SZABIST

Islamabad Campus

SELF-ASSESSMENT REPORT

MS Social Sciences (MSSS)

Spring 2016

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

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SELF-ASSESSMENT REPORT

MS Social Sciences (MSSS)

Executive Summary

Quality Enhancement Cell
Institutional Research Department

Self-Assessment Report
Executive Summary

MS- Social Sciences -SZABIST Islamabad Campus

Introductions

SZABIST- Quality Enhancement Cell (QEC) since its inception has been active in promoting its core function of bringing standardization to **SZABIST**'s academic programs in line with the guidelines enunciated by the Higher Education Commission. In this regard, till Spring2016, majority (58 of 62) programs offered at **SZABIST** were selected for Self-Assessment process.

QEC conducted a number of workshops to create awareness of the Self-Assessment process and its significance in further improving the quality of education at **SZABIST**. In Islamabad Campus, Self-Assessment process of all the programs was simultaneously initiated. In this regard, twelve programs from Management Sciences, three programs from Computer Sciences, three programs from Social Sciences and one program was from Media Sciences department. The highlights of MS- Social Sciences (MSSS) Self-Assessment process were as follows:

1. **Nomination of Program Team (PT)**

The PT was nominated by the Acting Head of Social Sciences Department, Mr. Iqbal Ahmad on August 7, 2015. Following were the members of the PT:

   (i) Dr. Tariq Waheed
   (ii) Dr. Farooq Solangi
   (iii)Mr. Wajid Hussain

2. **Submission of PT Report**

The PT submitted the report on October 9, 2016. The QEC examined the report, identified shortcomings and communicated the same to the PT. After incorporating QEC suggestions, the report was finalized on October 14, 2016.

3. **Nomination of Assessment Team (AT)**

The AT was nominated by the Head of IR/QEC, Dr. Muhammad Altaf Mukati and Ms. Faryal Shahabuddin on August 4, 2016. Following were the members of the AT:

   (i) Dr. Shamim Sahibzada
   (ii) Mr. Zeeshan Hamid
   (iii)Ms. Shagufta Shaheen

4. Date of Submission of AT Report

The AT Report was submitted on December 28, 2016.

5. AT Findings and Recommendations

Following are the some of the recommendations made by the AT to overcome the major shortcomings in the program:

(i) Community service aspect is lacking in the program, thus it is suggested that there should be a non-credited course along with projects and activities that add value to society, such as;
- Save water campaign
- Recycling campaign
- Gender discrimination in society, etc.

(ii) No criterion is defined to measure the effectiveness of executive development centre. It is recommended that there should be a reasonable mechanism to assess the effectiveness of executive development center. The following recommendations are;
- Graduates job placement data should be updated
- Evaluation of graduate productivity in the industry should be made.

(iii) MS (SS) is a generalized program thus requires specialization. It is suggested that the best way to promote MS level programs in Social Sciences Department is to introduce separate MS programs in Psychology, Sociology, International Relations and Economics.

6. Preparation of Assessment Results Implementation Plan Summary

The AT prepared the Assessment Results Implementation Plan Summary by highlighting the weaknesses of the program and suggesting remedial measures. The Social Sciences Department plans to implement the suggested corrective measures in the near future to improve the quality of education delivered at **SZABIST**.

SZABIST

Islamabad Campus

SELF-ASSESSMENT REPORT

MS Social Sciences (MSSS)

Program Team Report

Spring 2016

Table of Contents

Standard 1-1	Program Measurable Objectives
Standard 1-2	Program Outcomes
Standard 1-3	Assessment Results and Improvement Plans
Standard 1- 4	Overall Performance Using Quantifiable Measures

Criterion 1: Program Mission, Objectives and Outcomes

Standard 1-1: Program Measureable Outcomes

a. Mission Statements

Institute Mission

The Shaheed Zulfikar Ali Bhutto Institute of Science and Technology has been established with the objectives of producing highly qualified, scientific and technical personnel to meet the country's requirements; of conducting state-of-the-art scientific and technological research and development in support of the private and public sector; of providing hi-tech scientific and technological assistance to the Pakistan industry to enable it to compete with the world industries in global trading; of providing highly trained scientific and technological personnel to be able to attract the growth of high-tech industries and foreign and Pakistani investment; and of providing a sound socio-economic and scientific base and infrastructure to Pakistan to be able to meet the economic and technological challenges of the 21st century.

Social Sciences Department Mission

Social Sciences is the global capacity to study, analyze and improve the socio, cultural, psychological, economic, political, philosophical, geographical, historical, legal, and communicative facets of a society. Thus we are committed to flourish this unique multidisciplinary area by developing younger generation with emphasis in various fields of specialization to work as intellectuals, researchers, thinkers, and writers for the progress of the society as a whole.

Program Mission

The MS Social Sciences program is focused on producing social scientists which can make a real difference to the country specifically and the world at large. Special emphasis is placed on imparting ability to conduct robust analyses of socio-economic problems with the help of wide-based knowledge, historical depth and practicable on-ground solutions.

b. Program Objectives

Department of social sciences includes disciplines of (sociology, psychology, international relations and economics) at MS level. This degree program is entitled as MS Social Sciences and students can have their specialized field in any of the given disciplines by selecting the elective subjects as their major courses and choosing a topic relevant to the areas of sociology, psychology, international relations or economics. The program strives to make students,

1. Think critically

2. Conduct research using latest techniques

3. Write and express clearly with a neutral tone

4. Interpret evidence in a dispassionate and objective way

5. Deconstruct arguments

6. Critically analyze views and researches

7. Acquire and analyze data

8. Understand and appreciate on-ground problems

9. Suggest possible solutions to the issues facing the country specifically and the world more generally.

c. Program Outcomes

At the end of the program the students should be able to:

1. Demonstrate a broad-based knowledge of the basic elements of social science theory and how it translates into practice.

2. Have sharpened skills of observation, description, and analysis.

3. Developed thinking skills so that problems can be seen critically and information be evaluated to find solutions.

4. Demonstrate ability to marshal information and views from a variety of theories and various sub-disciplines of the social sciences.

5. Demonstrate understanding of methods, skills, tools and systems used in a variety of disciplines, and historical, theoretical, scientific, technological, philosophical, and ethical bases in a variety of disciplines.

6. Use appropriate techniques and technology to conduct research, evaluate and use information to prepare and present their work effectively to meet academic, personal, and professional needs;

7. Demonstrate ability to critically analyze arguments and check for internal consistency; ability to evaluate and deconstruct argument's major assertions, its background assumptions, the evidence used to support its assertions, and its explanatory utility;

8. Understand and articulate the importance and influence of diversity within and among cultures and societies

9. Communicate effectively, through written and oral communication and through other forms as appropriate.

10. General and specific knowledge in the behavioral sciences, economics, political science, psychology, and international relations.

11. Articulate their arguments effectively and defend the same on the basis of facts and evidence.

d. Describe how each objective is aligned with the program, college and institution mission

The Ms/PhD program of social sciences at SZABIST aims to develop critical argumentative thinking among students by focusing and allowing them to research both positive and negative aspects of society(objectives 1,2, 5), so that they can foresee and deal with the ground realities (objective 8). Moreover, stated program highlights the practical implications (objective 9) and help students flourish as moral professionals where they see things with neutral eyes, and interpret objectively (objectives 3 & 4).

e. Outline the main elements of the strategic plan to achieve the program mission and objectives.

SZABIST needs to hire more permanent faculty members, especially foreign qualified and PhDs. This is going to strengthen the program, establishing a liaison between top-notch researchers and the institution. Also, the faculty and students need to be incentivized to produce cutting-edge research and publications. The number of available classrooms and equipment also need to be increased.

f. Table 4.1 Program Objective Assessment

Objective	How measured	When measured	Improvement identified	Improvement made
Think critically	Class Participation	Throughout the course	Quality of participation in class	Through teaching students the art of making informed arguments
Conduct research using latest techniques	Marking students on their methodology	Throughout the course and/or at the end, depending on the course make-up	Obsolete Methodologies penalised	Students *cannot* present final IRSes with obsolete methodologies and have to improve for passing
Write and express clearly with a neutral tone	With the quality of, and dispassion in, expression	Throughout the course, with the help of assignments	Through assignments and exams	Poor and overly impassioned expression not backed by evidence can land students in bad grades which need

	used in assignments and exams	+ in exams		improvement
Interpret evidence in a dispassionate and objective way	Performance in IRSes	When IRSes are presented	With the mark awarded in IRSes	Poor or twisted interpretation of evidence penalized. Students have to improve to improve grades
Deconstruct arguments	Assignments	Throughout the course	Mark in Assignments	Students need to improve their abilities to read through various arguments in order to score well in assignments
Critically analyze views and researches	Quality of literature surveys in assignments as well as IRSes	Throughout the course but specially when IRSes are presented	Through mark in the literature review/survey assignments	Students are helped by the teachers in the art of reviewing literature and with better performance they can get better grades
Acquire and analyze data	Data Collection and Testing in IRSes	At the presentation of IRSes	Through mark in the 'Data and Methodology' section	Students who have ran spurious tests and/or have used inadequate, unsuitable or unreliable data may be required to do their IRSes again
Understand and appreciate on-ground problems	Performance in practical projects	When practical projects are handed over	Through mark in the projects	Assessment of the quality of the project undertaken.
Suggest possible solutions to the issues facing the country specifically and the world more generally	Through students' understanding as reflected in IRSes and/or Thesis	At the presentation of IRSes and/or Thesis	Quality of the solutions suggested marked	For better grades, students are expected to come up with informed, preferably out-of-the-box solutions

Table 1.1: Program Objectives Assessment [1]

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[1] Table 1.1 of PT Report is the Table 4.1 (Program Objectives Assessment) of AT Report

Standard 1-2: Program Outcomes

a. Table 4.2 Outcomes versus Objectives

Following is the matrix of Social Sciences program's learning outcomes to its objectives:

Learning Outcomes	Program's objectives								
	1	2	3	4	5	6	7	8	9
1	✓							✓	✓
2	✓		✓	✓	✓	✓		✓	✓
3	✓		✓	✓				✓	✓
4	✓		✓	✓	✓	✓		✓	✓
5		✓					✓	✓	
6	✓	✓	✓				✓	✓	✓
7	✓		✓	✓	✓				
8				✓	✓			✓	✓
9			✓	✓					
10	✓					✓		✓	
11		✓	✓	✓	✓	✓	✓		

Table 1.2: Outcomes versus Objectives [2]

b. Employer Survey
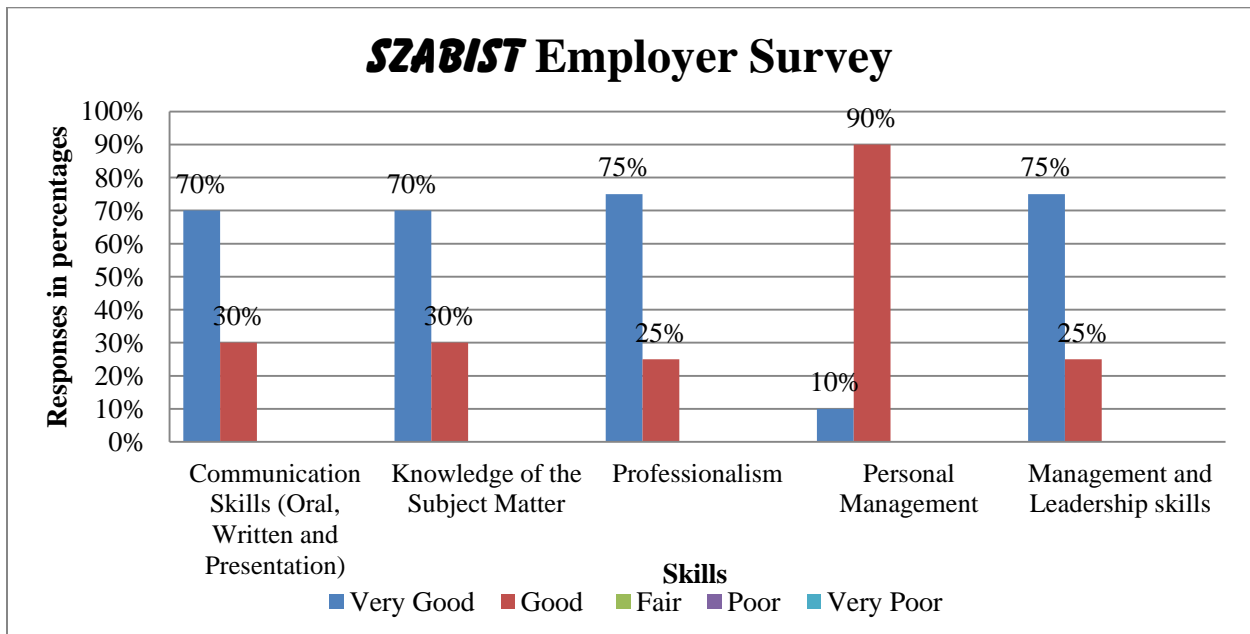
Figure 1.1

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[2] Table 1.2 of PT Report is the Table 4.2 (Outcomes versus Objectives) of AT Report

