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ARID AGRICULTURE UNIVERSITY
RAWALPINDI**

**Division of Continuing Education, Home Economics and
Women Development**

B.Ed Program

Self Assessment Report

2008-10

Program Self Assessment Team

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INTRODUCTION

Women play an important role in agriculture, education, rural development and other nation building activities. Upgradation of education and skill of young women, teachers, educators and other sphere is, therefore, necessary, particularly in rural areas. Barani Agricultural College (now University), initially focused on social and economic developments of women objective oriented programs with the passage of time were designed to impart necessary skills. They ranged from informal education, community participation, vocational education, training and skill development. With the creation of PMAS-AAUR the Division of Continuing Education, Home Economics and Women Development was established in accordance with the University Act, 1995.

The Division focused on teacher education programs. B.Ed program was started in 1999. In this program both male and female participated. With the passage of time, women participation rate in the program increased manifold from September, 1999 to July 2009. In addition 25 short certificate courses of duration ranging from one week to three months were conducted in different fields. The feedback confirms that a significant number of students have benefited from these short and long term programs and have improved their economic conditions.

As a continued activity of enhancing professional competency of teachers, the Division, in collaboration with HEC launched 24 days working workshop in July to August 2009. The key objective of the program was orientation of innovative and advanced teaching methods to strengthen communication, research and planning skills, curriculum and evaluation methods at tertiary levels. A well-structured program of seven modules (education and professional development, academic planning and management, curriculum and assessment, learning psychology, andragogical skills, communications skills and research methods) along with a special component of lab oratory work of micro teaching was also conducted to provide practical experience of affective teaching.

The Division also planned to offer additional programs of M.Sc and M.Phil degrees, concurrently offering B.Ed Program in the morning. These programs have become more demanding, as a result of the closure of University Institute of Education & Research (UIER), associated with this University for some time.

Regarding first cycle, the Division has furnished a Self Assessment Report 2007-08 to Quality Enhancement Cell. It was a combined report of all programs offered in the Division. For 2nd cycle of Assessment, separate reports of each program are being submitted. Therefore, this is an exclusive report of B.Ed program as per desire of QEC.

This Self Assessment Report (SAR) of B.Ed. program consists of eight criteria. The first criterion describes program mission and objectives. Second criterion provides for information about the curriculum development and design. Criterion 3 enlists the laboratories and other relevant information. The fourth criterion covers information about student support and advisory services. The remaining four criteria reflect information about process control, faculty characteristics and institutional facilities and supporting services.

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

The self assessment is based on a number of criteria. To meet each criterion several standards must be satisfied. This section describes how the standards of the criterion 1 are met.

Standard 1-1: **The program must have documented measurable objectives that support Faculty / College and institution mission statements.**

Mission Statement

The mission of the B.Ed program conducted by the Division is to deliver quality education, prepare better teachers and to create interest in youth as prospective teachers, educators, managers of education to conduct action research. The Division also formulates programs for leadership initiatives, research and extend knowledge of the trainee teachers to promote education in terms of subject knowledge, behavioural change and skill development, integrated with student characteristics and local educational conditions for promoting quality education.

Documented measurable objectives

These include:

1. To provide students a strong foundation in continuing education and methods of teaching at elementary and secondary level classes.
2. To provide students the basic and applied knowledge of teaching learning process specially educational psychology, philosophy, class management and other areas of education.
3. To guide students in internship experience.
4. To enable students to integrate the educational activities with other areas of subject matter.
5. To provide students powerful communication skills which are required to enter the workplace well prepared.
6. To provide the students action research experience and its implication for teaching learning situations.

Strategic objectives of the Division are as below:

- Providing practical experience in the school system, together with a core of subjects including research for the academic enhancement of the individual.
- Helping students identify practical problems related to teaching and learning both in the classroom and in the community schools, and to develop effective solutions.
- Enabling students to develop skills in communicating knowledge successfully by adopting suitable methods and materials, motivational techniques, and through evaluation of the learners' achievements not only in academic but also in social and personal terms.
- Encouraging students to recognize the contemporary role of the teacher as a manager of learning, and of the related tasks.
- Allowing them to gain broad background knowledge and understanding of the organization of educational system and of the schools in which he/she is to teach.
- Enabling them to develop the capacity to work with others in a superior, equal or subordinate position, to command respect as a professional teacher, and to motivate others.

Main elements of strategic plan to achieve mission and objectives

- Developing a sound and dynamic teaching system based on the experience and vision gathered from world reviews, literature, innovations and teaching institutions.
- Designing and constantly updating the curricula involving core subjects, elective subjects, specialized areas, internship programs and teaching practice through micro teaching.
- Designing curricula directly related to developing foundation of education, teaching methodology, classroom management and student assessment.
- Arranging women development related tasks and its training for their uplift of economic empowerment.

Program Outcomes:

Following are program outcomes to produce prospective teachers with the degree of skills and capabilities at B.Ed. level:

1. Students shall have adequate knowledge of the foundational courses of education.
2. Students shall have an ability to apply knowledge in the classroom to solve students' problems.
3. Students shall have an ability to identify, analyze and resolve the practical teaching-learning problems.
4. Students shall develop interactive activities for effective teaching.
5. Students shall have an ability to use modern methods of teaching, recognize other modes and devices for continuous student assessment.
6. Students shall have an ability to communicate in written and oral forms and use timely audio visual teaching aids effectively.
7. Students shall be able to work collaboratively, manage classroom activities, solve, disciplinary and behavioral problems.
8. Students shall have a fair understanding of the professional and ethical responsibilities of teachers.
9. Students shall evolve an analytic approach to observe and manage teaching-learning undertakings.

TABLE-1: PROGRAM OBJECTIVES ASSESSMENT

S. #	Objective	How Measured	When Measured	Improvement Identified	Improvement made
1	To provide foundation knowledge of teaching as a discipline	On the basis of course development evaluation & content enrichment	At the time of self assessment process	Course outline to be improved and updated with current books to be recommended	A plan made for revision of B.Ed. scheme of studies
2	To impart basic and applied knowledge of teaching learning process	Back ground information and status of knowledge of students through graduating students surveys	At the time of admission and/or completion of courses	Make practice teaching more practical	Observation and evaluation of practice teaching in field by concerned teachers
3	Guidance to students in B.Ed./ internship	Assessing interest of students and students feed back	Before and after Teaching Practice / Internship	Students to make lesson plans in field teaching	Introducing practice teaching through micro teaching /run guidance program in process
4	Integration of related fields	Remarks and suggestions by students	In presentations, Discussion panels	Low level of integration in subjects	Teachers of different subjects to make inter linked knowledge and add discussions for better integrated knowledge
5	Provision of communication skills	Through self assessment and survey	Continuous activity	Presentation and management skills improvements	Record the presentation activities and panel discussions
6	Anticipation of action research behavior	Through course evaluation and alumni feed back	Continuous activity	Identification of contemporary issues	Make research projects and assignments result oriented

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

The following table shows the outcomes that are aligned with each objective.

TABLE 2: OBJECTIVES VS OUTCOMES

Program objectives	Expected Learning Outcomes								
	1	2	3	4	5	6	7	8	9
1	X		X	X	X	X	X	X	X
2	X	X	X		X			X	
3	XX	X	X	XX		XX	XX	X	
4	X		X	X		X		XX	
5	X	X	X		X	XX		X	
6		X	X			X	X	X	

X = Relevant

XX = Relevant and Satisfactory

XXX = Very relevant and satisfactory

XXXX= Highly relevant and satisfactory

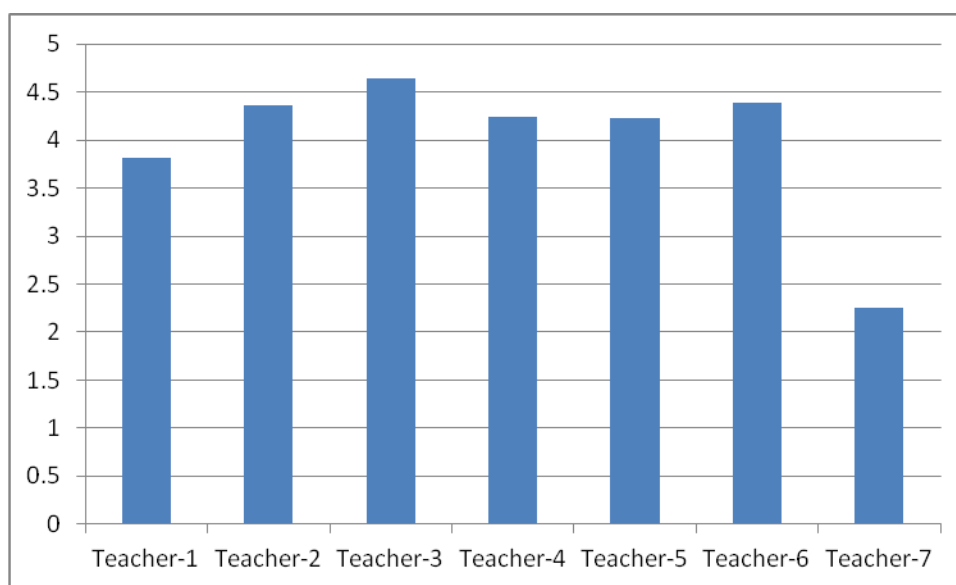
The program outcomes are partially supportive to program objectives mentioned above. Outcomes are based on actual details obtained from Division documents.

Different self assessment surveys were conducted and sample of the forms are annexed. The data obtained from these sources was analyzed and presented in assessment report in the form of tables, graphs, and statistical analysis.

TEACHER EVALUATION (2008-09) (Proforma-10)

The teachers were evaluated by the students in respect to their courses at the end of each semester in accordance with proforma 1 and 10.

