



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

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**Masters in Project Management**

**Karachi Campus**

***Spring 2015***



## Table of Contents

Executive Summary	I
Program Team Report	II
Program Self-Assessment Checklist	III
Assessment Team Report	IV
Program Team Registration Forms	V
Assessment Team Registration Forms	VI



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## **Executive Summary**



*Quality Enhancement Cell*  
*Institutional Research Department*

*Self-Assessment Report*  
*Executive Summary*

**Masters in Project Management (MPM) Program**

**SZABIST Karachi 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 Spring 2016, 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 Karachi Campus, after completing the Self-Assessment Reports of two programs in the Computing Department, five programs in the Management Sciences Department, two program in the Social Sciences Department, one program in Mechatronics Department and one program in Media Sciences Department the QEC initiated the Self-Assessment process of MPM Credit Hours program. The highlights of the process were as follows:

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

The PT was nominated by the Head of Social Sciences Department, Dr. Nadeem A. Syed on January 21<sup>st</sup>, 2015. Following were the members of the PT:

- (i) *Dr. Jawaid Qureshi*
- (ii) *Mr. Farhan Syed*
- (iii) *Mr. Jamil Ahmed*

**2. Submission of PT Report**

The PT submitted the report on April 10<sup>th</sup>, 2015. The QEC examined the report, identified shortcomings and communicated the same to the PT. After incorporating QEC suggestions, the report was finalized on April 23<sup>rd</sup>, 2015.



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

The AT was nominated by the Head of IR/QEC, Madame Shahnaz Wazir Ali and Ms. Faryal Shahabuddin on April 27<sup>th</sup>, 2015. Following were the members of the AT:

- (i) *Mr. Asim Riaz*
- (ii) *Mr. Aneel Ahmed*
- (iii) *Mr. Zubair Ahmed*

### 4. Date of Submission of AT Report

The AT Report was submitted on March 1<sup>st</sup>, 2016.

### 5. AT Findings and Recommendations

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

- (i) Some contradiction in possessing 100% faculty. Not a single full time professional certified faculty is available. It is suggested that permanent faculty with relevant certification is hired.
- (ii) There is a course of SAP training in curriculum. There is no licensed software available for MPM program (SAP, PRIMAVERA etc.). It is suggested that proper license should be obtained so students can boast their credentials.

### 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 Management Sciences Department plans to implement the suggested corrective measures in the near future to improve the quality of education delivered at **SZABIST**.



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**Masters in Project Management**  
**Karachi Campus**

***Program Team Report***

**Spring 2015**



## Table of Contents

Criterion: 1 Program Mission, Objectives and Outcomes .....	<b>Error! Bookmark not defined.</b>
Standard 1-1 Program Measurable Objectives .....	2
a. Mission Statements .....	2
b. Program’s Measurable Objectives .....	2
c. Program Outcomes .....	3
d. Describe how each objective is aligned with program, college, and institution mission statements .....	4
Table 3.1: Program Objectives and Department/Institute’s Mission’s Alignment .....	5
e. Elements of Strategic Plan .....	5
f. Program Objectives Assessment .....	6
Table 4.1: Program Objectives Assessment .....	8
Standard 1-2 Program Outcomes (MPM Program) – 33 Credit Hours .....	8
a. Outcomes versus Objectives .....	8
b. Employer Survey .....	9
c. Alumni Survey .....	9
d. Graduating Student Survey .....	10
Standard 1-3 Assessment Results and Improvement Plans .....	10
a. Describe the action taken on the basis of the periodic assessment .....	10
b. Describe major future program improvement plans based on recent assessments .....	10
c. List strengths and weaknesses of the program .....	11
d. List significant future plans for the program .....	11
Standard 1-4 Overall Performance Using Quantifiable Measures .....	12
a. Indicate the percentage of successful students during study years showing i.e. their average, graduating grade point average per semester, time required to complete the program, drop out ratio of students .....	12
b. Indicate the percentage of employers that are strongly satisfied with the performance of the departments graduates .....	12
c. Percentage of students’ evaluation/assessment results for all the courses and faculty ..	13
d. Percentage of research activities i.e. journal publications, funded projects, conference publications per faculty and per year, and the faculty awarded excellence in research .....	13
e. Number of short courses workshops, seminars organized on community service level	17
f. Faculty and student surveys results to measure the administrative services provided...	17
Criterion: 2 Curriculum Design And Organization .....	<b>Error! Bookmark not defined.</b>



Standard 2-1 Courses versus Objectives .....	20
a. Title of Degree Program.....	20
b. Defination of Credit Hour .....	20
c. Degree Plan .....	20
d. Curriculum Course Requirements.....	21
e. Describe how the program content (courses) meets the program objectives. ....	21
f. Courses versus Objectives.....	21
Standard 2-2 Theory, Problem Analysis / Solution and Design .....	22
Standard 2-3, 2-4, 2-5, 2-6, and 2-7 indicate how courses in the program satisfy its requirements .....	22
Criterion: 3 Laboratories And Computing Facilities .....	23
Standard 3-1 Lab Manuals/Documentation/Instructions.....	28
a. Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions.....	28
b. Benchmarks of similar departments in reputable institutions to identify shortcomings in laboratory.....	28
Standard 3-2 Adequate Support of Personnel for Labs.....	28
Indicate for each laboratory, support personnel, level of support, nature and extent of instructional support .....	28
Standard 3-3 Adequate Computing Infrastructure and Facilities.....	29
a. Describe how the computing facilities support the computing component of your program.....	29
b. Shortcomings in Computing infrastructure and facilities .....	30
Criterion 4 : Student Support And Advising.....	30
Standard 4-1 Sufficient Frequency of Course Offering .....	32
a. Provide the department’s strategy for course offering .....	32
b. Explain how often required courses are offered.....	32
c. Explain how often elective courses are offered .....	32
d. Explain how required courses outside the department are managed to be offered in sufficient number and frequency .....	33
Standard 4-2 Effective Faculty and Student Interaction .....	33
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 or a lecturer .....	33
Standard 4-3 Professional Advising and Counseling .....	33
a. Describe how students are informed about program requirements .....	33



b. Describe the advising system and indicate how its effectiveness is measured .....	33
c. Describe the students counseling system and how students get professional counseling when needed .....	34
d. Indicate if students have access to professional counseling when necessary .....	34
e. Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies .....	34
Criterion: 5 Process Control.....	36
Standard 5-1 Admission Process.....	38
a. Describe the program admission criteria at the institutional level, faculty or department if applicable .....	38
b. The Admission Process Flowchart for the MPM program (33 credit hours).....	39
c. Describe policy regarding program/credit transfer .....	40
d. Indicate how frequently the admission criteria are evaluated and if the evaluated results are used to improve the process.....	40
Standard 5-2 Registration and Students .....	41
a. Describe how students are registered in the program .....	41
b. Describe how students' academic progress is monitored and how their program of study is verified to adhere to the degree requirements.....	42
c. Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process.....	43
Standard 5-3 Faculty Recruitment and Retention Process .....	43
a. Describe the process used to ensure that highly qualified faculty is recruited to the program.....	43
b. Figure: Faculty Recruitment Process .....	45
c. Indicate methods used to retain excellent faculty members.....	46
d. Indicate how evaluation and promotion processes are in line with institution's mission statement.....	46
e. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.....	47
Standard 5-4 Effective Teaching and Learning Process .....	48
a. Describe the process and procedures used to ensure that teaching and delivery of course material is effective and focus on students learning.....	48
b. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.....	48
Standard 5-5 Program Requirements Completion Process .....	49
a. Describe the procedure used to ensure that graduates meet the program requirements	49



b. Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process.....	49
Criterion: 6 Faculty .....	49
Standard 6-1 Program Faculty Qualifications and Number .....	51
a. Faculty resumes.....	51
b. Faculty distribution by program's areas .....	51
Standard 6-2 Current Faculty, Scholarly Activities and Development.....	51
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 resumes, what percentage of them is current. The criteria should be developed by the department.....	51
b. Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development.....	52
c. Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development. ....	52
d. Indicate how frequently faculty programs are evaluated and if the evaluation results are used for improvement.....	53
Standard 6-3 Faculty Motivation and Job Satisfaction .....	53
a. Describe programs and processes in place for faculty motivation.....	53
b. Obtain faculty input using faculty survey on programs for faculty motivation and job satisfaction .....	54
c. Indicate how effective these programs are.....	53
6.4 Management Sciences Faculty .....	55
Criterion: 7 Institutional Facilities .....	<b>Error! Bookmark not defined.</b>
Standard 7-1 New Trends in Learning (e.g. E-Learning) .....	61
a. Describe infrastructure and facilities that support new trends in learning .....	61
b. Indicate how adequate the facilities are .....	61
Standard 7-2 Library Collection and Staff .....	62
a. Describe the adequacy of Library's technical collection .....	62
b. Describe the support rendered by the Library .....	63
Standard 7-3 Class-rooms & Offices Adequacy .....	64
a. Describe the adequacy of the classrooms.....	64
b. Describe the adequacy of faculty offices .....	64
Criterion: 8 Institutional Support .....	64
Standard 8-1 Support and Financial Resources.....	66
a. Describe how your program meets this standard. If it does not explain the main causes and plans to rectify the situation.....	66



b. Describe the level of adequacy of secretarial support, technical staff and office equipment .....	66
There are 15 dedicated academic staff members who provide secretarial and technical support to the Management Science department. The support includes: .....	66
Standard 8-2 Number and Quality of GSs, RAs and PhD Students.....	67
a. Provide the number of graduate students for the last three years.....	67
b. Provide the faculty-graduate student ratio for the last three years .....	67
Standard 8-3 Financial Support for Library and Computing Facilities.....	68
a. Describe the resources available for the library .....	68
b. Describe the resources available for laboratories.....	68
c. Describe the resources available for computing facilities.....	68



## ***Criterion 1: Program Mission, Objectives and Outcomes***

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

## **Criterion: 1 Program Mission, Objectives and Outcomes**

### **Standard 1-1 Program Measurable Objectives<sup>1</sup>**

#### **a. Mission Statements**

##### **Mission Statement of SZABIST**

The Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST) 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; providing hi-tech scientific and technological assistance to the Pakistan's industry to enable it to compete with the world industries in global trading; providing highly trained scientific and technological personnel to be able to attract the growth of high-tech industries and foreign and Pakistani investment; and 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.

##### **Department Mission Statement**

We are committed to nurturing business professionals by facilitating inquisitive minds in the field of business operations and development through qualified and dedicated faculty and staff without discrimination in the learning process on the basis of financial or physical constraints. Our business management program aims to be the flagship of SZABIST by staying ahead in terms of course development and application leading to excellence in the practical world. We also believe in building a strong alumni network that serves as a beacon to our graduating students.

##### **Program Mission Statement**

The Project Management Program's mission is to be the leading educational program imparting skills and knowledge in the field of project management and enabling learners to be proficient practitioners in this field and leaders of tomorrow by advancing their careers and enhancing professionalism. The mission leads to have a significant impact on the practice of project management through Project Management Institute (PMI) guidelines and to extend knowledge and application of best practices, and serving the needs of the project management community.

#### **b. Program's Measurable Objectives:**

Master's in Project Management (MPM)-33 Credit Hours program is intended to:

1. Provide graduates with contemporary project management skills;

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<sup>1</sup> The source of this information are Prospectus 2014 and Program Manager.

2. Provide skills to solve real-world management problems associated with the project cycle and ability to exercise sound management judgment through practical application of Project Management concepts and skills;
3. Develop and communicate project financial and performance objectives;
4. Accurately develop Master Plans for projects and programs, including tasks, budgets, resource requirements, procurement, time and quality management, and contract management;
5. Effectively monitor, control and report project costs, the scheduled and quality performance levels needed to meet agreed milestones and required levels of earned value; and
6. Provide effective leadership and promote a true environment that will help motivate team members and resolve conflicts.

### **c. Program Outcomes**

By fulfilling the academic objectives of the MPM program, the department sets the following measurable outcomes. Graduates of the MPM program will be able to:

1. Understand core project management concepts and their applications.
2. Recognize the elements of project management i.e. initiating, planning, executing, monitoring, controlling, closing, and associating PMBOK areas with all these elements.
3. Describe project management framework—nine knowledge areas including project stakeholders, project management common tools and techniques and project success factors.
4. Design and execute project plans utilizing industry tools, techniques and processes.
5. Employ analytical skills and critical thinking to capture complex project requirements establishing work breakdown structure, cost estimates, scheduling, and resource allocation.
6. Apply the Project Management Body of Knowledge at operational and tactical level of functional areas of organizations.
7. Articulate strategies to lead and assess project team members, optimizing performance and resolving conflicts.



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

Objective	Alignment with program and institution mission statement
To provide graduates with contemporary project management skills	<ul style="list-style-type: none"> <li>- Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST) has been established with the objectives of producing highly qualified, scientific and technical personnel to meet the country's requirements.</li> <li>- To have a significant impact on the practice of project management through PMI guidelines and to extend the knowledge and application of best practices, and serving the needs of the project management community.</li> </ul>
To provide skills to solve real-world management problems associated with the project cycle and ability to exercise sound management judgment through practical application of Project Management concepts and skills or areas at tactical and strategic levels of domestic and global organizations.	<ul style="list-style-type: none"> <li>- To provide hi-tech scientific and technological assistance to Pakistani industry to enable it to compete with the world industries in global trading.</li> <li>- The Project Management Program's mission is to be the leading educational program imparting skills and knowledge in field of project management to the professionals and steering them to be leaders and proficient practitioners in this field.</li> </ul>
To develop and communicate project's financial and performance objectives.	<ul style="list-style-type: none"> <li>- To become leaders and proficient practitioners in this field.</li> </ul>
To develop Master Plans for projects and programs including tasks, budgets cum resource requirements, procurement, time and quality management and overall contract management.	<ul style="list-style-type: none"> <li>- To provide highly trained scientific and technological personnel to be able to attract the growth of high-tech industries for spurring domestic cum foreign investment; and of providing a sound socio-economic and scientific base and infrastructure to Pakistan.</li> <li>- To have a significant impact on the practice</li> </ul>



	of project management through PMI guidelines and to extend knowledge and application of the best practices.
To Effectively monitor, control and report project costs, the scheduled and quality performance levels needed to meet agreed milestones and required levels of earned value.	<ul style="list-style-type: none"> <li>- To provide highly trained scientific and technological personnel to be able to attract the growth of high-tech industries for spurring domestic cum foreign investment; and of providing a sound socio-economic and scientific base and infrastructure to Pakistan.</li> <li>- To have a significant impact on the practice of project management through PMI guidelines to extend the knowledge and application of best practices.</li> </ul>
To provide effective leadership and promote a true environment that will help motivate team members and resolve conflicts.	<ul style="list-style-type: none"> <li>- The Project Management Program's mission is to be the leading educational program imparting skills and knowledge in field of project management and steering them to be leaders and proficient practitioners in this field.</li> </ul>

Program Objectives and Department/Institute's Mission's Alignment

**e. Elements of Strategic Plan**

The strategic Plan for the MPM program is based on the missions and objectives of the Institute, department and program.

- 1. An Integrated Academic Experience to Enhance Leadership and Professionalism:** The program provides an integrated academic experience by providing the teaching resources from all walks of project management disciplines with direct connections in the industry. This program has been able to provide a unique professional relationship between faculty and students, not available in any other program, based on 100% faculty coming from professional background and at least 98% students with industry experience, resulting in creation of synergies within learning process and fostering the leadership skills and professionalism among students, which in turn results in further development of professionalism in the industry.
- 2. Well Designed Curriculum:** Keeping in view the requirements of various project management areas that students need to focus on, the curriculum follows Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) and extends it in detail to provide a



wider scope in a number of PMBOK areas like Project Cost management, Project Financial Management and Project Risk Management etc. Thus the curriculum has not been restricted to the scope of PMBOK but has also been kept flexible by providing an opportunity to focus on some areas while leaving some others by dividing the courses into core and electives, where a need of some core skills in project managers has been recognized along with electives for broadening the knowledge in PMBOK areas as per the interest of students.

