

QUALITY GRADUATES THROUGH STRUCTURED CO CURRICULAR ACTIVITIES

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Abstract

Quality graduates is being described as employable graduates, holistic graduates, all rounded and well balanced personalities of graduates. These terms specifically reflect the expected product of the Malaysian higher learning institutions. The feedback from the stakeholders seems to support various theories suggesting that universities graduates lack in various human basic skills. It is also suggested that there is a mismatch of courses offered by the universities in comparison to the demand of workforce in the industries. Based on these premises, the Ministry of Higher Education Malaysia (MOHE) has identified 7 thrust of soft skills and instructed the universities to employ them in teaching and learning. In International Islamic University Malaysia (IIUM), the emphasis on the relationship between knowledge and human basic skills has been the core agenda of the university. This paper analyses the university programmes towards producing well balanced graduates. The evidences so far positively support the vision and mission of the university while acknowledging the ongoing challenges ahead. The methodology is a mixed qualitative and quantitative approach. The research looks at all the policies, programmes as well as the activities designed for the students. Result of surveys conducted to measure the effectiveness of identified skills is discussed. Secondary data is utilized when relevant.

Key words:

Quality graduates, soft skills, co-curricular activities, Malaysian universities, employable graduates, holistic graduates

INTRODUCTION

The terms holistic personalities, well balanced personalities, all rounded personalities are commonly used to describe the mission to produce quality graduates. The identified mission is translated from the critical agenda of the country and cascaded to all public higher learning institutions to be materialized through strategic planning and plan of action. (*Pembangunan Pelajar Memperkasakan Kokurikulum Insituti Pengajian Tinggi*, 2009). The critical agenda projects are measured through various key performance indexes. It is the duty of all agencies involved to identify the plan of action for the targets within the short term and long term period agreed by all the players. It was mentioned in the National Higher Education Strategic Plan (NHESP, 2007) that the desired human capital should excel in education, be skilful, knowledgeable and innovative as aspired by the nation. (POST, AKEPT, Dec 2010, vol. 01, p.23) The management planning approach is top down. It is very important that all parties understand the vision and mission of the institution in order to carry out the function effectively. The Student Development Division (S-Dev) IIUM pursues the national and *ummatic* agenda towards producing employable and competent graduates. This division was established in 2003. Earlier to its establishment, the role of student development was assumed by many parties. The student development scope of jobs concerns the voluntary activities relating to leadership and management of students, cultural, uniform bodies, and entrepreneurship, speech and public speaking activities as well as the structured co curricular programmes. The latter is considered a compulsory programme and it is part of the graduation requirements. The university has taken positive effort towards proper recognition of student activities in IIUM.

Organizational Structure of Students Development

Every organization sets its vision and mission in its journey. Student Development Division has set to become a leading agency in managing co curricular activities and developing students' soft skills and personality. On this basis all staff is geared towards rendering best services in managing student's co curricular activity. As a result, S-Dev manages to pool well trained personnels and experts on student development. In IIUM the roles are shared between S-Dev with 15 other kulliyah that focusing on the academic based students programmes, the hostels management which also cater voluntary programmes on small and big scale projects most of them take place within their hostels. In addition, the university has specific units to deal with student community services activities and counseling unit which among others provide training to students who are interested to become peer counselor. The sport and recreational voluntary activity is put under the jurisdiction of sport and recreational centre which activities covers both, staff and students.

Organisationally, S-Dev works as an agency focusing on students' structured and non structured co curricular programmes. All undergraduate students are required to contribute financially to their activities in the university. Even though the university has allocated a big portion of budget for the activities, the contribution from the students will indirectly motivate them to get involved in the activities. At the same time, students are also encouraged to raise funds on their own either through sponsorship or grants. All the funds are to be credited in the university account for proper monitoring system and students are required to prepare proposal to justify proper utilization of budget.

The programmes are divided into students driven and department driven. Student driven programme must be planned, organized and reported by the students themselves. An advisor will take charge of the event and student development division will play its role as the monitoring agency to oversee the running of the programme. The advisor will be appointed by the Rector of the University on annual basis. This job forms part of staff corporate responsibility towards the community of IIUM.