The courses offered during the session 2008-09 and feedback from the students is given in the following section. There were 7 teachers in the department including visiting faculty. The teachers were evaluated by the students at the end of the semesters in accordance with Proforma-10. An overall comparative evaluation (out of 5) of all teachers is illustrated with the help of a bar chart. Each bar extends to a maximum value of 5 that shows highly satisfactory evaluation by students and to a minimum value of 1 that shows highly dissatisfied feedback. The overall compiled results showed that Teacher-3 is on the top scoring 4.643 points out of 5 while Teacher-7 is at the lower end by having a score of 2.254.



Teachers' comparative graph session 2008-09

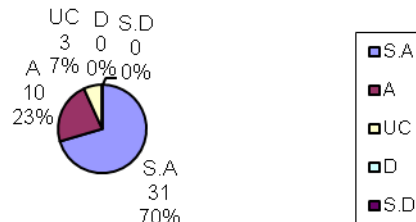
Teacher-1 EDU-501

Following pie charts show that above 60% students agreed with given aspects. However 10% disagreed that the instructor has completed the whole course, whereas 9% disagreed with the availability of instructor during the specified office hours and for after class consultations, 7% were not agreed that the instructor communicates the subject matter effectively, same percent were not agreed that the instructor shows respect towards students and encourages class participation, instructor maintains an environment that is conducive to learning, instructor leaves

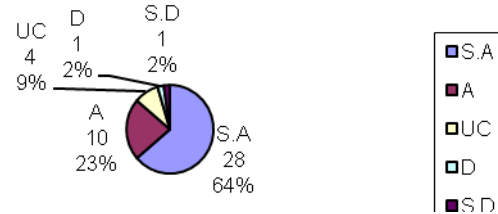
on time, the instructor is fair in examination, subject matter presented in the course has increased your knowledge of the subject, syllabus clearly states course objectives requirements procedures and grading criteria. And 5% disagreed about on time arrival of instructor.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

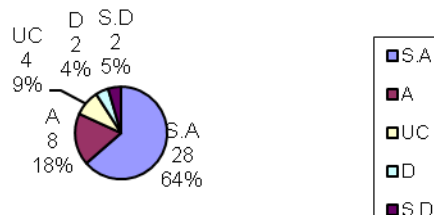
1. The Instructor is prepared for each class



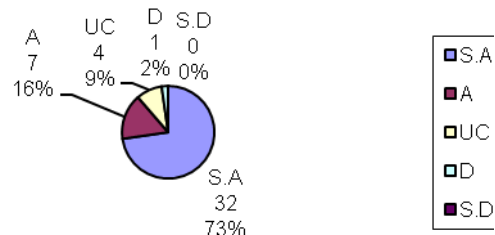
2. The Instructor demonstrates knowledge of the subject



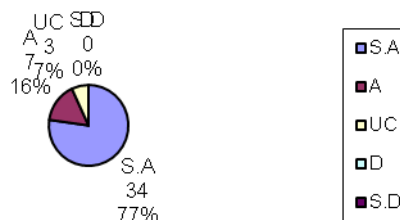
3. The Instructor has completed the whole course



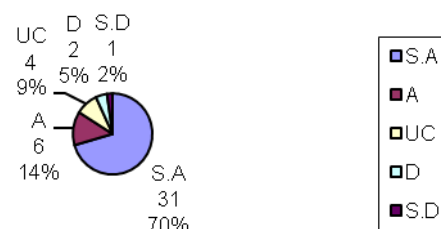
4. The Instructor provides additional material apart from text



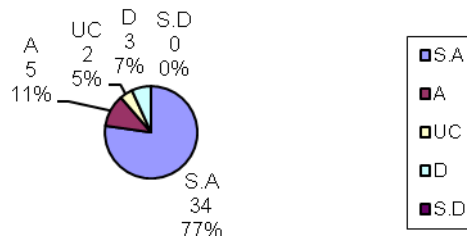
5. The Instructor gives citations regarding current situations With reference to Pakistani context



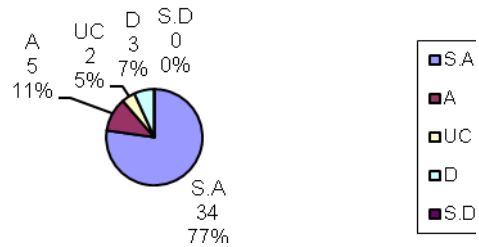
6. The Instructor communicates the subject matter effectively



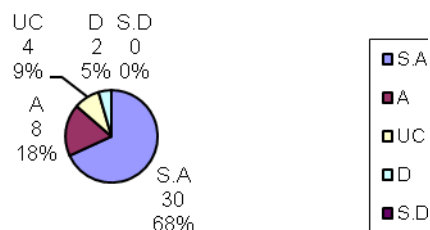
7. The Instructor shows respect towards students and encourages class participation.



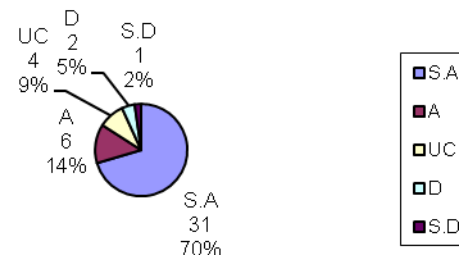
8. The Instructor maintains an environment that is conducive to learning.



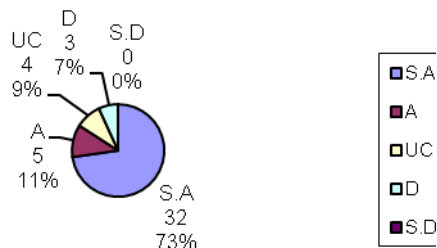
9. The Instructor arrives on time



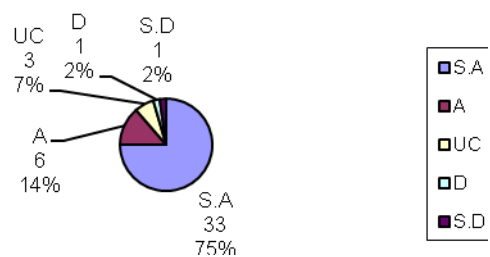
10. The Instructor leaves on time



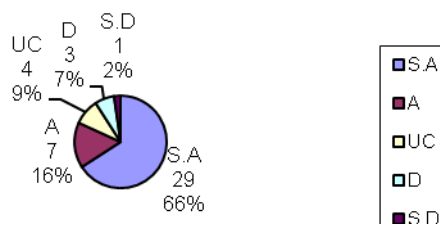
11. The Instructor is fair in examination



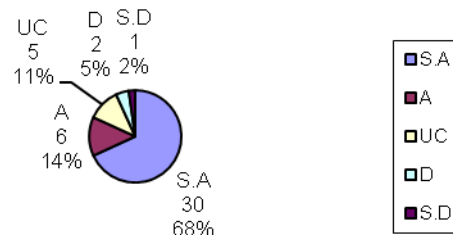
12. The Instructor returns the graded scripts. etc in a reasonable amount of time.



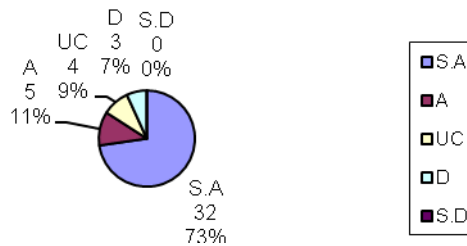
13. The Instructor was available during the specified office hours and for after class consultations.



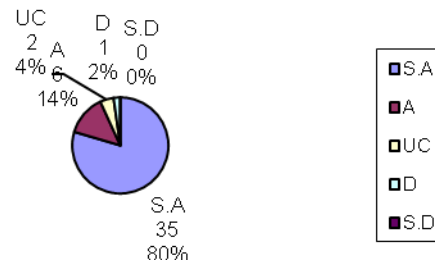
15. The subject matter presented in the course has increased your knowledge of the subject.



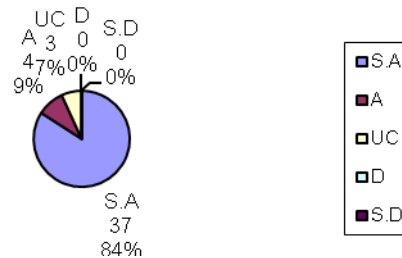
16. The syllabus clearly states course objectives requirements procedures and grading criteria.



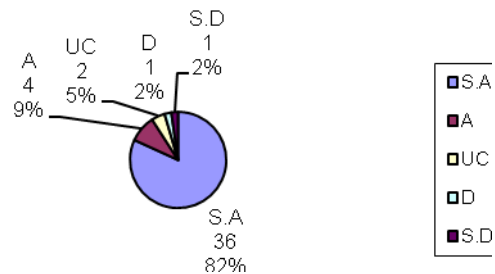
17. The course integrates theoretical course concepts with real-word applications.



18. The assignments and exams covered the materials presented in the course.



19. The course material is modern and updated



General Comments of the Students about Teacher-1

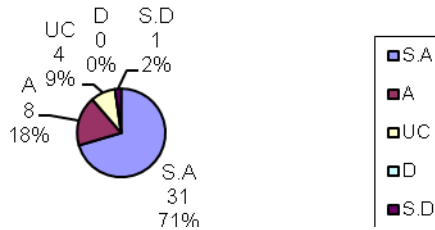
1. Teacher was good in dealings.
2. Teacher should use both languages while teaching English to clear the concepts.
3. Teacher uses too difficult words to understand by the students.

