**SINDH MADRESSATUL ISLAM UNIVERSITY (SMIU)**

Karachi, Pakistan

# SDG 4

## Quality Education

Institutional Evidence Report

| Item | Detail |
|---|---|
| **Institution** | Sindh Madressatul Islam University (SMIU), Karachi, Pakistan |
| **Sustainable Development Goal** | SDG 4 – Quality Education |
| **Evidence period covered** | July 2023 – June 2024 and January – December 2025 |
| **Prepared by** | Quality Enhancement Cell (QEC), SMIU |
| **Purpose** | Preparation of evidence for the Times Higher Education (THE) Impact Rankings |
| **Report date** | October 2026 |
| **Source documents** | SMIU Annual Report; SMIU Chronicle January–June 2025; SMIU Chronicle July–December 2025 |

# 1. Executive Summary

This report presents the evidence of Sindh Madressatul Islam University (SMIU), Karachi, for SDG 4 – Quality Education, drawn from the SMIU Annual Report and the SMIU Chronicles for January–June and July–December 2025. It covers access and financial assistance, quality teaching and academic development, skills and lifelong learning, inclusion and student support, and education for sustainable development.

SMIU's documented contribution rests on a multi-source scholarship and financial-aid system (PKR 24,396,350 disbursed in 2023-24 across HEC, SMIU, Zakat, Bait-ul-Maal and Benazir Programs); a Department of Education offering BS, MS, PhD and B.Ed Programs; a QEC-led quality-assurance cycle with self-assessment reports, an Institutional Quality Circle and external programme review; programme accreditation; the award of the University's first and second PhD degrees in 2025; skills Programs such as the Google Career Certificate; and conferences and panels on teacher education for sustainable development.

**Principal documented contributions**

- Scholarships and financial aid: twelve funding sources available in 2023-24; PKR 24,396,350 disbursed across HEC Need-Based, SMIU Merit-Based, Zakat Need-cum-Merit, Pakistan Bait-ul-Mal and Benazir Undergraduate Scholarship Program awards (AR p.59); scholarships of PKR 3.835 million reported for FY 2024-25 (CJD p.3).
- Department of Education: BS, MS and PhD Education and B.Ed (4-year, 2-year, 1.5-year) Programs; 40 and 37 students admitted in Fall 2023 and Spring 2024 (AR p.39–40).
- Graduation: 415 degrees issued in 2023-24 (AR p.59); 367 degrees and 18 medals at the 5th Convocation (29 May 2024); 376 degrees and 27 medals at the 6th Convocation (17 July 2025), which included the University's first PhD (AR p.59; CJD p.3, 5). A second PhD was completed in November 2025 (CJD p.54).
- Quality assurance: Self-Assessment Reports for eight BS Programs in 2023-24 (24 in the preceding year), an Institutional Quality Circle under HEC's RIPE/PSG-2023 framework and a Postgraduate Programme Review with external reviewers (AR p.64–65).
- Accreditation: BS Environmental Sciences accredited by NAEAC (certificates presented 27 May 2025); NCEAC visit to BS Artificial Intelligence on 13 June 2025 (CJJ p.23, 67).
- Skills and digital access: 300 students completed the Google Career Certificate programme (CJD p.34); 300 laptops distributed under the PM Youth Programme (AR p.62).
- Education for sustainable development: National Conference on Teacher Education for Sustainable Development and the panel "Role of Educators in Shaping Sustainable Societies" at the 3rd Global Research Congress, December 2025 (CJD p.62, 66, 75).

# 2. Introduction and SDG Context

SDG 4 aims to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all. For universities, the most relevant targets are equitable access to affordable tertiary education (4.3), relevant skills for employment (4.4), elimination of disparities and inclusion of vulnerable groups (4.5), education for sustainable development (4.7), safe and inclusive learning environments (4.a) and the supply of qualified teachers (4.c).

Universities contribute through admissions and financial-aid practices that widen access, through teacher education and research on learning, through quality assurance and curriculum development, and through opening learning opportunities to the wider community. SMIU's motto, "Enter to learn – Go forth to serve", and its stated commitment to "gender neutrality, diversity and inclusion" and "financial assistance on merit-cum-need basis" (AR p.5–6) frame its SDG 4 profile; this report tests those commitments against documented activity.

