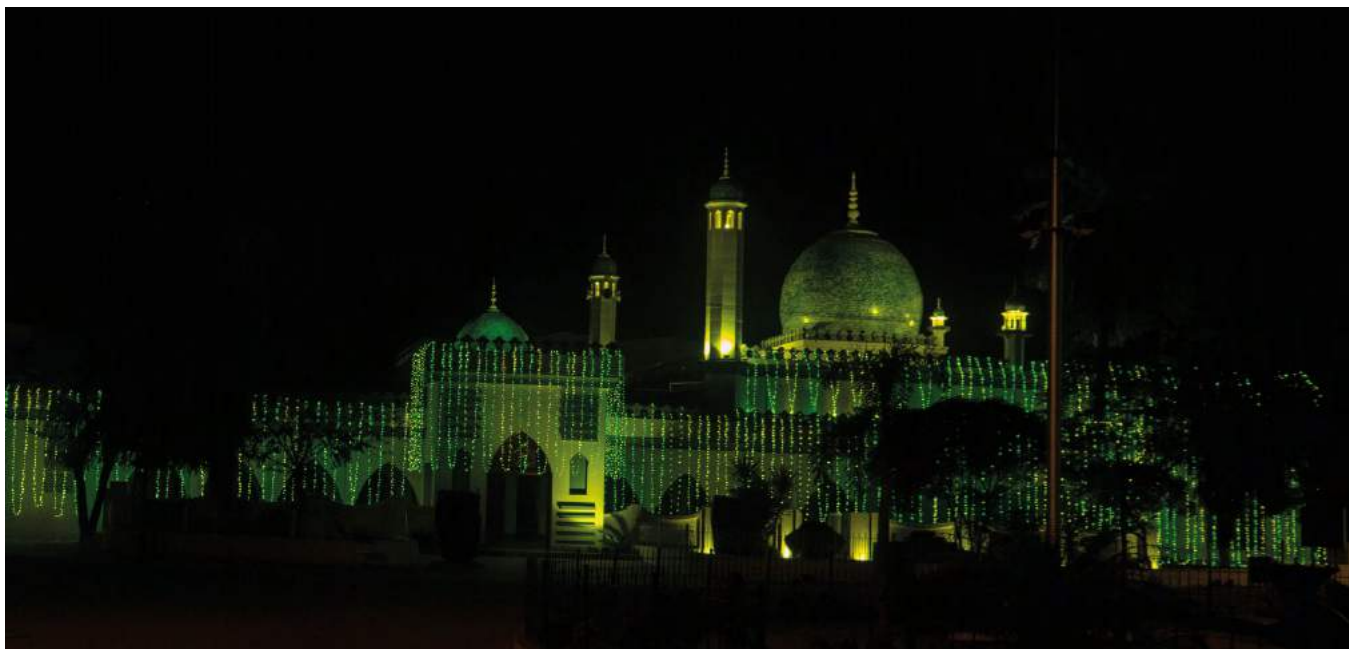
Since 2017, the main campus has undergone radical transformation in its outlook, through scores of construction and renovation projects funded through university's annual development budget (plus some voluntary funds). It can now be easily compared to any other modern university campus in the country. Only those who have seen it before, and recently also, can understand the difference. Hence,

students and alumni are the best judges. The University takes special pride in having a Clean and Green Campus, and a Safe and Smart Campus, an outcome of its digitalization drive. Students are also exposed to instant information through digital screens and panels in open spaces, as well as the inspiring lines on the walled frames.

There is considerable improvement in civic facilities, and hence civic sense. Uniformity was visible when the students were around, before the pandemic led to University closure, as undergrads wore ribbons and ties matching seven faculty colors. Tree plantation and horticulture efforts have made the campus much greener and more colorful. Departments have been swapped across along interdisciplinary lines, in order to encourage greater interaction among their students and staff. Building blocks are named after eminent scientists of the Golden Age of Muslims, having indoor and outdoor

signboards for departments and faculties.

The rich institutional legacy of the past is reclaimed by placing pictures of successive college principals since colonial times on the walls of the Syndicate Hall, as well as through the archival section at Wazir Agha Library, and renovating and decorating the Jinnah Block. Through constructing new infrastructure and renovating existing one, the University has not only improved the campus outlook but also facilitated administrative and academic functioning.