Teacher-2 SSH-501

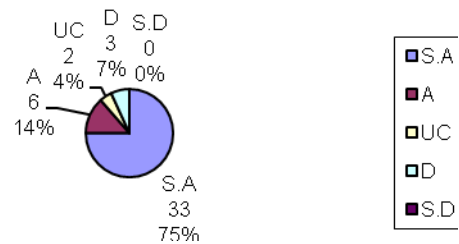
Following pie charts show that above 60% students agreed with given aspects. However 7% disagreed that the instructor demonstrates knowledge of the subject, and same percent were disagree that the instructor gives citations regarding current situations with reference to Pakistani context, communicates the subject matter effectively, fair in examination, and returns the graded scripts etc in a reasonable amount of time, 5% were disagreement with the provision of additional material from instructor, leaves on time, and course integrates theoretical course concepts with real-world applications. Whereas 9% disagreed with on time arrival of instructor.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

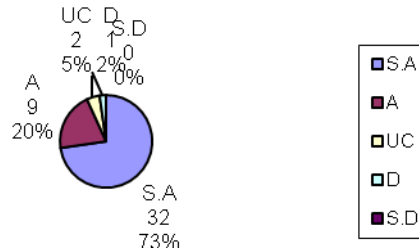
1. The Instructor is prepared for each class



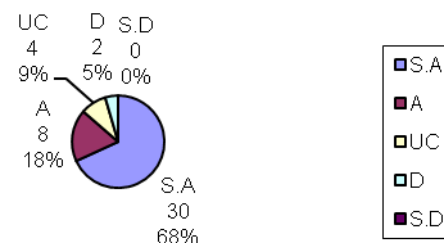
2. The Instructor demonstrates knowledge of the subject



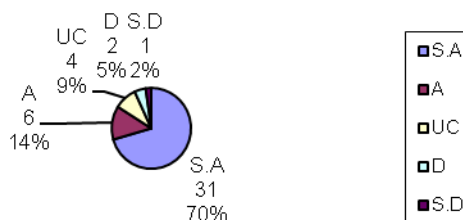
3. The Instructor has completed the whole course



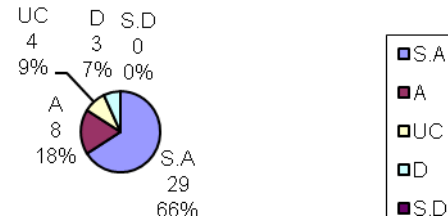
4. The Instructor provides additional material apart from text



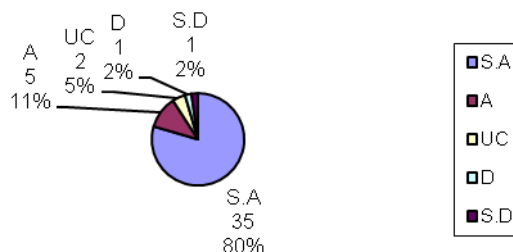
5. The Instructor gives citations regarding current situations With reference to Pakistani context



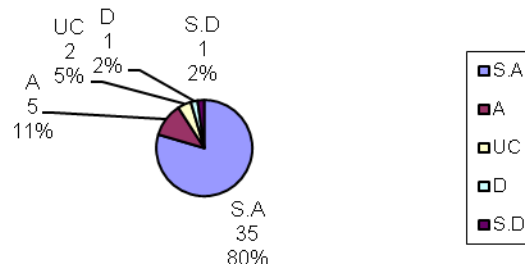
6. The Instructor communicates the subject matter effectively



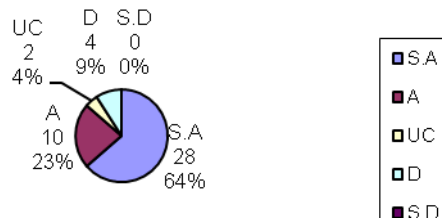
7. The Instructor shows respect towards students and encourages class participation.



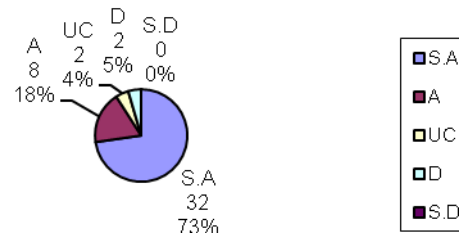
8. The Instructor maintains an environment that is conducive to learning.



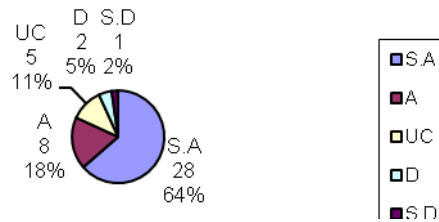
9. The Instructor arrives on time



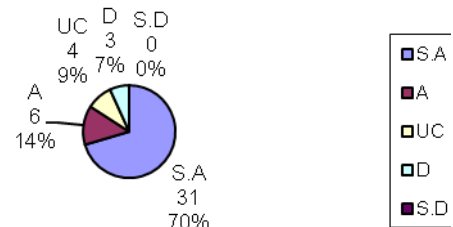
10. The Instructor leaves on time



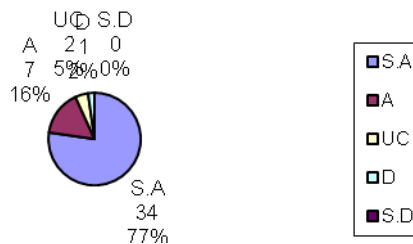
11. The Instructor is fair in examination



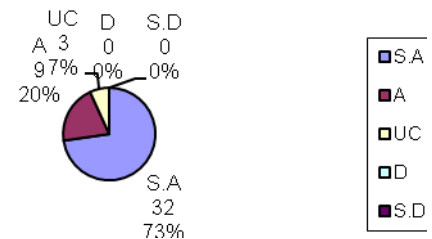
12. The Instructor returns the graded scripts, etc in a reasonable amount of time.



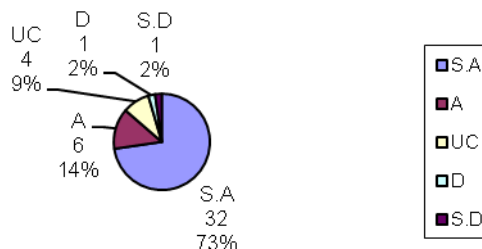
13. The Instructor was available during the specified office hours and for after class consultations.



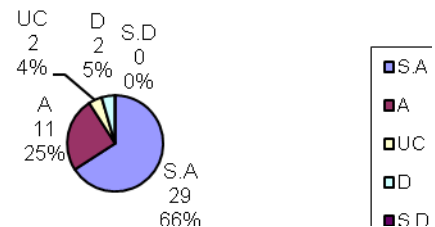
15. The subject matter presented in the course has increased your knowledge of the subject.



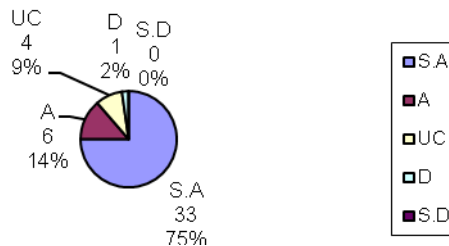
16. The syllabus clearly states course objectives requirements procedures and grading criteria.



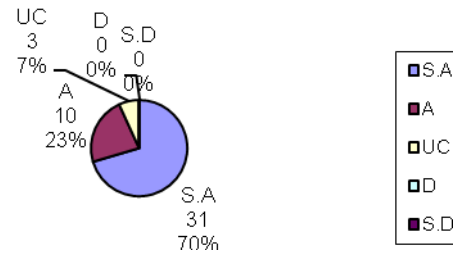
17. The course integrates theoretical course concepts with real-world applications.



18. The assignments and exams covered the materials presented in the course.



19. The course material is modern and updated



General Comments of the Students about Teacher-2

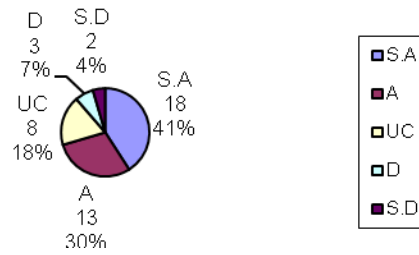
1. Had control on class.
2. Had command on the subject.
3. Discouraged the students.
4. Did not help the students in any case.
5. Should improve teaching skills.

Teacher-3 EDU-502

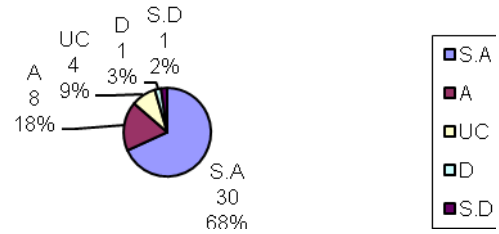
Following pie charts show that above 60% were satisfied with the performance of the teacher. However 13% students revealed that the teacher did not prepared for each class. Similarly 9% of the students were not agreed that teacher's arrived and leave on time. 7% students were not satisfied with teacher's communication, respect towards students and encourage class participation, maintain an environment that is conducive to learning, return the graded scripts etc in a reasonable amount of time, was available during the specified office hours and for after class consultations, syllabus clearly states course objectives requirements procedures and grading criteria, and course integrates theoretical course concepts with real-world applications. Whereas 5% were disagree that the teacher has completed the whole course, was fair in examination, and course material is modern and updated.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

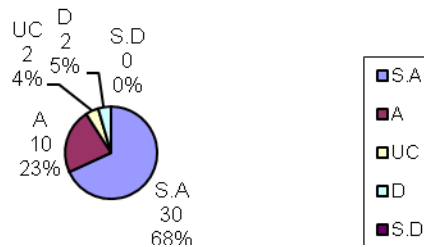
1. The Instructor is prepared for each class



