SELF-ASSESSMENT REPORT

MS-Development Studies

Spring 2016

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INSTITUTE OF SCIENCE AND TECHNOLOGY

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SELF-ASSESSMENT REPORT

Executive Summary

Quality Enhancement Cell
Institutional Research Department

Self-Assessment Report
Executive Summary

MS-Development Studies -SZABIST IslamabadCampus

Introductions

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

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

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

The PT was nominated by the Acting Head of Social Sciences Department, Mr. Iqbal Ahmad on March 22nd, 2016. Following were the members of the PT:

   (i) Ms. Huma Maqsood
   (ii) Mr. Syed M. Usman Masood

2. **Submission of PT Report**

The PT submitted the report on May 5th, 2016. The QEC examined the report, identified shortcomings and communicated the same to the PT. After incorporating QEC suggestions, the report was finalized on June 24th, 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 June 22nd, 2016. Following were the members of the AT:

(i) Ms. Aliya Abdul Hayee
(ii) Mr. Wajid Zulqarnain

4. Date of Submission of AT Report

The AT Report was submitted on July 4th, 2016.

5. AT Findings and Recommendations

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

(i)   No international conference participation by faculty and students. It is recommended that Participation at institutional level must be encouraged for students and teachers.

(ii)   Job placements for graduates have been an issue. It is suggested that EDC must find new avenues and help student/graduates in job finding.

(iii)   Alumni data is not maintained resulting in low connections with the previous graduates. It is suggested that Alumni reunions must be conducted so that Alumni can contribute in job placement.

(iv)   Specialized PhD faculty should be increased and retained. It is recommended that Current faculty should be facilitated to pursue higher degrees.

(v)   Numbers of graduate students have decreased from 9 to 1 in last 3 years. It is suggested that admissions department should take a lead and reverse the declining trend.

6. Preparation of Assessment Results Implementation Plan Summary

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

SZABIST

SELF-ASSESSMENT REPORT

MS Development Studies

Program Team Report

Spring 2016

SZABIST

PROGRAM TEAM REPORT

MS Development Studies

SZABIST Islamabad

Spring 2016

Submission Date: 5-5-2016

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

Criterion 1: Program Mission, Objectives, and Outcomes

Standard 1-1:Program Measureable Objectives[1]

a. Institutional Mission

SZABIST Mission Statement

SZABIST has been established with the objective of producing highly qualified, scientific and technical personnel to meet the country's requirements of:

- Conducting state-of-the-art scientific and technological research and development in support of the private and public sector;

- Providing hi-tech scientific and technological assistance to the Pakistan industry to enable it to compete with the world industries in global trading;

- Providing highly-trained scientific and technological personnel to be able to attract the growth of high-tech industries and foreign and Pakistani investment;

- Providing a sound socio-economic and scientific base and infrastructure to Pakistan to be able to meet the economic and technological challenges of the 21st century.

Department Mission

Program Mission

Development Studies program seeks to understand inequalities in terms of control of the world's wealth and resources by a few; the effects of environmental change and natural disasters; and the underlying factors and implications for people and the environment. Practical, value-driven, and intellectually challenging scheme of Development Studies aims to find ways to ameliorate circumstances of the underprivileged, and empower communities worldwide.

b. Program Objectives

1. To enable the graduates to apply effectively and efficiently the knowledge gained in the degree program

2. To successfully bring innovation in development-related technology and on-ground activities with cost-effectiveness

3. To effectively step into Research and Development (R&D)

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[1] Source of information is Program Manager

4. To examine the patterns, practices, policies, and theories associated with inequalities in world development.

5. To study the relationships between "developed" and "developing" societies, the roles played by various institutions within them, and their effects on processes of social, political, economic, and environmental change.

c. Program Outcomes

1. Domestic and international organizations such as the Ministry of Foreign Affairs and Trade, the United Nations and Non-Governmental Organizations (NGOs) need graduates with a good understanding of development policies and practices. Students of Development Studies will have the opportunity to direct their degree studies in ways that bring together the knowledge of many different disciplines for positive change in a complex world.

2. Development Studies Program, due to the nature of its content, draws people, who are concerned about human rights, and social and economic inequalities, and who want to make a difference in the world. Globally and especially in Pakistan, there is a need for suitably qualified and skilled people to help redress these imbalances. The graduates of the DS program of SZABIST will demonstrate the critical skills needed for effective planning and executing policies and programs for eliminating these disparities.

d. How each objective is aligned with the program and institution mission

1. *To enable the graduates to apply effectively and efficiently the knowledge gained in the degree program*: This equips students with the conceptual tools to systematically think, analyze, and solve complex socio-economic problems facing the challenged strata of society.

2. *To successfully bring innovation in development-related technology and on-ground activities with cost-effectiveness:* This adds to the scientific base of the society and practical and affordable solutions to problems facing the poor at the micro level and the economy in general.

3. *To effectively step into Research and Development (R&D):*Research techniques/data acquisition and analysis helps train students for providing new frameworks for studying development as well as devising new techniques and technologies for development effectiveness.

4. *To examine the patterns, practices, policies, and theories associated with inequalities in world development:* This equips students with a holistic understanding of problems

facing developing vis-à-vis developed countries. The insight is crucial to practical as opposed to theoretical, solutions to the politico-economic plight of developing countries.

5. *To study the relationships between "developed" and "developing" societies, the roles played by various institutions within them and their effects on processes of social, political, economic and environmental change:*Reasoned criticism/analysis and interpretation/evaluating possible outcomes.

These objectives are in line with SZABIST's mission to provide assistance to Pakistan's industries in order to help them compete at an international level to help the country in meeting the economic challenges of the 21st century.

e. Main elements of the strategic plan to achieve program mission &objectives

These include hiring of permanent faculty members to strengthen the program, establishing a liaison between industry professionals and the academia through field visits and guest lecturers / seminars, increasing the number of available classrooms and equipment needed, and giving more practical/field work based assignments.

f. Table 4.1 Program Objective Assessment

Objective	How Measured	When Measured	Improvement Identified	Improvement Made
To enable the graduate to apply knowledge gained in the degree program effectively and efficiently.	Co-curricular activities like academic clubs, participating in national and international competitions and exhibitions.	Throughout the semester	Feedback from Student Advisor, Society Advisors, Student Representatives of Societies, etc.	Advice, Counseling, Motivational activities, Competitive exercises
To successfully bring innovation in development-related technology and on-ground activities with cost-effectiveness	Curriculum design: Core subjects, Elective subjects A wide variety of elective subjects are offered which bring diversity in	Assignments, Projects, Midterm, and Final Exam + Alumni Feedback	Objective grading on the basis of performance + Subjective Evaluation and response from	Minimum passing grade is B- + Updating course content and

			on-field alumni	methodology
To effectively step into Research and Development (R&D)	Concept-building through extensive on-field work for applying theoretical knowledge	Projects and assignments during the semester	Grade in projects and assignments	Students need to improve on shortcomings identified
To examine the patterns, practices, policies and theories associated with inequalities in world development	Compulsory summer internships arranged by the University to give hands-on experience to students	During the year, whenever students undertake research and internships	Grade in IS; Instructor Feedback on internship report	Students need to improve on shortcomings identified Internship report to be brought to the satisfaction level of the instructor
To study the relationships between "developed" & "developing" societies, the roles played by various institutions within them & their effects on processes of social, political, economic & environmental change.	Small-scale practical projects compatible with contemporary technological advancements throughout the degree program, and one practical Project in the final semester, which may become basis for winning a good job	Throughout and at the end of the semester	Project presentations / reports	Students need to come up to the required level

Table # 4.1: Program Objective Assessment

Standard 1-2: Program Outcomes

a. Outcomes versus Objectives

Following is the matrix of Development Studies program's learning outcomes to its objectives:

1. Verbal communication skills

2. Written expression

3. Creative self-expression

4. Capacity to analyze and interpret information in a focused and objective manner

5. Capacity for reasoned critique

6. Data acquisition and analysis

7. Research techniques

8. Logical reasoning

9. Evaluating the possible outcomes of alternative courses of action objectively

10. Making objective use of facts and figures for decision-making

PROGRAM OBJECTIVES	PROGRAM OUTCOMES	
	1	2
1		
2		
3		
4		
5		

Table #4.2:Outcome versus Objectives

b. Employer Survey[2]
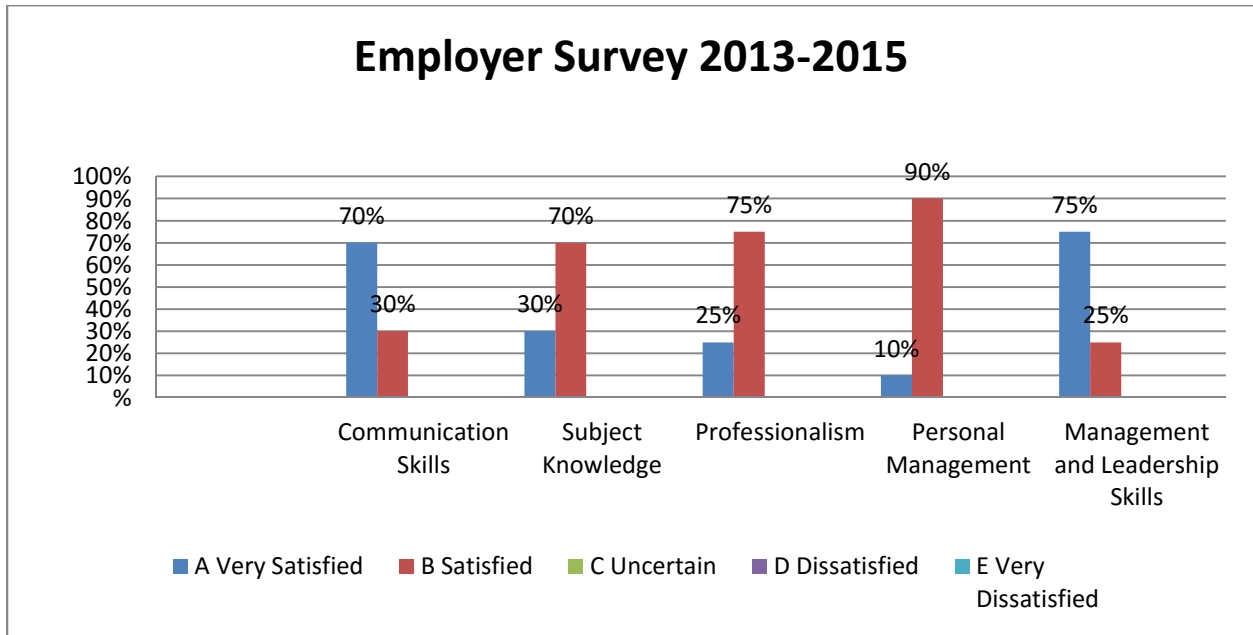
Figure 1.1

c. Alumni Survey[3]