3. **Strong Industry-based Faculty:** Masters in Project Management is the program at SZABIST having 100% full time faculty due to specific needs of the program curriculum and professionals opting this program, which demands strong understanding of project management discipline and exposure to technical areas requiring the complex applications of project management skills. SZABIST is proud to boost its adjunct faculty with project management related work experience as project management consultants or PMI certified professionals working in project management. The institute is always in pursuit of getting such faculty which would add value to students thereby making them a successful project management professional.
4. **Project Management Tools:** The project management being an important concept in manufacturing and services industries to achieve overall organizational objectives require proficient knowledge of project management IT tools to plan, manage and control projects. SZABIST understands the need of these tools and has tried to equip its graduates with the contemporary virtual tools like SAP and Primavera. With new batch more tools like Project Libre, Clarizen, MS project and Citrix Podio would be offered alternatively to replace the tools as and when required.

#### f. Program Objectives Assessment

Objective	How Measured	When Measured	Improvement/Issues	Improvements Made
To provide graduates with contemporary project management skills as nictitated by PMI's PMBOK.	Course Outline, midterm examination, final examination, assignments and reports	Every Semester	Need to introduce new project based tools	Issue taken up in MPM faculty meeting
To provide theoretical knowledge of functional areas and to provide skills to solve real-world management problems	Course Outline, midterm examination, final examination, assignments and reports	Every Semester	The Library lacks resources to support theoretical development through contemporary text	Increased procurement of relevant text and manuals for PMP program



associated with the project cycle and ability to exercise sound management judgment through practical application of Project Management concepts and skills areas at tactical and strategic levels of domestic and global organizations.				
To develop and communicate project financial and performance objectives.	Practical Reports, Projects and Assignments and specific courses focusing on these skills	Every Semester	Need to bring in guest speakers from industry	Guest speakers are invited to class sessions.
To accurately develop Master Plans for projects and programs, including tasks, budgets, resource requirements, procurement, time and quality management and overall contract management.	Final Project and Final Reports	Final Semester/ Every Semester	Final Report standards to be improved	The project session to cover specific issues and different courses requiring reports to improve report standards
To effectively monitor, control and report project costs, the scheduled and quality/performance levels needed to meet agreed milestones and required levels of earned value.	Exams, Industry-based Assignments, Final Reports, Practical Reports	Every Semester	More of industry based cases emphasizing the need and use of the skills can be added.	Made part of course outlines by specifying use of cases with each topic
To provide effective leadership and promote	Groups Assignments,	Every Semester/Final	Not all courses incorporate this	The nature of course and



a true environment that will help motivate team members and resolve conflicts.	Presentations and Final Year Project	Semester	objective	weightage of assessment forces some assignments to be done on individual bases
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Table 4.1: Program Objectives Assessment

### Standard 1-2 Program Outcomes (MPM Program) – 33 Credit Hours<sup>2</sup>

#### a. Outcomes versus Objectives

PROGRAM OBJECTIVE S	PROGRAM OUTCOMES						
	1	2	3	4	5	6	7
1	S	S	S	X	S	M	X
2	S	M	M	M	S	S	S
3	S	S	X	M	S	S	S
4	M	S	S	S	S	S	S
5	M	S	S	S	S	S	S
6	X	M	M	X	M	S	S

Table 4.2 Outcome versus Objectives

#### Legend:

S = Substantial contribution to the objectives

M = Moderate contribution to the objective

X = No contribution to the objective

<sup>2</sup> The sources of information are Program Managers, Graduating Students Survey, Alumni Survey, and Employer Survey.



**b. Employer Survey<sup>3</sup>**

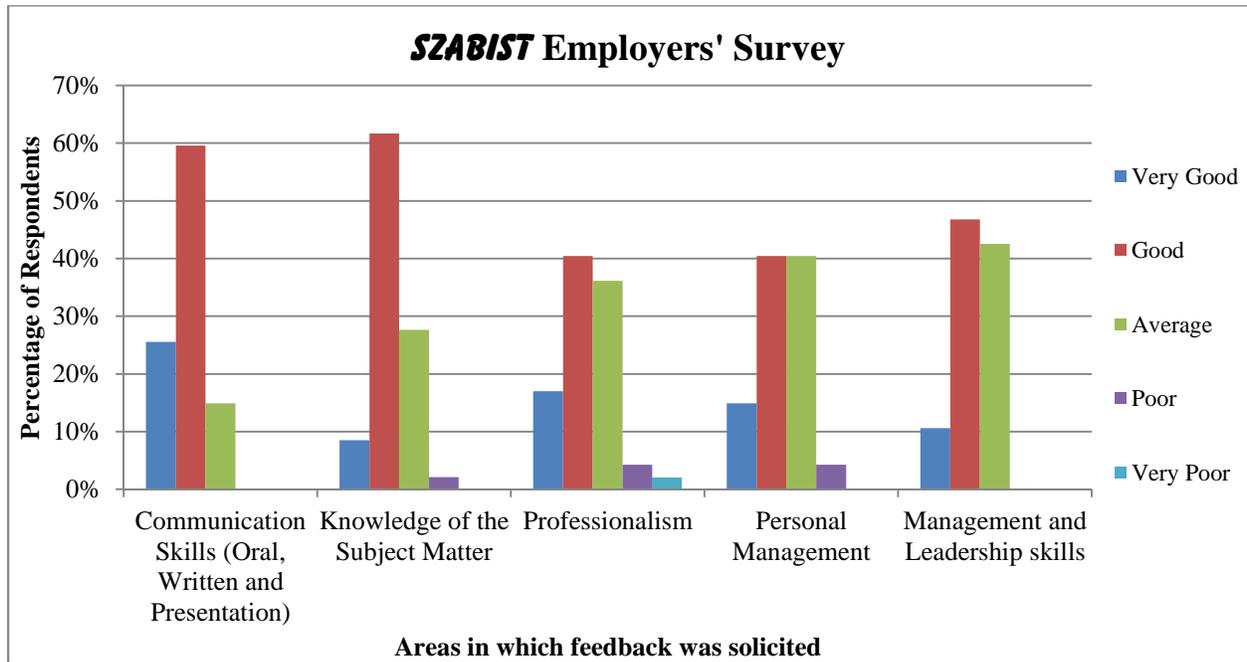


Figure 1.1

**c. Alumni Survey<sup>4</sup>**

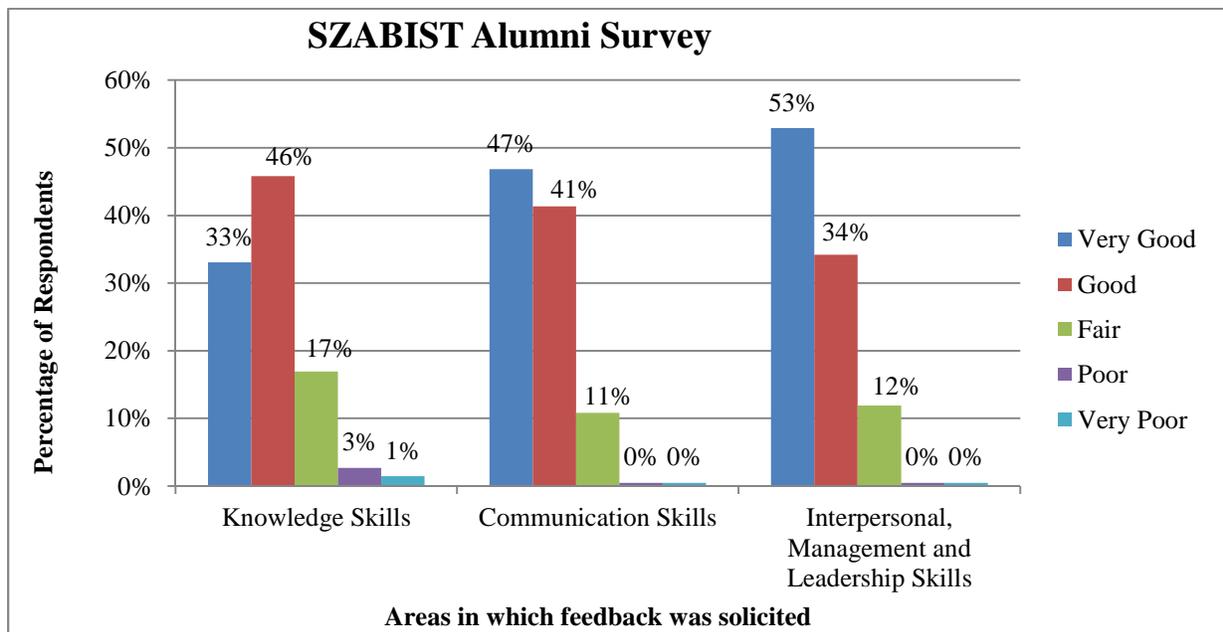


Figure 1.2

<sup>3</sup> The source of information is Employer Survey 2012- 2013.

<sup>4</sup> The source of information is Alumni Survey 2012- 2013.

**d. Graduating Student Survey<sup>5</sup>**

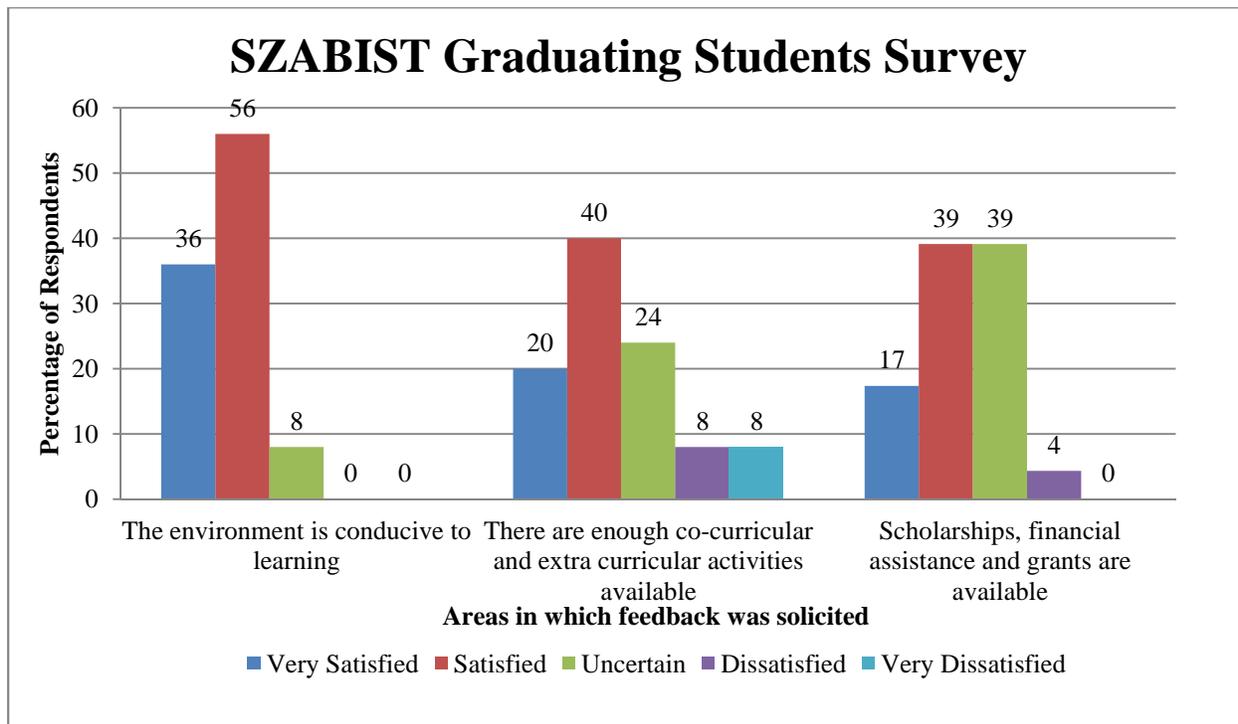


Figure 1.3

**Standard 1-3 Assessment Results and Improvement Plans**

**a. Describe the action taken on the basis of the periodic assessment<sup>6</sup>**

SZABIST has a very strong tradition of assessing the programs through ‘Student evaluation of course instructors and the course’ in 5th and 6th week (from the resumption of a semester) in order to have a feel of any possible “gaps” in the overall learning processes employed, on course by course basis. Instructors with weak evaluations covering a number of areas like lecture delivery and use of various course materials for effective course delivery are asked to improve course delivery or any other area of deficiency known through these surveys. If this fails, such course instructors are not retained for the program.

**b. Describe major future program improvement plans based on recent assessments<sup>7</sup>**

**Program Improvement Plan based on Recent Assessment**

<sup>5</sup> The source of information is Graduating Students Survey.

<sup>6</sup> The sources of information are Academic Office and General Administration.

<sup>7</sup> The sources of information are Academic Office and General Administration.

- Enhancing the Project Management Tools related courses
- Employing some senior level faculty with more exposure across various industries
- Integrating final project with industry by seeking actual problems and issues or tasks for project work\*
- Introducing new specialization areas
- Changing course delivery from traditional classroom teaching to case-based teaching pedagogy/methodology

All of the above interventions depend on the availability of the human and other resources, while integration of project with industry is to be discussed and approved at department level followed by Board of Studies.

**c. List strengths and weaknesses of the program<sup>8</sup>**

➤ Strengths of the MPM program include:

- Faculty from project management and industry backgrounds
- Seminars and guest speaker sessions with industry professionals
- 100% faculty with project management background or PMI qualifications

➤ Weaknesses of the MPM program include:

- All of the PM areas covered in PMI framework are not covered.
- Full time faculty not teaching on MPM program, however, the weakness can be ignored considering the high level of professional and technical exposure required.

**d. List significant future plans for the program**

- To introduce new elective courses apart from the ones covering PMI framework
- To improve course delivery from traditional classroom teaching to case-based teaching methodology

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<sup>8</sup> The source of information is Program Manager.

### Standard 1-4 Overall Performance Using Quantifiable Measures

- a. Indicate the percentage of successful students during study years showing i.e. their average, graduating grade point average per semester, time required to complete the program, drop out ratio of students<sup>9</sup>

➤ Average GPA for students in the MPM program is 3.00 with a minimum range of 2.5.

#### Drop-out ratio of student every semester

Semester	Dropouts	Enrolled Students	Dropout Ratio
Fall 2012	0	21	0.0%
Spring 2013	0	23	0.0%
Fall 2013	2	56	3.57 %
Spring 2014	0	47	0.0 %
Fall 2014	0	82	0.0 %

- b. Indicate the percentage of employers that are strongly satisfied with the performance of the departments graduates<sup>10</sup>

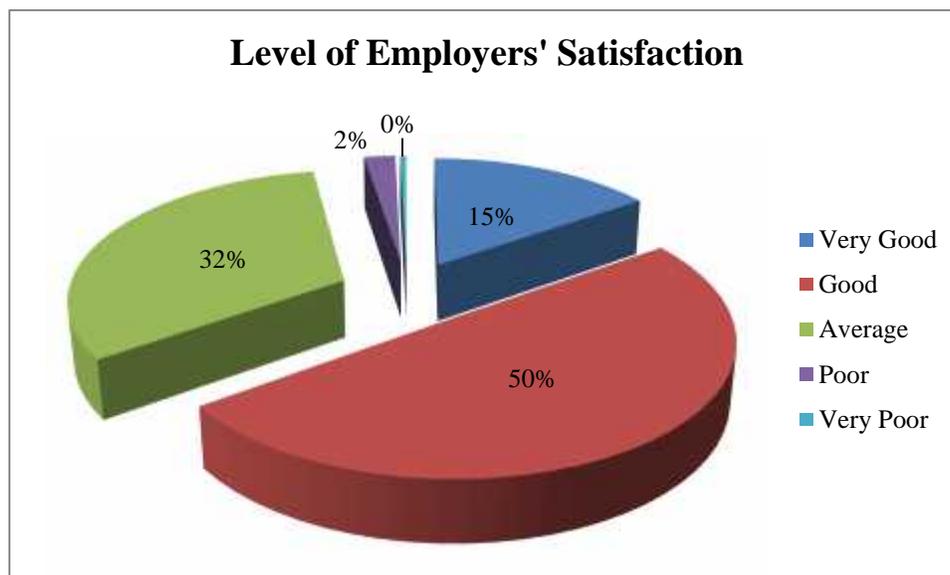


Figure 1.4

As per the above illustration in figure 1.4, a very high percentage of the employers i.e. 65% (Very Good 50% and 15% Good) are strongly satisfied with the performance of the graduates.