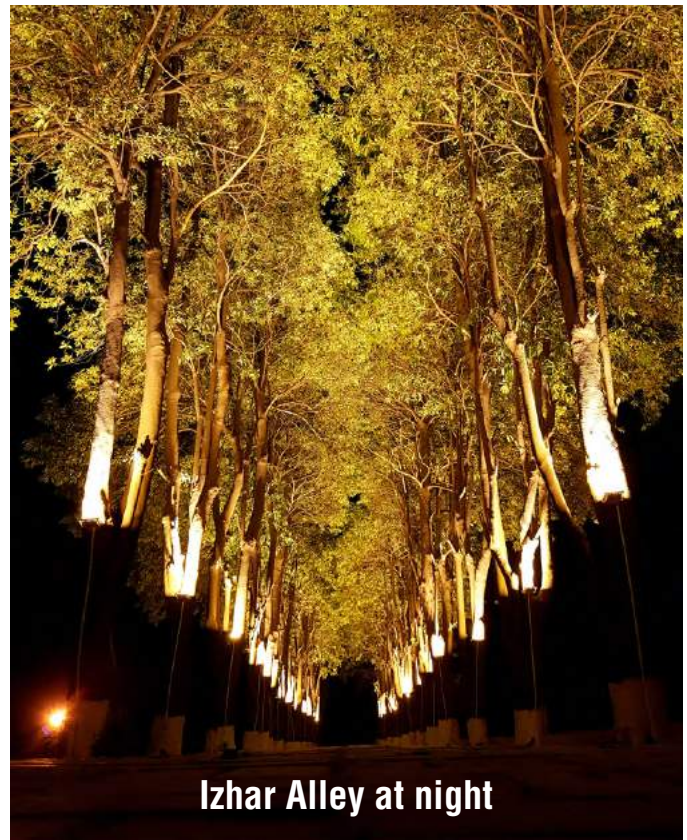
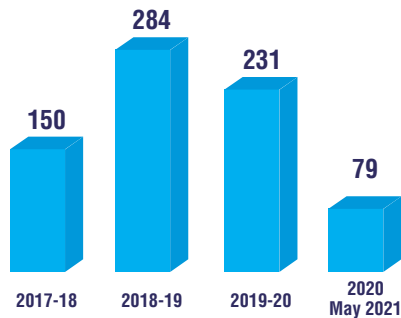


New buildings constructed during the period include: the Facilitation Center for students, an Executive Guest House for visiting dignitaries, 25 residences for faculty and staff, Project Development Works building, cafeteria and canteens, record storage building, 3 water filtration plants for students and staff, tuff pavements across the campus and residential area, Izhar Alley, 2 separate parking lots for vehicles, third floor of the academic block at the Agriculture College campus, and boundary wall separating the campus from staff residences. The list goes on.

Renovation sites include: Noon Auditorium, Jinnah Block, Jinnah Hall, Maula Baksh Auditorium, Jamiya Masjid Abid, Career Development Center, Zubeida Agha Art Gallery, Wazir Agha Library, Sir Syed Block, University Entrance, benches and dustbins. As of May 2021, resurfacing of all campus roads was nearing completion, so was the renovation work on over 10 hostels lying vacant due to the pandemic, University Medical Complex and Research Centre; while the renovation of FM 98.2 Voice of Varsity and Regional Plan9 Centre was about to begin.



DEVELOPMENT EXPENDITURE
(Rs. in million from University sources)



Izhar Alley at night

Clean and Green Campus

The University's main campus has always been green. It is not only greener now but more organized, with rows of trees facing Jinnah Block and alongside Izhar Alley equipped with SMD lights. As part of the Plant for Pakistan campaign, 10,000 eucalyptus trees, which can endure saline soil for a year, were planted at the Sargodha Medical College and Allama Iqbal Campus. For cleanliness purposes, color-coded waste bins were installed across the campus. Moreover, three parking lots having a parking capacity of 1,000 vehicles were constructed near the university entrance, Sir Syed Block and Noon Business School.

RECLAIMING DE' MONTMORENCY LEGACY

The University has more than a century old history. It was first established as a public school in 1914, which set the foundation of De' Montmorency College in 1929, named after Sir Geoffrey Fitzhervey de' Montmorency, the then Governor of Punjab province.

The De' Montmorency College, renamed as Government College in 1963, was known for quality education and has produced many eminent alumni. Among its successive principals were the grandsons of legendary leaders Sir Syed Ahmad Khan and Bacha Khan, Syed Abid Ali and Abdul Ali Khan, respectively. In 2002, the College was chartered as a University.