c. **Alumni Survey**
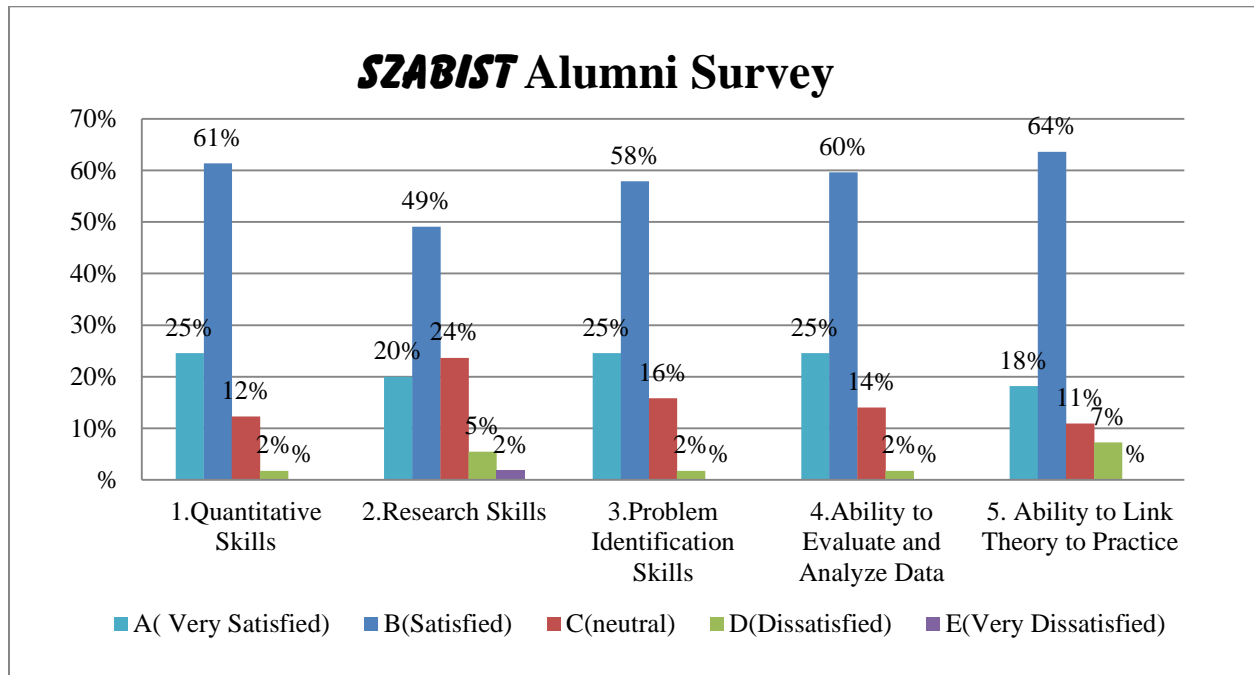
Figure 1.2

d. **Graduating Survey:**
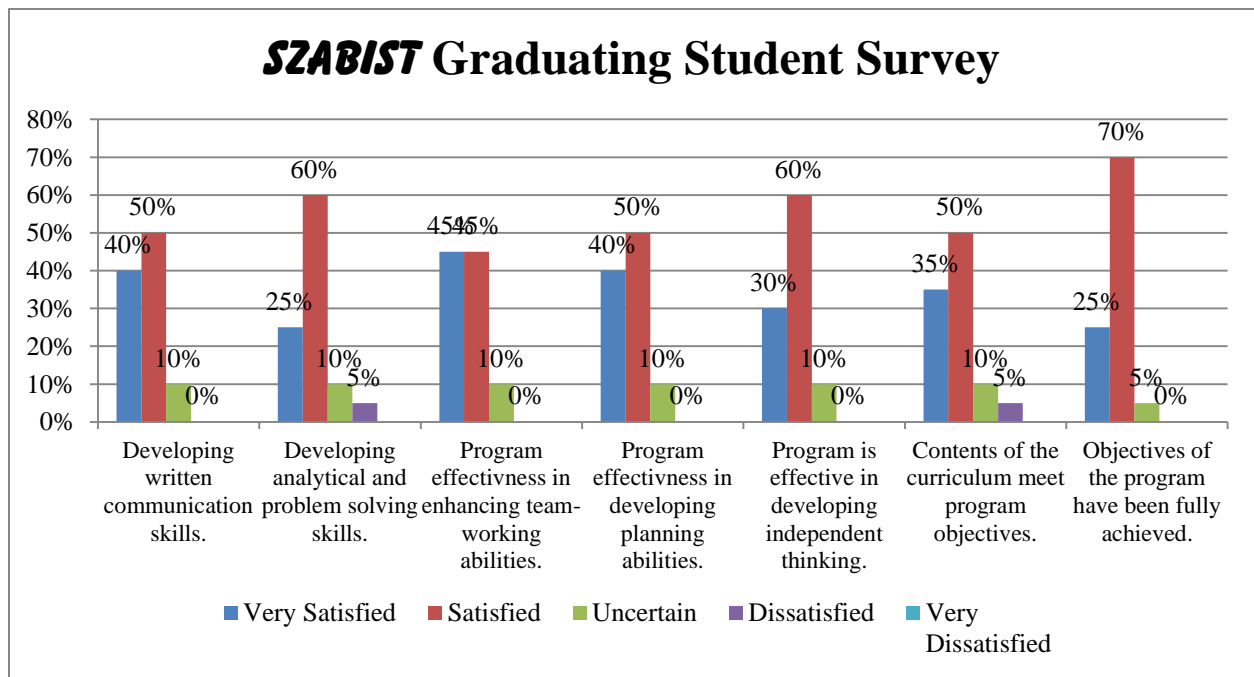
Figure 1.3

Standard 1-3: Assessment Results and Improvement Plans

a. Describe the action taken based on the periodic assessments

The VP Academics takes careful note of the teachers' evaluation by students and evaluates the faculty which is then discussed in the academic council meeting. Teachers with less-than-desired level of evaluations are questioned about what could be done to improve students' perception of their teaching. Similarly, opinions are sought as to what makes a good teacher, especially focusing on the answers of teachers whose evaluations are not up to mark. If the evaluations do not improve, the teachers are replaced.

Furthermore, students are evaluated based on mid-semester and end-of-the-semester assessments. These include mid-terms and finals that are held in tandem with the examination department and those students that fail to secure the minimum grade needed for passing a course, that is a B grade, are then required to repeat it in a later semester. This means that the student is required to attend all classes, complete all projects/reports/assignments and take the exams that serve as a measure of their assessments all over again.

b. Describe major future program improvements

1. More foreign qualified and PhD faculty to be hired.

2. Exclusive research positions to be introduced including research assistant, research associate and fellows.

3. To make research conform with the needs of the public in order to provide solutions.

4. To do the research on the issues which are of general interest.

c. List strengths and weaknesses of the program

Strengths

1. A few private-sector universities are offering MS Social Sciences. In that respect, and its content, the program is unique.

2. The criteria used for student intake is above average since the quality of students that are granted admission have good background knowledge of subjects such as history, literature, international relations and psychology, among others.

3. The faculty of social sciences department is very devoted and students' evaluations reflect satisfaction.

Weaknesses

1. Lack of PhD doctors and foreign-qualified faculty.

2. The number of books in the library.

3. Lack of focus on cutting-edge and original research, the most significant aspect of any social sciences program.

d. List significant future plans for the program.

1. Hiring of more PhD and foreign qualified faculty.

2. Original research is to incentivized.

3. More books to be added to library.

4. The program needs to encourage more research on students' part.

Standard 1-4: Overall performance using quantifiable measures

a. Indicate the CGPA of successful students per semester, time required to complete the program, drop out ratio of students per semester (of the last 3 yrs)

➢ **Average CGPA**

Semester GPA	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total Average
Average GPA	3.1	3.22	3.12	3.26	3.17	3.32	3.174

Table 1.3: Average GPA

➢ **Drop out ratio (MSSS)**

	Fall - 2012	Spring - 2013	Fall - 2013	Spring -2014	Fall- 2014	Spring - 2015	Total Average
Dropout	1	0	0	0	0	0	0
Enrollment	12	12	18	11	8	3	10.67
Drop out Ratio	0.083	0	0	0	0	0	0

Table 1.4: Drop-out Ratio

b. Indicate the percentage of employers that are strongly satisfied with the performance of the department's graduates. Use Employer's survey.
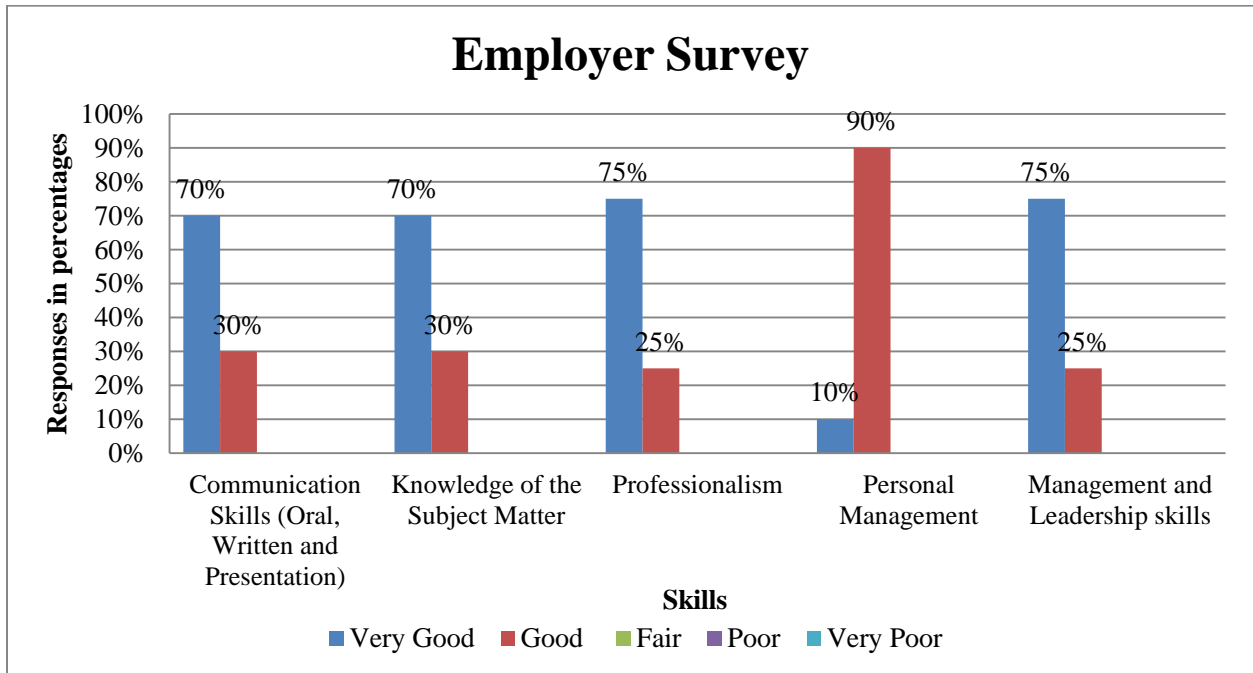
Figure 1.4

c. Percentage of Student Evaluation/Assessment results for all the courses and faculty. Use Teacher Evaluation Results.

MSSS							
Faculty & Course Rating (%)							
Year	**Semester**	**Excellent**	**Very Good**	**Good**	**Satisfactory**	**Not Satisfactory**	**Poor**
2012	Spring	31.25	33.3	14.5	20.8	0	0
	Fall	24	28	22	26	0	0
2013	Spring	31	35	11	23	0	0
	Fall	19	40	16	25	0	0
2014	Spring	43	25	13	18	0	0
	Fall	36	21	20	23	0	0
2015	Spring	35	40	6	19	0	0

Table 1.5: Faculty & Courses Rating

d. Percentage/List/Number of research activities i.e. journal publications, funded projects, conference publications per faculty and per year, and the faculty awarded excellence in research.

Research Activities List	Number
Journal Publications Submitted	24
Published	21
Funded Projects	Nil
Workshops	7
Proposal competition	1
Conferences attended	4

Table 1.6: Number of research activities

i.   Journals Publications:

a. Qureshi, R. (2015). "They are able who think they are": Relationship between self-efficacy and In-service teacher education. *International Journal on New Trends in Education and Their Implications.* Volume: 6 Issue: 2 Article: 08:93-103

b. Qureshi, R. (2014). Reflections on the implications of globalization of education for research supervision. *Procedia - Social and Behavioral Sciences,* published online: 4-Sep-2014. pp. 546-550. DOI: 10.1016/j.sbspro.2014.05.095

c. Shamim, F., and Qureshi, R. (2013). Informed Consent in Educational Research: Tensions and Accommodations. *Compare,* July 2013.

ii.   Conference Presentations

a) Qureshi, R. (2014). What is the relationship between self-efficacy and teachers professional development: Evidence from Pakistan. Paper presented at the 5th International Conference on Education and Educational Psychology, Kyrenia, North Cyprus, **October 22-25 2014**

b) Qureshi, R., Zahoor, M., and Zahoor, M. (2014). *Assessment is the Engine Which Drives Student Learning; Evidence from Pakistan*. Paper presented (in absentia) at the 13th European Conference on Research Methodology for Business and Management at Cass Business School, City University London, UK on 16-17 June 2014 (Abstract book: pp. 64-65)

c) Qureshi, R. (2013). Reflections on the implications of globalization of education for Research supervision. Paper presented at the '4th world conference on Learning, Teaching and Educational Leadership' on October 28-30, at the University of Barcelona, Spain.

d) Qureshi, R. (2013). *Teachers as Change Agents: Self-Efficacy Beliefs as an Indicator of their Awareness*. Paper presented at the international Education Conference on 'Teacher Recruitment, Preparation, and Policy', August 20-21 at Karachi University, Pakistan.

e) Qureshi, R. (2012). Globalization in Education: Reflections on implications for Graduate Research Supervision in Pakistan, paper presented at the International Conference on **The Emerging Issues of Social Sciences in Pakistan** at the Quaid-e-Azam University Islamabad, April 27-29, 2012.

e. Number of short courses workshops, seminars organized on community service level.

	Community Service
Workshops	7
Seminars	NA

Table 1.7: Number of short courses workshops, seminars

f. Faculty and student surveys results to measure the administrative services provided.
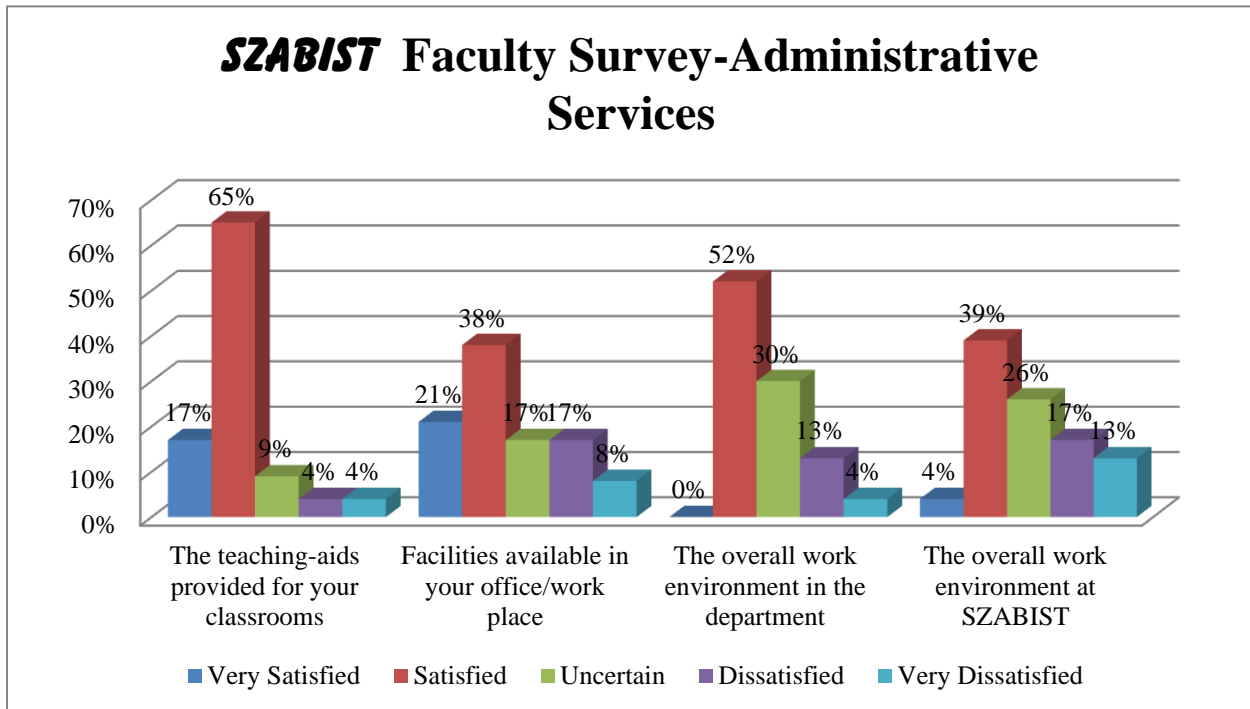
Figure 1.5

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

Standard 2-1	Courses vs. Objectives
Standard 2-2	Theory, Problem Analysis / Solution and Design in Program
Standard 2-3	Mathematics & Basic Sciences Requirements
Standard 2-4	Major Requirements as Specified by Accreditation Body
Standard 2-5	Humanities, Social Sciences, Arts, Ethical, Professional & Other Requirements
Standard 2-6	Information Technology Content Integration throughout the Program
Standard 2-7	Communication Skills (Oral & Written)