Department driven programme refers to programmes planned and organized by the staff of Student Development Division for the benefit of the students and staff as well. In many instances, the programme will be hosted by the staff and the students will become the participant or committee members. Though S-Dev focuses more on students' driven programme but due to time constraint faced by the students, S-Dev needs to allocate for some of the programmes that may be organized close to exam time as department's driven. This type of planning will allow for utilization of the office operating budget to be used for staff and students.

FOCUS OF STUDENT DEVELOPMENT

S-Dev Vision and Mission

In the early establishment of the IIUM, the university aimed towards producing professional Muslim in various fields. Such vision is understood as IIUM is an Islamic institution. The very purpose of the establishment as characterized in the Declaration of Mecca in 1977 is to provide a higher learning institution for the Muslim countries. (Annual Report 2007, 2008, 2009) Based on that, IIUM has set a different vision known as the Triple IIICE. It names the Islamisation, Internationalization, Integration and Comprehensive Excellence as the main focus. Being an Islamic institution for the Muslim in the whole world, internationalization becomes the focus agenda to meet the world expectation. Islamisation represents the need to islamized all the human knowledge so as to make them in consonant to the spirit of Islam. Integration, apart from being the aims for knowledge also represents the *ummah*, *muslim* and non *Muslim* alike, thus as such, the stated vision of integration is necessary. Over times, the vision and mission was gradually changed to realize specific aim and also to facilitate the various new demands.

Focus of Direction

S-Dev upholds the uniqueness of IIUM being an Islamic university. The philosophy that is based on *tawheed* and its vision that highlights the Islamization, the integration, internationalization and comprehensive excellence have been manifested and practiced in all activities in IIUM.

Nowadays, holistic student development has become one of the identified 22 critical agendas at the Ministry of Higher Education. As such, it automatically becomes a key performance index for every public university in Malaysia. In IIUM, the holistic student development agenda has been further translated into various strategies. The

emphasis is only on the high impact strategies. One of the strategies is to produce employable graduates. This aim reflects the practical output of holistic student development. The simplest manifestation of the success of the programmes is through the survey of marketability of IIUM graduates. In this regard, IIUM has conducted tracer's study which is also a national initiative supported by the Ministry of Higher Education Malaysia. The result of the previous year of tracer's study positively shows an increase of percentage of IIUM student been employed within 6 months of their graduation. In the year 2010, 72% of the respondents agreed that they secured a job within 6 months of graduation (Reported during Mesyuarat Timbalan-Timbalan Naib Canselor Universiti-Universiti Awam Malaysia, No. 1, 2011)

Curriculum Design and Standard

IIUM aims to produce a unique quality of graduates as compared to other public institutions. IIUM graduates are expected to portray good image of Islam. Based on this premise, apart from being different in academic syllabuses, this institution has from its establishment designed different modules and activities for all its co curricular activities. (*Kegiatan Ko-Kurikulum Kea rah Pendekatan Holistik Sebagai Aktiviti Teras di IPTA.2001*) Nevertheless, in its initial programmes and realizing the constraint of time and lack of qualified human resources especially to harmonise all academic based human knowledge with Islam, IIUM has designed supporting co curricular programmes through its well guided activities. The co curricular programmes have been specially designed to cater for moral and spiritual development of the students. To ensure its implementation, the students are made compulsory to undergo the programme from level 1 until level 3. Nevertheless, there is no penalty imposed on students if they failed to attend those programmes. This practice clearly explains that the compulsory instruction is only to inform the students on the importance of the programme to the university and the *ummah*.

The co curricular activities have gone through various reviews. The aim is always to make the programmes in tandem with times and demands. It has been improved to make it more structured in its implementation and qualities are monitored through the various quality management system such as Balance Scorecard and ISO.

As part of enhancement programmes, IIUM has established a specific department to deal with co curricular activities. The Student Development Division provides structured co curriculum activities as well as manages for voluntary activities of the student through various student clubs and bodies. The university designed a 4 year plan of programmes for the students. Apart from academic related programmes, the university also planned various educational but intellectual and spiritual programmes. The involvement in activities either as participants or organizer will expose student to various human basic skills such as leadership, team work and communication skill. At that point of time, there is no such method employed to measure the degree of skills acquired by the students. It remained as part of the university agenda and the students as customer have never been asked to give feedback on success of the implementation. However, IIUM through its industrial linkages and networking always received good feedback from the employers about IIUM graduates. (Tracer Study 2009)

When the number of students increases while problem of lack of staff remains, it was decided that the responsibility to handle students spiritual development to the residence management especially to handle the core part of the programmes package at the hostels. These efforts have helped to minimize logistic problems and lack of facilities for the running of the programme.