### Evidence areas aligned to THE metric themes for SDG 4

| THE metric theme (2025 methodology) | Weight | SMIU evidence presented in this report |
|---|---|---|
| Proportion of graduates with a teaching qualification | 15.4% | Department of Education Programs (BS, MS, PhD, B.Ed 4-/2-/1.5-year) and intake – Section 3.2. |
| Lifelong learning measures | 26.8% | Google Career Certificate, SMIU Radio FM 96.6 and EDU TV, Model School Programs, conferences and public lectures – Sections 3.3 and 3.5. |
| Research on early years and lifelong learning education | 27% | Doctoral research on higher-education development, Faculty of Education conference and panel – Sections 3.2 and 3.5. |

## 3. SMIU's Institutional Contributions

Activities are grouped by theme. Each entry states the activity, date, responsible unit, documented participants or outcomes, the indicative SDG target, the source and page, and its potential relevance to THE.

### 3.1 Access, affordability and financial assistance

| Activity / initiative and description | Date; responsible unit | Participants, beneficiaries, outcomes | SDG target; source and page; THE relevance |
|---|---|---|---|
| **Scholarship and financial-aid Programs, 2023-24**<br>The Annual Report lists twelve scholarship or financial-aid sources available in Fall 2023 and Spring 2024: HEC Need-based, SMIU Merit-based, Sindh Education Endowment Fund, Benazir Undergraduate Scholarship Program, Bait-ul-Maal, Indigenous, Zakat, Sindh HEC, Balochistan Education Endowment Fund, Aghaz-e-Huqooqe-Balochistan, Minority and Corporate scholarships. A disbursement table is given for five of them.<br>Evidence type: Direct – output (financial data) | **Date/period:** Fall 2023 and Spring 2024<br>**Unit:** Admissions and Examinations Department (AR p.55); Directorate of Finance (AR p.54) | AR p.59 table: HEC Need-Based Scholarship 31 awards, PKR 3,124,750; SMIU Merit-Based 29 awards, PKR 540,000; Zakat Need-cum-Merit 26 awards, PKR 2,886,100; Pakistan Bait-ul-Mal 1 award (PKR 32,500) and 2 awards (PKR 89,000); Benazir Undergraduate Scholarship Program 160 awards (PKR 12,080,000) and 56 awards (PKR 5,644,000). Total disbursed: PKR 24,396,350. | **Target:** 4.3, 4.5<br>**Source:** AR p.59; also AR p.55<br>**THE relevance:** Supporting evidence of access measures. |
| **Scholarships, FY 2024-25**<br>The Vice Chancellor's note reports that scholarships worth PKR 3.835 million were provided to students in FY 2024-25.<br>Evidence type: Direct – output (financial data) | **Date/period:** FY 2024-25<br>**Unit:** Vice Chancellor's office | PKR 3.835 million (CJD p.3). | **Target:** 4.3<br>**Source:** CJD p.3<br>**THE relevance:** Supporting evidence of student financial assistance. |
| **Students Development Fund / SMIU Development Fund**<br>The Vice Chancellor states that a "Students Development Fund" has been established (Academic Council, September 2025) and that an "SMIU Development Fund" of PKR 200 million exists (statement of achievements, August 2025).<br>Evidence type: Supporting – commitment | **Date/period:** 2025<br>**Unit:** Vice Chancellor's office; Academic Council | No beneficiary numbers or amounts for students are documented. | **Target:** 4.3<br>**Source:** CJD p.24; CJD p.2<br>**THE relevance:** Supporting evidence. |
| **Prime Minister's Youth Programme laptop distribution**<br>Laptops were distributed to SMIU students under the PM Youth | **Date/period:** 19–20 December 2023<br>**Unit:** Directorate of Students' Affairs | 300 laptops distributed (AR p.62 lists the item twice, dated 19 and 20 December 2023). | **Target:** 4.3, 4.a<br>**Source:** AR p.2, p.62 |

