



# SHAH ABDUL LATIF UNIVERSITY KHAIRPUR



## **SELF-ASSESSMENT REPORT (SAR)**

### INSTITUTE OF INTERNATIONAL RELATIONS

#### **Degree Programs:**

Ph.D

MS/M.Phil

BS 4-Years

Re-Submitted to:

Quality Enhancement Cell (QEC) Shah Abdul Latif University, Khairpur

By

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2022

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## **Introduction:**

The history of the Department of International Relations is as old as University itself. Since its establishment in 1977 this Department has been imparting quality education to the youth of upper Sindh. Because of the valuable contribution of the Faculty, Students & Research Scholar of this field, the department was upgraded into Institute of International Relations in June 2015. As a field of study, International Relations is an interdisciplinary subject, having relations with Economics, Sociology, History, Political Science and other disciplines of social Science. However, generally the study of this discipline is focused on the questions of war & revolutionary world.

The Institute of International Relations offers BS & M.A in International Relations and two years master in Peace & conflict Studies. As a discipline of Social Sciences, the Peace & Conflict Studies Program emerged in 1980's and on ward. This study revealed that the peace students need to understand peace as a function of absence of war and crisis. Conflict students need to understand the word transformation comprehensively, both in positive and negative sense.

## **Vision**

To become one of the leading centers of excellence in providing quality International Relations scholars and practitioners to the nation.

## **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 provide affordable and accessible quality Under-Graduate, Graduate and Post-Graduate Degree Programs, national and international in scope.
- ✓ To care and promote quality research environment provide consulting faculties to industrial/Business and services sector with a realization of needs of community and national responsibility towards economic growth and welfare.
- ✓ To build national character and put focus on production of quality graduates to contribute in the economic, industrial and social development of the country.
- ✓ To promote a campus environment that welcomes and honor women and men and an atmosphere that values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity.

### **Mission Statement of the Department:**

To maintain a leadership role in the pursuit of knowledge through teaching, research and consultancy in International Relations.

**Program Objectives:**

<b>Table1.</b> Shows how Objectives are measured and Improvements have been identified			
<b>Program Objectives Assessment</b>			
<b>Objectives</b>	<b>How Measured</b>	<b>When Measured</b>	<b>Improvement Identified</b>
<b>To train Students in the field of international Politics</b>	Transfer knowledge, skills and motivational factors through curriculum and practical exercises	Normally end of the program	Organize workshop and conferences to check the ability
<b>Develop the discipline in the society</b>	Conduced extra sessions and social activities by faculty members & students	End of the program/throughout the course	Performance is observed by assigning and involving them in social activities
<b>Carry out research based activities to analyze Int: Politics related problems</b>	Field visits are organized and final year students are given assignments or research projects to complete	Each semester	Final year students

**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 Outcomes.

<b>Program Objectives</b>	<b>Program Outcomes</b>		
	<b>1.</b>	<b>2.</b>	<b>3.</b>
<b>To train students in the field of International Relations</b>	Students able to win internship, jobs and qualify GRE and other exams	Working in research and academic institutions	Jobs in various organizations specifically Think Tanks, Media & NGOs
<b>Develop the discipline in the society</b>	Progress report from the faculty members is satisfactory		

<b>Carry out research based activities to analyze I.R related problems</b>	Graduates are using social research tools, analysis barriers and academic institutions with full confidence and success			
<b>Program Objectives</b>		<b>Program Outcomes</b>		
		<b>1</b>	<b>2</b>	<b>3</b>
<b>Be ready for International Relations related fields and careers</b>		XX	XX	XX
<b>Develop the discipline in the society</b>		XX	XX	XX
<b>Carry out research based activities to analyze International Relations related problem</b>		XX	XX	XX
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:**

- ❖ To impart quality education in the department using audio visual aids and modern tools along with provision of latest literature, journals, books, reviews and access to internet.
- ❖ To upgrade Graduate & Post Graduate Laboratories with the modern & sophisticated equipments
- ❖ To emphasize problem oriented research work on specific areas related to plants.
- ❖ Overall enhancement of knowledge and skills of faculty members in relation to the latest global advancements in various discipline through exchange programs, short trainings and collaborative research projects within and outside country.

