



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

SZABIST

SELF-ASSESSMENT REPORT

PhD- Social Sciences

Karachi Campus

Spring 2016



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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SZABIST

SELF-ASSESSMENT REPORT

Executive Summary



Quality Enhancement Cell
Institutional Research Department

Self-Assessment Report
Executive Summary

PhD- Social Sciences (SS) 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, nine programs in the Management Sciences Department, two programs in the Social Sciences Department, one program in Mechatronics Department, one program in Media Sciences Department and three programs in Biosciences Department the QEC initiated the Self-Assessment process of PhD-SS 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. Riaz Ahmed Shaikh on March 21st, 2016. Following were the members of the PT:

- (i) *Dr. Farheen Nasir*
- (ii) *Ms. Shazia Salam*

2. Submission of PT Report

The PT submitted the report on April 18th, 2016. The QEC examined the report, identified shortcomings and communicated the same to the PT. After incorporating QEC suggestions, the report was finalized on May 17th, 2016.

3. Nomination of Assessment Team (AT)

The AT was nominated by the Head of IR/QEC, Dr. Muhammad Altaf Mukati and Ms. Faryal Shahabuddin on May 30th, 2016. Following were the members of the AT:

- (i) Dr. Faraz Junejo*
- (ii) Dr. Imran Amin*
- (iii) Ms. Hareem Siddiqui*

4. Date of Submission of AT Report

The AT Report was submitted on June 29th, 2016.

5. AT Findings and Recommendations

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

- (i) The number of PhD and specialized faculty is found to be low. It is recommended that more full time PhD faculty members along with relevant field specialist should be hired.
- (ii) Faculty development plan does not exist. It is suggested that fully utilize faculty potential faculty development plan should be prepared and implemented.
- (iii) The available digital resources are very little. It is suggested that more necessary digital resources should be deployed at the campus.

6. Preparation of Assessment Results Implementation Plan Summary

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



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SELF-ASSESSMENT REPORT

PhD- Social Sciences

Program Team Report

Spring 2016



Table of Contents

Criterion 1: Program Mission, Objectives and Outcomes	Error! Bookmark not defined.
Standard 1-1 Program Measurable Objectives.....	2
a. Mission Statements	2
b. Program Measurable Objectives	3
c. Program Outcomes (PhD-SS Program) – 48 Credit Hours.....	3
d. Describe how each objective is aligned with program, college, and institution mission statements.	3
e. Outline the main elements of the strategic plan to achieve the program mission and objectives.	4
f. Program Objective Assessment.....	5
Standard 1-2 Program Outcomes	6
a. Outcomes versus Objectives	6
b. Employer’s Survey.....	6
c. Alumni Survey	7
d. Graduating Students’ Survey	7
Standard 1-3 Assessment Results and Improvement Plans.....	8
a. Describe the action taken based on the periodic assessments.....	8
b. Describe major future program improvements	8
c. List strengths and weaknesses of the program.....	8
d. List significant future plans for the program.....	9
Standard 1-4 Overall Performance Using Quantifiable Measures	9
a. Indicating the CGPA of Successful students per semester	9
b. Indicating the percentage of employers that are strongly satisfied with the performance of the department’s graduate.	10
c. Percentage of Student Evaluation/Assessment results for all the courses and faculty. .	10
d. List of research activities i.e. journal publications, funded projects, conference publications per faculty and per year, and the faculty awarded excellence in research.	11
e. Number of short courses workshops, seminars organized on community service level.	12
f. Faculty and student surveys results to measure the administrative services provided..	13
Criterion 2: Curriculum Design and Organization.....	15
Standard 2-1 Courses versus objectives	16
a. Title of Degree Program.....	16
b. Definition of Credit Hour.....	16



c. Degree Plan	17
d. Curriculum Course Requirement	18
e. Describe how the program content (courses) meets the program Objectives	19
Table 2.3: Courses versus Objectives.....	19
f. Describe how the program content (courses) meets the program Objectives vs Outcomes	20
Standard 2-2 Theory, Problem Analysis/Solution and Design in Program	21
Standard 2-3, 2-4 and 2-5.....	21
Standard 2-5 Humanities, Social Sciences, Arts, Ethical, Professional & Other Requirements	21
a. List the courses required by the Accreditation Body	21
Standard 2-6 Information Technology Content Integration throughout the Program.....	21
a. List the courses required by the Accreditation Body	21
b. Describe how they are applied and integrated throughout the program	21
Standard 2-7 Communication Skills (Oral & Written)	22
a. List the courses required by the Accreditation Body	22
b. Describe how they are applied in the program.....	22
Criterion 3: Laboratories and Computing Facilities	23
Standard 3- 1 Lab Manuals/Documentation/Instructions.....	30
a. Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions.....	30
b. Are the resources available sufficient for the program?	30
Standard 3- 2 Adequate Support of Personnel for Labs.....	30
Indicate for each laboratory, support personnel, level of support, nature and extent of instructional support	30
Standard 3- 3 Adequate Computing Infrastructure and Facilities.....	32
a. Describe how the computing facilities support the computing component of your program.....	32
b. Shortcomings in Computing infrastructure and facilities	32
Criterion 4: Student Support and Advising.....	33
Standard 4-1 Sufficient Frequency of Course Offering	34
a. Provide the department's strategy for course offering.....	34
b. Explain how often core courses are offered	34
c. Explain how often elective courses are offered.	35



d. Explain how required courses outside the department are managed to be offered in sufficient number and frequency	35
Standard 4-2 Effective Faculty/Student Interaction	36
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.	36
Standard 4-3 Professional Advising and Counseling.....	36
a. Describe how students are informed about program requirements.....	36
b. Describe the advising system and indicate how its effectiveness is measured.	36
c. Describe the student counseling system and how students get professional counseling; when necessary.	37
d. Indicate if students have access to professional counseling; when necessary.	37
e. Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies.....	37
Criterion 5: Process Control.....	38
Standard 5-1 Admission Process.....	39
a. Describe the program admission criteria.....	39
b. Flow Chart of Admission Process	40
c. Describe policy regarding program/credit transfer.	41
d. Indicate how frequently the admission criteria are evaluated and if the evaluated results are used to improve the process.....	41
Standard 5-2 registration and Students.....	42
a. Describe how students are registered in the program	42
b. Describe how students' academic progress is monitored and how their program of study is verified to adhere to the degree requirements.....	43
c. Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process.....	44
Standard 5-3 Faculty Recruitment and Retention Process	45
a. Describe the process used to ensure that highly qualified faculty is recruited to the program.....	45
b. Flow Chart of Faculty Recruitment Process	46
c. Indicate methods used to retain excellent faculty members.....	47
d. Indicate how evaluation and promotion processes are in line with institution mission statement.....	47
e. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.....	48



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	49
Standard 5-5 Program Requirements Completion Process	50
a. Describe the procedure used to ensure that graduates meet the program requirements	50
b. Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process.....	50
Criterion 6: Faculty	51
Standard 6-1 Program Faculty Qualification and Number.....	52
a. Faculty resumes in accordance with the format	52
b. Faculty distribution by program’s areas.....	52
Standard 6-2 Current Faculty Scholarly Activities & Development	53
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.....	53
b. Describe the means for ensuring that full-time faculty members have sufficient time for scholarly and professional development.....	53
c. Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development.	53
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	54
a. Describe programs and processes in place for faculty motivation.....	54
b. Indicate how effective these programs are.....	54
c. Obtain faculty input using faculty survey on programs for faculty motivation and job satisfaction.	55
Criterion 7: Institutional Facilities	56
Standard 7-1 New Trends in Learning (e.g. E-Learning)	57
a. Describe infrastructure and facilities that support new trends in learning.....	57
b. Indicate how adequate the facilities are	57
Standard 7-2 Library Collection and Staff	58
a. Describe the adequacy of Library’s technical collection	58
b. Describe the support rendered by the Library	60
Standard 7-3 Class-rooms & Offices Adequacy	60



a. Describe the adequacy of the classrooms.....	60
b. Describe the adequacy of faculty offices	61
Criterion 8: Institutional Support	62
Standard 8-1 Support and Financial Resources.....	63
a. Describe how your program meets this standard. If it does not explain the main causes and plans to rectify the situation.....	63
b. Describe the level of adequacy of secretarial support, technical staff and office equipment	63
Standard 8-2 Number and Quality of GSs, RAs and PhD Students.....	64
a. Provide the number of graduate students for the last three years.....	64
b. Provide the faculty: graduate student ratio for the last three years	64
Standard 8-3 Financial Support for Library and Computing Facilities.....	65
a. Describe the resources available for the library.	65
b. Describe the resources available for laboratories.....	65
c. Describe the resources available for computing facilities.....	65
Annexure.....	66
□ Sources of Information	66

Criterion 1: Program Mission, Objectives and Outcomes

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



Criteria 1-Program Mission, Objectives, and Outcomes

Standard 1-1 Program Measurable Objectives¹

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; of providing hi-tech scientific and technological assistance to the Pakistan industry to enable it to compete with the world industries in global trading; of providing highly trained scientific and technological personnel to be able to attract the growth of high-tech industries and foreign and Pakistani investment; and of providing a sound socio-economic and scientific base and infrastructure to Pakistan to be able to meet the economic and technological challenges of the 21st century.

Mission Statement of Department of Social Sciences

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

Mission Statement of PhD Social Sciences

The program is committed to offer unique opportunity of studying Social Sciences disciplines with an emphasis on quality research work, where students are trained to develop thought provoking style of perception related to the social aspects of our country. The aim is to generate quality researchers who can work for the enhancement of the Pakistani social and cultural aspects while analyzing the positive and negative facets of our society.

¹ The source of information is Program Manager and Head of Department.



b. Program Measurable Objectives

The program intends to:

1. To develop critical style of thinking.
2. Both positive and negative facets of the society should be evaluated periodically for designing of effective researches.
3. To increase the research culture among the students rather than just the theoretical emphasis.
4. Practical implication of the studied material.
5. Emphasize the efficient and ethical working strategies for professional development.

c. Program Outcomes (PhD-SS Program) – 48 Credit Hours²

The students will be able to:

1. Achieve the goals within the given discipline and its resources.
2. Get involve in diversified areas of researches within their field of specialization.
3. Come up with some practical recommendations of improvement within the society.
4. Highlight the importance of the field of Social Sciences and its benefits for the society.
5. Understand and articulate the importance and influence of diversity within and among cultures and societies.

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

The PhD program of Social Sciences at SZABIST aims to develop critical thinking style among students while making them evaluate both positive and negative facets of society for designing effective researches (Objectives 1 & 2). It's important that the students should focus on the practical implications of the subject rather than just theoretical emphasis (objective 3). To succeed professionally it's important to have efficient and ethical practical implication of the specialized area (objective 4 & 5).

² The sources of information are Program Manager and Head of Department.



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

These include the hiring of more permanent faculty members specially PhDs to strengthen the program, establishing a liaison between industry professionals and the academia (students as well as teachers), increasing the number of available classrooms and equipment needed, and giving more practical/field work.



f. Program Objective Assessment

Objective	How measured	When measured	Improvement identified	Improvement made
1. To develop critical style of thinking.	Through the writings.	Mid-terms, finals and other assignments	Grading Assignments on the basis of their performance	Minimum passing is 75%. Otherwise to repeat
2. Both positive and negative facets of the society should be evaluated periodically for designing of effective researches.	Different course taught in the program focus on these issues	Mid-terms, finals and other assignments	Grading Assignments on the basis of their performance. Also different conferences are held in Social Sciences.	Minimum passing is 75%. Otherwise to repeat. Students actively participate in such conferences and seminars.
3. To increase the research culture among the students rather than just the theoretical emphasis.	In PhD program students have to take two mandatory ISs and thesis work as well. They have to write research papers as well.	IS performance is judged in midterm reviews and final thesis is evaluated by the externals.	IS are accepted if student achieves satisfactory grades and thesis is accepted by external evaluators.	In case any short coming is identified in such reports, students have to make necessary change.
4. Practical implication of the studied material.	For their IS and thesis, students have to do the field work as per requirement.	At the end of semester in thesis review.	External examiners identify short comings.	Students have to incorporate such suggestions in their reports.
5. Emphasize the efficient and ethical working strategies for professional development.	Advance Research Methods and QTR equipped students for such job.	ARMT and QTR's applications are seen in other courses.	SPSS and other usage becomes tool to judge their expertise.	In case of non-satisfactory performance, students have to attempt this again.

