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Message from the President, PNQAHE

It is a great honor and privilege to welcome all distinguished participants, panelists, and contributors to the 5th Annual Conference of the Pakistan Network of Quality Assurance in Higher Education (PNQAHE), being hosted at Forman Christian College (A Chartered University), Lahore, from April 14–16, 2025.

The theme of this year's conference, "Stakeholder Engagement in Quality Assurance – Shaping Higher Education with Inputs from All Relevant Voices," reflects our shared commitment to fostering inclusive, transparent, and sustainable quality enhancement processes within higher education institutions across Pakistan.

PNQAHE continues to serve as a vibrant platform for collaboration, policy dialogue, and capacity building among academia, regulatory bodies, and industry stakeholders. I am heartened by the increasing participation from a diverse array of institutions nationwide—an encouraging sign of our collective resolve to raise academic standards and institutional performance through robust quality assurance mechanisms.

I extend my heartfelt appreciation to all esteemed foreign delegates, keynote speakers, representatives of national and international accreditation and regulatory bodies, authors, presenters, reviewers, panelists, and organizers whose efforts have contributed to the success of this year's conference and the development of this Abstract Book—a testament to the innovation, scholarship, and intellectual vigor of our global academic community.

Let us move forward together, inspired by a vision of excellence, equity, and impact in higher education. I am confident that this conference will spark meaningful dialogue, foster lasting collaborations, and strengthen our commitment to achieving both national and international benchmarks of academic quality.

With best wishes for a successful and impactful conference.

Prof. Dr. Zia ul Haq, SI
President, PNQAHE
Vice Chancellor, KMU/ Islamia College, Peshawar

Message from the General Secretary, PNQAHE

The Pakistan Network of Quality Assurance in Higher Education (PNQAHE) is dedicated to fostering a strong culture of quality assurance within Pakistan's higher education sector. We also aim to promote meaningful knowledge exchange with the international academic community.

To further this mission, PNQAHE regularly organizes international conferences across various provinces, bringing together stakeholders committed to enhancing the standards of higher education. This year, we are proud to host the 5th International Conference of PNQAHE at Forman Christian College University, Lahore, from April 14–16, 2025.

This year's conference will feature keynote addresses by renowned international experts, as well as the presentation of cutting-edge research by quality assurance professionals and faculty members in parallel sessions.

This abstract book offers a summary of the keynote addresses and a collection of research abstracts presented during the conference. We hope it serves as a valuable resource and an inspiration to all stakeholders—encouraging a forward-thinking, collaborative approach to quality in higher education.

2

Dr. ASyeda Asiyah Bukhari
General Secretary, PNQAHE/Director QEC
KHyber Medical University, Peshawar

Dr. Gaidi Faraj

Transforming Quality Assurance into a Strategic Engine for Innovation and Growth

Quality assurance (QA) in higher education is often perceived as a compliance-driven checkpoint, but it holds the potential to be a transformative force for institutional growth and innovation. This keynote will explore how academic leaders and QA professionals can collaborate effectively to redefine QA as a strategic catalyst for continuous improvement. By fostering a shared vision and aligning QA processes with institutional goals, academic leadership can empower QA teams to drive innovation across governance, teaching, learning, and operational frameworks.

This talk will highlight strategies for integrating QA into institutional culture, emphasizing transparency, accountability, and shared governance. Examples will include redefining QA frameworks to enhance student learning experiences, embedding ethical practices into curricula, and leveraging collaborative planning to align strategic goals with accreditation requirements.

The session aims to inspire institutions to embrace QA not merely as an administrative function but as a dynamic partnership that fosters resilience and adaptability in an evolving educational landscape.

3

Co-Creating the Future: Engaging Students as Partners in Higher Education Policy

Ms. Emilia Todorova

Higher education is going through one of its most rapid periods of change brought on by accelerating technological advancements and social transformation. There's an increasing need for Higher Education Institutions to be agile in their policies and rethink and reshape what higher education of today and the future should be. Students are not passive recipients of education but active stakeholders whose insights and experiences are critical to shaping institutional policies that are responsive, inclusive, and future-proof.

This keynote explores strategies for embedding meaningful student participation in policy-making, moving beyond tokenistic engagement towards sustained and impactful collaboration. Drawing on case studies from diverse institutional contexts, it examines the benefits and challenges of co-developing policies and strategies with students, particularly in relation to curriculum design, assessment, academic integrity, and the ethical integration of emerging technologies such as generative AI.

By fostering a culture of shared governance, universities can enhance policy relevance, improve student satisfaction, and build a more agile and adaptive higher education sector. This keynote will provide practical recommendations for institutions seeking to harness student perspectives in an age where agility, inclusivity, and innovation are paramount.

4

Mr. Eltjo Bazen

Who is our Customer?

From an alignment perspective, essential for quality thinking and reaching strategic goals, it is fundamentally important to know what business we are in when we work in higher education. Often this seemingly simple question cannot be answered in a straightforward manner, which means it is not obvious after all. To get clarity on this question, Eltjo Bazen structurally asked this question for many years to everyone in and around higher education.

Who is actually our customer in higher education? And what is really our product?

In the conversations over the years, it appears time and again that there are three schools of thought, each with a radically different view of what higher education is, and who it is for. In the absence of generally accepted existing names, Eltjo decided to call the conceptual systems Student-centered, Society-centered, and Employer-centered.

Eltjo will go into these different schools of thought and show the relevance and consequences of each approach.

Balancing Quality and Autonomy: Rethinking Accreditation for a Changing Higher Education Landscape
Muş Alpaslan University

Ms. Emilia Todorova

The tension between accreditation and institutional autonomy is a central issue in the evolving landscape of higher education. While accreditation ensures academic quality, accountability, and public trust, institutional autonomy provides colleges and universities with the flexibility to innovate and respond to the unique needs of their students and communities. This dynamic relationship, however, can sometimes lead to challenges, with institutions feeling constrained by rigid accreditation standards, while accrediting bodies may struggle to accommodate the diversity of institutional missions and approaches. A 2022 survey by the American Council on Education (ACE) found that 68% of university leaders believe accreditation limits their ability to experiment with new learning models, and only 35% of institutions feel accrediting agencies effectively support innovation.

Drawing on perspectives from thought leaders in higher education, we need for a more collaborative and flexible approach to accreditation. As Louis Menand asserts, "Universities are not factories, and higher education cannot be reduced to standardized outputs or processes." This underscores the need for accreditation systems that respect institutional diversity while fostering innovation. The challenge is evident in the cost and complexity of accreditation—institutions spend an estimated $200,000–$500,000 on the process (Coun-

cil for Higher Education Accreditation, 2023), and 47% of administrators report that compliance diverts resources from student-centered initiatives. Despite these concerns, accreditation remains vital for public trust, as 78% of employers consider it an essential indicator of academic quality (National Association of Colleges and Employers, 2022). However, only 42% of students feel accreditation guarantees a high-quality education (Pew Research Center, 2023), highlighting the need for a system that better aligns with institutional and student needs.

We need to propose a reimagined accreditation model that balances institutional autonomy with accountability. We need to emphasize a dialogue-driven accreditation process that fosters continuous improvement while maintaining rigorous academic standards. In this context, Peter Ewell's observation that "Effective accreditation ensures that institutions reflect on their outcomes, providing a framework for continual improvement" is particularly relevant. Data supports this, as accredited institutions report 92% improved retention and graduation rates compared to non-accredited counterparts, and a 15% higher post-graduation employment rate (U.S. Department of Education, 2023).

6

Dr. Alaa Garad

Strengthening Higher Education through Industry Ties: Best Practices and Success Stories.

Professor Dr. Alaa Garad, Pro Vice Chancellor, Al-Maktoum College of Higher Education, Scotland

Industry and employer collaboration is crucial for ensuring the quality and relevance of higher education in today's VUCA World. Statistics highlight a growing skills gap, with 87% of companies experiencing or anticipating one (McKinsey, 2022). This necessitates stronger partnerships between academia and industry to align educational outcomes with the needs of the workforce. Effective QA frameworks bridge this gap through continuous dialogue and engagement. Industry input is vital for curriculum development, ensuring relevance and up-to-date content and methods. For example, the University of Waterloo's Computer Science programme integrates feedback from industry partners like Google and Shopify. Furthermore, competency-based assessments, informed by industry needs, provide more accurate evaluations of student skills. Work-integrated learning (WIL) opportunities, such as Northeastern University's renowned co-op program, offer invaluable practical experience, boosting employability. NACE Data consistently shows higher employment rates for graduates with internship experience.

Industry collaboration also strengthens experiential learning through real-world projects, as evident in marketing classes that work with local businesses. Research commercialisation is accelerated through partnerships like Stanford's with Silicon Valley. Moreover, lifelong learning pathways are enhanced by industry collaborations, leading to targeted continuing education programs. Successful models include advisory boards that provide expert guidance, industry-sponsored research that offers students cutting-edge experiences, and co-designed curricula that align with industry needs. However, challenges exist. Balancing academic integrity with industry demands, ensuring equitable collaboration across sectors, and managing intellectual property requires careful consideration.

It is not a secret that stronger industry-employer partnerships are essential for preparing graduates for the future of work. These collaborations create a more relevant, responsive, and impactful learning experience, benefiting students, employers, and society.

7

Co-Creating the Future: Engaging Students as Partners in Higher Education Policy

Dr. Bassam Alhamad

1. Introduction
Emphasizes the importance of stakeholder involvement in quality assurance for higher education institutions (HEIs). Highlights challenges in defining broader stakeholder categories and evolving roles of External Quality Assurance (EQA) agencies.

2. Types and Roles of Stakeholders
• Alumni: Roles in branding, advisory boards, and financial support; challenges include lack of structured engagement.
- **Employers:** Provide curriculum alignment and internship opportunities; challenges include biased inputs from specific industries.
- **Professional Bodies:** Assist in accreditation and skill development; challenges include limited engagement in accreditation processes.
- **Parents:** Offer feedback on institutional services; challenges include minimal direct engagement.
- **Ranking Organizations:** Benchmark performance and influence reputation; challenges include over-reliance on quantitative metrics.

3. International Practices with Examples
- **United Kingdom:** Collaboration with ACCA for dual qualifications.
- **Brazil:** Stakeholder-driven green campus initiatives.
- **United States:** Alumni networks for mentorship and strategic partnerships.
- **Health and Medical Programs (Global):** WHO models incorporating patients and policymakers.

4. Challenges and Opportunities
- **Challenges:**
  o Structural: Lack of frameworks defining roles.
  o Cultural: Resistance to institutional changes.
  o Resource: Limited financial and human resources.
  o Communication: Inefficient stakeholder communication channels.

- **Opportunities:**
  o Digital engagement through social media platforms.
  o Cross-sector partnerships for applied research.
  o Implementing frameworks like influence/interest matrices for stakeholder management.

5. Structured Framework for Engagement

- **Categorization:** Regulator, Partner, Passive, Dependent.
- **Purpose-Driven Involvement:** Define objectives aligned with institutional goals.
- **Dynamic Models:** Use Power-Dynamism Matrix to assess stakeholder influence.
- **Continuous Feedback:** Regular evaluation and adaptation.

6. Recommendations

1. **Broaden Stakeholder Categorization:** Include overlooked groups like parents, sponsors, and union groups.
2. **Institutionalize Frameworks:** Develop structured engagement policies.
3. **Enhance Alumni and Employer Partnerships:** Leverage alumni for mentorship and employers for collaborative projects.
4. **Leverage Digital Tools:** Use platforms like LinkedIn to enhance engagement.
5. **Focus on Professional Development:** Collaborate with professional bodies for certifications and training.
6. **Engage Media and Ranking Organizations:** Strengthen relationships to improve institutional reputation.
7. **Develop Long-Term Relationships:** Establish service-level agreements with sponsors and professional bodies.

"Beyond compliance: Fostering stakeholder ownership in QA systems to support a better education environment"

Mr. Jakub Grodecki

Quality assurance (QA) in higher education is often designed to ensure compliance with standards, fostering an enriching educational environment that promotes excellence and innovation. Central to achieving this vision is the active ownership and meaningful involvement of stakeholders—students, academic staff, administrators, employers, and policymakers—whose engagement nurtures a robust quality culture within educational institutions. This keynote points to the notion that embedding a quality culture and fostering meaningful stakeholder involvement can transform QA from a regulatory obligation into a dynamic, continuous improvement process integral to institutional operations.

Drawing from ongoing European discussions, this keynote highlights recent developments and emerging trends identified during the European Standards and Guidelines (ESG) revision process. Insights from the QA-FIT project will be shared, showcasing future perspectives on enhancing QA systems from the perspective of higher education stakeholders. These insights underscore the evolving understanding of QA as a collaborative and inclusive process that aligns institutional practices with learner needs and societal expectations.

Ultimately, this keynote will emphasize that sustainable educational excellence can be achieved by building on the foundation of collective responsibility and stakeholder ownership, and that fostering stakeholder involvement enhances the overall quality and responsiveness of higher education institutions, while addressing key challenges in balancing compliance with innovation.

10

Dr. Irine Darchia

Bridging the Gap: Challenges and Opportunities of Stakeholder Involvement in Curriculum Development

Involvement of Internal and External Stakeholders in Higher Education Curricula Development Dr. Irine Darchia is an Associate Professor at Ivane Javakhishvili Tbilisi State University (Georgia) and a Higher Education Expert. She studied at Ivane Javakhishvili Tbilisi State University (Georgia) and the National and Kapodistrian University of Athens (Greece) and completed internships at the Universities of Jena and Saarbrücken (Germany). Dr. Darchia has held various leadership positions in both public and private universities, including Head of the Quality Assurance Service, Vice-Rector, and Rector's Adviser. She has also served as Head of the Higher Education and Science Development Department at the Ministry of Education and Science of Georgia and as a member of the Accreditation Council of Georgia. As an accreditation expert, Dr. Darchia collaborates with several quality assurance agencies, including NCE-QE (Georgia), SKVC (Lithuania), AIKA (Latvia), NAKVIS (Slovenia), and QQI (Ireland). She is also a member of the International Advisory Board of NAQA (Ukraine) and the Appeals Committee at MFHEA (Malta). Additionally, Dr. Darchia has participated in the external assessment of educational programs

and universities worldwide, including in Albania, Georgia, Kazakhstan, Latvia, Lithuania, Slovenia, Spain, Ukraine, and other countries.

