



Shah Abdul Latif University,
Khairpur



Self-Assessment Report (SAR)

18 March 2022

Department of *Economics*

Degree Program:

BS 4 Year

Re-Submitted to:

Quality Enhancement Cell (QEC) Shah Abdul Latif University Khairpur

By

Program Team (PT) Members:

- 1) Mr. Ashique Ali Lashari
- 2) Mr. Sarmad Rahat

2022

TABLE OF CONTENTS

S. No.	Description	Page#
1.	Introduction	1
2.	Criterion 1: Program Mission, Objective and Outcomes.	1-3
3.	Survey of Graduating Students	4
4.	Alumni Survey	5
5.	Assessment of Employer survey	6-7
6.	Major Future Improvement Plans	8
7.	Student Course Evaluation Survey	9
8.	Criterion 2:	10
9.	Program Objectives	10
10.	Criterion 3: laboratories and computing facilities	12
11.	Laboratory Facilities/Provision	12
12.	Criterion 4: Student Support & Advising	13-15
13.	Criterion 5: Admission criteria & policy, registration, recruiting and retaining highly qualified faculty, faculty evaluation & promotion	16-17
14.	Assessment of Teacher Evaluation .Survey	18
15.	Criterion: 6. Faculty	19
16.	Faculty Resume	19
17.	Faculty Survey	20-21
18.	Criterion: 7. Institutional Facilities	22
19.	Criterion: 8. Institutional Support	23

Introduction:

The Department of Economics was established in the year 1978 at Shah Abdul Latif University, Khairpur. The Department provides unique opportunity to the students, who want to acquire deep understanding in the field, by effective configuration of resources with qualified faculty and modern teaching methodologies. We develop strength in faculty by academic collaboration with universities and institutes, take care of supporting staff, create and promote research environment. We focus on producing quality product / graduates contributing towards economic, industrial and social development.

The curriculum of this department is continuously reviewed to ensure that it includes the latest discoveries and developments in the field. This highly regarded department offers stimulating learning environment. In this fast moving world of rapid technological changes an organization can only thrive if its managers possess the right balance of skills in management and business. If you aim to excel and want to lead the business in future then ample scope in this department is for you.

The Department of Economics brings opportunities for the students of BS and MA Economics in furnishing them with a solid core of understanding and comprehension of the current economic and business scenario. The extra-curricular activities and the academic activities together provide chance to the students to learn professional, personal and interpersonal skills to enable effective communication at all levels.

The degrees offered provide many employment and higher study options after graduation.

Criterion 1: Program Mission, Objective and Outcomes.

Standards 1.1: The program must have documented measurable objectives that support Faculty / Institution Mission Statements.

Mission Statement of the University:

- ✓ To Achieve and attain quality standards and become a model by providing an outstanding education environment.
- ✓ Taking measures for capacity building of faculty and supporting staff.
- ✓ Establishing a system to enhance research objectively developed, avoid those policies which encourage malicious activities.

Mission Statement of the Department:

“Providing solid platform to learn and practice economic theories and policies at national and global level with special focus on understanding the fluctuating global economy.”

Program Objectives:

1. Providing quality education to the students of economics through formal and informal teaching methods.
2. Making enrolled students aware and ready to be part of the economic and business needs of the country for their professional and vertical growth.
3. Training and grooming of students through continuous interaction between students and teachers.

Table 1. Shows how Objectives are measured and Improvements have been identified

Program Objectives Assessment			
Objectives	How Measured	When Measured	Improvement Identified
Providing quality education through formal and informal teaching methods	After completion of the degree	At the end of each semester	1) Equipped class rooms 2) Multi-media & computer facility 3) Air conditioners in the class rooms during summer
Helping students benefit from the ongoing business and employment opportunities through informal career counseling activities.	Lecturing and Mentoring	In group discussions with different political & social organizations at the end of the academic year	Number of books in the seminar library.
Training and grooming of students through continuous student-teacher relationship.	Arranging video conference lectures and presentations by students and symposiums	During the semester and the midterm tests	Separate seminar/conference room.

☞ **Note: Improvement Made:** This will be informed after AT visits.

Standard 1-2: The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.