**Table: 4.** Shows Program Strengths & Weakness.

<b>Program Strengths and weaknesses.</b>				
<b>Program</b>	<b>Strengths</b>	<b>Weaknesses</b>	<b>Things to be developed</b>	<b>Activities taken for improvements</b>
BS				
			Extra class rooms	Study trips and

M.Phil/MS	Modern Teaching Techniques	Lack of Projectors and Computers	Projectors and computer labs need to be developed	international conferences need to be organized
Ph.D				

**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 2020	Students/ Faculty Ratio	Year 2021	Students/ Faculty Ratio	Year 2022	Students/ Faculty Ratio
BS- Four Years	82		62		99	
Total	166	11.85:1	223	18.58:1	243	28.8:1

**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.	
31	41	---	---	---	---	12	6	2

## Alumni Survey

(To be filled by Alumni- after the completion of each academic year)

Institute of International Relations

Year: 2022

A: Excellent

B: Very Good

C: Good

D: Fair

E: Poor

S. NO	QUESTION	PERCENTAGE / STATUS				
1	Knowledge Did you learn?	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
1.1	Problem formulation and solving skills.	67%	28%	6%	0%	0%
1.2	Collecting and analyzing appropriate data.	78%	17%	6%	0%	0%
1.3	Ability to link theory to practice.	72%	22%	0%	6%	0%
1.4	Ability to design a system component or process	39%	44%	6%	11%	0%
1.5	IT knowledge	78%	11%	11%	0%	0%
2	Communications Skills					
2.1	Oral communication	61%	22%	11%	6%	0%
2.2	Report writing	72%	22%	6%	0%	0%
2.3	Presentation skills	78%	17%	0%	6%	0%
3	Interpersonal Skills.					
3.1	Ability to work in teams.	72%	22%	0%	6%	0%
3.2	Ability to work in arduous / challenging situation.	56%	39%	0%	6%	0%
3.3	Appreciation of ethical Values.	83%	11%	6%	0%	0%
4	Management / leadership Skills.					
4.1	Resource and Time management skills	61%	28%	6%	6%	0%
4.2	Judgment	72%	17%	11%	0%	0%
4.3	Discipline	78%	17%	0%	6%	0%



# Employer Survey

(To be filled by Employer- after the completion of each academic year)

Institute of International Relations

Year: 2022

A: Excellent

B: Very Good

C: Good

D: Fair

E: Poor

S. NO	QUESTION	PERCENTAGE / STATUS					
1	Knowledge	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
	1.1	Math, Science, Humanities and professional discipline, (if applicable)	83%	11%	6%	0%	0%
	1.2	Problem formulation and solving skills	61%	28%	6%	6%	0%
	1.3	Collecting and analyzing appropriate data	72%	17%	11%	0%	0%
	1.4	Ability to link theory to Practice	78%	17%	0%	6%	0%
	1.5	Ability to design a system component or process	72%	22%	0%	6%	0%
	1.6	Computer knowledge	56%	39%	0%	6%	0%
2	Communications Skills						
	2.1	Oral communication	72%	22%	0%	6%	0%
	2.2	Report writing	39%	44%	6%	11%	0%
	2.3	Presentation skills	78%	11%	11%	0%	0%
3	Interpersonal Skills.						
	3.1	Ability to work in teams	78%	17%	0%	6%	0%
	3.2	Leadership	67%	28%	6%	0%	0%
	3.3	Independent thinking	78%	17%	6%	0%	0%
	3.4	Motivation	72%	22%	6%	0%	0%
	3.5	Reliability	72%	17%	11%	0%	0%
	3.6	Appreciation of ethical values	56%	39%	0%	6%	0%
4	Management / leadership Skills.						
	4.1	Resource and Time management skills	61%	22%	11%	6%	0%
	4.2	Judgment	72%	22%	6%	0%	0%
	4.3	Discipline	78%	17%	0%	6%	0%