| Activity / initiative and description | Date; responsible unit | Participants, beneficiaries, outcomes | SDG target; source and page; THE relevance |
|---|---|---|---|
| Programme Laptop Scheme at a ceremony with the Sindh HEC Chairman and the HEC regional director.<br>Evidence type: Direct – output | and Counselling (DSA) | | **THE relevance:** Contextual/supporting evidence of digital access for students. |
| **Enrolment growth and capacity expansion**<br>University leadership reports enrolment growth from 1,800 students to 5,500 (about 6,000 in another statement) following expansion into the IT Tower, new departments and the acquisition of the Model School building; about 3,000 students are reported in IT Programs. Construction of a 100-acre campus at Education City, Malir, and a planned 10-acre campus at Hawksbay are described.<br>Evidence type: Supporting – institutional statements | **Date/period:** 2020–2025 (not tabulated)<br>**Unit:** Vice Chancellor's office; Directorate of Works and Services | Enrolment reported to have grown from 1,800 to 5,500 students (CJD p.2, p.61); about 3,000 students in IT Programs (CJJ p.14). | **Target:** 4.3, 4.a<br>**Source:** AR p.6–7; CJD p.2–3, 61; CJJ p.14<br>**THE relevance:** Contextual supporting evidence. |
| **Admission testing and orientation**<br>SMIU offers admission twice a year (Fall and Spring). Computer-based admission tests and orientation sessions for new students are reported for several intakes.<br>Evidence type: Direct – activity (process) | **Date/period:** Fall 2023 to Spring 2026 intakes<br>**Unit:** Admissions and Examinations Department; DSA | Orientation: Fall 2023 (AR p.102); Spring 2024 (AR p.106); Spring 2025, 6–7 February (CJJ p.43); Fall 2025, 12 September (CJD p.38). Tests: Fall 2025, 4–6 August (CJD p.32); Spring 2026, 10–11 December 2025 (CJD p.57). | **Target:** 4.3<br>**Source:** AR p.55, 102, 106; CJJ p.43; CJD p.32, 38, 57<br>**THE relevance:** Contextual; no equity or first-generation data. |

## 3.2 Quality teaching, learning and academic development

| Activity / initiative and description | Date; responsible unit | Participants, beneficiaries, outcomes | SDG target; source and page; THE relevance |
|---|---|---|---|
| **Department of Education Programs and intake**<br>The Department of Education (Faculty of Education) offers BS Education, MS Education, PhD Education, and B.Ed in 4-year, 2-year and 1.5-year formats.<br>Evidence type: Direct – programme and intake data | **Date/period:** Fall 2023; Spring 2024<br>**Unit:** Department of Education (Chairperson: Dr Stephen John, In-charge) | Intake Fall 2023: B.Ed 1.5-yr 4; B.Ed 2-yr 2; BS Education 11; MS Education 15; PhD Education 8 (total 40). Spring 2024: B.Ed 2-yr 21; MS Education 11; PhD Education 5 (total 37). Combined total 77 (AR p.40). | **Target:** 4.c, 4.3<br>**Source:** AR p.38–40<br>**THE relevance:** Supporting evidence. |
| **QEC quality assurance and self-assessment**<br>QEC prepared Self-Assessment Reports for eight eligible BS Programs (24 SARs of BS, MS and PhD Programs in the previous year), facilitated Assessment Team visits and developed an implementation plan; the Vice Chancellor constituted an Institutional Quality Circle under HEC's revamped PSG-2023 (RIPE). A Postgraduate Programme Review self-review with two external reviewers and a session on "Self-Assessment for Continuous Quality Improvement" were held on 14 June 2024.<br>Evidence type: Direct – activity and output | **Date/period:** 2023-24; 14 June 2024<br>**Unit:** Quality Enhancement Cell (Director: Dr Saima Baig) | Eight SARs (2023-24); 24 SARs (previous year); external reviewers from SZABUL and Jinnah Sindh Medical University. | **Target:** 4.3<br>**Source:** AR p.64–65<br>**THE relevance:** Supporting evidence of quality-assurance policy and practice. |