Criterion 2: Curriculum Design and Organization

Standard 2-1: Courses versus objectives

a. Title of Degree Program

Master of Science in Social Sciences

b. Definition of Credit Hour

Except for the thesis which is equivalent to 6 credit hours, each course is equal to 3 credit hours. On the whole the MS program is of 30 credit hours. Breakup of the credit hours is illustrated in the degree plan provided below.

c. Degree Plan

Semester	Course Number	Category (credit hours)		
		Core Courses	**Independent Study**	**Elective Courses**
1	SS 5121	Advanced Research Methods and Techniques I (Qualitative) (3)		
	SS 5122	Advanced Research Methods and Techniques II (Quantitative)* (3)		
	SS 5xxx			Elective I (3)
	SS 5xxx			Elective II (3)
2	SS 5116	Econometrics (3)		
	SS 5119		Independent Research Study I (3)	
	SS 5xxx			Elective III (3)
	SS 5xxx			Elective IV (3)
3	SS 5208		Independent Research Study II (3)	
4	SS 5109	Thesis/2 additional courses instead of thesis		
	Total Credit Hours	**15**	**6**	**12**
	Minimum Requirement	**12**	**6**	**12**

Table 2.1: Degree Plan

Students are required to complete 6 courses, 2 Independent Research Studies (IRSs) and a thesis; OR 2 additional courses instead of thesis, with a minimum of 30 credit hours. The breakup of 30 credit hours is as follows:

- 2 Compulsory Courses
- 2 Independent Research Studies (IRSs)
- 4 Electives
- Thesis/2 additional courses instead of thesis

d. **Table 4.3 Curriculum Course Requirement**

Curriculum Plan

Semester-I	Semester- II	Semester- III	Semester-IV
Advanced Research Methods and Techniques	Econometrics	Independent Study II	Thesis
Quantitative Tools for Decision Making (for econ students)	Independent Study I		
Elective I	Elective III		
Elective II	Elective IV		

Table 2.2: Curriculum Course Requirements [3]

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[3] Table 2.2 of PT Report is the Table 4.3 (Curriculum Course Requirements) of AT Report

e. Describe how the program content (courses) meets the program Objectives

Courses	1	2	3	4	5	6	7	8	9
Adv Res Methods	*	*	*	*	*	*	*		
Quantitative Tools for Decision		*		*			*		*
Econometrics		*		*	*		*		
Independent Study	*	*	*	*	*	*	*	*	*
Independent Study	*	*	*	*	*	*	*	*	*
Thesis	*	*	*	*	*	*	*	*	*

Table 2.3: Courses versus Objectives

f. Table 4.4 Courses versus Outcomes. List the courses and tick against relevant outcomes

Courses	1	2	3	4	5	6	7	8	9	10	11
Adv Res Methods	*	*		*	*	*	*		*		*
Quantitative Tools for Decision Making		*			*	*					
Econometrics		*			*	*					
Independent Study I	*	*	*	*	*	*	*	*	*		*
Independent Study II	*	*	*	*	*	*	*	*	*		*
Thesis	*	*	*	*	*	*	*	*	*		*

Table 2.4: Courses versus Outcomes[4]

Standard 2-2: Theory, Problem Analysis/Solution and Design in Program

a. Table 4.5 Standard 2-2 requirements

Elements	Courses
Theoretical Background	SS5326, SS5227, SS5305, SS5306, SS5313, SS5321, SS5322, SS5402
Problem Analysis	SS5121, SS5122, SS5226
Solution Design	SS5116, SS5119, SS5219, SS5223

Table 2.5: Standard 2-2 Requirements[5]

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[4] Table 2.4 of PT Report is the Table 4.4 (Courses versus Outcomes) of AT Report
[5] Table 2.5 of PT Report is the Table 4.5 (Courses versus Outcomes) of AT Report

Standards 2-3 and 2-4

These standards are addressed in Table 4.4.

Standard 2-5: Humanities, Social Sciences, Arts, Ethical, Professional & Other Requirements

    a. List the courses required by the Accreditation Body

There is no accreditation body as such for the program but it meets all requirements set forth by the HEC.

Standard 2-6: Information Technology Content Integration throughout the Program

    a. List the courses required by the Accreditation Body

N/A

    b. Describe how they are applied and integrated throughout the program

In the course of Advanced Research Methods students are taught to use different software (SPSS, e-views etc.) to analyze research data and quantify data in their Independent Studies and theses. Finally, the entire program's courses – its progress reports, grade and enrollment sheets, lesson plans and materials – are maintained and updated by the faculty through an in-house, online system developed by SZABIST called ZabDesk.

Standard 2-7 Communication Skills (Oral & Written)

    a. List the courses required by the Accreditation Body

N/A

    b. Describe how they are applied in the program

At MS / PhD level no such course is taught.

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

Standard 3- 1	Lab Manuals / Documentation / Instructions
Standard 3- 2	Adequate Support Personnel for Labs
Standard 3- 3	Adequate Computing Infrastructure and Facilities

Criterion -3: Laboratories and Computing Facilities[6]

 Laboratories and Computer Facilities

SZABIST computer laboratories are equipped with high-end computers to cater to students requirements at all levels. Moreover, all the latest software are licensed in the name of SZABIST campus, including development tools and operating systems. This ensures that SZABIST has all up-to-date facilities.

SZABIST has computing facilities supported with full 24x7 broadband connectivity of 38Mbps committed bandwidth to the internet and intranet. SZABIST Islamabad campus is Wi-Fi enabled since 2002. Students with 802.IIx capable devices (such as laptops-pads, cell phones etc.) can excess all network resources wirelessly.

SZABIST Islamabad is equipped with state-of-the-art computer facilities with around-the-clock high bandwidth connectivity to the Internet. Moreover, the campuses are equipped with Wi-Fi enabled devices providing students with unlimited access to the Internet.

Computer Labs are open to all students for computing and printing facilities from 8:00 am to 09:30 pm from Monday to Saturday and from 09:00 am to 05:30 pm on Sunday. To avoid disruptions, students are not allowed to enter the labs while classes are in progress. Color and laser printing is available at nominal price.

To ensure the integrity of the network, students are not allowed to install their own software programs on SZABIST computers. Should additional software be required to undertake a course-related assignment, students first seek the written approval of the concerned faculty and contact the Computer Lab Administrator well in advance to make arrangements for loading the software only on specific workstations.

To handle sudden and abrupt power interruptions, a five minutes power backup is available for all computers. All users are advised to regularly save their work. Students are also strongly encouraged to maintain a backup of their data, as the Lab staff will not be responsible for any loss of data.

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[6]The sources of information are; Director IT, Manager Systems and Computer Labs staff.

1. Computer Lab 01

Laboratory Title	Computer Lab 01
Location and area	SZABIST Islamabad Campus Ground Floor-Academic Block
Objectives	General Purpose Lab equipped with General purpose software, Operating Systems Internet connectivity with 1GB/Sec LAN and 20 MB bandwidth Access online digital libraries, SZABIST Islamabad E-Library Printing Assignments, Articles, research papers, Thesis. Available throughout the week for every student Provide adequate computing facilities to every individual with diverse study programs Available Dedicated Print Server and enterprise Printers for fast and controlled printing
Adequacy for instruction	52Desktop Computers with adequacy of 50-60 students Four AC's (2 Ton) are available for keeping the Computer Labs environment best for sitting and work Multimedia and Public addressing system is available on request. One System Engineer is available for any IT support and help of any faculty students One Central 20 KVA UPS Power Supply for more than 8-10 minutes backup
Courses taught	General Purpose Lab Trainings and Workshops
Software available if applicable	Microsoft Windows 7 Professional, MS-Office, Oracle Primavera, etc.
Major Apparatus	Computer Systems
Major Equipment	Dell OptiPlex 330, HP LaserJet P3015, HP Color LaserJet 500 m551
Safety regulations	Available

Table 3.1: Computer Lab 1 Information

2. **Computer Lab 02**

Laboratory Title	**Computer Lab 02**
Location and area	SZABIST Islamabad Campus Ground Floor-Academic Block
Objectives	For Practical courses of MS (SS) Equipped with latest software modules for courses e.g. Programming and Development, Databases, Web & Mobile Applications, Operating Systems, IP and Network, Security etc. Prepared for the different Workshops, trainings and Practical Examination when and where needed. File sharing and Printing services
Adequacy for instruction	50 Desktop Computers with adequacy of 50-60 students Four 2-Ton ACs are available for keeping the Computer Labs environment best for sitting and work Multimedia and Public addressing system. One System Engineer is available for any IT Technical support and help for any need of faculty members/students One Central 20 KVA UPS Power Supply for more than 8-10 minutes backup
Courses taught	Computing and Management
Software available if applicable	Windows 7 Professional, Eclipse LUNA, Oracle 10g client express, VMware Player, Ubuntu VM, Fedora 18 VM, Cisco Packet tracer 5.3, Visual Studio Ultimate 2013, SQL Server 2008, MySQL 5.6, Primavera P-6 8.3.
Major Apparatus	Computer Systems
Major Equipment	HP Compaq dx2310, Sony VPL-DX 120
Safety regulations	Available

Table 3.2: Computer Lab 2 Information

3. Telecom Lab

Laboratory Title	Telecom Lab
Location and area	SZABIST Islamabad Campus 2nd Floor-Academic Block
Objectives	For conducting Practical classes of MS (SS). Equipped with latest software modules for courses e.g. Programming and Development, Databases, Web & Mobile Applications, Operating Systems, IP and Network, Security etc. Prepared for the different Workshops, trainings and Practical Examination when and where needed. Internet Usage File sharing and Printing services
Adequacy for instruction	32 Desktop Computers with adequacy of 30-40 students Two 2-Ton ACs are available for keeping the Computer Labs environment best for sitting and work Multimedia is available. One System Engineer is available for any IT Technical support and help for any need of faculty members/students One Central 10 KVA UPS Power Supply for more than 5-10 minutes backup
Courses taught	Computing
Software available if applicable	Windows 7 Professional 64 bit, Microsoft Office 2007, Eclipse C/C++, Eclipse Java IDE, STS 3.6 , Oracle 10g client express, VMware Player, Ubuntu VM, Cisco Packet tracer 5.3, Visual Studio 2010, Primavera P-6 8.3, E-Views 7, SPSS 20, Wireshark 1.12
Major Apparatus	
Major Equipment	Dell OptiPlex 7010 Core i7, HP Compaq 8200 Core i7, HP Prodesk 400 Core i7 , With 8GB RAM and 750GB HDD Sony VPL-DX 100 Multimedia
Safety regulations	Available

Table 3.3: Telecom Lab Information

4. Digital/Electronics Lab

Laboratory Title	DLD Lab
Location and area	2nd Floor Academic Block
Objectives	The Digital Logic Design Lab (DLD Lab) is one of the most important and well equipped labs. The Lab is well equipped with both hardware and software facilities required by the students to perform the necessary experiments designed for this lab.
Adequacy for instruction	10 Desktop Computers with adequacy of 40-50 students Three 2-Ton ACs are available for keeping the Computer Labs environment best for sitting and work Multimedia is available. One Telecom Lab Assistant and Lab Demonstrator is available for any IT/ Electronics Technical support and help for any need of faculty members/students One Central 5 KVA UPS Power Supply for more than 5-10 minutes backup
Courses taught	Computer related courses in MS (SS)
Software available if applicable	Windows 7 Professional, Microsoft Office, Mat Lab R2011B, Cisco packet tracer 5.3, Borland c++ 5.02, Eclipse java, Dsch2.7
Major Apparatus	Digital Multi meter, Probs, Digital Oscilloscope, Trainer Kit RIMS ,Logic Gates,
Major Equipment	HP Compaq 2310, Sony Multimedia.
Safety regulations	Available

Table 3.4: Digital/Electronics Lab Information

5. **Media Lab**

Laboratory Title	Media Lab
Location and area	SZABIST Islamabad Campus 1st Floor-Academic Block
Objectives	To provide platform for media sciences students where they can use best required software and equipment to enhance their electronic and print media skills
Adequacy for instruction	8 Apple IMac Systems with adequacy of 20-30 students Three 2-Ton ACs are available for keeping the Computer Labs environment best for sitting and work Multimedia is available. One Media Lab Assistant is available for any Technical support and help for any need of faculty members/students One Central 5 KVA UPS Power Supply for more than 5-10 minutes backup
Courses taught	Media Science Courses
Software available if applicable	OS X 10.6.8 Adobe Suite Final Cut Pro Adobe Audition
Major Apparatus	
Major Equipment	I Mac systems PD 177 mini DV Camera Wireless collar Mic DVD Player Multimedia Mark III Camera Tripod Studio Lights
Safety regulations	One Central 5-KVA UPS Power Supply, Fire extinguisher

Table 3.5: Media Lab Information

Standard 3-1: Lab Manuals / Documentation / Instructions

Lab manuals, documentation and other instructional material for seamless working is available with the lab engineers and systems office, available on request.

a. Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions

Instructions are clearly written on the Notice Boards pertaining to:

- Lab student IDs

- Uniquely generated E-mail IDs for Student and SZASBIST Islamabad official Correspondence

- Plagiarism Testing (*plagiarism@szabist-isb.edu.pk*)

- Help Desk for students e.g. Software Installation (*systems@szabist-isb.edu.pk*)

- Installed Software with version.

- Internet Usage Proxy Settings

- Instructions and settings to use Printer

- Rules and Regulations for Lab usage

- Lab classes schedule

- ZABDESK queries (*support@szabist-isb.edu.pk*)

However, no written easy to use manuals are available in the computer Labs for learning to use ZABDESK, Microsoft Office and other related Programs and software.

No information specific to MS Social Sciences program is evoked by the students. But if a need be, as in finding journals (which applies to all programs) the lab staff can guide accordingly.

b. Benchmark with similar departments in reputable institutions to identify shortcomings in laboratory

Yes, the resources are sufficient for the program. If compared to other reputable institutions it may be said that the resources are better than most of the universities offering MS program in the Social Sciences. Currently, there are no noticeable shortcomings in the facilities and instructional support in the lab.

Standard 3-2: Adequate Support Personnel for Labs.

Indicate for each laboratory, support personnel, level of support, nature and extent of instructional support.

Computer Laboratories are furnished with a reasonable number of professional personnel to provide continuous support to the labs, students and faculty.

SZABIST Islamabad has five functional Computer labs, a total of 11 dedicated staff members working at different time slots to ensure unhindered delivery of services pertaining to lab maintenance and students' queries.

Shifts	Time Slots	Personnel(s)
Morning	8:00 am -04:00 pm	5
Evening	2:00 pm -10:00 pm	3
General	10:00 am -06:00 pm	3

Table 3.6: Computer Lab Shifts per Lab

Standard 3-3: Adequate Computing Infrastructure and Facilities[7]

a. **Describe how the computing facilities support the computing component of your program.**

Like all programs being offered the MSSS program is dependent on the facilities provided by SZABIST, Islamabad, in the form of technology as listed below.

All labs are equipped with latest software to help in in parting education in a professional manner. Before the start of each term, all computers are checked, repaired, and replaced if needed. Once the term begins, things usually proceed without a hitch.