Table: 2. The following table shows how program outcomes support the program objectives:

Program Objectives	Program Outcomes		
	1.	2.	3.
Providing quality education through formal and informal teaching methods	Knowledge about economics in local and global perspectives	Employment in educational, banking or any other business organization	Analytical skill related to the field
Helping students benefit from the ongoing business and employment opportunities through informal career counseling activities.	Working knowledge about the job sector	Positive approach towards economic and social opportunities and challenges	Motivation to contributing for betterment of the society
Training and grooming of students through continuous student-teacher relationship.	Commitment to impart knowledge and skill to other students when joining faculty in colleges, universities and other research as well educational institutes.	Self confidence based on the knowledge about effective communication and inter personal skills	The graduates are employed in public and private-sector commercial & business organizations in Regional, Divisional, and Provincial & Federal organizations.

Survey of Graduating Students:

A: Very satisfied B: Satisfied C: Uncertain D: Dissatisfied E: Very dissatisfied

<u>S. No.</u>	<u>Question</u>	<u>Percentage/Status</u>				
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
1.	The work in the program is too heavy and induces a lot of pressure.	10%	20%	10%	20%	40%
2.	The program is effective in enhancing team-working abilities.	50%	40%	10%	0%	0%
3.	The program is effective in developing analytical and problem solving skills.	60%	20%	20%	0%	0%
4.	The program is effective in developing written communication skills.	50%	30%	0%	20%	0%
5.	The program is effective in developing planning abilities.	60%	40%	0%	0%	0%
6.	The objectives of the program have been fully achieved	40%	40%	10%	10%	0%
7.	Faculty was able to meet the program objectives	40%	40%	20%	0%	0%
8.	Environment was conducive for learning	40%	60%	0%	0%	0%
9.	Whether the Infrastructure of the department was good.	40%	40%	10%	10%	0%
10.	Whether the program was comprised of Co-curricular and extra-curricular activities	60%	30%	10%	0%	0%
11.	Whether scholarships/ grants were available to students in case of hardship	60%	20%	10%	10%	0%

Strengths

- On average, the graduate program is very satisfactory.
- Development of interpersonal and communication skills is average.
- The objectives in general are almost achieved.

Weaknesses

- Infrastructure such as the class room equipment at the department needs improvement.

Alumni Survey:

The information by the few graduated students has been collected who are working at various public and private institutes/departments regarding the quality of education they received and experience in the university. The next phase of the same survey will be conducted after 2 years.

General Assessment Alumni Survey:

- Response from alumni suggests weakness in IT skills which further indicates the need of more focus on computer oriented skills.

General Comments:

Most of the alumni have showed their concern regarding use of computer and improvement in the teaching methodology and lecture approach.

Employer survey:

The employer survey has been conducted. The same will be conducted after two years. The opinion of the employers on the performance of the SALU graduates working at their departments/institutes is given as under:

A: Excellent B: Very good C: Good D: Fair E: Poor

Knowledge	A	B	C	D	E
1. Math, Science, Humanities and professional discipline, (if applicable).	0%	40%	40%	20%	0%
2. Problem formulation and solving skills.	0%	20%	60%	20%	0%
3. Collecting and analyzing appropriate data.	20%	0%	40%	0%	40%
4. Ability to link theory to Practice.	0%	20%	20%	20%	40%
5. Ability to design a system component or process.	0%	20%	20%	60%	0%
6. Computer knowledge	20%	0%	20%	40%	20%
Communication Skills					
1. Oral communication.	20%	0%	40%	40%	0%
2. Report writing.	20%	0%	0%	60%	20%
3. Presentation skills.	20%	0%	0%	40%	40%
Interpersonal Skills					
1. Ability to work in teams.	20%	0%	20%	60%	0%
2. Leadership.	20%	0%	0%	20%	60%
3. Independent thinking.	0%	20%	0%	60%	20%
4. Motivation.	0%	20%	0%	20%	60%
5. Reliability.	0%	20%	60%	0%	20%
6. Appreciation of ethical values.	0%	40%	40%	0%	20%
Work Skills					
1. Time management skills.	20%	20%	20%	20%	20%
2. Judgment.	0%	20%	20%	40%	20%
3. Discipline	0%	60%	20%	20%	0%

Table: 6. Weaknesses & Strengths of the program.

The overall performance of the program may be leveled as satisfactory.