| Activity / initiative and description | Date; responsible unit | Participants, beneficiaries, outcomes | SDG target; source and page; THE relevance |
|---|---|---|---|
| **Programme accreditation activity**<br>The NAEAC Accreditation Inspection Committee visited the BS Environmental Sciences programme on 5 May 2025 and certificates were presented on 27 May 2025. NCEAC visited the BS Artificial Intelligence programme on 13 June 2025.<br>Evidence type: Direct – activity (outcome for BS Environmental Sciences) | **Date/period:** 5 May, 27 May, 13 June 2025<br>**Unit:** Department of Environmental Sciences; Department of AI and Mathematical Sciences; QEC | BS Environmental Sciences recognised by NAEAC (CJJ p.23). The committee interviewed new students, alumni and faculty (CJJ p.19). | **Target:** 4.3<br>**Source:** CJJ p.19, 23, 67<br>**THE relevance:** Supporting evidence of programme quality. |
| **Academic Council, 15th meeting**<br>The Council reviewed Faculty Board minutes, new courses under HEC policy, internships after the fifth semester, and a policy framework for an Industry Liaison Committee.<br>Evidence type: Direct – governance record (news summary) | **Date/period:** 24 September 2025<br>**Unit:** Academic Council, chaired by the Vice Chancellor | Decisions are summarised in the news item. | **Target:** 4.3, 4.4<br>**Source:** CJD p.24<br>**THE relevance:** Supporting evidence of academic governance; obtain official minutes. |
| **PhD pipeline and research training**<br>The first SMIU PhD was awarded at the 6th Convocation; a second PhD defence was held on 21 November 2025; further PhD synopsis and proposal defences were held, including an education-policy proposal on "Sindh Higher Education Development Plans: Quality, Accessibility, and Implementation Challenges". The Department of Education held webinars for PhD scholars.<br>Evidence type: Direct – outputs | **Date/period:** 2024–2025<br>**Unit:** Departments of Computer Science, Education and others; Vice Chancellor | PhD 1: Dr Abdullah Ayub Khan, Computer Science (CJD p.5). PhD 2: Ms Asia Samreen (CJD p.54). Synopsis defences for six scholars (CJD p.33; Three final proposal defences (CJJ p.66). | **Target:** 4.3<br>**Source:** CJD p.5, 33, 54; CJJ p.66; AR p.40<br>**THE relevance:** Contextual to "Research on early years and lifelong learning education" (the education proposal) and to academic quality. |
| **Academic-writing workshop with RELO (U.S. Mission)**<br>The Regional English Language Office at the U.S. Mission in Pakistan, with SMIU, held "Academic Writing for Publication", led by Dr Ivan Eubanks.<br>Evidence type: Direct – activity | **Date/period:** 6 August 2025<br>**Unit:** SMIU | Over 30 faculty members and students attended (CJD p.32). | **Target:** 4.c<br>**Source:** CJD p.32<br>**THE relevance:** Supporting evidence of staff/student academic capacity development. |
| **Learning resources: libraries and laboratories**<br>SMIU has three libraries (Hassanally Effendi central library, Allama I.I. Kazi Library at the IT Tower and a third library), subscriptions to e-journal and e-book platforms (for example SpringerLink with 357 e-journals and 27,472 e-books), seven computer laboratories including an AI laboratory, and the Ibrahim Mulla computer lab.<br>Evidence type: Direct – facilities | **Date/period:** 2023-24; 2025<br>**Unit:** Library; Directorate of IT Services; Works and Services | AR p.7 reports over 20,000 books. | **Target:** 4.a<br>**Source:** AR p.7, 71, 77–79; CJJ p.16; CJD p.3<br>**THE relevance:** Supporting. |