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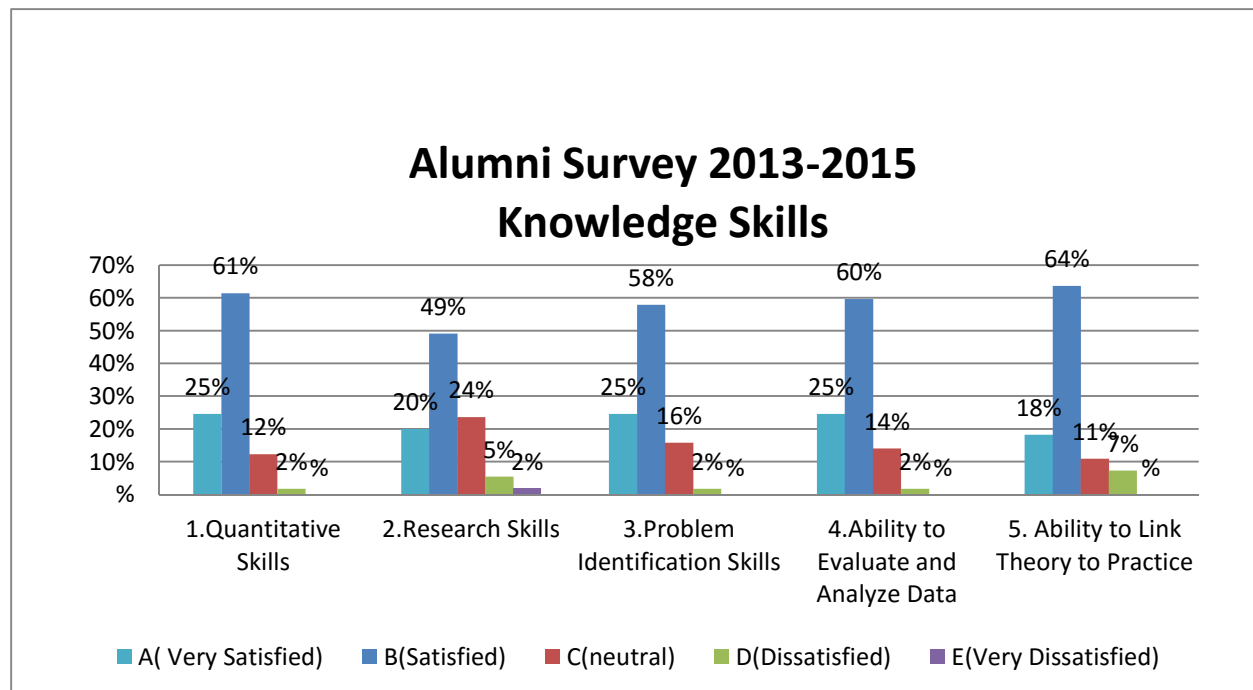
[2] Source of information: SZABIST Employer Survey
[3] Source of information SZABIST Alumni Survey

Figure 1.2

Alumni Survey - Communication Skills

Figure 1.3

SZABIST Alumni Survey - Interpersonal Skills
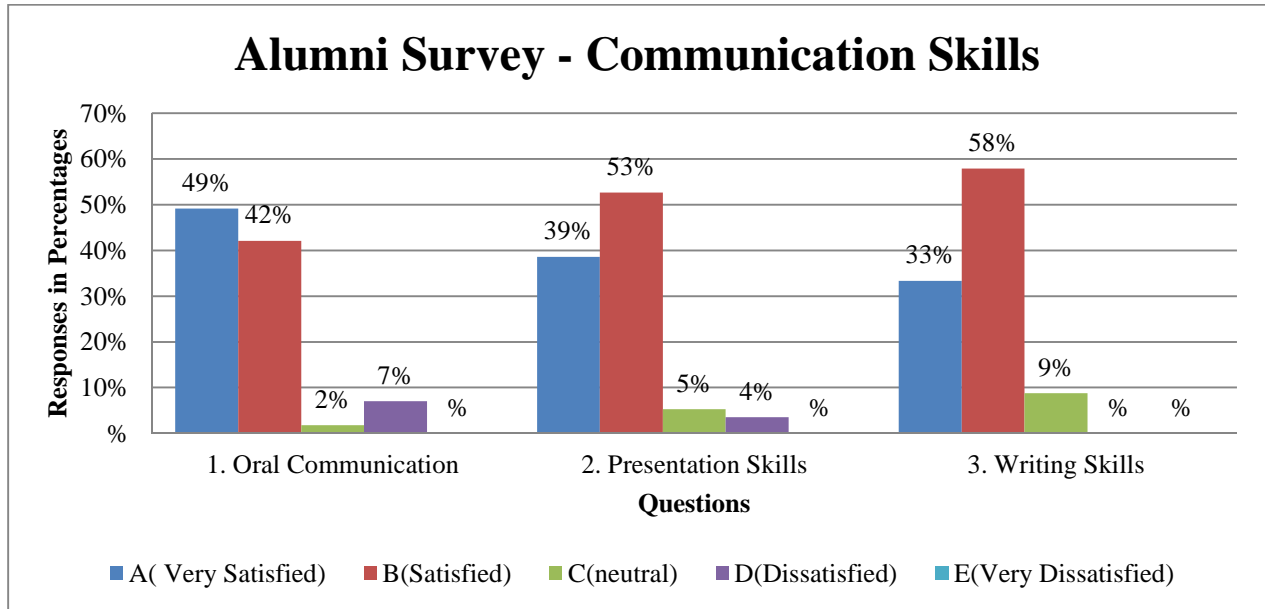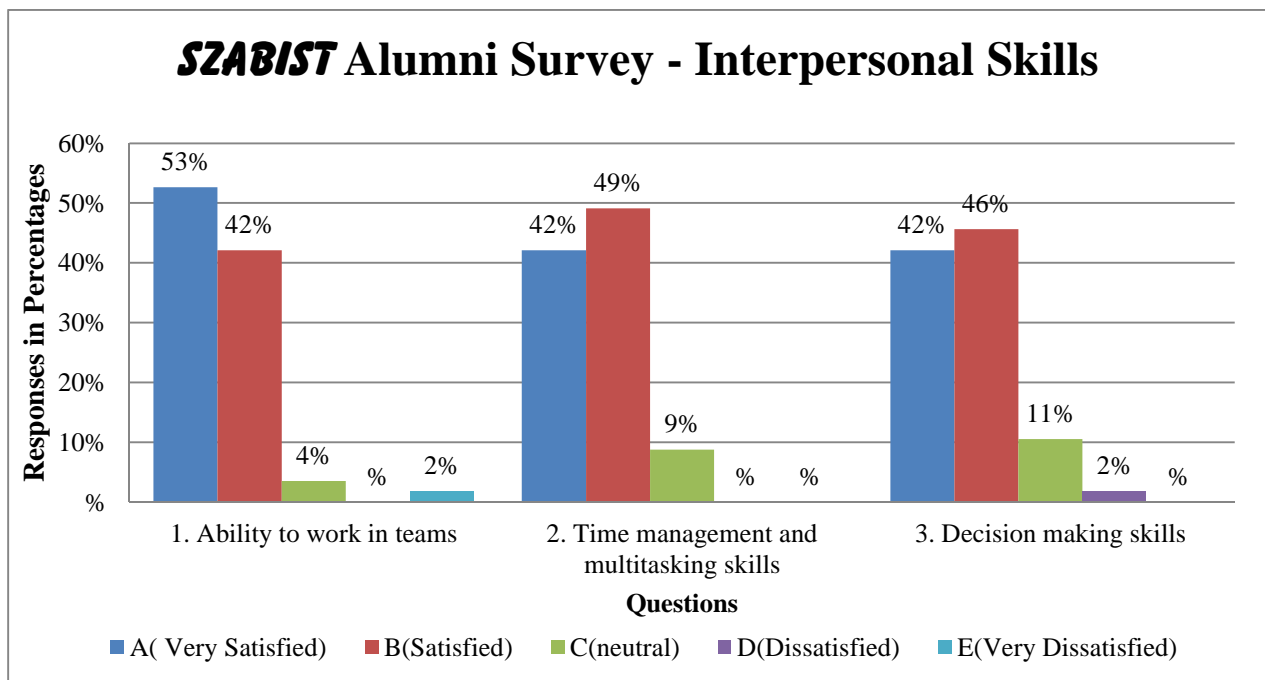
Figure 1.4

d. Graduating Student Survey MS-DS
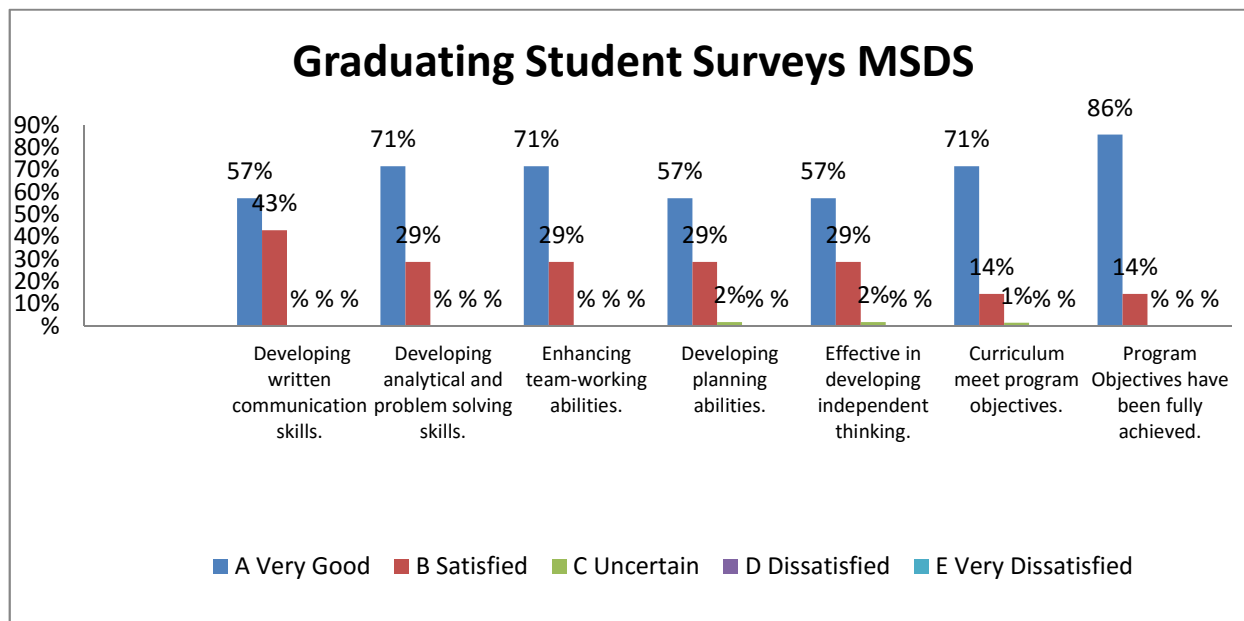
Figure 1.5

Standard 1-3: Assessment Results and Improvement Plans

a. Action taken based on the periodic assessments

Teachers' evaluation by students is compulsory. In case of deficient performance by the teacher, he/she is asked for the reason for such assessment. In case of no improvement in performance, the teacher is subsequently replaced with other faculty.