The students' residence management conducted the programmes and activities with the supervision from the fellows and selected senior students. The student activities are later being developed from time to time and the programmes varied. With change of time and demand, IIUM does not only concern with the content but also the activities and skills that transferred in teaching and learning.

As mentioned earlier, the Student Development Division sets to become a leading agency in providing services on student management. In realizing this effort, the division has identified the high impact strategies programmes and evaluation of previous performance as well as plan of action to be tabled and discussed with the top management of the university. This annual event that takes place for the last 3 years has provided a check and balance for the division. IIUM through its Student Development Division has set a certain basic standard of graduates that include:

- A graduate who is well-equipped with relevant knowledge and skills;
- A graduate who is confident and competent;

- A holistic/wholesome and all-rounded personality of graduates
- Graduates who understand the vision and mission of the University

In realizing this mission, it is agreeable that quality of management is crucial. It means the division needs to have a method for ensuring that all the modules and activities are necessary to design, develop and ensure quality graduate. In addition, it is also important to ensure that services are effective and efficient with respect to the system and its performance. The tasks are voluminous and tedious. In handling this task, it is vital to start with good leadership, sufficient and appropriate resources followed by capable supporting staff.

The design of credited co curriculum is an ongoing process to ensure programmes offered to the students are relevant to the current need and meeting the expectation of the industries. The focus is on the method in delivering the content. Briefing on the policies and expectation of the university is done twice a year. This procedure is evaluated using an ISO process as of 900 2008. The trainers are required to apply, sit for an interview and are also evaluated by the students twice a year. The evaluation and compulsory attendance in Training of Trainers programmes are made a pre-requisite for assessment for re-appointment. Nevertheless, sometimes the management found it difficult to fully implement the policy due to shortage of qualified trainers. There are many instances where experienced trainers among IIUM staff are excused from the briefing and training for trainers.(ToT)

The module must be offered based on a proper need analysis survey to gauge the interest of the students. All modules must be endorsed by the Senate members consisting of experts who are specialized in different fields. In Malaysia, all public universities are instructed to include the learning outcome based method of teaching and learning. Base on this, selected programmes will be designed to meet academic requirement and at the same time maintain the co curricular methods that aim to instill skills to students. Hence, all programmes are required to list down the method of teaching and assessment and subject to be reviewed by the Board of Reviewer and Board of Studies twice a year. This policy aims to ensure quality programmes for the students.

Empowering the Lecturers, Trainers and Learners (LTIs)

With a clear vision in developing students soft skills, S-Dev through its Credited Co Curricular Unit has taken a proactive steps to create awareness and understanding among all the LTIs about the new approach that become the focus of teaching and learning in credited package. The first step is to give information followed by organizing series of specific training of trainers (ToT). These trainings are conducted to each group of LTIs for respective levels. The second step is to review the curriculum modules so that the specific methodology are identified supported by a clear assessment method been developed to guide the teachers. The modules specifically state the allocation of marks for each subject. For example, in Parenting and Family Management course the lecturers are given a big portion of marks to adjust according to her teaching style and methodology as long as she knows and has clear justification for the marking scheme and impart the seven skills in her class' activities. For this course only 20% of the marks is allocated for attendance, while the rest may include assignment, test or quizzes, class presentations and participation in role play, debate, news or article analysis, interviews and programme management which include community services, court observation or visit to prison. All field visits are concluded with written report and sometimes presentation. Lecturers are encouraged to diversify their teaching methods and most of the lecturers prefer practical exercises rather than theoretical lecture.

The standard guidelines for marking briefed to the trainers are:

	Attendance (20% absence shall be barred from the exam)	20%
	Quiz or assignment	20
	Others (LTI can design their own assessment with rubric	60%

Source: Co-Curricular Activity Centre, S-Dev

The diverse and variation of methods employed by lecturers in teaching co curricular activities are very much encouraged. It is always emphasized in training of trainers programmes that LTIs must involve as many and diverse method that will be able to enhance students' skill.

The design of co curriculum which emphasizes on methods that enhance skill of the students is always the priority in student activities management. Though knowledge is of highest importance but methods of disseminating the knowledge is carefully designed to ensure specific learning outcomes can be achieved during the students' days.