**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: 8 Semesters)**

**BS Part-I  
Semester-I**

Course No#	Course Title	Credit Hours
IR-300	Introduction to International Relations. (Major)	3
	Statistics / Mathematics (Compulsory)	3
	Islamic Studies/Ethics (Compulsory)	3
	English-I (Compulsory)	3
	Optional-I (Minor)	3
	Optional-II (Minor)	3
	<b>Total</b>	<b>18</b>

**Semester-II**

Course No#	Course Title	Credit Hours
IR-351	Geo Political Structure of the World. (Major)	3
	English (Compulsory)	3
	Computer Skills (Compulsory)	3
	Pakistan Studies (Compulsory)	3
	Optional-I (Minor)	3
	Optional-II (Minor)	3
	<b>Total</b>	<b>18</b>

**BS Part-II Semester-III**

Course No#	Course Title	Credit Hours
IR-401	International Relations: 1648-1945.(Major)	3
IR-402	Regional and International Organizations. (Major)	3
	English-III(Compulsory)	3
	Sindhi / Urdu(Compulsory)	3
	Optional-I (Minor)	3
	Optional-II (Minor)	3
	<b>Total</b>	<b>18</b>

**Semester-IV**

Course No#	Course Title	Credit Hours
IR-451	International Relations1945-2000(Major)	3
IR-452	Foreign Policy of Pakistan (Major)	3
	English-IV(Compulsory)	3
	Political Systems II (Minor)	3
	Optional-I (Minor)	3
	Optional-II (Minor)	3
	<b>Total</b>	<b>18</b>

**BS Part-III Semester-V**

Course No#	Course Title	Credit Hours
IR-551	Research Methodology (Major)	3
IR-501	Approaches and Theories of International Relations (Major)	3
IR-504	International Political Economy. (Major)	3
IR-505	International Law (Major)	3
IR-503	Conflict Management and Resolution (Major)	3
	<b>Total</b>	<b>15</b>

**Semester-VI**

Course No#	Course Title	Credit Hours
IR-552	Area Studies (Major)	3
IR-555	Public International Law-II (Major)	3
IR-553	Foreign policy Analysis(Major)	3
IR-554	Globalization & International Relations(Major)	3
IR-502	National Liberation Movement and Decolonization (Major)	3
	<b>Total</b>	<b>15</b>

**BS Part-IV Semester-VII**

Course No#	Course Title	Credit Hours
IR-606	Diplomacy (Major)	3
IR-602	Comparative & Developmental Politics (Major)	3
IR-604	Human Rights. (Major)	3
IR-601	Defense and Strategic Studies (Major)	3
IR-603	Comparative Foreign Policy of Major Powers (Major)	3
IR-605	Foreign Policy of India (Major)	3
	<b>Total</b>	<b>18</b>

**Semester-VIII**

Course No#	Course Title	Credit Hours
IR-651	Arms Control & Disarmament (Major)	3
IR-652	International Politics of Environment (Major)	3
IR-653	Power and Security in South Asia. (Major)	3
IR-654	International Relations in new Millennium(Major)	3
IR-655	Politics of Terrorism (Major)	3
IR-656	Viva-Voce (Major)	3
	<b>Total</b>	<b>18</b>

**Standard: 2.1:** The curriculum must be consistent and support the program’s documented objectives.

**Table: 8 Courses versus program outcomes**

Courses/Group of Courses	Objectives		
	1	2	3
Research paper based on sub I.R with research paper writing and presentation in seminar	Students are motivated to know historical places	Students are motivated from new fields study and issues crises in Pakistan	
Field of study I.R current affairs	Students are aware from current affairs politics and History		
International Relation			

Program Learning Outcomes	Program Objectives				
	Skills in critical thinking, Program solving and communication	Initiate and manage change	Understand Professional ethics and responsibility	Employ I. S. Technology	Enable organization to make optimal decision
Students are able to work in field of study	√	√	√	√	√
Research oriented graduates can prepare completed research paper	√	√	√	√	√

**Standard: 2.2.** Theoretical background, problems analysis and solution design must be stressed within the program’s core material.

<b>Table: 8.</b> Shows Theoretical background, problem analysis and solution of the courses.	
Elements	Courses
Theoretical background	
Problems analysis	
Solution design	

**Standard: 2.3:** The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body. Examples of such requirements are given in Table A.1, Appendix A.