Learning Outcomes of the Workshop:
After attending the workshop the learners will be able to

- Identify key internal and external stakeholders;
- Understand the Role of Stakeholders in Curriculum Development;
- Explain the significance of stakeholder collaboration in creating a relevant, inclusive, and high-quality curriculum;
- Develop communication and collaboration strategies for engaging various stakeholders;
- Learn tools for measuring curriculum effectiveness in meeting industry, academic, and societal needs.

11

Higher Education Quality: A Shared Responsibility, A Collective Impact

Fabrice_Hénard

Ensuring the quality and relevance of higher education requires the active involvement of a broad range of stakeholders. While students are at the core of higher education systems, they are not the only ones affected by the quality of academic programs. Employers, non-teaching staff, and industry representatives all have a vested interest in shaping higher education to align with the evolving needs of the workforce and society. Their collective input is crucial in maintaining rigorous quality assurance mechanisms and ensuring that academic programs remain relevant, practical, and responsive to global and local challenges.

Employers play a fundamental role in the education ecosystem by providing insights into the competencies and skills required in the labor market. By collaborating with universities, they help shape curricula, ensuring that graduates are equipped with the necessary skills to meet industry demands. Additionally, industries that develop training centers, offering certifications and micro-credentials, contribute to lifelong learning and provide alternative pathways for professional development. Their involvement helps bridge the gap between academic knowledge and practical application, enhancing employability and economic growth.

Non-teaching staff, including administrative and technical personnel, are also key stakeholders. They contribute to the smooth operation of higher education institutions and play a role in student support services, infrastructure management, and policy implementation. Their perspectives are valuable in creating an environment conducive to learning and research.

A holistic approach to quality assurance in higher education must integrate all these perspectives to foster innovation, adaptability, and inclusivity. When diverse stakeholders are actively engaged, higher education institutions can better anticipate emerging trends, address societal needs, and prepare graduates for a rapidly changing world. Only through such collaboration can higher education fulfill its mission of knowledge creation and societal advancement.

12

Re-thinking Effectiveness of Students' Surveys in Quality Assurance
Quality Assurance Program, Higher Education Department, KP

Prof. S. Shafiq ur Rehman

Implementation of Quality Assurance (QA) frameworks and protocols in institutions of higher education serve multiple crucial purposes such as ensuring the effectiveness, credibility, and continuous improvement of academic programs, quality of teaching & learning, and other institutional functions. The following are key purposes served by QA in higher education:

- Enhancing Academic Standards and Excellence
- Ensuring Student Learning and Success
- Accountability and Transparency
- Continuous Improvement and Innovation
- Accreditation and Compliance with Standards
- Building Public and Stakeholder Confidence
- Facilitating Internationalization and Global Recognition
- Supporting Research and Knowledge Creation
- Optimizing Resource Allocation and Institutional Efficiency
- Promoting a Culture of Quality and Excellence

In order to ensure the accountability of institutions and teachers, the QA scheme first sets clear standards, followed by developing effective monitoring and evaluation systems, with the purpose that institutions remain transparent, responsible, and answerable for their quality of education and operations. For institutional accountability meeting national and international accreditation standards are critically important to operate legally and credibly, through audits and reviews. Failure to meet standards can lead to warnings, loss of accreditation, or funding cuts.

On the other hand, QA mechanisms ensure faculty members deliver high-quality education, adhere to ethical standards, and continuously improve their teaching and research. For this purpose, annual faculty performance evaluations are conducted through student feedback and peer reviews while research contributions are judged through research publications, citations, and grants. Similarly, professional development is assessed by participation in training and certification. Institutions may set clear promotion and tenure criteria based on performance metrics. Student surveys are widely used tool for evaluating faculty performance and ensuring accountability, but their effectiveness depends on how they are designed, administered, and interpreted. Below is an analysis of their effectiveness, strengths, and limitations.

This paper intends to discuss the effectiveness of students' anonymous feedback on course content, teaching style, and engagement. Institutions use structured evaluation forms with rating scales and written feedback sections. Such surveys provide numeric scores that allow performance tracking over time. Faculty can use feedback to adjust teaching methods and adopt student-centered learning. Poor ratings trigger faculty development interventions (e.g., training, mentorship). Examples include tracking of key performance indicators of teachers or HR performance management systems. Besides, a 360-degree multi source feedback system that include students, peers, and administrators.

5th INTERNATIONAL CONFERENCE OF PNQAHE AND AGM

Stakeholders Engagement in Quality Assurance -
Shaping Higher Education with Inputs from all Relevant Voice

Sub Theme-01

MODELS OF STAKEHOLDER ENGAGEMENT IN QA PROCESSES

Managing Quality Risks in Higher Education Institutions: An Adaptive Approach for Outcome-Based Education and Sustainable Excellence
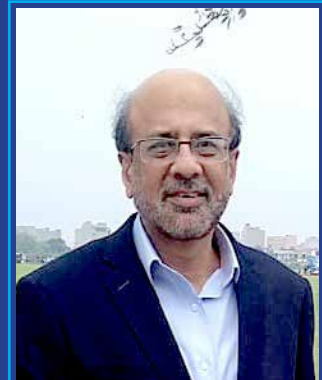
Dr. Kamran Moosa

Ensuring quality in academia and research presents unique challenges due to the dynamic nature of educational environments, the complexity of implementing Outcome-Based Education (OBE), and the diverse responses of stakeholders. Unlike manufacturing, where quality risks can be controlled through standardized processes, education and research require an adaptive approach to risk management that prioritizes learning outcomes aligned with stakeholder needs rather than institutionally defined program or course objectives

This paper introduces a unique and innovative adaptive approach to managing quality risks in academic and research settings, providing higher education institution (HEI) leaders and Quality Enhancement Cells (QEC) professionals with structured methodologies to systematically identify, assess, and mitigate potential failures while ensuring compliance with OBE principles. This paper emphasizes practical issues such as faculty engagement and development, active student and employer participation in Quality Risk Management (QRM), and leadership commitment to Quality. A well-structured Continuous Quality Improvement (CQI) program within HEIs should integrate systematic engagement of students and employers, ensuring that quality assurance processes remain aligned with evolving industry and societal needs. Meaningful faculty engagement with QECs, students, employers,

and other stakeholders fosters a culture of continuous improvement, creating a collaborative feedback loop for refining academic programs and research initiatives. Active student involvement ensures that learning outcomes are practical, relevant, and competency-driven, while employer engagement bridges the gap between academic training and workforce expectations. Strong leadership commitment is essential for structuring and sustaining CQI initiatives, aligning institutional priorities with these evolving quality expectations.

The proactive approach to Quality provides a structured methodology for faculty and academic leadership to identify risk factors, assess their impact, and develop proactive countermeasures, enabling academic institutions to transition from reactive problem-solving to preventive quality assurance while ensuring that OBE implementation remains stakeholder focused.

By integrating data-driven decision-making with quality risk management principles, this practical approach offers a scalable and systematic model for universities and research institutions to enhance academic excellence, research credibility, and sustainable quality assurance. The author introduces an effective dashboard that HEIs and QECs can use to measure student and faculty performance, enabling real-time monitoring and data-driven decision-making. The findings provide action-

able insights for higher education leaders, faculty, and policymakers to build a robust and adaptable academic and research ecosystem centered on meaningful learning outcomes. Author & Presenter: Dr. Kamran Moosa

Dr. Kamran Moosa is the Chief Executive of PIQC Institute of Quality (Pakistan), Professor & Experienced Researcher, International Trainer & Consultant, Author and Advisor to National Institutions in the field of Total Quality Management and Quality Engineering & Management. He is an Academician and Member of International Academy for Quality (IAQ). IAQ is an independent organization that is administered by a collegial assembly of individuals who have been elected by their peers from among the respected, active, and experienced protagonists of Quality. He Chairs Quality in Education Think Tank (QiETT) of IAQ. He is the recipient of the Ishikawa-Kano Silver Medal award by Asian Network for Quality (ANQ) from among three other awardees from Asia in 2020. He has also been awarded Regional Productivity Award by the Asian Productivity Organization (APO-Japan) in 2021.

He was the founding chairman and first elected chairman and presently the Advisor of Quality and Productivity Society of Pakistan (QPSP). He has been the honorary Director Research & Publications of the Middle East Quality Association (MEQA). He has 32 years of professional experience in the field of Qual-ity Assurance and Engineering, Six Sigma, Lean Management and Productivity Management, particularly in the implementation of these programs in the academia, service sectors and industry. He was selected by the Asian Productivity Organization (APO Japan) as a national expert in Total Quality Management in 1995. He is an author of four books published in Pakistan and a chapter for a book published in Japan: (1) Quality Management Practices, (2) Practical Guide to ISO 9000, (3) Quality Control, (4) Students Quality Circles, and (5) A chapter in "Implementing Quality Management in Asian and Pacific Countries" by APO Japan. He has many research papers published and presented in international conference proceedings in Pakistan, Japan, UAE, Sri Lanka, Bangladesh, Iran and Nepal. He has served and serving in the editorial/reviewers' boards of American Society for Quality and Journal of the Chartered Quality Institute UK. He has been the Chief Editor of the magazine "Quest for Quality" of Middle East Quality Association (MEQA). He is presently contributing to many national and international quality forums for the development and progress of the field of Quality and Productivity

Contribution of Quality Assurances (QA) process with reference to the SAR (now PREE) and IPE (now RIPE) review for enhancement of the quality education in Higher Education Institutions (HEIs); a critical review.

Dr. Abdul Razak MAHAR

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The trend analysis of the last two decades reflects that the quality of education at all levels in Pakistan is gradually degrading rather than improving, particularly in the public sector. The present study identifies the following as the main factors: (a) Focus on theoretical research rather than applied research. (b) lack of highly qualified faculty and lack of training and development on modern lines (c) Obsolete curricula and lack of the latest textbooks and journals (d) lack of modern tools and techniques in teaching methodologies (e) limited lab and field practical activities due to financial constraints (f) Poor educational policies and implementation. The Quality Assurance Agency (QAA) by the Higher Education Commission (HEC) of Pakistan was established in the year 2004 with the aim to improve the quality of education for socio-economic growth & development" in HEIs to compete at national and international levels. Under the umbrella of the QAA, the Quality Enhancement Cell (QEC) is one of the 5 main components. In the QEC, the Self-Assessment Report (SAR) (now Program Review for Effectiveness and Enhancement, PREE) report process is a major practice for all programs being offered in the university. The QAA has designed 8 criteria of SAR/PREE, consisting of online mandatory feedback and survey forms, which are considered the backbone of SAR/PREE and play a significant role in achieving the aim of the QAA. This review article is an attempt to highlight the importance of the mandatory feedback and survey forms from declining quality of education to the enhancement of quality as the key target of the whole SAR/PREE exercise. There is a need to create synergy between all organs of the educational system, from lower to higher levels, to make improvements by strictly following implementation and action plans based on the feedback and survey forms.

18

Enhancing Stakeholder Engagement In Quality Enhancement Processes In Health Professions Education: A Mixed Methods Action Research

Aneela Khurshid

Stakeholder engagement in QA processes is one of the critical success factors that enhance institutional quality in higher learning institutions. This paper looks at various forms of stakeholder engagement with special regard to internal stakeholders like institutional governance, teaching staff and other workers. Leading to the calls of inclusiveness in quality management systems and decision making frameworks as a way of adapting education systems in addressing emerging problems with accountability from stakeholders.

The case study will utilise a mixed methods approach with data collected through surveys and semi-structured interviews. It action research will be conducted in Women Medical College, Women Dental College and Women Institute of Learning and Rehabilitation Sciences. The aim of this study is to explore the extent of stakeholder engagement in quality enhancement processes, how it can be enhanced, and the facilitators and challenges of enhancing stakeholder engagement.

It is hoped that this study will reveal important implications concerning role clarity, communication structures, and ongoing stakeholder development. Interestingly, players, who pay much attention to stakeholders' engagement, indicate improved trust, transparency, and, therefore, increased effectiveness of their QA processes. This study also hopes to provide comparative information on how institutions change engagements with reference to its context, such as available resources and cultural differences.

This study should conclude with implications for building stakeholder engagement models for the respective higher education institutions. Through these strategies, various higher education institutions should be able to improve the QA practices while at the same time establishing sustainable practices that will be of benefit to the different institutions in the future as they seek to gain more confidence in their practices.

Internal Stakeholders Engagement in Examination section of HEIs

Bushra Latif

Educational institutions must adhere to planned and systematic quality assurance activities to achieve and maintain standards. Involving internal stakeholders in quality assurance processes of higher educational institutions (HEIs) is crucial for the improvement in the academic activities. Examination is an essential component of any educational institution. Higher Education Institutions (HEI's) which are affiliated with universities typically have an examination section staffed with 1-2 academic members responsible for conducting all the examination related processes which is a challenging task. To strengthen these systems, (the participation of internal stakeholders with experienced based positions is to be made mandatory to make the examination section effective and to bring transparency which is discussed in this paper) collaboration with qualified practitioners, researchers, academic staff, policy makers and other stakeholders is essential in the HEIs. Because of lack of helping hands, the evaluation system is limited in bringing effective tasks to the ground, for both teachers and students so this issue demands the section be extended with more members for such tasks and hence the involvement of internal stakeholders in the HEIs examination processes facilitate the exchange of ideas, the adoption of best practices and the identification of challenges, thereby enabling HEIs to establish and integrate a robust qualitative framework into their examination systems. This study employs a case study approach to examine the current examination section in HEIs. This paper discuss a six- phases proposed model which specially focus on the setting, administering the internal stakeholders in the examination section of HEIs aiming to effectively distribute the workload and enhance the overall quality of the system.