Without institutional memory, it is difficult to steer public institutions stably into a certain future. Hence, in order to reclaim its rich institutional legacy, the University has undertaken several steps since 2017, including the following:

- Renovation of the open air Maula Bakhsh Auditorium, built in 1962 with donation from a philanthropic family. It is now a venue for co-curricular functions and staff entertainment.
- Renovation of Jinnah Block, which houses various departments of Faculty of Arts and



Humanities, including Zubeida Agha Art Gallery.

- College Archives at Wazir Agha Library, include most issues of its magazine Dawn and its Urdu version, Subh-e Nau, books and artifacts.
- Alumni Association, for archival collection and endowment contributions, including interviews of prominent alumni in the quarterly newsletter.
- Placing pictures of successive college principals and co-curricular events on the walls of the Syndicate Hall and Jinnah Block, respectively, and featuring special talks on the college legacy during annual literary festivals, including the launch of a book on college history at SLF 2021.

WAZIR AGHA LIBRARY

The Wazir Agha Library in the main campus, named after an eminent literary figure and college alumnus, has undergone major expansion since 2017 in its infrastructure and resources, including access to major international online databases. Renovation worth Rs.10 million from university sources has increased the seating capacity for students from 285 to 354, added exhibition halls on the ground floor, a multimedia lab for access to online resources, and a dedicated section on college archives. Library collection has increased through spending Rs.21 million from university budget and Rs.3 million of HEC funds. The Online Public Access Catalogue enables the users to access the library database worldwide 24/7. Other features include:

- An integrated MARC based Library Management System, and audiovisual and reference services for the library users.
- HEC National Digital Library, providing online access to peer-reviewed journals, databases, articles, and e-books across a range of disciplines, including Pro-Quest, ASTM, Springer-Link, Emerald Insight, IEEE, AIP, Wiley and other online databases.
- Lincoln Corner, managed in cooperation with the US Consulate General, Lahore, has expanded in terms of space and functional scope, developing students skills through a variety of learning and training activities.



COMMUNITY SERVICE

The University has a strong tradition of community service, which has seen major re-orientation and addition of more services since 2017. The community service initiatives aim to encourage sustainable agriculture, fight climate change, create effective response to the pandemic and manage other healthcare issues, and build sustainable infrastructure.

HEALTHCARE SERVICES

- Before 2017, the University Medical Complex and Research Centre (UMCRC) along the University Road offered pharmacy, diagnostic and OPD services to students and staff as well as the local community. Plans were afoot to start a pharmaceutical industrial unit, and even build a 200-bed hospital on the main campus. In 2017, the Drug and Regulatory Authority of Pakistan also permitted the University to start the Pharmaceutical Industrial Unit.
- However, in the light of the HEC inquiry report released in May 2018, the University Syndicate decided to rationalize these projects, which, the HEC found, were “initiated without proper

homework, feasibility studies, need assessment and business plans.” The Pharmaceutical Industrial Unit has been turned into a Model Pharmacy Lab, providing professional training to pharmacy students. A feasibility study worth Rs.7 billion to build a 700-bed teaching hospital for Sargodha Medical College has also been submitted to the Punjab Government.

- As of May 2021, renovation of UMCRC was nearing completion. It had also resumed OPD services after closure during the pandemic when pharmacy and diagnostic services continued to operate. Meanwhile, the Ophthalmology faculty started free corneal transplantations at the DHQ Hospital upon receiving donation of several corneas from the United States during 2019-20.



COMBATING CORONA

The University responded promptly to contain the spread of Covid-19 in early 2020. Major steps were taken for the purpose.

Telemedicine Centre

- In March 2020, the University launched the Telemedicine Centre at UMCRC, with a team of 20 doctors having expertise in Surgery, Medicine, Paediatrics and others. They also handled queries pertaining to the pandemic, offered free clinical services (24/7 through calls, WhatsApp, and Skype IDs) ranging from medical consultation to diagnosis followed by prescription. The Centre provided consultation to more than 3,000 people during 2020.

Field Hospital

- In April 2020, a field hospital was established at the Medical College to house around 100 patients to overcome the shortage of public health facilities during the pandemic. Even

though the field hospital had not become operational as of May 2021, other steps had viable outcomes.