**Standard 2-4:** The curriculum must satisfy the major requirements for the program as specified by HEC, the respective accreditation body / councils. Examples of such requirements are given in Table A.1, Appendix A.

**Standard 2-5:** The curriculum must satisfy general education, arts, and professional and other discipline requirements for the program, as specified by the respective accreditation body / council. Examples of such requirements are given in Table A.1, Appendix A.

**Minimum Requirements for Each Program**  
(Program Semester Credit Hours)

Program	Math & Basic Science	Engineering Topics	General Education	Others
BS – 4 Years				

**Standard 2-6:** Information technology component of the curriculum must be integrated throughout the program.

**Has the IT program been included in the course:** No

**Standard 2-7:** Oral and written communication skills of the student must be developed and applied in the program.

**Is there any oral/written communication skills have been included in the program:** Yes

**Criterion 3: Laboratories and Computing Facilities**

**Standards: 3-1.** Laboratories and computing facilities must be adequately available and accessible to faculty members and students to support teaching and research activities.

**Criterion 4: Student Support and Advising:** Students must have adequate support to complete the program in a timely manner and must have ample opportunity to interact with their instructors and receive timely advice about program requirements and career alternatives.

**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.

<b>Major Courses offered: BS. 4 Year Program, &amp;M.Phil/Ph.D.@ the Ratio of 4:3</b>			
<b>Course offered/Year</b>	<b>Semester</b>	<b>Classes/week /CrHs</b>	<b>Practical/week/CrHs</b>
BS Part-I	1 <sup>st</sup>	18	---
BS Part-I	2 <sup>nd</sup>	18	---
BS Part-II	1 <sup>st</sup>	18	---
BS Part-II	2 <sup>nd</sup>	18	---
BS Part-III	1 <sup>st</sup>	15	---
BS Part-III	2 <sup>nd</sup>	15	---
BS Part-IV	1 <sup>st</sup>	18	---
BS Part-IV	2 <sup>nd</sup>	18	---

- The above mentioned classes are strictly followed throughout the academic year. The core courses, optional can be easily completed under the favorable environment.

<b>4-Year BS: Program</b>					
<b>Subject:</b>	<b>Managed by:</b>	<b>Theory: CrHs/ Class.</b>		<b>Practical: CrHs/ Class.</b>	
International Relations	Department of International Relations	BS.I	1 <sup>st</sup> Semester	BS.I	1 <sup>st</sup> Semester
			3		--
			2 <sup>nd</sup> Semester		2 <sup>nd</sup> Semester
			3		--
		BS.II	1 <sup>st</sup> Semester	BS.II	1 <sup>st</sup> Semester
			6		--
			2 <sup>nd</sup> Semester		2 <sup>nd</sup> Semester
			6		--

Statistics/ Mathematics	Department of Statistics/ Mathematics	BS.I	1 <sup>st</sup> Semester	BS.I	1 <sup>st</sup> Semester
			3		---
			2 <sup>nd</sup> Semester		2 <sup>nd</sup> Semester
			---		---
		BS.II	1 <sup>st</sup> Semester	BS.II	1 <sup>st</sup> Semester
			---		---
			2 <sup>nd</sup> Semester		2 <sup>nd</sup> Semester
			---		---
Islamic Studies	Department of Islamic Studies	BS.I	1 <sup>st</sup> Semester	BS.I	1 <sup>st</sup> Semester
			3		---
			2 <sup>nd</sup> Semester		2 <sup>nd</sup> Semester
			--		---
		BS.II	1 <sup>st</sup> Semester	BS.II	1 <sup>st</sup> Semester
			--		---
			2 <sup>nd</sup> Semester		2 <sup>nd</sup> Semester
			--		---
English	Department of English	BS.I	1 <sup>st</sup> Semester	BS.I	1 <sup>st</sup> Semester
			3		--
			2 <sup>nd</sup> Semester		2 <sup>nd</sup> Semester
			3		--
		BS.II	1 <sup>st</sup> Semester	BS.II	1 <sup>st</sup> Semester
			3		--
			2 <sup>nd</sup> Semester		2 <sup>nd</sup> Semester
			3		--
Computer Science	Department of Computer Science	BS.I	1 <sup>st</sup> Semester	BS.I	1 <sup>st</sup> Semester
			--		---
			2 <sup>nd</sup> Semester		2 <sup>nd</sup> Semester
			3		--
		BS.II	1 <sup>st</sup> Semester	BS.II	1 <sup>st</sup> Semester
			---		--
			2 <sup>nd</sup> Semester		2 <sup>nd</sup> Semester
			--		--
Optional I-II	Respective Department	BS.I	1 <sup>st</sup> Semester	BS.I	1 <sup>st</sup> Semester
			6		--
			2 <sup>nd</sup> Semester		2 <sup>nd</sup> Semester
			6		--
		BS.II	1 <sup>st</sup> Semester	BS.II	1 <sup>st</sup> Semester
			6		--
			2 <sup>nd</sup> Semester		2 <sup>nd</sup> Semester
			6		--
Pakistan Studies	Department of Pakistan Studies	BS.I	1 <sup>st</sup> Semester	BS.I	1 <sup>st</sup> Semester
			--		---
			2 <sup>nd</sup> Semester		2 <sup>nd</sup> Semester