Step1. Identify who are internal stakeholders in HEIs

Step2. Analyze the internal stakeholders in HEIs

Step3. Setup a dedicated examination section with staff of more that 6-7 members

Step4. Plan the activities of the system. This step will discuss the involvement of internal stakeholders and who will perform which duty.

Step5. Put the plan into action.

Step6. Review of the process. This step will examine what are the learning's and then creates a cycle to reconsider the plan and analysis phase and reconsider new stakeholders. Cycling back helps that where the communication gaps occurred?

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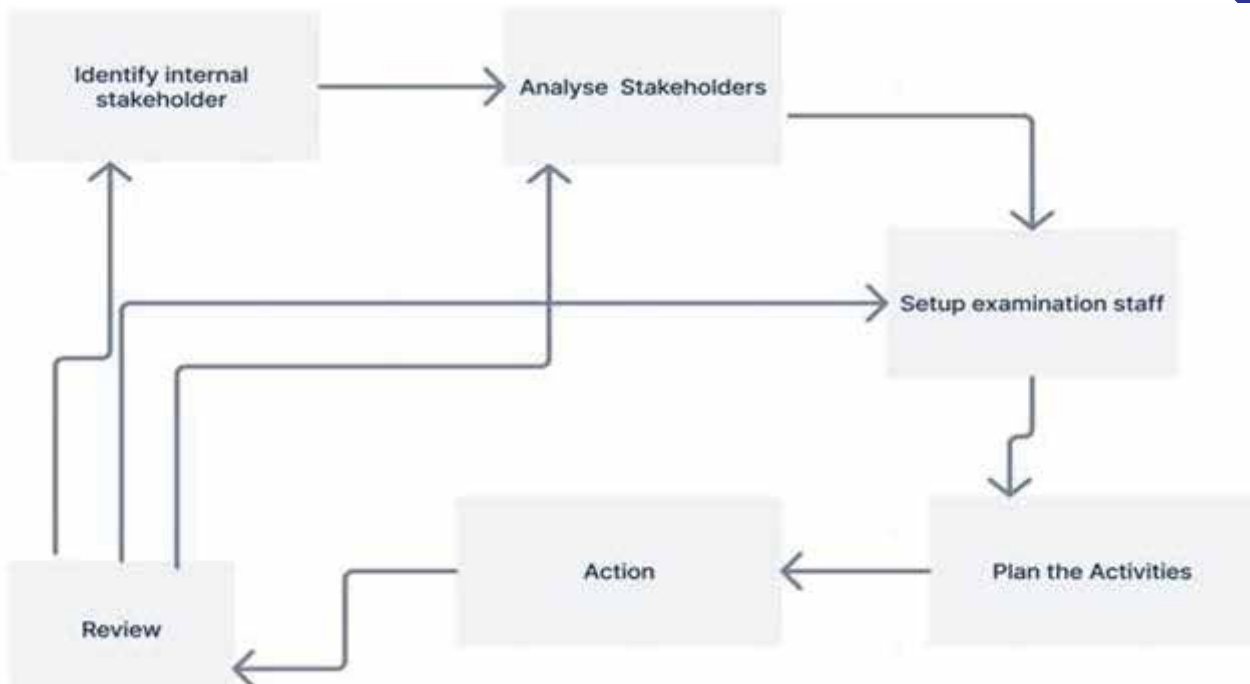
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The proposed model will enhance the efficiency of examination process, Improved decision making through internal stakeholders involvement, strengthen accountability and Boost in stakeholders

Engaging Stakeholders in the Digital Transformation of Higher Education Institutions: A Quality 4.0 Framework

Ayesha Mahmood

The world has evolved from the age of traditional processes to the age of connectivity, and with this evolution, advances in technology have significantly affected the operations of higher education institutions, leading to the emergence of Quality 4.0 in education. As higher education institutions navigate the complexities of the digital age, effective stakeholder engagement has become crucial for successful digital transformation. This paper explores the opportunities and challenges of implementing Quality 4.0 in Pakistani higher education institutions and examines the critical success factors that facilitate stakeholder engagement, including management support, technological integration, IT infrastructure, willingness to transform, and training opportunities. In-depth literature review was carried out to obtain insights about the adoption of Quality 4.0 and its parameters. The literature review on Quality 4.0 in the context of higher education institutions indicates that successful adoption of Quality 4.0 requires engagement of all stakeholders. The findings reveal that institutions will have to work in synergy with all stakeholders as a cohesive team to benefit from the numerous opportunities and to overcome the various challenges associated with the adoption of Quality 4.0. The paper ultimately proposes a framework to assist higher education institutions in transitioning smoothly from traditional processes to Quality 4.0 processes, fostering a culture of stakeholder engagement and better serving the needs of all stakeholders.

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Keywords: higher education institutions, Quality 4.0, stakeholder engagement, digital transformation

Shaista Jabeen

Cultivating Resilient and Thriving Physicians: A Multi- Stakeholder Approach to Enhance Medical Student Well-being and Optimize Effective Transformative Change through Innovative Strategies within Medical Universities of Pakistan

Introduction: Cultivating resilient and thriving physicians requires a holistic approach that prioritizes student well-being and optimizes effective transformative change within the medical education system. Resilient and thriving physicians significantly impact their ability to provide high-quality, compassionate care to their patients. This study focuses on enhancing the quality of medical education system by investigating innovative models of stakeholder engagement in Quality Assurance (QA) processes.

Methods: The research will explore how to effectively integrate the perspectives of diverse stakeholders, including students, faculty, administrators, healthcare professionals, and the broader community, into the QA framework. This will involve a systematic review of published literature from national and international contexts (from online sources) on identifying and analyzing successful models of stakeholder engagement in QA within medical universities.

Results: The study aims to identify best practices and propose a framework for collaborative QA that prioritizes student well-being, addresses systemic challenges, and fosters a supportive learning environment for future generations of physicians through the implementation of innovative strategies.

Conclusion: The successful implementation of the proposed QA framework will enable the physicians to effectively address the complex and evolving healthcare challenges facing Pakistan today. Ultimately, this will lead to improved patient outcomes and a strengthened healthcare system for the nation.

I am currently working as Demonstrator MLT (BPS-17) and serving as QEC Focal Person at Khyber Medical University, Institute of Health Sciences (KMU-IHS), Islamabad.

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Future-Ready QA Frameworks: Integrating Digital Tools and Stakeholder Insights

Syeda Farah Batool

Introduction
As higher education evolves, the demand for innovative quality assurance (QA) practices continues to grow. Traditional QA frameworks must now integrate advanced technologies to remain relevant and impactful. This study explores the use of AI-driven tools within a QA framework inspired by the 2024-2025 QEC initiatives at Malir University of Science and Technology. The study focuses on enhancing efficiency, precision, and stakeholder engagement through AI, addressing both opportunities and challenges in implementation.

Methodology
Over six months, a mixed-method approach was employed to evaluate the effectiveness of AI-enhanced QA practices. Key initiatives included automated grading systems for assignments and quizzes, AI-powered sentiment analysis of qualitative feedback, and predictive analytics to identify at-risk students. Additional tools analyzed student course evaluations, optimized curriculum content, and tracked class engagement through attendance data. Both quantitative metrics, such as grading accuracy and processing time, and qualita-tive insights from stakeholder feedback were gathered.

Results
The integration of AI demonstrated significant advancements in QA practices. Grading turn-around time was reduced by 55%, grading accuracy reached 95%, and sentiment analysis precision improved to 89%. Predictive analytics successfully identified struggling students early, enabling timely interventions. Stakeholder engagement increased due to personalized recommendations and efficient feedback systems. However, challenges such as data privacy concerns and initial resistance to AI adoption were noted, requiring a structured approach to change management.

Conclusion
The study underscores the transformative potential of AI-driven QA frameworks in higher education. While the results highlight substantial improvements in efficiency and accuracy, addressing ethical concerns and implementing robust change management strategies are vital for long-term success. These fin

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BIO-SKETCH:

Syeda Farah Batool is a dedicated academic professional currently serving as the Deputy Director at Malir University of Science and Technology. With a robust academic background, she holds an MPhil degree from the prestigious University of Karachi, reflecting her commitment to excellence and advanced learning in her field of study.

In her role as Deputy Director, Syeda Farah Batool contributes significantly to the university's strategic development and academic initiatives, ensuring alignment with the institution's mission of providing affordable and quality education. She brings a wealth of experience in academic leadership, operational management, and fostering an environment conducive to research and innovation.

Her professional journey is marked by her passion for education, continuous learning, and dedication to community-oriented higher education. Syeda Farah Batool remains a key figure in driving institutional progress and inspiring excellence among faculty and students alike.

Enhancing Student Engagement through Dialogue in Quality Assurance: Insights for Higher Education in Pakistan

M. Iftikhar Mubbashir

The partnership between universities and students in the quality assurance process will likely gain increasing attention within the context of higher education in Pakistan. This study will aim to explore how effective dialogue can improve student engagement in quality assurance, fostering continuous improvement in higher education institutions. Through planned qualitative interviews with a sample of 27 students from diverse disciplines, the study will investigate students' perceptions of their roles, responsibilities, and expectations regarding the quality assurance process. It is anticipated that the findings will reveal students' eagerness to participate in this process, provided their roles are clearly defined. Furthermore, students are expected to express a strong desire for meaningful interaction, where they can engage in dialogue, address academic concerns collaboratively, provide constructive feedback, and receive timely updates about institutional development plans. The study will provide actionable recommendations for fostering an inclusive and effective university-student partnership in Pakistan's higher education quality assurance framework.

Keywords:

Student Engagement, Quality Assurance, Higher Education, Pakistan, University-Student Partnership

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Farrukh Idrees

Using the EFQM Model for Performance Management in Higher Education: A Concept Paper

QA models are contextually embedded in the Higher Education management. The aim of this article is to fit into the idea of effective performance management of HEI through European Foundation for Quality Management (EFQM) Model. The EFQM Model may guide an organization to focus strategically on the sustainable development of education management.

Rationale:
How to measure performance level of a HEI education management in a structured way.

Objective:
This article explores how the European Foundation for Quality Management (EFQM) Model can be applied to enhance performance management in higher education institutions (HEIs) by focusing on sustainable development and effective education management.

Methodology:
The study uses a structured rubric to assess all domains of the EFQM Model, evaluating their applicability to higher education management through qualitative analysis and case study examples.

Results:
The study outlines a roadmap for the practical implementation of the EFQM Model in HEIs, showing its potential for enhancing education management The research offers a structured framework for HEIs to apply the EFQM Model, guiding institutions in improving education management, meeting quality standards, and achieving long-term development goals.

Conclusion
Through literature support, it is found that the application EFQM has positively impacted in achieving the intended quality objectives in education management in stipulated time period.

Limitations
The study focuses on theoretical aspects of the EFQM Model in higher education management. Future research could explore its empirical application in diverse institutional contexts to assess its impact on educational outcomes.

Keywords: EFQM, Higher Education

Quality Enhancement Cell Impact on Faculty Development in Private Universities

Rabiah Zahid

The Quality Enhancement Cell (QEC) of private universities in Lahore has significantly contributed to the growth of their faculties through the promotion of efficient teaching and research culture. This research investigates how QEC initiatives impact faculty performance with an emphasis on training, performance review, and the teaching-learning processes. In compliance with HEC guidelines, QECs have integrated original system structures such as workshops, seminars, and certification programs in response to the growing academic challenges. This study therefore used a quantitative research method to assess the impact of QEC initiatives on faculty development. Primary data was collected through structured questionnaires administered among faculty members and QEC staff from private universities of Lahore. The target population for this study was the private university faculty members and QEC administrators in Lahore. Using one of the random sampling approaches, 100 participants were selected for the study. The statistical results showed that QEC training programs and teaching performance are strongly positively correlated, depicting active learning methods have a greater impact as compared to technology integration. Regression results depicted variability in perceptions of training quality and research productivity which are influenced by systemic issues such as funding and institutional resistance. The results indicated that these activities consistently developed faculty competencies, contributed to student learning achievements, and enhanced institutional status. The conclusion highlighted the role of QECs in addressing gaps in faculty performance and elevating standards to align with global benchmarks. This paper also examined various obstacles, such as limited funding and resistance to implementation, while offering suggestions to strengthen the role of QECs in Lahore's private sector universities.

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Air Commodore (Retd) M. Ismail

Alumni Engagement for Quality Assurance

Every accreditation framework for higher education requires a Higher Education Institution (HEI) to assure the good quality of education. However, assuring the good quality is an uphill task, which requires dedicated efforts by the HEI. To remain updated about the effectiveness of different policies and processes prevalent in an HEI, there is a need to have a system of getting feedback from all stakeholders from within and outside the HEI.

One of the external community, which can provide a very relevant feedback, is the alumni of an HEI. Feedback from the Alumni is significant because the alumni had been part of the student community, therefore, had full knowledge about the quality of teaching, research, management and infrastructure of their alma mater. After joining some employment, the alumni can assess that how well they were prepare by the HEI for their respective jobs. Similarly, on joining another HEI for higher studies, they can compare the two institutions very well. In this way, they can identify the gaps and provide their input which will be of immense value for the institutional improvement. This paper shall deliberate on how the alumni can contribute towards the endeavours aiming at assuring the quality of education; firstly, in identifying the gaps/areas requiring improvement in the conduct of programs which they attended and secondly, playing their active roles based on their expertise and professional experiences in different ways through individual and collective involvement in the wide ranging affairs of their alma mater. Such an engagement will be effective, if a close life-long relationship is established between the HEI and the alumni. The paper shall also suggest the ways, as per international practices, in which the HEI can engage the alumni to effectively play their roles in assuring the quality of education in their alma mater.