Table 1.1: Program Objectives Assessment³

³ Table 1.1 of PT Report is the Table 4.1 (Program Objectives Assessment) of AT Report



Standard 1-2 Program Outcomes

a. Outcomes versus Objectives

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

Learning	Program's objectives				
	1	2	3	4	5
1		✓	✓		
2	✓			✓	
3		✓	✓		
4	✓	✓	✓	✓	✓
5	✓	✓			

Table 1.2: Outcomes versus Objectives⁴

b. Employer's Survey⁵

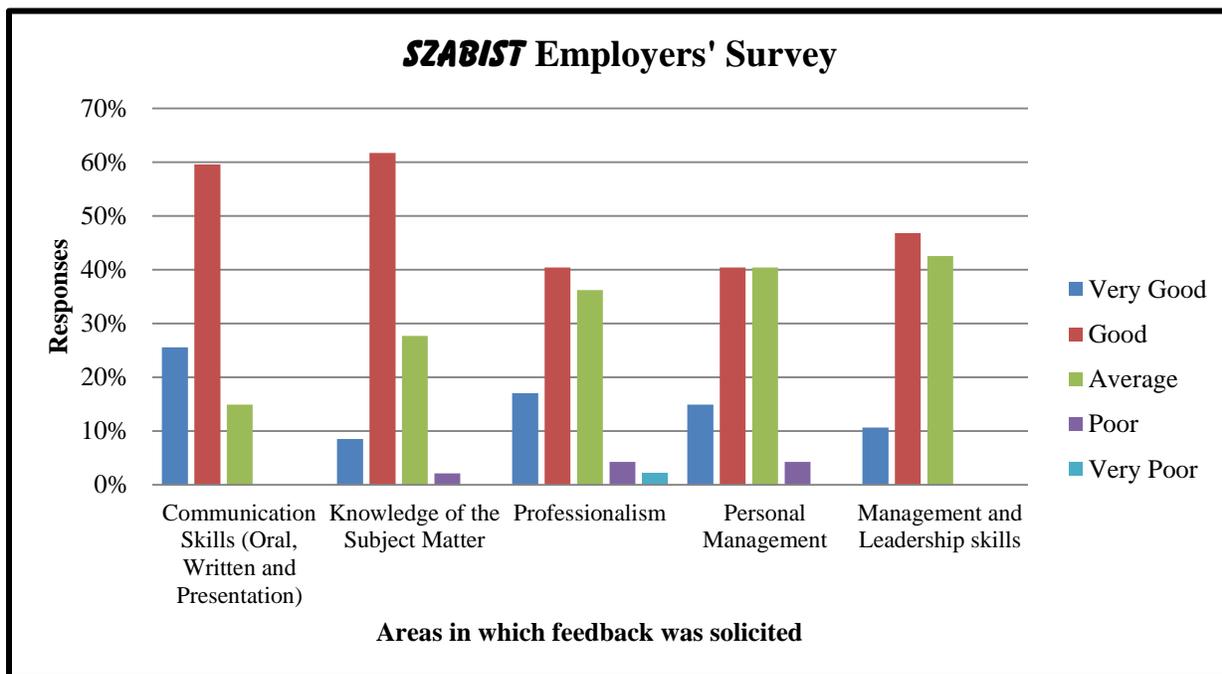


Figure 1.1

⁴ Table 1.2 of PT Report is the Table 4.2 (Outcomes versus Objectives) of AT Report

⁵ The source of information is Employer Survey, SZABIST.



c. Alumni Survey⁶

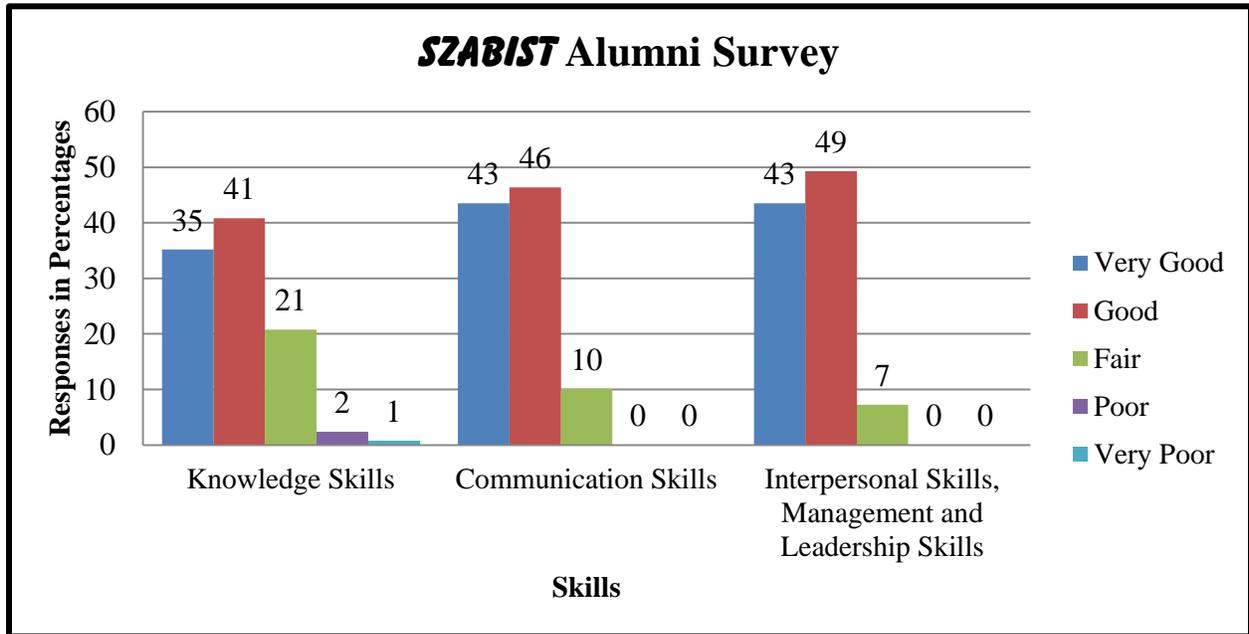


Figure 1.2

d. Graduating Students' Survey⁷

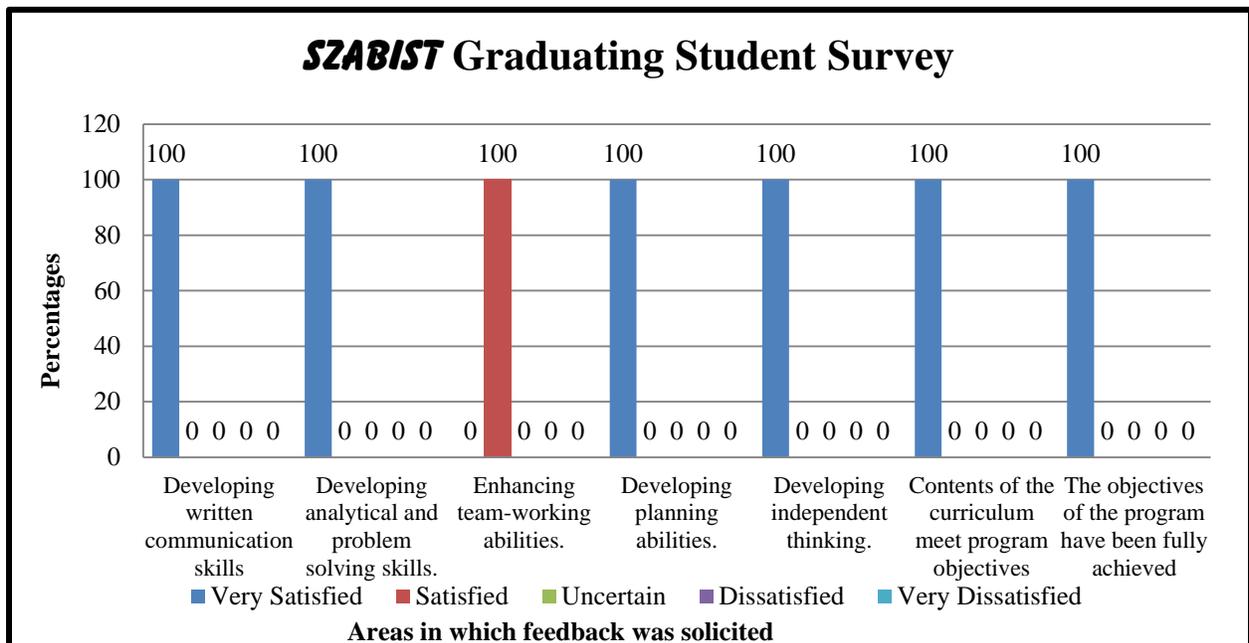


Figure 1.3

⁶ The source of information is Alumni Survey, SZABIST.

⁷ The source of information is Graduating Students Survey, SZABIST.



Standard 1-3 Assessment Results and Improvement Plans

a. Describe the action taken based on the periodic assessments.

Based on teachers' evaluations by the students, the VP Academics evaluates the faculty which is then discussed in the academic council meeting. Those with poor evaluations are asked to provide reasons for their bad evaluations (if any) and where they think they lack as a teacher. If the evaluation remains consistently bad, then subsequent replacements are found for faculty members. Furthermore, students are evaluated based on mid-semester and end-of-the-semester assessments. These include mid-terms and finals that are held in tandem with the examination department and those students that fail to secure the minimum grade needed for passing a course, that is a B grade, are then required to repeat it in a later semester. This means that the student is required to attend all classes, complete all projects/reports/assignments and take the exams that serve as a measure of their assessments all over again.

b. Describe major future program improvements

1. Hiring of more qualified faculty in the program, particularly more PhDs.
2. To introduce culture of research that is of direct public interest.
3. To do the research on the issues which are of general interest.

c. List strengths and weaknesses of the program

Strengths

1. The program in itself is unique since few private sector universities are offering social sciences as degree at the moment.
2. The criteria used for student intake is above average since the quality of students that are granted admission have good background knowledge of subjects such as history, literature, international relations and psychology, among others.

Weaknesses

1. The program needs more number of PhDs.
2. More number of books should be included in the library.
3. The program needs to encourage more research, a significant aspect of any social sciences program.



d. List significant future plans for the program.

1. The program needs more number of PhDs.
2. More number of books should be included in the library.
3. The program needs to encourage more research, a significant aspect of any social sciences program.

Standard 1-4 Overall Performance Using Quantifiable Measures⁸

a. Indicating the CGPA of Successful students per semester

The minimum passing grade in each course of the program is B (GPA 3.0). Therefore, all students who scored a GPA of 3.0 and above, are included in the successful students category.

• **Average CGPA**

Semester GPA	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total Average
Average GPA	3.35	3.40	3.37	3.42	3.35	3.10	3.33

Table 1.3: Average CGPA

• **Drop-out ratio** of student every semester

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total Average
Dropouts	0	0	0	1	0	1	0.33
Enrollment	8	9	8	10	14	13	10.33
Dropout Ratio	0	0	0	0.1	0	0.08	0.03

Table 1.4: Drop-out Ratio

⁸The source of information is ZAB Solutions.



b. Indicating the percentage of employers that are strongly satisfied with the performance of the department's graduate.

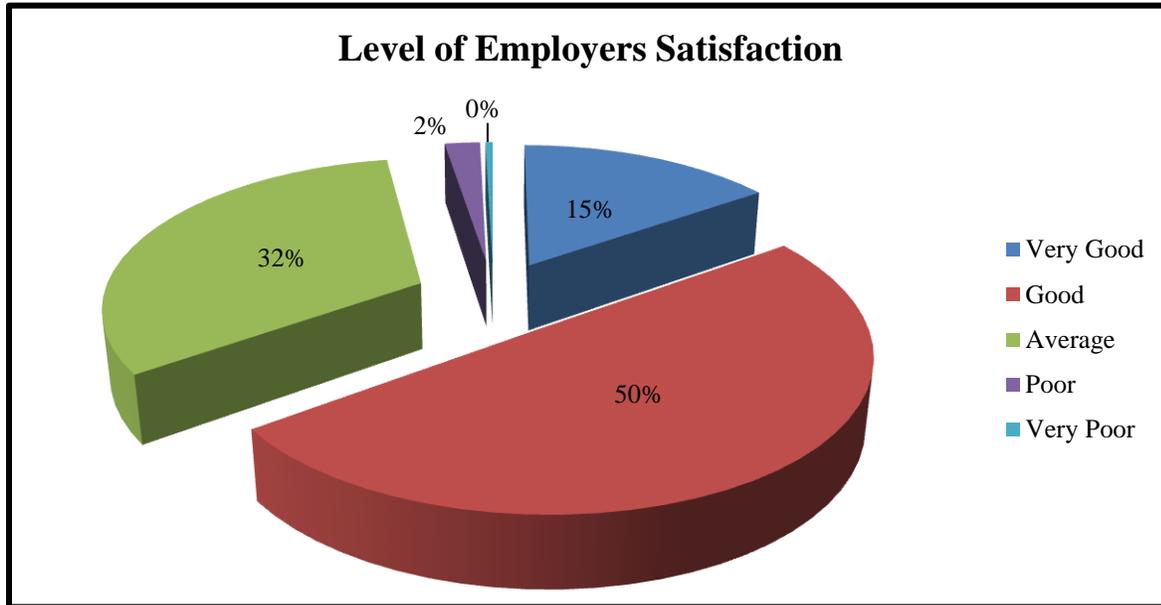


Figure 1.4

c. Percentage of Student Evaluation/Assessment results for all the courses and faculty.⁹

Year	Semester	Faculty & Courses Rating					
		Excellent	Very Good	Good	Satisfactory	Not Satisfactory	Poor
2013	Spring	60	20	20	0	0	0
	Fall	50	50	0	0	0	0
2014	Spring	60	20	20	0	0	0
	Fall	75	17	8	0	0	0
2015	Spring	89	11	0	0	0	0
	Fall	83	8	0	8	0	0

Table 1.5: Faculty & Courses Rating

⁹ The source of information is the Academic Office.