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

b. Major future program improvement plans based on recent assessments

Following plans are suggested for future:

1. Students in Development Studies can benefit more if a short apprenticeship with an ongoing/established field project is made part of the degree requirement.

2. Development is a vast field with emerging needs and opportunities. Flexibility in and incentives for introducing new Elective courses will draw new ideas from teaching faculty thereby increasing the marketability of the program.

3. Introduction of applied research will increase both the utility and marketability of the program.

c. Strengths and weaknesses of the program

Strengths of the Program

1. The program in itself is unique since only a few private sector universities are offering Development Studies as a degree at the moment.

2. The criteria used for student intake is above average. The quality of students who are granted admission is quite polished as they have good background knowledge of subjects such as history, literature, international relations and psychology.

3. A well-qualified faculty, including foreign-qualified PhDs

Weaknesses of the Program

1. Program must be marketed properly for effective information of the possible aspirants

2. Development sector, nationally and internationally, is a growing field with changing needs and emerging challenges. In order to convert these challenges into opportunities, the procedure for introducing new elective courses needs to be flexible.

d. Significant future plans for the program

1. More up-to-date resources including e-resources for the library

2. Seeking practical solutions to real-field problems in development to be encouraged formally and informally

3. Introduction of research-oriented approach to development studies

Standard 1-4 Overall Performance Using Quantifiable Measures

a. 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)

Semester GPA	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total Average
Average GPA	3.2	3.28	3.39	2.99	3.4	2.9	3.19

Student Enrolment and Drop Out for Last 3 Years

	Fall - 2012	Spring - 2013	Fall - 2013	Spring - 2014	Fall- 2014	Spring - 2015	Total Average
Dropout	0	0	1	0	0	0	0
Enrollment	11	1	10	10	6	8	7.666667
Drop out Ratio	0	1	0.1	0	0	0	0

Drop out ratio = <u>Drop outs </u>
                    Enrollment

b. The percentage of employers strongly satisfied with the performance of the department's graduates
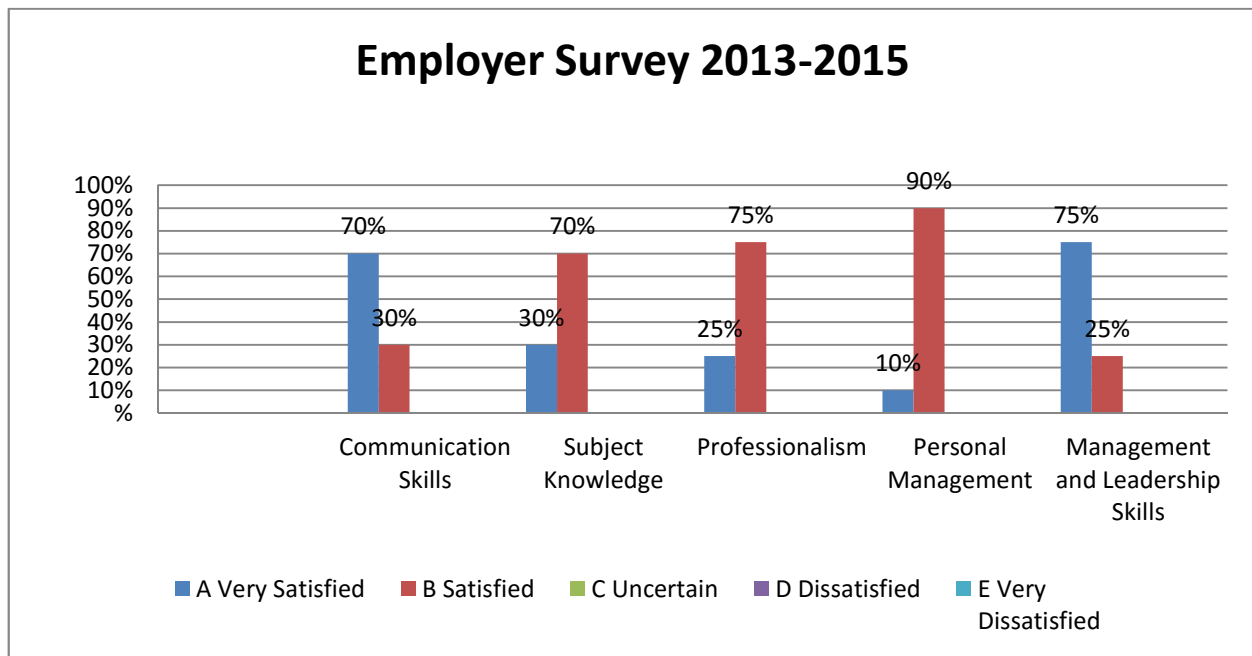
Figure 1.6

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

Semester	Courses offered	Evaluation (%)	Students enrolled
Spring 2016	Research Methodology		
	Statistical Methods		
	Theories of Development		
	Gender and Development		
	Intellectual Property Rights and Law		
	Public Policy		
Fall 2015	Globalization and Developing Countries	90.57	
	Statistical Methods	86.11	
	Disaster and Development	96.46	
	Law and Human Rights	100	
	Research Methodology	88.89	
	Sustainable Development	100	
Spring 2015	Public Policy Management	95	
	Gender and Development	89	
	Theories of Development	97	
	Development Management	96	
Fall 2014	Research Methodology	58.73	
	QT for DM	89.58	
	Economics of Developing Countries	87	
Spring 2014	Research Methodology	58.73	
	QT for DM	89.58	
	Economics of Developing Countries	87	
Fall 2013	Research Methodology	93.46	
	DS 5102 Statistical Methods	72.9	

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

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

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

	Community Service
Workshops	NA
Seminars	NA

f. Faculty and student-survey results to measure the administrative services provided
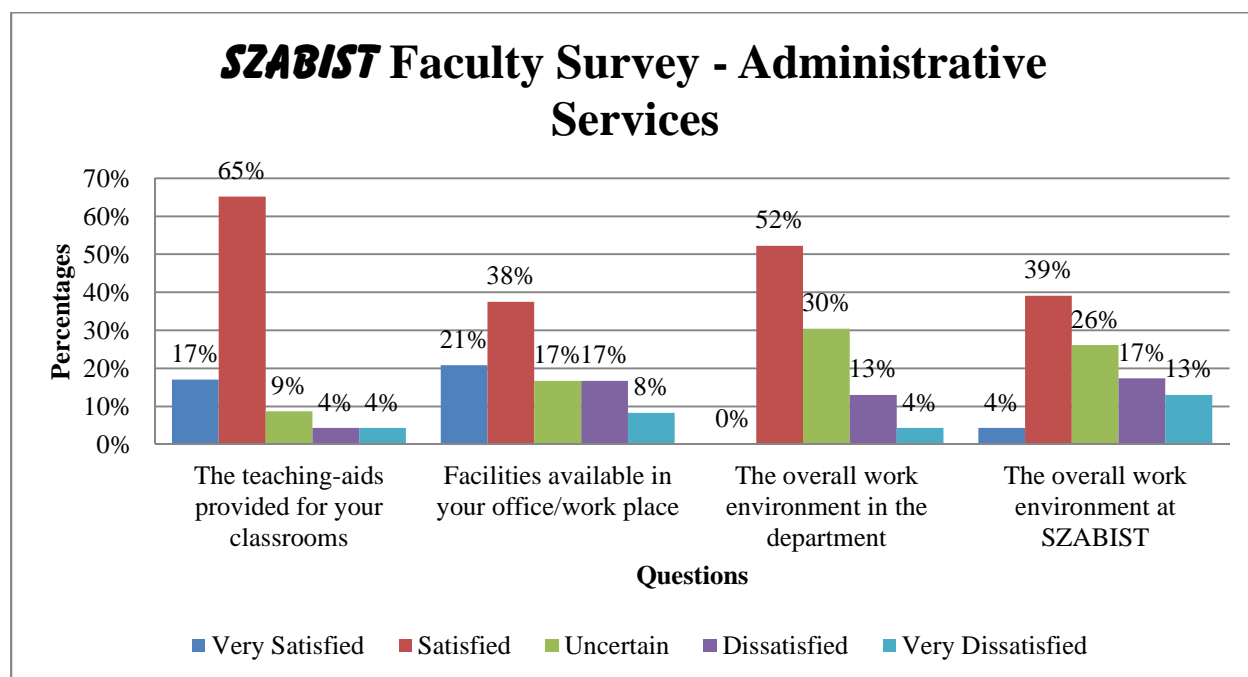
Figure 1.7

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

Criterion 2: Curricular Design and Organization

Title of Degree/Program	Masters in Science (Development Studies) Program: MS-DS)
Definition of Credit Hour	A "CREDIT HOUR" is the unit of measuring educational CREDIT, based on the number of classroom hours per week throughout a term. Students are awarded credit for classes on the basis of the Carnegie unit. This defines a semester unit of credit as equal to a minimum of three hours of work per week for a semester.
	Except for the thesis, which is equivalent to 6 credit hours, each course is equal to 3 credit hours. On the whole the MS program is of 30 credit hours. Breakup of the credit hours is illustrated in the degree plan provided under Criterion 2 in the next section.
Curriculum Break Down	See Table 4.3
Program of MS (DS)	
Duration of Program.	1.5 year
No of semesters	03
No of courses	10 without Thesis 8 courses plus Thesis of 6 credits
Total No of credit hours	30

Standard 2-1: Courses vs. Objectives

a. Title of Degree Program

Program in MS Development Studies

b. Definition of Credit Hour

A "CREDIT HOUR" is the unit of measuring educational CREDIT, based on the number of classroom hours per week throughout a term. Students are awarded credit for classes on the basis of the Carnegie unit. This defines a semester unit of credit as equal to a minimum of three hours of work per week for a semester.