Weaknesses	Strengths	General Comments
Interpersonal skills and effective communication of alumni is weak (C)	Academic and theoretical skills in respective fields are satisfactory (B).	The strong concern showed for enhancement in the computer oriented training and skills (A)

A: Excellent B: Very good C: Good D: Fair E: Poor

☞ 39% (A), 52% (B), and 09% (C) Percentage of the employers that is strongly satisfied with performance of the departments' graduates.

Program Objectives	Program Outcomes		
	1	2	3
Providing quality education through formal and informal teaching methods	XXXX	XXX	XXX
Helping students benefit from the ongoing business and employment opportunities through informal career counseling activities.	XXXX	XXX	XXX
Training and grooming of students through continuous student-teacher relationship.	XXXX	XXX	XXX
X	Relevant & satisfactory to some extent		
XX	Relevant & satisfactory		
XXX	Very relevant & satisfactory		
XXXX	Highly relevant & highly satisfactory		

Standard 1-3. The result of program's assessment and the extent to which they are used to improve the program must be documented.

Major Future Improvement Plans include:

- ➔ Development of specialized centre for research, applied knowledge and interpersonal skills to the students.
- ➔ Enhancement in the enrollment, quality and diversity of graduate and post graduate students
- ➔ Launch of career counselling corner for students of final year for professional CV writing and skills for interviews.

Table: 4. Shows Program Strengths & Weakness.

Program Strengths and weaknesses.				
Program	Strengths	Weaknesses	Things to be developed	Activities taken for improvements
BSI-BS.IV /MA (Pre)	Commitment towards regular lecturing	Lack of desktop computers and separate offices for professors	1. Books for seminar libraries 2. Multimedia facility 3. IT training/facilities for students	

Standard 1.4: The department must assess its overall performance periodically using quantifiable measures.

Table: 5. Number of student enrolment during last three years and student faculty ratio:

Program	Year 2010/11	Students/ Faculty Ratio	Year 2011/12	Students/ Faculty Ratio	Year 2012/13	Students/ Faculty Ratio
BS 4-Yr	194	14.923	197	15.153	225	17.307

Student Course Evaluation:

Program Assessment Analysis: The Student Course Evaluation Questionnaire is filled by the students at the time of the course completion. The following are overall views of the students. The data for the performance has been collected from more than 10 students selected randomly.

Student Course Evaluation Assessment:

(A: Strongly Agree, B: Agree, C: Uncertain, D: Disagree, E: Strongly Disagree)

CORE QUESTIONS

Course Content and Organization						
No	Question	A	B	C	D	E
1.	The course objectives were clear	40%	60%	0%	0%	0%
2.	The course workload was manageable	20%	70%	0%	10%	0%
3.	The course was well organized (e.g. timely access to materials notification of changes, etc.)	30%	40%	20%	10%	0%

Student Contribution						
No	Questions	<20%	40%	60%	80%	>81%
1.	Approximate level of your own attendance during the whole course	0%	0%	0%	40%	60%
2.	I participated actively in the course	0%	0%	10%	40%	50%
3.	I think I have made progress in this course	0%	0%	40%	40%	20%

Learning Environment and Teaching Methods						
No	Questions	A	B	C	D	E
1.	I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical etc.)	0%	100%	0%	0%	0%
2.	The learning and teaching methods encouraged participation.	20%	60%	0%	20%	0%
3.	The overall environment in the class was conducive to learning	40%	50%	0%	10%	0%
4.	Classrooms were satisfactory	20%	40%	10%	10%	20%

Learning Resources						
No	Questions	A	B	C	D	E
1.	Learning materials (Lesson Plans, Course Notes etc.) were relevant and useful	40%	40%	0%	20%	0%
2.	Recommended reading books etc. were relevant and appropriate	10%	70%	10%	10%	0%
3.	The provision of learning resources in the library was adequate and appropriate	30%	50%	0%	10%	10%
4.	The provision of learning resources on the Web was adequate and appropriate (if relevant)	20%	0%	60%	20%	0%

Quality of Delivery						
No	Questions	A	B	C	D	E
1.	The course stimulated my interest and thought on the subject area	30%	50%	10%	10%	0%
2.	The pace of the course was appropriate	10%	70%	10%	10%	0%
3.	Ideas and concepts were presented clearly	50%	30%	0%	10%	10%