Bio-Sketch

Muhammad Ismail got his BS (Aerospace Engineering) from PAF College of Aeronautical Engineering winning NED Gold Medal and Arif-Manzoor Shaheed Gold Medal. He received his MSc (Physics) degree from Government College Lahore and MS (Aerospace Engineering) from University of Oklahoma, USA.

Presently, Muhammad Ismail is working as Consultant Quality Assurance at National University of Medical Sciences (NUMS), Rawalpindi since May, 2019. During October 2015 to January, 2019 he served at HEC as Head of the QA Division. During May 2005 to October 2015, he worked at NUST) as Director QA and International Collaborations.

He served in PAF from 1975 to 2005, against different instructional, administrative and staff assignments. He is recipient of Sitara-e-Imtiaz (Military).

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Models of Stakeholder Engagement in QA Processes

Sumayya said

Engagement from stakeholders constitutes the foundation for successful quality assurance (QA) systems within higher education institutions. The present investigation explores innovative methods that involve internal users in the establishment of comprehensive and democratic quality assurance systems, encompassing regulatory bodies, faculty members, and staff in administration. We analyzed case studies from various institutions using a qualitative research approach with the aim determine shortcomings and efficient methods in community unity. The findings demonstrate that consisting structures significantly enhance organizational efficiency and faith, such as accountability-driven feedback systems and active decision-making committees.

The analysis highlights effective strengthening capacities initiatives, collaborative accountability, and free sources of communication can all contribute encourage a culture of outstanding work.

The paper proposes a roadmap for institutions to develop robust quality assurance programs which satisfy evolving administration and academic needs while assuring stakeholder participation and sustained effectiveness. It closes with practical suggestions.

The Bio-Sketch
At Bilal Institute of Nursing and Health Sciences, Sumayya Said works as the Director of Quality Enhancement. She possesses an extensive background of knowledge in managing QA initiatives and fostering stakeholder collaboration. Sumayya Said is a seasoned learner and published researcher whom concentrates on developing revolutionary quality standards and collaborative leadership systems. Sumayyasaid87@gmail.com and +92 3460937677 are the contact details.

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Dr. Mubashir Ahmad

Leveraging Digital Models for Stakeholder Engagement in Educational Quality Assurance

Purpose:
The integration of digital models for stakeholder engagement in educational quality assurance (QA) is important for enhancing transparency, accountability, and continuous improvement in developing countries. The study look into how digital platforms and tools facilitate stakeholder participation, communication, and decision-making within educational institutions facing resource constraints.

Design/methodology/approach:
Grounded in the Diffusion of Innovations Theory, the study inquire the adoption of digital QA strategies across various institutions, focusing on their compatibility, trialability, and observability.

Findings:
The finding emphasize key policy measures, including the development of guidelines for ethical digital engagement, the design of inclusive digital platforms, and the provision of capacity-building program to ensure effective adoption. Despite progress, challenges such as digital literacy gaps, data privacy concerns, and equitable access continue to pose significant barriers.

Practical implications:
The research highlights the necessity of clear communication channels, collaborative frameworks, and current evaluation to support the sustainable implementation of digital QA in educational settings.

Originality/value:
This study contributes to the literature by offering actionable insights for policymakers and educational institutions in developing countries, enabling them to devise inclusive, transparent, and adaptive strategies for digital QA.

Keywords: Digital Quality Assurance, Stakeholder Engagement, Education Sector, Developing Countries, Continuous Improvement, Digital Transformation

Governance Models for Student Involvement in Higher Education: A Comparative Analysis

Dr. Kajal Hayat

The global importance of students' involvement in governance and quality assurance (QA) processes in higher education has grown. Students are recognized as essential stakeholders for institutional transparency, accountability, and relevance, as they are the primary beneficiaries of educational outcomes. In this paper, a diverse range of governance models that involve students in the development of curriculum, program evaluation, decision-making structures, and grievance mechanisms are analyzed. A comparative analysis of practices in Pakistan, Bahrain, the Middle East (e.g., UAE, Saudi Arabia), Europe (e.g., UK, Germany), North America (e.g., USA, Canada), and the Asia-Pacific (e.g., Australia) highlights the regional differences and emerging trends.

In Pakistan, the Higher Education Commission's (HEC) emphasizes the role of the Quality Enhancement Cells (QECs) that have institutionalized student participation through student councils, students' surveys, digital engagement, and grievance mechanisms. Bahrain is a notable example of a structured approach, as it requires student representation in QA committees mainly through student advisory committees that are program-related and other practices through student councils, ombudsman positions, and digital feedback systems. Quality assurance authorities such as NCAAA in Saudi Arabia are heading to frameworks that are transiting from traditional governance to participatory models. In Europe, students are represented adequately in university management bodies (senates) and quality assurance teams due to legal mandates such as the Bologna Process and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). North American universities prioritize student engagement through state policies, accreditation requirements, advisory committees, and comprehensive feedback mechanisms, while Asia-Pacific institutions, such as those in Australia, incorporate student guilds into academic and policy-making processes.

The paper concludes with suggestions for enhancing student engagement through the introduction of hybrid governance models, the establishment of policy frameworks that strike a balance between institutional autonomy and stakeholder inclusion, and the promotion of digital transformation

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Fakeha Rehman

Challenges and Future Perspectives in Submitting the Yearly Progress Report (YPR) by QEC

This study is to determine the challenges faced in the submission of YPR to HEC. YPR is an important task assigned to QEC and all educational institutions. This not only requires a whole year of commitment but also professional collaboration of various departments and QEC. ."In this regard, QEC needs institutional support and facilitation in the form of financial funding to perform all activities smoothly like audit of different departments and membership of national and international accreditation bodies.

Purpose: Study explores the challenges QEC faces in submitting YPR to HEC and examines the institutional support
needed for a smooth process.

Research Methodology:
"Using a qualitative approach, the study gathers data through surveys and interviews with QEC staff and stakeholders to analyze the challenges in YPR submission and propose actionable solutions."

Findings:
1.Challenges in YPR Submission – The study identifies key difficulties faced by QECs in submitting the Yearly Progress Report (YPR) to the Higher Education Commission (HEC), including time constraints, bureaucratic hurdles, and interdepartmental coordination issues.
2. Institutional Support Requirements– The study emphasizes the necessity for financial backing, logistical support, and structured collaboration among departments to facilitate a smoother YPR submission process.

3. Qualitative Insights– Surveys and interviews reveal practical concerns from QEC staff and stakeholders, highlighting inefficiencies in the current system and areas requiring improvement.
4. Funding as a Major Constraint – A significant finding is the pressing need for financial resources to conduct necessary activities, such as department audits and acquiring national/international accreditation.
5. Operational Implications – Strengthened institutional frameworks, improved workflows, and increased resource allocation could significantly enhance YPR submission efficiency.

Implications
"The study highlights practical implications, such as the need for increased funding, streamlined interdepartmental collaboration, and strengthened institutional support to enhance the efficiency of YPR submissions by QEC.

Limitations:
1. Qualitative Approach– Since the study relies solely on qualitative data (surveys and interviews), it may lack quantifiable metrics that could offer deeper statistical validation.
2. Sample Size and Bias– The study's findings may be limited by the sample size and potential biases from the surveyed QEC staff and stakeholders.
3.Generalizability– The challenges identified might not be universally applicable across all institutions, as different universities may have varied experiences and institutional structures.

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Quality Assurance in Art Education: Practice and Pedagogy in Visual Arts

Sadia Pasha Kamran

This study provides insights into the complexities of assessing 'quality' in art education and offers context-specific strategies based on post-colonial and post-modern educational frameworks for enhancing the effectiveness of art history and visual art courses in Pakistan. Keeping in view the fluidity of terminology –good, bad and quality art, it probes the possibility of what can and can't be 'assured' when practicing or teaching Art? The processes of decolonization encourage indigenous narratives to be part of global art history survey courses revolutionizing the aesthetic sensibilities and revisiting the art theories for contemporary stakeholders. Folk art and craft challenge the authority of 'Fine' and 'Academy' arts. Similarly, scientific and technological advancement allow intervention of time and memory which bridges the gap between cultures and nations alike. By employing qualitative research methods, including case studies (two Lahore based parent art institutions -National College of Arts & College of Art & Design Punjab University), document analysis and expert interviews, the study will identify key challenges in assessing quality in art education.

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Shakila Noor Sindhu (PhD)

Strengthening Stakeholder Engagement for Quality Assurance in Higher Education in Pakistan

1. Purpose of Research

The research aims to explore effective practices for involving stakeholders such as students, faculty, alumni, and employers in the quality assurance processes of higher education institutions in Pakistan. It will focus on promoting collaboration, open communication, and democratic decision-making to improve academic and institutional standards. The theoretical foundations of this research will be furnished on the work of George Polya who explains how issues can be addressed to make a sustainable change in society.

2. Research Methodology

This study will use qualitative research design, while utilizing a case study approach to explore the role of stakeholder engagement in ensuring quality assurance (QA) in higher education institutions (HEIs) in Pakistan. A mixed-method approach will also be incorporated. Integrating qualitative insights with quantitative data analysis will be helpful in minimizing biases. Both primary and secondary data will be used in carrying out this research. Primary data will be collected through same-structured interviews, focus group discussions and surveys. Secondary data will be derived from policy documents, relevant reports released by different departments and experiences of other countries who made

successful transitions.

A purposive sampling technique will be used to select respondents from various stakeholder groups, ensuring diversity in institutional representation i.e.,public & private universities, accreditation bodies, policymakers. A minimum of 10-15 in-depth interviews will be conducted, alongside survey data from at least 200-250 respondents.

3. Key Findings

The study will reveal key strategies based on empirical insights for enhancing stakeholder engagement in quality assurance, including organized forums, feedback-driven cultures, and alignment of institutional objectives with stakeholder expectations.

4. Practical Implications

The research will provide actionable strategies for higher education institutions to strengthen stakeholder relationships, improve accreditation processes, and enhance overall institutional effectiveness through inclusive and collaborative approaches that can transform society, governance and economy of Pakistan.

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Stakeholders Engagement in Quality Assurance -
Shaping Higher Education with Inputs from all Relevant Voice

Sub Theme-02

THE ROLE OF STUDENTS IN QUALITY ASSURANCE

First Author: Wadeed ul Janan
Second Author: Rivish Jadoon
Third Authors: Suha Khan, Javeria Saqib

Wadeed ul Janan
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Wadeed ul Janan
Qualification of Wadeed ul Janan: M.Phil Bioinformatics from Hazara University Manshera Abbottabad

Experience: Wadeed ul Janan's experience includes working as the Assistant Manager of the Quality Enhancement Cell from 2020 to now, overseeing the Quality enhancement activities, and being charged with additional duties as a Data analyst.

Research Interest: Quality Assurance in higher education after continuing the professional carrer in Quality assurance in Women Medical College Publications: Mushtaq, K., Bashir, Z., Khan, H., ul Janan, W., & Faheem, S. (2018). LIGAND BASE PHARMACOPHORE MODELING VRTUAL SCREENING AND DOCKING AGAINST TGFRB1 GENE MUTATION IN BREAST CANCER.

Publications: Lodhi, M. S., & Jadoon, R. (2022). Knowledge management approaches and processes to enhance innovation: case of IT projects in developing countries. Journal of Public Value and Administrative Insight, 5(1), 112-127.

Suha Khan
M.S Project Management from COMSATS University Islamabad, Abbottabad Campus Experience: Suha Khan's experience includes working as a Research Associate at Women Medical & Dental College since March 2023, and work an Intern at the National Bank of Pakistan (2022), and a Business Development Manager at SpreadCode (2019–2021).

Research Interest: Enhancing research methodologies and project outcomes in educational institutions, with a focus on team dynamics and innovative practices. where she fosters a culture of research excellence, facilitates ethical research practices, and teaches research methodology.

Research Interest: Enhancing research methodologies and project outcomes in educational institutions, with a focus on team dynamics and innovative practices.

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Publication: Association of physical activities in blood glucose level in type 2 diabetes Mellitus. Med Forum. Vol.34, No.7, July 2023, ISSN 2519- 7134(online).

Students as key stakeholders in Ensuring Quality Assurance in Higher Education Institutions of Pakistan

Students are the key stakeholders of the Quality Assurance Process in one of the main sectors of the economy which is Higher education institutes, their involvement enhances the Quality of academics in higher education as they influence the development of Quality Assurance policies as well as foster a sense of ownership & accountability. Many institutions in different countries have successfully integrated students as a vital part of the Quality Assurance process. Despite the challenges faced like time constraints, low awareness, student disinterest, and inadequate training, the QA process improved up to a drastic mark by involving the students in the Quality Assurance Process within Higher Institutions. Therefore, this study aims to determine how integrating students' perspectives can enhance QA policies, Practices, academic quality, and institutional accountability.

Methodology: This study uses a mixed-methods approach to examine current literature and analyze case studies from various medical education institutions comparing it with the literature, by integrating qualitative and quantitative approaches. The Quantitative part of this study was a survey that employed descriptive statistics and inferential tests including correlation and regression analysis by involving students' policymakers of QA issues and academic managers of medical education institutions of Abbottabad. Furthermore, the existing literature was synthesized with a meta-analysis employing standardized effect sizes and heterogeneity statistics to achieve a more complete comparison of outcomes across studies on student involvement the qualitative part of semi-structured interviews with selected students and other stakeholders and thematic analysis was conducted. The study emphasizes the advantages of including students in QA procedures, including increased institutional transparency, accountability, and alignment with the needs of students. The study involves the perspective of both students and policymakers in Quality Assurance and management which identifies obstacles such as inadequate representation, a lack of expertise, and potential conflicts of interest, and provides ways for effectively addressing these hurdles.

