SELF Institutional Performance Evaluation (2024-25)

Self-RIPE REPORT 2024-25

Shaheed Benazir Bhutto university
Shaheed Benazirabad

QUALITY ENHANCEMENT CELL, SHAHEED BENAZIR BHUTTO UNIVERSITY SHAHEED BENAZIRABAD

Introduction

Shaheed Benazir Bhutto University, Shaheed Benazirabad (SBBU-SBA) is a public sector university established under the Act of the Sindh Assembly in 2009. It serves the educational needs of interior Sindh, promoting access, equity, and excellence in higher education. The university offers a wide range of academic programs in Business Administration, Computer Science, Social Sciences, Education, Media Science, Law and other emerging disciplines, catering to over 35,000 students including those enrolled in affiliated colleges.

SBBU-SBA is committed to institutional strengthening through strategic planning, digital transformation, research capacity building, and inclusive student services. With a focus on quality education and community engagement, the university aims to contribute meaningfully to the national higher education landscape.

At the invitation of SBBU/Reg /Admin/ 74 dated 24-02-2025, a Self-RIPE / Audit team conducted the institutional self-evaluation for the academic year 2024–2025 under the Pakistan Standards and Guidelines (PSG-2023) issued by the Higher Education Commission (HEC).

Executive Summary

The Review of Institutional Performance and Enhancement (RIPE) of SBBU-SBA was conducted in alignment with PSG-2023 standards. The university demonstrates strong alignment of its vision and mission with academic planning, participatory governance, and stakeholder inclusiveness. Notable practices include a functional ERP system, an active Quality Enhancement Cell (QEC), broad international linkages, and transparent financial governance.

Challenges were also identified, including limited diversification of revenue streams, low international student presence, insufficient senior faculty strength, and need for improved faculty promotion mechanisms. The report includes specific recommendations for each domain to guide institutional improvement.

Scope of Review

This evaluation covered all 16 RIPE standards and included:

- Review of the Self-RIPE document and annexures.
- Analysis of governance structure, strategic and financial planning.
- Review of teaching, research, student services, and QA mechanisms.
- Virtual and physical infrastructure assessment.
- Interaction with deans, faculty and administrative heads.

Meeting with Deans and HoDs

The evaluation team met with the Deans and Heads of Departments representing Business Administration, Social Sciences, Education, and Computer Science. The academic leaders discussed curriculum review practices, resource needs, accreditation readiness, and plans to expand research culture. Challenges highlighted included low PhD faculty strength in emerging departments, delayed promotions, limited applied research, health insurance and laptop scheme on loan for faculty members.

On-Site Validation

The review team held detailed discussions with the Registrar, Controller of Examinations, Directors of ORIC, Finance, and QEC, Librarian, and other staff. Observations confirmed that statutory compliance, digital systems (like Cisco, HR management, SBBU CertiQR, system and Koha server), and student grievance mechanisms are well-established.

Commendations (Strength of the SBBU-SBA)

1. Vision, mission, and strategic plan aligned.
2. Inclusive governance; all statutory bodies functional.
3. Transparent financial management with annual budget surplus.
4. Endowment Fund registered under Sindh Trust Act.
5. Over 10% of students receive financial aid.
6. Active engagement in THE Impact rankings.
7. National and international MoUs in place.
8. Robust ERP and automation systems (Admissions, HR, Exam).
9. Student facilitation center and grievance redressal system functional.
10. Affiliation with 41 colleges managed via defined QA policies.
11. Participatory faculty recruitment processes.
12. Digital library, MOOC policies, and LMS integration are operational.
13. Participation in global QA networks; QEC effectiveness verified.
14. Infrastructure and transport systems supporting 80% of students.
15. Curriculum mapped with NQF and aligned with HEC policies.
16. Research initiatives supported by internal funding for national conferences.
17. Gender equity and equal access to student support services ensured.

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Recommendations

The University is recommended to consider following points of the self-RIPE committee for compliance and father implementation;

1. Vision and mission of the university may be revised in align with the PSG-23, strategic plan of the university may be revised with short, medium and long term goas and KPIs.
2. The university may select specific Sustainable Development Goals (SDGs) to focus on, ensuring that all academic and non-academic activities are aligned with these goals and reflect a strong institutional commitment to achieving them.
3. Conduct regular selection boards to ensure career progression in all departments.
4. Hiring of staff in relevant offices such as Deans, HoDs, sectional heads may be initiated for smooth work.
5. Formalize alumni engagement for mentorship and fundraising.
6. Encourage research-based MS programs and offer thesis incentives.
7. Work on international student enrollment and credit transfer options. A dedicated focal person for internationalization office may be appointed to look after this engagement.
8. QEC and HR may launch monthly training programs for faculty and staff of SBBU for continuous capacity building.
9. Establish FM Radio and expand sports/recreational facilities.
10. Course codes in al programs may be finalized as per HEC criteria and recommendation before issuing transcript and mark sheets to students.
11. Staff and student handbook may be prepared and updated annually, and same may be shared with all stakeholders via website of the university and other forums.
12. QEC may institutionalize regular feedback from all stakeholders
13. Strengthen SARs and Self-PREE implementation.
14. Promote QA culture through orientation, awareness, and training.
15. Active faculty development program and orientation for new inductees.
16. QEC should obtain membership in INQAAHE and APQN to strengthen its international quality assurance practices
17. The digitization process across HR, Examination, Procurement, Registrar's Office, QEC, Finance, and other administrative units should be prioritized to enhance transparency and operational efficiency
18. Scholarship slots for students may be increased. The university may engage with local industry and the community to raise awareness and encourage their contribution in the form of sponsorships.
19. Committees mentioned in the GEP-23 and UGEP-23 of HEC may be constituted as per the mandate.
20. Postdoc policy at the university may be notified.
21. Annual Statutory bodies calendar may be prepared as [er the ACT of the SBBU.

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Self-RIPE Audit committee

S.No	Name		Signature
1	Dr Salman Bashir Dean FBMS & FSS	Convener	
2	Dr Saeed Ahmed Khan Director QEC/ National certified Reviewer from Sindh HEC	External Member	
3	Prof. Dr Liaqat Ali Zardari Dean of Faculty of Sciences Technology	Internal Member	
4	Prof. Dr Rehan Ali Shah Head of Department Computer sciences	Internal Member	
5	Prof. Dr Muhammad Afzal Director of DASR, SBBU-SBA	Internal Member	
6	Prof. Dr Munawar Ali Zardari Director QEC-SBBU-SBA	Secretary/ Internal Member	