Financial Implication

IIUM has allocated a substantial amount of money every year for students' activities. Despite this large amount of budget, the students are encouraged to design and plan their own activities and the most important is that the students are encouraged to raise their own fund through sponsorship, entrepreneurial activities, charity concert, seminars and sport activities. Some of the budget may be secured through bidding with various sponsors such as the MOHE, Felda, ASIAN Foundation, Semi and Medium Enterprise (SMEs), Ministry of Trade and also the Youth Organisation. Through these sources, the students learnt how to work as a team to plan, design, present, organize and report their income and expenditure of the programmes. Indirectly, the students learn to develop team spirit, leadership, communication, self confidence and also integrity and honesty.

Obviously, students encountered many problems throughout the organization of events. The challenge for S-Dev is to ensure there is a standard procedure for the students so that they may not be left unguided. All explanation on policy and procedures must be given to the students' leaders once they assume their duties and this is done during the induction course that covers preparation of proposals, the rules and regulation on class rooms, event management and protocols.

RESULT OF TRACER'S STUDY 2009 ON STUDENTS' PERCEPTION ON INVOLVEMENT IN -CURRICULAR ACTIVITIES IIUM (Tracer Study 2009, First Degree Graduates, K Lumpur: Alumni and Career Services Division)

Tracer Study is a project utilized to survey the graduands of IIUM before they are awarded their degree. Now, it is made compulsory for all graduands to respond to the questionnaires before they are allowed to collect their robe. It is done annually and published. The latest result for the 2009 was just released. In the survey and the report, the term curricular activities were adopted while most of the questionnaires focused on activities involvement clubs in the university. Thus, the author uses the findings to support co-curricular activities while acknowledging the less significant differences between the two. In the 2009 reports, it is mentioned that the first-degree graduates claimed that they are moderately active in society (40.0%) and in club (42.2%). However, a total of 60.1% of them indicated that they are not active (21.2%) and moderately active (38.9%) in sport (Table 1). The proportions of those who are very active are minimal for all activities, that is, 6.3% in society, 7.6% in club, and 16.0% in sport.

Table 1: Involvement in Co- Curricular Activities for First-Degree Graduates (Class 2009)

ACTIVITIES	LEVEL OF INVOLVEMENT (%)					TOTAL
	Not Very Active (1)	Not Active (2)	Moderate (3)	Active (4)	Very Active (5)	
Society	197 (6.3)	360 (11.5)	1251(40.0)	888(28.4)	429(13.7)	3125 (100.0)
Club	236 (7.6)	418 (13.4)	1318(42.2)	796(25.5)	357(11.4)	3125 (100.0)
Sports	499 (16.0)	663 (21.2)	1216(38.9)	546(17.5)	201(6.4)	3125 (100.0)

Source: Tracer Study 2009

1. Graduates' Perception on Active Involvement in Co-Curricular Activities and Chance of Securing graduates Job

There is a tendency for the first-degree graduates to perceive that active involvement in co-curricular activities leads to better chance of securing graduate job (Table 1), This is because the majority of the graduates 88.7% agreed that active involvement in curriculum activities leads to a better chance of securing graduates job, with 36.0% of the respondents moderately agreed, 32.3% agreed, and 20.3% extremely agreed to the statement. Only 11.3% extremely disagreed and disagreed that those who were actively involved in curriculum activities have a better chance of securing graduate job.

Table 2 Perception on Active Involvement in Co-Curricular Activities and Chance of Securing Graduates Job for First-Degree Graduates (Class of 2009)

PERCEPTION	FREQUENTLY	PERCENTAGE
Extremely Disagree (1)	89	2.8
Disagree (2)	266	8.5
Moderate (3)	1126	36.0
Agree (4)	1010	32.3
Extremely Agree (5)	634	20.4
Total	3125	100.0

Source: Tracer Study 2009

RESULT OF SURVEY ON STUDENTS PERCEPTION ON THE SKILLS CONDUCTED AMONG THE CLUB MEMBERS UNDER S-DEV 2009/2010

Method of survey

A survey on impact of student involvement in club-based activities to develop their soft skills was conducted on 350 students ranges from ordinary members to main committee whose period of involvement from less than 1 year to 4 years. The questionnaires were distributed to the members during their Annual General Meeting which is normally held at the end of every year.