No.	Particulars	Quantity
1	**Servers**	**10**
	IBM Blade Centre HS 21 Chassis S	1
	IBM Blade Centre HS-21	2
	IBM Blade Centre HS-22	1
	Dell PowerEdge R730	2
	Dell PowerEdge T430	1
	Dell PowerEdge 2900	2
	HP Proliant ML370	1
	Dell PowerEdge 1500	1
2	**Desktop Computers**	**206**
	Dell OptiPlex 330	52
	HP Compaq dx2310	60
	Dell OptiPlex 7010 Core i7	10
	HP Compaq 8200 Core i7	14
	HP ProDesk 400 Core i7	40
	Apple I Mac systems	8

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[7]Source of information is: Manager IT

	Dell OptiPlex 760 core 2 duo	22
3	**Multimedia**	**26**
4	**Printers**	**3**
	LaserJet Black	2
	Color	1
	Scanner	1
5	**UPS**	**16**
	20 KVA	2
	10 KVA	3
	5 KVA	1
	1 KVA	6
	2KVA	4

Table 3.7: Computer Support Facilities

Based on the information given above, it can be concluded that the computer lab facilities are adequate and up to par for the MS Social Sciences program at SZABIST, Islamabad.

Although the above facilities are shared among SZABIST programs, however the schedules are managed so that each program gets sufficient lab time.

Based on the information given above, it can be concluded that the computer lab facilities are adequate and up to par for the programs of MSSS at SZABIST, Islamabad.

b. Are there any shortcomings in the computing infrastructure and facilities?

While there is no major issue with the facilities some issues have been noticed:

i.   Multimedia projectors in classrooms are sometimes out of order.

ii.   Some computers are also infected with virus, although a rare event.

iii.   Very rarely, the generators shut down during load shedding hours which disrupt normal working.

Standard 4-1	Sufficient Frequency of Course Offering
Standard 4-2	Effective Faculty / Student Interaction
Standard 4-3	Professional Advising and Counseling

Criterion 4: Student Support and Advising

Standard 4-1: Sufficient Frequency of Course Offering

SZABIST believes in providing adequate support to our students as and when required. This ensures that the students complete their program timely, not having to compromise on the required quality standard. Due stress is also placed on guiding students for further study and/or job prospects.

In MS (Social Sciences), students are required to complete 6 courses, 2 Independent Research Studies (IRS), and a thesis/2 additional courses instead of thesis with a minimum of 30 credit hours. The breakup of 30 credit hours is as follows:

- 2 compulsory courses
- 2 Independent Research Studies (IRSs)
- 4 Electives
- Thesis/2 additional courses instead of thesis

a. **Provide the department's strategy for course offering**

- In MS Social Sciences program core courses and elective courses are offered from the first semester.
- A course is offered again if at least 10 or more students (who are repeating the course) are registered.
- Average class strength is 15 to 40 students.
- All required courses are offered in a regular semester.
- Each student has to take 4 electives, 2 compulsory courses, 2 independent studies in order to complete the MS program in Social Sciences.
- Each student has to take either a thesis or 2 additional courses (instead of thesis).
- Student select electives courses of their choice from the list of electives being offered.
- There is both in-house permanent faculty and visiting faculty for all courses being offered.
- Course and curriculum is continually reviewed.

b. **Explain how often core courses are offered**

- All courses are offered as per course plan given in the prospectus.

- Courses are offered in alternate semesters.

- In case of large number of failing students in a course, course is repeated in subsequent semester.

- If students require a specific elective course then that course is offered as and when required provided it satisfies the criterion of minimum number of students.

- Quantitative tools for research and Econometrics are mandatory for students perusing MS in Economics. For other students of MSSS, only Advance Research Methods is a mandatory course. Course offering is also repeated in summer depending on the requirement of specific courses by students.

- Research project course is offered in every semester to facilitate those students who are taking less course load.

c. Explain how often elective courses are offered

- Elective courses are in alternate semesters for specialization.

- Electives are offered for instance in Politics of Geo-Economics, Political Economy of Pakistan, Environmental Studies, Globalization and Developing Countries, and some more. Students select from the given set of electives courses depending which discipline of Social Sciences they intend to adopt in future.

d. Explain how required courses outside the department are managed to be offered in sufficient number and frequency

MS SS Course-taking policy in other programs is as follows:

- MS Social Science Students are allowed to take courses in other programs on the basis of defined equivalency in course catalogue.

- Students are allowed to take Elective courses from the offered courses.

- MS students are allowed to take specific elective courses in MBA program on the basis of approval from MS and MBA program managers.

Standard 4-2: Effective Faculty and Student Interaction

Describe how you achieve effective student/faculty interaction in courses taught by more than one person such as two faculty members, a faculty member, and a teaching assistant.

Generally, no course of MSSS is taught by more than one faculty member or with the help of a research assistant; though class representatives are appointed for every class in order to facilitate smooth communication between instructor and the students.

Standard 4-3: Professional Advising and Counseling

a. **Describe how students are informed about program requirements.**

Students are informed about program requirements in the prospectus.

Students are informed about program requirements through advertisements, brochures, prospectus, student handbook, admission department, orientation, program heads, website and ZABDESK guidelines.

b. **Describe the advising system and indicate how its effectiveness is measured.**

Students are provided advising services through Executive Development Centre (EDC), orientations, seminars, workshops, coordinators and faculty.

c. **Describe the student counseling system and how students get professional counseling when needed.**

Counseling hours are posted by each faculty on their offices doors, so students can visit faculty in counseling hours or by appointment if a student has a problem.

d. **Indicate if students have access to professional counseling; when necessary.**

Students can also access student advisor. Professional seminars are also arranged for students in order to interact with market professionals.

We have social sciences society which organizes career counseling seminars for students which help students to interact with market professionals; our students can become members in these societies.

e. Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies.

There are multiple venues here in SZABIST-Islamabad for students to be advised ranging from matters pertaining to personal, academic and professional growth. The students are provided advice and counseling through Student Adviser of the campus, program managers, counseling sessions, seminars, professional trainings, guest lectures and workshops. The effectiveness of the same is measured through the feedback system after such activities and later satisfaction shown by the students. The presence of the student adviser, program managers and faculty members is ensured by Digital Attendance System and posting of their advising hours.

Standard 5-1	Admission Process
Standard 5-2	Registration and Students
Standard 5-3	Faculty Recruitment and Retention Process
Standard 5-4	Effective Teaching and Learning Process
Standard 5-5	Program Requirements Completion Process

Criterion 5: Process Control

Standard 5-1: Admission process[8]

a. Describe the program admission criteria at the institutional level, faculty or department if applicable.

For admission to the MSSS Program, the candidate must have:

- 16 years of education in a related field with minimum 55% of marks/CGPA 2.50 from an HEC recognized institution

- GAT General with minimum 50% Score.

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[8]Source of Information: Admissions

b. Admission Flow Chart

| Candidates registers online and receives ID and Password |

| Candidate fills the form online and submits |

| Application goes to Pending Area. Admission staff checks the application form in Pending areas. Admission staff sends an email to candidate about his/her status i.e. either accepted or rejected or returned to the applicant if not filled properly |

| Student comes along with the document and application processing fee of Rs. 1500 |

| Admission staff checks documents & issues admit card. (Information regarding test date, time and place |

| Candidate appears for the test |

Application goes back for correction and re-submission

| Test results along with date, time and venue of interview are made available on notice boards, website and online admission site. |

| Arrangements for admission test and interview, i.e. arrangement of Rooms, Faculty, Food and Refreshments, sitting area for candidates and their parents, Duties of staff and preparation of attendance sheet & score sheet with consultation & help of the office of VP Academics. |

| List of accepted & waiting candidates as per merit are made available on Notice Boards and Online Admission Site. Admission letters are sent to the accepted and waiting candidates through courier. |

Arrange Orientation

| Accepted & waiting candidates pay fee before deadline. Preparation of final list by (Records office), is displayed on Notice Boards, Website and Online Admission System. |

Figure 5.1

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c. Describe policy regarding program/credit transfer

External Transfer policy:

Students who have studied or who are currently enrolled in MSSS or equivalent program of HEC recognized university may seek transfer of credits to SZABIST. Transferring credits must have a minimum letter grade of B or above (or 80% marks). The request for transfers must be made at the time of admissions; and the maximum of 50% of course work can be transferred subject to the approval of Academic Committee. However, candidates would still require clearing all SZABIST admission requirements.

Internal Transfer policy:

For transfer candidates from other SZABIST campuses, the candidates must fulfill the admission requirements of the local campus they wish to transfer into. The student, however, must have completed at least 25% of the coursework at the original campus.

All courses / grades are transferable. A transfer admission fee is applicable for students transferring from one SZABIST Campus to another. The candidate is required to fill the Campus Transfer Form.

For transfer candidates from the SZABIST Certificate Programs, all courses having a letter grade B or above for the MS program are transferable.

d. Indicate how frequently the admission criteria are evaluated and if the evaluated results are used to improve the process.

Admission Criteria and processes are reviewed in the Academic Council meeting, which is held twice a year and as frequently as twice a month.

Some of the positive changes in the Admission process during the last year are:

i. Extended office hours from 9am to 9pm to facilitate applicants during May and June.

ii. Storage facility for Admission department has been provided with plans to extend it further in the future.

iii. Multiple interview teams to review the applicants in timely manner.

Standard 5.2: Registration and Students

a. Describe how students are registered in the program

Registration Process and Policy

The following registration procedure is strictly followed at the beginning of each semester:

- Academic Department sends a formal request to ZabSolutions which opens all interface of registration for course registration.

- Program Managers offers courses on ZABDESK and then notices for the registration of courses is announced to the students through Emails and website.

- Students must register through ZABDESK, the automated SZABIST Online Registration System and after that they can do manually which is allowed for 2 days only. For further assistance, they can contact Academic Office.

- Registered students who have paid their fee, but have remained absent for the first four classes, will be forced to de-register from the course.

- Students not registered will not be allowed to attend classes. No registration will be allowed two weeks after classes begin.

b. Describe how students' academic progress is monitored and how their program of study is verified to adhere to the degree requirements[9].

Absence Rules

Students are required to maintain a minimum of 80 percent attendance throughout the semester in order to qualify for the Final Examination. Maximum 3 absences (for courses of 3 hour duration classes) and maximum 6 absences (for courses with 1.5 hour duration classes) allowed per semester per course; these absences are to be used for any emergency purposes like health problem, family death etc. Please note that two late arrivals are equal to 1 absence. Registered students who have remained absent for more than three classes during the semester, will be awarded an 'F' grade in the course.

Leave Rules

There are no leaves at SZABIST. Students are required to manage their attendance as per above guidelines. However, one additional absence is allowed if the student is travelling for Hajj, subject to submission of documentation and requisite approval by Program Manager.

General Marks Distribution

General marks distribution is as follows:

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[9]Source of Information: ASO

Tests (for 1.5 hour session courses) optional	20 %
Midterm Examination	30 %
Assignments	5-10 %
Quizzes	5-10 %
Term Paper, Project and Presentation	10-15 %
Final Examination	35-40 %

Table 5.1: General marks distribution

Depending on the course content, a deviation of 10 percent is permissible at faculty's discretion. Thesis policies vary between departments. For further details consult the relevant Program Manager or Head of Department.

Grading Plan

The following Letter Grade Plan is followed at SZABIST:

Letter Range Grade Point

A+	95 – 100	4.00
A	91 – 94	3.75
A-	87 – 90	3.50
B+	83 – 86	3.25
B	79 – 82	3.00
B-	75 – 78	2.75
C+	72 – 74	2.50
C	69 – 71	2.25
C-	66 – 68	2.00
D+	64 – 65	1.75
D	62 – 63	1.50
D-	60 – 61	1.25
F <	60	0

Table 5.2: Grading Plan

In certain cases, the following Letter Grades are assigned.

Letter Remarks

S Satisfactory; U Unsatisfactory; I Incomplete; W Withdrawn; J Result withheld

All grade points earned will be averaged towards the final grade point for graduation; in case a course is retaken, better grade will be used for calculation. There is no provision for giving or requesting grace marks. Minimum CGPA required for graduation is given in section on Rules Governing Degree Completion. If incomplete grade 'I' is not completed before the specified deadline, the default grade is 'F'. Minimum passing grade in each course in MSSS is B-.

Compulsory Repeat Grade

A course in which low grades are earned, are to be repeated compulsorily. For MSSS program, courses with earned grade of 'C+' or below must be repeated. 'F' grade in a course does not count as having met the pre-requisite for taking an advanced course, and there will be no attendance or assessment waivers the next time students take the course. Students with repeat grades must take the course next time when it is offered. MSSS students may get attendance waiver in Compulsory Repeat Grade courses, except courses in which they received an 'F' grade. However, if a student wants to improve a 'Pass Grade,' he/she is required to take all assessments as assigned for the course, and no attendance waiver is given. A student repeating course(s) that is/are no longer offered will be allowed an appropriate replacement course, which will be approved by the Program Manager.

Required Maintenance CGPA

Minimum required CGPA for various MSSS, below which a student may face probation, is 2.75.

c. **Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process.**

There is no formal program for evaluation of registration and/or monitoring process. However, registration and monitoring process is discussed at start of- and end of-semester meetings between faculty, all departments and HOC and any shortcomings identified are remedied.

Standard 5-3: Faculty Recruitment and Retention Process

a. **Describe the process used to ensure that highly qualified faculty is recruited to the program.**

Recruitment Process:

Human Resource department of SZABIST Islamabad advertises the faculty positions every year in national newspapers and official website for attracting a pool of qualified candidates for recruitment.

HR department receives the applications and files the relevant ones according to discipline & position. HR department sends the CVs to the committee of program managers along with HEC criteria of faculty appointment. Further, they are shortlisted by the relevant HOD at Head office i.e. SZABIST Karachi.

Then, a selection committee (consisting of Head of Campus, Program Managers, Director Academics, and relevant HOD and Program Managers at SZABIST Karachi) is formed to conduct the interviews of screened candidates. For effective evaluation, there is a standard

interview criterion (faculty interview form) for faculty positions. Those who qualify the interviews are invited for a demo session in which selection committee evaluates effectiveness of lecture delivery as per standard demo evaluation form.

b. Flow Chart

a. Flow Chart
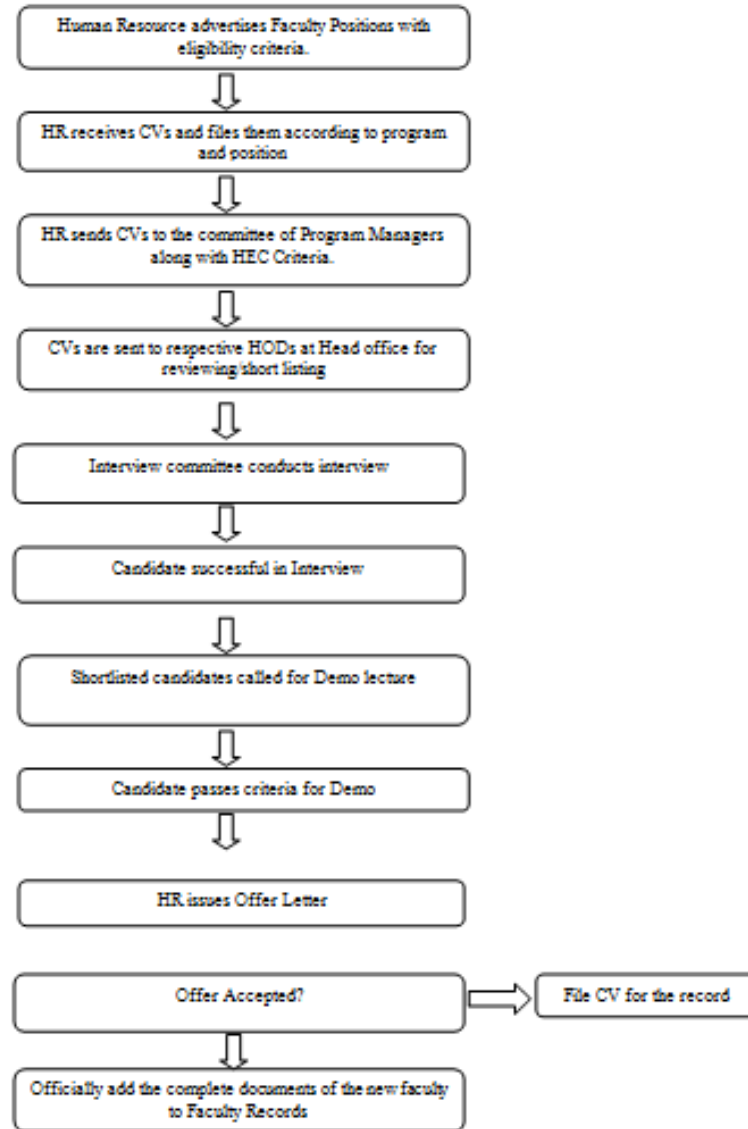
Figure 5.2

c. Indicate methods to retain excellent faculty member.