- The University donated Rs.4.3 million to the Prime Minister Corona Relief Fund through the office of the Chancellor. China's Henan Normal University donated 3,000 masks to the University, which were handed over to the District Administration.
- Hostels at the College of Agriculture were turned into Quarantine Facilities and utilized by the District Administration during the early stages of the pandemic in 2020.
- Medical College faculty and staff worked as frontline workers to treat Covid-19 patients at the DHQ Teaching Hospital and Rai Medical College.
- In May 2020, the National Drug Trial: PROTECT was launched in collaboration with the University of Health Sciences, Lahore.

In recognition of the University's exceptional services during the pandemic, the Chancellor office included the name of the Vice Chancellor in the 'Corona Heroes Wall' placed inside the Governor House, Lahore.



“ The purpose of the Corona Heroes Wall is to acknowledge and pay tribute to Corona Heroes including doctors, medical staff, vice-chancellors of universities, police, armed forces and other sections of the society. ”

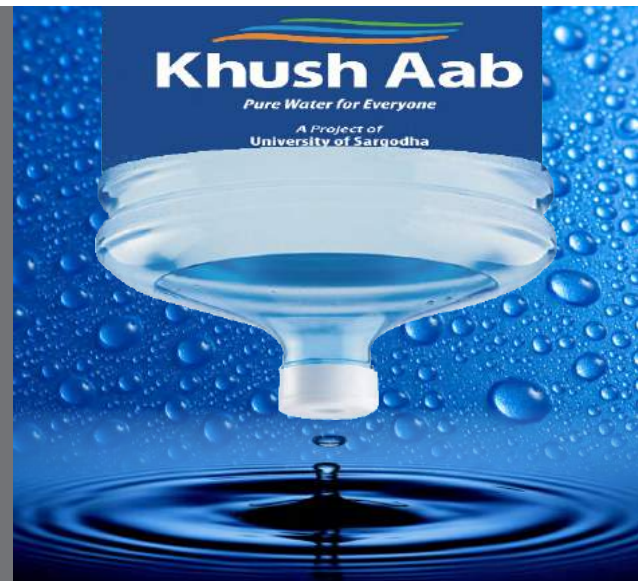
*Chaudhry Mohammad Sarwar
Chancellor / Governor Punjab*

ECO-FRIENDLY PROJECTS

Khush Aab Water plant

Before 2017, the University had set up a Khush Aab mineral water plant, serving the needs of the faculty and staff as well as providing mineral water on commercial basis to the local population. In 2018, after some instances of corrupt practices by the staff and private distributors came to light, its commercial operations were abandoned.

However, the bottled Khush Aab mineral water continues to remain available to the faculty and staff on controlled rates, and the same facility is extended to the local community through the pharmacy shop. Clean drinking water has been available for students at three water filtration plants since 2020, where water is pumped from the Khush Aab plant.



Since the campus, like the rest of the city, suffers from salinity, an aquifer recharge well has been operational since 2020 for the rainwater to increase underground water table.

AGRICULTURAL SUPPORT

- Farmer Advisory Centre to guide local farmers on the use of new developments and technologies, including fertilizers, pest and irrigation management.
- Agriculture Outreach Program to provide awareness and training to the farming community and connect agriculture scientists with local farmers.
- Certified Citrus Nursery provided over 10,000 citrus plants to the farmers in Punjab to meet their needs of export quality citrus production
- Initiated the project on 'Research and application of sustainable control technology of citrus psylla' to control citrus psylla and huanglongbing pathogen.
- The University Veterinary Hospital to provide veterinary health services to animals and support vaccination and welfare programs run by the Government's Livestock and Dairy Development Department.