<sup>9</sup> The sources of this information are Academic Office through Dismissal List.

<sup>10</sup> The source of this information is Employer Survey 2010 – 2011.



**c. Percentage of students' evaluation/assessment results for all the courses and faculty<sup>11</sup>**

Year	Semester	Faculty & Courses Rating					
		Excellent	Very Good	Good	Satisfactory	Not Satisfactory	Poor
2013	Fall	16.66%	66.66%	16.66%	0%	0%	0%
2014	Spring	25%	50%	0%	0%	25%	0%
	Fall	70%	20%	10%	0%	0%	0%

**d. Percentage of research activities i.e. journal publications, funded projects, conference publications per faculty and per year, and the faculty awarded excellence in research<sup>12</sup>**

**SZABIST PUBLICATIONS**

1. Mirza, S. & Syed, N. A. (2009). Money Attitudes in Workforce of Karachi. *Journal of Independent Studies and Research, Management, Social Sciences and Economics (JISR-MSSE)*, 7(2). ISSN: 1998-4154.
2. Chhapra, I. U., Mashkoo, A. & Syed N. A. (2010). Changing Sugar Consumption Pattern in Pakistan and Increasing Sugar Industry's Profitability. *Journal of Management and Social Sciences (JMSS)*, 6(2), pp 52-64. Print ISSN 1814-9790, Online ISSN 2218-631X. Retrieved from:  
<http://www.biztek.edu.pk/downloads/JMSS%206X2/1%20SUGAR%20CONSUMPTION.pdf>
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<sup>11</sup> The source of information is Academic Office.

<sup>12</sup> The source of information is Manager University Affairs.



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### **SZABIST PUBLICATIONS**

1. Journal of Independent Studies & Research - Management, Social Sciences & Economics (JISR-MSSE), Vol. 11, No. 1, July 2013.
2. Journal of Independent Studies & Research - Management, Social Sciences & Economics (JISR-MSSE), Vol. 11, No. 1, January 2013.
3. Journal of Independent Studies & Research - Management, Social Sciences & Economics (JISR-MSSE), Vol. 10, No. 2, July 2012.
4. Journal of Independent Studies & Research - Management, Social Sciences & Economics (JISR-MSSE), Vol. 10, No. 1, January 2012.
5. And older versions of JISR



**e. Number of short courses workshops, seminars organized on community service level<sup>13</sup>**

Due to professional nature of students and faculty at a Master’s level program, where they are only available during the class timings, the community level services have not been able to flourish much. However, in current semester, the Class Representative of MPM program took an initiative of familiarizing the project management field through interview series of faculty members teaching on MPM program.

**f. Faculty and student surveys results to measure the administrative services provided<sup>14</sup>**

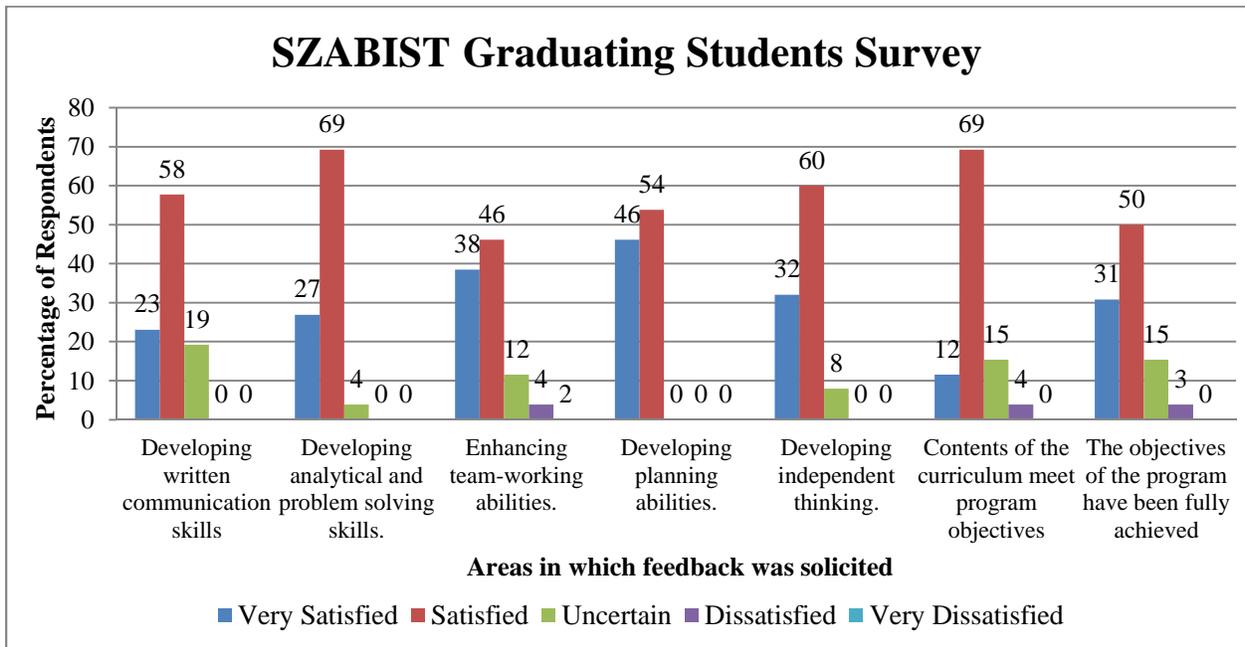


Figure 1.5

<sup>13</sup> The source of information is Program Managers

<sup>14</sup> The source of information is Faculty Survey 2012-2013 and Alumni Survey 2012-2013

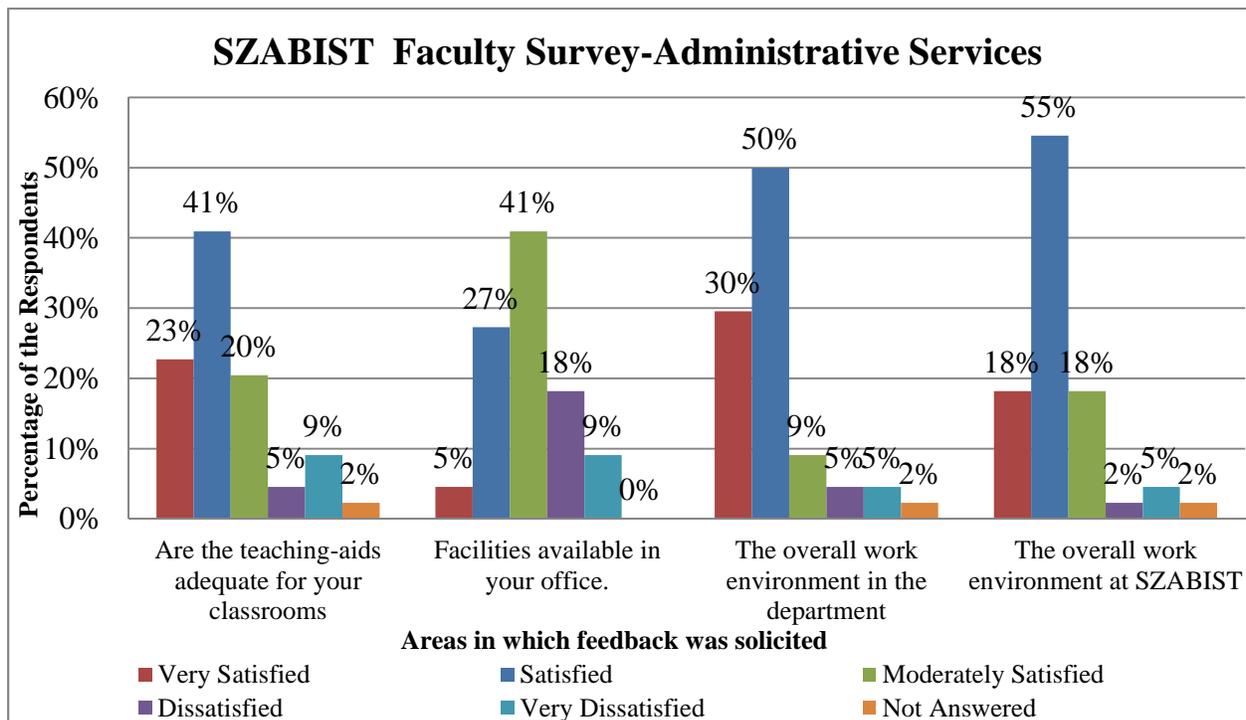


Figure 1.6



## ***Criterion 2: Curriculum Design and Organization***

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



## Criterion: 2 Curriculum Design and Organization<sup>15</sup>

### Standard 2-1 Courses versus Objectives

a. **Title of Degree Program:** Masters in Project Management

b. **Definition of Credit Hour:** The MPM is a 33 credit hours program. All the courses on MPM Program are of three credits hours, where a credit hour measures number of class room hours in a week or hours of class room based teaching (CBT) in a week in each of the courses. Thus a three credit hour course means three hours of teaching in a week.

c. **Degree Plan**

Detailed course plan of MPM 33-credit hours and course outlines of all courses are attached in appendix.

#### Curriculum Plan

SEMESTER – I	SEMESTER – II	SEMESTER – III
PM5102 Fundamentals of Project Management	PM 5201 Project Scheduling, Planning and Time Management	PM 5303 Project Monitoring, Evaluation and Control Management
PM 5101 Financial Management for Project Management	PM 5301 Project Quality Management	PM 5209 Project
PM 5310 SAP Training*	PM 5103 Project Cost Management	
Elective-I	PM 5309 Project in Primavera	
	Elective-II	

All courses are of 03 credit hours.

<sup>15</sup> The sources of information are Program Managers.



**d. Curriculum Course Requirements**

Semester	Course Number	Course Category (credit hours)			
		Project Management Core	Project Management Electives	Management Tools	Management Tools
1	PM 5102	Fundamentals of Project Management			
	PM 5101	Financial Management for Project Management			
	PMxxx		Elective-I		
	PM5310				SAP Training
2	PM 5201	Project Scheduling, Planning and Time Management			
	PM 5301	Project Quality Management			
	PM 5103	Project Cost Management			
	PMxxx		Elective-II		
	PM 5309				Project in Primavera
3	PM 5303	Project Monitoring, Evaluation and Control Management			
	PM 5209	Project			
	<b>Total</b>	<b>21</b>	<b>06</b>	<b>06</b>	

Table 4.3

All courses are of 03 credit hours.

**e. Describe how the program content (courses) meets the program objectives.**

**f. Courses versus Objectives**

Group of Courses	Objectives					
	1	2	3	4	5	6
Project Management Core	X	X	X	X	X	X
Project Management Electives	X	X	X	X		X
Project Management Tools		X	X	X	X	

Table 4.4



1. **Project Management Core Courses:** They include: Fundamentals of Project Management, Financial Management for Project Management, Project Scheduling, Planning and Time Management, Project Quality Management, Project Cost Management, and Project Monitoring, Evaluation and Control Management.
2. **Project Management Electives:** *Two elective are listed in attached program structure as Annexure.*
3. **Project Management Tools:** SAP Training (To be replaced alternatively with ERP or Project Management Virtual Tools) and Primavera.

### Standard 2-2 Theory, Problem Analysis / Solution and Design

All the courses in MPM program comprise of theoretical knowledge and practical applications of project management PMBOK and project tools. Students are exposed to rigorous projects and reports to apply the knowledge and skills they acquire in a course justifying the learning objectives of each course and the program. Also these diverse projects help them to equip various skills like team building, conflict resolution, and ethical decision making etc., which are necessary for today's complex organizations.

Element	Courses
Theoretical Background	PM 5102, PM 5101, PM 5201, PM 5301, PM 5103, PM 5303,
Problem analysis and solution (Students select any two courses)	PM 5151, PM 5152, PM 5153, PM 5251, PM 5252, PM 5253, PM 5255, PM 5351, PM 5352, PM 5353,
Solution Design (Project/Project Management Tools)	PM 5310, PM 5309, PM5209

Table 4.5

### Standard 2-3, 2-4, 2-5, 2-6, and 2-7 indicate how courses in the program satisfy its requirements

- HEC and NBEAC have not provided with any guidelines and requirements of project management program. Therefore the standard 2-3, 2-4, and 2-5 are not relevant to this assessment. However, SZABIST follows the Project Management Institute (USA) specified Project Management Body of Knowledge (PMBOK) as standard guidelines for 75% of this program, while rest of 25% is based on SZABIST's understanding, that the project managers also need to have understanding of financial management of the projects and need of IT tools to implement and facilitate project management.

- Regarding standard 2-6, the IT component is integrated throughout the program requiring students to use labs and internet for all course works apart from two project tools and project using extensive application of IT tools for project management.
- Standard 2-7 requires oral and written communication skills development. As the degree program attracts professionals from the industry, it leaves with little or no need to work on this area.



### ***Criterion 3: Laboratories and Computing Facilities***

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

### Criterion: 3 Laboratories and Computing Facilities<sup>16</sup>

SZABIST possesses all the contemporary facilities and infrastructure of computing. It has adequate lab facilities, internet networks of high bandwidth and Wi-Fi system. Labs are powered by UPS to evade abrupt electricity outage or voltage fluctuation. They have five-minute power back up available to all the computers.

Every student has his/her own user ID and password to ensure access to ZABDESK and electronic networks. This helps them getting connected with their class mates, facilitators, and online world. It enables them to complete their assignments and academic cum research undertakings.

In all the campuses (except 154 Clifton), computer labs are equipped with integrated systems and printing services (in color and black and white). The labs remain open from 8.00 am to 10.00 pm from Monday to Saturday and from morning to evening (9.00 am to 6.00 pm) on Sundays. The printing charges appear nominal and far less than market rates.

Anti-virus software are installed in every PC to safeguard them from cyber-attacks. Students are not permitted to install software of their choice until they seek prior consent, usually in writing, which enables them to undertake specific assignments.

A **Lab Schedule** is chalked out and is maintained to make sure that every student gets the benefit from the common facilities. Some classes have pre-scheduled lab sessions during which they remain reserved for them only. Otherwise, during **open hours**, labs are available to all the pupils on the rule of first-come-first-serve basis.

Labs 1 and 2 have 45 workstations. Labs 3 and 4 have 45 workstations. Lab 5 has 32 workstations and Lab 6 has 32 workstations.

<b>Lab Title</b>	Lab 1 and 2
<b>Location</b>	90 campus
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Used for holding lab sessions and course related sessions or exams for classes with less than 45 students.</li> <li>• Used for Internet usage</li> <li>• Used for printing of reports and assignments</li> <li>• Used for accessing HEC Digital Library link and SZABIST e-library</li> </ul>
<b>Adequacy for instruction</b>	Adequate for 45 students at a time; 45 desktops systems and two white boards available; projector available from Academics office on request by course instructor
<b>MPM courses taught</b>	SAP Tutorial and Primavera
<b>Software available</b>	Microsoft Visual Studio 2013, Microsoft SQL Server 2008R2, Microsoft.Net Framework 4.5, Adobe Photoshop Suite CS6, Microsoft

<sup>16</sup> The sources of information are Manager Systems, Computer Lab staff, Student handbook 2011, and SZABIST Prospectus 2011.