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

Publications:

1. Riaz Ahmed Shaikh, Normalization of India-Pakistan Relations and Prospects of Economic Development in South Asia, edited by Mohanan B Pillai and Adluri Subramanyam Raju in Connectivity and Integration in South Asia, 2015
2. Riaz Ahmed Shaikh, Post 2014: Way forward for India-Pakistan, Trinity of Peace in South Asia, Amritsar, India, 2015
3. Dr. Riaz Ahmed Shaikh, Abdul Samad Khan Achakzai- A Non- Violent Resistant Voice from Balochistan Conference Proceedings, Institute of peace and Diplomacy Islamabad, 2015.
4. Shaikh, Riaz Ahmed, Social Change and Social Movement, Quarterly Tareekh Vol 50, Lahore: Fiction House, 2014.
5. Ghayyur Alam, Causal relationship between Revenue and Expenditure: Provincial Study of Pakistan, Pakistan Business Review, Volume 15, No. 2. pp. 238-254 (**July 2013**). ISSN 1561-8706
6. Shaikh, Riaz Ahmed, Sociology in Pakistan, Quarterly Tareekh Vol 47, Lahore: Fiction House, 2013.
7. Ghayyur Alam, Exports, Imports and Economic growth---An Empirical Analysis of Pakistan, Pakistan Business Review, Volume 14, No. 1. pp. 96-131 (**April 2012**). ISSN 1561-8706
8. Riaz Ahmed Shaikh, Mazhab or Jung: Bosnia ki Khana Jangi ka Tanqidi Jaiza (War and Religion: Civil War in Bosnia), Tareekh Journal, Vol. 45, Lahore: Thaap Publications, 2012. (translation work)
9. Riaz Ahmed Shaikh, Pakistan Amrici Imdad k bojh Talay (Pakistan Under US Aid), Tareekh Journal, Vol 47, Lahore: Thaap Publications, 2013. (translation work)
10. Riaz Ahmed Shaikh ,Bangladesh aur Pakistan ka Bohran, Tareekh Journal, Vol 48, Lahore: Thaap Publications, 2013. (translation work)

Books:

Dr. Riaz Ahmed Shaikh

1. *Strangling the Liberty: Press in Distress in Pakistan*, Frontage Page Publications, ISBN: 978-93-81043-10-3, UK, 2013
2. *Strangling the Liberty: Press in Distress in Pakistan*, Frontage Page Publications, ISBN: 978-93-81043-10-3, UK, 2013



3. Takhleeq-e-Pakistan, Hamza Alavi's Article's Translation, Fiction House Lahore, 2012.

Conference Proceedings:

International

1. Farheen Nasir, The Psychology behind Sialkot Tragedy. 2016
2. Farheen Nasir, Need Based Development of a School Counseling Program: Unconventional from Pakistan's Perspective. Vol. 30, 2012
3. Farheen Nasir, Factors Responsible for the Onset of Depression in Young Adulthood. 2012
4. Riaz Ahmed Shaikh, Conflict of Civil-Military Approach in Pakistan: Its Regional Implications, in Manas Chatterjee (ed.), Cooperation for a Peaceful and Sustainable World, Emerald Group Publishing Limited, ISBN: 978-1-78190-335-3, United Kingdom, 2012. (ISI Indexed)
5. Riaz Ahmed Shaikh, Ideology of the Changing Shape of Conflict in South Asia: An Analysis of The Mumbai Attacks, in Manas Chatterjee (ed.), New Wars, New Militaries, New Soldiers: Conflicts, The Armed Forces and the Soldierly Subject, Emerald Group Publishing Limited, ISBN: 978-1-78052-638-6, United Kingdom, 2012. (ISI Indexed)

National

1. Riaz Ahmed Shaikh. Sindhi Media and Sindhi Society, Conference Proceedings of Federal Urdu University, 2014
2. Riaz Ahmed Shaikh. Media Agenda 2012, Conference Proceedings of Third International Urdu Conference, 2012.

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

Seminar Organized:

- Talk on Threat to Indian Secularism and the Response of Indian Civil Society on Feb. 8, 2016
- Europe's Refugee Crisis and the Clash of Cultures on Jan. 27, 2016



- Roundtable discussion on Social Protection and Agriculture: Breaking the Cycle of Rural Poverty on Oct. 16, 2015
- Memory of Perween Rahman: Readings from the Urban scape on Oct. 12, 2015
- Seminar on Karachi: Planning and Rehabilitation for the City on Aug. 22, 2015
- Panel Discussion on Religious Freedom in Pakistan and Rights of Minorities on Jun 9, 2015

f. Faculty and student surveys results to measure the administrative services provided.¹⁰

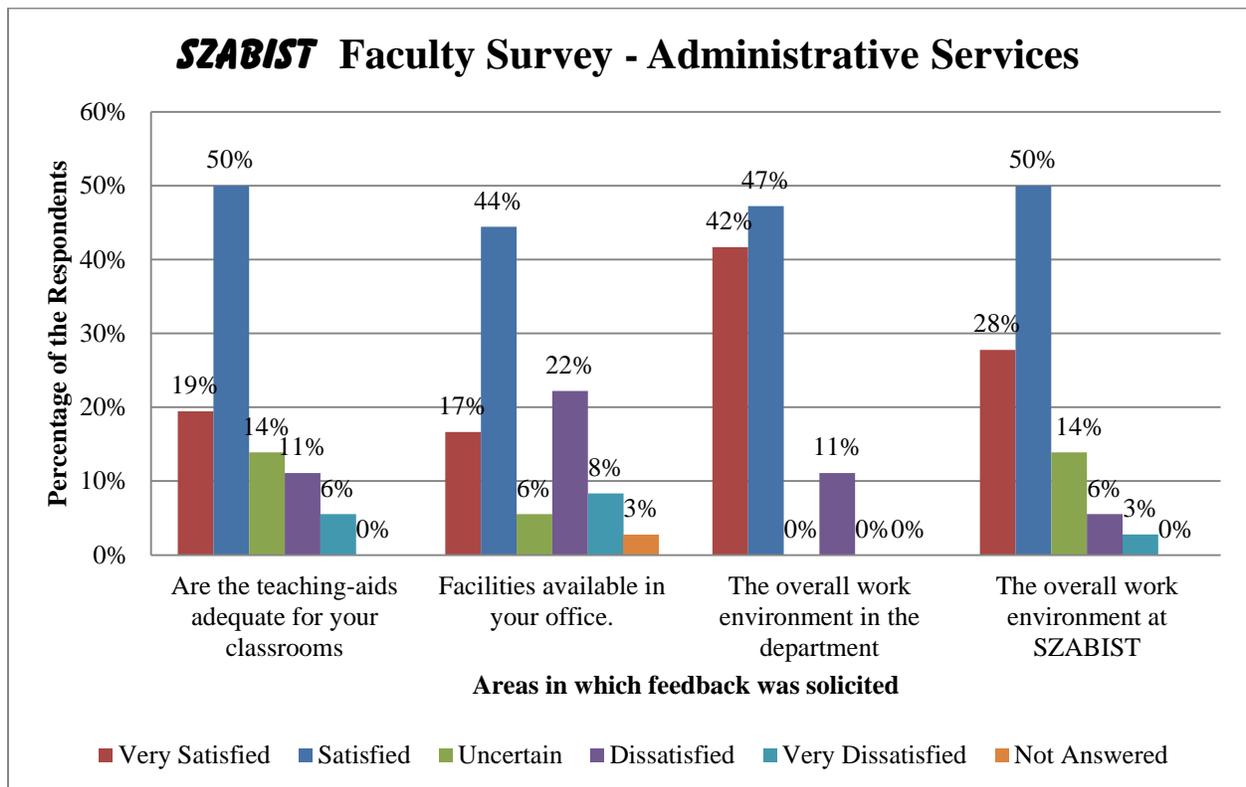


Figure 1.5

¹⁰ The source of information is Faculty Survey, Graduating Student Survey, and Alumni Survey.