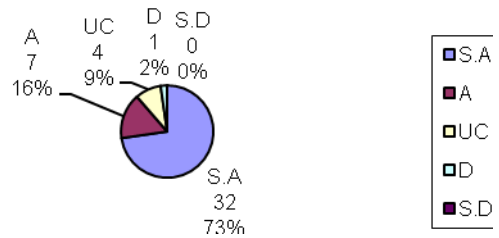
2. The Instructor demonstrates knowledge of the subject



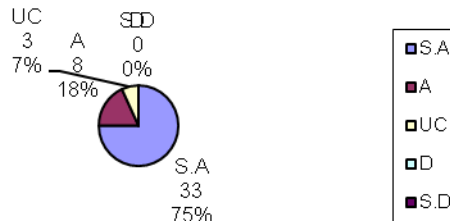
3. The Instructor has completed the whole course



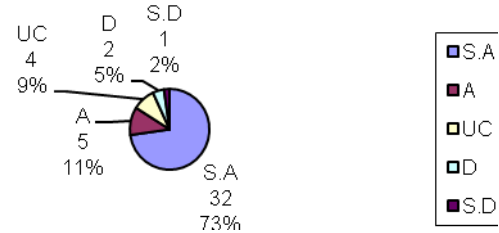
4. The Instructor provides additional material apart from text



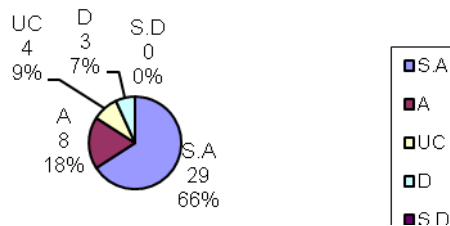
5. The Instructor gives citations regarding current situations With reference to Pakistani context



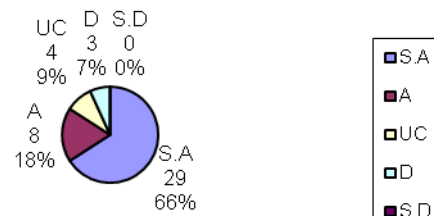
6. The Instructor communicates the subject matter effectively



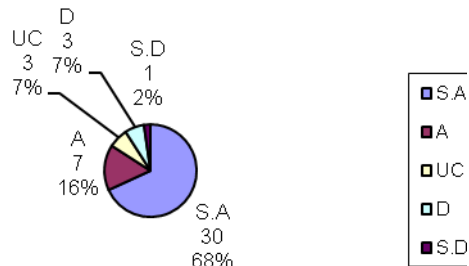
7. The Instructor shows respect towards students and encourages class participation.



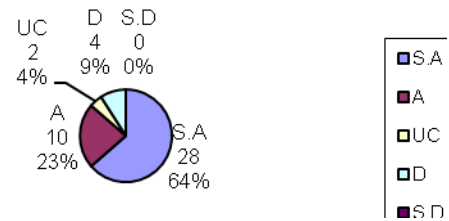
8. The Instructor maintains an environment that is conducive to learning.



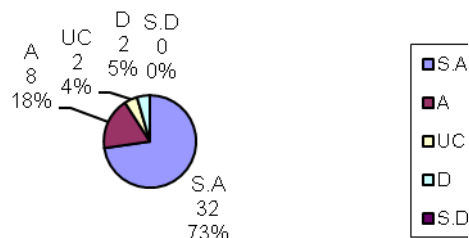
9. The Instructor arrives on time



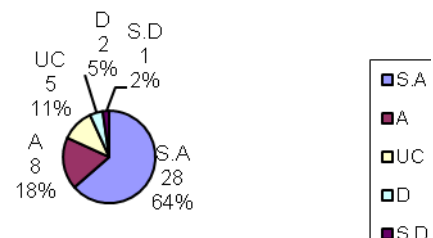
10. The Instructor leaves on time



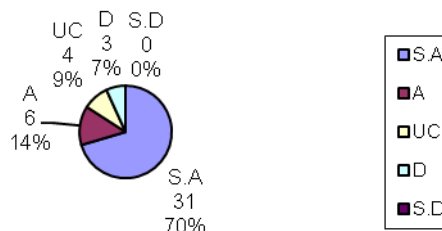
11. The Instructor is fair in examination



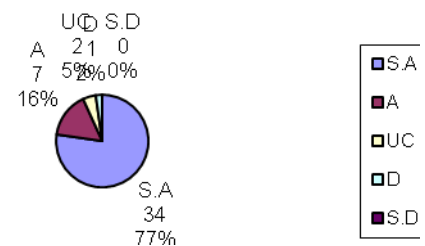
12. The Instructor returns the graded scripts, etc in a reasonable amount of time.



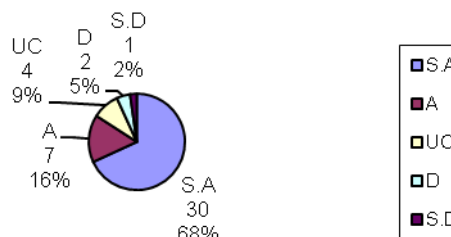
13. The Instructor was available during the specified office hours and for after class consultations.



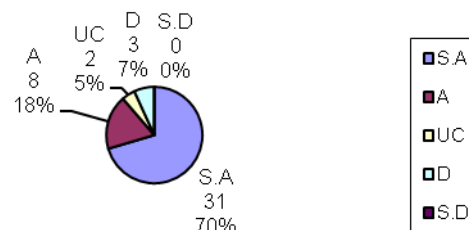
15. The subject matter presented in the course has increased your knowledge of the subject.



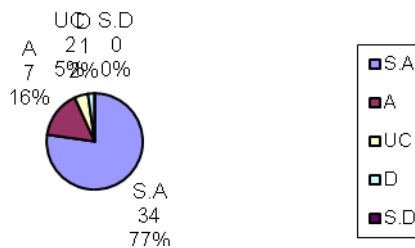
16. The syllabus clearly states course objectives requirements procedures and grading criteria.



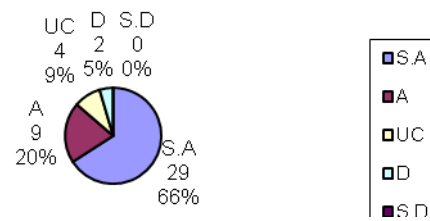
17. The course integrates theoretical course concepts with real-word applications.



18. The assignments and exams covered the materials presented in the course.



19. The course material is modern and updated



General Comments of the Students about Teacher-3

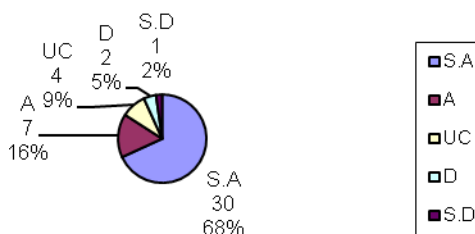
1. Explained the importance of the subject in an effective way.
2. Motivated the students to participate in different activities.
3. Helped the students in case of need.
4. Didn't trust students.
5. Use to come late in class.

Teacher-4 IS-502

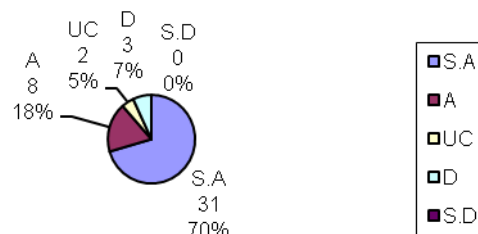
Following pie charts show that above 60% students agreed with given aspects. However 9% disagreed that the instructor arrives on time, 7% disagreed that the instructor is prepared for each class, demonstrates knowledge of the subject, completed the whole course, gives citations regarding current situations with reference to Pakistani context, communicates the subject matter effectively, fair in examination, and returns the graded scripts etc in a reasonable amount of time, whereas 5% disagreed that the instructor provides additional material apart from text, leaves on time, and course integrates theoretical course concepts with real-world applications.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

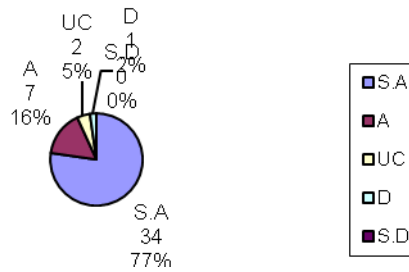
1. The Instructor is prepared for each class



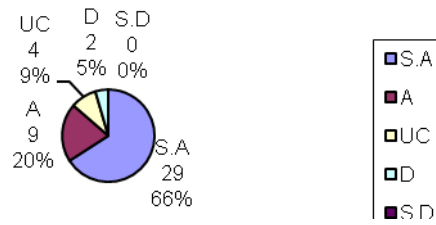
2. The Instructor demonstrates knowledge of the subject



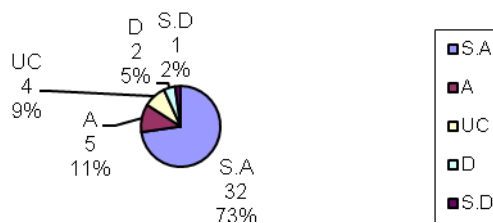
3. The Instructor has completed the whole course



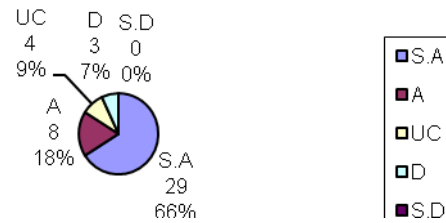
4. The Instructor provides additional material apart from text



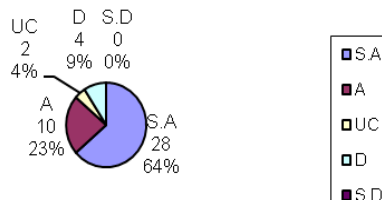
5. The Instructor gives citations regarding current situations With reference to Pakistani context



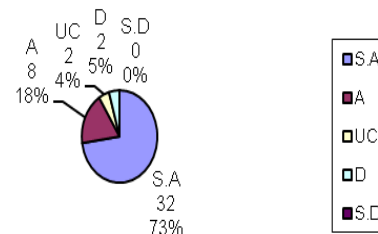
6. The Instructor communicates the subject matter effectively



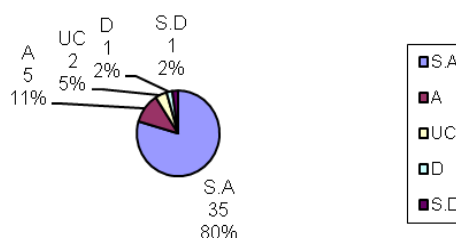
9. The Instructor arrives on time



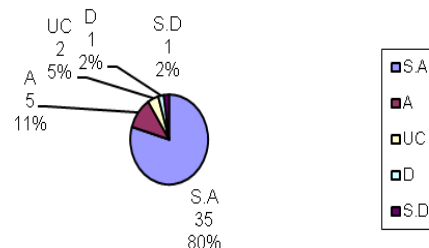
10. The Instructor leaves on time



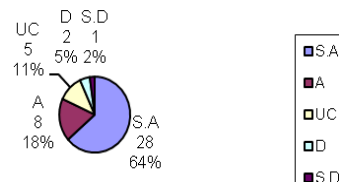
7. The Instructor shows respect towards students and encourages class participation.