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

c. Degree Plan:

Curriculum Plan

Semester-I	Semester- II	Semester- III	Semester- IV
DS 5101 Research Methodologies (Pre-requisite)	DS xxxx Core II	DS 5208 Independent Study II (Compulsory)	DS 5409 Thesis or
DS 5102 Statistical Methods (Pre-requisite)	DS xxxx Elective II		Additional course 1 And
DS xxxx Core I	DS 5108 Independent Study I (Compulsory)		Additional course 2
DS xxxx Elective I			

d. Table 4.3 curriculum course requirement
FIRST YEAR

FALL SEMESTER
DS 5101 Research Methodologies (Pre-requisite)
DS 5102 Statistical Methods (Pre-requisite)
DS xxxx Core I
DS xxxx Elective I

SPRING SEMESTER
DS xxxx Core II
DS xxxx Elective II
DS 5108 Independent Study I (Compulsory)

SUMMER SEMESTER
DS 5208 Independent Study II (Compulsory)

SECOND YEAR

FALL SEMESTER

DS 5409 Thesis or two additional courses

Core Courses

DS 5xxx Theories of Development

DS 5xxx Development Management

DS 5xxx Disasters and Development

DS 5xxx Sustainable Development

Electives

DS 5103 Economics of Developing Countries

DS 5xxx Political Economy of Pakistan

DS 5xxx Globalization and Developing Countries

DS 5xxx Public Policy Management

DS 5xxx Gender and Development

Table 4.3 Curriculum Course Requirement

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

Course	Title	1	2	3	4	5
DS 5101	Research Methodologies					
DS 5102	Statistical Methods					
DS 5108	Independent Study I					
DS 5208	Independent Study II					
DS 5xxx	Theories of Development					
DS 5xxx	Development Management					
DS 5xxx	Disasters and Development					
DS 5xxxx	Sustainable Development					
DS 5103	The Economics of Developing Countries					
DS 5xxx	Political Economy of Pakistan					
DS 5xxx	Globalization and Developing Countries					
DS 5xxx	Public Policy Management					
DS 5xxx	Gender and Development					

f. Table 4.4 Courses versus Outcomes. The courses against relevant outcomes

List of Courses	1	2	3	4	5	6	7	8	9	10
Research Methodologies										
Statistical Methods										
Independent Study I										
Independent Study II										
Theories of Development										
Development Management										
Disasters and Development										
Sustainable Development										
Economics of Developing Countries										
Political Economy of Pakistan										
Globalization and Developing Countries										
Public Policy Management										
Gender and Development										

Table 4.4: Courses versus Outcomes

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

a. Table 4.5 Standard 2-2 requirements

Elements	Courses
Theoretical Background	1. Theories of Development 2. Economics of Developing Countries 3. Political Economy of Pakistan 4. Globalization and Developing Countries 5. Gender and Development
Problem Analysis	1. Development Management 2. Disasters and Development 3. Public Policy Management
Solution Design	1. Research Methodologies 2. Research Methodologies 3. Independent Study I 4. Independent Study II

Table 4.5: Standard 2-2 requirements

Standards 2-3, 2-4, and 2-5

These standards have been addressed in Table 4.4.

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

a. The courses required by the Accreditation Body

The program meets the requirements set forth by HEC

Standard 2-6: Information Technology Content Integration throughout theProgram

a. The courses required by the Accreditation Body.

N/A

b. How they are applied and integrated throughout the program

IT is an important part of teaching and learning at SZABIST. From multimedia presentations to digital library resources all media are used by all stakeholders. Faculty members maintain and update their respective course outlines, lesson plans and course related materials as well as students attendance and grades through an in-house, online system developed by SZABIST called ZABDesk. Student's access to ZABDesk is through their individual accounts.

Students in their in-class group-work and assignments make use of internet based search engines to access data bases like Springer, emeralds and others. In one of the Advanced Research Methods course (DS5102 Statistical Methods), students are taught to use different software like SPSS, e-views and others, to facilitate their Independent Research Studies and theses.

Standard 2-7:Communication Skills (Oral & Written)

a. The courses required by the Accreditation Body

N/A

b. How they are applied in the program

In all courses at MS level, individual or group oral presentations and whole class discussion are part of the teaching and learning strategies with explicit and implicit purpose of improving especially oral communication skills while various forms of written assignments specifically target the writing skills of students.

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

Criterion 3 – Laboratories and Computing Facilities[4]

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

Computer Labs are open to all students for computing and printing facilities from 8:00 am to 09:30 pm from Monday to Saturday and from 09:00 am to 05:30 pm on Sunday.

To avoid disruptions, students are not allowed to enter the labs while classes are in progress. Color and laser printing is available at nominal 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 undertake a course-related assignment, students first seek the written approval of the concerned faculty and contact the Computer Lab Administrator well in advance to make arrangements for loading the software only on specific workstations.

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

Standard 3-1 Lab Manual / 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:

- Lab student IDs

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

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

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

- Installed Software with version.

- Internet Usage Proxy Settings

- Instructions and settings to use Printer

- Rules and Regulations for Lab usage

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[4]Source of Information: Systems / IT Department

- Lab classes schedule

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

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

b. Resources Sufficient

Yes, the resources are sufficient for the program.

Shortcomings in Laboratory

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

Standard 3-2 Adequate Support Personnel for Labs

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

A professionally trained team of 12 staff members, working in shifts, keeps the labs working efficiently and guarantees constant and timely support to students, and faculty. All labs are open to students and are among the recourses shared by all programs on campus.

Designation	No. of People
Supervisors	3
Computer Lab staff	8
Attendant	1

Shifts	Time slots	Personnel
Morning	8:00 am- 4:00 pm	01
Evening	2:00 pm-10:00 pm	01

Standard 3-3 Adequate Computing Infrastructure and facilities

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

All computers used on Campus, either in Computer labs or by the faculty members, are also equipped with special software for processing research data i.e. SPSS, e-views, Stata, etc.,

especially for the students of courses like, Advanced Research Methods and Techniques, Statistical Methods, and Quantitative Tools for Decision Making among others.

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

The program meets the HEC and CIEC guidelines regarding the availability of classrooms, computer equipment and books/periodicals. These details have been provided in the table below:

No.	Particulars	Quantity
1	Servers	16
2	Desktop Computers	296
3	Video Camera with codec box an DSB	01
4	Color Scanners	03
5	Printers	08
6	Multimedia Projectors	29

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

Criterion 4 – Student Support and Advising

Standard 4-1 Sufficient Frequency of Course Offering

We believe in providing adequate support to our students in order to timely complete their program. In this regard, students have opportunities to interact with their instructors in order to receive timely advice pertaining to program requirements and career alternatives.

a. **The department's strategy for course offering**

- In MS-DS program, core courses and elective courses are offered from the first semester.

- A course is offered again if at least 15 or more students (who are repeating the course) are registered.

- Average class strength is 30 to 35 students.

- All required courses are offered in regular semesters.

- Each student has to take 4 electives, 2 compulsory courses, and 2 independent studies in order to complete the MS program in Development Studies.

- Each student has to take either a thesis or 2 additional courses (instead of thesis).

- Students select electives courses of their choice from the list of electives being offered.

- There is both in-house permanent faculty and visiting faculty for all courses being offered.

- Course and curriculum are continually reviewed.

b. **How often core courses are offered**

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

- Courses are offered in alternate semesters.

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

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

- Research project course is offered in every semester to facilitate those students who are not taking full course load.

c. How often elective courses are offered

Each semester

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

MS-DS Course-taking Policy in Other Programs is as follows:

- MS Development Studies students are allowed to take courses in other programs on the basis of defined equivalency in course catalogue.

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

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

-

Standard 4-2 Effective Faculty/Student Interaction

a. How effective student/faculty interaction is achieved in courses taught by more than one person such as two faculty members, a faculty member, and a teaching assistant or a lecturer

At MS-DS level all courses are taught by single instructor.

Standard 4-3 Professional Advising and Counseling

a. How students are informed about program requirements

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

b. The advising system and 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 the designated hours.

c. The student counseling system and how students get professional counseling when necessary

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

d. Students' access to professional counseling when necessary

Students can access EDC, student advisor, and faculty. Professional seminars for students help them interact with market professionals.

Social Sciences Society organizes career counseling seminars for students which help students to interact with market professionals; students can become members of these societies.

e. 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. Students are facilitated with adapting 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.

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

Criterion 5 – Process Control[5]

Standard 5-1 Admission Process

a. The program admission criteria

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

MS DS Program	Criteria
30 Credit Hours	Candidates having 16 years of relevant education with CGPA 2.5/55% marks are eligible to apply for the admission in MSDS program at SZABIST.
	GAT General with minimum 50% score as per requirements of HEC.
	All candidates are required to go through the step by step admission procedure which is presented in the flowchart on the following page.

Continuing of Education for Higher Degree:

Students completing their MSDS program from SZABIST and desirous of pursuing their studies in the PhD Program are required to fill out a Program Continuation Form and submit to the Admissions Office during their graduating semester. The students are required to complete all the requirements of the MSDS 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 Ph.D. program.

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[5] Sources of information: Admission, Prospectus 2015, Student Handbook 2015 and Academic Support Office

b. Flow Chart of Admission Process
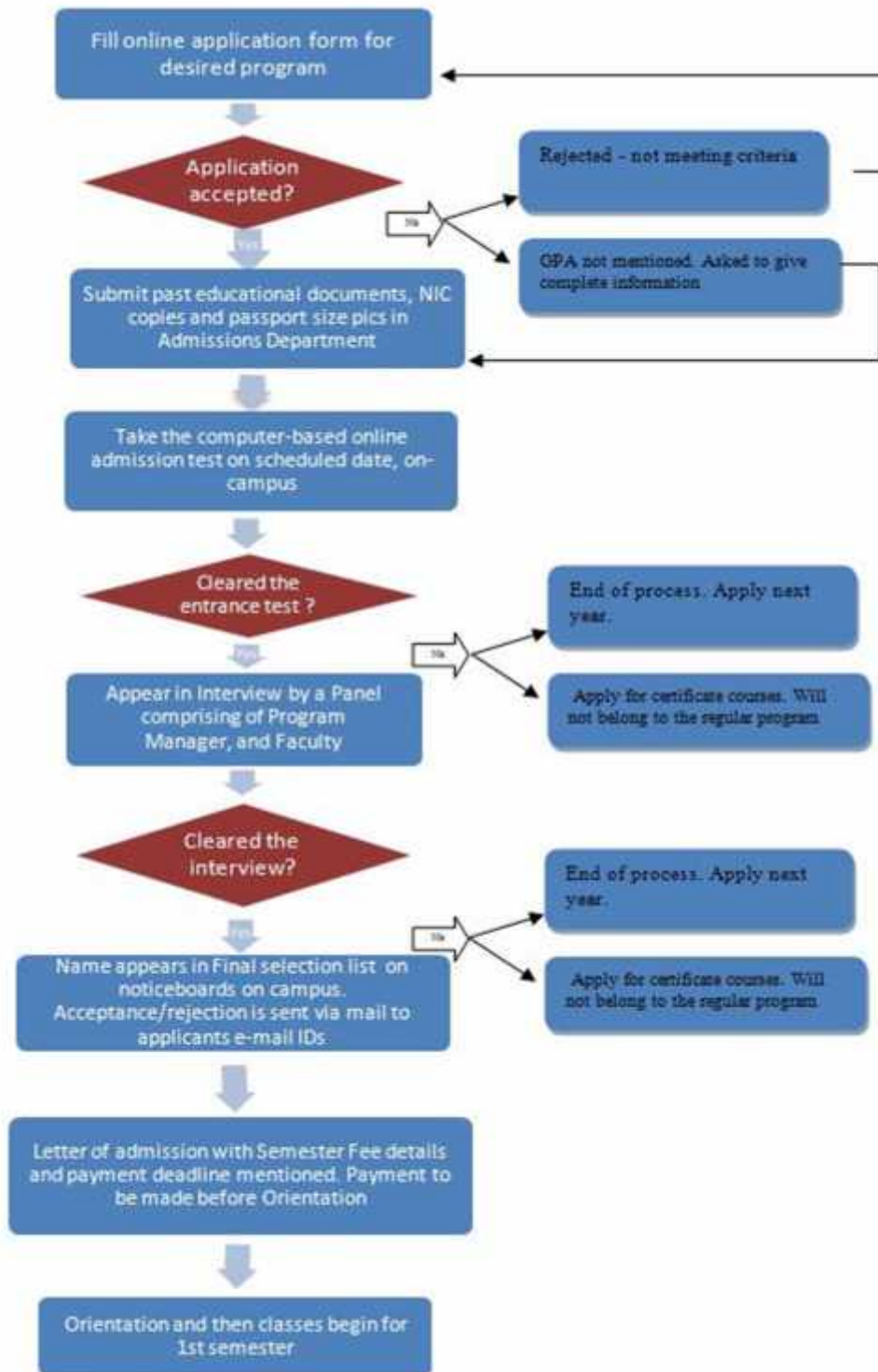
Figure 5.1

c. Policy regarding program / credit transfer

External Transfer policy:

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

Internal Transfer policy:

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

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

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

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

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

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

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

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

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

Standard 5-2 registration and Students

a. 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 notice-boards all over the campus, explaining the ZABDESK registration process the last date for registration and the fine for late registration.

Course registration starts one week before the start of semester and is closed one week after the semester begins. In the 3rd week, a list of students attending courses and those attending courses with incomplete requisites is generated. The same are asked to deregister from the incorrectly opted course.

Online registration is closed one to two weeks after the semester begins and then manual registration is allowed from the main Academic 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 MSDS students are required to complete two independent studies (03 credit hours each) during their program of study and a thesis (06 Credit Hours-optional). However, the registration process of IS and thesis requires approval of the IS/thesis topic from the MSDS 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 10% similarity index.

Termination of Registration Process (Courses/IS):

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

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

Monitoring Student Progress:

Attendance:

Students are required to maintain 80% attendance throughout the semester in order to qualify for the final exam. Maximum 3 absences are allowed per semester per course. Two late arrivals are equal to 1 absence. In case of non-compliance of attendance rules, a letter grade F is given in the course.

Midterm and Final Examination Policy:

A mid-term exam for the MS program is administered in the 8th session. The Mid-term exam with the maximum duration of 2 hours accounts for 20-25 per cent of the final grade.

The final exam is generally of two-and-half to three-hour duration. However, being the assessment for MS 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 two 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.

The final evaluation of Thesis is done in a Special Seminar conducted for the purpose of the defense by the research scholar i.e. MS student. 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 MS 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:

The MS program does not pose any restrictions on maintaining the minimum restrictions in terms of SGPA or CGPA in line with HEC guidelines. However, as per HEC guidelines, if a student fails to complete the degree requirements within five years, the admission is cancelled.

c. **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 MSDS 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.

Absence Rules

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

Leave Rules

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

General Marks Distribution

General marks distribution (not applicable to all courses/programs) is as follows:

Tests (for 1.5 hour session courses) optional 20 %

Midterm Examination 30 %

Assignments 5-10 %

Quizzes 5-10 %

Term Paper, Project and Presentation 10-15 %

Final Examination 35-40 %

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

Grading Plan

The following Letter Grade Plan is followed at SZABIST:

1. A+ 95 – 100 4.00
2. A 91 – 94 3.75
3. A- 87 – 90 3.50
4. B+ 83 – 86 3.25
5. B 79 – 82 3.00
6. B- 75 – 78 2.75

7. C+ 72 – 74 2.50

8. C 69 – 71 2.25

9. C- 66 – 68 2.00

10. D+ 64 – 65 1.75

11. D 62 – 63 1.50

12. D- 60 – 61 1.25

13. F < 60 0

In certain cases, the following Letter Grades are assigned.

Letter Remarks

- S Satisfactory

- U Unsatisfactory

- I Incomplete

- W Withdrawn

- J Result withheld 25

All grade points earned will be averaged towards the final grade point for graduation; in case a course is retaken, better grade will be used for calculation.

There is no provision for giving or requesting grace marks.

Minimum CGPA required for graduation is given in section on Rules Governing Degree Completion.

If incomplete grade 'I' is not completed before the specified deadline, the default grade is 'F'.

Minimum Passing Grade

Minimum passing grade in each course in MSSS & MSDS is as follows:

- 'B-' for MS and PhD program courses

Compulsory Repeat Grade

A course in which low grades are earned, are to be repeated compulsorily. These are as follows:

- For Undergraduate programs, a course in which 'D-' or below is earned must be repeated with full registration (no attendance or assessment waivers).

- For Masters' programs, courses with earned grades of 'D+' and below must be repeated.

- For MS/PhD programs, courses with earned grade of 'C+' or below must be repeated.

- 'F' grade in a course does not count as having met the pre-requisite for taking an advanced course, and there will be no attendance or assessment waivers the next time students take the course.

- Students with repeat grades must take the course next time when it is offered.

- Non-undergraduate program students may get attendance waiver in Compulsory Repeat Grade courses, except courses in which they received an 'F' grade.

- However, if a student wants to improve a 'Pass Grade,' he/she is required to take all assessments as assigned for the course, and no attendance waiver is given.

- A student repeating course(s) that is/are no longer offered will be allowed an appropriate replacement course, which will be approved by the Program Manager.

Required Maintenance CGPA

Minimum required CGPA for various MSSS & MSDS, below which a student may face probation, is as under:

☐☐MS Programs: CGPA of 2.75

Dismissal

A student shall be considered for dismissal under the following conditions:

1. Dismissal on Academics through Probation

SZABIST follows the probation and dismissal policy as recommended by HEC, "Whenever CGPA of a student falls below the required CGPA, he/she will be placed on "First Probation" for the next semester. If in the First Probation semester the student does not increase his/her CGPA to the required CGPA, he/she will be placed on "Second Probation" for the next semester. If in the Second Probation semester the student does not increase his/her CGPA to the required CGPA, he/she shall be dismissed from SZABIST.

The required maintenance CGPA for MSSS & MSDS programs, below which a student shall be on First or Second Probations or Dismissed, are as under:

All MS Programs: CGPA of 2.75

Summer semesters are not counted for probations/dismissals, as they are remedial semesters.

2. **Degree Time-Barring Dismissal**

The registration will stand terminated if a student has not completed the degree requirements within five years MS.

3.Dismissal Due to Academic Dishonesty

The registration will stand terminated if the student is involved in a case of academic dishonesty e.g. submission of fake documents etc.

4. Dismissal on Disciplinary Grounds

The registration will stand terminated if a student is dismissed on disciplinary grounds by the Disciplinary Committee.

On dismissal, a notification shall be issued by the Campus, and forwarded to the Office of Vice President (Academics) for dissemination to other SZABIST Campuses for information.

A student, once dismissed shall not be allowed to register for any certificate courses, at any campus.

A dismissed student may apply for "Letter Grade" as documentation for credits taken at SZABIST, after dismissal.

Standard 5-3 Faculty Recruitment and Retention Process

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

Recruitment Process:

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

HR department receives the applications and files the relevant ones according to discipline & position. HR department sends the CVs to the committee of program managers along with HEC criteria of faculty appointment. Further, they are shortlisted by the relevant HOD at Head office i.e. SZABIST Karachi and a selection committee is formed to conduct the interviews of screened candidates. The selection committee consists of Head of Campus, Program Managers, Director Academics, and relevant HOD and Program Managers at SZABIST Karachi). For effective evaluation, there is a standard interview criterion for faculty positions, i.e., Faculty interview form. Those who qualify the interviews are invited for a demo session in which selection committee evaluates effectiveness of lecture delivery as per standard demo evaluation form.

b. Flow Chart of Faculty Recruitment Process

Human Resource advertises Faculty position with eligibility criteria.

HR receives CVs and files them

HR shortlists candidates and sends out calls for Interview

Interview committee conducts interview

Candidates successful in interview

Shortlisted candidates called for Demo lecture

Candidate passes criteria for Demo?

HR sends Offer Letter containing terms and agreements of Employment

Offer Accepted?

Officially add the complete documents of the new faculty to to Faculty Records

Figure 5.2

c. 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. 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. **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. **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 30-35 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 visits, interviews with company executives and corporate analysis.

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. 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 60% 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 verdict stands.

Whereas, if a visiting faculty scores less than 60% 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. The procedure used to ensure that graduates meet the program requirements

Standards and Documented Procedures to ensure Completion of Degree Program Requirements

Minimum GPA to graduate is 3.0 for MSDS program.

MSDS Program Requirement for Completion of Degree

- Duration of MSDS is 1.5 years

- 06-08 MSDS courses (18-24 credits)

- 02 Independent Study (06 Credit Hours)

- MS Thesis (06 Credits – Optional)

- Max. duration to complete this degree is 5 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. 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 MSDS Degree program requirements. These discussions lead to improvements and amendments in the processes and procedures

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

Criterion 6 – Faculty[6]

Standard 6-1 Program Faculty Qualification and Number

    a. Faculty resumes

Launched

    b. Faculty distribution by program areas

List of Permanent Faculty - Development Studies - Spring 2016

> **Program Manager MS (SS)/ BS (SS)**
> **Dr. TaraqWaheed**
> *Assistant Professor*
> PhD - Political Sciences (Aligarh Muslim University)
>
> **Program Manager MS (DS)**
> **Head of R & D, Advisor to Graduate Committee (MS)**
> **Dr. Shamim A. Sahibzada**
> PhD-Economics (State University of New York, USA)
>
> **Dr. Muhammad FarooqSolangi**
> *Professor -* PhD - History (University of Sindh)
>
> **Dr. RashidaQureshi**
> *Assistant Professor -* PhD - Sociology (Kansas State University, USA)
>
> **Mr. WajidHussain**
> *Lecturer -* MA English (NUML Islamabad)
> **Ms. Sana Mukhtar**
> *Lecturer -* MA Psychology (University of the Punjab)
>
> **Mr. Syed Usman**
> *Lecturer –* MSc Political Economy of Late Development (London School of Economics)
>
> **Mr. Abu al Hasan**
> *Lecturer –* MS Sociology (International Islamic University, Islamabad)
>
> **Ms.HumaMaqsood**
> *Lecturer -* MA English Literature (Punjab University, Lahore)

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[6] Source of information is HR Department

List of Adjunct Faculty Development Studies - Spring 2016

S. No	Names	Area of Specialization	Course
1	Dr. Hazrat Ullah	Development Studies	Gender and Development
2	Ghulam Qadir	Political Science	Public Policy Management

Standard 6-2 Current Faculty Scholarly Activities & Development

   a. **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.**

In general, a faculty is termed current, if he/she is taking a full load of courses, that is, four courses per semester. However, this load is subject to change, based on the discretion of the Vice President (Academics) to accommodate other institutional activities, such as research. Currently, the teaching faculty of Social Sciences and Development Studies is common (see the list above).