			3		--
		BS.II	1 <sup>st</sup> Semester	BS.II	1 <sup>st</sup> Semester
			--		--
			2 <sup>nd</sup> Semester		2 <sup>nd</sup> Semester
			--		--
Sindhi/Urdu	Department of Sindh/Urdu	BS.I	1 <sup>st</sup> Semester	BS.I	1 <sup>st</sup> Semester
			---		---
			2 <sup>nd</sup> Semester		2 <sup>nd</sup> Semester
			--		--
		BS.II	1 <sup>st</sup> Semester	BS.II	1 <sup>st</sup> Semester
			3		--
			2 <sup>nd</sup> Semester		2 <sup>nd</sup> Semester
			--		--

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

(1) **Well structured** ✓

**Standard: 4:3.** Guidance on how to complete the program must be available to all students and access to academic advising 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 interacted with practitioners and to 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 & 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” consists of Deans, and senior faculty members of the university. The departments have no any role. 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 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 religion, race, faith, cast & creed, gender regarding recruiting faculty including admissions, educational programs and employment.

- The University applies standard operating methodology for evaluation, such as Annual Confidential Report (ACR), required research papers, teaching experience and all other conditions as directed by the HEC. Thus
- 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.

- It is strictly observed that the time table is followed by the faculty. However, **Weaknesses & Strengths** have been observed through the student feedback for the “Course Evaluation”. The department needs to improve in various aspects.

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

- The process for the degrees of BS-4 year has been well designed by the Advanced Studies & Research Board (ASRB) followed by the HEC directions. Details are as under.

<b>Degree</b>	<b>GPA/Class/GRE</b>	<b>Interview</b>	
BS-4 Year	Pre-Admission Test (NTS) style	Yes	

This process must be periodically evaluated to ensure that it is meeting its objectives. **(Yes)**✓

The department ensures that the graduates actively participate in laboratory work, punctual in the classes, maintaining attendance over **75%**.

**Criterion: 6. Faculty.** Faculty members must be current 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 faculties 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 courses. The majority must hold a Ph.D. degree in the discipline.

<b>Table: 10. Program areas and number of faculty in each area</b>			
<b>Program Areas of specialization</b>	<b>Courses in the Area</b>	<b>Number of faculty members in each area</b>	<b>Number of faculty with Ph.D. degree</b>
South Asia (Area Studies)		01	01
<b>Total</b>		<b>04</b>	<b>04</b>