Conclusion: The study highlights the significance of including the student perspectives in decision-making frameworks by pushing for a collaborative and student-centered approach towards the quality assurance process, with an emphasis on feedback systems, curriculum review, and decision-making committees, and identifying the barriers in the student-centered quality assurance process. The study concluded that recognizing students as valued contributors allows institutions to increase transparency, and accountability and enhance a feedback mechanism that helps in identifying the challenges that influence the decisions of policymakers directly. Some practical challenges concluded by this study included the presentation, lack of training, and some conflicts of interest repeated throughout the study obstructing optimal students' participation i-e students were involved only up to getting feedback and surveys in most of the medical education institutes whereas other hand, the quality implementors faced challenges like low response rate and non-serious attitude from students. The findings can help develop better quality assurance models for higher education institutions to make student engagement more effective.

A Multilingual Large Language-based Model to Classify Sentiments and Aspects from the Open-Ended Evaluation Comments

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Rationale:
In several universities, teaching evaluation web system is used where students give feedback for teachers related to their teaching methodology and other related aspects. The evaluation form contains both close-ended and open-ended questions regarding the teacher and course. In close-ended questions, normally Likert scale is used. However, in open-ended questions students must provide some suggestions or feedback in natural language such as English, Urdu, or roman Urdu languages. It is very time-consuming to read all the open-ended comments and analyze those comments manually. Hence, the large language-based (LLM-based) model can be utilized to elicit the sentiments and aspect of written open-ended comments written in either English, Urdu, Roman Urdu, or Sindhi language.

Objective:
In this study, the main aim is to develop an LLM-based model that can classify the open-ended evaluation comments (written in either English, Urdu, Roman Urdu, or Sindhi language) into either positive, neutral, or negative sentiment. In addition to that, the proposed LLM-based model further determines the aspect (aspect mean the central point of the comments such as, comments are about teaching methodology, teachers' punctuality, course contents, teachers' behaviour, etc.) of the given comments.

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Methodology:

To develop the proposed model, we first gather the evaluation data from one of the Higher Education Institute (HEI). Furthermore, the raw data will ne pre-processed into useful form. Thevarious LLMs including GPT 3.5, GPT 4o, and Gemini, will be fine-tuned to develop a model toelicit the sentiment and aspect from the given comments. The developed model will be further evaluated using the unseen test data.

Anticipated Findings

The anticipated findings will be the evaluation performances of various LLMs including GPT3.5, GPT 4o, and Gemini with respect to their accuracies and F-score in identifying the correct sentiments and aspects.

Conclusion

The findings of this study hold significant implications for HEIs seeking to refine their teacher evaluation and teacher-course allocation processes. The present study will be limited to three languages namely, English, Urdu, and Sindhi. In future work, we may consider different languages.

Keywords: Large Language Model (LLM), Aspect Analysis, Sentiment Analysis, Evaluation System, Natural Language Processing

Manipulating Grades and Evaluations: Unpacking the Power Dynamics Between Students and Teachers in Higher Education

Riaz Ahmed

The reliability of faculty evaluation metrics in higher education institutions (HEIs) has been widely debated, particularly regarding the use of Students' Evaluation of Teaching (SET) in faculty assessments and career-related decisions. This study examines the reciprocal relationship between SET and Teachers' Assessment of Learning (TAL), with a focus on potential grade inflation and manipulation in a public-sector university in Pakistan. This study—using a quantitative research design—analyzes 6,230 SET responses alongside student performance data from 297 courses. A key contribution of this study is to develop a conceptual framework, namely the Manipulating Power Matrix that categorizes power dynamics between students and teachers across different assessment components that include sessional assessments (formative), midterms and final exams (summative). The findings from ordered logistic regression analysis reveal a strong positive correlation between SET scores and sessional assessments which indicates higher susceptibility to manipulation—where instructors may inflate sessional marks in anticipation of receiving favorable SET scores. In contrast, midterm and final exam scores exhibit a weaker or no correlation with the SET score. It suggests that these assessments are more resistant to bias and better indicators of student learning. The findings of this study raise serious concerns about using SET as a sole metric for evaluating faculty performance in the settings of HEIs. Institutional policies—particularly those related to survey administration, assessment timing or disclosure of results—may play a crucial role in shaping these dynamics. This study advocates for a triangulated assessment approach integrating peer reviews, teaching portfolios and classroom observations alongside SET scores to mitigate grade inflation and ensure fairer faculty evaluations. This study—as a limitation—is conducted at a single university which may affect generalizability. Future research should explore these dynamics in diverse institutional and cultural settings and assess the long-term impact of SET on teaching quality and academic integrity. This research—by providing a structured framework for understanding power dynamics in higher education—offers valuable insights for policymakers and institutional leaders striving for more objective and reliable faculty evaluation methods.

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Quality Assurance (QA) in higher education ensures that academic standards and institutional services align with predefined benchmarks and societal expectations. While students have increasingly been recognized as key stakeholders globally, their involvement in QA processes, particularly in regions like Pakistan, remains underexplored. This study examines the role of students in QA activities and highlights the benefits of their active participation, including improved learning outcomes, enhanced teaching effectiveness, and a strengthened sense of shared responsibility for academic excellence. The research also identifies significant barriers such as biases in feedback, faculty reluctance, and limited student engagement in decisionmaking processes. Through a mixed-methods approach involving literature reviews, surveys, and semi-structured interviews with students engaged in QA activities, the study provides actionable insights into fostering meaningful student participation.Despite its contributions, the study has certain limitations. First, the sample size may not be fully representative of the diverse higher education landscape in Pakistan, limiting the generalizability of the findings. Second, self- reported data from students may introduce biases or social desirability effects, potentially affecting the reliability of responses. Third, institutional differences in QA implementation may lead to variations in student involvement, making it challenging to derive universally applicable conclusions. Future research should expand the scope by including a broader range of institutions and employing longitudinal studies to assess the long-term impact of student participation in QA processes. Purposive sampling technique was used. Selected students who have actively participated in QA activities, such as feedback surveys and program review committees. The findings underscore the necessity of integrating students into QA frameworks to build trust, transparency, and institutional accountability. Involvement in quality assurance fosters a sense of shared responsibility among students for academic excellence by actively engaging them in the evaluation and enhancement of educational standards, Faculty members gain valuable insights from student feedback, enabling them to refine instructional methods, course content, and assessment techniques for better engagement and comprehension. It is recommended that students' participation may be encouraged because when students participate in quality assurance activities such as course feedback, curriculum reviews, and institutional assessments, they become more aware of the factors influencing their academic experience. This awareness encourages them to take ownership of their learning journey, advocate for improvements, and collaborate with faculty and administration to create a more effective learning environment. Furthermore, this engagement cultivates a culture of accountability, where students recognize their role in maintaining and improving academic standards, ultimately leading to a more committed and motivated student body. Keywords: Role, Students, Quality Assurance, Activities, Enhancing, Academic, Excellence

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Role of Students in Quality Assurance at the Lahore School of Economics

Amberin Tanveer

This paper examines the integral role of students in Quality Assurance (QA) at the Lahore School of Economics, one of the premier business schools of Pakistan. The study highlights the active involvement of students as partners and their effectiveness in enhancing educational quality through various mechanisms such as course evaluations, collaboration with Quality Assurance Advisory Board (QAAB) and participation in Review of Institutional Performance and Quality Enhancement process (RIPE). Drawing on global practices and frameworks, this paper emphasizes on the importance of student engagement in decision-making and feedback processes to enhance teaching methods, institutional policies and curriculum design. The incorporation of alumni insights further underscores the relevance of quality assurance practices in aligning academic programs with the emerging market demands. This paper also argues that promoting a culture of accountability and collaboration between faculty, students and administration is vital for sustaining academic excellence and institutional performance and effectiveness at the Lahore School of Economics
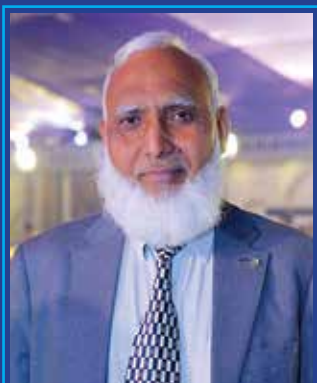
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Students' Perspective on Quality Assurance Practices: A Case of Private Sector University in District Lahore

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This paper explores students' perspectives on quality assurance (QA) practices at a private sector university in district Lahore. Guided by an interpretivist paradigm and a phenomenological approach, the research targeted postgraduate students (M.Phil. and Ph.D.) from the four departments under Faculty of Social Sciences. Using purposive sampling, ten participants were selected to provide in-depth insights into the awareness, effectiveness, and areas for improvement of QA practices. Semi-structured interview was developed as a primary data collection tool, with questions validated through experts' feedback and a mock interview. Accordingly, the interview protocol was finalized. Thematic analysis was applied to analyze data pertaining to students' awareness regarding QA practices and recognizing the role of the Quality Enhancement Cell (QEC) in curriculum development, faculty evaluation, and feedback mechanisms. Students highlighted the importance of transparent, timely feedback response mechanisms and advocated for increased representation in decision-making processes. The respondents' suggestions were organizing workshops and seminars, and a more inclusive feedback culture to empower students in QA practices. Key areas for improvement identified were enhancing trust in feedback systems, addressing students' fears of reprisal, and fostering critical thinking, and communication skills among students. Findings underline the need for greater student engagement and awareness in QA practices to bridge gaps in satisfaction and ensure alignment with academic and administrative goals. The study offers actionable insights for the university to refine QA systems, promoting a collaborative and student-centered approach to continuous improvement.

Keywords: Quality Assurance (QA), Post-graduate Students' Perception, Faculty of Social Sciences. Quality Enhancement Cell

Student-Centered QA Practices: Transforming Learner Involvement into Tangible Outcomes

Muhammad Ammar

Introduction:

Incorporating students as active participants in Quality Assurance (QA) processes is essential for ensuring higher education institutions deliver meaningful and impactful learning experiences. At Malir University of Science and Technology, the focus on student-centered QA practices aims to strengthen the alignment between academic programs and learners' needs. This study explores innovative methods to involve students in curriculum evaluation, program development, and institutional governance, emphasizing the transition from passive feedback providers to active quality collaborators.

Methodology:

The study adopted a mixed-method approach, engaging undergraduate students across the university through surveys, focus group discussions, and participatory workshops. Key data points included perceptions of existing QA practices, suggestions for improvement, and evaluations of implemented changes. The findings were triangulated with inputs from faculty and administrative stakeholders to ensure a holistic analysis.

Results:

The study revealed that student engagement in QA processes improved overall satisfaction with the academic experience. Tangible outcomes included curriculum revisions that addressed students' career-oriented needs, enhanced student representation in governance bodies, and increased trust between the administration and the student body. Additionally, the workshops highlighted the need for more structured communication channels to facilitate ongoing dialogue between students and QA teams.

Conclusion:

The findings underscore the transformative potential of student involvement in QA practices. By actively engaging learners, Malir University has not only enhanced educational quality but also fostered a culture of mutual accountability and trust. The study advocates for replicable frameworks that other institutions can adopt to empower students as co-creators of quality education.

BIO-SKETCH:

Muhammad Ammar is a dedicated and passionate clinical diagnostic scientist, currently working in the Quality Enhancement Cell (QEC) at Malir University of Science and Technology. He is committed to improving healthcare systems in developing countries, aligning his work with the UN's sustainable development goals to ensure equitable access to quality healthcare. Along with his responsibilities in quality assurance and data analysis, he actively contributes to program audits, self-assessments, and workshops aimed at enhancing faculty understanding of accreditation processes. Ammar holds a BS in Clinical Laboratory Sciences and has completed multiple internships in medical diagnostics.

Enhancing University-Student Partnerships in Quality Assurance: A Mixed- Methods Study on Dialogue and Engagement

Shehryar Ahmad

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Author Bio-Sketch:
Shehryar Ahmad is a PhD scholar, certified health professions educationist, and quality assurance expert at NCS University System Peshawar. With extensive experience in institutional quality enhancement, he actively promotes student engagement in quality assurance processes. As a resource person and trainer, Shehryar has conducted workshops on Self-Assessment Report (SAR) writing and other QA capacity-building programs. Passionate about fostering transparency, accountability, and continuous improvement, he has contributed to various research initiatives and conferences, advocating for student-centered quality assurance frameworks to strengthen higher education institutions.

Background: Effective university-student partnerships are essential for robust quality assurance (QA) in higher education. Involving students in quality assurance procedures promotes responsibility, openness, and ongoing enhancement of academic standards.

Methodology: This mixed-methods study assesses the value of organized university-student dialogues in creating long-lasting connections while investigating the dynamics of student participation in QA procedures. Data were collected through surveys (n=150), semi-structured interviews (n=25), focus group discussions (n=3), and participatory action research workshops with students, faculty, and QA staff at NCS University System Peshawar offering health sciences programs.

Results: Quantitative results showed that although 78% of students knew about QA procedures, just 42% were familiar with their roles and responsibilities. Students mentioned insufficient guidance from the institution and inadequate interaction as the main obstacles to productive participation. A substantial need for interactive platforms where students could provide input and work together to solve problems has been demonstrated by qualitative analysis. Themes of openness, diversity, and reciprocal responsibility were shown to be important facilitators of participation. The creation of a student QA committee, organized feedback loops, and training sessions to increase student proficiency in QA procedures are just a few of the practical solutions that emerged from the interactive workshops. More than 90% of participants expressed satisfaction with these interventions and agreed that they may improve institutional QA procedures.