## 3.3 Skills, employability learning and lifelong learning

| Activity / initiative and description | Date; responsible unit | Participants, beneficiaries, outcomes | SDG target; source and page; THE relevance |
|---|---|---|---|
| **Google Career Certificate programme**<br>SMIU, the Government of Sindh, Google, Google for Education and Tech Valley | **Date/period:** 3 September 2025 | 300 SMIU students completed the programme; 130 attended | **Target:** 4.4<br>**Source:** CJD p.34–35 |

| Activity / initiative and description | Date; responsible unit | Participants, beneficiaries, outcomes | SDG target; source and page; THE relevance |
|---|---|---|---|
| Pakistan organised a certificate ceremony for the programme. The Sindh Science and IT Secretary stated that Google scholarships were given to 30,000 students across 30 public universities in Sindh (a speaker's statement).<br>Evidence type: Direct – output | **Unit:** SMIU with external partners; SMIU facilitators named: Dr Syed Azeem Inam and Mr Basit Hassan | the ceremony and received certificates (CJD p.34). | **THE relevance:** Supporting evidence of skills provision; also relevant to SDG 8 and SDG 17. |
| **Career Accelerator sessions**<br>DSA ran CV-writing and interview-skills workshops, followed by on-campus recruitment drives (see the SDG 8 report for detail).<br>Evidence type: Direct – activity | **Date/period:** 24–25 February 2025; 6–7 August 2025<br>**Unit:** Directorate of Students' Affairs and Counselling | Recruiters named: Impressols HR and Meezan Bank (Feb 2025); Meezan Bank, Fulcrum, SparkLab and Jadoon Designs (Aug 2025). | **Target:** 4.4<br>**Source:** CJJ p.48; CJD p.33<br>**THE relevance:** Cross-reference only; primary relevance is SDG 8. |
| **SMIU Radio FM 96.6 and EDU TV**<br>Student-produced educational and public-interest programming, content-sharing agreements with Voice of America, DW Radio Germany, Loyal Books and BAM Radio Network, and observance of days such as International Literacy Day and World Book Day. A World Tourism Day broadcast on "Tourism and Sustainable Transformation" aired on 27 September 2025.<br>Evidence type: Supporting – community-facing educational media | **Date/period:** 2023-24; 27 September 2025<br>**Unit:** Directorate of Broadcasting and Media Training | Activity recorded in the cited source. | **Target:** 4.7<br>**Source:** AR p.76–77; CJD p.40<br>**THE relevance:** Supporting evidence. |
| **SMIU Model School**<br>SMIU's subsidiary school has primary, secondary and higher secondary sections under three examination boards, a robotics project for Grades III–V, and an English Access programme agreement with Evolution (U.S. government-funded), signed on 30 April 2024 with U.S. Consulate officials attending.<br>Evidence type: Direct – school profile | **Date/period:** 2023-24<br>**Unit:** SMIU Model School (Principal: Ms Nabeela Kanwal) | 728 students and 40 teaching staff (AR p.85). English Access programme agreement signed 30 April 2024 (AR p.101). | **Target:** 4.1, 4.5<br>**Source:** AR p.7, 43, 61, 85–86, 101<br>**THE relevance:** Contextual supporting evidence. |

## 3.4 Inclusion, wellbeing and student support

| Activity / initiative and description | Date; responsible unit | Participants, beneficiaries, outcomes | SDG target; source and page; THE relevance |
|---|---|---|---|
| **"Children with Inclusive Needs" session**<br>The Department of Media and Communication Studies held an interactive session at which final-year students presented video reports and short films on the daily lives and challenges of persons with special needs. The Edhi Foundation Chairman was chief guest.<br>Evidence type: Direct – activity (awareness) | **Date/period:** 6 June 2024<br>**Unit:** Department of Media and Communication Studies; ORIC list "Special Children" | This is an awareness activity, not evidence of access measures for students with disabilities. | **Target:** 4.5<br>**Source:** AR p.97; AR p.61, 75<br>**THE relevance:** Contextual supporting evidence. |
| **Women's participation in technology courses ("Code Girls")**<br>Female Software Engineering students took technology courses offered by Code | **Date/period:** 2023-24 | Activity recorded in the cited source. | **Target:** 4.4, 4.5<br>**Source:** AR p.21<br>**THE relevance:** Cross-reference to SDG 5 (outside SMIU's selected SDGs). |