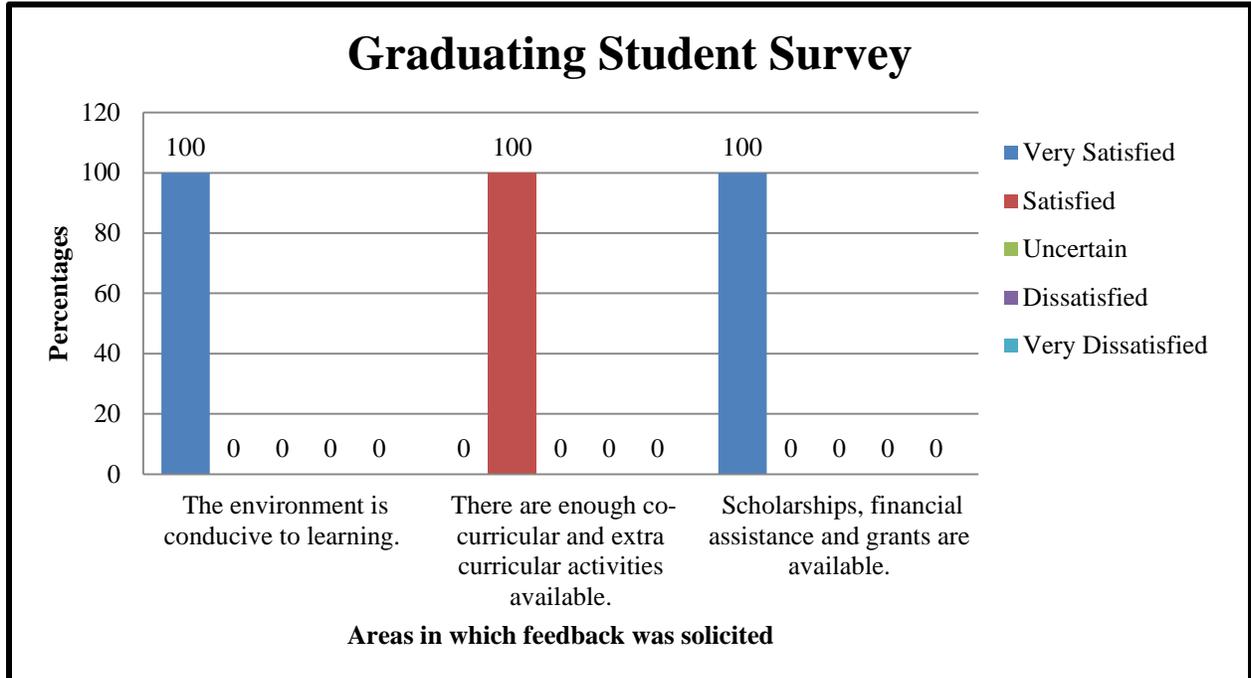


Figure 1.6

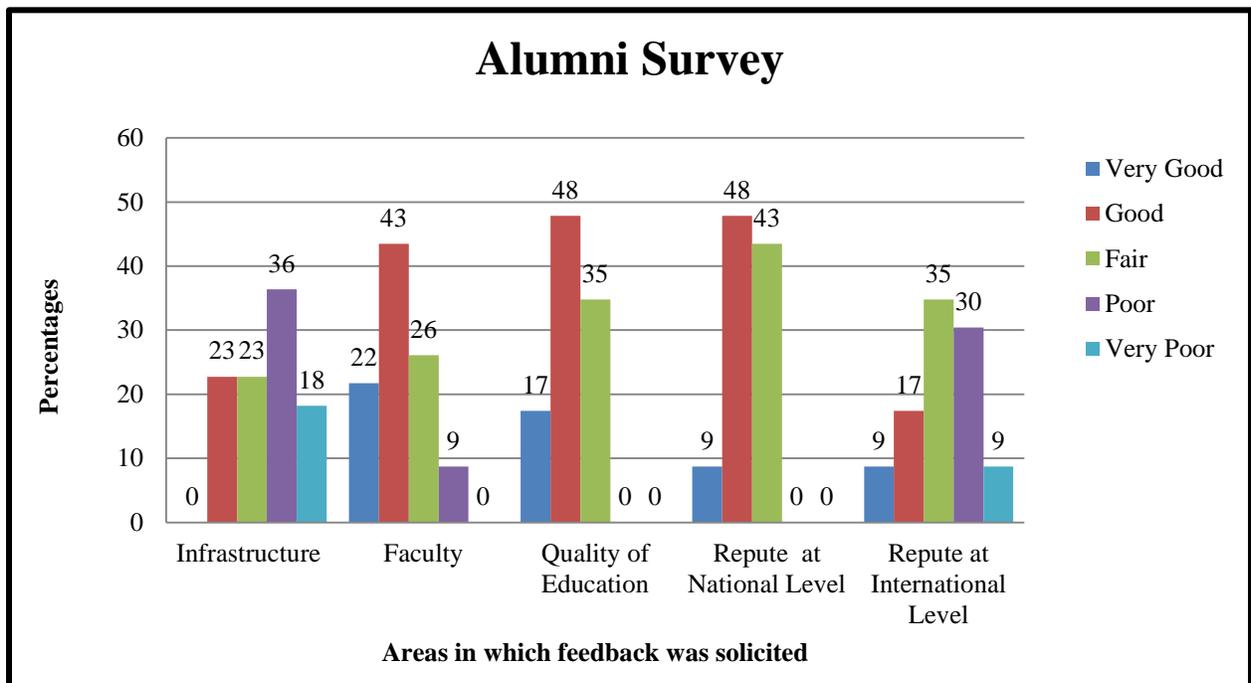


Figure 1.7



Criterion 2: Curriculum Design and Organization

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



Criterion 2: Curriculum Design and Organization

Standard 2-1 Courses versus objectives

a. Title of Degree Program

PhD (Social Science)

b. Definition of Credit Hour

The students are required to complete a total of 48 credit hours with 4 courses, 2 Independent Research Studies (IRS) and a Dissertation. The breakup of credit hours is as under.

- 2 compulsory courses(6 credit hours)
- 2-3 Core/Elective(6-9 credit hours)
- 2 Independent Research Studies (IRS) (6 credit hours)
- 1 Thesis (30 credit hours)



c. Degree Plan

Semester	Course Number	Category (credit hours)		
		Core Courses	Independent Study	Elective Courses
First year (Fall Semester)	SS 6104	Advanced Research Methods and Techniques I (Qualitative)		
	SS 6105	Advanced Research Methods and Techniques II (Quantitative)		
	SS 5xxx			Elective I (3)
First year (Spring Semester)	SS 6119		Independent Research Study- I (3)	
	SS 6219		Independent Research Study- II (3)	
	SS 5xxx			Elective-II (3)
Summer Semester	SS 6x09		Dissertation(30)	
Second year (Fall Semester)	SS 6x09		Dissertation(30)	
Second year (Spring Semester)	SS 6x09		Dissertation (30)	
	Total	6	36	6
	Minimum Requirement	6	36	6

Table 2.1: Degree Plan



d. Curriculum Course Requirement

Curriculum Plan

First year(Fall) Semester-I	First year (Spring) Semester-II	Summer	Second year (Fall) Semester-I	Second year (Spring) Semester-II
Advanced Research Methods and Techniques I (Qualitative)	Independent Research Study- I	Dissertation	Dissertation	Dissertation
Advanced Research Methods and Techniques II (Quantitative)	Independent Research Study- II			
Elective I	Elective II			

Table 2.2: Curriculum Course Requirements¹¹

¹¹ Table 2.2 of PT Report is the Table 4.3 (Curriculum Course Requirements) of AT Report



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

objectives Courses	1	2	3	4	5
	Advanced Research Methods and Techniques I (Qualitative)	✓		✓	
Advanced Research Methods and Techniques II (Quantitative)	✓		✓		✓
Elective I	✓	✓	✓		✓
Elective II	✓	✓	✓		✓
Independent Research Study- I		✓	✓	✓	✓
Independent Research Study- II		✓	✓	✓	✓
Dissertation			✓	✓	✓

Table 2.3: Courses versus Objectives



f. Describe how the program content (courses) meets the program Objectives vs Outcomes

Outcomes Courses	1	2	3	4	5
Advanced Research Methods and Techniques I (Qualitative)	✓	✓		✓	✓
Advanced Research Methods and Techniques II (Quantitative)	✓	✓		✓	✓
Elective I	✓		✓		✓
Elective II	✓		✓		✓
Independent Research Study- I	✓	✓	✓	✓	
Independent Research Study- II	✓	✓	✓	✓	
Dissertation	✓		✓	✓	

Table 2.4: Courses versus Outcomes¹²

¹² Table 2.4 of PT Report is the Table 4.4 (Courses versus Objectives) of AT Report.



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

Elements	Courses
Theoretical Background	SS5104, SS5111, SS5212, SS5306, SS5311, SS5313 SS5228, SS5206, SS5402
Problem Analysis	SS6104, SS6105,
Solution Design	SS5214, SS5305, SS5302

Table 2.5: Standard 2-2 Requirements¹³

Standard 2-3, 2-4 and 2-5

These standards are addressed in Table 2.5.

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

a. List the courses required by the Accreditation Body

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

Standard 2-6 Information Technology Content Integration throughout the Program

a. List the courses required by the Accreditation Body

Not Applicable.

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

In the course titled “Advanced Research Methods and Techniques I (Qualitative)” students are taught how to conduct research for Qualitative data. How such data is analyzed through software. How in “Advanced Research Methods and Techniques II (Quantitative)” the quantitative data is analyzed using different software’s (SPSS, e-views etc.) and quantify data in their ISs and thesis. Finally, the entire program’s courses – its progress reports, grade and enrollment sheets, lesson

¹³ Table 2.5 of PT Report is the Table 4.5 (Courses versus Outcomes) of AT Report



plans and materials – are maintained and updated by the faculty through an in-house, online system developed by SZABIST called ZabDesk.

Standard 2-7 Communication Skills (Oral & Written)

a. List the courses required by the Accreditation Body

Not Applicable.

b. Describe how they are applied in the program

At MS / PhD level no such course is taught.

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 Facilities¹⁴

SZABIST is equipped with state of the art computing facilities with around clock high bandwidth connectivity to the internet. Moreover, Wi-Fi is enabled in 90 and 100 campus; as a result, all PhD-MS students with Wi-Fi enabled devices can access all network resources wirelessly.

At the time of registration, a separate user ID and password is assigned to all students to access the ZABDESK.

Computer Labs are open to all students for computing and printing facilities from 8:00am to 10:00pm from Monday to Saturday. Color and Laser printing is available at nominal cost.

To ensure the integrity of the network, students are not allowed to install their own software programs on SZABIST computers. Should additional software be required to under-take a course-related assignment, students first seek written approval of the concerned faculty and contact the Manager Systems.

To handle sudden and abrupt power interruptions, a five minute power back up is available for all computers.

A **Lab Schedule** is maintained to avoid any confusion and to allow all student groups to get adequate time at work stations. During **open hours** the use of the labs is based on first-come-first-serve basis. Labs 1 and 2 have 45 workstations. Labs 3 and 4 have 45 workstations. Lab 5 has 32 work stations and Lab 6 has 32 workstations.

¹⁴ The sources of information are; Director IT, Manager Systems and Computer Labs staff.



Lab Title	Lab 1 and 2
Location	90 Campus
Objectives	<ul style="list-style-type: none"> • For holding Lab sessions and course related sessions or exams for classes with less than 45 students. • For Internet usage • For Printing of reports, assignments <p>To access HEC Digital Library link, SZABIST e-library</p>
Adequacy for instruction	Adequate for 45 students at a time. 46 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
PhD-SS Courses taught	Advanced Research Methods and Techniques- I (Qualitative), Advanced Research Methods and Techniques- II (Quantitative), Intellectual Property Rights and Laws, Corporate Governance and other electives
Software available	SPSS 20, E-views, Stata, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version).
Major equipment	Colored Scanner, Black and White Printer, Colored Printer, Switch Full Deluxe (48 Ports)
Safety regulations	Available and communicated*

Table 3.1: Computer Labs Information



Lab Title	Lab 3
Location	100 Campus
Objectives	<ul style="list-style-type: none"> • For holding Lab sessions and course related sessions or exams for classes with less than 45 students. • For Internet usage • For Printing of reports, assignments <p>To access HEC Digital Library, SZABIST e-library</p>
Adequacy for instruction	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.
PhD-SS Courses taught	Advanced Research Methods and Techniques, Advanced Quantitative Tools for Research, Econometrics, Qualitative Tools and Analysis, Financial Time Series, Empirical Asset Pricing
Software available	SPSS 20, E-views, Stata, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version).
Major equipment	HP Color Printer, 1 Black Printer, 45 Desktop PCs, Switch Full Deluxe (48 Ports)
Safety regulations	Available and communicated

Table 3.2: Computer Lab Information



Lab Title	Lab 4
Location	100 campus
Objectives	<ul style="list-style-type: none"> • For holding Lab sessions and course related sessions or exams for classes with more than 31 students. • For Internet usage • For Printing of reports, assignments • To access HEC Digital Library, SZABIST e-library
Adequacy for instruction	Adequate for 31 students at a time. 31 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
PhD-SS Courses taught	Advanced Research Methods and Techniques- I (Qualitative), Advanced Research Methods and Techniques- II (Quantitative), Intellectual Property Rights and Laws, Corporate Governance and other electives
Software available	SPSS 20, E-views, Stata, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version).
Major equipment	1 Black Printer, 1 Color Printer, 1 Scanner, 31 Desktops, Switch Full Deluxe with adequate ports.
Safety regulations	Available and communicated

Table 3.3: Computer Lab Information



Lab Title	Lab 5
Location	100 Campus
Objectives	<ul style="list-style-type: none"> • For holding Lab sessions and course related sessions or exams for classes with less than 31 students. • For Internet usage • For Printing of reports, assignments <p>To access HEC Digital Library, SZABIST e-library</p>
Adequacy for instruction	Adequate for 31 students at a time. 31 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
PhD-SS Courses taught	Advanced Research Methods and Techniques- I (Qualitative), Advanced Research Methods and Techniques- II (Quantitative), Intellectual Property Rights and Laws, Corporate Governance and other electives
Software available	SPSS 20, E-views, Stata, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version).
Major equipment	HP Color Printer, 31 Desktop PCs, Switch Full Deluxe (48 Ports), Black Printer, Scanner
Safety regulations	Available and communicated

Table 3.4: Computer Lab Information



Lab Title	Lab 6
Location	100 campus
Objectives	<ul style="list-style-type: none"> • For holding Lab sessions and course related sessions or exams for classes with more than 25 students. • For Internet usage • For Printing of reports, assignments • To access HEC Digital Library, SZABIST e-library
Adequacy for instruction	Adequate for 25 students at a time. 25 desktops systems, and two White boards available. Projector available from Academics office on request by course instructor.
PhD-SS Courses taught	Advanced Research Methods and Techniques- I (Qualitative), Advanced Research Methods and Techniques- II (Quantitative), Intellectual Property Rights and Laws, Corporate Governance and other electives
Software available	SPSS 20, E-views, Stata, Microsoft Office 2010 (Word, Excel, PowerPoint, MS Visio, MS Project), Adobe Acrobat 9 Pro version, Mozilla Firefox, Internet Explorer (latest version).
Major equipment	1 Black Printer, 1 Color Printer, 1 Scanner, 25 Desktops, Switch Full Deluxe with adequate ports.
Safety regulations	Available and communicated

Table 3.5: Research Computer Lab Information



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

- b. Are the resources available sufficient for the program?**

All the available resources are sufficient for PhD-SS program.

Standard 3- 2 Adequate Support of Personnel for Labs¹⁵

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

Laboratories are furnished with a reasonable number of professional personnel's to provide continuous support to labs, students and faculty. They are constantly guiding students in:

- i) How to use and maintain student account 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-registration.

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:*

¹⁵ The sources of information are Director IT, Manager Systems and Computer Lab staff.