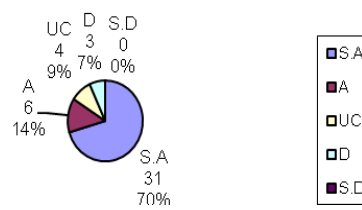
8. The Instructor maintains an environment that is conducive to learning.



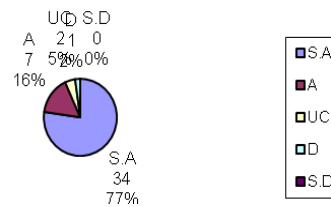
11. The Instructor is fair in examination



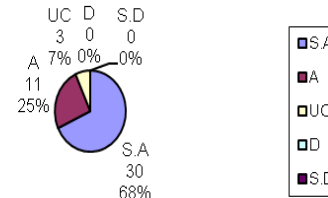
12. The Instructor returns the graded scripts, etc in a reasonable amount of time.



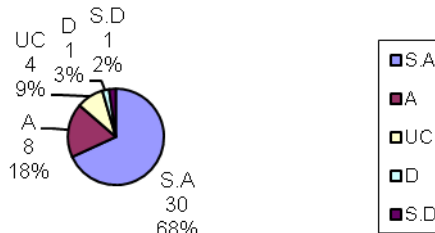
13. The Instructor was available during the specified office hours and for after class consultations.



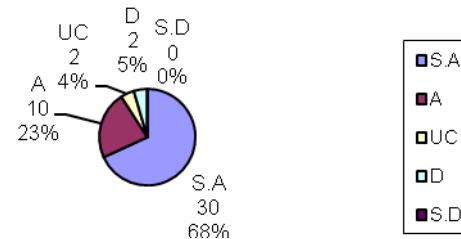
15. The subject matter presented in the course has increased your knowledge of the subject.



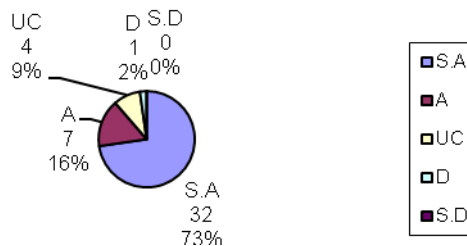
16. The syllabus clearly states course objectives requirements procedures and grading criteria.



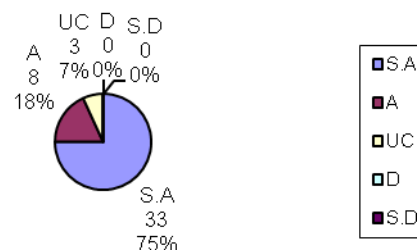
17. The course integrates theoretical course concepts with real-word applications.



18. The assignments and exams covered the materials presented in the course.



19. The course material is modern and updated



General Comments of the Students about Teacher-4

1. Teacher was well disciplined.

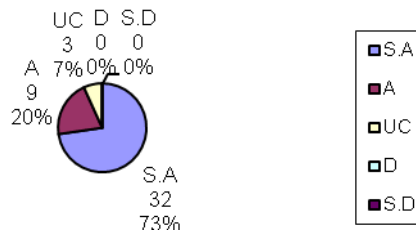
2. Teacher had command on the subject.
3. Teacher did not let the students ask any question.

Teacher-5 EDU-503

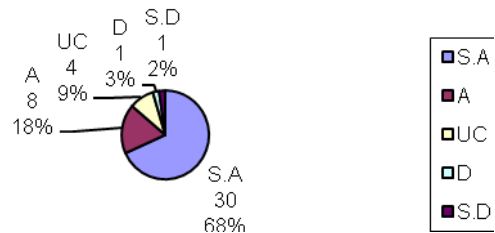
Following pie charts show that above 60% were satisfied with the performance of the teacher. However 47% students revealed that the teacher did not complete the whole course. Similarly 9% students were not satisfied with teacher's availability for consultation after class. Whereas 7% students were not satisfied with teacher's communication, and same percent were disagreed that shows respect towards students and encourages class participation, maintains an environment that is conducive to learning, leave on time, was fair in examination, subject matter presented in the course has increased your knowledge of the subject, and syllabus clearly states course objectives requirements procedures and grading criteria. And 5% students were not satisfied with teacher's on time arrival.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

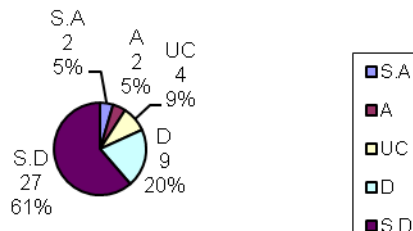
1. The Instructor is prepared for each class



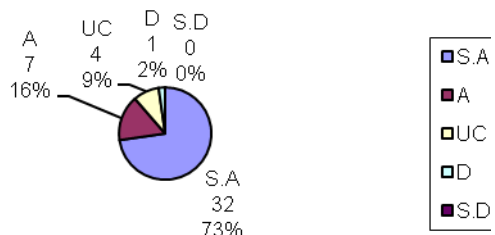
2. The Instructor demonstrates knowledge of the subject



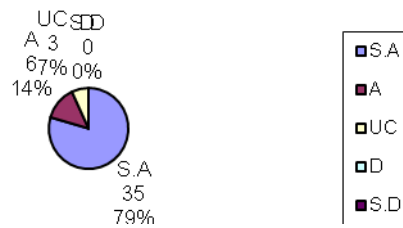
3. The Instructor has completed the whole course



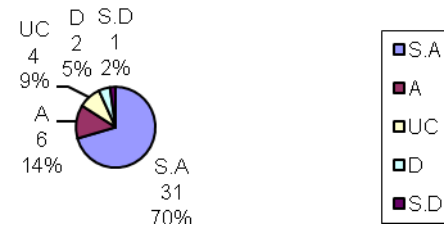
4. The Instructor provides additional material apart from text



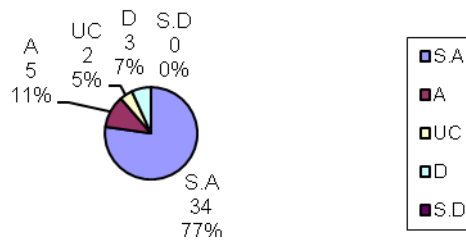
5. The Instructor gives citations regarding current situations With reference to Pakistani context



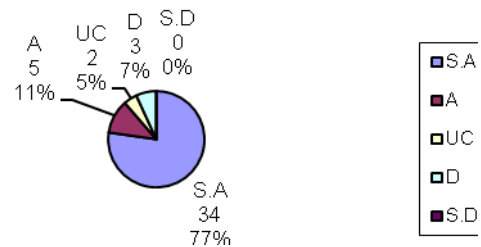
6. The Instructor communicates the subject matter effectively



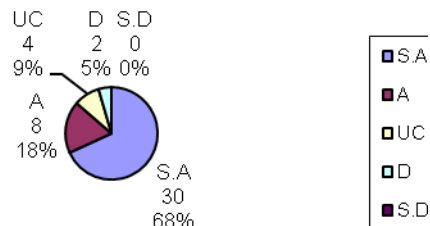
7. The Instructor shows respect towards students and encourages class participation.



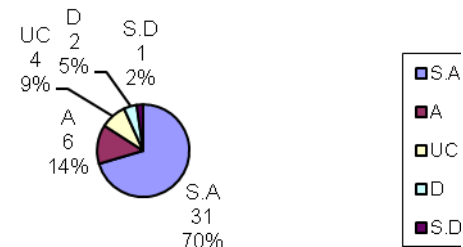
8. The Instructor maintains an environment that is conducive to learning.