| Activity / initiative and description | Date; responsible unit | Participants, beneficiaries, outcomes | SDG target; source and page; THE relevance |
|---|---|---|---|
| Girls, a programme funded by a Canadian NGO, which reserved seats for SMIU students.<br>Evidence type: Supporting – activity | **Unit:** Department of Software Engineering | | |
| **Gender-balance statements and outcomes**<br>The Vice Chancellor directed that female and male students receive equal opportunities in Foundation Day programme segments; the 6th Convocation report states that more female than male graduates received medals.<br>Evidence type: Supporting – contextual | **Date/period:** 28 August 2025; 17 July 2025<br>**Unit:** Vice Chancellor's office; DSA | Medals reported: 3 gold, 10 silver and 14 bronze (CJD p.5); the report states that more female than male graduates received medals. | **Target:** 4.5<br>**Source:** CJD p.18, 5<br>**THE relevance:** Contextual supporting evidence. |
| **Counselling, mental-health and wellbeing activities**<br>DSA provides student counselling and organises wellbeing events. A mental-health awareness session was held on 20 May 2025 (Department of Social and Development Studies); "Women's Wellness 2025" ran for three days in October 2025; SMIU signed an MoU with Savaira (Soorty Foundation) on 28 August 2025 on mental-health awareness and support.<br>Evidence type: Direct – activities; MoU is a formal agreement without documented implementation | **Date/period:** 20 May 2025; 14–16 October 2025; 28 August 2025<br>**Unit:** DSA; Department of Social and Development Studies; ORIC | Savaira MoU signed by the ORIC Director and Savaira's Director of Programs. | **Target:** 4.a<br>**Source:** CJJ p.54; CJD p.46–47, 95; AR p.81<br>**THE relevance:** Supporting evidence of a safe learning environment. |

## 3.5 Education for sustainable development, research platforms and public engagement

| Activity / initiative and description | Date; responsible unit | Participants, beneficiaries, outcomes | SDG target; source and page; THE relevance |
|---|---|---|---|
| **Panel: "Role of Educators in Shaping Sustainable Societies: Challenges and Opportunities"**<br>Organized by the Faculty of Education under the 3rd Global Research Congress, with vice chancellors and a former education minister as panelists.<br>Evidence type: Direct – activity | **Date/period:** 17 December 2025<br>**Unit:** Faculty of Education | The report records panel discussion points; statistics quoted by a speaker (ASER 2024) are not SMIU data. | **Target:** 4.7, 4.c<br>**Source:** CJD p.66<br>**THE relevance:** Supporting; relevant to education on sustainability and to SDG 17 "Education on the SDGs". |
| **National Conference on Teacher Education for Sustainable Development**<br>Organized by the Faculty of Education at the Senate Hall and addressed by the Dean, Dr Stephen John.<br>Evidence type: Direct – activity | **Date/period:** December 2025 (3rd GRC)<br>**Unit:** Faculty of Education | Technical sessions and chairs are listed (CJD p.75). | **Target:** 4.7, 4.c<br>**Source:** CJD p.58, 62, 75<br>**THE relevance:** Supporting; obtain programme, proceedings and attendance records. |
| **Global Research Congress platforms**<br>The 2nd GRC (28–29 February 2024) with six international conferences, theme "Re-envisioning Society with Nature-Inspired Smart Communities"; the 3rd GRC (17–18 December 2025) with five international conferences and one national conference.<br>Evidence type: Direct – activity and output | **Date/period:** 28–29 February 2024; 17–18 December 2025<br>**Unit:** Central Executive Committee of the GRC; faculties | 3rd GRC: over 400 papers submitted and 228 peer-reviewed papers presented (CJD p.82). Three GRCs and 18 international and national conferences in three years (CJD p.3). | **Target:** 4.7<br>**Source:** AR p.93; CJD p.3, 58–61, 82<br>**THE relevance:** Contextual to research culture; cross-reference to SDG 17. |

| Activity / initiative and description | Date; responsible unit | Participants, beneficiaries, outcomes | SDG target; source and page; THE relevance |
|---|---|---|---|
| **Curriculum elements relevant to education for sustainability and human rights**<br>The Faculty of Language and Culture Studies lists general courses including Human Rights and Citizenship, Environmental Studies and Gender Studies; Environmental Studies is also referenced in the Environmental Sciences water-saving activity (courses FST 103 and ENV 101).<br>Evidence type: Supporting – curriculum listing | **Date/period:** 2023-24<br>**Unit:** Faculty of Language and Culture Studies; Department of Environmental Sciences | Activity recorded in the cited source. | **Target:** 4.7<br>**Source:** AR p.41, 37<br>**THE relevance:** Supporting evidence. |