	Office Suite 2010, IBM SPSS 20, Net Beans IDE 7, Java & Java SE Development Kit 7, Team Viewer 9, Windows Defender up to date, Turbo C++ 3, Dev C++, Kaspersky AntiVirus, VMware Workstation 10, Primavera and all other usual software are installed
<b>Major equipment</b>	2 Black Printers, 1 Color Printer, 1 Scanner, 45 Desktops, 2 Network Switches with 24 ports each; WiFi available; UPS installed
<b>Safety regulations</b>	Available and communicated

<b>Lab Title</b>	Lab 3
<b>Location</b>	100 Campus
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• For holding Lab sessions and course related sessions or exams for classes with less than 45 students</li> <li>• For Internet usage</li> <li>• For Printing of reports and assignments</li> <li>• For accessing HEC Digital Library, SZABIST e-library</li> </ul>
<b>Adequacy for instruction</b>	Adequate for 45 students at a time; 45 desktops systems and one white board available; Projector installed
<b>MPM courses taught</b>	SAP Tutorial and Primavera
<b>Software available</b>	Visual Studio, (Adobe's All Software), MS Office 2010, Turbo C++, Picasa, SQL Server, SPSS, Kaspersky AntiVirus, etc.
<b>Major equipment</b>	1 Black Printer, 1 Color Printer, 1 Scanner, 45 Desktops, 2 Network Switches of 24 ports each; WiFi available; UPS installed
<b>Safety regulations</b>	Available and communicated

<b>Lab Title</b>	Lab 4
<b>Location</b>	100 campus
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• For holding Lab sessions and course related sessions or exams for classes with more than 25 students</li> <li>• For Internet usage</li> <li>• For printing of reports and assignments</li> <li>• For accessing HEC Digital Library and SZABIST e-library</li> </ul>
<b>Adequacy for instruction</b>	Adequate for 30 students at a time; 30 desktops systems and a white board available; Projector available from Academics office on request by course instructor
<b>MPM courses taught</b>	SAP Tutorial and Primavera
<b>Software available</b>	Visual Studio, Primavera and all common lab softwares available including MS Office, Adobe Reader, Kaspersky AntiVirus, etc.
<b>Major equipment</b>	1 Black Printer, 1 Color Printer, 1 Scanner, 30 Desktops, 2 Network Switches of 24 ports each; WiFi available; UPS installed



<b>Safety regulations</b>	Available and communicated
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<b>Lab Title</b>	Lab 5
<b>Location</b>	100 campus
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• For holding Lab sessions and course related sessions or exams for classes with more than 25 students</li> <li>• For Internet usage</li> <li>• For printing of reports and assignments</li> <li>• For accessing HEC Digital Library and SZABIST e-library</li> </ul>
<b>Adequacy for instruction</b>	Adequate for 30 students at a time; 30 desktops systems and a white board available; Projector available from Academics office on request by course instructor
<b>MPM courses taught</b>	SAP Tutorial and Primavera
<b>Software available</b>	Visual Studio 6, Visual Studio 2013, Adobe Photoshop, Adobe Acrobat 11, Adobe After Effects cs6, Adobe Audition cs6, Adobe Dreamweaver cs6, Adobe Flash cs6, Adobe Illustrator cs6, Adobe InDesign cs6, Adobe Premier cs6, AutoCAD 2010, DevC++, TurboC, Matlab 2013, movie maker, WMP, 7-Zip, WinRAR, Eviews5, Google Chrome, Mozilla Firefox, SPSS 17, SPSS 21, MikTex 2.9, JabRef 2.9, JDK 8, Kaspersky AntiVirus, Klite Codec Pack, Magic Disc, MS Office 2010, Multisim 12, NetBeans 8, Primavera6, Pro E 4, Real Player, Solid Works 2012, VLC Media Player, vmware 11, etc.
<b>Major equipment</b>	1 Color Printer, 31 Desktops, 3 LAN Switches for lab5 of 24 ports each, WiFi available; UPS installed
<b>Safety regulations</b>	Available and communicated

<b>Lab Title</b>	Lab 6
<b>Location</b>	100 campus
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• For holding Lab sessions and course related sessions or exams for classes with more than 25 students</li> <li>• For Internet usage</li> <li>• For Printing of reports and assignments</li> <li>• For accessing HEC Digital Library and SZABIST e-library</li> </ul>
<b>Adequacy for instruction</b>	Adequate for 30 students at a time; 30 desktops systems, projector and a white board available.
<b>MPM courses taught</b>	SAP Tutorial and Primavera
<b>Software available</b>	Adobe Air, Adobe CS 6, Adobe Reader X10, AutoCAD 2010, Eviews 5, Kaspersky Security 10, Mathematica Extras 8.0, MatLab R2013b, MS Office 2010, Microsoft Project Professional, SQL Server, MS Visio Premium 2010, MS Visual Studio 2010, SPSS 17.0, Turbo C ++, WinRAR, Div X, VLC, Mozilla Fire FOX and Google Chrome



<b>Major equipment</b>	1 Black Printer, 1 Color Printer, 1 Scanner, 25 Desktops, Multimedia is installed; 2 Network Switches of 24 ports each; WiFi available; UPS installed
<b>Safety regulations</b>	Available and communicated

### **Standard 3-1 Lab Manuals/Documentation/Instructions**

**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:

- Internet usage proxy setting
- Proxy setting to use HEC Digital Library
- Instructions and settings to use printer
- Rules and regulations for lab usage
- Lab classes schedule
- ZABDESK proxy settings
- Verbal one-to-one guidelines available from the lab in charge

**b. Benchmarks of similar departments in reputable institutions to identify shortcomings in laboratory**

We possess state-of-the-art lab facilities at our campuses, which are parallel to other well-recognized institutions. Our lab-related shortcoming so far is that no written, easy-to-use manuals are available in the computer labs for learning to use ZABDESK, HEC Digital Library, printers, and scanners.

### **Standard 3-2 Adequate Support of Personnel for Labs<sup>17</sup>**

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

Laboratories are operated and controlled by adequate number of professionals to provide continuous support to labs, students and faculty. They are constantly guiding students about:

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<sup>17</sup> The sources of information are Manager Systems, Computer Lab staff, Student handbook, and SZABIST Prospectus.



- i) How to use and maintain student accounts' password privacy and its importance?
- ii) How to use various software and hardware?

New students are given comprehensive guidance by Lab personnel in getting oriented to ZABDESK usage and online-registrations for their courses.

A total of 12 dedicated staff members are working at different time slots to ensure unhindered delivery of knowledge. The hierarchical levels of this staff are as follows:

DESIGNATION	NO. OF PEOPLE
<b>Supervisors</b> i. IT Head ii. Computer Labs Administrator	1 1
<b>Computer Lab staff</b> i. Laboratory in charges Lab number 1 & 2* ii. Laboratory assistants in Lab number 3 iii. Laboratory assistants in Lab number 4* iv. Laboratory assistants in Lab number 5* v. Laboratory assistants in Lab number 6 *Lab 1&2 are interconnected via doorway. The same is true for Lab 4&5 respectively.	Each lab has 2 in charges, one for morning and other for evening shift Lab 1&2 have two persons Lab 3 has two persons Lab 4 has two persons Lab 5 has two persons Lab 6 has two persons
<b>Attendant</b>	1

COMPUTER SHIFTS (per Lab)	LAB	TIME SLOT	PERSONNEL
Morning		8.00 am – 4.00 pm	1
Evening		2.00 pm – 10.00 pm	1

### Standard 3-3 Adequate Computing Infrastructure and Facilities<sup>18</sup>

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

<sup>18</sup> The sources of information are Head of IT Department, Manager Systems, and Computer lab staff.



No.	Particulars	Quantity
1	Servers	16
2	Desktop Computers	175
3	Video Conferencing Equipment	1
4	Color Scanners	4
5	Printers	9
6	Multimedia Projectors	29
7	Local Area Network with 250+ nodes, CISCO 2600 Series Routers, CISCO 2950 series of switches, Laser Printers, Color Printers, Finger Print Devices, Multimedia Equipment and a rich Software Library	

#### **b. Shortcomings in Computing infrastructure and facilities**

Based in the information given above, it can be concluded the computer lab facilities are adequate and meet all the standards for MPM Program at SZABIST. However, the only deficiency highlighted is the urgent need of ‘student manuals’ to be placed in the labs to assist them in operating ZABDESK.

In addition, though we have a licensed server, we are lacking licensed SAP software since it is very expensive.



## ***Criterion 4: Student Support and Advising***

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



## **Criterion: 4 Student Support and Advising**

### **Standard 4-1 Sufficient Frequency of Course Offering<sup>19</sup>**

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

- From the outset of the 1<sup>st</sup> semester, we offer core courses pertaining various subjects as well as elective courses whenever needed in the program.
- If 15 or more students collectively request/register for repeating a course then, we offer the same course again in a semester (in which it may not be planned earlier). However, usually this does not happen.
- We continually review courses and curriculum contents in a bid to make them industry-specific or market-oriented.
- Generally, the class strength is 20 to 35 students. If the number exceeds the figure of 35, the class may be split into two equal halves.

#### **b. Explain how often required courses are offered**

- All courses are offered as per course plan given in the prospectus.
- Usually, every course is repeatedly offered in the alternate semester.
- In case of large number of failures in a course, it may be repeated in the subsequent semester.
- In case a certain number of students intend to do a specific elective course, then it can be offered provided it satisfies the minimum number of students' enrollment criteria, which is minimum 15 students per class.
- Research project course is offered only in the final semester that is the summer semester.

#### **c. Explain how often elective courses are offered**

- Elective courses are offered for specialization and these are offered at different stages of the programs, but mandatorily in the final semester.
- Electives are offered from PMBOK and students select from the given set of electives courses depending on their own discretion for any discipline of specialization in Project Management Sciences.

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<sup>19</sup> The sources of information here are Program Managers.



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

**MPM Course Taking Policy in Other Programs is as follows:**

- Unlike other programs of management sciences, MPM students are not allowed to take courses in other programs (on the basis of defined equivalency in course catalogue).
- Except the course, ERP, they are not permitted to take any course with any other program. This is done by considering the unique nature of their courses, as every one of them pertains to project management.

#### **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 or a lecturer<sup>20</sup>**

Student-faculty interaction is ensured through class room discussions and faculty members spare exclusive counseling time for individual students. By default, they are supposed to depict 1-hour per week, per course counseling hour in their course outline and schedule. Every class of a course is taught by one teacher or facilitator only (but not two) and the facilitators do not have any teaching assistants.

#### **Standard 4-3 Professional Advising and Counseling<sup>21</sup>**

- a. Describe how students are informed about program requirements

Students are informed about program requirements through advertisements, prospectus, brochures, student hand book, admissions department, program heads, orientation sessions, website, and ZABDESK guidelines.

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

The job-related advising services are provided through Executive Development Center (EDC), professional seminars, workshops, corporate fineness workshops while teachers, and coordinators/program managers provide them advise on academic and personal issues if any. The students are asked to review the

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<sup>20</sup> The sources of information are Personal experience and validation from Program Managers.

<sup>21</sup> The sources of information are EDC, Student handbook, Prospectus, SSC, and Convocation.



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

Each faculty posts counseling hours on the door of his/her cubicle, so whenever student faces a problem in studying a topic/course or even to seek career advice, he/she can visit a faculty member during counseling hours or by appointment. Students are welcome to discuss their problems with the relevant program manager/coordinator when needed.

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

Students can access EDC, student advisors, and faculty members for professional counseling. In addition, seminars (having professional speakers from corporate sector or industry) are also arranged for them. They are also steered about writing effective resume and interviewing to job hunting skills.

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

Students interact with practitioners in guest speaker sessions, seminars, workshops, summits, or conferences arranged by the faculty members, EDC, or student societies. The EDC is dedicated to enhance such opportunities. Such support may include academic guidance, career counseling, professional grooming, and student support. The major responsibilities of SZABIST's Executive Development Center (EDC) are the following:

**Arranging Internships**

EDC facilitates arranging internships and facilitates job searching to all students and acts as a liaison between the industry and the business students. Contacts are accordingly maintained with top-notch domestic and foreign firms to global establishments. To attain these objectives, EDC remains in contact with essential market players or companies throughout the year by emailing them or face-to-face visiting them.

Every semester, renowned national and multinational companies including banks, financial institutions, FMCGs, pharmaceuticals, and others contact the EDC to conduct their internship tests, employment tests, interviews, and other on-campus recruitment activities to directly induct SZABIST graduates into their organizations.

In almost all programs, 6 to 8-week internship with a reputable company is a compulsory pre-requisite for graduation. Such experience enhances the pragmatic skills and expertise of pupils and familiarizes them with market issues, industry practices, and corporate world. However,

there is no such requirement for MPM students since all of them enjoy reasonable professional work experience.

### **On Campus Drives**

Various national and multinational companies are invited to explain their hiring process to students. EDC provides guidance to improve students' skills in following manner:

- Resumes writing
- Mock interviews
- Entry test preparations (as required by various companies)
- Queries about jobs and internship placements
- Professional grooming

### **Job Placements**

The job market today is turning highly competitive where hundreds of thousands of graduates from various universities are vying for the available vacancies for Management Trainee positions. Thus, EDC serves as a liaison between job-seeking SZABIST graduates and commercial houses. Wherever possible, companies are urged to come for on-campus recruitment where suitable candidates are lined up. Students are helped to prepare effective resumes and are explained the technique of successful interviewing.

At least once a year, a 'Job Fair' is held at the campus where many leading companies are invited to explain their recruitment procedures and the scenario about present and future vacancies. Many times, the 'Job Fair' turns as a walk-in interview sort of placement center, where students are directly offered internships to job offers. It is interesting to note that MPM students already have jobs but whenever they seek assistance from EDC, it is readily available.

### **Graduate Directory**

Employers increasingly rely on the graduate directories. It is a compendium which gives CVs of all students who have graduated in different programs during the current year, and it is distributed free of charge to all the leading companies, where it serves as a useful reference book for the HR department to sift appropriate candidates for present and future vacancies. For ease of reference, students' CVs are arranged separately for each specialization e.g. project management, marketing, finance, human resources, etc.

EDC publishes the Graduate Directory once a year and it is a useful tool to facilitate job placements, which is a major responsibility of EDC.

### **Alumni**

The students and alumni of SZABIST are holding senior positions in leading companies like Bahria Town. It is our endeavor to keep in touch with them and for that exercise, data has to be kept up-to-date about their current employment status and contact addresses.

To strengthen the bonds with the alma mater, the alumni are invited as guest speakers on any subject of interest before an audience of present students and a dinner for them is periodically arranged, commemorated as 'Annual Alumni Dinner', so-called 'Alumni Re-union'.

### **Students' Grooming/Counselling Workshops**

SZABIST EDC regularly arranges a Corporate Finesse Week comprising of workshop sessions for its graduating classes across programs. Workshop topics generally include: Potential Employers in Pakistan; Resume Development; Handling Interviews Effectively; the Office Environment; Dealing with Boss, Peers, and Sub-ordinates, Importance of Business Etiquettes; Corporate Dining Manners; Managing Time and Stress; Company Culture; Inter-gender Relations at Workplace; etc. EDC also arranges job fairs where students can interact with professionals of top-notch organizations directly.

### **Corporate Networking / Alumni Dinner**

SZABIST holds an annual dinner with its leading alumni including those that are also serving as adjunct faculty. They also comprise of particularly those who are gold medalists or work in renowned multinational organizations. The objective is to network with the corporate world for innovative curriculum development, internships, placements, sponsorships, and joint activities. This activity is organized by EDC.