Assessment						
No	Questions	A	B	C	D	E
1.	The method of assessment was reasonable	20%	70%	0%	10%	0%
2.	Feedback on assessment was timely	10%	30%	40%	20%	0%
3.	Feedback on assessment was helpful	10%	60%	30%	0%	0%

Instructor / Teaching Assistant Evaluation						
No	Questions	A	B	C	D	E
1.	I understood the lectures	70%	20%	0%	10%	0%
2.	The material was well organized and presented	20%	50%	20%	10%	0%
3.	The instructor was responsive to student needs and problems	20%	60%	0%	10%	10%
4.	Had the instructor been regular throughout the course?	30%	30%	10%	20%	10%

General comments by the students:

The use of audio/visual demonstrations and multimedia projector may make the lecturing more interesting and effective.

Table: 7. Number of publications, awards, workshops & seminars organized by the faculty:

Publications (HEC recognized only)		Research Projects		Monograph	Awards	Scholars produced		Organized National & International Conferences
National	International	Completed	Ongoing			M. Phil	Ph.D.	
130	25	-	-	-	-	-	-	-

Criterion 2: The curriculum must be designed and organized to achieve the program's objectives and outcomes. Also course objectives must be in line with the program outcomes.

Program:

BS Degree: (4 Years; 08 Semesters).

Semester	Course Number	Category (Credit Hours)				
		Math & Basic Science		Core Course	Humanities and Social Sciences	Technical
		STAT	Basic Science.			
1 st				Business Management		
				Mathematics-1		
	ECO-310			Introduction to Microeconomics		
						Computer Application
					English-I	
					Islamic Studies/Ethics	
2 nd				Business Finance		
				Mathematics-11		
	ECO-320			Introduction to Macroeconomics		
						Computer Applications Packages
					English-I1	
					Pak Studies	
3 rd					Sociology	
				Economic Planning		
				Economics		
	ECO-410			Basic Mathematics & Statistics		
				Intermediate Microeconomics		
					English	
					Sindhi/Urdu	
4 th					Sociology	
				International Macroeconomics		
	ECO-410			Economic Development of Pakistan		
				Statistics-II/General Mathematics-II		
					English	

					Sindhi/Urdu	
5th	ECO-650			Microeconomics-I		
				Macroeconomics-I		
				International Economics-I		
				Economics Statistics-I		
				Monetary Economics-I		
6th				Microeconomics-II		
				Macroeconomics-II		
				International Economics-II		
				Economics Statistics-II		
				Public Finance		
7th				Mathematical Economics		
				Economic Development		
				Econometrics		
				History of Economic Thought		
				Managerial Economics		
8th				Mathematical Economics		
				Agricultural Economics		
				Industrial Eco		
				Econometrics		
				Project Evaluation		
				Managerial Economics		
				Comprehensive Viva Voce		
Total:	144					
Minimum Requirement	144					

Criterion 3: LABORATORIES AND COMPUTING FACILITIES

Standards: 3-1. There is no computer laboratory in the department which may be provided as in this modern world of higher education computer labs play a vital role in enhancement of student learning skills.

Sufficient collection of books in the seminar library also helps develop reading habits in the students.

Seminar Library Facilities/Provision:

Fully equipped with cabinets/bookshelves and separate seminar library and reading hall is needed.

Criterion 4: STUDENT SUPPORT AND ADVISING:

Standard: 4:1. Courses must be offered with sufficient frequency and number for students to complete the program in timely manner.

Table: 9. Shows classes/week of Major Courses offered in 4 –Year program.

Major Courses offered: BS. 4 Year Program,		
Course offered/Year	Classes/week /CrHs	Practical/week/CrHs
BS.I. 1 st Semester	17	-
BS.I. 2 nd Semester	17	-
BS. II. 1 st Semester	17	-
BS. II. 2 nd Semester	17	-
BS. III. 1 st Semester	18	-
BS. III. 2 nd Semester	18	-
BS. IV. 1 st Semester	19	-
BS. IV. 2 nd Semester	21	-

☞ The above mentioned class schedule is strictly followed throughout the academic year. The core courses as well as the required optional courses can be easily completed under the favorable environment.