The general criteria are as under:

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

   2. Publishing research papers in national/international journals

   3. Supervising research related assignments and projects

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

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

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

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

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

in the field. Faculty members are encouraged to actively participate in national / international conferences and seminars.

c. Existing faculty development programs at the departmental and university level. Their effectiveness in achieving faculty development

SZABIST Islamabad Campus motivates the faculty members to actively participate in research activities and publications through financial rewards and appreciation. Continuing education program is another incentive for faculty members to keep them abreast of latest developments and concepts in the field.

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 organized for further enhancing teaching skills of the faculties.

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

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

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

Every month an academic heads' meeting, which includes the heads of department/deans and coordinators of all programs, is held presided over by the vice president of academics. Also, regular departmental meetings are scheduled 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. 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

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

- Honoraria for publishing research papers in reputed journals.

- Continuing education facility

- Flexible working hours

- Study leave

b. 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 motivate employees to work effectively and efficiently.

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

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

c. **Faculty input using faculty survey on programs for faculty motivation and job satisfaction[7]**
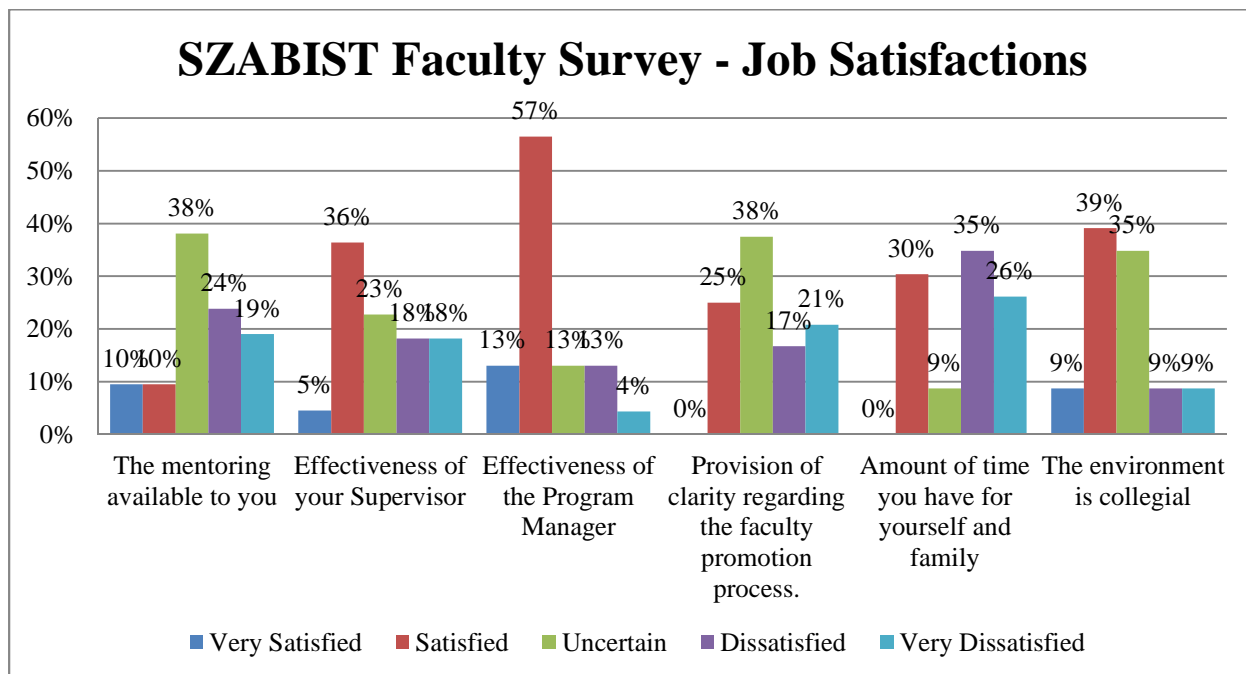
Figure 6.1
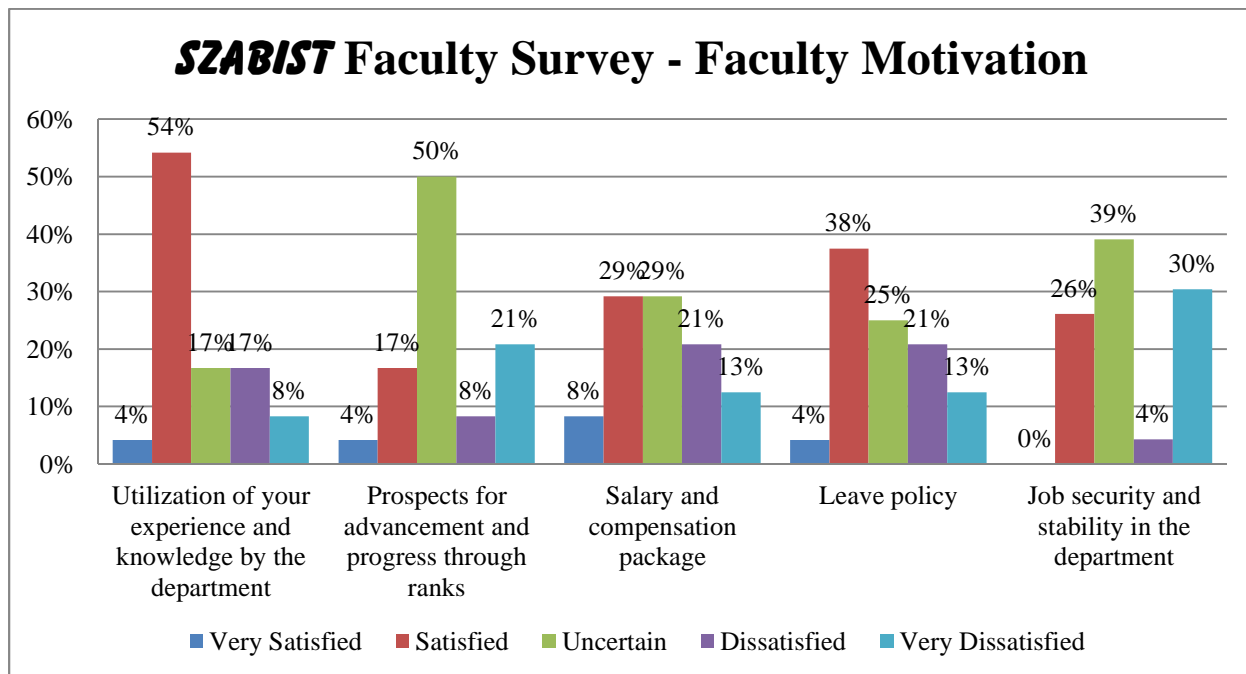
Figure 6.2

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

Criterion 7 – Institutional Facilities

Standard 7-1 New Trends in Learning *(e.g. E-Learning)*

a. Infrastructure and facilities that support new trends in learning

No.	Particulars	Quantity
1	**Servers**	**10**
	IBM Blade Centre HS 21 Chassis S	1
	IBM Blade Centre HS-21	2
	IBM Blade Centre HS-22	1
	Dell PowerEdge R730	2
	Dell PowerEdge T430	1
	Dell PowerEdge 2900	2
	HP Proliant ML370	1
	Dell PowerEdge 1500	1
2	**Desktop Computers**	**206**
	Dell OptiPlex 330	52
	HP Compaq dx2310	60
	Dell OptiPlex 7010 Core i7	10
	HP Compaq 8200 Core i7	14
	HP ProDesk 400 Core i7	40
	Apple I Mac systems	8
	Dell OptiPlex 760 core 2 duo	22
3	**Multimedia**	**26**
4	**Printers**	**3**
	LaserJet Black	2
	Color	1
	Scanner	1
5	**UPS**	**16**
	20 KVA	2
	10 KVA	3
	5 KVA	1
	1 KVA	6
	2KVA	4

b. How adequate the facilities are

There are a lot of digital resources offered through digital library to support e-learning. For instance,

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

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

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

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

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

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

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

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

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

The on-campus libraries coupled with the online resources made available through the computer laboratories are sufficient. The programme, however, could further benefit from more labs in order to meet the growing student strength.

Standard 7-2 Library Collection & Staff

a. The adequacy of library's technical collection

Library Resources

No.	Particulars	Quantity	
1	**Printed Form**		
	A. Books	**5897**	
	B. Reports	**1945**	
	i. Independent Study		1819
	ii Thesis		126
	iii. Practicum		
	C. Journal/Magazines (Subscribed)	**18**	
	D. Newspapers (Daily)	**12**	
2	**Digital Form**		
	A. E-Books (SZABIST Digital library developed by the Librarians)	**25000**	
	E-Books (Ebrary HEC)	**41000**	
	B. CD's	**77**	
	i. Books Related		77
	C. DVD's	**22**	
	D. Audio/Video Cassettes	**Nil**	
	E. Access to Online Journals (Databases)		
	i. Ebscohost		All
	ii. Emerald		All
	iii. Jstore		All
	iv. Springerlink		All
	v. Ebrary		All
	vi. Project Muse		All
	vii. Taylor & Francis		All

b. The support rendered by the library

1. Responding to daily-on-site reissue requests for books

2. Training library users to effectively search the Library catalogue, Internet and other electronic resources.

3. Book and other reading materials' lending Services

4. Receiving and persevering all reading material

5. Information access in digital form

6. Searching, making list of, and making available newly available books in market and on the Internet

Standard 7-3 Classrooms & Offices Adequacy

a. The adequacy of the classrooms

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

Classrooms are equipped with:

- Automatic Multimedia Projectors
- Computer Systems with UPS backup and speedy Internet connection
- ACs
- Sound System
- Fans
- Heaters

- Whiteboards

- Comfortable Chairs

- Rostrum

b. The adequacy of faculty offices

All faculty members have the following facilities

- Allocated cabin in an air-conditioned hall

- Intel Core computer and Internet facility

- Landline extension

- Shelves and stationery

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

Criterion 8 – Institutional Support

Standard 8-1 Support and Financial Resources

a. How the program meets this standard

SZABIST hires permanent faculty on handsome salary packages, which includes basic salary, house rent, utility, medical, and conveyance allowance.

Annually, around 10 to 15 percent on basic salary increment and a bonus awarded to every employee in the month of March

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

After three years of successful teaching in SZABIST, SZABIST will provide them loan.

Also after being permanent faculty 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.