Retention Process

For permanent faculty members, SZABIST Islamabad Campus has incorporated such aspects of employee motivation into the incentives being offered that help in retaining faculty members. Besides, encouraging research and development activities through publication honorarium, continuing education program and financial support for participation in national international conferences, some other benefits offered are car loan, provident fund, life insurance etc.

d. Indicate how evaluation and promotion processes are in line with institution mission statement.

The SZABIST Islamabad Campus aims to produce highly qualified, scientific and technical personnel to meet the economic and technological challenges of the 21st century. In order to support the mission statement of the institute, SZABIST Islamabad makes sure that HEC criteria be incorporated into recruitment, appraisal and faculty promotion processes. For promotion, faculty members are evaluated as per HEC guidelines i.e. qualification, experience and publication etc. Promotion cases of faculty members are reviewed every year by the promotion committee at Head Office i.e. SZABIST Karachi. Faculty members meeting the promotion criteria of HEC submit the required documents to HR office for case preparation and submission to Head office. Cases are reviewed by the committee considering the HEC criteria and availability of positions in respective department/area.

HEC Criteria for the Promotion of Higher Grade Position

(Source: HR Manual, Faculty Promotion Policy)

The Higher Education Commission of Pakistan enumerates the following criteria for each faculty promotion in various ranks.

    i. Qualification

    ii. Research: The publications in Journals with high impact factor will be preferred.

    iii. Length of service

1. Faculty of Social Sciences

a. Lecturer to Assistant Professor

Option I

Degree requirement

The candidate is eligible for promotion if s/he has got a MS/M. Phil or equivalent degree awarded in the field of Social Sciences or allied field of studies.

Experience

At least four years of teaching/research experience in an HEC recognized University / DAI or equivalent professional experience in the relevant field in a National or International organization.

Publications

No publications are required.

Option II

Degree requirement

The candidate is eligible if s/he has earned a PhD degree awarded in Social Sciences or allied field of studies from HEC recognized University.

Experience

No teaching experience is required for a candidate with PhD degree.

Publications

No publications are required.

b. Assistant Professor to Associate Professor

Degree requirement

The candidate must have earned a PhD degree awarded in Social Sciences or allied field of studies from HEC recognized University.

Experience

At least ten years of teaching/research experience in an HEC recognized University / DAI or equivalent professional experience in the relevant field in a National or International organization.

Publications

The candidates applying for promotion must have eight scholarly publications in Journals recognized by the Higher Education Commission of Pakistan.

c.   Associate Professor to Professor

Degree requirement

The candidate must have earned a PhD degree awarded in Social Sciences or allied field of studies from HEC recognized University.

Experience

At least fifteen years of teaching/research experience in an HEC recognized University /DAI or equivalent professional experience in the relevant field in a National or International organization.

Publications

The candidates applying for promotion must have twelve scholarly publications in Journals recognized by the Higher Education Commission of Pakistan.

Table 1: Faculty of Social Sciences

	Designation	Options	Qualification	Experience	Publications
A	Lecturer to Assistant Professor	Option I	MS/M.Phil	4-years teaching/ research experience in a recognized university or a post-graduation Institution or professional experience in the relevant field in a National or International organization.	Nil
		Option II	PhD in relevant field from HEC recognized University / Institution.	No experience required	Nil
B	Assistant Professor to Associate Professor		PhD in the relevant field from an HEC recognized University / Institution.	10-years teaching/ research in an HEC recognized University or a postgraduate Institution or professional experience in the relevant field in a National or International Organization.	The applicant must have 8 publications in the HEC recognized Journals.
C	Associate Professor to Professor		PhD in the relevant field from an HEC recognized University / Institution.	15-years teaching/ research in an HEC recognized University or postgraduate Institution or professional experience in the relevant field in a National or International	The applicant must have 12 research publications in HEC recognized Journals.

				organization.	

<div align="center">Table 5.3: Publications required for Associate Professor to Professor</div>

e. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.

The improvements in the faculty evaluation and promotion are discussed in the annual joint meeting of Executive Committee and the Human Resource Department. The Evaluations of these processes begin at the end of March and the procedure is thoroughly formalized. On the basis of this process continuous improvements have been made in the past year in the official procedure of Performance Appraisal. Appraisal forms have been improved to get a deep insight into faculty and staff's work performance and motivation factors. On the basis of this review, the HR department is considering the training of employees and the appraisers, to provide them with the understanding of evaluation of this process. By having the better understanding, both the appraisers and employee would be able to use the process for the self-betterment and overall goals.

The faculty evaluations results are reviewed and the Executive Committee takes the final decision on promotions.

Standard 5-4 (a & b): Effective Teaching and Learning Process

Teachers' evaluation by students is compulsory. In case of poor performance by the teacher, they are asked for the reason for their bad assessment. In case of still no improvement in their performance, they are subsequently replaced with other faculty.

Meanwhile, students are also evaluated on the basis of midterm and final exams. If they fail to meet the pass percentage, they are supposed to repeat the course in the light of decision made by the academic council.

Standard 5-5: Program Requirements Completion Process

a. Describe the procedures used to ensure that graduates meet the program requirements.

Program Requirements

Records office will make sure that the student has completed all core courses and all elective courses with minimum credits for the degree requirement.

When student apply for their final transcript his/her credential will be checked and verified through the Zabdesk by records office.

Following points to be noted when students apply for his/her final transcript.

- Passed all required courses for completion of degree.

- Complete minimum 06 weeks internship (internship appraisal form to be filled, attached with final transcript form).

- In case of job, job letter/experience certificate to be attached with request and form internship waiver form to be filled (attached with final transcript request form)

- Student has to filled Survey of Graduating Students (form attached with final transcript form)

- Student has to fill the Alumni Database Form.

- Submission of final transcript request form in records office.

- Submission all necessary documents (previous documents) with final transcript request form.

- After submission of final transcript request form, records office is scrutinize all the documents and information given by the student on final transcript form. In case of any deficiency records office is informed to the student to complete all the necessary requirements.

- After getting final transcript form records office will update Survey of Graduating Students in soft copy.

Completion Progress

Final transcript will be duly signed by Controller Records, Controller Examination, Head of Campus and then President. Degree will be conferred in Convocation which will be duly signed by President and Chancellor. SZABIST Islamabad is arranging graduation ceremony every year to award the degree to their graduates, gold medals, special certificates and awards to position holders. degree.

b. Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process.

Just once, when final transcripts / pass certificates are ready for final signature.

Standard 6-1	Program Faculty Qualifications and Number
Standard 6-2	Current Faculty, Scholarly Activities & Development
Standard 6-3	Faculty Motivation and Job Satisfaction

Criterion 6: Faculty

Standard 6-1: Program Faculty Organizations and Number

a. Faculty resumes

Launched

b. Faculty distribution by program's areas

Social Sciences

Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each area	Number of faculty with Ph.D. degree
History	ASO	1	1
Economics		1	1
Sociology		1	1
Political Sciences		1	1
Applied Psychology		1	0
English		1	0
Total		6	4

Table 6.1: Faculty Distribution by Program's Areas [10]

List of Permanent Faculty – Social Sciences

Sr. No	Name	Area of Specialization	Course (Semester Name)
1	Dr. M. Farooq Solangi	History	
2	Dr. Shamim A. Sahibzada	Economics	ASO
3	Dr. Taraq Waheed Khan	Political Sciences	
4	Dr. Rashida Qureshi	Sociology	
5	Mr. Wajid Hussain	English	
6	Ms. Sana Mukhtar	Applied Psychology	

Table 6.2: List of Permanent Faculty

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[10] Table 6.1 of PT Report is Table 4.6 (Faculty Distribution by Program's Areas) of AT Report

Standard 6-2: Current Faculty Scholarly Activities and Development

Faculty of Social Sciences

Program Manager MS (SS)/ BS (SS)
Dr. Taraq Waheed
Assistant Professor
PhD - Political Sciences (Aligarh Muslim University)

Program Manager MS (DS)
Head of R & D, Advisor to Graduate Committee (MS)

Dr. Shamim A. Sahibzada
PhD-Economics (State University of New York, USA)

Dr. Muhammad Farooq Solangi
Professor
PhD - History (University of Sindh)

Dr. Rashida Qureshi
Assistant Professor
PhD - Sociology (Kansas State University, USA)

Mr. Wajid Hussain
Lecturer
MA English (NUML Islamabad)

Ms. Sana Mukhtar
Lecturer
MA Psychology (University of the Punjab)

a. **Describe the criteria for faculty to be deemed current in the discipline and based on these criteria and information in the faculty member's resume, what percentage of them is current. The criteria should be developed by the department.**

The criteria are as under:

1. Presenting and publishing research papers in national/international conferences

2. Publishing research papers in national/international journals

3. Supervising research related assignments and projects

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4. Participation in academic/professional activities i.e. seminars, training sessions, conferences, workshops organized in campus

5. Keeping abreast of latest developments and concepts in the field and incorporating them in lecture delivery

6. Pursuing higher studies under continuing education program and study leave policy

b. Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development.

SZABIST Islamabad Campus understands and values the fact that faculty members should have space enough to concentrate on their professional development with respect to their involvement in research and academic activities with a balanced amalgamation of personal and professional life. Continuing education policy is a great incentive for faculty members pursuing higher studies in the field.

c. Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development.

SZABIST Islamabad Campus motivates the faculty members to actively participate in research activities and publications through financial rewards and appreciation. Continuing education program is another incentive for faculty members to keep them abreast of latest developments and concepts in the field. In this scheme, SZABIST faculty can pursue their PhD from SZABIST with the program fully-funded. Moreover, the faculty can also go on leave for foreign education.

However, much remains to be desired as far as in-house trainings and participation in trainings at other institutions are concerned, which is virtually absent.

d. Indicate how frequently faculty programs are evaluated and if the evaluation results are used for improvement.

Presently, faculty development programs are evaluated through following processes which are a part of HR manual for this purpose:
  i.   Promotion policy (as per HEC criteria)

  ii. Performance appraisal (based on teaching, research & development, participation in academic and non-academic activities etc.)

Clarification for Continuing Education policy:

As per Continuing education policy (HR manual), faculty members can pursue their education up to PhD level. However, presently PhD degree is being awarded in management and computer sciences programs.

Standard 6-3: Faculty Motivation & Job Satisfaction

   a. **Describe programs and processes in place for faculty motivation**

   1. Performance merit increment

   2. Performance bonus

   3. Conference sponsorship one per year for main author in a reputed conference nationally that is completely sponsored by SZABIST and one per two years internationally sponsored 50%.

   4. Honoraria for publishing research papers in reputed journals.

   5. Continuing education facility

   6. Flexible working hours

   7. Study leave

   b. **Indicate how effective these programs are.**

   1. Performance based increments and bonus encourage the employees to perform more efficiently and effectively.

   2. Personal and professional development through continuing education program, honoraria and institutional sponsorship for participation in conferences.

Flexible work hours help the employees to manage their time on campus without compromising on their academic commitments. Flexible work hours also help the employees to have work-life balance.

   c. **Obtain faculty input using faculty survey (Appendix C) on programs for faculty motivation and job satisfaction.**