The compulsory courses are managed at the economics department; however some compulsory and optional courses are managed by the related departments. The details of the compulsory subjects other than those offered by the Economics department are following.

4-Year BS: Program					
Subject:	Managed by:	Theory: CrHs/ Class.		Practical: CrHs/ Class.	
English	Dept. Of English	BS.I	1 st Semester	BS.I	1 st Semester
			--		2 nd Semester
			2 nd Semester		--
		BS.II	1 st Semester	BS.II	1 st Semester
			3		--
			2 nd Semester		2 nd Semester
Islamic Studies	Dept. Of Compulsory Minor	BS.I	1 st Semester	BS.I	1 st Semester
			--		2 nd Semester
			2 nd Semester		--
		BS.II	1 st Semester	BS.II	1 st Semester
			--		--
			2 nd Semester		2 nd Semester
Pak-Study	Dept. Of Pakistan Studies	BS.I	1 st Semester	BS.I	1 st Semester
			--		2 nd Semester
			2 nd Semester		--
		BS.II	1 st Semester	BS.II	1 st Semester
			3		--
			2 nd Semester		2 nd Semester

			2 nd Semester		2 nd Semester
			3		--
Sociology	Dept. Of Sociology	BS.I	1 st Semester	BS.I	1 st Semester
			--		--
			2 nd Semester		2 nd Semester
			--		--
		BS.II	1 st Semester	BS.II	1 st Semester
			--		--
			2 nd Semester		2 nd Semester
			3		--
Computer Application	Dept. Of Computer Science	BS.I	1 st Semester	BS.I	1 st Semester
			--		--
			2 nd Semester		2 nd Semester
			--		--
		BS.II	1 st Semester	BS.II	1 st Semester
			3		--
			2 nd Semester		2 nd Semester
			3		--
Sindhi/Urdu	Dept. Of Sindhi/Urdu	BS.I	1 st Semester	BS.I	1 st Semester
			--		--
			2 nd Semester		2 nd Semester
			--		--
		BS.II	1 st Semester	BS.II	1 st Semester
			3		--
			2 nd Semester		2 nd Semester
			3		--

Standard: 4:2. Courses in the major are structured to ensure effective interaction between students and the teaching faculty

Standard: 4:3. Guidance on how to complete the program must be available to all students and access to academic advising system must be available to make course decisions and career choices.

Are students informed about program requirements?

(1) No (2) To some extent (3) Fully ✓

Does there student advising system exist and how effective it is?

(1) No (2) To some extent ✓ (3) completely

Have students access to professional counseling?

(1) No (2) To some extent ✓ (3) Full

Do the students have interaction with practitioners and do they have membership in technical & professional societies?

(1) No ✓ (2) To some extent (3) Full

Criterion 5: The processes by which major functions are delivered must be in place, controlled, periodically reviewed, evaluated and continuously improved. To meet this criterion a set of standards must be satisfied.

Standard 5:1. The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented.

Program/credit transfer: N/A

Transfer of a student from outside the university: N/A

Admission Criteria: The admission policy is constituted by the “Admission Committee” that consists of all Deans and the senior faculty members of the university. The departments follow policy made by them which is also mentioned in “**Prospectus of the university**”. However, the admission criteria are evaluated but not regularly.

Standard 5:2. The process by which students are registered in the program and monitoring of students progress to ensure timely completion of the program must be documented this process must be periodically evaluated to ensure that it is meeting its objectives:

How frequently admission criteria are evaluated?

(1) None (2) Not regularly (3) Every Year ✓

Are the evaluated results used to improve the results?

(1) No 2) To some extent (3) Yes ✓

Is there any policy regarding program /credit transfer?

(1) No ✓ (2) To some extent (3) Well defined

Is there any mechanism of student’s registration in the program?

(1) No (2) To some extent (3) Well defined ✓

How frequently the process of registration is monitored?

(1) None 2) within 1 year (3) After 1 year (4) When needed ✓

Are the evaluation results used to improve the results?

(1) No 2) To some extent (3) Yes ✓

Standard 5:3. The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

☞ Shah Abdul Latif University strictly follows the policy of “Equal Opportunity” regardless of religion, race, faith, caste & creed or gender regarding recruitment policy for faculty and admissions in educational programs.