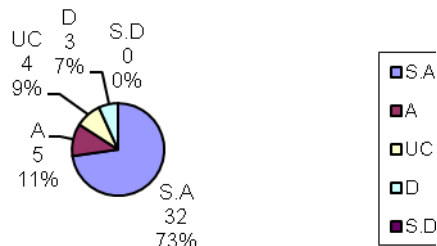
9. The Instructor arrives on time



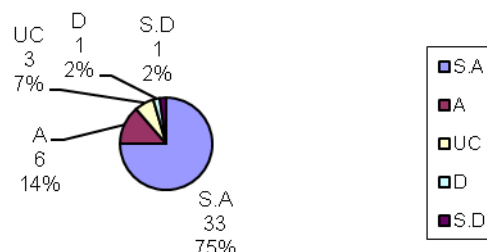
10. The Instructor leaves on time



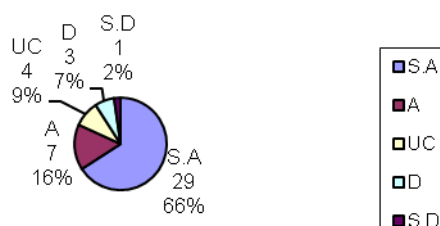
11. The Instructor is fair in examination



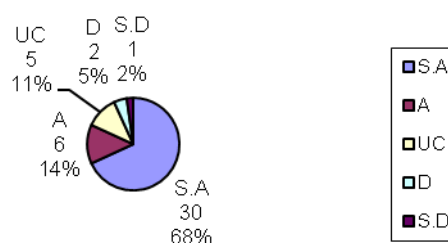
12. The Instructor returns the graded scripts. etc in a reasonable amount of time.



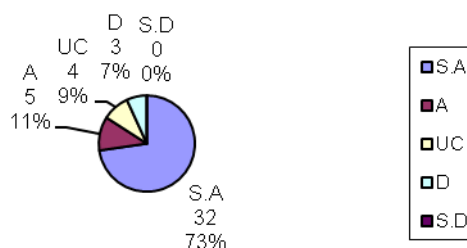
13. The Instructor was available during the specified office hours and for after class consultations.



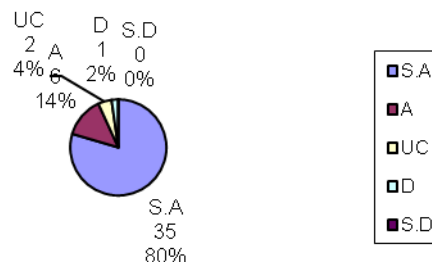
15. The subject matter presented in the course has increased your knowledge of the subject.



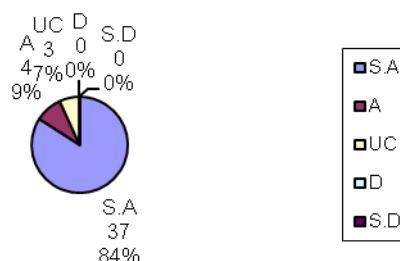
16. The syllabus clearly states course objectives requirements procedures and grading criteria.



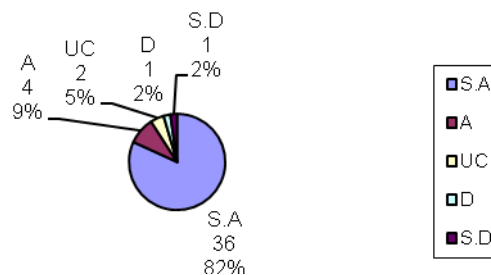
17. The course integrates theoretical course concepts with real-world applications.



18. The assignments and exams covered the materials presented in the course.



19. The course material is modern and updated



General Comments of the Students about Teacher-5

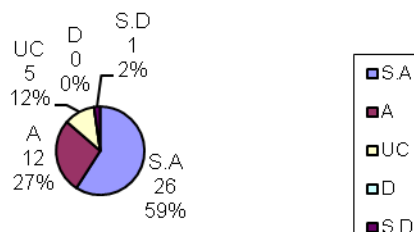
1. His lectures were informative and full of knowledge.
2. Teacher had good command on his subject.
3. Teacher delivers lecture effectively and efficiently.
4. Teacher should not put heavy load on the students.

Teacher-6 EDU-504

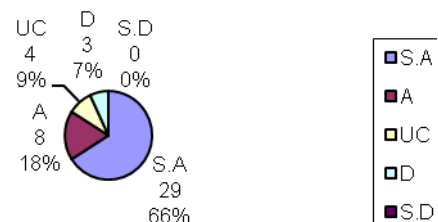
Following pie charts show that above 50% were satisfied with the performance of the teacher. However 36% students revealed that the syllabus clearly states course objectives requirements procedures and grading criteria. Similarly 18% of the students were not satisfied that teacher show respect towards students and encourage class participation and maintains an environment that is conducive to learning. 13% disagreed that the subject matter presented in the course has increased your knowledge of the subject. 11% disagreed that teacher gives citations regarding current situations With reference to Pakistani context and was fair in examination. 9% students were not satisfied with teacher's availability for consultation. Whereas 7% were not satisfied with teacher's demonstration, provides additional material, teacher's communication, was on time, course integrate theoretical course concepts with real-world applications and material is modern and updated.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

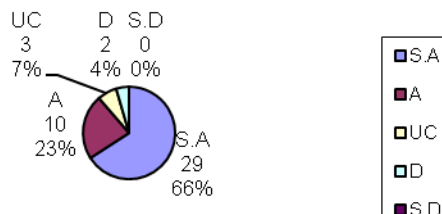
1. The Instructor is prepared for each class



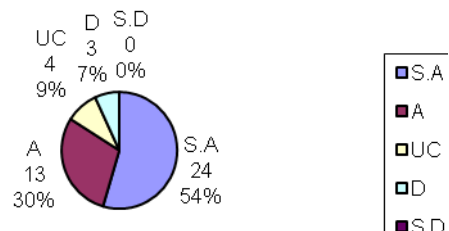
2. The Instructor demonstrates knowledge of the subject



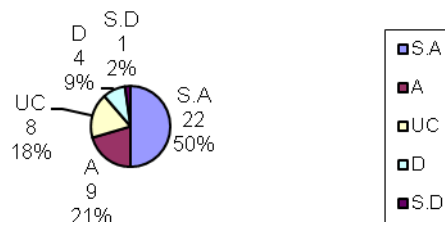
3. The Instructor has completed the whole course



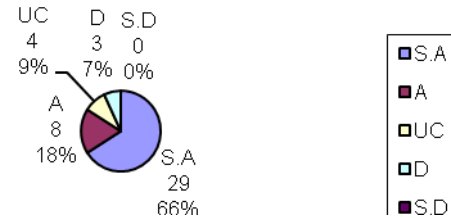
4. The Instructor provides additional material apart from text



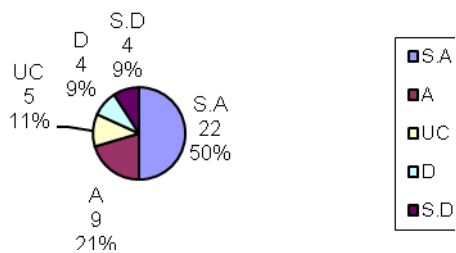
5. The Instructor gives citations regarding current situations With reference to Pakistani context



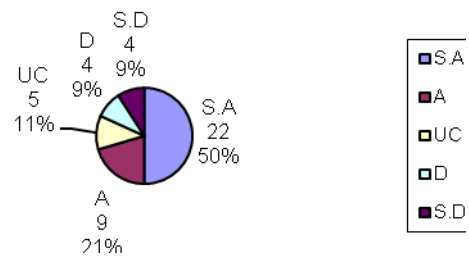
6. The Instructor communicates the subject matter effectively



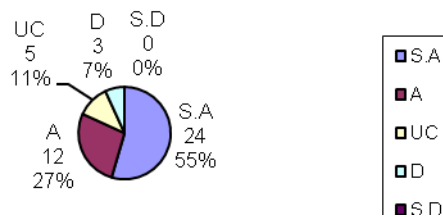
7. The Instructor shows respect towards students and encourages class participation.



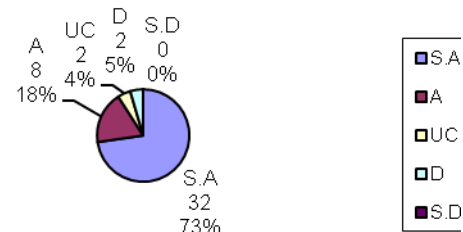
8. The Instructor maintains an environment that is conducive to learning.



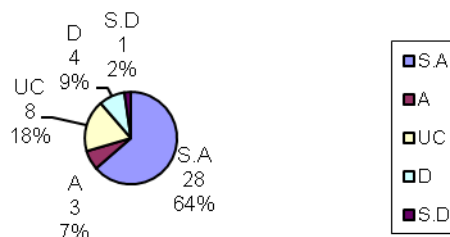
9. The Instructor arrives on time



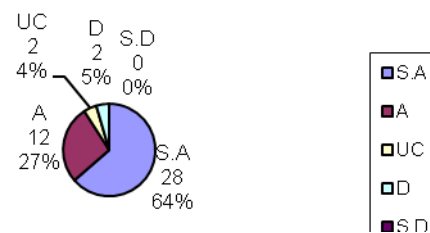
10. The Instructor leaves on time



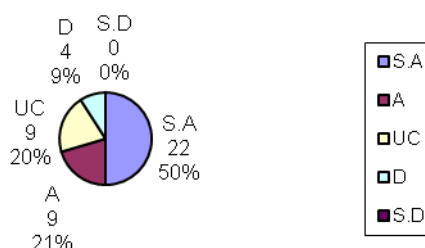
11. The Instructor is fair in examination



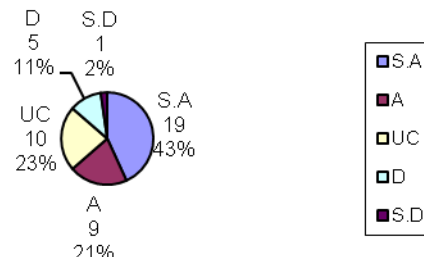
12. The Instructor returns the graded scripts. etc in a reasonable amount of time.