### **Alumni Association**

There are plans to form SZABIST Alumni Association to reach, serve, and engage all alumni and to foster a lifelong intellectual and emotional connection between the SZABIST and its graduates. In this nexus, SZABIST Alumni Global Network (SAGA) is a noticeable initiative. The objective is to create a platform to facilitate and initiate projects which can be mutually beneficial for fresh graduates and their alma mater.

## ***Criterion 5: Process Control***

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



## Criterion: 5 Process Control

### Standard 5-1 Admission Process

- a. Describe the program admission criteria<sup>22</sup> at the institutional level, faculty or department if applicable

The Master of Project Management degree requirements are designed in accordance with the credit hours prescribed by Higher Education Commission.

MPM Program	Criteria
MPM 33 Credit hours	<ul style="list-style-type: none"><li>• 4-year non-BBA degree / bachelor's degree from any HEC recognized university</li><li>• Minimum 55% marks / CGPA of 2.5</li></ul>

All candidates are required to go through the multi-step admission process that has been illustrated in the flowchart on the following page.

### Continuing of Education for Higher Degrees

Students completing their MPM from SZABIST and desiring to continue their studies in the MS-PM Program should fill out a Program Continuation Form and submit to the Admission Office during their graduating semester. Prior to pursuing to the higher degree programs, students are required to fulfill all the criteria required for completion of the existing MPM degree. All pre-requisites have to be completed before advancing to a higher degree program. Updated documentation will be required and a new registration number will be allocated at the time of registration.

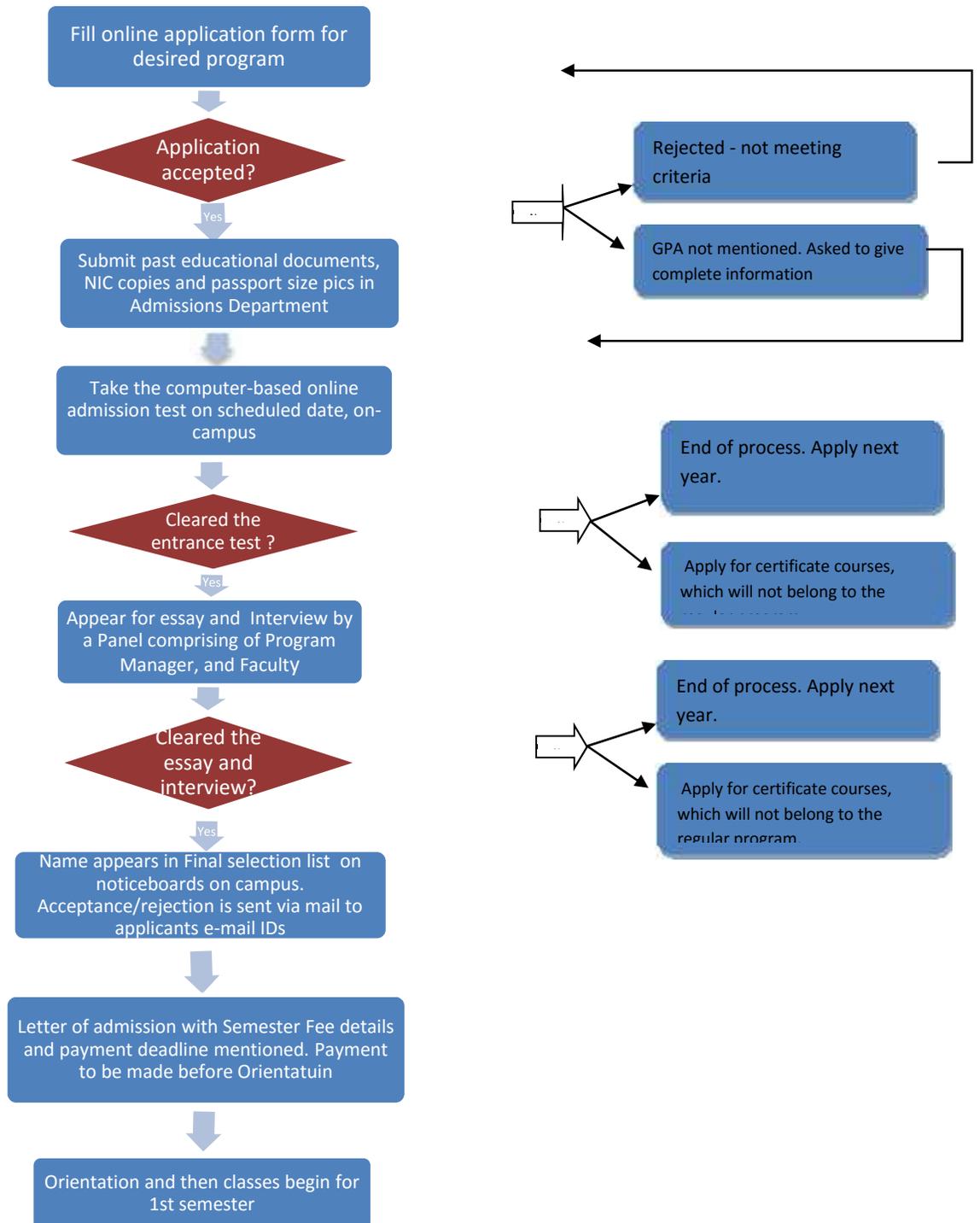
### Re-admission after Dismissal

Re-Admission after dismissal is not allowed in any program and at any campus.

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<sup>22</sup> The sources of information are Manager Admissions, Student Handbook 2011, and SZABIST Prospectus 2011.

**b. The Admission Process Flowchart for the MPM program (33 credit hours)**



**c. Describe policy regarding program/credit transfer**

**External Transfer Policy**

Transfer into SZABIST can only be accepted for candidates who have studied or are currently studying at HEC recognized universities. Transferring credits must have a minimum letter grade of B and above (or 80% marks) and above all, there must be content similarity between individual courses. The request for transfers must be made at the time of admissions, while the maximum time limit to transfer courses is two years. Candidates will be required to clear all SZABIST admission requirements. Since Fall 2012, the following policies are in practice:

<b>For 33 Credit Hour MPM Program</b>	A maximum of up to 50% of courses of the degree may be considered for transfer into the MPM Program. Research project course is not transferable.
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**Internal Transfer Policy**

For transfer candidates from other campuses of SZABIST, the candidates must fulfill the admission requirements of the local campus they wish to transfer into. All courses/credit hours with grades are transferable. A transfer admission fee will be applicable for students transferring from one campus to the other within SZABIST. The candidate is required to fill the Campus Transfer Form.

For transfer candidates from the SZABIST Certificate Programs, all courses having a letter grade ‘C’ or above for the MPM 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 once a year.

- i) Multiple MBA interview panels have been introduced to save time of students by processing more of students at a time.
- ii) Introduction of Essay as Admission Assessment tool along with computer based test, to assess the writing skills.



## Standard 5-2 Registration and Students<sup>23</sup>

### a. Describe how students are registered in the program

#### Students Registration Process

Students must register through ZABDESK, the automated SZABIST Online Registration System, which possesses a step-by-step self-guiding mechanism.

The Academics department sends an email to the admission committee and SMS to student e-groups, and puts up notices on boards all over campus, explaining the ZABDESK registration process, the last date for registration, and the fine for late registration.

Course registration is started one week before the semester begins and is closed after one week. In the 3<sup>rd</sup> week, a list is generated containing the students enrolled for attending courses in one or more sections and those attending courses with incomplete requisites. They are asked to de-register from the incorrectly opted course.

Online registration is closed one to two weeks after semester begins and then manual registration is allowed from the main Academic's office upon payment of a late registration fine of Rs. 1000. A deadline for late registration is maintained after which no registration is to be allowed.

Students who have not registered are not allowed to attend classes. Registered students who have paid the fee but have remained absent for three classes are advised to de-register from the course during the fourth week, otherwise, their ZABDESK will be blocked, while this will lead them to award of 'F/failure' grade.

#### Termination of Registration Process

During the first semester, only one course withdrawal is allowed. For second semester and onwards, withdrawal of max two courses is allowed. The request for withdrawal has to be made prior to the twelfth session through ZABDESK's Online Course Withdrawal Process. Such request has to be approved by the Academic Controller, Program Coordinator/Manager, and Records Department. In case of withdrawal, a letter grade of 'W' (with no grade points) is awarded, which saves the student from failing a particular course. Usually, students opt for withdrawal of a course that seems very tough to them or due to dearth of time required for studies (usually along with job), and other personal constraints.

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<sup>23</sup> The sources of Information are Academic Policies and Guidelines for Faculty, Student Handbook 2011; and Academics department personnel.



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

**Monitoring Student Progress**

**Attendance**

Students are required to maintain 80% attendance throughout the semester in order to qualify for the final exam. Maximum 3 absences are allowed per semester per course. Two late arrivals are equal to 1 absence. In case of non-compliance of attendance rules, a letter grade 'F' will be given in the course. Under some extra ordinary circumstances such as, leaving for Umrah or Haj, sick leaves, or going out of country, the program manager enjoys the authority to grant one extra leave that is subject to documentary approbation of the issue and consultation with the course facilitator.

**Midterm and Final Examination Policy**

A mid-term exam for the MPM program is administered in the 8<sup>th</sup> session. The mid-term exams account for 20-25 per cent of the final grade and usually the maximum duration is 2 hours.

The final exam is generally of two-and-half to three hours duration. Depending on the course content, Test/Examinations could be a combination of written and practical or multiple choice questions. The copies of the mid-terms and final exams are sent to the examination department at least a week before the exam, which then sends them to the program manager, who looks at them at a glance and sends them to the faculty members specializing in those subject areas for the sake of any revisions or improvements. The purpose of this exercise is to ensure high quality of examination.

Term papers and projects can be of 10-20 marks, depending on the course contents or plan as mentioned by the course facilitator in the course outline, while a deviation of 10% is permissible at the faculty member's discretion.

**Passing Grades**

Minimum passing grade in each course is 'C minus' for MPM program courses. 'F' grade in a course does not count as having met the pre-requisite for taking an advanced course. A student with 'repeat grades' such as 'D' or 'F' must take the course next time as it is offered.

A student may get attendance waiver in 'D' grades, provided the same faculty member is teaching the course. Otherwise, such waiver approval is required from the Coordinator/HoD.



### **Probation and Dismissal on Academic Grounds**

Students securing a CGPA below 2.50 will be put on probation and a warning letter will be issued to them for first warning. Unless the semester CGPA is brought to 2.50 by the end of the next semester, the student is put into Warning-2 and is subsequently dropped from the program if he fails to bring his CGPA to 2.5 after landing in Warning-2 in third semester.

In addition, dismissal can be on the grounds of: degree time-bar dismissal (when MPM program is not completed by a student within maximum 5 years period); dismissal due to academic dishonesty (by submitting of fake documents during admission); and dismissal on disciplinary grounds (determined by the disciplinary committee).

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

### **Evaluation of Registration and Student Monitoring Process**

The Student Registration and Student Progress Monitoring processes are regularly reviewed in ZABDESK through Program Manager.

**Academic Heads' Meeting** is held once a month. Any necessary amendment in policy and resolving of individual cases is carried out at these meetings.

In the past years, the course registration process has been continuously being improved. The speed and rate of timely registration by students have been made possible via stringent monitoring of registrations and maintaining strict deadlines and enforcing a hefty fine for late registration. Due to this improvement, class allocation is more accurate and records are updated well in time.

### **Standard 5-3 Faculty Recruitment and Retention Process<sup>24</sup>**

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

#### **Faculty Recruitment Process**

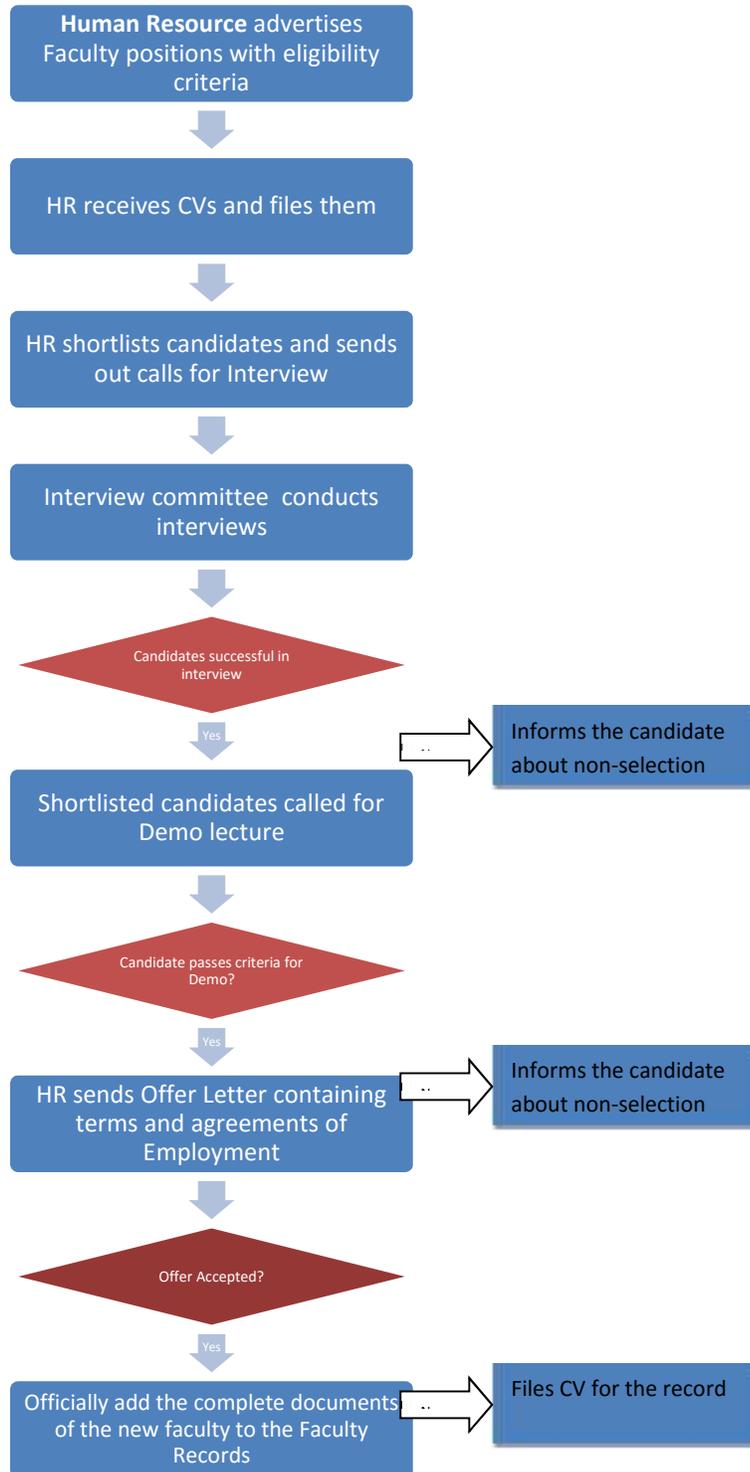
Currently the practice is that the Human Resource (HR) department of SZABIST advertises the faculty positions every semester (especially in May and November every year) through leading newspapers and SZABIST website for online applicants. HR department sets up a committee for short listing the suitable candidates and then sends them interview calls. Candidates are screened on the basis of their academic qualification, research, and experience, particularly teaching cum field-industry experience. Preference is also given to those enjoying some corporate experience.

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<sup>24</sup> The sources of information are Dean of Program, HR Department.

Selection committee, consisting of the Dean/HoD of the Program, Program Manager, and senior faculty conduct the interviews of shortlisted candidates and further shortlists the suitable candidates for demo lectures, which is a mandatory requirement. At the end of the lecture followed by a question-answer session, and based on the evaluation criteria, faculty is hired and HR dispatches them the offer letters for faculty positions. Such letters clearly elaborate the terms and conditions as well as the duties and responsibilities, and package offered to individual faculty members.