Conclusion: This study emphasizes how crucial effective communication is to enhancing relationships between students and universities. Institutions may develop a more inclusive QA framework that not only satisfies regulatory requirements but also corresponds with the expectations and needs of students by filling up communication gaps and clarifying responsibilities.

Empowering Student Voices: The Pivotal Role of Students in Quality Assurance in Higher Education

Muhammad Anwar

In higher education Quality assurance is a multidimensional concept that requires active participation from all stakeholders, including students. This study emphasizes the essential contribution of students in maintaining the quality of academic programs and services.

This research investigates the convergence of student engagement, quality assurance, and institutional effectiveness, illustrating the ways in which students can play a pivotal role in the establishment of effective quality assurance systems. The study highlights the advantages of student participation in quality assurance processes, which include:

- Enhanced student satisfaction and engagement
- Improved academic outcomes and retention rates
- Increased institutional accountability and transparency
- Better alignment of academic programs with student needs and expectations

The results of this study hold considerable importance for higher education institutions aiming to improve their quality assurance mechanisms. By amplifying student perspectives and cultivating an environment of cooperation and mutual respect, these institutions can utilize student feedback to facilitate quality enhancement and advance excellence in teaching, learning, and research.

This presentation will explore effective strategies and initiatives that institutions can adopt to involve students in quality assurance processes, while also emphasizing the advantages of such engagement.

Keywords: Quality assurance, student engagement, higher education, institutional effectiveness, student satisfaction

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Virtual Classrooms and Academic Performance of the Students in Higher Education during the COVID-19 Outbreak

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This study is aimed to evaluate the academic performance of the students during the COVID-19 pandemic focusing on the virtual classroom. The aim of the study is to analyze the online academic activities and academic performance of students amidst the pandemic. A quantitative study design has been opted and a sample of 1106 students has been sampled through a stratified random sampling technique from public sector university. A cross-sectional survey has been conducted and a well-structured questionnaire has been constructed to collect information. The scale of (dis)agreement has been developed to measure the response. The Structural Equation Modelling technique has been employed to measure the direct and indirect effects of the variables. The predictors of poor academic performance are fear of infection, social distancing, and social isolation. The path variables are the challenges of virtual classrooms and monitoring and assessment issues. However, lack of curricular & co-curricular activities has been used as an intervening variable and poor academic performance as the dependent variable. The study findings reveal that social distancing and social isolation during the COVID-19 outbreak resulted in the transformation of physical classes into virtual classrooms. Similarly, the performance of students is seriously affected due to virtual classes (online). The study findings concluded that social distancing, fear of infection, and social isolation have favourable effects on the challenges of virtual classrooms and monitoring and assessment issues among university students. Consequently, these challenges of virtual classroom and assessment issues have favourable contribution towards poor academic performance among university students. The study recommended that educational institutions should take mitigation measures to ensure quality education for the students during such crises in the future.

Keywords: Social Distancing, Monitoring and Assessment, Academic Activities, Virtual Classroom, Academic Performance

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Stakeholders Engagement in Quality Assurance -
Shaping Higher Education with Inputs from all Relevant Voice

Sub Theme-03

INDUSTRY AND EMPLOYER COLLABORATION IN HIGHER EDUCATION QA

Bridging the Gap: The Role of Industry and Employer Collaboration in Higher Education Quality Assurance

Dr. Zunnoorain Khan

The collaboration between industry and employers in higher education quality assurance (QA) plays a pivotal role in ensuring that academic programs remain relevant to the needs of the modern workforce. This paper examines the importance of such partnerships in enhancing the quality, employability, and practical relevance of higher education outcomes. By integrating industry expertise into curriculum development, assessment practices, and accreditation processes, educational institutions can better equip students with the skills and competencies demanded by today's rapidly changing job market. The study explores successful models of collaboration, such as work-integrated learning, industry advisory boards, and joint research initiatives, which have proven effective in bridging the gap between academia and the professional world. However, challenges such as differing priorities, communication gaps, and resource constraints often hinder the effectiveness of these partnerships. To address these issues, the paper proposes strategies for fostering stronger and more sustainable collaborations, including regular stakeholder engagement, flexible curriculum frameworks, and the use of technology to facilitate communication. The findings emphasize that industry and employer involvement in QA processes not only enhances the quality of education but also contributes to innovation, economic growth, and societal development. By aligning educational outcomes with industry needs, higher education institutions can better prepare graduates to meet the challenges of the future workforce, ensuring a mutually beneficial relationship between academia and the professional world. This paper underscores the critical role of collaboration in shaping a responsive and dynamic higher education system.

Key words: Industry Advisory Boards, Quality Assurance (QA), Workforce Readiness, Accreditation Processes

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Anny Ashiq Ali

Data-Driven Quality Assurance: Transforming Higher Education Through Analytics and Innovation

Abstract

Higher education quality assurance (QA) is important for maintaining academic standards and institutional credibility. This study explores the role of data-driven decision-making in strengthening QA processes. By analyzing institutional case studies, we examine the integration of analytics, performance metrics, and continuous feedback mechanisms that can drive evidence-based improvements in education quality.

Our findings highlight that predictive analytics, automated assessment tools, and student performance tracking systems significantly enhance QA effectiveness. Institutions that implement real-time monitoring and data visualization techniques to experience greater transparency, informed policymaking, and proactive quality enhancements. Additionally, faculty engagement in data-driven assessments ensures curriculum relevance and pedagogical excellence.

This paper presents a framework for adopting technology-enabled QA models that support continuous institutional development. Recommendations focus on the integration of AI-powered learning analytics, dynamic accreditation tracking, and faculty development programs to sustain educational quality. The study emphasizes the transformative potential of data-driven QA in fostering accountability and excellence in higher education institutions.

Bio-Sketch

Anny Ashiq Ali serves as the Assistant Professor at Iqra University, School of Nursing, bringing a wealth of experience in nursing education, research, and healthcare leadership. With a strong academic background, including an MSCN degree, she has contributed extensively to qualitative research in nursing and public health. Her research focuses on evidence-based practice, healthcare quality improvement, and interdisciplinary collaboration. As a dedicated scholar, she actively engages in mentorship, curriculum development, and advancing nursing education standards. Passionate about bridging research with practice, she continues to explore innovative approaches to improve patient outcomes and professional growth in nursing.

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MOSAIC – A Conceptual Model of Sustainable Academia Industry Collaboration

Khizer Ahmed Zaki

Abstract

The post-COVID era has transformed the global educational landscape, accelerating knowledge dissemination and reducing the shelf life of information. Emerging trends—such as virtual learning, skill-based instruction, and student-centred pedagogy—have redefined how knowledge, skills, and attitudes (KSA) are assessed, evaluated, and applied. These evolving dynamics highlight the urgent need for stronger, outcome-driven linkages between academia and industry. This study aims to conceptualize a sustainable model for academia-industry collaboration that responds to these shifts and supports mutual growth and innovation.

Using a participant-observer research approach, data was gathered through focused group discussions involving faculty, industry professionals, and academic leaders. The study analyzes the current disconnects, challenges, and opportunities in aligning academic outputs with industry needs. Based on these insights, the research proposes MOSAIC—Model of Sustainable Academia-Industry Collaboration—a strategic framework designed to foster structured partnerships between higher education institutions and the local industrial sector.

The MOSAIC model emphasizes stakeholder engagement, curriculum relevance, mutual capacity building, and long-term sustainability. It serves as a blueprint for institutions aiming to enhance employability, innovation, and socio-economic impact. This conceptual model advocates for continuous dialogue and feedback mechanisms among stakeholders to ensure adaptability in the face of rapid technological and societal change.

In conclusion, MOSAIC presents a forward-looking, collaborative approach that can strengthen the foundations of higher education by bridging the gap between academic outcomes and industry expectations.

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Bio Sketch of Author

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Having decade plus strategic management and leadership experience in academia and industry within the domain of Project Management, Business Process Improvement, Business Analytics and Strategic Implementation of Organizational Objectives with successful outcomes. Played vital role in defining policies and their implementation roadmap to cater to contemporary challenges in volatile market. Pro-active in working with different organizations for overall community outreach programs.

As a lead of career services, placement and external linkages office and student affairs office from the last 3 years, I have made effort to provide students with good 54 student led societies and clubs including thematic and general along with some good 75+ recruitment drives with the placement of more than 300 graduates and alumni in different organizations across Pakistan. Drafting policies, strategic plans and developing SOPs for the smooth operations of departments along with the budget planning and people management are the expertise where I perform good. Go-

ing international and providing students with exchange programs are few of the achievements being made during my tenure.

My core responsibility as the head of office of sustainability at university of central Punjab (UCP) was to develop policies for institution as per UIGM and QS Criterions and promote research for sustainability. It also includes the collection of data for participation in UI Green Matrix and Times Higher Education (THE) Impact ranking.

I have also worked as Solution Architect for the the development and implementation of Campus Management System (CMS) project containing detailed module of OBE&A for the issuance of learning outcomes-based transcripts of engineering students in the campus. I have also been working with Quality Enhancement Cell (QEC) to conduct the indirect assessment tools including employer, alumni and graduate exit surveys based on which curricula is being updated entailing the latest industrial needs. I successfully supervised more than 15 bachelor's industry-based projects with smart solutions.

Gap Analysis of Implementation of Educationn 4.0 in Pakistan

Shaheer Bin Zahid

The Fourth Industrial Revolution (4IR) has triggered far-reaching changes across industries, societies, and economies, necessitating the transformation of education systems to meet new workforce demands. Education 4.0, a response to 4IR, emphasizes learner-centric strategies, technology integration, and competency-based learning to equip individuals for a rapidly evolving technological landscape. Nations such as Malaysia, Germany, and South Korea have successfully implemented Education 4.0 through digital technologies like artificial intelligence (AI), virtual reality (VR), and intelligent learning platforms. However, developing nations, including Pakistan, struggle to adopt Education 4.0 due to infrastructural constraints, outdated teaching methodologies, and inadequate teacher training.

This study aims to analyze the current state of Education 4.0 in Pakistan, identifying key challenges and proposing actionable recommendations for its adoption. Using qualitative research methods, it employs in-depth interviews and focus groups with educators and students, with thematic analysis applied to extract key insights. The findings reveal significant barriers, including a lack of teacher preparedness, substantial rural-urban disparities in digital access, and outdated curricula that hinder the adoption of Education 4.0.

The study underscores the urgent need for comprehensive reforms, including enhanced teacher training programs, equitable access to digital technologies, and the development of adaptive curricula aligned with international trends. The findings offer policymakers a roadmap for integrating digital tools, modernizing pedagogical practices, and improving teacher training to accelerate Education 4.0 adoption. While the study provides valuable insights, limitations such as sample size constraints and contextual challenges are acknowledged. Future research could explore quantitative assessments of digital readiness in Pakistan's education sector and comparative studies with other developing nations.

By addressing these challenges, Pakistan can expedite its transition toward Education 4.0, equipping its workforce for the fast-evolving demands of 4IR and contributing to the broader discourse on educational transformation in developing countries.

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Dr. M. Waseem Bari

Bridging the Gap: Strengthening Industry-Academia Collaboration for Future-Ready Graduates in Pakistan

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Introduction:

In Pakistan, aligning higher education outcomes with the rapidly evolving job market demands is an ongoing challenge. Despite efforts to equip graduates with the necessary knowledge and skills, there is often a disconnect between academic training and industry needs. The increasing pace of technological advancement and shifting labor market requirements highlight the need for closer collaboration between higher education institutions (HEIs) and industries. Employers and industry professionals are critical in ensuring graduates possess the relevant skills to thrive in today's competitive job market. However, numerous obstacles prevent effective industry-academia partnerships in Pakistan, limiting the potential for graduates to meet employers' expectations.

Methodology:

This paper identifies and analyzes the key barriers to successful industry-academia collaboration in Pakistan. A mixed-methods approach will be employed, combining a comprehensive literature review with qualitative research, including interviews with key stakeholders from academia, industry, and policy-making. The study will also review existing frameworks and case studies of successful collaborations from local and global contexts to provide insights into potential solutions. Data will be analyzed to uncover recurring challenges and opportunities for improved cooperation between the two sectors.

Results:

Preliminary findings indicate several factors hindering effective industry-academia collaboration. A primary challenge is the lack of structured communication channels between higher education institutions and industries, which results in insufficient feedback loops regarding industry needs. Additionally, the absence of industry experts in curriculum design and skills assessments leads to educational programs that fail to equip students with the necessary practical skills. Limited financial resources for joint initiatives and mismatched priorities and cultures in academia and industry further exacerbate the gap. Furthermore, there is a notable lack of government incentives to promote sustained collaboration.

Stakeholders Engagement in Quality Assurance -
Shaping Higher Education with Inputs from all Relevant Voice

Sub Theme-04

GOVERNMENT, REGULATORY BODIES, AND PROFESSION- AL ASSOCIATION IN QA

Governing Educational Technology: A Critical Analysis of Policies and Actor Networks in EdTech Adoption

Nosheen Saba

Abstract:

The rapid integration of educational technology (edtech) across global education systems is profoundly influenced by policies and governance frameworks enacted by governments, institutions, and actor networks. This research critically examines the interplay between policy design and edtech adoption, focusing on how state-led initiatives, institutional practices, and private-sector partnerships shape educational outcomes.

The purpose of this study is to uncover how governance mechanisms—ranging from regulatory frameworks to discursive strategies—impact the development, accessibility, and ethical dimensions of edtech. Using a multi-case qualitative research methodology, this study analyzes policy documents, conducts stakeholder interviews, and applies network analysis to identify key actors and their roles in shaping edtech landscapes in South Asia, with a particular focus on Pakistan.