Certified Citrus Nursery at College of Agriculture



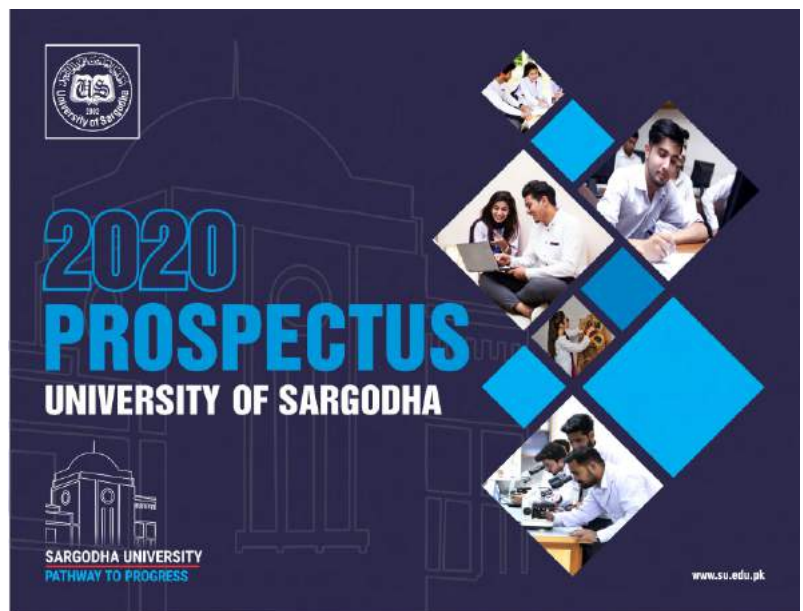
PUBLICATIONS

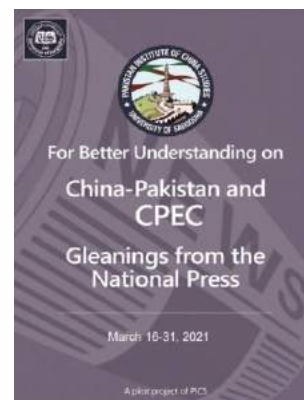
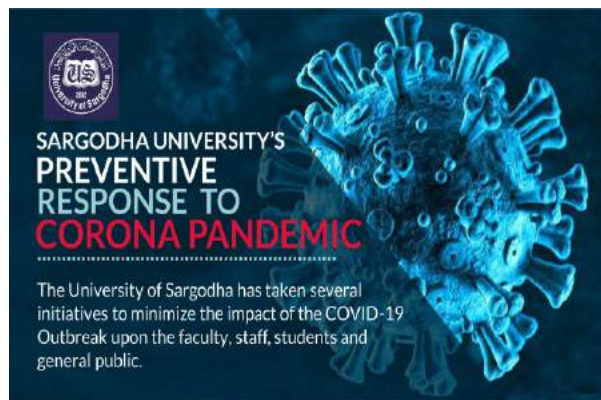
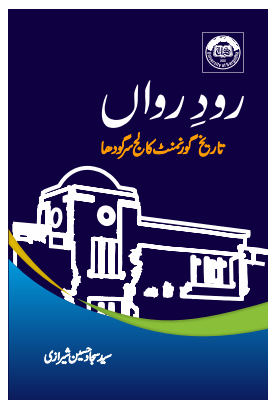
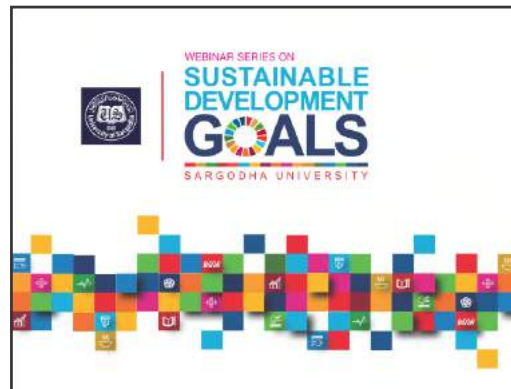
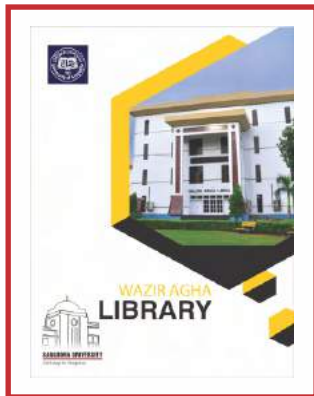
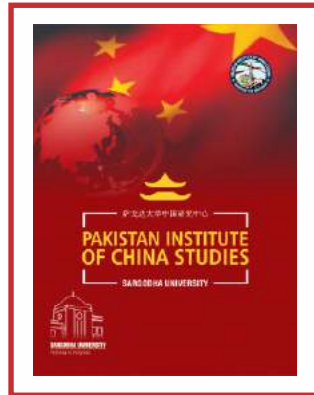
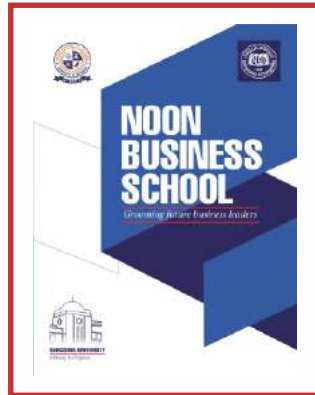
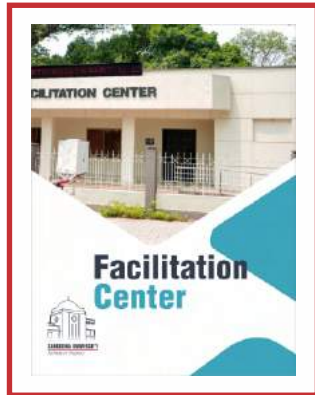
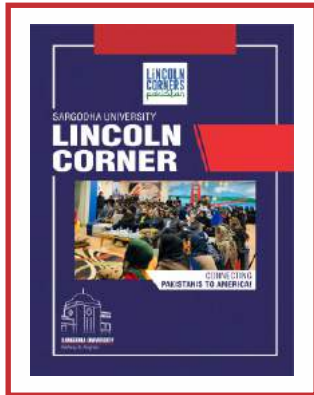
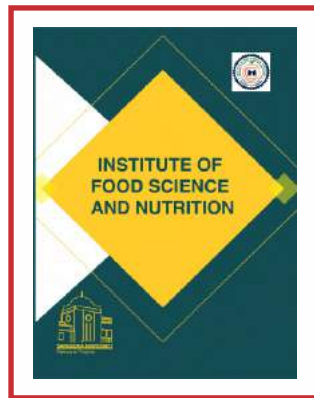
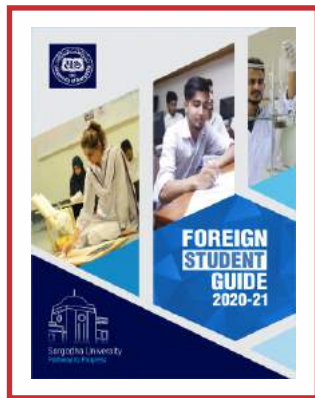
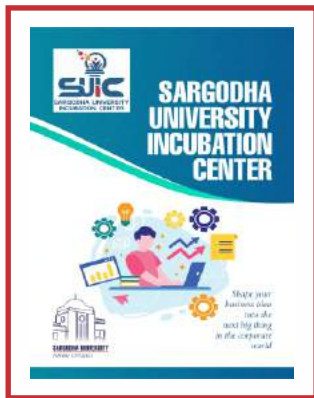
The University has a vibrant office of Publications and Design, which publishes a quarterly newsletter on campus activities and institutional progress for wide circulation among educationists, writers, policy makers and other stakeholders of higher education across the country.