SZABIST Faculty Surveys Motivation

Figure 6.1

SZABIST Faculty Surveys Job Satisfaction
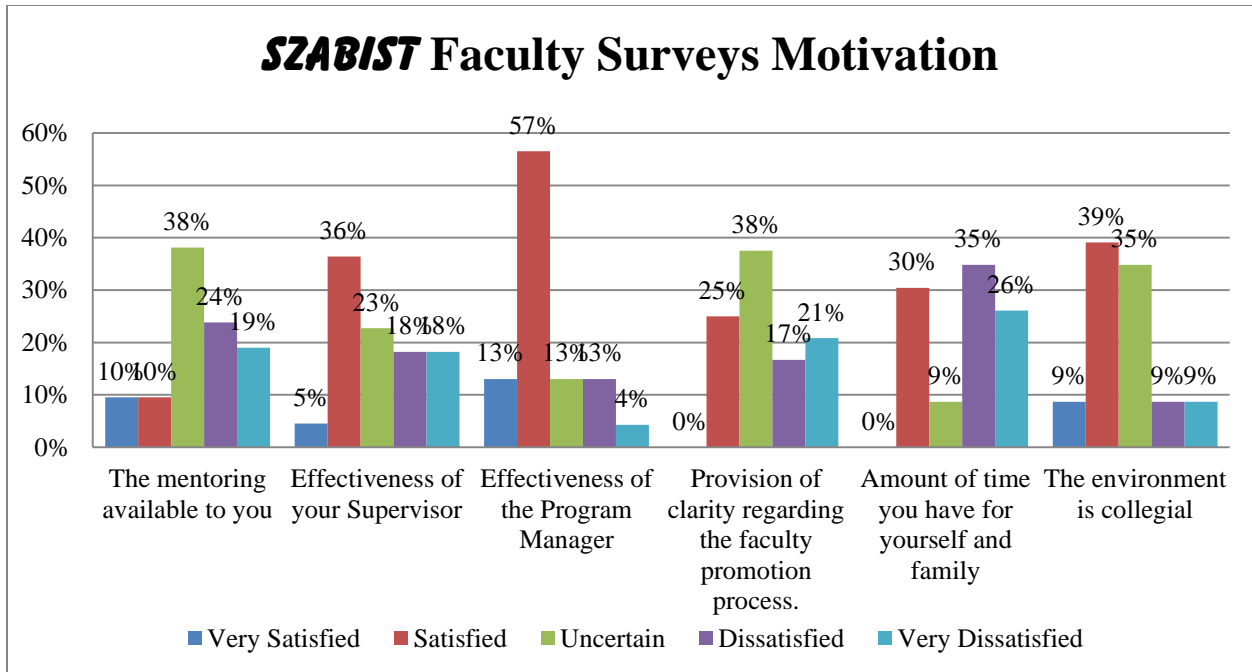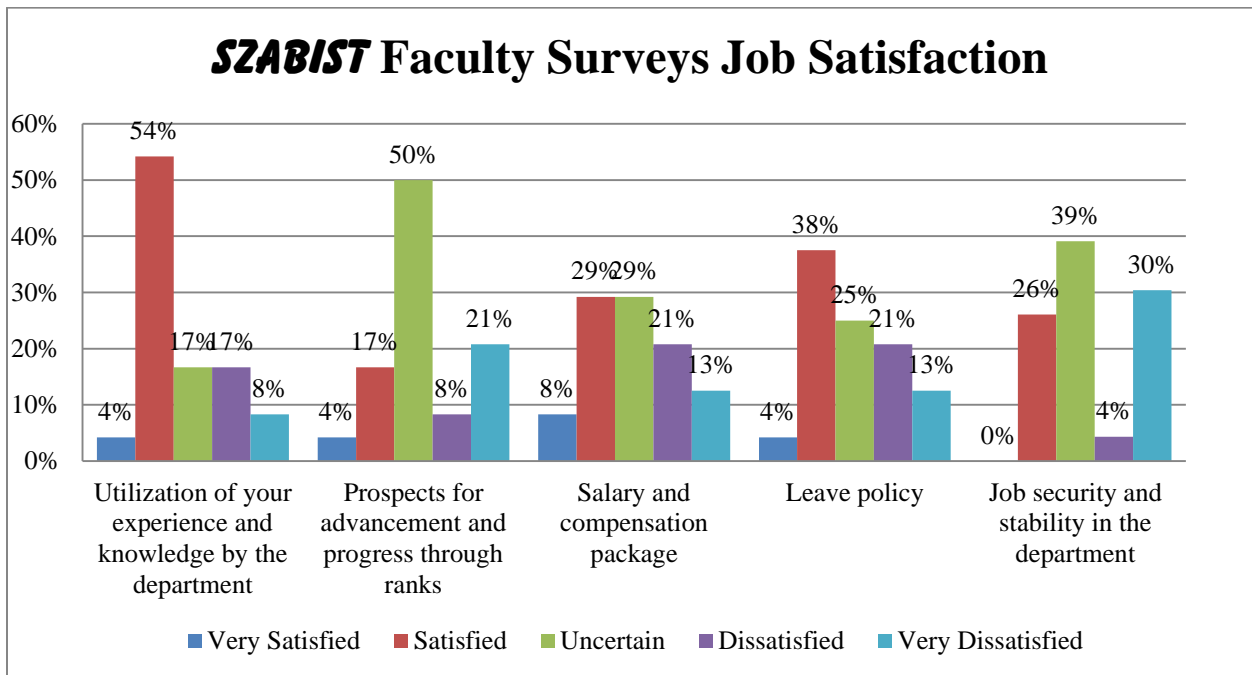
Figure 6.2

CRITERION 7: INSTITUTIONAL FACILITIES

Standard 7-1	New Trends in Learning (e.g. E-Learning)
Standard 7-2	Library Collections & Staff
Standard 7-3	Class-rooms & Offices Adequacy

Criterion 7: New Trends in Learning (e.g. E-Learning)

Standard 7-1:   New Trends of Learning

    a. **Describe infrastructure and facilities that support new trends in learning.**

Facilities that support new trends in learning as below:

In addition to these there are a lot of digital resources offered through digital library to support e-learning. For Instance,

1. SZABIST Digital library having more than 25000 eBooks on all discipline developed by the SZABIST librarian.

2. EBSCOHOST *Business Source Premier* is the industry's most used business research database, providing full text for more than 2,300 journals, including full text for more than 1,100 peer-reviewed titles. This database provides full text back to 1886, and searchable cited references back to 1998. *Business Source Premier* is superior to the competition in full text coverage in all disciplines of business, including marketing, management, MIS, POM, accounting, finance and economics. This database is updated daily on EBSCO*host.*

3. E-library offers a wide variety of content across many subject areas, especially in business and social science and computer science. It acquires integrated collections of eBooks and other content. E-library continues to add quality of eBooks and other authoritative titles to their selection from the world's leading academic and professional publishers.

4. Emerald is a long established publisher with over 200 titles in the field of management, information science and engineering. All of Emerald research journals are peer-reviewed to ensure the highest quality. HEC has provided access to 150 of the total journal titles. You can view by clicking @ Journals Listing

5. Content in JSTOR spans many discipline s, with over 500 high-quality publications available in the archives.

6. JSTOR provides the ability to retrieve high-resolution, scanned images of journal issues and pages as they were originally designed , printed and illustrated.

7. Project Muse provides online access to 430 full-text journals from 108 publishers in humanities, and social science. MUSE pricing meets library needs around the world. Access URL http://muse.jhu.edu/.

8. Springer is the world's second largest STM publisher, delivering high quality peer-reviewed journals through its acclaimed online service - Springer Link. Through Springer Link, Springer publishes more than 1,250 journals online of which 1,030 are now available to Institutes within a range of PERI countries. Springer also offers optional pricing for the remaining (new and takeover journals in its programme).

9. Taylor & Francis has grown rapidly over the last two decades to become a leading international academic publisher. More than 1,300 titles in humanities, social sciences and applied sciences.

b. Indicate how adequate the facilities are.

The above facilities are exclusively used by the Social Science and Media Science students, all these facilities are shared and accessible within campus to all the students of SZABIST. Having stated the above, I think they are sufficient for the students of Social Science and Media Science department.

Standard 7-2: Library Collection and Staff

a. **Describe the adequacy of the library's technical collection.**

- SZABIST library is equipped with KOHA & DSpace, the most modern library automated systems. It contains a rich collection of books, research projects, thesis and dissertations and eBooks etc. The library subscribes to a number of journals and magazines to update students' knowledge on current developments taking place nationally and internationally. The library is also linked to full text online academic journals & magazines through HEC digital library access.

- In addition the library also subscribed EBSCOHOST online digital library through which students can access a lot of journals & magazines.

- The total number of books available in the library to be used by Social Science and Media Science department for reference purposes is shown in the table below:

No.	Particulars	Quantity
**Table 2.5: SZABIST Islamabad Campus-Library Resources 2014-2015**		
1	**Printed Form**	
	A. Books	14727
	a. Management Sciences	5896
	b. Computer Sciences	3647
	c. Media Sciences	92
	d. Social Sciences	2572
	e. Economics	1478
	f. Engineering	922
	g. Law	96
	h. Miscellaneous	24
	B. Reports	**3698**
	a. Independent Study	2623

	b. Project	303
	c. Thesis	618
	d. Practicum	154
	C. Newspapers (Daily)	**12**
2	**Digital Form**	
	A. E-Books (SZABIST Digital library developed by the Librarians)	25000
	B. Books (Ebrary HEC)	41000
	C. CD's	2850
	a. Research (IS) Related	2000
	b. Books Related	850
	D. DVD's (Video Lectures)	200
	E. Journal/Magazines (Online)	41000
	a. Emerald	Yes
	b. Springer Link	Yes
	c. Jstore	Yes
	d. Ebscohost	Yes
	e. Taylor and Francis	Yes
	f. Project Muse	Yes
	g. Ebrary	Yes

Table 7.1: Library Resources

b. Describe the support rendered by the library.

Following are the ways in which the library staff support the faculty and students.

- Library is well furnished with necessary resources which include human and learning materials.

- At SZABIST Islamabad Campus, we have one main library comprising more than 14700 books in printed form and 25000 books in e-form.

- Respond to daily-on-site reissue requests for books.

- Arranged Training & Orientation sessions for the newly enrolled students along with new faculty & staff.

- Book and other reading materials lending services.

- Receiving and preserving all reading materials.

- Information access in digital form.

- To search newly available books in market and on internet and make a list of required ones.

- Provide SDI/CAS (Selective Dissemination of Information & Current Awareness services to Library Users specially to Researchers.

- Update the Digital Library (e-books) and download research papers for students and faculty from external resources on demand.

- Interaction with students to guide them that how to use the HEC e-Databases, Digital library and library resources.

- A total of 5 full time staff members are dedicated to provide continuous support to students and faculty on each working day in the library.

Shifts	Time Slots	Personnel(s)
Morning	08:00am--------04:00pm	02
Evening	01:30pm--------09:30pm	03

Table 7.2: Library Staff Shifts

Standard 7-3: Class-rooms & Offices Adequacy

a. Describe the adequacy of the classrooms.

We have following teaching facilities available at SZABIST Islamabad campus

- Classrooms / Lecture rooms: 16
- Seminar / Exam Halls: 03
- Computer Labs   02
- Telecom Lab   01
- Digital Lab   01
- Radio Station   01
- Media Lab   01
- TV Studio   01

We have following state of the art facilities in all classrooms;

- Automatic Multimedia
- Computer Systems with UPS backup

- ACs

- Fans

- 24/7 Power Generators

- Heaters

- Whiteboards

- Comfortable Chairs

- Rostrum / Dyce

- Marble floors

- Ceiling roofs

Other than these facilities, we have following facilities for seminars;

- Portable sound system

- Electronic Dyce

- Wireless MICs

- Video Conferencing facilities

- Portable/fixed LCDs

We are planning to have all classrooms equipped with central and fixed sound systems. However, portable speakers are available which can be used with laptops and systems for video lectures.

b. The adequacy of faculty offices:

Permanent faculty has been given separate offices/cubics furnished with air condition, shelves, boards etc. As for adjunct faculty, they have been provided with a combined hall wherein they can spend their extra time in the campus and enjoy refreshment etc.

Standard 8-1	Support and Financial Resources
Standard 8-2	Number and Quality of GSs, Students
Standard 8-3	Financial Support for Library and Computing Facilities

Criterion 8: Institutional Support

Standard8-1: Sufficient Support and Financial Resources for Faculties

a. Describe how your program meets this standard. If it does not explain the main causes and plans to rectify the situation.

Competitive compensation package is being offered to the permanent faculty members being appointed at SZABIST Islamabad Campus.

1. Annual and performance increments are awarded on gross salary. Annual (inflationary) increment is 10% whereas performance increment is 5%. A performance bonus is also awarded to every employee annually.

2. After completion of three years of successful teaching, SZABIST Islamabad Campus will provide them vehicle (car) loan.

3. For permanent faculty members, SZABIST Islamabad Campus offers continuing education program to pursue higher studies as per their requirement.

SZABIST Islamabad Campus makes sure that adequate resources are available to facilitate the faculty members i.e. computer, internet, stationery, writing material, phone lines, proper rooms with adequate seating arrangements, photocopying and printing facilities etc to help them plan their lectures.

b. Describe the level of adequacy of secretarial support, technical staff and office equipment.

Academics support office at SZABIST Islamabad Campus provides secretarial and technical support to the department which includes the following:

- Class management
- Attendance sheet circulation
- Time table maintenance
- Schedule circulation

Standard 8-2: Number and Quality of GSs, RAs and Ph.D. Students

a. Number of total graduate in past 3 years

Number of Graduate Students

Year	No. of Graduates
2012-13	5
2013-14	12
2014-15	6

Table 8.1: Number of Graduate Students

b. Provide the faculty graduate student ratio for the last three years.
Graduate to faculty ratio.

Year	No. of Faculty Members	Ratio
2013	18	0.2:1
2014	19	0.6:1
2015	20	0.3:1

Table 8.2: Faculty: Graduate Student Ratio

Particulars	Faculty		
	2012-13	**2013-14**	**2014-15**
Total Number of Faculty	18	19	20
Full Time faculty	5	5	5
Adjunct Faculty[**,***]	13	14	15

Table 8.3: Number of Faculty

* Graduates / Faculty of MSSS program only

** 3 Adjunct faculty is equal to 1 permanent faculty

*** Adjunct faculty has been counted as per person not according to number of courses taught by them

Standard 8-3: Financial support for Library and computer Facilities

a. Describe the resources available for the library

Particulars	Budgetary Allocation (Rupees)		
	2012-13	**2013-14**	**2014-15**
Library	1,000,000	1,000,000	1,000,000

Table 8.4: Resources available for the library

b. Describe the resources available for laboratories.

Not Applicable on MSSS program.

c. Describe the resources available for computing facilities[11]

Particulars	Budgetary Allocation (Rupees)		
	2012-13	**2013-14**	**2014-15**
Computing Facilities	5,735,000	5,770,000	5,675,000

Table 8.5: Resources available for computing facilities

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[11]Source of Information: Finance

SZABIST

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

Islamabad Campus

SELF-ASSESSMENT REPORT

MS Social Sciences (MSSS)

Program Self-Assessment Checklist

SZABIST

Islamabad Campus

Guidelines for Program Team Report and QEC Review

Program: <u>MSSS</u>

Reviewed by QEC Staff:

Mr. Syed Muhammad Ali

Ms. Faria Tausif

Dr. Daniel Peerzada

Ms. Riffat Mughal (Karachi Campus)

PROGRAM SELF ASSESSMENT CHECKLIST

The following is a summary checklist of the main criteria and the associated standards that need to be addressed in the program self-assessment report.

CRITERIA AND ASSOCIATED STANDARDS		Yes/No	Issue/Observation	Possible Evidences
Criterion 1- Program Mission, Objectives, and Outcomes				
Standard 1-1	Program Measurable Objectives			
	a. Document institution, department, and program mission statements	Yes		
	b. State program objectives	Yes		
	c. State program outcomes	Yes		
	d. Describe how each objective is aligned with program, college, and institution mission statements	Yes		
	e. Outline the main elements of the strategic plan to achieve the program mission and objectives	Yes		
	f. Table 4.1 program objectives assessment	Yes		
	Please find sample of Table 4.1 attached in Annexure I (i-ii)			
Standard 1-2	Program Outcomes			
	a. Table 4.2 outcomes versus objectives **Please find example of Table 4.2 attached in Annexure II (iii)**	Yes		
	b. Employer survey	Yes		
	c. Alumni survey	Yes		
	d. Graduating student's survey	Yes		
Standard 1-3	Assessment Results And Improvement Plans			
	a. Describe the action taken on based on the periodic assessments	Yes		
	b. Describe major future program improvement plans based on recent assessments	Yes		
	c. List strengths and weaknesses of the programs	Yes		
	d. List significant future plans for the program	Yes		