**b. Figure: Faculty Recruitment Process**



**c. Indicate methods used to retain excellent faculty members**

**Faculty Retention Methods and Measures<sup>25</sup>**

Academic committee will evaluate the faculty every semester with the assistance of Human Resource department. If the evaluation of the faculty is satisfactory he/she will be confirmed (usually after the probation period of six months) as full-time faculty.

SZABIST offers the following valuable intrinsic and extrinsic incentives and rewards for faculty retention:

- i) Highly competitive salary packages
- ii) Flexible working hours within a given work week (40 hours/week)
- iii) Newly hired faculty is eligible for the ‘Continuing Education Benefit’ on the completion of probation.
- iv) While doing MS/PhD under ‘Continuing Education Benefit’, faculty may get promoted and salary may be revised.
- v) Car Loan Financing
- vi) Provident fund
- vii) Annual Bonus (based on satisfactory performance)
- viii) Annual pay raise to counter inflationary effect
- ix) Performance-based increment policy
- x) Health benefits
- xi) Capacity development programs/workshops
- xii) Fully-funded trip for presenting own research papers at any Research Conference within Pakistan (once in a year)
- xiii) Partially-funded trip to an international research conference to present a research paper (once in 3 years)
- xiv) Publication honorarium
- xv) Thesis and dissertation advisor / committee member honorarium and much more.

**d. Indicate how evaluation and promotion processes are in line with institution’s mission statement<sup>26</sup>**

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<sup>25</sup> The sources of information are Dean of Program and HR Department.

<sup>26</sup> The source of information is HR Department.



The faculty evaluation and promotion process is duly in line with SZABIST's Mission statement.

In order to support the mission, Head of department evaluates their faculty members annually. Individual faculty members are appraised in terms of their teaching (level of knowledge, latest info, modes of teaching or pedagogy), updating Zabdesk (for conducting classes, feeding students' presence/absence, and updating marks gained), students' feedback, research work, publications, arranging seminars/guest speaker sessions, attending conferences, and handling other administrative work when assigned to them.

There is a mechanism to provide feedback to faculty members regarding their evaluation by their students. In the end of every semester, there is a self-assessment system, whereby individual faculty members themselves appraise their performance on the forms illustrating meaningful criteria. The evaluation results are used for promoting those faculty members, who are engaged in giving quality education and sharing industry's experience with the students to prepare them for job markets in competitive industries.

The deserving faculty members also get merit increment and appreciation besides promotion. The faculty members who are well-qualified but not able to achieve the goals assigned by the Head of the Department are properly trained.

Hence, the evaluation process at SZABIST helps faculty in promotions and appreciations, while training and proper counseling build up their capacities for producing high quality graduates nationally and internationally.

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

**Improvements in the Faculty Evaluation and Promotion Process**

Faculty assessment and promotions are an outcome of the annual joint meeting of the Executive Committee and Human Resource Department. The evaluations begin at the end of March and the procedure is well-established. Further improvements are regularly made in the official procedure of Performance Appraisal. Forms have been amended. In essence, semester-end performance evaluation forms are filled by the faculty members, who assess themselves, while their Head of Department verifies their self-assessment records and rate them accordingly. Moreover, the criteria for training of employees and appraisers are considered by HR department.

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

### 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

#### Process and Procedures for Active Learning to Ensure Learning Outcomes

The maximum class size is limited to only 35-40 students, which allows the delivery of high quality education on interactive basis. The facilitators pay individual attention and encourage participation and constructive discussion.

All class rooms are air-conditioned and equipped with overhead projectors, wall-mounted screens, white boards, multi-media projectors, PCs, and internet connectivity.

Course related interactive lectures are regularly augmented by co-curricular activities such as:

- i) Live or practical projects
- ii) Guest speaker sessions
- iii) Workshops
- iv) Group assignments
- v) Term reports based on industrial visits, interviews with company executives and corporate analysis.

The above activities are planned in line with the Learning Outcomes that are clearly stated in the Course Outline prepared or updated at the resumption of every semester.

- b. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process<sup>27</sup>

In the 5th week of every semester, all the faculty members are evaluated by the students for their methods of teaching, level of latest knowledge, and delivery of course material.

The head of department (HoD) gives his/her comments on all the evaluations and then forwards them to the relevant Program Managers.

If a permanent faculty member scores less the 60% in the evaluation, the Program Manger informs him/her about the scores and allots time for improvement. After two weeks, they are re-evaluated, unless the score is improved, their case is taken to the HoD and his/her verdict stands final.

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<sup>27</sup> The source of information is Academics Department.

Similarly, if a visiting faculty scores less than 60% in the evaluation, the Program Manger informs the relevant faculty about the scores and allots time for improvement. After two weeks, they are re-evaluated, and if no improvement is made, then the faculty member is removed.

### **Standard 5-5 Program Requirements Completion Process**

- a. Describe the procedure used to ensure that graduates meet the program requirements**

#### **Standards and Documented Procedures to ensure Completion of Degree Program Requirements**

The minimum CGPA to graduate is 2.5 for MPM.

<b>MPM Program</b>	<b>Requirement for Completion of Degree</b>
<b>MPM 33 Credit Hours</b>	<ul style="list-style-type: none"> <li>• Duration of MPM is 1 year.</li> <li>• 10 MPM courses and a final year project (33 credits)</li> <li>• Max. duration to complete this degree is 5 years</li> </ul>

One year is the maximum time allowed to a student for improving grades after completion of the course work. The maximum time allowed to complete the graduate program is 5 years.

Without completing all degree requirements, including clearance of financial dues and completing the required courses with at least minimum required CGPA, a student will NOT be allowed to complete an MPM program, whereas internship is not required in this program. Completion of prerequisites is a necessary condition to advance to higher degree programs.

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

#### **Periodic Evaluation of above Procedure and its Improvement**

The monthly **Academic Heads** meeting, the annual **Academic Council** meeting and the bi-annual meeting of the **Board of Studies** regularly have an agenda to discourse and assess the periodic progress of various programs during different semesters that ensures completion of MPM degree program requirements. These discussions lead to improvements and amendments in the processes and procedures.



## ***Criterion 6: Faculty***

<b><i>Standard 6-1</i></b>	<b><i>Program Faculty Qualifications and Number</i></b>
<b><i>Standard 6-2</i></b>	<b><i>Current Faculty, Scholarly Activities &amp; Development</i></b>
<b><i>Standard 6-3</i></b>	<b><i>Faculty Motivation and Job Satisfaction</i></b>



## Criterion 6: Faculty

### Standard 6-1 Program Faculty Qualifications and Number

#### a. Faculty resumes

The faculty resumes are maintained at HR department and periodically updated.

#### b. Faculty distribution by program's areas<sup>28</sup>

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
Project Costing and Finance	02 courses / 01 section	05	Nil
Project Management	07 courses / 01 section	02	02
Project Management Tools	02 courses / 01 section	02	Nil

### Standard 6-2 Current Faculty, Scholarly Activities and Development<sup>29</sup>

#### 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 resumes, what percentage of them is current. The criteria should be developed by the department.

The criteria for the faculty to be current:

- i) Participating in academic events like seminars / sessions
- ii) Participating in academic and industry conferences / workshops
- iii) Presenting and publishing papers in conferences / colloquium / monographs
- iv) Publishing research papers in national and international journals
- v) Publishing articles in newspapers and magazines
- vi) Conducting trainings and workshops
- vii) Supervising research at bachelors and masters level
- viii) Supervising research at MS / PhD level

<sup>28</sup> The source of information is HR Department.

<sup>29</sup> The source of information is HR Department.

- ix) Pursuing further education in their specialized field
  - x) Incorporating their research and otherwise learning into their teaching through content and methodology
- *The Management Science Department has 26 full-time faculty members including 4 PhDs.* In general, a faculty is taking full load of 4 courses per semester. However, this load may be altered on the discretion of President SZABIST to accommodate other institutional activities, such as research, etc.
- b. Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development.**
- All full time faculty members are eligible to enroll in Postgraduate programs free of charge for the purpose of professional development.
  - A reduced teaching load may be given as an incentive to encourage faculty members to carry out research activities.
- c. Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development.**
- The Institute is fully committed to develop its faculty through professional development by enhancing their qualification. Hence, all full time faculty members are eligible to enroll in Postgraduate programs free of charge. Additionally, faculty members are encouraged to actively participate in research activities through incentive of reduced teaching load. At present, around 8 full-time faculty members are enrolled in PhD program that will be greatly benefit both the department and faculty, individually as through active research they are in continuous process of updating their skills to keep abreast of contemporary and future challenges.
  - Furthermore, faculty may be permitted to go on sabbaticals/“study-leaves” overseas to attain scholarship in their respective discipline.
  - Additionally, faculty is encouraged and nominated to attend seminars and workshops routinely in their core teaching areas so that they could update and enhance their knowledge about recent and emerging academic trends. The seminars they attend are usually held within the city and at the national level.



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

- Every month an academic heads meeting involving Deans/Head of Departments and coordinators of all programs is held, this meeting is presided by Acting President. Additionally, regular meetings are scheduled between faculty, program coordinator and Head of Department to address any academic and administrative issues, thereby ensuring smooth running of the program. Furthermore, for each course faculty evaluation is carried out using students' feedback and in light of this feedback coordinator interacts with faculty to optimize student's learning experience.

**Standard 6-3 Faculty Motivation and Job Satisfaction**

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

The following elements are routinely incorporated to measure faculty motivation:

- Quality working environment
- Flexible faculty timings
- Annual and casual leaves
- Performance-based increment and annual bonus
- Loan facility
- Continuing education with waiver on tuition fees
- Annual picnics and social gatherings
- 50% fee concession for children of employees

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

Programs are effective in the following areas:

- The flexible timing enables the employees to manage their time on campus regarding their scheduled classes and helps them maintain a healthy work life balance also.
- Faculty and employees get the opportunity of personal and professional growth by acquiring education free of cost.
- The employees enjoy 50% fee concession facility for the high quality education for their children.

The performance based increments and annual bonuses are strong driver for employees to work effectively and efficiently.



c. Obtain faculty input using faculty survey on programs for faculty motivation and job satisfaction<sup>30</sup>

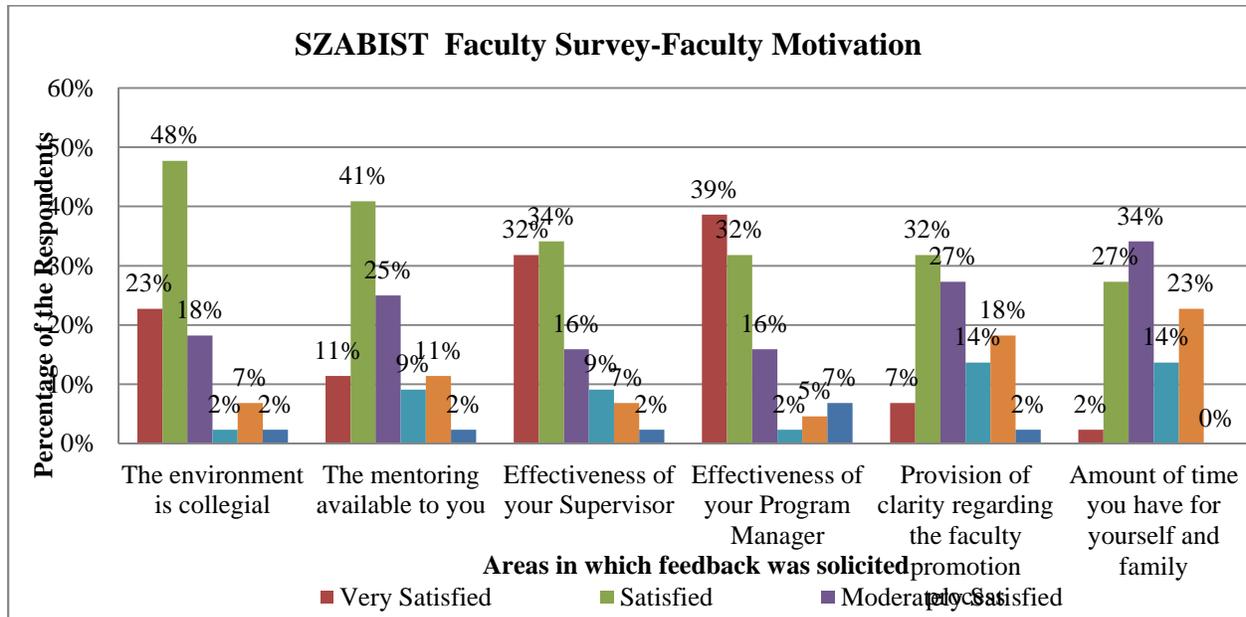


Figure 1.5

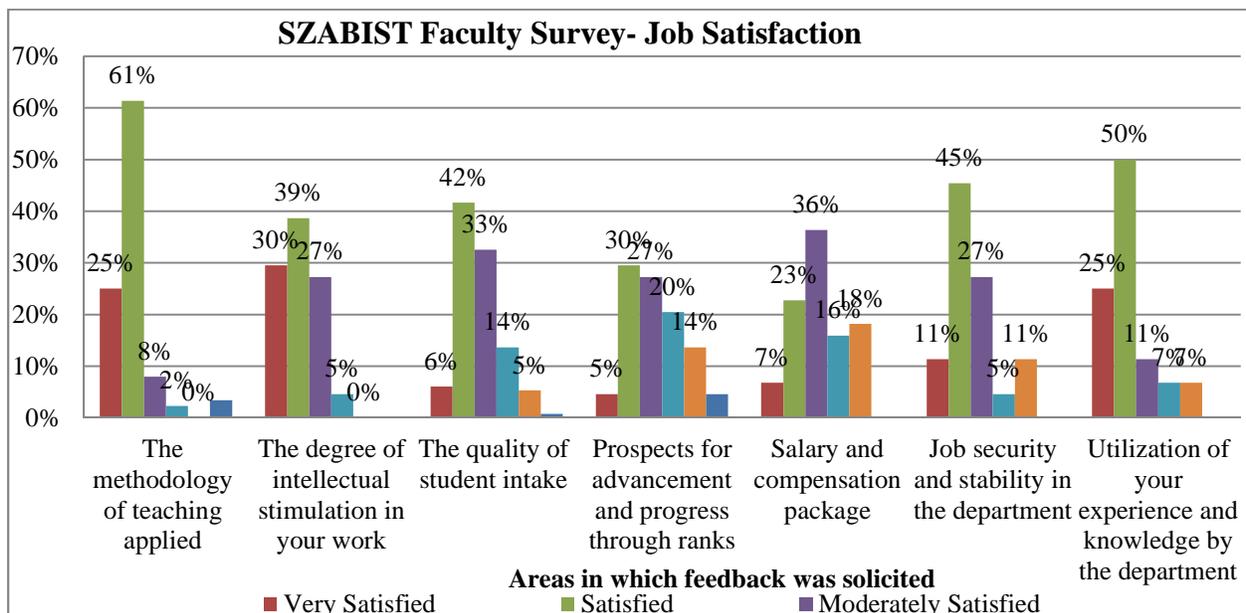


Figure 1.6

<sup>30</sup> The source of information is Faculty Survey.