Findings reveal a dynamic interplay between public and private sectors, where market-driven logics often overshadow equity-focused policies. Additionally, the centralization of decision-making processes limits participatory governance and excludes marginalized voices, particularly from low-resource communities. The analysis highlights significant gaps in data privacy regulations, sustainable practices, and the inclusion of diverse socio-cultural contexts in edtech governance.

The study concludes by proposing actionable frameworks for participatory, inclusive, and sustainable governance in edtech. These frameworks emphasize co-design with local stakeholders, the integration of ethical guidelines in policy-making, and enhanced collaboration between governments and grassroots organizations.

This research is significant for policymakers, educators, and technologists as it provides critical insights into how governance structures can better align with social justice imperatives and foster equitable access to education technologies.

Keywords: Policy, Governance, EdTech, Actor Networks, Equity, Ethical Governance, South Asia, Pakistan

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Dr. Tariq Rehman

Use of Generative AI for the qualitative evaluation of internal audit observations

Abstract

The Quality Management System (QMS) at NED University of Engineering and Technology has played a crucial role in achieving operational goals and ensuring compliance with quality standards. Its implementation has led to streamlined procedures and productive outcomes that benefit the institution and society. This study explores the effectiveness of Generative AI in analyzing internal audit observations, identifying recurring issues, and providing insights for process improvement. A dataset comprising the last ten internal audits was used to train the AI model to classify observations into major non-conformities, minor non-conformities, required corrections, and areas for improvement. The AI effectively identified the top ten recurring audit findings and the most affected departments, along with the root causes and associated challenges.

The findings provide valuable insights for university administrators to proactively address compliance issues, enhance internal auditing processes, and optimize resource allocation for quality assurance. While the study demonstrates the potential of Generative AI in audit evaluation, limitations include possible biases in training data and the necessity of human validation. Future research could explore integrating AI-driven audit analysis with real-time corrective action systems.

Bio Sketch

Dr. Tariq Rehman is working as a Dy. Director QEC at NED University of Engineering and Technology. He is also working as an Assistant Professor in the Department of Electronics Engineering. He has a total professional service length of 15years. At QEC, he brings his expertise in the areas of AI and analysis in the domains of QEC. In addition, he looks after assignments related to HEC and Sindh HEC. He is very passionate at improving the quality related infrastructure in the academia.

Addressing the Challenge of Higher Education and the Social Sciences in Nigeria

Geoffrey Nwaka

The paper addresses the growing concern that poverty, social inequalities and political instability remain so pervasive in Africa in spite of the vast increase in higher education, and in social science research and knowledge. "Why is so much that is said, written and spent on development having so little effect on the problems it seeks to address?" The dramatic decline in the quality and relevance of higher education in recent years can be attributed to prolonged military rule and the economic crisis of the 1980s and '90, which led to reduced funding for universities and other institutions of higher learning at a time when student numbers and research needs were increasing rapidly. The paper considers the policies and programmes introduced by the National Universities Commission and other regulatory bodies in Nigeria, and by individual universities themselves to reform and revitalize the system, to improve the quality of research and learning, and above all to ensure wider and more equitable access to educational opportunities. It also considers the cleaning up and the catching up which the administrators, staff and students of these institutions have to do in order to update themselves, restore their credibility, and relate more meaningfully with the state and other stakeholders in the development process. To strengthen the social sciences the paper argues for rethinking the mission and vision, as well as the academic curricula of the universities in order to equip them better for the challenges of the new knowledge society. How can local content and local research capacity be enhanced and applied to solve local problems more effectively, while at the same time connecting to international discourse and best practices? The paper argues for reviewing the traditional disciplinary structure for social science teaching and learning, which has tended to artificially compartmentalize knowledge, and to promote a fragmented, incoherent and intellectually parochial approach to social science education. It also offers some ideas on how to improve government and donor support needed to revitalize these institutions, rehabilitate their deteriorating infrastructure and services, and strengthen their internal governance.
Keywords: Africa, higher education, education crisis and reform, international partnerships.

Bio – Nwaka:

Geoffrey I. Nwaka, MA (Birmingham), PhD (Dalhousie) is Professor of History and former Dean of Postgraduate Studies at Abia State University, Uturu, Nigeria. He has a wide teaching and research experience in Nigerian universities, and has been researcher and visiting scholar in Europe, Australia and North America. His research interests focus on historical and contemporary urban issues, environmental protection, and African development. In 1990/91 he served as Special Adviser to the Governor of Imo State of Nigeria, and he has several scholarly publications.

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Aleena Naqvi

The Impact of the Washington Accord on the Quality of Higher Education in Engineering Institutes in Pakistan

Abstract:

The Washington Accord, a global framework for the mutual recognition of accredited engineering programs, has played a pivotal role in shaping the quality of education systems in Higher Education Institutes (HEIs) in Pakistan. As a member country, Pakistan has embraced the principles of the Washington Accord to enhance the standard of engineering education, ensure global compatibility, and promote international mobility of its engineering graduates. This abstract explores the multifaceted impact of the Washington Accord on the quality of higher education in engineering institutes in Pakistan.

The Washington Accord sets forth globally recognized standards for engineering education, creating a framework that aligns curricula, faculty qualifications, and institutional infrastructure with international benchmarks. In Pakistan, this has resulted in a paradigm shift in the accreditation and quality assurance processes for engineering programs. Accreditation bodies in the country work in accordance with the Washington Accord criteria, ensuring that HEIs offering engineering degrees meet stringent standards of excellence.

One of the notable outcomes is the promotion of consistency and uniformity in engineering education across Pakistani institutions. The Washington Accord encourages the adoption of best practices and benchmarks that have been proven effective on a global scale. This has led to the establishment of robust quality assurance mechanisms, fostering a culture of continuous improvement in engineering education programs.

The Washington Accord has significantly impacted the mobility of Pakistani engineering graduates on the global stage. Graduates from accredited programs in Pakistan enjoy recognition in member countries, facilitating their ability to work internationally. This recognition not only enhances the employability of Pakistani engineers but also promotes the exchange of knowledge and expertise on a global scale. Pakistani engineers, equipped with internationally accepted

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Evaluation of QA Role & Function in University, The Case of Higher Education Intuitions in Khyber Pakhtunkhwa

Dr. Tahseen Ullah

Higher Education Commission introduces the notion of quality in Higher Education Sector in Pakistan through establishment of Quality Assurance Agency (QAA) to promote, enhance and assure the quality of Higher Education Institutions (HEIs). QAA as policy making and monitoring organization for enhancement and assurance of Quality in HEIS established Quality Enhancement Cells (QEC) in universities across the country. QEC served as central unit for monitoring and enhancing the quality of education by developing, implementing quality assurance policies, procedure and practice. The research study using empirical data from HEIs in Khyber Pakhtunkhwa assess the effectiveness of QAA and QEC for promoting quality in Higher Education Sector and share the success and failure factor of QAA from the lens of its stakeholders i.e. faculty, student and university administration.

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Muhammad Aslam

Perceptions of Curriculum Development for Enhancing Academic Quality in Workers' Welfare Secondary Schools, Punjab, Pakistan

Abstract

The study seeks to evaluate stakeholders' views on the development of the secondary school curriculum and its effectiveness in enhancing academic quality, fostering critical thinking, and aligning with societal needs. The study was survey-based and descriptive in nature, employing both quantitative and qualitative (QUAN-qual) research methods. A multistage cluster sampling approach was used, specifically a two-stage cluster sampling technique. Data was collected from 231 participants—including principals, teachers, students, and parents—using questionnaires and semi-structured interviews. These participants were selected through stratified sampling from various Workers' Welfare Schools in Punjab. The findings highlighted a gap between the curriculum and societal needs, with a mean score of 3.86 reflecting dissatisfaction among stakeholders. Although most respondents recognized that the curriculum is updated regularly, they pointed out its insufficient focus on practical application and overemphasis on theoretical content. The study also underscored strong support for involving teachers in the curriculum development process as an essential measure to improve academic quality. The study's findings emphasize the importance of policy interventions that prioritize teacher participation in curriculum development and work towards bridging the gap between theoretical and practical content. These recommendations are intended to improve the relevance and quality of education in secondary schools. The study is confined to Workers' Welfare Schools in Punjab and may not fully reflect other educational settings in Pakistan. Future research could consider comparative analyses between public and private schools or conduct longitudinal studies to assess the long-term effects of curriculum reforms. The study was concluded from the results that while there is general agreement on the need for curriculum updates and teacher participation, there is a recognized gap in the curriculum's practical application, which poses an academic challenge. The study presented some solutions in the form of recommendations.

Keywords: Curriculum, PWWF, Academic Quality, Critical Thinking, Societal Needs

The role of Government Regulatory Bodies and Professional Associations in Quality Assurance at Saidu Medical College

Dr Humera Gabeen

Dr. Tahseen Ullah

Quality assurance (QA) in medical education is critical for maintaining high standards and ensuring the competency of healthcare professionals. Regulatory bodies and professional associations play an indispensable role in setting and enforcing guidelines that uphold the quality of medical education. At Saidu Medical College, these entities contribute significantly to the systematic evaluation and enhancement of academic and clinical practices, aligning the institution's educational outcomes with both national and international benchmarks.

Objective

This study aims to assess how regulatory bodies and professional associations influence the Quality Assurance practices at Saidu Medical College, focusing on curriculum development, accreditation, faculty advancement, and student assessments.

Methods

A qualitative approach was chosen to study the insight perspectives of key stakeholders. Purposive sampling was used to select administrators, faculty, and students, ensuring a diverse range of responses.

Results

The findings provide actionable insights for policymakers to refine accreditation standards and for institutions to adopt best practices in curriculum design and faculty development, ensuring alignment with local and international benchmarks.

The PMA fosters professional development and collaboration between academia and the healthcare industry. Both entities significantly shape policies related to clinical training, ethical practices, and assessment methodologies, fostering a culture of excellence in medical education. These contributions highlight the need for ongoing collaboration and capacity-building initiatives to standardize and improve medical education across institutions in Pakistan.

Future Research Directions

This study is limited to Saidu Medical College, and findings may not be fully generalizable to other institutions. Future research could compare similar institutions across Pakistan or explore the impact of these QA processes on graduate outcomes.

Conclusion

The active involvement of government regulatory bodies and professional associations is vital for sustaining and advancing the quality assurance processes at Saidu Medical College. Their collective efforts ensure a dynamic curriculum, robust assessment practices, and competent graduates who can meet the evolving healthcare demands of the community. Strengthening these partnerships will further enhance the effectiveness and quality of medical education at the institution.

Keywords:

Quality assurance, Saidu Medical College, regulatory bodies, professional associations, medical education, accreditation, Pakistan Medical and Dental Council (PMDC), Pakistan Medical Association (PMA).

Designing A Sustainable Quality Assurance Model For Nursing Education In Pakistan: Policy Development And Implementation Strategies

Kashif Khan

Abstract

Introduction/Background: Amid a global healthcare landscape strained by a critical shortage of skilled professionals, hospitals face immense challenges in meeting escalating demands for care. The healthcare workforce crisis looms large, creating ripples across healthcare systems worldwide. In the face of this daunting challenge, innovative solutions must emerge to ensure sustainable and quality healthcare delivery. As we confront this crisis, reimagining approaches become imperative for the future of healthcare.

Problem Statement: The rapid proliferation of nursing colleges in Pakistan, coupled with weak regulatory oversight, raises concerns about the quality of education. Many institutions lack robust quality assurance mechanisms, leading to outdated curricula and inadequately prepared graduates. This threatens the achievement of Sustainable Development Goals (SDG 3 and SDG 4) by compromising healthcare quality and equitable education standards.

Purpose: To evaluate the current state and regulatory frameworks of nursing education in Pakistan, identify quality challenges, and develop a sustainable quality assurance model with evidence-based policy recommendations for continuous improvement.

Materials and Methods: The study will adopt a multiple case study design with a stepwise approach, combining qualitative and quantitative methods to explore the quality of nursing education in Pakistan. First, diverse nursing institutions will be selected based on geographic, institutional, and ownership criteria. Next, regulatory policies, accreditation reports, and curricula will be reviewed to assess institutional frameworks. In the third step, qualitative data will be collected through semi-structured interviews with administrators, faculty, students, and regulatory officials, alongside focus group discussions for collective insights. The fourth step will involve quantitative surveys with 200-250 participants to evaluate perceptions of quality and compliance. Observational site visits will follow, using standardized checklists to assess educational facilities and resources. Finally, triangulated data will be analyzed to propose a sustainable quality assurance model and evidence-based policy recommendations for improving nursing education in Pakistan.

Conclusion: This study will assess the quality of nursing education in Pakistan, focusing on regulatory challenges and institutional frameworks. It aims to propose a sustainable quality assurance model and policy recommendations for continuous improvement. The findings will contribute to enhancing nursing education and aligning it with global healthcare needs and SDG goals.

Keywords: Nursing Education, Quality Assurance, Regulatory Frameworks, Sustainable Development Goals (SDGs), Healthcare Workforce.

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Stakeholders Engagement in Quality Assurance -
Shaping Higher Education with Inputs from all Relevant Voice

Sub Theme-05

COMMUNITY ENGAGEMENT AND SOCIAL RESPONSIBILITY IN QA

Cybersecurity Challenges in Higher Education Institutions: Ensuring Data Protection.

Junaid Sattar BUTT

Abstract:

The rapid integration of digital technologies in higher education has intensified the need for robust cybersecurity measures, with data protection emerging as a critical concern. This study aims to identify the most common threats faced by universities, assess the effectiveness of existing security measures, and propose strategies for safeguarding sensitive academic and administrative information. Using a mixed- method approach, quantitative data on reported breaches were gathered through surveys from 40 higher education institutions, complemented by qualitative insights from semi-structured interviews with IT administrators and academic staff. The findings reveal that phishing attacks, ransomware, and unauthorized access attempts remain prevalent threats, often exacerbated by limited cybersecurity training, outdated systems, and decentralized IT structures. Furthermore, budgetary constraints and inconsistent enforcement of security policies impede the adoption of comprehensive protection frameworks. Analysis of the data indicates that a multi-layered defense strategy—encompassing encryption, advanced firewalls, regular system updates, and ongoing staff training—significantly reduces the risk of breaches. The study concludes that improving cybersecurity in higher education demands policy reforms prioritizing data protection, increased funding for IT infrastructure, and enhanced collaboration among institutions to share best practices. These results underscore the importance of a proactive stance in managing cyber risks to safeguard institutional integrity, maintain stakeholder trust, and ensure the continuity of quality education in an increasingly digital environment.