Objective of the survey

The objective is to assess students' satisfaction towards the content of the programmes, the services rendered by the staff involved, the Islamic teaching and the Islamic environment developed throughout the event, interaction between the leaders and club members as well as the students' perception towards the activities especially on the types and level of skills acquired by the students.

The questions were based on how agreeable they are on the improvement of the following elements:

- i. Intellectual development

- ii. Communication skills
- iii. Management skills
- iv. Leadership skills
- v. Organizational skills
- vi. Interpersonal skills
- vii. Social skills
- viii. Spiritual strength
- ix. Understanding of Islamic teachings
- x. Improvement of religious practice
- xi. *Daawah* skills
- xii. Understanding of *ummatic* mission
- xiii. Develop stronger love towards fellow Muslims

Method of survey used is the likert scale ranging from strongly disagree, disagree, not sure, agree and strongly agree.

Results of survey

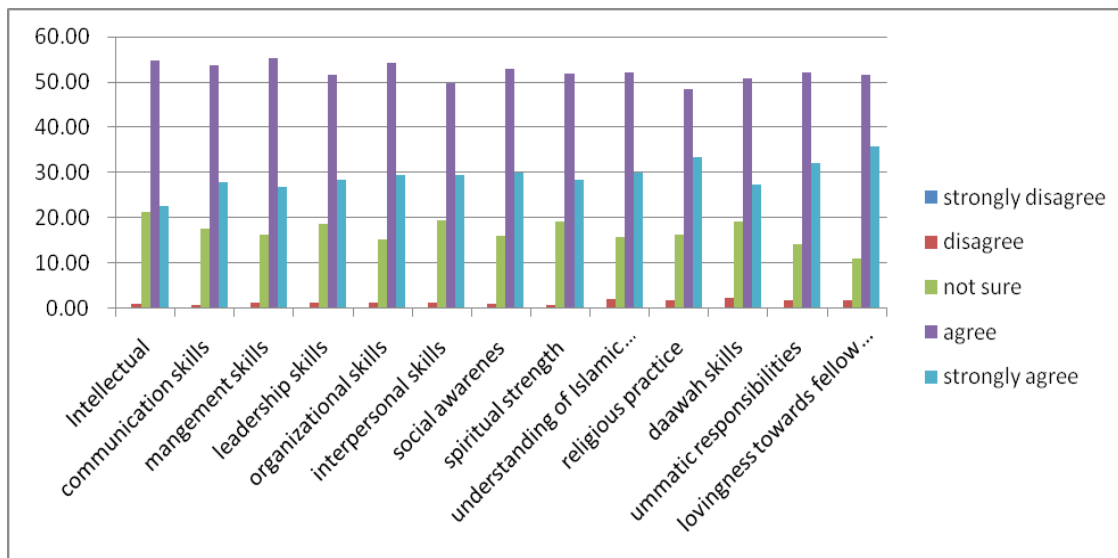


Chart: Percentage of respondents' vs skills gained

Source: Student Development Division, IIUM

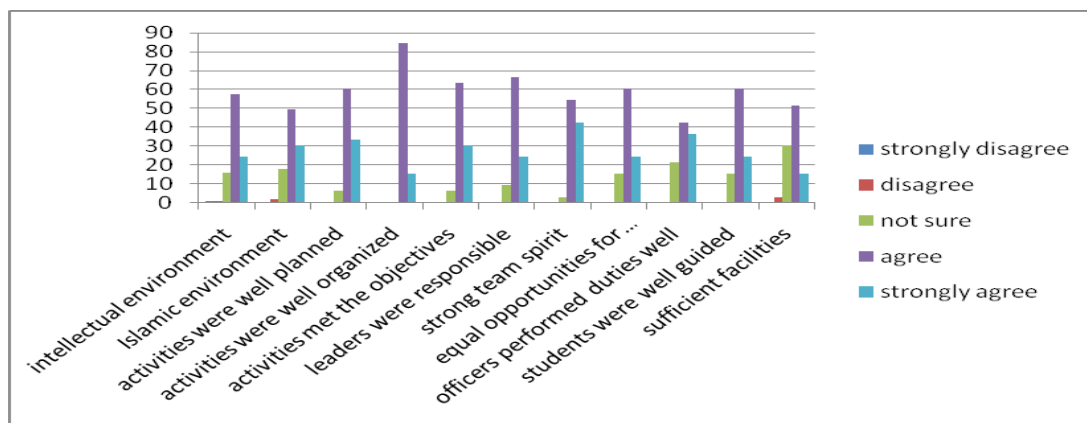
It is found that 82% of students agreed or strongly agreed that they gained all the skills identified. Only 1.5% disagreed or strongly disagreed that they gain the skills. The majority of students agreed that their involvement in club-activities has high impact in developing their soft skills