#### 6.4 Management Sciences Faculty

The department of management sciences includes the following faculty:

Dr. Nadeem A. Syed  
Head of Management Sciences Department  
Professor & MS/PhD Program Manager  
PhD (DBA, Aquinas University, Philippines)  
Business Administration

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Dr Muhammad Zaki Rashidi  
Associate Professor & Editor of JISR-MSSE  
PhD SZABIST  
MS (Management Sciences), SZABIST  
Management

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Shehla Najeeb Siddiki  
Assistant Professor  
BABS Program Manager  
PhD (In Progress), SZABIST  
MS (Management Sciences), SZABIST  
Management

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Wajeeha Fatima Javed  
Assistant Professor & Head of Academic Services & BBA Program Manager (3 & 4 Years)  
PhD (In Progress), SZABIST  
MS (Management Sciences), SZABIST  
Marketing

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Jamil Ahmed  
Assistant Professor &  
Program Manager EMBA, MPM, and MBA Banking & Finance  
PhD (In Progress), SZABIST  
MS (Management Sciences), SZABIST  
MBA, Sindh University

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Masood Ahmed  
Assistant Professor & MBA (Day) Program Manager  
PhD (In Progress), SZABIST

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MS (Management Sciences), SZABIST  
MBA, IBA, Karachi

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Dr. Manzoor Ali Isran  
Professor  
PhD (Shah Abdul Latif University, Khairpur)  
International Relations

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Dr. Jawaid Ahmed Qureshi  
Assistant Professor  
PhD (SZABIST)  
Management Sciences

---

Subeika Rizvi  
Assistant Professor  
MS (In Progress)  
MBA (IBA)  
Finance and Management

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Hina Mubeen  
Assistant Professor  
PhD (In Progress), SZABIST  
MS (MS), SZABIST  
MBA (HRM), Bahria University  
Organizational Behavior, HRM

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S.M. Ahsan  
Assistant Professor  
MA in Economics (Vanderbilt University, USA)  
MSc in Statistics (KU)

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Faryal Salman  
Assistant Professor  
PhD (In Progress), SZABIST  
MS (SZABIST)  
MBA, IBA, Karachi  
Marketing

---



Salma Rahman  
Assistant Professor  
M.Phil (Iqra University)

---

Fahad Kamal Zuberi  
Assistant Professor & BBA Program Manager (1 & 2 Years)  
MS (In Progress), SZABIST  
MBA (SZABIST)  
Marketing & HR

---

Syed Faheem Hasan Bukhari  
Assistant Professor  
PhD (in Progress), SZABIST  
Master of Communication (Advertising) RMIT University, Melbourne Australia  
Master of Commerce (Marketing) Swinburne University of Technology, Melbourne Australia  
MBA (Marketing) Bahria University, Karachi

---

Mazhar Ali  
Assistant Professor  
PhD (in Progress), SZABIST  
M.Phil (Iqra University)  
MBA (IBA)  
Marketing

---

Zubair A. Shah  
Assistant Professor  
PhD (In Progress), SZABIST  
MBA (Troy University, USA)  
General Business

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Ayesha Latif Shaikh  
Assistant Professor  
PhD (In Progress), SZABIST  
MBA (IBA)  
Marketing

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Ambreen Ahmed  
Assistant Professor  
PhD (In Progress), SZABIST

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MBA (IBA)  
Management

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Saima Hussain  
Assistant Professor  
PhD (In Progress), SZABIST  
MBA (IoBM)  
Marketing

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Dania  
Lecturer  
MSc. (Karachi University)  
Applied Mathematics

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Amir Bilal  
Lecturer  
Masters (University of Strathclyde)  
Banking & Finance

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Fariha Raza  
Lecturer  
MS (In Progress), SZABIST  
MBA (IBA)  
Finance

---

Kumail Raza Hemani  
Lecturer & MBA (Evening) Program Manager  
MS (In Progress), SZABIST  
MBA (IBA)

---

Farhan Ahmed  
Lecturer  
PhD (In-Progress), SZABIST  
MBA, SZABIST  
Finance

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Owais Raheel

Lecturer

PhD (In Progress), SZABIST

MBA, IBA

Supply Chain & B2B Marketing

## ***Criterion 7: Institutional Facilities***

<b><i>Standard 7-1</i></b>	<b><i>New Trends in Learning (e.g. E-Learning)</i></b>
<b><i>Standard 7-2</i></b>	<b><i>Library Collections &amp; Staff</i></b>
<b><i>Standard 7-3</i></b>	<b><i>Class-rooms &amp; Offices Adequacy</i></b>



## 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<sup>31</sup>

E-learning infrastructure is continuously growing. The institute is committed to developing a robust program of E-learning and intends to continuously invest in the future as well. The infrastructure consists of the following stuff:

No.	Particulars	Quantity
1	Servers	16
2	Desktop Computers	180
3	Video Conferencing Equipment	1
4	Color Scanners	4
5	Printers	9
6	Multimedia Projectors	34
7	Local Area Network with 250+ nodes, CISCO 2600 Series Routers, CISCO 2950 series of switches, Laser Printers, Color Printers, Finger Print Devices, Multimedia Equipment and a Rich Software Library	

#### b. Indicate how adequate the facilities are<sup>32</sup>

The institute possesses state-of-the-art facilities to meet the present and future demand. For instance, we have an *Online University* that comprise of Application and Storage Servers.

### Application Server

Intel Xeon dual processor 3.0 GHz, 2GB ECC RAM, 72GB HDD, RAID controller 0 and 1, DVD multi burner is available for data backup. Windows server 2003 is installed as an operating system with e-learning application software for students and faculty can access through Internet.

### Storage Server

Intel Xeon dual processor 3.0 GHz, 2GB ECC RAM, 216GB HDD, RAID controller 0, 1 and 5 is available for data storage, DVD multi burner for data backup. Windows server 2003 is installed for running data storage applications for students and faculty records.

<sup>31</sup> The sources of information are Head of IT Department, Manager Systems, and Computer Lab staff.

<sup>32</sup> The source of information is IT Department.

Both machines are rack mounted and installed with Pix-Security firewall to secure the e-learning application software for reliable access to all users.

## Standard 7-2 Library Collection and Staff<sup>33</sup>

### a. Describe the adequacy of Library's technical collection

SZABIST library is equipped with ZABLIS - the most modern library automated system. It contains a rich collection of books, research projects, papers, thesis and dissertations. The library subscribes to a number of journals and magazines to update students and faculty members' knowledge on current development taking place nationally and internationally. The library is also linked to full-text online academic journals through the HEC digital library access. In addition, the library subscribes to a number of digital/online libraries (EBSCOHOST, IEEE and ACM) through which an unlimited number of journals and magazines can be accessed.

No.	Particulars	Edited Quantity
<b>1</b>	<b>Printed Form</b>	<b>To Date</b>
	<b>A. Books</b>	<b>11,693</b>
	a. Management Sciences	4,437
	b. Computer Sciences	2,655
	c. Media Sciences	321
	d. Social Sciences	1,692
	e. Economics	713
	f. Engineering	398
	g. Law	1,331
	h. Bioscience	146
	<b>B. Reports</b>	<b>2982</b>
	a. Independent Study (ies)	1,596
	b. Projects	1,293
	c. Theses	93
	<b>C. Journal/Magazines (Subscribed)</b>	<b>53</b>
	<b>D. Newspapers (Daily)</b>	<b>10</b>
<b>2</b>	<b>Digital Facilities</b>	
	<b>A. Computers</b>	<b>08</b>
	<b>a. Digital library</b>	<b>05</b>

<sup>33</sup> The source of this information is Librarian.



	<b>b. Counter Use</b>	<b>03</b>
	<b>B. E-Books</b>	<b>4,300</b>
	<b>C. CD's</b>	<b>624</b>
	a. Books-related CDs	551
	b. General CDs	73
	<b>D. DVD's</b>	<b>110</b>
	<b>E. Audio/Video Cassettes</b>	<b>133</b>
	<b>F. Journal/Magazines (Online)</b>	<b>4,291</b>
	<b>G. Access to Online Journals</b>	<b>Yes</b>
	a. Institute of Electronic and Electrical Engineering	<b>Yes</b>
	b. Association of Computing Machinery	<b>Yes</b>

#### **b. Describe the support rendered by the Library**

Following are the ways in which the library staff supports the faculty and students:

- i. Respond to daily-on-site issue and re-issue requests for books.
- ii. Train library users to effectively search the Library catalogue, Internet and other electronic resources.
- iii. Books and other reading material lending services
- iv. Receiving and persevering all reading material
- v. Information access in digital form
- vi. To search newly available books in market and on internet to make a list of required ones.

#### **Library Staff Timing**

Shifts	Timeslots	Personnel
Morning	8:00 a.m. -- 4:00 p.m.	3
Evening	2:00 p.m. -- 10:00 p.m.	3



### **Standard 7-3 Class-rooms & Offices Adequacy<sup>34</sup>**

#### **a. Describe the adequacy of the classrooms**

Class rooms are well-equipped with:

- i. Multimedia projector,
- ii. PCs' with internet connections,
- iii. Sound system and
- iv. Air Conditioners.

#### **b. Describe the adequacy of faculty offices**

Rooms are allocated for permanent and visiting faculties where the latest Intel Core to Duo PCs are available with full internet facilities, landline extensions, Split air conditioners, shelves display boards to display their objectives or schedules etc. It is essential for all the faculty members to display their semester schedules on their doors for consulting of the students by stating their availability.

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<sup>34</sup> The sources of information are Student handbook, Prospectus, SSC and Convocation



## ***Criterion 8: Institutional Support***

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



## Criterion 8: Institutional Support

### Standard 8-1 Support and Financial Resources<sup>35</sup>

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

The institute hires highly qualified and experienced faculty on permanent basis and handsome remuneration is offered to them in salary package, which includes basic salary, conveyance medical and house-rent allowance.

On annual basis around 10 to 15 percent on basic salary increment is given to the employees.

The institute awards an annual bonus to every employee that attains pre-set thresholds.

Also on the basis of Semester/Annual Progress Report and on excellent work/performance, an increase in salary or some cash award is presented to the faculty members in recognition of their performance.

After three years of successful teaching in the institute, a faculty member is entitled for getting loan facility.

Upon complement of the probation period of service of a permanent faculty member, the institute offers him/her to continue higher studies inside the campus, while enjoying the regular salary and perks. However, if he/she intends to study outside the campus and anywhere in the world to fulfill higher study needs, he/she has no entitlement for payment of regular emoluments. In such case, one has to sign an agreement to serve the institution for two years after completion of the respective degree.

#### b. Describe the level of adequacy of secretarial support, technical staff and office equipment<sup>36</sup>

There are 15 dedicated academic staff members who provide secretarial and technical support to the Management Science department. The support includes:

- Class Management
- Attendance Sheet Circulation
- Time Table Maintenance
- Schedule Circulation

<sup>35</sup> The sources of information are HR Department, and Vice President (Academics). For further details please see section 5-3 and 6-3.

<sup>36</sup> The Source of information is Academic Staff.



Rooms are allocated for permanent and visiting faculties where the latest Intel Core to Duo PCs are available with full internet facilities, landline extensions, split air conditioners, shelves display boards to display their objectives or schedules etc. It is essential for all the faculty members to display their semester schedules on their doors for consulting of the students by stating their availability.

### Standard 8-2 Number and Quality of GSs, RAs and PhD Students<sup>37</sup>

#### a. Provide the number of graduate students for the last three years

##### Number of Graduate Students

Particulars	No. of Graduate Students		
	2012	2013	2014
Graduates	21	56	82

#### b. Provide the faculty-graduate student ratio for the last three years

##### Graduates: Faculty Ratio

Particulars	Human Resources		
	2012	2013	2014
Graduates	21	56	82
Total Number of Faculty	21	21	26
<b>Graduates-Faculty Ratio</b>	<b>1:1</b>	<b>2.66:1</b>	<b>3.15:1</b>

##### Number of Faculty

Particulars	Faculty		
	2012	2013	2014
<b>Total Number of Faculty</b>	<b>23</b>	<b>23</b>	<b>28</b>
Full-time Faculty	21	21	26
Adjunct Faculty	02	02	02

<sup>37</sup> The sources of information are ZABDESK and HR Department.



**Standard 8-3 Financial Support for Library and Computing Facilities<sup>38</sup>**

**a. Describe the resources available for the library**

Particulars	Budgetary Allocation (Rupees)		
	2012	2013	2014
Library	2,940,000	4,350,000	5,860,000

**b. Describe the resources available for laboratories**

Not Applicable on MPM 33 credit hour program

**c. Describe the resources available for computing facilities**

Particulars	Budgetary Allocation (Rupees)		
	2012	2013	2014
Computing Facilities	12,566, 500	11,096, 000	17,954, 000

<sup>38</sup> The source of information is Finance Department.



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INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

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**Masters in Project Management**  
**Karachi Campus**

***Program Self-Assessment Checklist***

***SZABIST***

# Guidelines for Program Team Report and QEC Review

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Program: Masters in Project Management -  
Karachi Campus

*Spring 2015*

**Prepared by QEC Staff:**

**Ms. Riffat Mughal**



**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.

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



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) <b>Please find example attached in Annexure III (pg iv)</b>	✓		
	b. Indicate the percentage of employers that are strongly satisfied with the performance of the department's graduates. Use Employer's survey.	✓		
	c. Percentage of Student Evaluation/Assessment results for all the courses and faculty. Use Teacher Evaluation Results.	✓		
	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 <b>Please find example attached in Annexure III (pg iv)</b>	✓		
	e. Number of short courses workshops, seminars organized on community service level <b>Please find example attached in Annexure III (pg iv)</b>	✓		
	f. Faculty and student surveys results to measure the administrative services provided	✓		
<b>Criterion 2 – Curriculum Design And Organization</b>				
Courses detailed outline as in item E criterion 2 of the Self-Assessment Manual				
Standard 2-1	Courses Vs. Objectives			
	a. Title of Degree Program	✓		
	b. Definition of Credit Hour	✓		
	c. Degree Plan: Attach a flow chart showing pre-requisites, core, and elective courses. <b>Please find example attached in Annexure IV (pg v-ix)</b>	✓		
	d. Table 4.3 curriculum course requirement <b>Please find example attached in Annexure IV (pg v-ix)</b>	✓		
	e. Describe how the program content (courses) meets the program Objectives.	-		



	f. Table 4.4 Courses versus Outcomes. List the courses and tick against relevant outcomes. <b>Please find example attached in Annexure IV(pg v-ix)</b>	✓		
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			
	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.	✓		
	b. Describe how they are applied and integrated throughout the program	✓		
Standard 2-7	Communication Skills (Oral & Written)	✓		
	a. List the courses required by the Accreditation Body.	✓		
	b. Describe how they are applied in the program.	✓		
<b>Criterion 3 – Laboratories and Computing Facilities</b>				
Standard 3- 1	Lab Manuals / Documentation / Instructions			
	a. Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions	✓		
	b. Are the resources available sufficient for the program?	✓		
Standard 3- 2	Adequate Support Personnel for Labs			
	Indicate for each laboratory, support personnel, level of support, nature and extent of instructional support. <b>Please find example attached in Annexure V(pg x)</b>	✓		