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

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

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

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

Each faculty member has a computer as well as an Internet connection at his/her disposal, for visiting faculty an equipped adjunct faculty room. Stationery, writing material, phone lines, proper rooms with adequate seating arrangements, photocopying machines and printers have all been provided to the faculty members. The department also has qualified staff that assists faculty in printing and photocopying and other technical issues along with helping them plan their semester schedules organize material for their classes and dealing with student queries.

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

a. **The number of graduate students for the last three years**

Year	No. of Graduates
July 2013- June 2014	9
July 2014- June 2015	4
July 2015 – Dec 2015	1

b. **The faculty graduate student ratio**

Year	Graduate: Faculty Ratio
2012-13	9:6
2013-14	4:6
2014-15	1:6

Faculty Information

* Graduates / Faculty of MS-DS program only

** 3 Adjunct faculty is equal to 1 permanent faculty

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

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

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

Particulars	Budgetary Allocation (Rupees)		
	2012-2013	**2013-2014**	**2014-2015**
Library	1,000,000	1,000,000	1,000,000

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

Not applicable on MS-DS program.

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[8] Source of Information: Finance and is of Islamabad Campus

c. Describe the resources available for computing facilities.

Particulars	Budgetary Allocation (Rupees)		
	2012-2013	**2013-2014**	**2014-2015**
Computing Facilities	5,735,000	5,770,000	5,675,000

Annexure

➢ *Sources of Information*

- Program Manager of MS/DS
- Program Support Officer
- Finance Dept.
- Academics Dept.
- Library
- Records Office
- HR

SZABIST

Guidelines for Program Team Report and QEC Review

Program: MS Development Studies

Date: May 4th, 2016

Prepared by QEC Staff:

Mr. Syed Muhammad Ali

Ms. Faria Tausif

Dr. Daniel Peerzada

PROGRAM SELF ASSESSMENT CHECKLIST

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

CRITERIA AND ASSOCIATED STANDARDS	Yes/ No	Issue/Observation	Possible Evidences
Criterion 1- Program Mission, Objectives, and Outcomes			
Standard 1-1 — Program Measurable Objectives			
a. Document institution, department, and program mission statements	Yes		
b. State program objectives	Yes		
c. State program outcomes	Yes		
d. Describe how each objective is aligned with program, college, and institution mission statements	Yes		
e. Outline the main elements of the strategic plan to achieve the program mission and objectives	Yes		
f. Table 4.1 program objectives assessment	Yes		
Please find sample of Table 4.1 attached in Annexure I (i-ii)			
Standard 1-2 — Program Outcomes			
a. Table 4.2 outcomes versus objectives **Please find example of Table 4.2 attached in**	Yes		

	Annexure II (iii)			
	b. Employer survey	Yes		
	c. Alumni survey	Yes		
	d. Graduating student's survey	Yes		
Standard 1-3	Assessment Results And Improvement Plans			
	a. Describe the action taken on based on the periodic assessments	Yes		
	b. Describe major future program improvement plans based on recent assessments	Yes		
	c. List strengths and weaknesses of the programs	Yes		
	d. List significant future plans for the program	Yes		
Standard 1- 4	Overall Performance Using Quantifiable Measures			
	a. Indicate the CGPA of successful students per semester, time required to complete the program, drop out ratio of students per semester (of the last 3 yrs) **Please find example attached in Annexure III (pg iv)**	Yes	.	
	b. Indicate the percentage of employers that are strongly satisfied with the performance of the department's graduates. Use Employer's survey.	Yes		

	c. Percentage of Student Evaluation/Assessment results for all the courses and faculty. Use Teacher Evaluation Results.	Yes		
	d. Percentage/List/Number of research activities i.e. journal publications, funded projects, conference publications per faculty and per year, and the faculty awarded excellence in research **Please find example attached in Annexure III (pg iv)**	Yes		
	e. Number of short courses workshops, seminars organized on community service level **Please find example attached in Annexure III (pg iv)**	Yes		
	f. Faculty and student surveys results to measure the administrative services provided	Yes		
Criterion 2 – Curriculum Design And Organization

	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	Yes		
	b. Definition of Credit Hour	Yes		
	c. Degree Plan: Attach a flow chart showing pre-requisites, core, and elective courses. **Please find example attached in Annexure IV (pg v-ix)**	Yes		

	d. Table 4.3 curriculum course requirement **Please find example attached in Annexure IV (pg v-ix)**	Yes		
	e. Describe how the program content (courses) meets the program Objectives.	Yes		
	f. Table 4.4 Courses versus Outcomes. List the courses and tick against relevant outcomes. **Please find example attached in Annexure IV(pg v-ix)**	Yes		
Standard 2-2	Theory, Problem Analysis/ Solution and Design in Program			
	a. Table 4.5 Standard 2-2 requirements	Yes		
Standard 2-3	Mathematics & Basic Sciences Requirements			
	a. Address standards 2-3, 2-4, and 2-5 using information required in Table 4.4	Yes		
Standard 2-4	Major Requirements as Specified by Accreditation Body	Yes		
Standard 2-5	Humanities. Social Sciences, Arts, Ethical. Professional & Other Requirements			
	a. List the courses required by the Accreditation Body.	No	Not available	
Standard 2-6	Information Technology Content Integration Throughout the Program			
	a. List the courses required by the Accreditation Body.	Yes		
	b. Describe how they are applied and	Yes		

	integrated throughout the program			
Standard 2-7	Communication Skills (Oral & Written)			
	a. List the courses required by the Accreditation Body.	Yes		
	b. Describe how they are applied in the program.	Yes		

Criterion 3 – Laboratories and Computing Facilities

Standard 3- 1	Lab Manuals / Documentation / Instructions			
	a. Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions	Yes		
	b. Are the resources available sufficient for the program?	Yes		
Standard 3- 2	Adequate Support Personnel for Labs			
	Indicate for each laboratory, support personnel, level of support, nature and extent of instructional support. **Please find example attached in Annexure V(pg x)**	Yes		
Standard 3- 3	Adequate Computing Infrastructure and Facilities			
	a. Describe how the computing facilities support the computing component of your program	Yes		
	b. Are there any shortcomings in the computing infrastructure and facilities?	Yes		

Criterion 4 – Student Support and Advising

Standard 4-1	Sufficient Frequency of Course Offering			
	a. Provide the department's strategy for course offerings	Yes		
	b. Explain how often core courses are offered.	Yes		
	c. Explain how often elective courses are offered.	Yes		
	d. Explain how required courses outside the department are managed to be offered in sufficient number and frequency	Yes		
Standard 4-2	Effective Faculty / Student Interaction			
	Describe how you achieve effective student/faculty interaction in courses taught by one or more than one person; such as two faculty members, a faculty member, and a teaching assistant or a lecturer	Yes		
Standard 4-3	Professional Advising and Counseling			
	a. Describe how students are informed about program requirements	Yes		
	b. Describe the advising system and indicate how its effectiveness is measured	Yes		
	c. Describe the student counseling system and how students get professional counseling when needed	Yes		
	d. Indicate if students have access to professional counseling; when necessary	Yes		
	e. Describe opportunities available for	Yes		

	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)**	Yes		
	c. Describe policy regarding program/credit transfer	Yes		
	d. Indicate how frequently the admission criteria are evaluated and if the evaluated results are used to improve the process	Yes		
Standard 5-2	Registration and Students			
	a. Describe how students are registered in the program	Yes		
	b. Describe how students' academic progress is monitored and how their program of study is verified to adhere to the degree requirements	Yes		
	c. Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process	Yes		
Standard 5-3	Faculty Recruitment and Retention Process			

	a. Describe the process used to ensure that highly qualified faculty is recruited to the program. b. Make a Flowchart **Please find example attached in Annexure VI (pg xi-xii)**	Yes		
	c. Indicate methods used to retain excellent faculty members	Yes		
	d. Indicate how evaluation and promotion processes are in line with institution mission statement	Yes		
	e. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process	Yes		
Standard 5-4	Effective Teaching and Learning Process			
	a. Describe the process and procedures used to ensure that teaching and delivery of course material is effective and focus on students learning	Yes		
	b. Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process	Yes		
Standard 5-5	Program Requirements Completion Process			
	a. Describe the procedure used to ensure that graduates meet the program requirements	Yes		
	b. Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process	Yes		

Criterion 6 – Faculty

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

	a. Describe programs and processes in place for faculty motivation	Yes		
	b. Indicate how effective these programs are	Yes		
	c. Obtain faculty input using faculty survey (Appendix C) on programs for faculty motivation and job satisfaction	Yes		
Criterion 7 – Institutional Facilities				
Standard 7-1	New Trends in Learning (e.g. E-Learning)			
	a. Describe infrastructure and facilities that support new trends in learning	Yes		
	b. Indicate how adequate the facilities are	Yes		
Standard 7-2	Library Collections & Staff			
	a. Describe the adequacy of library's technical collection	Yes		
	b. Describe the support rendered by the library	Yes		
Standard 7-3	Class-rooms & Offices Adequacy			
	a. Describe the adequacy of the classrooms	Yes		
	b. Describe the adequacy of faculty offices	Yes		
	Please find examples of Criterion 7 attached in Annexure VIII (pg xiv-xvi)			
Criterion 8 – Institutional Support				
Standard 8-1	Support and Financial Resources			

	a. Describe how your program meets this standard. If it does not explain the main causes and plans to rectify the situation	Yes		
	b. Describe the level of adequacy of secretarial support, technical staff and office equipment	Yes		
Standard 8-2	Number and Quality of GSs, RAs and Ph.D. Students			
	a. Provide the number of graduate students, research assistants and Ph.D. students for the last three years	Yes		
	b. Provide the faculty: graduate student ratio for the last three years	Yes		
Standard 8-3	Financial Support for Library and Computing Facilities			
	a. Describe the resources available for the library	Yes		
	b. Describe the resources available for laboratories	Yes		
	c. Describe the resources available for computing facilities	Yes		
	Please find examples of Criterion 8 attached in Annexure IX (pg xvii-xix)			

*Key

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

SELF-ASSESSMENT REPORT

MS Development Studies

Assessment Team Report

Assessment Team Report

The AT report is comprised of the following:

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

A. The Review Report

1. **Names of Assessment Team Members**

   i.   **Aliya Abdul Hayee**

   ii.   **Wajid Zulqarnain**

2. **Date of Nomination**

   24th June, 2016

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

   1st July, 2016

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

   MS Development Studies

5. **Shortcomings of the PT report**

Department mission, appendices for various surveys, conference publications per

faculty, per year, and the faculty awarded excellence, as well as faculty resumes

should be added to the report.

Changes are required as per MSDS program, as few criteria are mentioned in

context of undergraduate program

6. Comments on:

    i. Relevance and the comprehensiveness of the responses to criteria /

    standards given in the SA Manual

    Report is comprehensive and fulfills most of the criteria of the SA manual,

    with few changes required.

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

    Data provided in the report is authentic and as per HEC requirements.