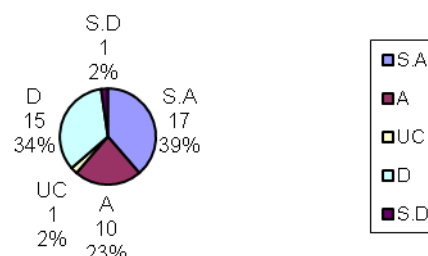
13. The Instructor was available during the specified office hours and for after class consultations.



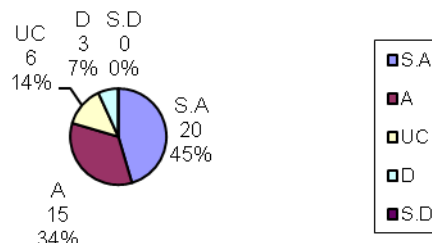
15. The subject matter presented in the course has increased your knowledge of the subject.



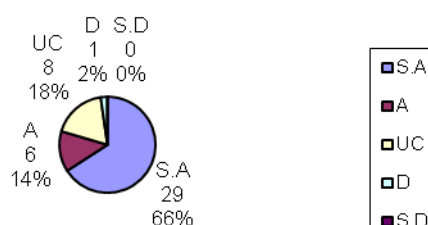
16. The syllabus clearly states course objectives requirements procedures and grading criteria.



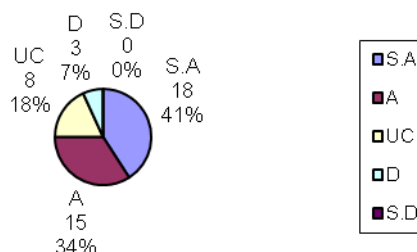
17. The course integrates theoretical course concepts with real-word applications.



18. The assignments and exams covered the materials presented in the course.



19. The course material is modern and updated



General Comments of the Students about Teacher-6

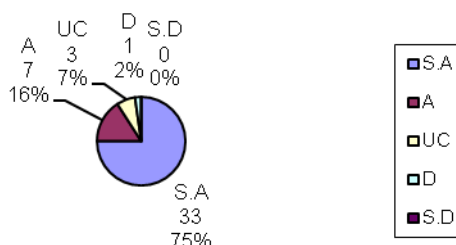
1. Teacher was helping and guiding.
2. Teacher had good communication with students.
3. Teacher has a positive mental attitude.
4. Teacher should improve teaching strategies and knowledge.
5. Teacher should ask questions from the students to check their learning.

Teacher-7 EDU-505

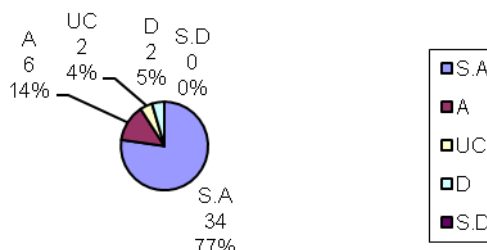
Following pie charts show that above 60% students agreed with given aspects. However 14% disagreed with that the course material is modern and updated. Whereas 10% disagreed the instructor communicates the subject matter effectively and leaves on time. 7% revealed that the Instructor has not completed the whole course, did not provides additional material apart from text, did not gives citations regarding current situations With reference to Pakistani context, was not available during the specified office hours and for after class consultations, and course was not integrates theoretical course concepts with real-world applications. And 5% was not satisfied with teacher's demonstration, on time arrival, and was fair in examination.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

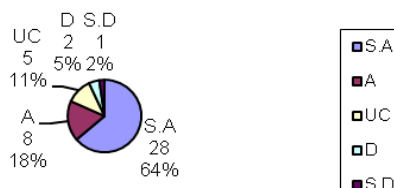
1. The Instructor is prepared for each class



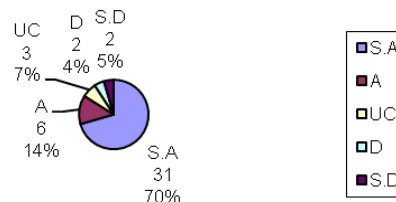
2. The Instructor demonstrates knowledge of the subject



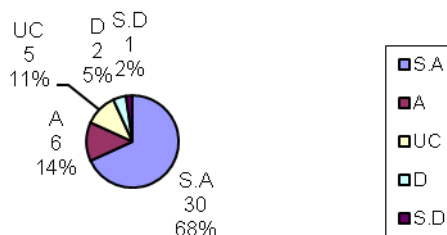
5. The Instructor gives citations regarding current situations With reference to Pakistani context



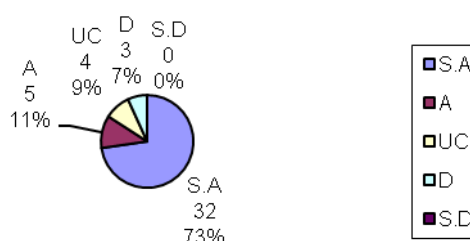
6. The Instructor communicates the subject matter effectively



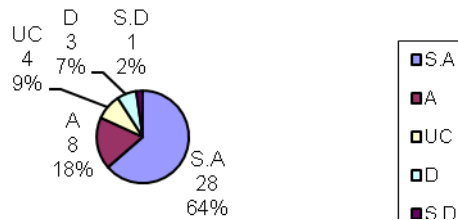
3. The Instructor has completed the whole course



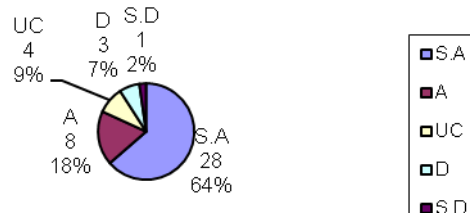
4. The Instructor provides additional material apart from text



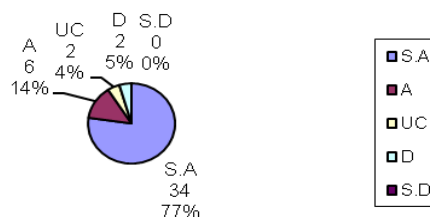
7. The Instructor shows respect towards students and encourages class participation.



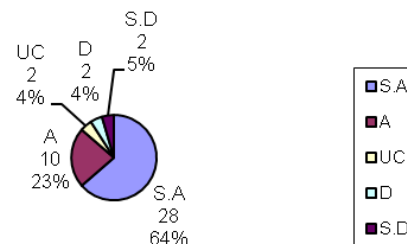
8. The Instructor maintains an environment that is conducive to learning.



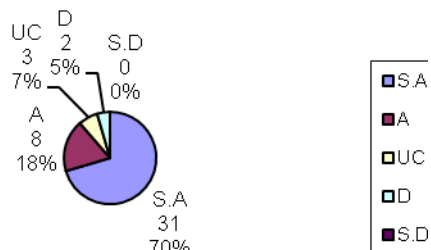
9. The Instructor arrives on time



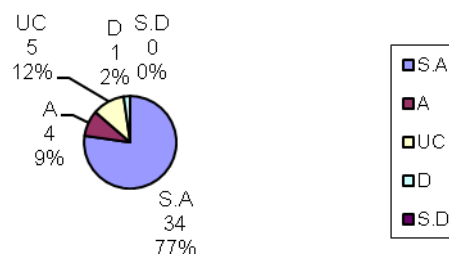
10. The Instructor leaves on time



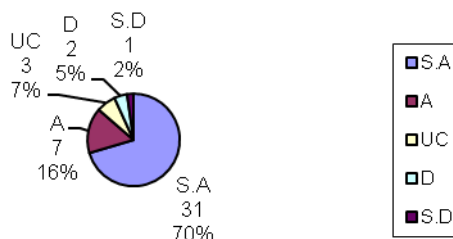
11. The Instructor is fair in examination



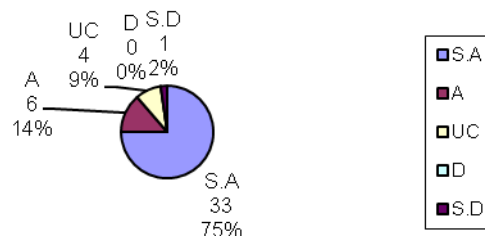
12. The Instructor returns the graded scripts. etc in a reasonable amount of time.



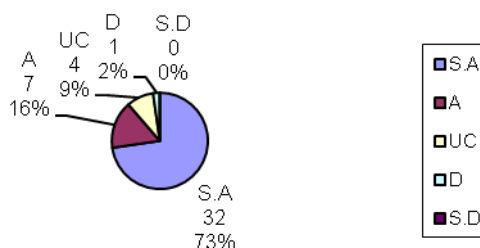
13. The Instructor was available during the specified office hours and for after class consultations.



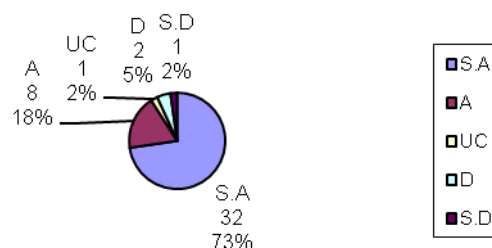
15. The subject matter presented in the course has increased your knowledge of the subject.



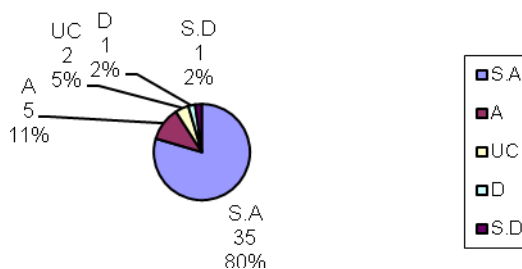
16. The syllabus clearly states course objectives requirements procedures and grading criteria.