DESIGNATION	NO. OF PEOPLE
Supervisors i. Lab Administrator ii. Lab Supervisor	1 1
Computer Lab staff i. System Engineers in Lab number 1 and 2* ii. Associate System Engineers in Lab number 3 iii. Associate System Engineers in Lab number 4 iv. Associate System Engineers in Lab number 5 v. Associate System Engineers in Lab number 6 *Labs 1&2 are interconnected via doorway. Same is true for Labs 5&6.	2 (Morning / Evening shifts) 2 (Morning / Evening shifts) 2 (Morning / Evening shifts) 2 (Morning / Evening shifts) 2 (Morning / Evening shifts) Total = 10
Attendant	1

Table 3.6: Adequate Support of Personnel for Labs

Computer Lab shifts per Lab	Time Slots	Personnel
Morning	8:00am – 3:00pm	1
Evening	3:00pm – 10:00pm	1

Table 3.7: Computer Lab Shifts per Lab



Standard 3- 3 Adequate Computing Infrastructure and Facilities

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

No.	Particulars	Quantity
1	Servers	20
2	Desktop Computers	296
3	Video Conferencing Equipment	1
4	Color Scanners	3
5	Printers	10
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.	

Table 3.8: Computer Lab Shifts per Lab

- b. Shortcomings in Computing infrastructure and facilities

All the available resources are sufficient for PhD-SS program.

Criterion 4: Student Support and Advising

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



Criterion 4: Student Support and Advising¹⁶

Standard 4-1 Sufficient Frequency of Course Offering¹⁷

The program believes in providing adequate support to the students in order to timely complete their program. We believe that students must have opportunities to interact with their instructors in order to receive timely advice regarding program requirements and career alternatives.

a. Provide the department's strategy for course offering

1. In PhD Social Sciences program core courses and elective courses are offered from the first semester.
2. A course is offered again if at least 15 or more students (who are repeating the course) are registered.
3. Average class strength is 30 to 35 students.
4. All required courses are offered in a regular semester.
5. Each student has to take 2 electives, 4 compulsory courses, 2 independent studies in order to complete the PhD program in Social Sciences.
6. Each student has to take a thesis (30 credit hours).
7. Student select electives courses of their choice from the list of electives being offered.
8. There is both in-house permanent faculty and visiting faculty for all courses being offered.
9. Course and curriculum is continually reviewed.

b. Explain how often core courses are offered

1. All courses are offered as per course plan (attached) given in the prospectus.
2. Courses are offered in alternate semesters.
3. In case of large number of failures in a course, course is repeated in subsequent semester.
4. If students require a specific elective course then that course is offered as and when required provided it satisfies the criterion of minimum number of students.
5. “Advanced Research Methods and Techniques 1(Qualitative)”and “Advanced Research Methods and Techniques II (Quantitative)” are compulsory for students.

¹⁶ The source of information is the EDC, Student Handbook, and Prospectus 2015.

¹⁷ The sources of information are Program Managers and time tables of previous semesters.



Course offering is also repeated in summer depending on the requirement of specific courses by students.

6. Research project course is offered in every semester to facilitate those students who are taking fewer loads.

c. Explain how often elective courses are offered.

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

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

PhD SS Course Taking Policy in Other Programs is as follows:

- PhD Social Science Students have to take Compulsory Courses inside the department as mentioned in course catalogue.
- Students are allowed to take Elective courses outside the department if it meets the basis of defined equivalency in course catalogue. Approval from H.o.Ds of both sides will also be required.
- The Programme managers from both departments will also check the relevance of the courses MS.



Standard 4-2 Effective Faculty/Student Interaction¹⁸

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.

- We achieve student / faculty interaction through class room discussions.
- Faculty spare exclusive counseling time for individual students.
- Standardized course outlines are developed on prescribed templates, which ensure that students are aware of the topics that need to be covered by faculty. The course outlines also indicate the assessment criteria for the course. This makes the student faculty interaction effective and facilitative.
- For a course that is being taught by two or more faculty members, the department ensures that both faculty members follow the same course outline so as to avoid discrepancies and anomalies between the class sections. Furthermore, the faculty members share the course outline with each other to ensure that the material being taught is exactly the same. In this way, students can go to any one of the faculty member and consult with them and the response/interaction will be the same and consistent.

Standard 4-3 Professional Advising and Counseling¹⁹

a. Describe how students are informed about program requirements.

Students are informed about program requirements through advertisements, prospectus, brochures, student hand book, admissions department, Facebook official page, program heads, and orientation, website and ZABDESK guideline.

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

- Students are provided advising services through Executive development Centre (EDC), orientations, seminars, workshops, coordinators and faculty.
- Each faculty posts counseling hours on the door, so whenever a student has a problem in studying, he/she can visit faculty members during counseling hours or by appointment.
- Students can also discuss their problems with program managers during designated hours.

¹⁸ The sources of information are personal experience and validation from Program Managers.

¹⁹ The sources of information are EDC, Student handbook, and Prospectus 2015.



c. Describe the student counseling system and how students get professional counseling; when necessary.

This counseling system at SZABIST has been described in *Standard 4-3 Professional Advising and Counseling* question b and question d.

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

- Students can access EDC, student advisors and faculty. We also arrange professional seminars for students in order to interact with market professionals.
- We have Social Science Society: which organizes career counseling seminars for students which help students to interact with market professionals; our students can become members of these societies.

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

Students also interact with practitioners in seminars and workshops arranged by these societies. The EDC is dedicated to enhance the opportunities students have to be successful in their professional as well as personal life. We facilitate students to adapt to new and developing circumstances that challenge their growth as they progress through each grade. Such support may include academic guidance, career counseling, professional grooming, and student support.



Criterion 5: Process Control

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



Criterion 5: Process Control

Standard 5-1 Admission Process

a. Describe the program admission criteria

The PhD SS program's admissions requirements to be fulfilled by the student(s) are provided below:

PhD SS Program	Criteria
48 Credit Hours	<p>Candidates having 18years of relevant education with CGPA 3/60% marks are eligible to apply for the admission in PhD. GAT Subject with minimum 60% score as per requirements of HEC.</p> <p>All candidates are required to go through the step by step admission procedure which is mentioned in flow chart of admission process.</p> <p>If a student is having MSSS with no thesis then deficiency courses are required to take on the approval of admission department and HoD.</p>

Table 5.1: PhD-SS Admission Criteria

Continuing of Education for Higher Degree:

Students completing their MS-SS program from SZABIST and would like to further continue their studies in the PhD Program are required to fill out a Program Continuation Form and submit to the Admission Office during their graduating semester. The students are required to complete all the requirements of the MS-SS program as specified by the University and HEC before perusing PhD program. Updated documentation is required and a new registration number is also allocated at the time of registration for PhD program.



b. Flow Chart of Admission Process

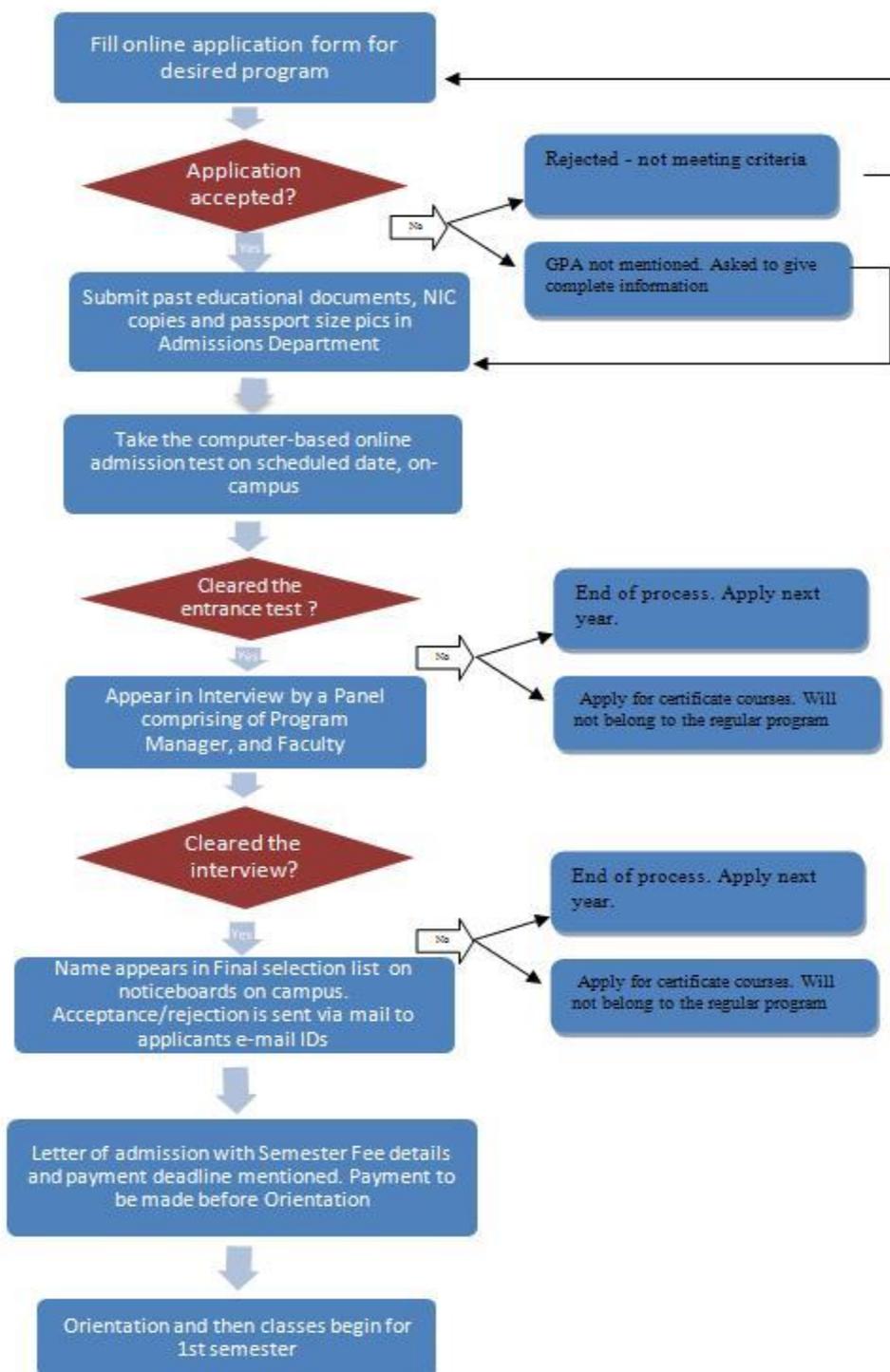


Figure 5.1



c. Describe policy regarding program/credit transfer.

External Transfer policy:

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

Internal Transfer policy:

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

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

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

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

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

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

- i. Extended office hours from 9am to 9pm to facilitate applicants during July.
- ii. Storage facility for Admission department has been provided with plans to extend it further in the future.



Standard 5-2 registration and Students²⁰

a. Describe how students are registered in the program

Students Registration Process (Course Work):

Students are required to register through ZABDESK for the courses of study at the start of the semester. ZABDESK is an Online Registration System developed indigenously by the Zab Solutions.

The Academics department is responsible for disseminating information regarding registration; through an email to the committee i.e. e-group of staff and faculty involved in academic issues and SMS to student e-groups, and notices on boards all over campus, explaining the ZABDESK registration process, the last date for registration and the fine for late registration.

Course registration starts one week before the semester starts and is closed one week after semester begins. In the 3rd week a list is generated of students attending courses and those attending courses with incomplete requisites. The same are asked to deregister 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. The timelines for late registration is maintained after which no registration is allowed.

Students who are not registered are not allowed to attend classes. Registered students who have paid the fee but have remained absent for three classes are forced to de-register from the course during the fourth week.

Students Registration Process (IS/Thesis):

The PhD SS students are required to complete 4 courses (3 credit hours each), two independent studies (03 credit hours each) during their program of study and a thesis (30 Credit Hours). However, the registration process of IS and thesis requires approval of the IS/thesis topic from the PhD SS program manager and a prior consent of an approved research Advisor. The process requires submission of IS/thesis registration form and IS/Thesis proposal approved by the Research Advisor up to third week of semester. In case a student fails to submit an approved proposal, the student are asked to deregister from the IS/Thesis. The university strictly adheres to its plagiarism policy, in evaluating the IS/Thesis proposals, which requires a maximum of 20% similarity index.

Termination of Registration Process (Courses/IS):

The registration in a course IS and thesis can be terminated in two ways:

²⁰ Student Handbook 2015



- 1) The student may request for withdrawal of a course up to second week of a semester, in which case the course is dropped.
- 2) In case the student decided to withdraw the course after second week, the request has to be made prior to the 12th session through ZABDESK's Online Course Withdrawal Process. A grade mark "W" is awarded to the student.