## 4. Key Achievements and Outcomes

Quantified items documented in the source documents are listed below.

| Measure | Documented value | Period | Source |
|---|---|---|---|
| Degrees issued, 2023-24 | 415 degrees | AY 2023-24 | AR p.59 |
| 5th Convocation | 367 degrees; 18 medals | 29 May 2024 | AR p.59, 103 |
| 6th Convocation | 376 degrees; 27 medals (3 gold, 10 silver, 14 bronze) | 17 July 2025 | CJD p.3, 5 |
| PhD degrees awarded | First PhD (July 2025); second PhD completed (defense 21 November 2025) | 2025 | CJD p.5, 54 |
| Scholarships disbursed | PKR 24,396,350 | 2023-24 | AR p.59 |
| Scholarships, FY 2024-25 | PKR 3.835 million | FY 2024-25 | CJD p.3 |
| Laptops distributed (PMYP) | 300 | December 2023 | AR p.62 |
| Google Career Certificate completions | 300 students (130 certificates presented at ceremony) | September 2025 | CJD p.34 |
| Department of Education admissions | 40 (Fall 2023); 37 (Spring 2024) | AY 2023-24 | AR p.39–40 |
| Self-Assessment Reports prepared | 8 (2023-24); 24 (previous year) | 2022-23 to 2023-24 | AR p.64 |
| SMIU Model School | 728 students; 40 teaching staff | 2023-24 | AR p.85 |
| University enrolment | Grown from 1,800 to 5,500 students | 2020–2025 | CJD p.2, 61 |

## 5. Institutional Policies and Strategic Alignment

The table lists the institutional instruments, structures and commitments recorded in the source documents, with their status as reported.

| Policy, strategy or commitment | Status | Source |
|---|---|---|
| Scholarship and financial-aid Programs (need and merit based) | Ongoing Programs | AR p.59, 54, 55 |
| Institutional Quality Circle under HEC RIPE/PSG-2023 | Constituted by the Vice Chancellor | AR p.64 |

| Policy, strategy or commitment | Status | Source |
|---|---|---|
| Programme Self-Assessment and Postgraduate Programme Review | Ongoing QA process | AR p.64–65 |
| Internships after the fifth semester; Industry Liaison Committee policy framework | Decisions recorded at 15th Academic Council (24 Sept 2025). | CJD p.24 |
| Commitment to diversity, inclusion and merit-cum-need assistance | General institutional commitment | AR p.5–6 |
| Hassanally Effendi Chair; Turkish language instruction | Announced (not yet evidenced as established) | CJD p.21, 28 |
| SMIU Malir Campus Library designed for sustainability | Planned (committee constituted) | AR p.80 |

## 6. Partnerships and Stakeholder Engagement

Partners relevant to SDG 4 are listed with the nature of engagement and its status as reported.

| Partner / stakeholder | Nature of engagement | Date; source | Status |
|---|---|---|---|
| HEC; Sindh HEC; Government of Sindh | Scholarships, laptops, programme accreditation support, event sponsorship | 2023–2025; AR p.59, 62; CJD p.34 | Active: scholarships and laptops documented. |
| Google; Google for Education; Tech Valley Pakistan; Government of Sindh | Google Career Certificate programme | 3 Sept 2025; CJD p.34–35 | Active: 300 completions reported. |
| Regional English Language Office, U.S. Mission | Academic-writing workshop | 6 Aug 2025; CJD p.32 | Active: one session documented. |
| Evolution (with U.S. Consulate General Karachi) | English Access programme at the Model School (MoU) | 30 April 2024; AR p.101 | Agreement documented. |
| Savaira (Soorty Foundation) | Mental-health awareness and support (MoU) | 28 Aug 2025; CJD p.95 | Agreement documented. |
| Prime Minister’s Youth Programme; HEC; UNICEF (attending) | Student consultation for the National Adolescent and Youth Policy | 17 May 2025; CJJ p.54 | Participation by Environmental Sciences students documented. |
| Edhi Foundation | Chief guest at the inclusive-needs session | 6 June 2024; AR p.97 | One event documented. |