Besides eight research journals, other publications since 2017 include an annual prospectus for admissions, convocation booklets, an introductory booklet, a report on webinar series on UN

Sustainable Development Goals, and several brochures on new institutions, students services, literary festivals and pandemic responses.

The Publications and Design team has also played an important role in enhancing the campus outlook and university profile by re-designing office stationary, degrees and transcripts, and also designing the outdoor signboards and indoor walled frames and panaflexes. Here are the title pages of each publication:







INSTITUTIONAL PERFORMANCE

WORLD RANKINGS

Each year, world ranking agencies such as QS and Times Higher Education rank universities on the basis of their institutional performance in teaching, research, knowledge sharing and global outlook. For each sphere, various Key Performance Indicators are used. Unless universities inflate their submitted data or subscribe to online promotion services, the two world rankings are more or less reliable. In the annual national ranking by HEC (which was discontinued after 2015 due to submission of incorrect data by the universities), this University's ranking had declined from #8 in 2007 to #18 in 2015 due to unnecessary academic expansion and lack of quality control mechanisms, especially in the case of PPP sub-campuses. Hence, amid preliminary reforms under-way in 2018, the Quality Enhancement Cell first time shared verifiable data on performance indicators with QS and Times Higher Education. As a result, since 2019, the University has been able to make its debut mark in world ranking.