\* One visiting professor

#### **Faculty Resume:**

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

<b>Name:</b>	<b>Position</b>	<b>Qualification</b>	<b>Field of specialization</b>
Prof. Dr. Amir Ahmed Khuhro	Professor	Post Doctorate	Foreign Policy
Prof. Dr. Liaquat Ali Chandio	Professor	Ph.D	South Asia
Dr. Muhammad Ramzan Kolachi	Assistant Professor	Ph.D	Research Methodology
Dr. Zaheer Hussain Soomro	Assistant Professor	Ph.D	Human Rights
Mr. Ishrat Ali Mirani	Assistant Professor	18-Year Masters/M.Phil	Central Asia
Mr. Aijaz Ahmed Shaikh	Assistant Professor	18-Years M.Phil	Strategic Studies
Mr. Sarfaraz Ali Korejo	Assistant Professor	16-Year Bachelor/Masters	America
Ms. Aisha	Teaching Assistant	16-Years Bachelor/Masters	Europe
Ms. Shahida Raz Bhutto	Teaching Assistant	16-Years Bachelor/Masters	Gender Politics
Mr. Ali Akbar Kalhor	Teaching Assistant	16-Years Bachelor/Masters	Strategic Studies
Mr. Muhammad Nouman	Teaching Assistant	16-Years Bachelor/Masters	International Law

**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.

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

### **Faculty Development Program:**

**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.

- a. Fair, timely selection, appointment / promotion as per HEC policy.
- b. Providing Tenure Track salary package
- c. Excellent working environment.

#### **1) General Comments:**

- a) Teachers have expressed their views that seminars, symposiums and conferences, in general, have motivated to impart the new techniques and methods of teaching.

Suggest programs / factors that could improve your motivation and job satisfaction?

- b) More faculty members may be appointed on the regular basis or contract to cover the workload as per HEC policy.

**Criterion: 7. Institutional Facilities.** Institutional facilities, including library, clean 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 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 responsibility.

**Details of facilities available in the department:**

Item	Position	Remarks
Water	Available	Basic facilities of cold purified drinking water. Unavailable in the institute
Library	Yes	Relevant books are required
Classrooms	04	Need more rooms classes
Computer Lab	---	Not fully Functional

## Teacher Evaluation Form

(To be filled by the student)

Institute of International Relations

Year: 2016

A: Strongly Agree B: Agree C: Uncertain D: Disagree E: Strongly Disagree

Teacher:		A	B	C	D	E
1	The teacher is prepared for each class	67%	28%	0%	6%	0%
2	The teacher demonstrates knowledge of the subject properly	61%	33%	6%	0%	0%
3	The teacher has completed the whole course	50%	39%	6%	6%	0%
4	The teacher provides additional material apart from the text book	56%	33%	6%	0%	6%
5	The teacher gives citations regarding current situations with reference to Pakistani context.	61%	28%	6%	6%	0%
6	The teacher communicates the subject matter effectively	78%	17%	6%	0%	0%
7	The teacher shows respect towards students and encourages class participation	67%	22%	6%	6%	0%
8	The teacher maintains an environment that is conducive to learning	67%	22%	6%	6%	0%
9	The teacher is punctual & regular.	83%	11%	11%	0%	0%
10	The teacher is fair in examination	61%	22%	6%	6%	6%
11	The teacher returns the checked scripts etc. with his suggestions to the students.	56%	28%	11%	6%	0%
12	The teacher was available for consultations after class hours.	67%	22%	6%	6%	0%
Course:						
13	The matter presented in the course has increased the knowledge of the subject.	72%	17%	6%	6%	0%
14	The syllabus clearly states course objectives requirements, procedures and grading criteria	67%	28%	6%	0%	0%
15	The subject integrates theoretical course concepts with real world.	72%	22%	6%	0%	0%
16	The assignments and exams taken by the teacher were according to course and syllabi.	78%	17%	6%	0%	0%

## Survey of Graduating Students

(To be filled out by graduating students in last semester / year before the award of degree)

Institute of International Relations

Year: 2016

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

S. No.	Question	Percentage/Status				
		A	B	C	D	E
1	The work in the program is too heavy and induces a lot of pressure.	55%	45%	0%	0%	0%
2	The program is effective in enhancing team-working abilities.	64%	36%	0%	0%	0%
3	The program is effective in developing analytical and problem solving skills.	55%	36%	9%	0%	0%
4	The program is effective in developing written communication skills.	55%	45%	0%	0%	0%
5	The program is effective in developing planning abilities.	55%	36%	9%	0%	0%
6	The objectives of the program have been fully achieved	45%	45%	9%	0%	0%
7	Faculty was able to meet the program objectives	36%	55%	9%	0%	0%
8	Environment was conducive for learning	55%	45%	9%	0%	0%
9	Whether the Infrastructure of the department was good.	45%	45%	9%	0%	0%
10	Whether the program was comprised of Co-curricular and extra-curricular activities	64%	36%	0%	0%	0%
11	Whether scholarships/ grants were available to students in case of hardship	36%	55%	9%	0%	0%

**Answer question, if applicable.**

The internship experience is effective in enhancing.