Standard 1- 4	Overall Performance Using Quantifiable Measures			
	a. Indicate the CGPA of successful students per semester, time required to complete the program, drop out ratio of students per semester (of the last 3 yrs) **Please find example attached in Annexure III (pg iv)**	Yes		
	b. Indicate the percentage of employers that are strongly satisfied with the performance of the department's graduates. Use Employer's survey.	Yes		
	c. Percentage of Student Evaluation/Assessment results for all the courses and faculty. Use Teacher Evaluation Results.	Yes		
	d. Percentage/List/Number of research activities i.e. journal publications, funded projects, conference publications per faculty and per year, and the faculty awarded excellence in research **Please find example attached in Annexure III (pg iv)**	Yes		
	e. Number of short courses workshops, seminars organized on community service level **Please find example attached in Annexure III (pg iv)**	Yes		
	f. Faculty and student surveys results to measure the administrative services provided	Yes		
Criterion 2 – Curriculum Design And Organization				
Standard 2-1	Courses Vs. Objectives			
	a. Title of Degree Program	Yes		
	b. Definition of Credit Hour	Yes		
	c. Degree Plan: Attach a flow chart showing pre-requisites, core, and elective courses. **Please find example attached in Annexure IV (pg v-ix)**	Yes		
	d. Table 4.3 curriculum course requirement **Please find example attached in Annexure IV (pg v-ix)**	Yes		

	e. Describe how the program content (courses) meets the program Objectives.	Yes	
	f. Table 4.4 Courses versus Outcomes. List the courses and tick against relevant outcomes. **Please find example attached in Annexure IV(pg v-ix)**	Yes	
Standard 2-2	Theory, Problem Analysis/ Solution and Design in Program		
	a. Table 4.5 Standard 2-2 requirements		
Standard 2-3	Mathematics & Basic Sciences Requirements		
	a. Address standards 2-3, 2-4, and 2-5 using information required in Table 4.4		
Standard 2-4	Major Requirements as Specified by Accreditation Body		
Standard 2-5	Humanities. Social Sciences, Arts, Ethical. Professional & Other Requirements	Yes	
	a. List the courses required by the Accreditation Body.		
Standard 2-6	Information Technology Content Integration Throughout the Program		
	a. List the courses required by the Accreditation Body.	Not Applicable	
	b. Describe how they are applied and integrated throughout the program	Yes	
Standard 2-7	Communication Skills (Oral & Written)		
	a. List the courses required by the Accreditation Body.	Not Applicable	
	b. Describe how they are applied in the program.	Yes	
Criterion 3 – Laboratories and Computing Facilities			
Standard 3- 1	Lab Manuals / Documentation / Instructions		
	a. Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions	Yes	
	b. Are the resources available sufficient for the program?	Yes	
Standard 3- 2	Adequate Support Personnel for Labs		
	Indicate for each laboratory, support personnel, level of support, nature and	Yes	

	extent of instructional support. **Please find example attached in Annexure V(pg x)**			
Standard 3- 3	Adequate Computing Infrastructure and Facilities			
	a. Describe how the computing facilities support the computing component of your program	Yes		
	b. Are there any shortcomings in the computing infrastructure and facilities?	Yes		
Criterion 4 – Student Support and Advising				
Standard 4-1	Sufficient Frequency of Course Offering			
	a. Provide the department's strategy for course offerings	Yes		
	b. Explain how often core courses are offered.	Yes		
	c. Explain how often elective courses are offered.	Yes		
	d. Explain how required courses outside the department are managed to be offered in sufficient number and frequency	Yes		
Standard 4-2	Effective Faculty / Student Interaction			
	Describe how you achieve effective student/faculty interaction in courses taught by one or more than one person; such as two faculty members, a faculty member, and a teaching assistant or a lecturer	Yes		
Standard 4-3	Professional Advising and Counseling			
	a. Describe how students are informed about program requirements	Yes		
	b. Describe the advising system and indicate how its effectiveness is measured	Yes		
	c. Describe the student counseling system and how students get professional counseling when needed	Yes		
	d. Indicate if students have access to professional counseling; when necessary	Yes		
	e. Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies	Yes		
Criterion 5 – Process Control				
Standard	Admission Process			

5-1				
	a. Describe the program admission criteria at the institutional level, faculty or department if applicable. b. Make a Flowchart **Please find example attached in Annexure VI (pg xi-xii)**	Yes		
	c. Describe policy regarding program/credit transfer	Yes		
	d. Indicate how frequently the admission criteria are evaluated and if the evaluated results are used to improve the process	Yes		
Standard 5-2	Registration and Students			
	a. Describe how students are registered in the program	Yes		
	b. Describe how students' academic progress is monitored and how their program of study is verified to adhere to the degree requirements	Yes		
	c. Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process	Yes		
Standard 5-3	Faculty Recruitment and Retention Process			
	a. Describe the process used to ensure that highly qualified faculty is recruited to the program. b. Make a Flowchart **Please find example attached in Annexure VI (pg xi-xii)**	Yes		
	c. Indicate methods used to retain excellent faculty members	Yes		
	d. Indicate how evaluation and promotion processes are in line with institution mission statement	Yes		
	e. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process	Yes		
Standard 5-4	Effective Teaching and Learning Process			
	a. Describe the process and procedures used to ensure that teaching and delivery of course material is effective and focus on students learning	Yes		

	b. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process	Yes		
Standard 5-5	Program Requirements Completion Process			
	a. Describe the procedure used to ensure that graduates meet the program requirements	Yes		
	b. Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process	Yes		
Criterion 6 – Faculty				
Standard 6-1	Program Faculty Qualifications and Number			
	a. Faculty resumes in accordance with the format	Yes	Launched	
	b. Table 4.6 faculty distribution by program's areas **Please find example attached in Annexure VII (pg xiii)**	Yes		
Standard 6-2	Current Faculty, Scholarly Activities & Development			
	a. Describe the criteria for faculty to be deemed current (updated in the field) in the discipline and based on these criteria and information in the faculty member's resumes, what percentage of them is current. The criteria should be developed by the department	Yes		
	b. Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development	Yes		
	c. Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development	Yes		
	d. Indicate how frequently faculty programs are evaluated and if the evaluation results are used for improvement	Yes		
Standard 6-3	Faculty Motivation and Job Satisfaction			
	a. Describe programs and processes in place for faculty motivation	Yes		
	b. Indicate how effective these programs are	Yes		
	c. Obtain faculty input using faculty survey	Yes		

	(Appendix C) on programs for faculty motivation and job satisfaction			
Criterion 7 – Institutional Facilities				
Standard 7-1	New Trends in Learning (e.g. E-Learning)			
	a. Describe infrastructure and facilities that support new trends in learning	Yes		
	b. Indicate how adequate the facilities are	Yes		
Standard 7-2	Library Collections & Staff			
	a. Describe the adequacy of library's technical collection	Yes		
	b. Describe the support rendered by the library	Yes		
Standard 7-3	Class-rooms & Offices Adequacy			
	a. Describe the adequacy of the classrooms	Yes		
	b. Describe the adequacy of faculty offices	Yes		
Please find examples of Criterion 7 attached in Annexure VIII (pg xiv-xvi)				
Criterion 8 – Institutional Support				
Standard 8-1	Support and Financial Resources			
	a. Describe how your program meets this standard. If it does not explain the main causes and plans to rectify the situation	Yes		
	b. Describe the level of adequacy of secretarial support, technical staff and office equipment	Yes		
Standard 8-2	Number and Quality of GSs, RAs and Ph.D. Students			
	a. Provide the number of graduate students, research assistants and Ph.D. students for the last three years	Yes		
	b. Provide the faculty: graduate student ratio for the last three years	Yes		
Standard 8-3	Financial Support for Library and Computing Facilities			
	a. Describe the resources available for the library	Yes		
	b. Describe the resources available for laboratories		Not Applicable	
	c. Describe the resources available for computing facilities	Yes		

	Please find examples of Criterion 8 attached in Annexure IX (pg xvii-xix)

*Key

Y- Yes   N- No   N/A- Not Applicable

SZABIST

Islamabad Campus

SELF-ASSESSMENT REPORT

MS Social Sciences (MSSS)

Assessment Team Report

Assessment Team Report

The AT report is comprised of the following:

    A. Review Report
    B. Assessment Results Implementation Plan Summary
    C. Criteria Referenced (Rubric) Evaluation of SAR

A. The Review Report

1. **Names of Assessment Team Members**

    i. Dr. Shamim A. Sahibzada

    ii. Mr. Zeeshan Hamid

    iii. Ms. Shagufta Shaheen

2. **Date of Nomination**

    August 4, 2016

3. **Assessment duration (e.g. 7 days or 10 days)**

    6 months

4. **Name of Department and Program being assessed.**

    Social Sciences, MS (SS)

5. **Shortcomings of the PT report**

    Criterion 1: Program Mission, Objectives and Outcomes
    Standard 1-1

b. Program objectives: The number of objectives is too big and some of them are beyond measure. These should be reduced to five and made more precise. There is lot duplication.

c. Program outcomes: Like the objectives, the number of identified outcomes is also huge and need to be reduced to five and made exact in line with the objectives of the program. There is no precise coordination between the program objectives and program outcomes.

d. SZABIST does not have PhD Program in Social Sciences. It has only MS (SS) program. This paragraph needs revision since the number of objectives has to be reduced to five hence the alignment of each objective with the program, college and institution mission will also need revision.

e. The main elements of strategic plan to achieve the program mission and objectives have not been outlined.

f. Table 4.1 which provides a format for program objectives assessment has not been given.

Standard 1-2: Program Outcomes

a. Table 2.2 (outcomes versus objectives) needs revision in the light of suggested revised objectives and outcomes.

b. Graduating senior survey which was to be conducted every semester was carried out once.

c. Alumni Survey was conducted once in 2013-2015.

d. Employers' survey was directed to be conducted every two years but has been carried out once.

e. Carefully designed questions related to program outcomes, asked during projects presentations, have not been given in the report.

f. Outcomes Examinations have not been discussed.

Standard 1-3

a. Actions taken on the basis of the results of periodic assessment have been discussed.

b. Major future program improvements are given.

c. Strengths and Weaknesses of the program are covered.

d. Significant future plans for the program are listed.

Standard 1-4

a. Present students' enrolment at the undergraduate level, percentages of honor students, student faculty ratio, and average time for completing the undergraduate program and attrition rate have not been discussed in the Report.

b. Statistical information about the strongly satisfied employers is given in the bar chart but the results have not been discussed in order to arrive at conclusions.

c. Percentage of student evaluation/ Assessment results for all the courses and faculty have not been discussed.

d. The list of publications, funded projects and conference papers is given in terms of total numbers but the breakdown per year faculty-wise is not given. Neither is the percentage of faculty receiving excellence awards in research indicated.

e. Information about faculty only (not students) regarding the administrative services offered by the department is given in the bar chart but it needs to be discussed in a paragraph below the chart.

Criterion 2: Curricular Design and Organization

c. Degree Plan: Flow Chart is missing. The information provided in the given Table needs to be revised wherein two separate columns for prerequisite courses and core courses be included. Besides, course numbers/codes of all the courses and two independent studies are wrong when compared to the numbers/codes given in the prospectus.

e. Required information about the program's curriculum for A-D are given but no detailed response has been provided for E which requires for each course in the program, 1-2 written pages specifying course title; course objectives and outcomes; catalog description; text books and references; syllabus breakdown in lectures; computer usage; laboratory and content breakdown in credit hours.

Standard 2-1

The alphabetical number are a and b and not e and f.

Standard 2-2

Table 4.5 needs revision since courses must correspond with the required elements more closely. Besides, courses mentioned in front of the problem analysis and solution design are not given in the prospectus hence have not been offered.

Standards 2-3 to 2-7:

The above have not been fully addressed due to the non-\existence of accreditation body at the Institute.

g. **Comments on:**

i. **Relevance and the comprehensiveness of the responses to criteria / standards given in the SA Manual**

The responses to most of the criteria/standards given in the SA Manual are relevant and comprehensive.

ii. **Authenticity of the information / data provided in the report**

The information/data provided in the report is authentic since it has been collected and compiled by the EDC and QEC of the Institute.

iii. **Adequacy of the summaries / conclusions drawn by PT on the basis of various feedbacks / surveys**

Neither summaries have been discussed nor conclusions derived from the various surveys and feedbacks. Only statistical information has been shown in the form of bar charts for these three surveys. The sections of the survey

forms regarding general comments and information about organization in the Employer Survey; General comments and Alumni information in the Alumni Survey have not been discussed. Various questions asked in the Graduating students Survey have not been asked from the students. This may be due the fact that the Survey form for Graduating students given in the Appendix C of the SA Manual has not been used by the PT to collect information.

iv. Observations made during the assessment

1. The SA Manual uses examples of mathematics, engineering and technology subject which sometimes create confusion for the PT to emulate them in social sciences program.

2. The PT has identified many objectives and outcomes of the program most of which are not quantifiable as required by the SA Manual.

3. The report is deficient in several ways but it is because of the fact that this exercise is being carried out for the first time in the Institute, and the project team members which are doing this assessment are not trained for this task.

4. Besides, some problems arise due to the lack of the required information about the courses in the prospectus. For instance, under SA Manual

Criterion 2: Curriculum design and organization, degree plan asks for a flow chart showing the prerequisites, core and elective courses. In the prospectus 2015, the breakdown of courses shows a different nomenclature such as compulsory courses, elective courses, Independent research studies and Thesis. The PT must have found this part difficult to answer.

v. Strengths and weaknesses of the Program

The points given by the PT Report about the strengths and weaknesses are valid. Moreover, in my view, the most serious weakness of our MS (SS) program is its general nature. Since Social Sciences Departments has four major areas, i. e., Psychology, Sociology, International Relations and Economics, hence an MS in Social Sciences does not convey any specific meaning about the specialization field of the degree. Therefore, the best way to promote MS level programs in Social Sciences Department is to introduce separate MS programs in Psychology, Sociology, International Relations and Economics.

vi. Date of the presentation of AT report in the exit meeting

December 28, 2016

B. Criteria Referenced (Rubric) Evaluation of SAR

CRITERIA REFERENCED SELF ASSESSMENT– METHODOLOGY AND EVALUATION TOOL

Scoring of Criterion Items:-

Key areas of each criterion are to be scored normally by considering the approach taken by the university and the results achieved. Maximum score for each item is 5 and the minimum is 1. The visiting team is required to award the score by encircling one of the entries against each item. The total of the encircled values (TV) for each criterion will be determined and normalized in percentages. Each criterion has a weight allocated to it. Scores pertaining to a particular criterion will be the product of TV and its weightage. Following are the guidelines to be used to awarding score to each key area.