77% strongly agreed or agreed that the programmes improved their intellectual and spiritual strength

The students were also asked on their perception on the followings matters:

- i. Islamic environment (Islamic elements in the activities)
- ii. Intellectual environment (intellectual elements in the activities)
- iii. activities were well planned
- iv. activities were well organized
- v. activities met the objectives
- vi. club leaders were responsible
- vii. strong team spirit were well developed
- viii. equal opportunities given to all members
- ix. officers performed duties well
- x. students were well guided
- xi. sufficient facilities for activities

Results of survey



Source: Student Development Division IIUM

Intellectual and team working spirit

There is a perception that some students involved in activities as escapism from their hectic academic schedules or simply because of peers influence. Obviously irrespective of the factors, any student's bodies's concern is the number of attendance and participation in their programme and thus it is the duty of the club management board to design programmes that will transform the members or participants to understand and later commit themselves in the activities. Moving on this premise, S-Dev has conducted a survey to see the awareness among the students on the objectives of the activities organized by S-Dev. The result of the survey showed that 86.6% agree or strongly agree and 12.7% were not sure that the above-said elements exist in their clubs. It indicates that there is a need to share the learning objective of every activity with the members in order to ensure the programme is beneficial and effective to the students. In this respect, the lecturers, trainers or the facilitators for the programme must always begin the session with a briefing on the objective of the activity. This was found to be lacking especially in informal and voluntary activities organized for the students. A standard working practice can be designed to ensure the implementation especially by outside trainers who work on part time basis for S-DEV.

The result of the survey also showed that 80% of the club members agree or strongly agree that there are intellectual elements while 94% agree and strongly agree that there are Islamic elements in the club activities. It indicates that the students with the proper guidance from the staff understand the vision and mission of the university and realize that this vision and mission applicable beyond class hours and extend to outbound as well.

S-Dev being the division entrusted to manage co-curricular programmes in IIUM is in the opinion that the finding that only 66.7% agreed or strongly agreed that they were given sufficient facilities is significant. As IIUM is moving towards research universities and also competing in the world universities ranking, the facilities especially for programmes that directly contribute to the development of students' intellectual and spiritual being, the issue concerning facilities should be addressed as priority matter. As almost all academic programmes take place in the class rooms and labs, S-Dev's activities require appropriate facilities and at the moment, S-Dev has no specific building that can be called as student activity centre. Nevertheless, to this date, S-Dev receives positive support from other faculties and even the residential office to use their building. S-Dev has strategized administratively and maintained good relationship with all other departments in IIUM. The 2010 survey on the same subject matter shows there is an improvement as 70.27% of the students agreed or strongly agreed that we have provided sufficient facilities' for co-curricular programmes.

As S-Dev deals with human capital development through effective programmes,. It is important to ensure the staff are well trained and motivated. The staff training is systematically trained to cover all aspects of development, intellectual, spiritual, physical and office management. For this purpose, all staff is required to undergo endurance programme of big scale twice a year as well as monthly programme. Spiritually, the office has organized weekly *Usrah* which is made compulsory for staff in charge of credited package and optional for staff from other unit. Briefing on organisational development and enhancement programme including the office standard procedures, key performance index, ISO as well as ISO process are planned on quarterly basis especially for all officers. The result of Quality Service Index survey (QSI) shows that 79% of the students agreed or strongly agreed that the officers have performed their duties well while 84.4% of them agreed or strongly agreed that they were well-guided in their activities.

It can be concluded that majority of the students are satisfied with the leadership of their clubs, performance of the S-DEV officers who guide them in their activities, and agreed that the intellectual and Islamic environments exist in their clubs. Tracer Study (2008,p.27) showed that 83.0% and 81.6% of the total 3053 respondent were also very satisfied with the university co-curricular offerings i.e. the variety of subjects and compulsory co-curricular subjects respectively. The drawback is on the low number of students involved in voluntary activities. The record of only 42.2% (Tracer Study 2009, p.24) active in clubs shows that there is lack of interest among the students in co-curricular activities.