The request for withdrawal has to be approved by the Academic Controller, Program Coordinator and Records Department. In case of withdrawal, a letter grade of W (with no grade points) is awarded.

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

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 is given in the course.

Midterm and Final Examination Policy:

A mid-term exam for the PhD SS program is administered in the 8th session. The mid-term exams account for 20-25 per cent of the final grade and the maximum duration is 2 hours.

The final exam duration at maximum is of two-and-half hours. However, being the assessment for PhD students, the faculty is encouraged to use case study methodology to assess the learning outcomes of courses.

The students are also assessed by way of term reports and projects, where students are expected to study the course related issues and use research methodology learned, to resolve an issue, present the findings, and in most of the cases the term report / project report is presented in class, for discussion and defense.

Independent Study and Thesis are also evaluated periodically. The students are required to maintain a record of their work stage wise and get it verified from advisor at each stage. The record must be submitted at the time of submission of final report. The university also conducts a mid-semester evaluation in eighth week, where students are required to report the work done so far to an evaluation committee consisting of at least three faculty members from the relevant departments. The responsibility of the evaluation committee is to ensure the pace and quality of research conducted so far. In case the Committee is not satisfied with quality or pace of research, the student is forced to de-register the Independent study/thesis. The committee also submits a confidential report to the research advisor of the student, with comments.



The students are rigorously evaluated in a research conference at the end of each regular semester, where a number of students and senior researchers from different universities, critically pose queries at the end of the IS presentation. The grading of the Thesis and the IS reports is based on depth and quality of research and is partly distributed between the internal and external evaluators in conference. The research conference is a final exam/evaluation of the Independent Study.

A Committee comprising of Internal and External Evaluators and an audience comprising of MS and Ph.D. students pose critical questions to evaluate the thesis. The assessment grade is, however, awarded on the basis, evaluation of the internal and external evaluators comprising seasoned Ph.D. faculty and expert in the field of study.

Passing Grades:

Minimum passing grade in each course is B for PhD SS program courses. Student with 'repeat grades' such as 'B-' or any other lower grade must take the course next time as it is offered.

Probation & Dismissal on Academic Grounds:

As per HEC guidelines, if a student fails to complete the degree requirements within seven years, the admission is cancelled.

- 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 and Academic Controllers.

For regular monitoring of PhD SS and all other academic programs, an Academic Heads meeting is held once a month. The meeting is attended by the Vice-President Academics, all Program Managers, Academic and Examinations Controller, and other department heads. Any necessary amendment in policy and resolving of individual cases is carried out at these meetings.

Due to this timely review of the Academic issues at all levels, the university has been able to achieve efficiency in admission, registration and examination processes at all levels resulting in accuracy in admission screening process, timely registration and attendance sheets availability, class scheduling, course and class monitoring etc.



Standard 5-3 Faculty Recruitment and Retention Process

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

Faculty Recruitment Process

The faculty recruitment process is initiated by the Vice President Academics in consultation with program managers to full-fill any shortage of teaching and research faculty. The human resource department (HRD) of SZABIST advertises the faculty positions through leading newspapers in light of the faculty requirements communicated by the Vice President, and SZABIST website for online applicants. HRD sets up a committee in consultation with the President and Vice President, for short listing the suitable candidates and then sends interview calls. Selection committee, consisting of the Dean of Program, Program Manager and senior faculty conducts the interview of shortlisted candidates and further shortlists the suitable candidates for demo lectures. The demo lecture is mandatory for all despite qualification and experience. At the end of the demo lecture and based on the evaluation criteria, faculty is hired and HRD sends them the offer letter for faculty position.



b. Flow Chart of Faculty Recruitment Process

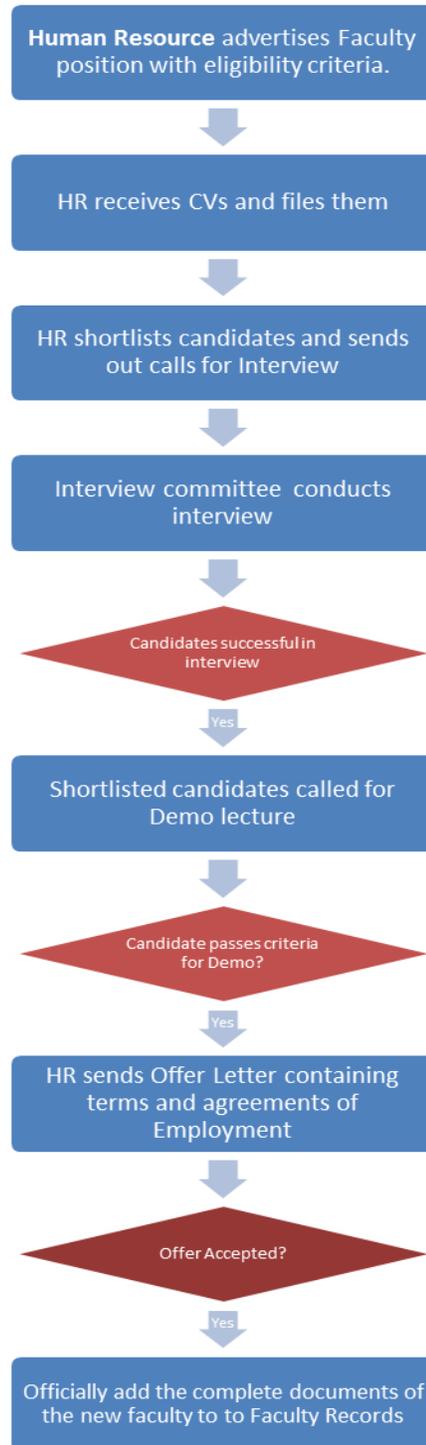


Figure 5.2



c. Indicate methods used to retain excellent faculty members

Faculty Retention Methods and Measures

Academic committee evaluates the faculty every semester with the support of HR and academics departments. If the evaluation of the faculty is satisfactory, accordingly they are considered as confirmed full time faculty.

SZABIST offers the following valuable intrinsic and extrinsic incentives and rewards for faculty retention. The offerings and benefits have been developed over a number of years based on the careful need assessment and competition being faced by the university from a number of different employers in the field:

1. Highly competitive salary packages.
2. Flexible working hours within a given work week.
3. Continuing Education benefit from day one to join MS/Ph.D. program at SZABIST.
4. Opportunity to get promoted and salary revision based on performance review, during the course of studies.
5. Car Loan Financing.
6. Provident fund.
7. Annual Bonus.
8. Annual raise to counter inflationary effect.
9. Performance Increment policy.
10. Capacity Development programs/workshops.
11. Fully funded trip for presenting own research paper at any Research Conference within Pakistan (once in a year).
12. Partially funded trip to an international research conference to present a research paper, (once in 3 years).
13. Publication honorariums for publication of articles and research papers.

Thesis and dissertation advisor / committee member honorarium and much more.

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

The Faculty Evaluation and Promotion Processes are duly in line with SZABIST's Mission Statement. In order to support the mission, Dean/Heads of departments evaluate their faculty members annually to have the best brain in the faculty. The faculty member is evaluated in terms



of their teaching, student's feedback, research work, publications, arranging seminars/guest speaker sessions, attending conferences and other administrative work.

The evaluation results are further used as tools for promoting those faculty members, who are engaged in giving quality education and sharing industry's experience with the students to prepare them for competitive job industry. The faculty members who are well qualified but not able to achieve the goals assigned by the Dean/Heads of the departments are properly trained.

Hence, Evaluation process at SZABIST has set up the foundation of achieving the targets as set in the Mission statement, as it helps in promotion, appreciation, and training, proper counseling of faculty members to prepare them 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

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

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

Standard 5-4 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 used to ensure Active Learning and that Courses' Learning Outcomes are met through:

Class size is limited to only 10-15 students, which allows the delivery of high quality education on an interactive basis. Teachers 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 and multi-media projectors, PCs and internet connectivity, to facilitate the teaching and learning process the facilities create a pleasant environment.

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

- i. Live projects
- ii. Guest speaker sessions
- iii. Workshops
- iv. Group assignments
- v. Term reports based on industrial/banks/Historical places visits, interviews with economists, Psychologists, Politicians, Elites company executives etc.

As the activities sighted above are intended for a very mature student body, a high level of research orientation is incorporated in all the activities.

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

There is regular assessment of course material and teaching, carried in the 5th and 6th week of each semester. The assessment is done online by the students through a questionnaire.

The Vice President Academics reviews all the assessments and gives his comments on all the evaluations and then forwards them to relevant the Program Managers.

If a permanent faculty member scores less the 80% in the evaluation, the Program Mangers informs him/her about the scores and allots time for improvement. After two weeks they are reevaluated, unless the score is improved, their case is taken to the Vice President Academics and his/her decision stands.

Whereas, if a visiting faculty scores less than 80% in the evaluation the Program Mangers informs the relevant faculty about the scores and allots time for improvement. After two weeks they are reevaluated, 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

Minimum CGPA is 3.0 for PhD-SS program.

PhD-SS Program Requirement for Completion of Degree

- Duration of PhD-SS is minimum 3 years
- 4 courses courses (12 credits hours)
- 02 Independent Study (06 Credit Hours)
- PhD Dissertation/Thesis (30 Credit Hours)
- Max. duration to complete this degree is 7 years

Without completing all degree requirements, including, clearance of financial dues, completing the required courses and passing of the comprehensive exam, a student will NOT be issued the degree. 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 valuation of this process is done on multiple forums i.e. the monthly Academic Heads meeting, the bi-annual Academic Council meeting and the bi-annual meeting of the newly formed Board of Studies. The processes are regularly discussed and evaluation of the procedures is done to ensure the efficiency and completeness of the PhD SS Degree program requirements. These discussions lead to improvements and amendments in the processes and procedures.

Criterion 6: Faculty

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



Criterion 6: Faculty

Standard 6-1 Program Faculty Qualification and Number

a. Faculty resumes in accordance with the format

Launched

b. Faculty distribution by program's areas²¹

i. List of Permanent Faculty Social Sciences- Spring 2016

S. No	Names	Area of Specialization	Course (Spring2016)
1	Dr. Riaz Shaikh	Sociology	Education and Politics
2	Dr. Fatima Dar	Education	ARMT Qualitative

Table 6.1a: Faculty distribution by program's areas²²

ii. List of Adjunct Faculty Social Sciences- Spring2016/Fall2015

S. No	Names	Area of Specialization	Course (Spring2016/Fall2015)
1	Dr. Mohsin Naqvi	Philosophy	History of Ideas
2	Dr. Bilal	Quantitative	ARMT Quantitative
3	Dr. Samina Khalil	Economics	Development Economics
4	Dr. Zafar Iqbal	Economics	Public Policy
5	Abdus Salam	Economics	ARMT Quantitative
6	Irfan Muhammad	Philosophy	ARMT Qualitative

Table 6.1b: Faculty distribution by program's areas²³

²¹ The source of information is HR Department.

²² Table 6.1a of PT Report is Table 4.6 (Faculty Distribution by Program's Areas) of AT Report

²³ Table 6.1b of PT Report is Table 4.6 (Faculty Distribution by Program's Areas) of AT Report



Standard 6-2 Current Faculty Scholarly Activities & Development

- 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.**

In general, a faculty puts his/her personal efforts to pursue conference participation which includes paper presentation plus its publication or sometimes gets officially invited by foreign socialists and educationists. They do participate in training and workshops whenever any relevant opportunity occurs.

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

Faculty members are encouraged to actively participate in national / international conferences and seminars and also to participate in professional development workshops and training seminars either within the university or outside whenever opportunity occurs.

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

Through active research they continue to update their skills to ensure that they know about contemporary and future challenges. In house Faculty Development Workshops are also encouraged for further enhancing teaching skills of the faculties.

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

Every month an academic heads meeting that includes the heads of department/deans and coordinators of all programs is held. The meeting is presided over by the vice president of academics. Also, regular meetings are scheduled between the faculty and program coordinators along with the head of the department to address academic and administrative issues. This ensures that the program runs smoothly and without any glitches. Furthermore, a faculty evaluation is carried out for each course which is based on feedback from the students. It is in light of this feedback that the Program Manager interacts with the faculty to ensure an optimum learning experience for the student.