☞ The university applies standard operating methodology for evaluation, such as Annual Confidential Report (ACR), required number of research papers, teaching experience in years and all other conditions as directed by the HEC.

☞ This process ensures the objectives of the program mission.

Standard 5:4: The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.

Standard 5:5: The process that ensures that graduates have completed all the requirements of the program must be based on standards and effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

Degree	GPA/Class/GRE	Interview	
BS 4-Year Program	Pre-Admission Test (NTS) type	X	

Teacher Evaluation (Filled by the student)

(A: Strongly Agree, B: Agree, C: Uncertain, D: Disagree, E: Strongly Disagree :)

INSTRUCTOR						
1	The Instructor is prepared for each class.	A	B	C	D	E
		20%	80%	0%	0%	0%
2	The Instructor demonstrates knowledge of the subject.	A	B	C	D	E
		40%	60%	0%	0%	0%
3	The Instructor has completed the whole course.	A	B	C	D	E
		50%	30%	10%	0%	10%
4	The Instructor provides additional material apart from the textbook.	A	B	C	D	E
		50%	10%	10%	10%	20%
5	The Instructor gives citations regarding current situations with reference to Pakistani context.	A	B	C	D	E
		20%	50%	20%	10%	0%
6	The Instructor communicates the subject matter effectively.	A	B	C	D	E
		30%	60%	0%	10%	0%

7	The Instructor shows respect towards students and encourages class participation.	A	B	C	D	E
		40%	40%	0%	10%	10%
8	The Instructor maintains an environment that is conducive to learning.	A	B	C	D	E
		0%	80%	0%	20%	0%
9	The Instructor arrives on time.	A	B	C	D	E
		30%	30%	20%	10%	10%
10	The Instructor leaves on time.	A	B	C	D	E
		30%	40%	0%	10%	20%
11	The Instructor is fair in examination.	A	B	C	D	E
		20%	20%	20%	10%	30%
12	The Instructor returns the graded scripts etc. in a reasonable amount of time.	A	B	C	D	E
		0%	30%	50%	20%	0%
13	The Instructor was available during the specified office hours and for after class consultations.	A	B	C	D	E
		20%	60%	0%	10%	10%
COURSE						
1	The Subject matter presented in the course has increased your knowledge of the subject.	A	B	C	D	E
		60%	40%	0%	0%	0%
2	The syllabus clearly states course objectives requirements, procedures and grading criteria.	A	B	C	D	E
		20%	50%	10%	20%	0%
3	The course integrates theoretical course concepts with real world applications.	A	B	C	D	E
		50%	30%	0%	10%	10%
4	The assignments and exams covered the materials presented in the course.	A	B	C	D	E
		30%	70%	0%	0%	0%

Criterion: 6. Faculty. Faculty members must be update and active in their discipline and have the necessary technical depth and breadth to support the program. There must be enough faculty members to provide continuity and stability, to cover the curriculum adequately and effectively. To meet this criterion the following standards must be satisfied.

Standard: 6: 1. There must be enough full time faculty members who are committed to the program to provide adequate coverage of the program areas / courses with continuity and stability. The interest of all faculty members must be sufficient to teach all courses, plan, modify and update the courses. The majority must hold a Ph.D. degree in the respective discipline.

Table: 10. Program areas and number of faculty in each area.			
Program Areas of specialization	Courses in the area	Number of faculty members in each area	Number of faculty with Ph.D. degree
International Economics		-	1
Agriculture Economics		-	-
Development Economics		2	2
Total		2	3

Faculty Resume:

☞ **Note:** Faculty resumes are well documented as per policy/criteria of HEC. Names of the faculty members and fields of specialization are as under.

Name:	Position	Qualification	Field of specialization
Prof. Dr. Subhan Gaad	Professor/Chairman	PhD	Foreign Direct Investment (FDI)
Prof. M. Saleem Rahpoto	Professor	PhD	Trade, Growth & Development Economics
Dr. Naveed Ahmed Shaikh	Associate Professor	PhD	International Development Studies
Dr. Fayaz Raza Chandio	Assistant Professor	MA Economic	Economics
Mr. Aashiq Hussain Lashari	Lecturer	MA Economic	Economics
Mr. Sarmad Rahat	Lecturer	MA Economic	Economics

Standard 6:2. All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place.