Self-Assessment Report Criterion 1 - Program Mission. Objectives and Outcomes Weight = 0.05	
Factors	**Score**
1. Does the Program have documented measurable objectives that support faculty / college and institution mission statements?	4
2. Does the Program have documented outcomes for the graduating students?	4
3. Do these outcomes support the program objective?	4
4. Are the graduating students capable of performing these outcomes?	3
5. Does the department assess its overall performance periodically using quantifiable measures?	3
6. Is the result of the Program Assessment Documented?	4
Total Encircled Value (TV)	22
SCORE 1 (S1) = [TV / (No. of questions * 5)] * 100 * Weight	3.6

Criterion 2 - Curriculum Design and Organization = 0.20	Weight
Factors	**Score**
1. Is the curriculum consistent?	4
2. Does the department assess its overall performance periodically using quantifiable measures?	3
3. Are theoretical background, problem analysis and solution design stressed within the program's core material?	4
4. Does the curriculum satisfy the core requirements laid down by Accreditation Body?	4
5. Does the curriculum satisfy the major requirements laid down by HEC and Accreditation Body?	4
6. Does the curriculum satisfy the professional requirements as laid down by Accreditation Body?	4
7. Is the information technology component integrated throughout the program?	3
8. Are oral and written skills of the students developed and applied in the program?	4
Total Encircled Value (TV)	30
SCORE 2 (S2) = [TV / (No. of questions * 5)] * 100 * Weight	15

Criterion 3 – Laboratories and Computing Facilities = 0.10	Weight
Factors	**Score**
1. Are laboratory manuals / documentation / instructions etc for experiments available and readily accessible to faculty and students?	4
2. Are there adequate number of support personnel for instruction and maintaining the laboratories?	4
3. Are the university's infrastructure and facilities adequate to support the program's objectives?	5
Total Encircled Value (TV)	13
SCORE 3 (S3) = [TV / (No. of questions * 5)] * 100 * Weight	8.6

Criterion 4 – Students Support and Advising	Weight = 0.10
Factors	**Score**
1. Are the Courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	4
2. Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	3
3. Does the university provide academic advising on course decision and career choices to all students?	4
Total Encircled Value (TV)	11
SCORE 4 (S4) = [TV / (No. of questions * 5)] * 100 * Weight	7.33

Criterion 5 - Process Control	Weight = 0.15
Factors	**Score**
1. Is the process to enroll students to a program based on quantitative and qualitative criteria?	3
2. Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	4
3. Is the process to register students in the program and monitoring their progress documented?	5
4. Is the process above periodically evaluated to ensure that it is meeting its objectives?	4
5. Is the process to recruit and retain faculty in place and documented?	4
6. Are the processes for faculty evaluation and promotion consistent with the institution mission?	3
7. Are the processes in 5 and 6 mentioned above are periodically evaluated to ensure that they are meeting their objective?	4
8. Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5
9. Is the process in 8 mentioned above periodically evaluated to ensure that it is meeting its objectives?	4
10. Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	4
11. Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	4
Total Encircled Value (TV)	44
SCORE 5 (S5) = [TV / (No. of questions * 5)] * 100 * Weight	12

Criterion 6 - Faculty	Weight = 0.15
Factors	**Score**
1. Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?	4
2. Are the qualification and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	4
3. Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	4
4. Do the majority of faculty members hold a PhD degree in their discipline?	4
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	4
6. Are the mechanisms in place for faculty development?	3
7. Are faculty member motivated and satisfied so as to excel in their profession?	4
Total Encircled Value (TV)	27
SCORE 6 (S6) = [TV / (No. of questions * 5)] * 100 * Weight	11.57

Criterion 7 – Instructional Facilities	Weight = 0.15
Factors	**Score**
1. Does the institution have the infrastructure to support new trends such as e-learning?	4
2. Does the library contain technical collection relevant to the program and it is adequately staffed?	4
3. Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	4
Total Encircled Value (TV)	12
SCORE 7 (S7) = [TV / (No. of questions * 5)] * 100 * Weight	12

Criterion 8 – Instructional Support	Weight = 0.15
Factors	**Score**
1. Is there sufficient support and finances to attract and retain high quality faculty?	4
2. Are there an adequate number of high quality graduate students, teaching assistants and PhD students?	3
Total Encircled Value (TV)	7
SCORE 8 (S8) = [TV / (No. of questions * 5)] * 100 * Weight	10.5

Overall Assessment Score = S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 =**80.73**

C. Assessment Results Implementation Plan Summary-MSSS SZABIST Islamabad Campus

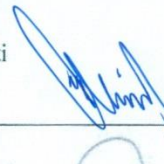| AT Findings	Corrective Actions	Imp. Date	Resp. Body	Resources Needed
1. Community service aspect is lacking in the program	It is recommended that there should be a non-credited course along with projects and activities that add value to society, such as; • Save water campaign • Recycling campaign • Gender discrimination in society, etc.	Nov 2017 (Partially completed)	PM	• Awareness Sessions • Public speaking sessions • Involving the civil societies for better outcomes. • MOU's with different related NGOs.
2. No criteria is defined to measure the effectiveness of executive development centre	There should be a reasonable mechanism to assess the effectiveness of executive development center. The following recommendations are; • Graduates job placement data should be updated • Evaluation of graduate productivity in the industry should be made.	Nov 2017 (Partially completed)	EDC	• Making better linkage with industries through jobs fairs. • Frequent alumni reunions
3. MS (SS) is a generalized program thus requires specialization.	The main weakness of our MS (SS) program is its general nature. • Therefore, the best way to promote MS level programs in Social Sciences Department is to introduce separate MS programs in Psychology, Sociology, International Relations and Economics.	Nov 2017 (Partially completed)	HOD/ BOS	• The suggestion should be discussed in the next Board of Studies (BOS) and at other relevant forums.
Comments :			**Name & Signature:**	
VP-Academics: The results of the Self-Assessment Report will help SZABIST in meeting its commitment towards excellence in education. This will be done with the timely implementation of the recommendation given by the Assessment Team for enhancing the quality of education in MS-SS program offered at SZABIST. I would like to thank the Program Team, Assessment Team and the IR/QEC staff for their efforts in completing this exercise.			Dr. Muhammad Altaf Mukati	

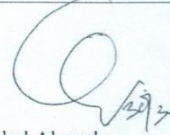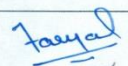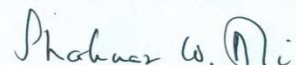|	
HoC: The program needs direction and specific objectives. To make this program more effective some changes have been made and efforts are on way to offer specialization in four major areas including ; - Psychology - International Relations - Sociology - Economics	Mr. Khusro Pervaiz Khan
Dean/HoD: 1. Efforts are now being made to conduct activities to add value in society through social sciences society of the students. For example blood donation was arranged recently. Anti-smoking walk was arranged on December 14, 2016, some plantation would be arranged by the end of January. A speech contest on the road safety was held on November 2016 in collaboration with the motor way Police. 2. The EDC has completed alumni data base of 3,105 students and acting as liaison between job seeking SZABIST graduates in order to build networking with the most coveted companies in Pakistan effectively. A career fair was held on November 30, 2016. More than three dozen companies participated by displaying their recruitment agenda and companies profiles. However, after evaluation more efforts would be made for frequent alumni re-unions. 3. In order to introduce specialization in the curriculum for MS-SS, the faculty has been given the task for the theme and the road map of the program in accordance to the policies/road map of HEC and other universities offering that program. The curriculum would be presented in the next BOS for deliberation/approval.	Mr. Iqbal Ahmad
QEC: The Self-Assessment process of the MS-SS program supported in highlighting the areas that require further strengthening. The IR/QEC staff is assured that the execution of the corrective actions will increase the market standing of the program and students' overall educational experience.	Ms. Faryal Shahabuddin Ms. Faria. Tausif

President-SZABIST

B. **Assessment Results Implementation Plan Summary – MS-SS** *SZABIST* -Islamabad Campus

AT Findings	Corrective Actions	Imp. Date	Resp. Body	Resources Needed
1. Community service aspect is lacking in the program	It is recommended that there should be a non-credited course along with projects and activities that add value to society, such as; • Save water campaign • Recycling campaign • Gender discrimination in society, etc.	Nov 2017 (Partially completed)	PM	• Awareness Sessions • Public speaking sessions • Involving the civil societies for better outcomes. • MOU's with different related NGOs.
2. No criteria is defined to measure the effectiveness of executive development centre	There should be a reasonable mechanism to assess the effectiveness of executive development center. The following recommendations are; • Graduates job placement data should be updated • Evaluation of graduate productivity in the industry should be made.	Nov 2017 (Partially completed)	EDC	• Making better linkage with industries through jobs fairs. • Frequent alumni reunions
3. MS (SS) is a generalized program thus requires specialization.	The main weakness of our MS (SS) program is its general nature. • Therefore, the best way to promote MS level programs in Social Sciences Department is to introduce separate MS programs in Psychology, Sociology, International Relations and Economics.	Nov 2017 (Partially completed)	HOD/ BOS	• The suggestion should be discussed in the next Board of Studies (BOS) and at other relevant forums.
Comments :			**Name & Signature:**	
VP-Academics: The results of the Self-Assessment Report will help SZABIST in meeting its commitment towards excellence in education. This will be done with the timely implementation of the recommendation given by the Assessment Team for enhancing the quality of education in MS-SS program offered at SZABIST. I would like to thank the Program Team, Assessment Team and the IR/QEC staff for their efforts in completing this exercise.			Dr. Muhammad Altaf Mukati	
HoC: The program needs direction and specific objectives. To make this program more effective some changes have been made and efforts are on way to offer specialization in four major areas including ; - Psychology - International Relations - Sociology - Economics			Mr. Khusro Pervaiz Khan	

B.   **Assessment Results Implementation Plan Summary – MS-SS** SZABIST -Islamabad Campus

Dean/HoD: 1. Efforts are now being made to conduct activities to add value in society through social sciences society of the students. For example blood donation was arranged recently. Anti-smoking walk was arranged on December 14, 2016, some plantation would be arranged by the end of January. A speech contest on the road safety was held on November 2016 in collaboration with the motor way Police. 2. The EDC has completed alumni data base of 3,105 students and acting as liaison between job seeking SZABIST graduates in order to build networking with the most coveted companies in Pakistan effectively. A career fair was held on November 30, 2016. More than three dozen companies participated by displaying their recruitment agenda and companies profiles. However, after evaluation more efforts would be made for frequent alumni re-unions. 3. In order to introduce specialization in the curriculum for MS-SS, the faculty has been given the task for the theme and the road map of the program in accordance to the policies/road map of HEC and other universities offering that program. The curriculum would be presented in the next BOS for deliberation/approval.	Mr. Iqbal Ahmad
QEC: The Self-Assessment process of the MS-SS program supported in highlighting the areas that require further strengthening. The IR/QEC staff is assured that the execution of the corrective actions will increase the market standing of the program and students' overall educational experience.	Ms. Faryal Shahabuddin Ms. Faria. Tausif

President-SZABIST May 3, 2017

SZABIST

Islamabad Campus

SELF-ASSESSMENT REPORT

MS Social Sciences (MSSS)

Program Team Registration Forms

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Islamabad Campus

Registration Form

Program Team

Program Team of (Name of Department / Faculty): __MS SS__

Team Leader: DR. TARAQ WAHEED

Name: DR. TARAQ WAHEED   Position: ASST. PROFESSOR.

Institution: SZABIST ISB   Contact No: (Office) 051-4863363

Mobile No: _____   Email Address: taraq.waheed @
                                      szabist-isb.edu.pk

Role in Program Team:

Beside his / her own responsibilities, he/ she will also be responsible for the following:

- To attend the SAR meetings as and when required.
- To ensure that Self Assessment Mechanism is being implemented as per the given guidelines.
- To prepare drafts of the SAR on the given dead line and send them to QEC for timely feedback.
- To keep the record of all the supporting documents addressing various standards of the SAR.
- To circulate all the applicable feedback forms to the target stakeholders and include the analysis of the same in the SAR.
- To communicate with the management on the effectiveness and suitability of the Self Assessment Mechanism.

Declaration of the Program Team Member:

I am quite willing to be part of this team and assure that I would do my best to play my role in the working of Program Team.

Dr. Taraq Waheed   _19 August 2015_

(Signature of PT Member)   Date

Approved By: _Dr. Taraq Waheed_

(Head of the Department)

Note: Completed form should be sent to the QEC

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Islamabad Campus

Registration Form

Program Team

Program Team of (Name of Department / Faculty): _MS SS_

Team Leader: _DR. TARAQ WAHEED_

Name: _DR. FAROOQ SOLANGI_   Position: _PROFESSOR_

Institution: _SZABIST ISB_   Contact No: (Office) _051-4863363_

Mobile No: _____   Email Address: _farooq @ szabist -isb. edu. pk._

Role in Program Team:

Beside his / her own responsibilities, he/ she will also be responsible for the following:

- To attend the SAR meetings as and when required.
- To ensure that Self Assessment Mechanism is being implemented as per the given guidelines.
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- To communicate with the management on the effectiveness and suitability of the Self Assessment Mechanism.

Declaration of the Program Team Member:

I am quite willing to be part of this team and assure that I would do my best to play my role in the working of Program Team.

[signature]   19-08-15

(Signature of PT Member)   Date

Approved By: _Dr. Taraq Waheed_

(Head of the Department)

Note: Completed form should be sent to the QEC

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Islamabad Campus

Registration Form

Program Team

Program Team of (Name of Department / Faculty): _MS SS_

Team Leader: _DR. TARAQ WAHEED_

Name: _MR. WAJID HUSSAIN_   Position: _LECTURER_

Institution: _SZABIST ISB_   Contact No: (Office) _051-4863363_

Mobile No: _____   Email Address: _hussain @ Szabist - Isb. edu.pk._

Role in Program Team:

Beside his / her own responsibilities, he/ she will also be responsible for the following:

- To attend the SAR meetings as and when required.
- To ensure that Self Assessment Mechanism is being implemented as per the given guidelines.
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Declaration of the Program Team Member:

I am quite willing to be part of this team and assure that I would do my best to play my role in the working of Program Team.

_____   _19-8-2015_
(Signature of PT Member)   Date

Approved By: _____ Dr. Taraq Waheed

(Head of the Department)

Note: Completed form should be sent to the QEC

SZABIST

Islamabad Campus

SELF-ASSESSMENT REPORT

MS Social Sciences (MSSS)

Assessment Team Registration Forms

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Islamabad Campus

Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): _MS (SS)_

Team Leader: _Dr. Shamim A. Sahibzada_

Name: _Dr. Shamim A. Sahibzada_   Position: _Head, R&D, PM (MS-DS)_

Institution: _SZABIST_   Contact No: (Office) _____

Mobile No: _0300 5235849_   Email Address: _shamim@szabist-isb.edu.PK_

Role in Assessment Team:

- Beside his / her own responsibilities, He/ She will also be responsible for the following:
- The review of SAR
- Physical Verification of the academic facilities
- Verification of the contents of SAR
- Evidence gathering to support their findings
- Evaluation of SAR in light of the above points
- Reporting on the findings of the evaluation and visits
- Converting the report in the HEC-specified rubric   format

Declaration of the Assessment Team Member:

I am quite willing to be part of this team and assure that I would do my best to play my role in the working of Assessment Team.

Shamim Sahibzada   _04/08/2016_

(Signature of AT Member)   Date

Approved By: _____

(Head of the QEC)

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Islamabad Campus

Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): ___MS-SS___

Team Leader: ___DR. SHAMIM A. SAHIBZADA___

Name: ___ZEESHAN HAMID___   Position: ___PROGRAM MANAGER (BSAF-PMBA-FM___ LECTURER

Institution: ___SZABIST.___   Contact No: (Office) ___051-4863367 EXT-512___

Mobile No: _____   Email Address: ___zeeshan.hamid@szabist-isb.edu.pk___

Role in Assessment Team:

- Beside his / her own responsibilities, He/ She will also be responsible for the following:
- The review of SAR
- Physical Verification of the academic facilities
- Verification of the contents of SAR
- Evidence gathering to support their findings
- Evaluation of SAR in light of the above points
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Declaration of the Assessment Team Member:

I am quite willing to be part of this team and assure that I would do my best to play my role in the working of Assessment Team.

_____   ___04/08/2016___

(Signature of AT Member)   Date

Approved By: _____

(Head of the QEC)

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Islamabad Campus

Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): ___MS - SS___

Team Leader: ___Dr. Shamim A. Sahibzada___

Name: ___Ms. Shagufta Shaheen___   Position: ___Manager HR___

Institution: ___SZABIST, ISB___   Contact No: (Office) __051- 4863367- Ext- 521__

Mobile No: _____   Email Address: __shagufta@szabist-isb.edu__

Role in Assessment Team:

- Beside his / her own responsibilities, He/ She will also be responsible for the following:
- The review of SAR
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Declaration of the Assessment Team Member:

I am quite willing to be part of this team and assure that I would do my best to play my role in the working of Assessment Team.

_____   ___4 - 8 - 2016___

(Signature of AT Member)   Date

Approved By: _____

(Head of the QEC)