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

    various feedbacks / surveys

    Report is adequate, verified from the respective departments.

    iv. Observations made during the assessment

    Criterion 1

Department mission is missing (can use social sciences department mission)

Table 4.2 outcome versus objectives is not according to the HEC manual.

Employer survey, Alumni survey, and Student survey questionnaires should be attached in appendices.

Teacher evaluation results for spring 2016 should be included in the table for percentage of student evaluation/assessment results for all the courses and faculty.

Source and detail of journal publications, funded projects are required including name of authors, name of journals etc as per HEC requirements.

Conference publications per faculty, per year, and the faculty awarded excellence in research are required.

Graph for students' satisfaction regarding the administrative services offered by the department is required (can use student survey).

Criterion 2

Proper flow chart showing pre-requisite, core, and elective courses should be formed.

Curriculum breakdown in terms of basic, major, and other requirements should be mentioned in format of table 4.3 of the sample assessment manual.

List of the courses required by the Accreditation Body are missing.

For each course in the program provide the 1-2 page detail specifying the course title, objectives and outcomes, catalog description, text book(s) and references, syllabus breakdown in lectures, as per HEC sample assessment manual.

Criterion 5

Name of final selected students also appear on SZABIST website, it should be mentioned in the flow chart of admission (figure 5.1)

Independent study should be replaced with independent research study (IRS).

In case committee is not satisfied with quality or pace of research, the student is forced to de-register the Independent Research Study. The word de-register should be replaced with withdraw.

Students are rigorously evaluated in the research conference at the end of each regular semester. Students are actually evaluated in the research seminar. The word conference should be replaced with seminar.

MS thesis are evaluated by external and internal evaluators, this information should be incorporated in the report.

Criterion 6

Table 4.6 showing program areas and number of faculty in each area, should be modified according to the format of SA manual. .

Faculty resumes are required according to the format given in SA manual.

Effectiveness of programs checked by different surveys: Survey appendix required.

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

   Strengths: Program has qualified and competitive faculty members

   MSDS is unique program as only offered by few private sector universities.

   Above average students were selected for this program that are trained

   under foreign qualified PhDs having thorough understanding of the current

   needs and demands of the country.

Weaknesses: Students should be encouraged to attend relevant national and

international conferences that will equip them with the rapid changing

demands of the global world. Moreover, future prospect of job market needs

to be highlighted for the MSDS students.

The evaluation and record of the adequate number of high quality graduate

students, teaching assistants and PhD students is not given or maintained.

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

14th 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 item is 5
   and the minimum is1. The visiting team is required to award the score by
   encircling one of the entries against each item. The total of the encircled values
   (TV) for each criterion will be determined and normalized in percentages. Each
   criterion has a weight allocated to it. Scores pertaining to a particular criterion will
   be the product of TV and its weightage. Following are the guidelines to be used to
   awarding score to each key area.

Self Assessment Report

Criterion 1 - Program Mission. Objectives and Outcomes Weight = 0.05

Factors	Score
1. Does the Program have documented measurable objectives that support faculty / college and institution mission statements?	4
2. Does the Program have documented outcomes for the graduating students?	4
3. Do these outcomes support the program objective?	5
4. Are the graduating students capable of performing these outcomes?	4
5. Does the department assess its overall performance periodically using quantifiable measures?	5
6. Is the result of the Program Assessment Documented?	4
Total Encircled Value (TV)	26
SCORE 1 (S1) = [TV / (No. of questions * 5)] * 100 * Weight	4.33

Criterion 2 - Curriculum Design and Organization = 0.20	Weight
Factors	**Score**
1. Is the curriculum consistent?	5
2. Does the department assess its overall performance periodically using quantifiable measures?	5
3. Are theoretical background, problem analysis and solution design stressed within the program's core material?	5
4. Does the curriculum satisfy the core requirements laid down by Accreditation Body?	1
5. Does the curriculum satisfy the major requirements laid down by HEC and Accreditation Body?	5
6. Does the curriculum satisfy the professional requirements as laid down by Accreditation Body?	1
7. Is the information technology component integrated throughout the program?	5
8. Are oral and written skills of the students developed and applied in the program?	5
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?	4
2. Are there adequate number of support personnel for instruction and maintaining the laboratories?	4
3. Are the university's infrastructure and facilities adequate to support the program's objectives?	4
Total Encircled Value (TV)	12
SCORE 3 (S3) = [TV / (No. of questions * 5)] * 100 * Weight	8

Criterion 4 – Students Support and Advising Weight = 0.10	
Factors	**Score**
1. Are the Courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	5
2. Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	5
3. Does the university provide academic advising on course decision and career choices to all students?	4
Total Encircled Value (TV)	14
SCORE 4 (S4) = [TV / (No. of questions * 5)] * 100 * Weight	9.333

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
2. Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5
3. Is the process to register students in the program and monitoring their progress documented?	5
4. Is the process above periodically evaluated to ensure that it is meeting its objectives?	5
5. Is the process to recruit and retain faculty in place and documented?	5
6. Are the processes for faculty evaluation and promotion consistent with the institution mission?	5
7. Are the processes in 5 and 6 mentioned above are periodically evaluated to ensure that they are meeting their objective?	4
8. Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5
9. Is the process in 8 mentioned above periodically evaluated to ensure that it is meeting its objectives?	5
10. Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	4
11. Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	4
Total Encircled Value (TV)	52

SCORE 5 (S5) = [TV / (No. of questions * 5)] * 100 * Weight	14.18

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
2. Are the qualification and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	5
3. Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	5
4. Do the majority of faculty members hold a PhD degree in their discipline?	5
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	3
6. Are the mechanisms in place for faculty development?	3
7. Are faculty member motivated and satisfied so as to excel in their profession?	3
Total Encircled Value (TV)	29
SCORE 6 (S6) = [TV / (No. of questions * 5)] * 100 * Weight	12.42

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

Criterion 8 – Instructional Support	Weight = 0.15
Factors	**Score**
1. Is there sufficient support and finances to attract and retain high quality faculty?	4
2. Are there an adequate number of high quality graduate students, teaching assistants and PhD students?	1
Total Encircled Value (TV)	5
SCORE 8 (S8) = [TV / (No. of questions * 5)] * 100 * Weight	7.5

Overall Assessment Score = S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 =79.62

C. Assessment Results Implementation Plan Summary-MS-DS

AT Findings	Corrective Action	Implementation Date	Responsible Body	Resources Needed
1. Research activities should be increased.	- Faculty and students should be encouraged to participate in research activities, and attend national and international conferences. - Faculty and students should be clearly informed about the incentives of research publications, conference participation.	The requisite facilities have been provided for increasing the research activities as 21 workshops, 28 seminars and interactive sessions have been held. Similarly organizing such research conferences on regular bases are being planned keeping in view the existing resources.	Research Committee	Budgetary provision already exist
2.The evaluation and record of the adequate number of high quality graduate students, teaching assistants and PhD students is not given or maintained	Record should be given or maintained	The record of graduate student, PhD students as well as teaching assistants has been maintained. However efforts are being made to conduct the evaluation.	EDC	-

3. Number of graduate students has decreased from 9 to 1 in last 3 years.	Admission department should take steps to increase the enrollment.	Due to the lack of publicity and competition with other universities at Islamabad, the enrollment has subjected to the declining trend. However steps have been taken by the admission department by adverting prospectus of this campus in the important news paper and with the support of marketing department banners, hoardings and brochures were developed. Hopefully the declining trend will be reversed.	Admissions	Budgetary provision already exists

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 recommendations given by the Assessment Team. 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 (Acting) HoD's Comments :

Efforts have been made to increase the research activities as 21 workshops, 28 seminars and interactive sessions have been organized during this year i.e. 2016. The records of the Alumni are now being maintained. Similarly necessary steps have been taken to increase the admissions number by the concern department.

Name and Signature:

Mr. Iqbal Ahmad

QEC Comments :

The self assessment process of the MS-DS program resulted in the highlighting areas that require further strengthening. 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.

**Name and Signature:**

Ms. Faryal Shahabuddin

Ms. Faria Tausif

SZABIST

SELF-ASSESSMENT REPORT

## MS- Development Studies

Program Team Registration Forms

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Islamabad Campus

Registration Form

Program Team

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

Team Leader: __Syed M Usman__

Name: __Huma Maqsood__   Position: __Lecturer__

Institution: __SZABIST (ISB)__   Contact No: (Office) __EXT. 439__

Mobile No: __0333-5998842__   Email Address: __huma.maqsood@szabist-isb.edu.pk__

Role in Program Team:

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

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

Declaration of the Program Team Member:

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

_____   __24.03.2016__

(Signature of PT Member)   Date

IQBAL AHMAD
Senior Manager
Admin and Finance
SZABIST Islamabad

Approved By: _____

(Head of the Department)

Note: Completed form should be sent to the QEC

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Islamabad Campus

Registration Form

Program Team

Program Team of (Name of Department / Faculty): Social Sciences (MS-DS)

Team Leader: Usman Mushtaq

Name: Usman Mushtaq

Position: Lecturer

Institution: ISB

Contact No: (Office) EXT. 434

Mobile No:

Email Address: SYED·USMAN @SZABIST-ISB.
EDU·PK

Role in Program Team:

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

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

Declaration of the Program Team Member:

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

(Signature of PT Member)

24-03-2016

Date

Approved By: _IQBAL AHMAD_
Senior Manager
Admin and Finance
SZABIST Islamabad

(Head of the Department)

Note: Completed form should be sent to the QEC

SZABIST

SELF-ASSESSMENT REPORT

MS Development Studies

Assessment Team Registration Forms

SHAHEED ZULFIKAR ALI BHUTTO
INSTITUTE OF SCIENCE AND TECHNOLOGY
Islamabad Campus

Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): ___MSDS___

Team Leader: ALIYA ABDUL HAYEE

Name: __WAJID ZULQURNAIN__   Position: __Asst. PROFESOR & PM (BMS)__

Institution: __SZABIST__   Contact No: (Office) _____

Mobile No: _____   Email Address: __wajid@szabist-isb.edu.pk__

Role in Assessment Team:

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

Declaration of the Assessment Team Member:

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

_____   24-06-2016

(Signature of AT Member)   Date

Approved By: _____

(Head of the QEC)

Islamabad Campus

Registration Form

Assessment Team

Assessment Team of (Name of Department / Faculty): __MS(DS).__

Team Leader: __Wajid Zulqurnain.__

Name: __Aliya Abdul Hayee__   Position: __Lecturer.__

Institution: __SZABIST- Islamabad__.   Contact No: (Office) __436.__

Mobile No: __0300-5255982__.   Email Address: __aliya.abdulhayee@szabist-i.edu.p__

Role in Assessment Team:

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

Declaration of the Assessment Team Member:

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

(signature)   __27 06, 2016 .__

(Signature of AT Member)   Date

Approved By: _____

         (Head of the QEC)