S. No.	Question	Percentage/Status				
		A	B	C	D	E
A.	Ability to work in teams.	55%	45%	0%	0%	0%
B.	Independent thinking.	55%	45%	0%	0%	0%
C.	Appreciation of ethical Values.	64%	27%	9%	0%	0%
D.	Professional development.	64%	18%	18%	0%	0%
E.	Time management skills.	55%	27%	18%	0%	0%
F.	Judgment.	64%	27%	9%	0%	0%
G.	Discipline.	64%	27%	9%	0%	0%
H.	The link between theory and practice.	73%	27%	0%	0%	0%

# Student Course Evaluation Questionnaire

(To be filled by each student at the time of Course Completion)

Institute of International Relations

Year: 2016

## CORE QUESTIONS

<b>Course Content and Organization</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	The course objectives were clear.	55%	27%	9%	0%	9%
2	The Course workload was manageable.	64%	27%	9%	0%	0%
3	The Course was well organized (e.g. timely access to materials, notification of changes, etc.)	55%	36%	0%	9%	0%
<b>Student Contribution</b>		<b>&gt;81%</b>	<b>&gt;81%</b>	<b>80%</b>	<b>60%</b>	<b>40%</b>
4	Approximate level of your own attendance during the whole Course.	55%	45%	0%	0%	0%
5	I participated actively in the Course.	45%	36%	9%	0%	9%
6	I think I have made progress in this Course.	55%	36%	0%	9%	0%
<b>Learning Environment and Teaching Methods</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
7	I think the Course was well structured to achieve the learning outcomes.	64%	36%	0%	0%	0%
8	The learning and teaching methods encouraged participation.	55%	36%	0%	0%	0%
9	The overall environment in the class was academic & friendly.	73%	18%	0%	0%	9%
10	Classrooms environment were satisfactory.	55%	27%	9%	9%	0%
<b>Learning Resources</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
11	Learn materials provided by teacher were relevant and useful.	55%	36%	0%	0%	9%
12	Recommended reading Books etc. were relevant and appropriate	73%	27%	0%	0%	0%
13	The provision of learning resources in the library was adequate and appropriate.	45%	36%	9%	9%	0%
14	The provision of learning resources on the Web was adequate and appropriate ( if relevant)	36%	45%	0%	0%	18%
<b>Quality of Delivery</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
15	The Course stimulated my interest and thought on the subject area Teaching techniques of the teacher were interesting and conducive.	27%	55%	18%	0%	0%
16	The pace of the Course was appropriate	45%	45%	0%	0%	9%
17	Ideas and concepts were presented by the teacher were clear.	55%	27%	0%	9%	9%



<b>Assessment</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
18	The method of assessment were reasonable.	45%	45%	0%	9%	0%
19	Feedback on assessment was timely.	64%	36%	0%	0%	0%
20	Feedback on assessment was helpful.	64%	36%	0%	0%	0%
<b>Additional Core Questions</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Teaching Assistant Evaluation</b>						
21	I understood the lectures.	82%	18%	0%	0%	0%
22	The material was well organized and presented.	64%	27%	9%	0%	0%
23	The teacher was responsive to student needs and problems.	55%	45%	0%	0%	0%
24	Had the teacher been regular throughout the course?	64%	27%	9%	0%	0%
<b>Practical</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
25	The material in the practicals was useful.					
26	The demonstrators dealt effectively with my problems.					

**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 and Ph.D. students.

**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 ✓

**Program Team (PT) Members:**

**Dr. Muhammad Ramzan Kolachi**

**Mr. Aijaz Ahmed Shaikh**

**Chairman  
Department of International Relations**

  
Signature