Ranked **1001+** in the World Universities and **2nd** in Teaching among Pakistani Universities **401-500** in Emerging Economies Universities and **601-800** in University Impact Rankings



Ranked **1001+** in the World Universities **401+** in Asian University Rankings, **401+** in Young University Rankings, **501+** in Emerging Economies Universities and **600+** in University Impact Rankings, Ranked **601+** in Life Sciences, **801+** in Physical Sciences



Ranked **401-450** Asian University **171** for International Research Network, **251+** for Academic and Employer Reputation, and **301+** for Faculty-Student Ratio, PhD faculty, research publications and student exchange

HEC EVALUATION

How the HEC, for being the national higher education regulatory authority, evaluates the institutional performance of a public sector university is another tangible measure of where it stands in terms of academic and administrative reforms as well as their effective implementation and measurable outcomes. In February 2020, an HEC Panel led by the Rector of COMSATS University conducted the Institutional Performance Evaluation (IPE) review of the University and submitted its report in July 2020. Here are some excerpts from its executive summary:

“Before actually arriving at the University of Sargodha (UOS), a general perception that prevailed among the members of the delegation was that perhaps UOS would bear the typical characteristics common to public sector Universities with unkept facilities and a rampant lack of adequately qualified faculty members. However, it was pleasing to note an extremely beautiful campus with well- maintained grounds and infrastructure. A general consensus that emerged was the UoS had immense potential of becoming one of the leading Universities of the country. It was also felt after looking at the various parameters that this general improvement was a recent phenomenon, where the University had transitioned from a difficult period due to several administrative issues in the past. However, there is still room for improvement for which the present administration is highly sensitized and actively pursuing.”

“A pressing concern that emerged was the observation that quite a significant number of key positions were either vacant or being governed on dual/acting charge, mainly because of the bureaucratic hurdles that the University is facing from all administrative bodies the university management reports to, including the Punjab Higher Education Department (HED) and the Punjab Higher Education Commission (PHEC). It was strongly felt that if the University is to further

progress, timely and outright support of these bodies is vital, without which due progress will not roll-out in a timely and orderly fashion. If corrective measures in this regard are not taken, all the recent gains of the University are likely to reverse and cause irreparable damage to the reputation of the University.”

“UOS has a relatively young faculty which itself needs proper guidance and grooming in order to take up various administrative and academic responsibilities, all of which mandate a well-structured faculty development program. Nevertheless, it was observed that a general atmosphere of congeniality and harmony existed among the faculty members, which was a very positive aspect of UOS. This atmosphere reflects well on the students of the University, who were also very well-behaved and generally aware of the most recent trends in their respective field of study.”

“The visit of UOS revealed some of the strong points of the University which need to converge on its core competencies, which should be in tandem with the immediate local as well as global human resource needs. Long term programs focused on promoting Intellectual Property, entrepreneurship, industrial linkage, alumni networking along with a supportive environment will ensure sustainability and development of the University.”

The Chancellor/Governor Punjab in his felicitation messages at each of the four convocations as well as in his keynote speech at the inaugural ceremony of the Telemedicine Centre has appreciated the reforms process at the University.

“The University of Sargodha has earned its name as a major public sector institute in a short span of time through research and innovation. I am hopeful that the University will move towards academic excellence and will become a role model for other institutes.”

8TH CONVOCATION 2021



Chaudhry Mohammad Sarwar



THE WAY FORWARD

The University has made impressive gains through a series of reforms in all spheres of academic and administrative affairs during 2017-21. Yet, it continues to face major challenges hampering the overall institutional progress. The HEC, in its Institutional Performance Evaluation Report 2020, identifies two such challenges.

- First, the issue of institutional autonomy due to HED's rules of business and its bureaucratic bottlenecks, leading to unnecessary procedural delay in university matters. Of course, this challenge is beyond the control of the University. And, it will remain intact until these rules of business are amended and all public sector universities are once again placed under the Chancellor's office.
- Second, in the HEC view, some internal limitations in the areas of academics, research innovation and commercialization, administrative and financial management, and human resource were still persisting at the University.

Thus, the faculty heads and staff officers were asked to identify these challenges and chalk out a strategic plan to overcome them. On the basis of their input, following challenges are still faced by the University:

- Shortage of trained and professional staff.
- Lack of structured faculty development mechanism.
- Infrastructure shortage in the form of less space for faculty offices and classrooms.
- Lack of research facilities like research labs and equipment.
- Inadequate funding.
- Inability to meet labor market expectations.

The University has designed a Strategic Plan to sustain what has been achieved since 2017 and further improve its international outlook and ranking. The plan identifies various key goals, including academic excellence, enhanced research innovation and commercialization, global engagement and improved international outlook, human resource development and improved administrative efficiency, financial stability and accountability, and community engagement and impact.