Standard 3-3	Adequate Computing Infrastructure and Facilities	✓		
	a. Describe how the computing facilities support the computing component of your program	✓		
	b. Are there any shortcomings in the computing infrastructure and facilities?	✓		
<b>Criterion 4 – Student Support and Advising</b>				
Standard 4-1	Sufficient Frequency of Course Offering			
	a. Provide the department’s strategy for course offerings	✓		
	b. Explain how often core courses are offered.	✓		
	c. Explain how often elective courses are offered.	✓		
	d. Explain how required courses outside the department are managed to be offered in sufficient number and frequency	✓		
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	✓		
Standard 4-3	Professional Advising and Counseling			
	a. Describe how students are informed about program requirements	✓		
	b. Describe the advising system and indicate how its effectiveness is measured	✓		
	c. Describe the student counseling system and how students get professional counseling when needed	✓		
	d. Indicate if students have access to professional counseling; when necessary	✓		
	e. Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies	✓		
<b>Criterion 5 – Process Control</b>				
Standard 5-1	Admission Process			
	a. Describe the program admission criteria at the institutional level, faculty or department if applicable.	✓		



	b. Make a Flowchart <b>Please find example attached in Annexure VI (pg xi-xii)</b>	✓		
	c. Describe policy regarding program/credit transfer	✓		
	d. Indicate how frequently the admission criteria are evaluated and if the evaluated results are used to improve the process	✓		
Standard 5-2	Registration and Students			
	a. Describe how students are registered in the program	✓		
	b. Describe how students' academic progress is monitored and how their program of study is verified to adhere to the degree requirements	✓		
	c. Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process	✓		
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 <b>Please find example attached in Annexure VI (pg xi-xii)</b>	✓		
	c. Indicate methods used to retain excellent faculty members	✓		
	d. Indicate how evaluation and promotion processes are in line with institution mission statement	✓		
	e. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process	✓		
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	✓		
	b. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process	✓		
Standard 5-5	Program Requirements Completion Process			
	a. Describe the procedure used to ensure	✓		



	that graduates meet the program requirements			
	b. Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process	✓		
<b>Criterion 6 – Faculty</b>				
Standard 6-1	Program Faculty Qualifications and Number			
	a. Faculty resumes in accordance with the format	Launched		
	b. Table 4.6 faculty distribution by program's areas <b>Please find example attached in Annexure VII (pg xiii)</b>	✓		
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	✓		
	b. Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development	✓		
	c. Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development	✓		
	d. Indicate how frequently faculty programs are evaluated and if the evaluation results are used for improvement	✓		
Standard 6-3	Faculty Motivation and Job Satisfaction			
	a. Describe programs and processes in place for faculty motivation	✓		
	b. Indicate how effective these programs are	✓		
	c. Obtain faculty input using faculty survey (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	✓		
	b. Indicate how adequate the facilities are	✓		
Standard 7-2	Library Collections & Staff			
	a. Describe the adequacy of library's technical collection	✓		
	b. Describe the support rendered by the library	✓		
Standard 7-3	Class-rooms & Offices Adequacy			
	a. Describe the adequacy of the classrooms	✓		
	b. Describe the adequacy of faculty offices	✓		
<b>Please find examples of Criterion 7 attached in Annexure VIII (pg xiv-xvi)</b>				

### 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	✓		
	b. Describe the level of adequacy of secretarial support, technical staff and office equipment	✓		
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	✓		
	b. Provide the faculty: graduate student ratio for the last three years	✓		
Standard 8-3	Financial Support for Library and Computing Facilities			
	a. Describe the resources available for the library	✓		
	b. Describe the resources available for laboratories	N/A		
	c. Describe the resources available for computing facilities	✓		
<b>Please find examples of Criterion 8 attached in Annexure IX (pg xvii-xix)</b>				

**\*Key**

✓ - Yes      X- No      NA- Not Applicable



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# **SELF-ASSESSMENT REPORT**

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**Masters in Project Management**  
**Karachi Campus**

*Assessment Team Report*



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

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# **ASSESSMENT TEAM REPORT**

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**Masters in Project Management**  
**Karachi Campus**

*Spring 2015*



# 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. Mr. Asim Riaz
- ii. Mr. Aneel Ahmed
- iii. Mr. Zubair Shah

### 2. Date of Nomination

April 27<sup>th</sup>, 2015

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

Three Sixty Five (365) Days

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

Department of Management Sciences and Masters of Project Management Program

### 5. Shortcomings of the PT report

The report is well prepared and all around arranged. The gave data is for the most part right. There are a few inconsistencies identified with the importance of the Information furnished alongside tending to the questions



**6. Comments on:**

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

Overall the report covers all aspects of the defined program, still there is a room for improvement. Inconsistency of data show that data is not available from the authentic verified source.

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

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

The conclusion drawn include minor setbacks however the overall satisfaction level is satisfactory.

**iv. Observations made during the assessment**

There is a lack of certified full time faculty members in the program, secondly the objectives of the program are not aligned with the program. No practical exposure for student

**v. Strengths and weaknesses of the Program**

Weaknesses of program include lack of licensed software's, lack of qualified/certified full time instructors, and lack of faculty student interaction.

Strengths include but not limiting to, qualified visiting faculty from the industry, good number of student admissions, overall alumni and student feedback is positive also.

**7. Date of the presentation of AT report in the exit meeting**

13<sup>th</sup> July, 2016



## B. Criteria Referenced (Rubric) Evaluation of SAR

### CRITERIA REFERENCED SELF ASSESSMENT – METHODOLOGY AND EVALUATION TOOL

#### Scoring of Criterion Items

1. 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 items 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.

<b>Result</b>	<b>Score</b>
Poor performance in most of the areas.	1
Fair performance in most of the areas.	2
Good performance for most areas. No poor performance in any areas.	3
Good to excellent performance in all areas.	4
Excellent performance in most of the areas.	5



**Criteria Referenced Self-Assessment – Methodology and Evaluation Tool**

<b>Criterion 1 – Program Mission, Objectives and Outcomes</b>		<b>Weight = 0.05</b>				
<b>Factors</b>		<b>Score</b>				
1	Does the Program have documented measurable objectives that support faculty / college and institution mission statements?	5	4	3	2	1
2	Does the Program have documented outcomes for graduating students?	5	4	3	2	1
3	Do these outcomes support the Program objectives?	5	4	3	2	1
4	Are the graduating students capable of performing these outcomes?	5	4	3	2	1
5	Does the department assess its overall performance periodically using quantifiable measures?	5	4	3	2	1
6	Is the result of the Program Assessment documented?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>19</b>				
Score 1 (S1) = [TV/(No. of Questions *5)] *100 *Weight		<b>3.167</b>				
<b>Criterion 2 – Curriculum Design and Organization</b>		<b>Weight = 0.20</b>				
<b>Factors</b>		<b>Score</b>				
1	Is the curriculum consistent?	5	4	3	2	1
2	Does the department assess its overall performance periodically using quantifiable	5	4	3	2	1
3	Are theoretical background, problem analysis and solution design stressed within the program's core material?	5	4	3	2	1
4	Does the curriculum satisfy the core requirements laid down by respective accreditation bodies?	5	4	3	2	1
5	Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies?	5	4	3	2	1
6	Does the curriculum satisfy the professional requirements as laid down by Accreditation Body?	5	4	3	2	1
7	Is the information technology component integrated throughout the program?	5	4	3	2	1
8	Are oral and written skills of the students developed and applied in the program?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>27</b>				
Score 2 (S2) = [TV/(No. of Questions *5)] *100 *Weight		<b>13.5</b>				



<b>Criterion 3 – Laboratories and Computing Facilities</b>		<b>Weight = 0.10</b>				
<b>Factors</b>		<b>Score</b>				
1	Are laboratory manuals / documentation / instructions etc. for experiments available and readily accessible to faculty and students?	5	4	3	2	1
2	Are there adequate number of support personnel for instruction and maintaining the laboratories?	5	4	3	2	1
3	Are the university's infrastructure and facilities adequate to support the program objectives?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>9</b>				
<b>Score 3 (S3) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>6</b>				
<b>Criterion 4 – Student Support and Advising</b>		<b>Weight = 0.10</b>				
<b>Factors</b>		<b>Score</b>				
1	Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	5	4	3	2	1
2	Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	5	4	3	2	1
3	Does the university provide academic advising on course decisions and career choices to all students?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>12</b>				
<b>Score 4 (S4) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>8</b>				
<b>Criterion 5 – Process Control</b>		<b>Weight = 0.15</b>				
<b>Factors</b>		<b>Score</b>				
1	Is the process to enroll students to a program based on quantitative and qualitative criteria?	5	4	3	2	1
2	Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1
3	Is the process to register students in the program and monitoring their progress documented?	5	4	3	2	1
4	Is the process above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1
5	Is the process to recruit and retain faculty in place and documented?	5	4	3	2	1
6	Are the processes for faculty evaluation & promotion consistent with the institution mission?	5	4	3	2	1
7	Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5	4	3	2	1



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	4	3	2	1
9	Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1
10	Is the process to ensure that graduates have completed the requirements of the program base on standards and documented procedures?	5	4	3	2	1
11	Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>41</b>				
<b>Score 5 (S5) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>11.18</b>				
<b>Criterion 6 – Faculty</b>		<b>Weight = 0.15</b>				
<b>Factors</b>		<b>Score</b>				
1	Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?	5	4	3	2	1
2	Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	5	4	3	2	1
3	Do the faculty members posses a level of competence that would be obtained through graduate work in the discipline?	5	4	3	2	1
4	Do the majority of faculty members hold a PhD degree in their discipline?	5	4	3	2	1
5	Do faculty members dedicate sufficient time to research to remain current in their disciplines?	5	4	3	2	1
6	Are there mechanisms in place for faculty development?	5	4	3	2	1
7	Are faculty members motivated and satisfied so as to excel in their profession?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>17</b>				
<b>Score 6 (S6) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>7.3</b>				



<b>Criterion 7 – Institutional Facilities</b>		<b>Weight = 0.15</b>				
<b>Factors</b>		<b>Score</b>				
1	Does the institution have the infrastructure to support new trends such as e-learning?	5	4	3	2	1
2	Does the library contain technical collection relevant to the program and is it adequately staffed?	5	4	3	2	1
3	Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>9</b>				
<b>Score 7 (S7) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>9</b>				
<b>Criterion 8 – Institutional Support</b>		<b>Weight = 0.15</b>				
<b>Factors</b>		<b>Score</b>				
1	Is there sufficient support and finances to attract and retain high quality faculty?	5	4	3	2	1
2	Are there an adequate number of high quality graduate students, teaching assistants and PhD students?	5	4	3	2	1
<b>Total Encircled Value (TV)</b>		<b>6</b>				
<b>Score 8 (S8) = [TV/(No. of Questions *5)] *100 *Weight</b>		<b>9</b>				

**OVERALL ASSESSMENT SCORE = S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 + S9 + S10**

**= 67.13**



### C. Assessment Results Implementation Plan Summary-MPM-Karachi Campus

AT Findings	Corrective Action	Implementation Date	Responsible Body	Resources Needed
1. Some contradiction in possessing 100% faculty. Not a single full time professional certified faculty is available	It is suggested that permanent faculty with relevant certification is hired.	In process Spring 2017	HR and Department of Management Sciences	Budget
2. There is a course of SAP training in curriculum. There is no licensed software available for MPM program (SAP, PRIMAVERA etc.)	It is suggested that proper license should be obtained so students can boast their credentials.	Fall 2017	Director IT and VP Academics	Budget
3. There are no Lab Manuals or user guide for Program Management.	Lab manuals should be obtained for smooth functioning and making application easier for students.	Fall 2017	Director IT	-
4. Summer semester should not be considered as official semester (Lack of project completion time)	The current set up leaves inadequate time for students to complete the project. Hence, it is suggested that summer semester is not treated as a regular semester.	Not to be implemented (1 year program)	Board of Studies	-
5. There is a lack in achieving effective student-faculty interaction	Measures are inadequate given evening nature of the program and visiting faculty. Faculty should be encouraged to provide evening consultation hours.	In process	Faculty and Program Manager	-



**President's Comments:** It is highly recommended that the concerned authorities ensure the implementation of the identified corrective actions. The smooth implementation will augment the quality and standards of the program. I appreciate the efforts rendered by the Program Team, Assessment Team and QEC staff for the preparation and completion of the Self-Assessment Report of MPM program.

**Name and Signature:**

Madame Shahnaz Wazir Ali

**Dean's or HoD's Comments:** The suggestions provided by Assessment Teams will be implemented as soon as possible. For instance: to hire permanent faculty with relevant certification, is an ongoing-process. We are trying to hire more qualified faculty with relevant certification/s. In this regard HR Department has been contacted. Director IT has been informed about the licensed SAP software and lab manuals. Other suggestions will be implemented in phases.

**Name and Signature:**

Dr. Nadeem A. Syed

**QEC Comments:** The assessment of MPM program resulted in highlighting areas that required further strengthening. The timely implementation of the AT findings will improve the quality and experience of students. The support of Head of the Department and, Program Manager, the efforts of Program Team and Assessment Team, and the dedication of QEC staff helped in the completion of MPM program team SAR on time.

**Name and Signature:**

Ms. Faryal Shahabuddin

Ms. Mahwash Imran



**President's Comments:** It is highly recommended that the concerned authorities ensure the implementation of the identified corrective actions. The smooth implementation will augment the quality and standards of the program. I appreciate the efforts rendered by the Program Team, Assessment Team and QEC staff for the preparation and completion of the Self-Assessment Report of MPM program.

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Madame Shahnaz Wazir Ali

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Dr. Nadeem A. Syed

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**Name and Signature:**

Ms. Faryal Shahabuddin

Ms. Mahwash Imran



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

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## **Masters in Project Management**

**Karachi Campus**

***Program Team Registration Forms***



**SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY**



**SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY  
Karachi Campus**

### Registration Form

Program Team (MPM)

Program Team of (Name of Department / Faculty): Management Science Department

Team Leader: \_\_\_\_\_

Name: Ferhan Syed

Position: Lecturer

Institution: SZABIST

Contact No: (Office) \_\_\_\_\_

Mobile No: 0332-2142953

Email Address: ferhan.syed@szabist.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.

\_\_\_\_\_

(Signature of PT Member)

12<sup>th</sup> Feb 2015

Date:

Approved By: \_\_\_\_\_

(Head of the Department)

**Note:** Completed form should be sent to the QEC



### Registration Form

#### Program Team

Program Team of (Name of Department / Faculty): MPM

Team Leader: Dr. Iqbal Qureshi

Name: Jamil Ahmed

Position: Asst. Professor

Institution: S2ATB15T

Contact No: (Office) -

Mobile No: 0300-3566738

Email Address: jamil.ahmed  
@s2atb15t.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.

[Signature]  
(Signature of PT Member)

20/2/15  
Date

Approved By: [Signature]  
(Head of the Department)

Note: Completed form should be sent to the QEC



### Registration Form

#### Program Team

Program Team of (Name of Department / Faculty): Mgt. Sc. (MPM)  
Team Leader: Dr. Jamaid A. Qureshi  
Name: do Position: Asst. Professor  
Institution: SZABIST Contact No: (Office) 35823433 (26)  
Mobile No: 0321-8212515 Email Address: jamaid.qureshi@szabist.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.

Jamaid A. Qureshi  
(Signature of PT Member)

Feb 12, 2015  
Date

Approved By: Jamaid A. Qureshi

(Head of the Department)

Note: Completed form should be sent to the QEC



SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY

***SZABIST***

# **SELF-ASSESSMENT REPORT**

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## **Masters in Project Management Karachi Campus**

***Assessment Team Registration Forms***



**SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY**



**SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY  
Karachi Campus**

## Registration Form

### Assessment Team

Assessment Team of (Name of Department / Faculty): Mechatronics MPM

Team Leader: Asim Riaz

Name: Aneel Ahmed

Position: Assistant Professor

Institution: SZabist

Contact No: (Office) \_\_\_\_\_ Ext: 140

Mobile No: 0333-2606778

Email Address: aneel@szabist.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.

Aneel

(Signature of AT Member)

01-06-2015

Date

Approved By: [Signature] 1/6/15

(Head of the QEC)



**SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY**



**SHAHEED ZULFIKAR ALI BHUTTO  
INSTITUTE OF SCIENCE AND TECHNOLOGY**

**Karachi Campus**

### Registration Form

#### Assessment Team

Assessment Team of (Name of Department / Faculty): Computer Sci MPM

Team Leader: Asim Riaz

Name: Asim Riaz

Institution: S2ABIST

Mobile No: 0321-9296768

Position: Bs/cs Prog. Man.

Contact No: (Office) Ext: 123

Email Address: asim.riaz@s2abus.t.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.

[Signature]

(Signature of AT Member)

1-6-2015

Date

Approved By: [Signature] 1/6/15

(Head of the QEC)



Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): Zo MPM

Team Leader: Asim Riaz

Name: ZUBAIR SHAH

Position: Asst Prof.

Institution: SZABIST

Contact No. (Office) RD # 154

Mobile No: 0308-2056180

Email Address: ZUBAIR.AHMED  
@SZABIST.EDU

**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.

ZAS

(Signature of AT Member)

6/1/15

Date

Approved By: [Signature] 1/6/15

(Head of the QEC)