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:

- Cordial working environment
- Flexible faculty timings
- Annual and causal leaves
- Performance-based increment and annual bonus
- Car loan facility
- Continuing education
- SZABIST Employees Housing Society (SECHS)
- Annual picnics and social gatherings

b. Indicate how effective these programs are

Programs are effective as:

- Employees get the opportunity of personal and professional growth by acquiring education free of cost.
- The 50% concession of fee to children of employees gives employees the opportunity to provide their children with quality education at an affordable price.
- The flexible timing enables the employees to manage their time on campus with the time of their classes.
- The performance based increments and an annual bonus motivates employees to work effectively and efficiently.



- c. Obtain faculty input using faculty survey on programs for faculty motivation and job satisfaction.

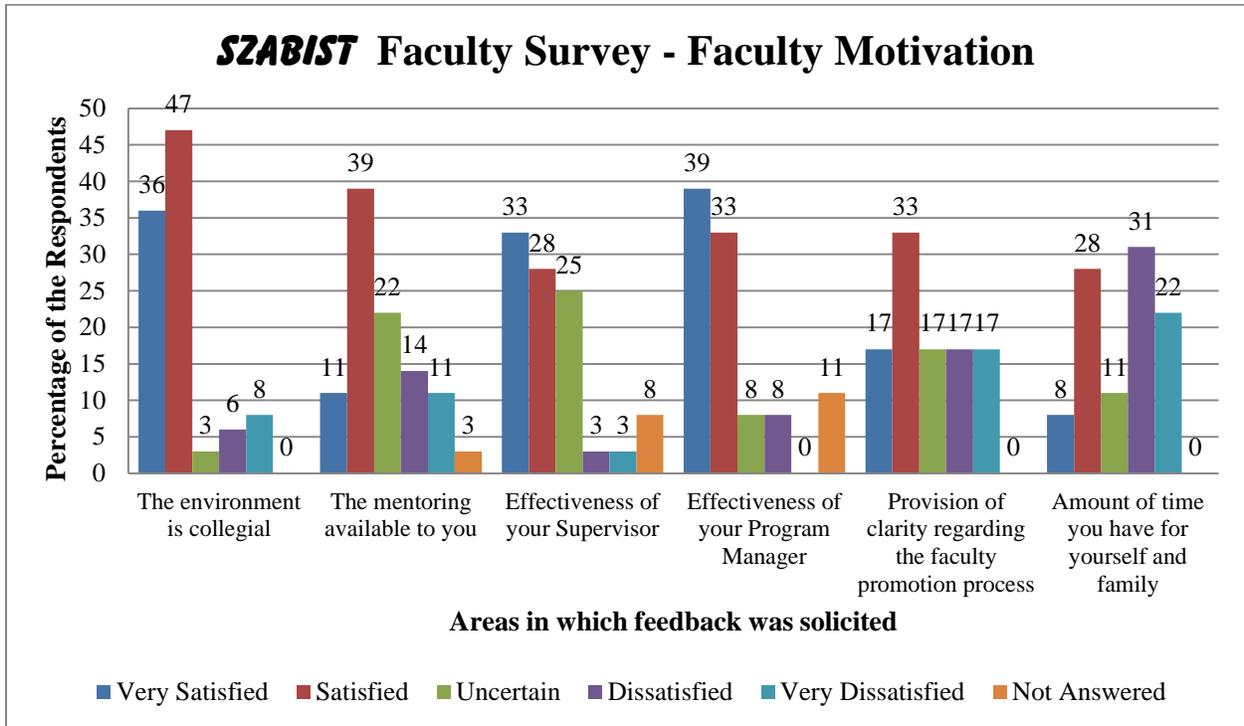


Figure 6.1

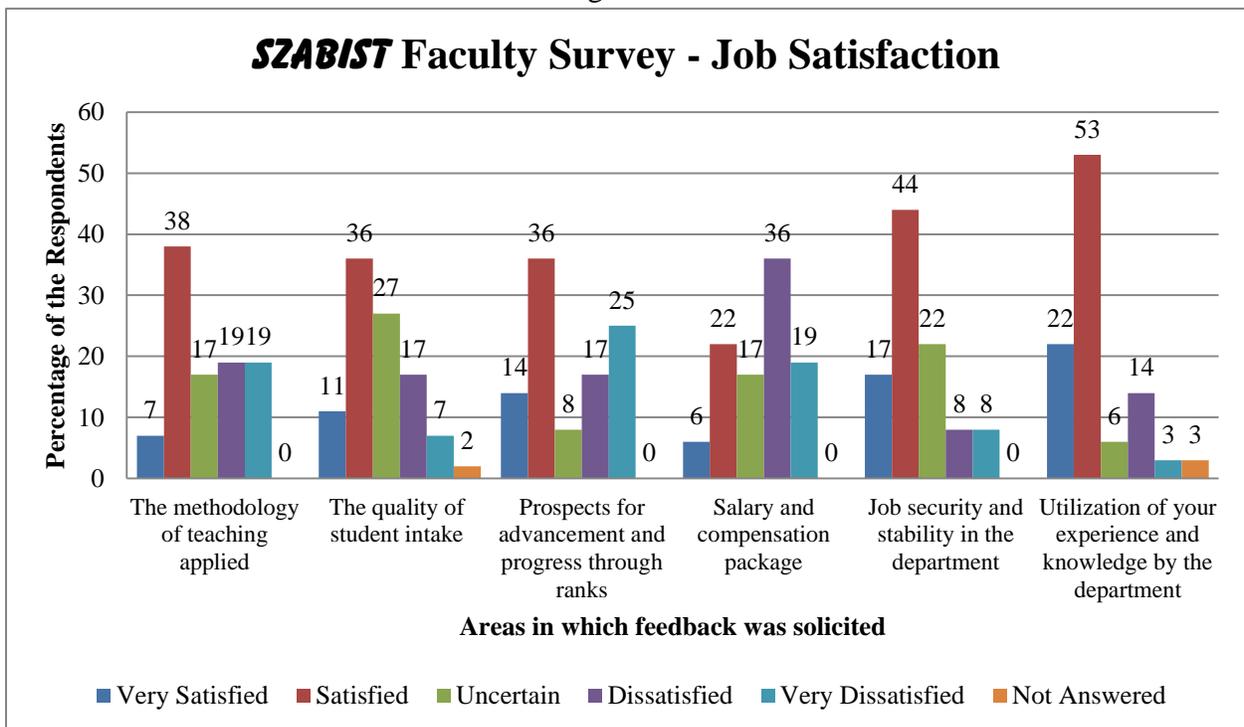


Figure 6.2

Criterion 7: Institutional Facilities

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



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 learning²⁴

E-learning infrastructure is in place and we have robust program of E-learning and intend to continue E-learning in future.

No.	Particulars	Quantity
1	Servers	16
2	Desktop Computers	296
3	Video Conferencing Equipment	1
4	Color Scanners	3
5	Printers	8
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.	

Table 7.1: Support Facilities

b. Indicate how adequate the facilities are

We have state-of-the-art facilities at our campus to meet present and future demand

Online University:

Application server

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

²⁴ The source of information is IT Department.



Storage server

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

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 Staff²⁵

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' knowledge on current development taking place nationally and internationally. Currently, SZABIST has a total of 13,528 physical books / reports/ thesis, etc. In addition to this, SZABIST also has a collection of 4,300 e-books in e-library and a total of 8,242 on-line journals.

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 on-line libraries (EBSCOHOST, IEEE, and ACM) through which students can access an unlimited number of journals and magazines.

²⁵ The source of information is Librarian.



Library Resources			
No.	Particulars	Quantity	
1	Printed Form		
	A. Social Sciences Books	1,772	
	B. Reports	353	
	i. Independent Study		108
	ii. Project		0
	iii. Thesis		11
	iv. Dissertation (Ph.D)		2
	C. Journal/Magazines (Subscribed)	50	
	D. Newspapers (Daily)	09	
2	Digital Form		
	A. E-Books	4,300	
	B. CD's	734	
	i. Books Related		
	ii. General		
	C. Audio/Video Cassettes	0	
	D. Journal/Magazines (Online)	8,242	
	E. Access to Online Journals		
	I. HEC Digital Library	Yes	
	• <i>ASTM</i>	Yes	
	• <i>EBRARY</i>	Yes	
	• <i>IET Digital library</i>	Yes	
	• <i>Institute for operations research and the management sciences</i>	Yes	
	• <i>McGraw Hill Collections</i>	Yes	
	• <i>Project Muse</i>	Yes	
	• <i>Springer link</i>	Yes	
	• <i>World bank e-library</i>	Yes	
	• <i>Wiley-Blackwell journals</i>	Yes	
	• <i>University of Chicago Press</i>	Yes	
	II. EBSCOHOST	Yes	
	III. ACM Library	Yes	
	IV. Emerald insight	Yes	
	V. JSTOR	Yes	
	VI. Taylor & Francis Journals	Yes	
	VII. Open Access	Yes	

Table 7.2: Library Resources



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 reissue requests for books.
- ii. Train library users to effectively search the Library catalogue, Internet and other electronic resources.
- iii. Book 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 and make a list of required ones?

Library Staff Timing

Shifts	Timeslots	Personnel (s)
Morning	8:00 a.m. -- 4:00 p.m.	6
Evening	2:00 p.m. -- 10:00 p.m.	4

Table 7.3: Library Staff Timing

Standard 7-3 Class-rooms & Offices Adequacy²⁶

a. Describe the adequacy of the classrooms

Class rooms are well equipped with

- i. Multimedia projectors,
- ii. PCs' with internet connections,
- iii. Sound systems
- iv. Uninterruptible Power Supply (UPS)
- v. Air Conditioners/ Fans,
- vi. Surveillance Cameras
- vii. Chairs,
- viii. Rostrums,

²⁶ The sources of information are Student handbook and Prospectus.



- ix. White Board,
- x. Pc Trollies,
- xi. Tube Lights,
- xii. Blinds,
- xiii. Wall Clocks and
- xiv. Other necessary stationeries and things that are required by faculty members that add value in teaching.

b. Describe the adequacy of faculty offices

Rooms are allocated for permanent and visiting faculties where latest Intel Core, i3, i5 and i7 PCs are available with full Internet facilities, printers, landline extensions, Wi-Fi, digital library access, split air conditioners, shelves, UPS, display boards to display their office schedules, and other necessary stationeries and equipment. It is essential for all the faculty members to display their semester schedule on their doors to inform students of the faculty's availability.

Criterion 8: Institutional Support

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



Criterion 8 – Institutional Support

Standard 8-1 Support and Financial Resources²⁷

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

Permanent faculty is being hired on handsome 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 being added and after every year a bonus is awarded to every employee in the month of March.

Also on semester/Annual progress report and recommendation on excellent work or achievement for SZABIST, salary is increased or some award in the shape of money is awarded to him or her.

After three years of successful teaching in SZABIST, loan facility can also be used by the faculty.

After the completion of the permanent faculty probation period (i.e. 6 months), SZABIST offers them to continue with their higher studies according to their needs without any payment but they have to sign an agreement to serve the institution for five years after completion of their respective degree.

b. Describe the level of adequacy of secretarial support, technical staff and office equipment²⁸

There are 18 dedicated academic staff members who provide secretarial and technical support to the Social Science department. The support includes:

- Class Management
- Attendance Sheet Circulation
- Time Table Maintenance
- Schedule Circulation
- Notification Circulation to both students and faculty members about classes, seminars, workshops and the like.

Rooms are allocated for permanent and visiting faculties where latest Intel Core to i7 PCs are available with full internet facilities, Wi-Fi, printers, digital library access, landline extensions, split air conditioners, UPS, shelves display boards to display their objectives and schedules, and

²⁷ The sources of information are HR Department, and Vice President (Academics). For further details please see section 5-3 and 6-3.

²⁸ The Source of information is Academic Staff



other necessary stationeries and equipment. Moreover, it is essential for all the faculty members to display their semester schedule on their doors for students' consultation and faculty's availability.

Standard 8-2 Number and Quality of GSs, RAs and PhD Students²⁹

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

Number of Graduate Students

Year	No. of Graduates
2013	1

Table 8.1: Number of Graduate Students

**b. Provide the faculty: graduate student ratio for the last three years
Graduates: Faculty Ratio ***

Year	Graduates: Fulltime Faculty Ratio
2014	0.25:1

Table 8.2a: Graduate Faculty Ratio

Number of Faculty

Particulars	Faculty
	2014
Total Number of Faculty	4
Full Time faculty	3
Adjunct Faculty **,***	1

Table 8.2b: Number of Faculty

* Graduates / Faculty of PhD-SS program only

** 3 Adjunct faculty is equal to 1 permanent faculty

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

²⁹ The sources of information are ZABDESK and HR Department.