☞ **Faculty Survey:**

Are all faculty members current in their disciplines?

(a) Up to % (b) Up to % (c) Up to % (d) Over 75%

Is there sufficient time for faculty members for scholarly activities and professional development?

(a) No (b) To some extent (c) Full

- I. Participation in seminars, conferences at National/International levels.
- II. Research proposals for funding and linkage with other Institutions.
- III. Taking classes, involved in research and reading new books in the relevant field.
- IV. Publications in HEC recognized journals or journals having impact factors.
- V. Organize workshops, seminars and conferences.
- VI. The department arranges lectures from eminent scholars on various topics of the subject for its students and faculty at National level.
- VII. Prepare their resume in line with HEC guidelines.

Faculty Development Program: Yes.

Standard 6:3. All faculty members should be motivated and have job satisfaction to excel in their profession.

The following criteria are under practice in order to satisfy the faculty members in their profession.

I. Fair, timely selection, appointment / promotion as per HEC policy.

II. Providing Tenure Track salary package

III. Excellent working environment.

Faculty Survey:

The following information has been collected through the Proforma from the faculty members: The data is shown as percentage:

A: Very satisfied **B:** Satisfied **C:** Uncertain **D:** Dissatisfied **E:** Very dissatisfied.

1. Type of teaching / research you currently do. 50%(A) 50%(B) 0%(C) 0%(D) 0%(E)
2. Your interaction with students. 50%(A) 50%(B) 0%(C) 0%(D) 0%(E)
3. Cooperation you receive from colleagues. 100%(A) 0%(B) 0%(C) 0%(D) 0%(E)
4. The mentoring available to you. 100%(A) 0%(B) 0%(C) 0%(D) 0%(E)
5. Administrative support from the department. 100%(A) 0%(B) 0%(C) 0%(D) 0%(E)
6. Your prospects for advancement and progress through ranks. 50%(A) 50%(B) 0%(C) 0%(D) 0%(E)
7. Salary and compensation package. 0%(A) 100%(B) 0%(C) 0%(D) 0%(E)
8. Job security and stability at the department. 50%(A) 50%(B) 0%(C) 0%(D) 0%(E)
9. The overall climate at the department. 0%(A) 100%(B) 0%(C) 0%(D) 0%(E)
10. Whether the department is utilizing your experience and knowledge. 50%(A) 50%(B) 0%(C) 0%(D) 0%(E)

Criterion: 7. Institutional Facilities. Institutional facilities, including library, class rooms and offices must be adequate to support the objectives of the program. To satisfy this criterion, the following standards must be met.

Standard 7:1. The Institution must have the infrastructure to support new trends in learning such as E-learning.

Standard 7:2. The library must possess an up-to-date (books and relevant material) technical collection relevant to the program and must be adequately staffed with professional personnel.

Standard 7:3. Class rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.

Details of facilities available in the department:

Item	Position	Remarks
Seminar Library & Books/Journals	Yes	Shortage of books and need of separate room.
Computing Laboratory	X	At least 1 Computing lab is needed for teachers and research scholars.
Laboratory	N/A	N/A
Class Rooms	5	Need more class rooms & to be equipped with Multimedia facility.
Girls Common Room	X	Spacious, needed one big with complete facility of washroom/dressing room.
Boys Common Room	X	Needed
Faculty offices	X	Needed
Internet & Digital Library Facility	X	1 room needed with complete facility of internet.
Computers	Only 1 available for office work	The same facility is needed for the research scholars & postgraduate students.

Criterion: 8. Institutional Support. The institution's support and the financial resources for the program must be sufficient to provide an environment in which the program can achieve its objectives and retain its strength.

Standard 8:1. There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teacher and scholars.

Standard 8:2. There must be an adequate number of high quality graduate students, research assistants.

Table: 11. The number of students in each program:

Standard 8-3: Financial resources must be provided to acquire and maintain library holding, laboratories and computing facilities.

☞ The University provides resources to maintain library & laboratories.

Does the department provide opportunities to the faculty members to attend international / national conferences?

(1) No (2) To some extent (3) Full ✓

PT Members

(1) Mr. Ashique Ali Lashari

Signature

(2) Mr. Sarmad Rahat

Signature

Chairman's Comments

Name and Signature