CHALLENGES IN MANAGING STUDENT DEVELOPMENT

The students come and go. The staff's job may look routine but the challenge is ongoing and has no end. The department is fortunate if they receive good and talented students every year. The burden is lighter if the students understand the vision of the university. Despite having preparatory students and the direct intake students contribute to less than 20 percent of the total IIUM population, the demand from various quarters make the job of student development division never end. Apart from having bright students, the department also needs to raise fund to sponsor the programmes. Internalization is one of the important missions of the university. Apart from getting international students to join IIUM, there is also a need for IIUM to be exposed to various programmes and organisation abroad. This has certainly require sufficient budget and every year student development division IIUM works hard to bid for grant from the government as well as from the private organization. (S-Dev managed to secure RM1,001,900.00 for 2009 and RM 1,186,000 for 2010)

In addition, it is also found that there is also a challenge to maintain good trainer and lecturer. The requirement to conduct classes in English also contributes to the problems. When there is insufficient number of IIUM to engage in part time teaching, S-Dev has to advertised and offer to outsiders. As IIUM is special and distinctive in its vision and mission, all trainers are required to undergo annual training to ensure they understand and carry the mission of the university. As this happens to be costly, the observation based on attendance of the trainers in this programme is less encouraging though improving in the last three years. (S-Dev Islamic Evaluation and Enhancement Programme (IEEP) recorded that 45.95 percent of the trainers attended the TOT. i.e. 398 out of 866 LTIs.) A brief inquiry from the trainer showed that some of them cannot give commitment to our programmes which require them to take leave as they are not IIUM staff. While staff from IIUM would say that they are already familiar with IIUM guidelines so they did not prioritise to attend the training though admitting that the programme is good. Based on these remarks, S-Dev plans to devise a different format with modified contents and speakers for training in the year 2011.

Another important challenge is to change the mindset of the students on the importance of co curricular programmes in IIUM. The programmes are planned to build their good character and Islamic teaching at par with their academics. This reluctance and misunderstanding is continual. It is worsen as some of the staff also fail to understand this mission, most of the times, they always give priority to academic matter and cannot appreciate the importance of time allocated for co curricular activities. In IIUM, the co curricular day falls on Saturday, Friday and Wednesday evening. Even though no academic classes are allowed during this period, but many a times, the staff themselves decide to conduct tests, quizzes and other academic activities which sometimes put the students in great dilemma. even to a certain extent encroaching to the hours allocated for co-curricular activities. Despite the challenge, IIUM engraves its name in various activities such as debate and sports. IIUM ranked among the top 20 teams for World Debate 2010 for English as a first language and recorded as the first runner up in the year 2009 World Debate for English as a second language.. In Malaysia and ASEAN countries, IIUM teams are among the top 5 teams in the region. IIUM prouds to become among the pioneer universities as far as debate management is concerned. In IIUM, Speech and Public Speaking Unit is the leading agency in Malaysia in terms of having structured modules and pool of adjudicators for debate for English, Arabic as well as Bahasa Melayu.

Last but not the least, there must be ongoing efforts to promote and give awareness on the importance of curricular and co-curricular activities in any public institutions. The demand from the industries on the characteristics of future employees has changed from the previous years. Any employer will take the staff as an asset and thus they want to get the best out of their investment. Thus, all graduates should be able to show what criteria worth investment they have. Nowadays, good result is no more sufficient. A committed staff with high moral value and integrity worth investment in short and long run. University realizes that classroom knowledge based is insufficient. Practical approach via co curricular will help to expose students to the real challenge meeting the outside world expectation.

CONCLUSION

Structured co curricular programmes help IIUM to formalize many co-curricular activities in the university. It gives proud not only to the organization but to the Muslim world at large. The achievements vary from academic and non academic matters such as debate, mootng, community services, entrepreneur as well as the sports. Co curricular activities reflect the dynamism of the Muslim *ummah*. The benchmark for IIUM students are entrenched in the university philosophy, vision and mission. The awareness and understanding of the university mission is very crucial especially in co curricular activities as the process involves practical aspects of knowledge. In practice, the combination of all theories takes place and sometimes provides a testing ground to measure the effectiveness of the programmes and methodology employed in the process. S-Dev strives hard to meet the expectation of various stakeholders, inside and outside the university.

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