Keywords: Cybersecurity; Data Protection; Higher Education; Multi-layered Defense; Policy Reforms.

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Dr. Bilal Sarwar

Stakeholder Perceptions of Quality Assurance Mechanisms in Higher Education

Abstract

The aim of the present study is to examine the impact of quality assurance (QA) process on overall satisfaction levels of higher education institutions, specifically with reference to the attitudes of faculty and administration staff. The four main variables have been examined in the study, awareness and understanding of QA processes, faculty participation in QA processes, the impact of QA on teaching and learning outcomes, and perceived barriers in the application of QA, and how these variables relate to overall satisfaction towards QA processes. The study also examines the attitudes of higher education institution staff towards QA mechanisms and their impact on enhancing teaching efficiency, institutional performance, and governance. A quantitative research approach was utilized with the application of Smart-PLS (PLS-SEM) analysis to analyze variable relationships. The data were collected from 257 administrative and teaching personnel of different higher education institutions to ensure an inclusive and representative sample. Structural Equation Modeling (SEM) was utilized to test hypothesized relationships and establish the proposed hypotheses. The findings indicate that all predictors have a positive and statistically significant relationship with overall satisfaction with quality assurance (QA) processes. University employees who exhibited higher awareness, active engagement, and firm beliefs in the contribution of QA to improve teaching and learning exhibited higher levels of satisfaction. Additionally, while perceived challenges were deterrents to QA implementation, they were sources of improvement too when addressed appropriately. This research is significant to the body of knowledge as it reports empirical evidence of faculty and administrative personnel attitudes toward QA in the context of higher education and how QA mechanisms impact teaching quality and institutional performance. All-inclusive stakeholder analysis is crucial for higher education policymakers, administrators, and faculty development programs as they highlight increased participation and strategic QA implementation to improve institutional effectiveness.

Bio Sketch:

Prof. Dr. Bilal Sarwar is the Director of Quality Enhancement & Accreditation at BUITEMS, where he leads institutional quality assurance initiatives and is a professional member of the American Society for Quality (ASQ). With experience as a Chairperson, Department of Management Sciences, and Program Coordinator, he has a strong background in academic administration. His research expertise includes finance, econometric forecasting, corporate governance, and higher education quality assurance. He actively contributes to faculty development and digital learning being the Lead, BUITEMS Learning and Teaching. His contributions have played a significant role in strengthening quality assurance practices in higher education, enhancing BUITEMS' recognition in QS and Times Higher Education rankings, and fostering academic excellence through research, policy formulation, and digital learning initiatives.

Aligning Quality Assurance & Institutional Accreditation to the 17 UN Sustainable Development Goals

Scott Blair

Abstract

In face of the looming global climate crisis, the very notion of what constitutes a quality education is fast changing, both in terms of student learning outcomes and institutional operations. Eco-literacy, education for sustainable development, and net zero carbon accounting constitute the new good practice in higher education, and quality assurance and accreditation play a critical and urgent role in leading and guiding HEIs through this process. The 17 UN Sustainable Development Goals and UNESCO's 8 Key Competencies for Sustainability provide quality assurance agencies with the concepts, tools, and processes they need for re-imagining good practice in community engagement, social responsibility, and Earth stewardship.

However, accreditation standards in higher education—across the entire landscape of institutional accreditation—are extremely weak on quality indicators and assessment requirements related to student sustainability learning, ecological practice, and social and environmental impact. Worse, many quality agencies and commissions are wholly silent on the entire topic of sustainability, both in terms of basic operations and student learning and behavioral outcomes.

To address this problem, this brief session presents a research-based overview of the "greenness" of leading accreditation standards used in IHE today. It textually deconstructs accreditation standards, rates their eco-sensitivity, and provides carrots and sticks for strengthening accrediting bodies in line with the SDGs and education for sustainable development. It provides innovative guidelines and practical approaches to embedding the SDGs into national and international quality assurance protocols. And it provides case-study insights into governmental efforts to rethink and redesign national accreditation processes in line with the SDGs.

The "greening" of the standards, processes, and outcomes of institutional accreditation and quality assurance provides colleges, universities, business schools—and national/governmental regulatory bodies—with the additional motivation they need to address the climate crisis head-on. This is a call to action for transformative change!

Aims and Intentions (Intended Learning Outcomes)

1. Appreciate the role accreditation plays in helping HEIs become more sustainable and eco-literate

2. Develop critical & comparative awareness of the "greenness" of major accrediting associations

3. Acquire insight into how to nudge accrediting bodies to become "greener" and more socially responsible

4. Develop advocacy skills in helping accreditors assume their social & environmental responsibilities

Dr. Z. D. Mirani

Challenges, Opportunities, and Strategies for Enhancing Quality in Non-Formal Agricultural Education

Agricultural education within non-formal settings in Pakistan, particularly through extension approaches, has been the subject of significant criticism, primarily due to its perceived inability to effectively deliver quality education to farmers. The critiques typically focus on several key issues, including the supply-driven nature of services, insufficient technical support, an overemphasis on large-scale farmers, limited outreach to smaller farmers, and the prevalent top-down approach to educational delivery. While some of these concerns are legitimate, it is essential to acknowledge that many of the challenges faced by agricultural educators in non-formal settings are deeply rooted in systemic issues that extend beyond the immediate control of individual extension workers. These include inadequate pre-service training, limited opportunities for in-service professional development, an overwhelming burden of non-educational tasks, low salaries, and limited career advancement prospects for extension personnel. Moreover, agricultural education services are further constrained by the vast, geographically dispersed farmer population, insufficient operational funding, and a lack of adequate transportation infrastructure. Despite these considerable challenges, public non-formal agricultural education systems have played a pivotal role in improving agricultural practices in developing countries, including Pakistan. However, the effectiveness of these services has been undermined by various economic reforms, particularly those influenced by international donors, which have led to drastic cuts in educational personnel. Additionally, decentralization efforts have marginalized agricultural education services, especially in remote and underserved areas, which are increasingly being served by non-governmental organizations (NGOs) due to logistical and operational constraints. In response to these challenges, there has been increasing advocacy for alternative models of agricultural education. These include privatization of extension services, greater involvement of diverse stakeholders in service delivery, outsourcing, and the promotion of farmer-to-farmer education approaches. This presentation will critically examine various non-formal agricultural education programs and strategies designed to ensure quality in service delivery. Furthermore, it will discuss the contemporary challenges faced by agricultural education systems in Pakistan and propose potential solutions, with a particular emphasis on integrating sustainable farming practices into the educational framework. Through this analysis, the presentation seeks to highlight practical strategies for overcoming existing barriers and enhancing the effectiveness of agricultural education in non-formal settings.

A RELATIONSHIP BETWEEN CO-CURRICULAR ACTIVITIES AND ACADEMIC ACHIEVEMENT OF LEARNERS AT BACHELOR LEVEL

Syed Razi Ul Hussnain

Abstract

Co-curricular activities have so many benefits like confidence development, skills of communication and a healthy physic as well. As we know that we are living in an environment where we have small idea of how co-curricular activities affect our academic performance or percentage. We only give importance to our studies in order to achieve higher marks in exams. The purpose of this study is to check the relationship between co-curricular activities with academic achievement (GPA) of bachelor level students of social sciences at Air University, Islamabad. The objective of this study is to check relationship between co-curricular activities and academic achievements (GPA) of the students. The population of this study was all bachelor level students of social sciences with male and female at Air University, Islamabad. A sample size of 50 students were selected on the basis of random sampling technique. A likert scale 5 questionnaire tool was used to collect data. A quantitative and descriptive research design was used to conduct study. The questionnaire was generated by researcher and was consisting of 20 points regarding co-curricular activities. SPSS was used to correlate co-curricular activities with GPA of students by using Pearson "r". It was found that co-curricular activities were having positive correlation with academic achievement (GPA) of the students. Investigating the relationship between co-curricular activities and students' academic achievements can offer valuable insights for educators and policy makers. This study conclude that co-curricular activities affect academic achievements of the students and those students that are keenly involved in activities become more affected.

Keywords: Co-curricular activities, academic achievements, bachelor level, GPA

Exploring the Challenges Faced by Female University Students in Community Services: A Case Study of Jinnah University for Women, Karachi

Ms. Nudrat Waheed

Purpose: In this challenging environment, higher education institutes are focusing on imparting quality education by focusing on multidimensional areas, especially by engaging students in community services to address sustainable development goals and uphold quality assurance. This study explores the challenges faced by women in higher education to participate in community services. The study aims to investigate the impact of challenges (Socio-cultural factors) on community service engagement activities for women students at Jinnah University.

Methodology: The study is based on a post-positivism approach with quantitative methods. A survey questionnaire was used to investigate the impact by targeting the students of Jinnah University for Women. As we know the study population, we applied probability sampling with a stratified technique. For data collection, university students are divided into five different faculties: sciences, Social Sciences, Management Sciences, Pharmacy, and Medical and allied Health Sciences, and the sample size is approximately 308 students.

Results: The study found that Socio-cultural factors significantly hinder female students' participation in community service activities. Family beliefs, cultural norms, religion and financial constraints knowingly obstruct students' involvement. Students are reluctant to contribute to community service activities due to the lack of social support, although they are marked as a class participation subject.

Limitation: several limitations followed by the study, such as sampling methods and sampling size, are some of the limitations of the study. The study focused on only Jinnah University female students; it can be broken the circle to other university female students. Lastly, the study focused on limited variables contextually. Other variables will be added for future research, such as income, family background, social class, etc.

Originality: The insights expanded from this research contribute to the broader understanding of gender dynamics in community engagement, particularly within the Pakistani context, and provide valuable direction for policymakers and educators seeking to promote active civic participation among female university students.

Key Words: Community Resilience; Family Belief; Financial Constraints; Religion; and Cultural Norms.

Ethics in research to ensure integrity, accountability, and the societal impact of academic inquiry

Javerya Sabir

Objective:
Ethics in research is fundamental to ensuring integrity, accountability, and the societal impact of academic inquiry.

This proposed study investigates the extent to which research ethics are adhered to by university-level researchers, including students, faculty, and administrative stakeholders.

Anchored in globally recognized frameworks such as those by the World Health Organization (WHO), which emphasize principles like informed consent, data confidentiality, and participant protection (WHO, 2011), this study aims to evaluate ethical practices within the academic context.

The research is inspired by the critical need to align institutional practices with international standards and address the gaps highlighted in existing literature (LSE, 2015; JNU, 2020).'

Study Design
A quantitative study design will be employed, leveraging a structured questionnaire adapted from the Research Ethics Questionnaire developed by the Faculty of Social Sciences, University of Vienna.

Methodology: This questionnaire has been modified to measure key dimensions of research ethics, such as informed consent, the management of sensitive data, conflicts of interest, and researcher well-being.

Data will be analyzed using statistical methods, including descriptive statistics and hypothesis testing, via SPSS.

Study Population: Responses will be collected from a diverse pool of university stakeholders. The questionnaire will allow for a systematic evaluation of current practices and the identification of specific areas needing improvement.

Results:
The anticipated findings of this study are expected to reveal discrepancies in the awareness and application of ethical principles among different stakeholder groups. For instance, faculty members may demonstrate higher adherence to ethical guidelines compared to students or administrative staff. Iportance of consent and ethical considerations in the use of data related to a person/ population or an organization need to be highlighted in our national scenario. It may help to develop principles and policies for collection and use of data of an organization. These insights will inform the development of targeted interventions, such as awareness campaigns and training programs, to enhance ethical compliance at the institutional level.

Conclusion: By benchmarking the results against global standards and WHO guidelines, this research aims to provide actionable recommendations for fostering a robust culture of ethical research in universities.

The study's contribution lies in addressing systemic gaps, creating a bridge between theoretical principles and practical application, and offering a roadmap for enhancing the ethical rigor of academic research.

Limitations: Due to time and financial constraints data from different HEIs cannot be collected. In future this study can be expanded to include HEIs from all provinces and both public and private sector.

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Muhammad Nawaz Tunio

Involvement of local communities in shaping agendas for research: Implications for University QA System.

Abstract

This paper explores the role of community engagement in enhancing quality assurance (QA) systems within higher education institutions, emphasizing the importance of involving local communities in shaping research agendas. As universities seek to improve their research impact and societal relevance, integrating community voices into decision-making has become a critical strategy. A qualitative approach, utilizing semi-structured interviews with community members, university researchers, and QA practitioners, was employed to examine the impact of community involvement on QA frameworks. Thematic analysis revealed that community engagement enhances transparency, accountability, and trust, thereby strengthening the responsiveness of universities to societal needs. However, challenges such as power imbalances, lack of formal channels for dialogue, and insufficient capacity within both universities and communities were identified. To address these barriers, the study advocates for institutionalizing participatory research practices, providing training for faculty on inclusive methodologies, and adopting culturally sensitive engagement strategies. The findings underscore the value of community participation in research as a means to bridge the gap between academia and society, reinforcing universities' role as socially responsible institutions. This research contributes to the discourse on inclusive governance in higher education, offering practical recommendations to optimize community engagement and improve QA systems.

Keywords: Community Engagement, Quality Assurance (QA), Higher Education, Participatory Research, Social Accountability, Research Impact

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