## 7. Evidence Matrix for THE Impact Rankings

The matrix lists the evidence items presented in this report against the SDG targets and the THE metric themes to which they relate. Potential THE indicators refer to the metric themes published in THE's Impact Rankings 2025 methodology.

| Sr. No. | Activity / initiative | SDG target | Potential THE indicator | Evidence available | Source document | Page / section | Responsible department |
|---|---|---|---|---|---|---|---|
| 1 | Scholarships and financial aid (12 sources; 5 with amounts) | 4.3, 4.5 | SDG 4 – first-generation students / access measures | Disbursement table; Finance summary | AR | p.59; p.54 | Admissions and Examinations; Finance |
| 2 | Department of Education Programs and intake | 4.c, 4.3 | SDG 4 – Proportion of graduates with a teaching qualification | Intake tables | AR | p.38–40 | Department of Education; Examinations |
| 3 | QEC self-assessment, IQC, PGPR | 4.3 | SDG 4 – quality-assurance policy (supporting) | Descriptions of process and counts | AR | p.64–65 | QEC |
| 4 | BS Environmental Sciences accreditation (NAEAC); NCEAC visit (BS AI) | 4.3 | Supporting | Visit and ceremony reports | CJJ | p.19, 23, 67 | Environmental Sciences; AI and Mathematical Sciences; QEC |
| 5 | Google Career Certificate programme | 4.4 | SDG 4 – Lifelong learning measures | Ceremony report; 300 completions | CJD | p.34–35 | DSA; Faculty of IT |
| 6 | FM 96.6 radio / EDU TV educational programming | 4.7 | SDG 4 – Lifelong learning measures | Descriptions; content partners | AR; CJD | AR p.76–77; CJD p.40 | Directorate of Broadcasting and Media Training |
| 7 | SMIU Model School and English Access programme | 4.1, 4.5 | Supporting | School profile; MoU | AR | p.7, 85–86, 101 | Model School; ORIC |
| 8 | "Children with Inclusive Needs" session | 4.5 | Contextual | Event report | AR | p.97 | Media and Communication Studies |
| 9 | Counselling and mental-health activities; Savaira MoU | 4.a | Supporting | Event reports; MoU report | CJJ; CJD | CJJ p.54; CJD p.46–47, 95 | DSA; ORIC |
| 10 | National Conference on Teacher Education for Sustainable Development | 4.7, 4.c | SDG 4 – research and lifelong learning (supporting); SDG 17 – Education on the SDGs | Conference report; session list | CJD | p.58, 62, 75 | Faculty of Education |
| 11 | Panel: Role of Educators in Shaping Sustainable Societies | 4.7, 4.c | Supporting | Event report | CJD | p.66 | Faculty of Education |

## 8. Conclusion

SMIU's documented contribution to SDG 4 spans financial assistance for students from multiple national and provincial schemes, a teacher-education department with Programs from B.Ed to PhD, a systematic quality-assurance cycle, programme accreditation, expansion of doctoral education with the first two PhD degrees awarded in 2025, and skills and sustainability-in-education initiatives developed with partners such as Google, the Government of Sindh and the U.S. Mission.

Together these show an institution that links access, quality and relevance in higher education, consistent with its motto "Enter to learn – Go forth to serve".

## 9. References and Evidence Sources

### Institutional documents

| Abbrev. | Document | Pages cited |
|---|---|---|
| AR | SMIU Annual Report (internal title "SMIU Annual Report 2023-24"; period July 2023–June 2024). | p.2, 5–7, 21, 37–41, 43, 54–55, 59, 61–62, 64–67, 75–81, 85–86, 93, 97, 101–103, 106 |
| CJJ | SMIU Chronicle, January–June 2025. | p.14, 16, 19, 23, 43, 48, 54, 66, 67 |
| CJD | SMIU Chronicle, July–December 2025. | p.2–3, 5, 18, 21, 24, 28, 32–35, 38, 40, 46–47, 54, 57–58, 61–62, 66, 75, 82, 95 |