Goal 1	Academic Excellence
Goal 2	Enhanced Research Innovation and Commercialization
Goal 3	Global Engagement and Improved International Outlook
Goal 4	Human Resource Development and Improved Administrative Efficiency
Goal 5	Financial Stability and Accountability
Goal 6	Community Engagement and Impact

Strategic priorities for achieving these goals in the medium to long term period are as follows:

Academic excellence will be achieved by:

- Innovative curriculum, meeting regional needs and modern trends.
- Ensuring quality interactive learning and teaching environment to meet the needs of students belonging to diverse groups.
- Launching new market-oriented degree programs and short courses, including BS Artificial Intelligence, BS Data Science, Diploma in Gerontology, BS Special Education, BS Biochemistry, BS Accounting and Finance.
- Increased utilization of HEC Digital Library among students.
- Further developing the Learning Management System with the help of HEC grant and university funding, and making it a permanent part of academics to promote hybrid learning.
- Expedite and uplift the academic and research quality of PhD dissertations.
- Student-Teacher Ratio will be improved by hiring more qualified faculty.
- Strengthening infrastructure in line with the requirements of the new degree programs to develop appropriate teaching-learning facilities.

Following areas will be focused upon to enhance research innovation and commercialization:

- Launching theme-based inter-disciplinary research program.
- Securing sustainable research funding and training the faculty members to attract funded research projects.
- Development of research laboratories with modern facilities and equipment, and active role of Central Hi-Tech laboratory to enhance research productivity.
- Prioritizing efforts to engage the industry with academic research and improve institutional performance in key citation metrics.
- Starting research support funding program for post-graduate students.
- Expediting entrepreneurial activities and start-ups to develop innovative research.

Global engagement and improved international outlook will be achieved by:

- Enhancing faculty and student exchange programs with top ranked national and international universities.
- Increasing the proportion of research involving international collaborations.
- Pakistan Institute of China Studies will initiate undergraduate 4+4- or 6+2-degree programs in close collaboration with Chinese universities, allowing students to complete 4-6 semesters in Pakistan and the remaining 2-4 semesters in China.
- Inclusion of the Chinese language in the University's curriculum as an optional course.
- Training and transfer of Chinese agriculture technology and practices to the region.
- Strengthening cultural understanding between the people of China and Pakistan through translation of literature in the national languages of both countries.
- The Department of Information Management will seek international accreditation of programs

through affiliation with CILIP, UK.

- Incorporation of social media platforms to actively engage the alumni in University affairs.
- Further updating the list of international referees for transparent and fair assessment of PhD theses and senior faculty dossiers.

Following strategies will be pursued for human resource development and improved administrative efficiency:

- Establishment of a Continuous Professional Development Centre to conduct indigenous training, online sessions and workshops for the University and other organizations.
- Trainings shall be designed for newly inducted faculty, senior faculty members and administrative personnel.
- Implementation of capacity building techniques, and preparing officers with the skills and mindset required in the digital era.
- Implementing the Service Manual that includes job descriptions, standard operating procedures, timelines and accountability mechanism.
- Development of an automated system for correspondence, collection of data, and compilation of statistical reports.
- To further enhance quality assurance in college affiliations, a separate Directorate of Affiliations will be established.

Financial stability and accountability will be strengthened through following measures:

- Project proposals will be prepared and submitted to various funding agencies to garner external financial support for institutional development.
- Extension of research facilities and labs, training facilities and consultancy services by faculty and staff for public and other institutions to generate revenue.
- Mobilizing Alumni Association to attract donation from alumni to the University's Endowment Fund.

- Industrial income will be generated through greater engagement with local industry in terms of research, consultancy and projects.
- Equipping the Treasurer's branch with the latest IT tools to have a transparent and automated income and expenditure system and a bills processing mechanism.
- Double Entry Book Keeping System of accounting will be introduced to ensure transparent financial management system and paperless working environment.

Key initiatives for community engagement and impact include:

- Collaborating with local community and organizations to provide knowledge, skills and capacity to support innovation and deliver transformational change.
- The Confucius Institute will extend its services to

public and private schools and colleges as well as the local business community.

- The College of Agriculture will strive for research on horizontal and protective agriculture, precision agriculture and remote sensing to facilitate farmers for precise, judicious use of farm inputs and forecasting of floods, heatwaves, insects and disease infestation under the prevailing scenario of global climate change.
- Improved counseling services for the community through Counseling Centre.
- Legal Clinic for free legal consultation for the public and the Para Legal Course for the staff of advocates will be initiated by the Law College.
- Training and opportunities will be provided to the faculty, staff and students to increase their public engagement for community service.



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