Standard 8-3 Financial Support for Library and Computing Facilities

a. Describe the resources available for the library.³⁰

Particulars	Budgetary Allocation (Rupees)		
	2012-13	2013-14	2014-15
Library	448,000	1,318,000	1,549,600

Table 8.4: Resources available for the library

b. Describe the resources available for laboratories.

Not applicable for PhD-SS program.

c. Describe the resources available for computing facilities³¹

Particulars	Budgetary Allocation (Rupees)		
	2012-13	2013-14	2014-15
Computing Facilities	746,920	672,100	1,312,890

Table 8.5: Resources available for computing facilities

³⁰ The information is provided by Finance Department

³¹ The information is provided by Finance Department

Annexure

➤ Sources of Information

- Department Head and Program Manager of MS/PhD SS
- Program Support Officer
- Finance Department
- IT Department
- Academics Department
- Library
- Human Resource
- HEC Self-Assessment Manual
- Previous PT Report of MS-SS
- Prospectus 2015
- Student Handbook 2015
- Faculty and Staff Handbook



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SZABIST

SELF-ASSESSMENT REPORT

PhD- Social Sciences

Program Self-Assessment Checklist



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SZABIST

Guidelines for Program Team Report and QEC Review

Program: PhD- Social Sciences

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.

<u>CRITERIA AND ASSOCIATED STANDARDS</u>		Yes/No	Issue/Observation	Possible Evidences
Criterion 1- Program Mission, Objectives, and Outcomes				
Standard 1-1	Program Measurable Objectives			
	a. Document institution, department, and program mission statements	✓		
	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	✓		
	Please find sample of Table 4.1 attached in Annexure I (i-ii)			
Standard 1-2	Program Outcomes			
	a. Table 4.2 outcomes versus objectives Please find example of Table 4.2 attached in Annexure II (iii)	✓		
	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) Please find example attached in Annexure III (pg iv)	✓		
	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 Please find example attached in Annexure III (pg iv)	✓		
	e. Number of short courses workshops, seminars organized on community service level Please find example attached in Annexure III (pg iv)	✓		
	f. Faculty and student surveys results to measure the administrative services provided	✓		
Criterion 2 – Curriculum Design And Organization				
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. Please find example attached in Annexure IV (pg v-ix)	✓		
	d. Table 4.3 curriculum course requirement Please find example attached in Annexure IV (pg v-ix)	✓		
	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. Please find example attached in Annexure IV(pg v-ix)	✓		
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.	N/A		
	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.	N/A		
	b. Describe how they are applied in the program.	✓		
Criterion 3 – Laboratories and Computing Facilities				
Standard 3- 1	Lab Manuals / Documentation / Instructions			
	a. Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions	✓		
	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. Please find example attached in Annexure V(pg x)	✓		



Standard 3-3	Adequate Computing Infrastructure and Facilities	✓		
	a. Describe how the computing facilities support the computing component of your program	✓		
	b. Are there any shortcomings in the computing infrastructure and facilities?	✓		
Criterion 4 – Student Support and Advising				
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	✓		
Criterion 5 – Process Control				
Standard 5-1	Admission Process			
	a. Describe the program admission criteria at the institutional level, faculty or department if applicable.	✓		



	b. Make a Flowchart Please find example attached in Annexure VI (pg xi-xii)	✓		
	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 Please find example attached in Annexure VI (pg xi-xii)	✓		
	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	✓		
Criterion 6 – Faculty				
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 Please find example attached in Annexure VII (pg xiii)	✓		
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	✓		
Please find examples of Criterion 7 attached in Annexure VIII (pg xiv-xvi)				

Criterion 8 – Institutional Support

Standard 8-1	Support and Financial Resources			
	a. Describe how your program meets this standard. If it does not explain the main causes and plans to rectify the situation	✓		
	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	✓		
Please find examples of Criterion 8 attached in Annexure IX (pg xvii-xix)				

***Key**

✓ - Yes X- No NA- Not Applicable



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SELF-ASSESSMENT REPORT

PhD- Social Sciences

Assessment Team Report



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SZABIST

ASSESSMENT TEAM REPORT

PhD- Social Sciences

Spring 2016



Assessment Team Report

The AT report is comprised of the following:

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

A. The Review Report

1. Names of Assessment Team Members

- i. Dr Imran Amin
- ii. Dr Faraz Junejo
- iii. Ms. Hareem Siddiqui

2. Date of Nomination

30th May 2016

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

Thirty (30) days

4. Name of Department and Program being assessed

Department of Social Sciences and Doctor of Philosophy in Social Sciences Program

5. Shortcomings of the PT report

The PT report has various shortcomings. Some of the details are mentioned below as well as highlighted in hard copy of the PT report.

- Standard 4.1 (a) Course and Curriculum Review criteria is not mentioned.
- Standard 6.2 (b) doesn't mention the Faculty Course load.
- Standard 7.1 indicates the infrastructure facilities of E-learning activities are performed in the Department
- Standard 8.1 (a) Indicated increment of 10-15 percent



6. Comments on:

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

The report covers all the standards and criteria as per SA manual. No portion is incomplete; however, few sections lack details required, these are highlighted in hard copy of the PT report.

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

The information, survey data, student, faculty, and alumni information is correct and it is verified from the sources mentioned in the report and otherwise

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

Findings and conclusions are not drawn explicitly on the basis of the data. The report contains only fact findings. The data of feedback is also reported without any specific conclusion.

iv. Observations made during the assessment

Several observations are made during the assessment, a brief is given below.

1. Program objectives are not measurable nor properly aligned with the outcomes, mission, and curricula
2. Program Assessment results and improvement plans are not properly articulated.
3. The faculty teaching load must be incorporated to ensure that faculty has sufficient time for scholarly activities.
4. Role of BASR / Research Committee / Doctoral Committee is not reflected anywhere
5. Detailed policy should be highlighted like: 10 percent increment with 5 percent increment based on performance appraisal (PA). Increment is only applicable one year after joining.
6. Various information either is old or nor relevant

Note: Further details are highlighted in hard copy of the PT report.



v. Strengths and weaknesses of the Program

The **strengths** of the program are:

- Foreign qualified faculty
- Small class size
- Diverse curriculum
- Infrastructure

Weaknesses

- Access to digital resources
- Delays in MS / PhD processes
- Lacking of faculty development plan
- Holding PhD specific activities / workshop
- Low faculty motivation

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

12th 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.

Result	Score
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

Criterion 1 – Program Mission, Objectives and Outcomes		Weight = 0.05				
Factors		Score				
1	Does the Program have documented measurable objectives that support faculty / college and institution mission statements?	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
Total Encircled Value (TV)		21				
Score 1 (S1) = [TV/(No. of Questions *5)] *100 *Weight		3.5				
Criterion 2 – Curriculum Design and Organization		Weight = 0.20				
Factors		Score				
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
Total Encircled Value (TV)		32				
Score 2 (S2) = [TV/(No. of Questions *5)] *100 *Weight		16				



Criterion 3 – Laboratories and Computing Facilities						Weight = 0.10				
Factors						Score				
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				
Total Encircled Value (TV)						13				
Score 3 (S3) = [TV/(No. of Questions *5)] *100 *Weight						8.67				
Criterion 4 – Student Support and Advising						Weight = 0.10				
Factors						Score				
1	Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	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				
Total Encircled Value (TV)						13				
Score 4 (S4) = [TV/(No. of Questions *5)] *100 *Weight						8.67				
Criterion 5 – Process Control						Weight = 0.15				
Factors						Score				
1	Is the process to enroll students to a program based on quantitative and qualitative criteria?	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
Total Encircled Value (TV)		39				
Score 5 (S5) = [TV/(No. of Questions *5)] *100 *Weight		10.64				
Criterion 6 – Faculty		Weight = 0.15				
Factors		Score				
1	Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?	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
Total Encircled Value (TV)		27				
Score 6 (S6) = [TV/(No. of Questions *5)] *100 *Weight		11.57				



Criterion 7 – Institutional Facilities		Weight = 0.15				
Factors		Score				
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
Total Encircled Value (TV)		11				
Score 7 (S7) = [TV/(No. of Questions *5)] *100 *Weight		11				
Criterion 8 – Institutional Support		Weight = 0.15				
Factors		Score				
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
Total Encircled Value (TV)		7				
Score 8 (S8) = [TV/(No. of Questions *5)] *100 *Weight		10.5				

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

= 80.54



C. Assessment Results Implementation Plan Summary PhD-SS-Karachi Campus

AT Findings	Corrective Action	Implementation Date	Responsible Body	Resources Needed
1. The number of PhD and specialized faculty is found to be low	It is recommended that more full time PhD faculty members along with relevant field specialist should be hired.	Aug 2016	HR	Offices / PCs
2. Faculty development plan does not exist	It is suggested that fully utilize faculty potential faculty development plan should be prepared and implemented.	Matter will be placed in departmental meeting and suggestion will be submitted in October	HR / Admin / Academics	Will be identified
3. The available digital resources are very little.	It is suggested that more necessary digital resources should be deployed at the campus.	It and Library will be informed to meet the requirement	IT / Library	IT and Library will identify



President's Comments: The results of the Self-Assessment Report process will help SZABIST in meeting its commitment towards excellence in education. This will be done with the timely implementation of the recommendation by the Assessment Team for enhancing the quality of education in PhD-SS program. I would like to thank the Program Team, Assessment Team and the IR/QEC staff for their efforts in completing this exercise.

Name and Signature:

Madame Shahnaz Wazir Ali

Dean's or HoD's Comments: The shortcomings identified above will be addressed and action will be taken with the support of relevant departments soon.

Name and Signature:

Dr. Riaz Ahmed Shaikh

QEC Comments: The initiation and completion of the Self-Assessment process of PhD-SS program was a significant task, as the assessment highlighted areas of the program that require improvements. The IR/QEC staff is confident that the implementation of the corrective actions will amplify the market standing of the program and students' overall educational experience. The SAR reached its completion with the support of the Dean of the Department and Program Managers and the efforts of the Program Team and Assessment Team and the dedication of the QEC staff.

Name and Signature:

Ms. Faryal Shahabuddin

Ms. Mahwash Imran



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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

PhD- Social Sciences

Program Team Registration Forms



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

To, Fayal - IR/QEC.



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

Karachi Campus

Registration Form

Program Team

Program Team of (Name of Department / Faculty): Social Sciences - PhD - SS

Team Leader: Dr. Fathema Nasir

Name: Dr. Fathema Nasir

Position: Asst. Prof & BS/SS PM.

Institution: SZABIST, Chi

Contact No: (Office) 021-35824461-121

Mobile No: 0321-3831810

Email Address: Fathema.nasir@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]

(Signature of PT Member)

28-3-16.

Date

Approved By: [Signature] 05/04/2016.

(Head of the Department)

Note: Completed form should be sent to the QEC



Registration Form

Program Team

Program Team of (Name of Department / Faculty): Social Science PhD-SS

Team Leader: Dr. Farheen

Name: Shazia Salam

Position: Assistant Prof:

Institution: SZABIST

Contact No: (Office) _____

Mobile No: 03322171020

Email Address: Shazia.Salam@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.
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[Signature]

28-3-2016

(Signature of PT Member)

Date

Approved By: [Signature]

(Head of the Department)

Note: Completed form should be sent to the QEC



SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY

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SELF-ASSESSMENT REPORT

PhD- Social Sciences

Assessment Team Registration Forms



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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): PhD SS

Team Leader: _____

Name: DR IMRAN AMIN

Position: ASSOCIATE PROF.

Institution: SZABIST

Contact No: (Office) 35821535 ext 205

Mobile No: 0345 2087255

Email Address: imran.amin@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.

Imran Amin
13-7-16
(Signature of AT Member)

31-5-16

Date

Approved By: _____

Tajjal
(Head of the QEC)



Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): PHD -SS

Team Leader: _____

Name: Dr. Faraz Junejo

Position: HOD (Mechatronics)

Institution: S2ABUST

Contact No: (Office) 35824461-3

Mobile No: 0334-3217901

Email Address: faraz.junejo@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
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Declaration of the Assessment Team Member:

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

Fazal

31/05/16

(Signature of AT Member)

Date

Approved By: _____

Fazal

(Head of the QEC)



Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): Ph.D. SS

Team Leader: _____

Name: Hareem Siddiqui

Position: Lecturer

Institution: SZABIST Mgmt - Sciences

Contact No: (Office) Ex7 - 156

Mobile No: 0321-3470003

Email Address: hareem.siddiqui@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
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- Verification of the contents of SAR
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Hareem Siddiqui

31/5/16

(Signature of AT Member)

Date

Approved By: Jayal

(Head of the QEC)