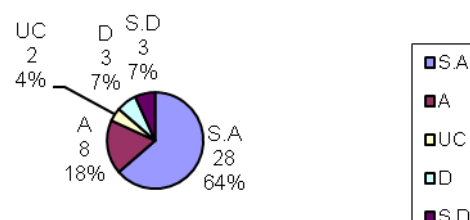
17. The course integrates theoretical course concepts with real-word applications.



18. The assignments and exams covered the materials presented in the course.



19. The course material is modern and updated

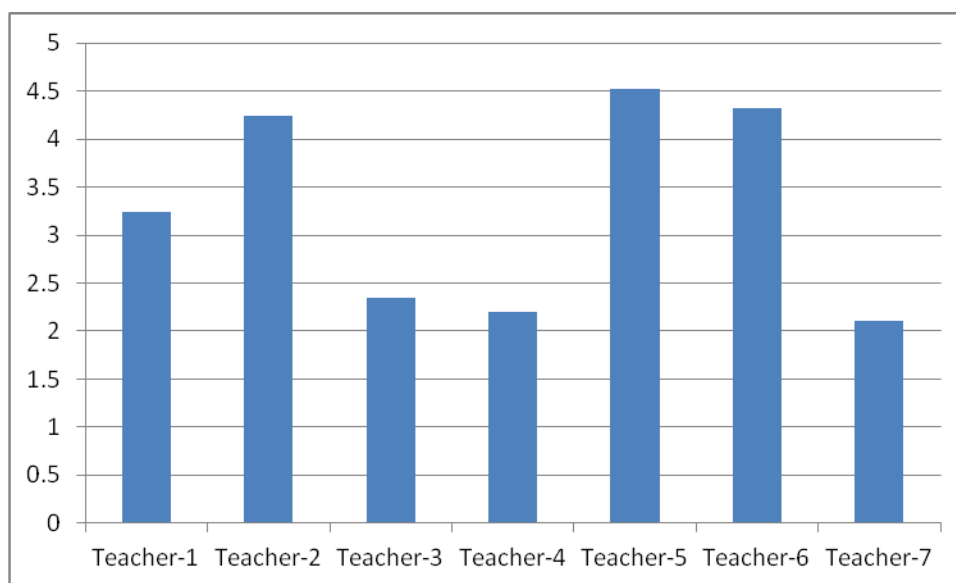


General Comments of the Students about Teacher-7

1. Teacher is hardworking and friendly.
2. Teacher is enthusiastic.
3. She encourages students.
4. Teacher has a great sense of humor.
5. Teacher speaks so fast.
6. Teacher should include modern concepts in his lectures.

TEACHER EVALUATION (2009-10) (Proforma-10)

The courses offered during the session 2009-10 and feedback from the students is given in the following section. There were 7 teachers in the department including visiting faculty. The teachers were evaluated by the students at the end of the semesters in accordance with Proforma-10. An overall comparative evaluation (out of 5) of all teachers is illustrated with the help of a bar chart. Each bar extends to a maximum value of 5 that shows highly satisfactory evaluation by students and to a minimum value of 1 that shows highly dissatisfied feedback. The overall compiled results showed that Teacher-5 is on the top scoring 4.523 points out of 5 while Teacher-7 is at the lower end by having a score of 2.102.

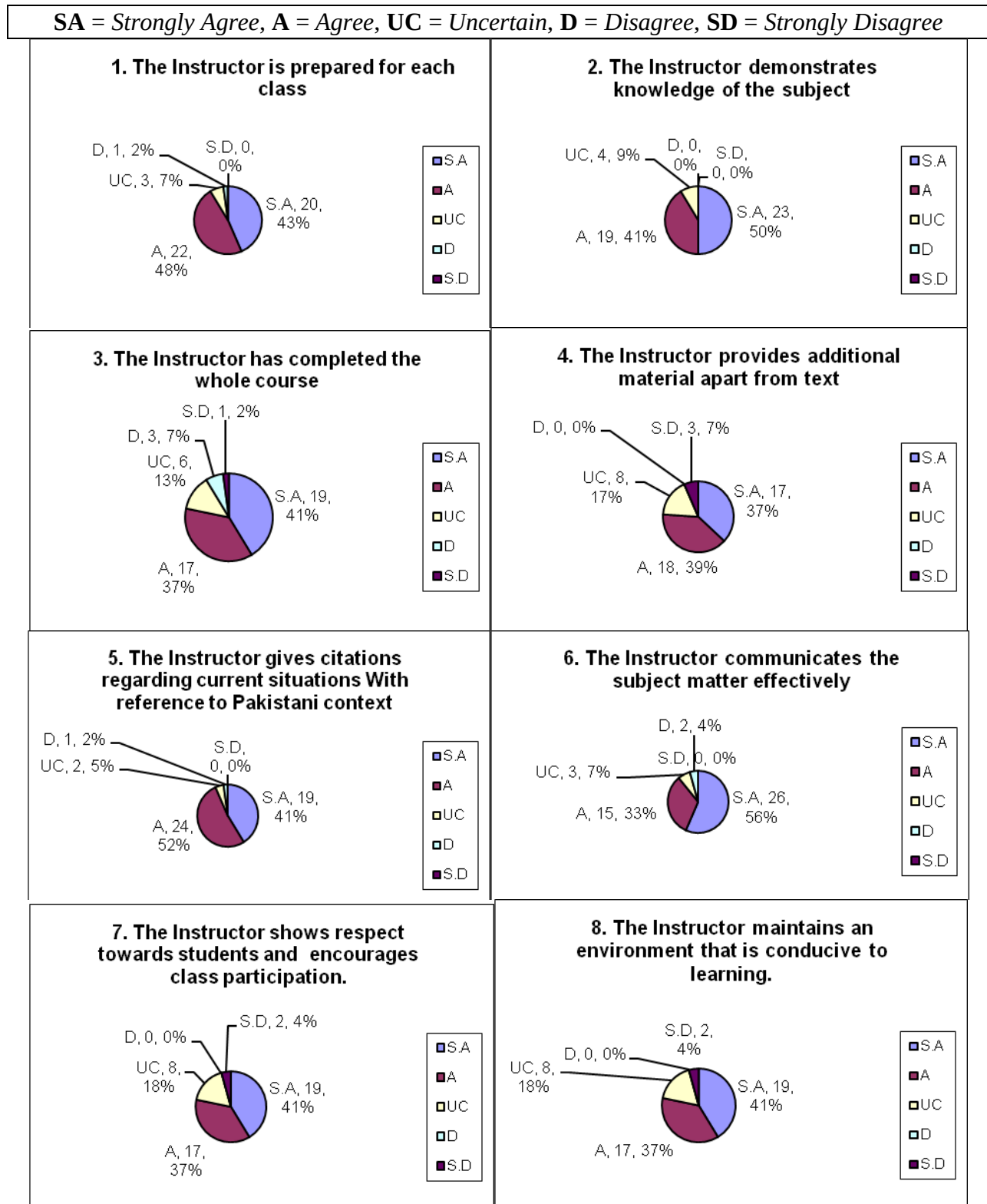


Teachers' comparative graph session 2009-10

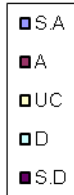
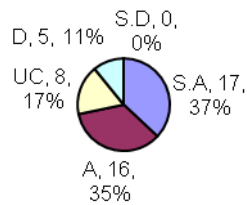
Teacher-1 (EDU-501)

Following pie charts show that 54-93% was the range of students who agreed with given aspects. 9% disagreed that the instructor was available in office times, 21% disagreed that the course content was modern and updated. 9% disagreed that whole course was completed, 11% disagreed about instructor's arrival in time, 17% disagreed that instructor was fair in examination. 13% disagreed with the aspects that subject matter increased their knowledge and that the course integrated theoretical concepts with real word applications. 10% disagreed that

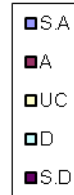
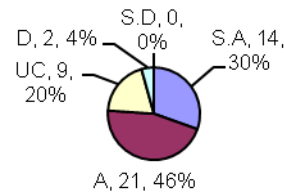
the assignments and exams covered the materials presented in course, 19% students disagreed that course material was modern and updated.



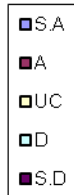
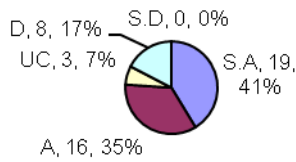
9. The Instructor arrives on time



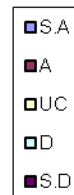
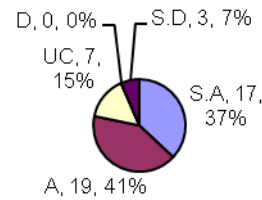
10. The Instructor leaves on time



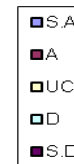
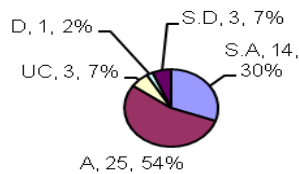
11. The Instructor is fair in examination



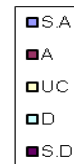
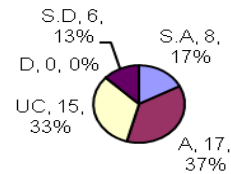
12. The Instructor returns the graded scripts. etc in a reasonable amount of time.



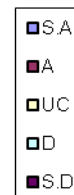
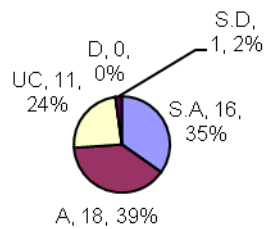
13. The Instructor was available during the specified office hours and for after class consultations.



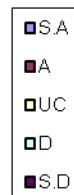
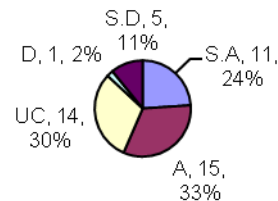
15. The subject matter presented in the course has increased your knowledge of the subject.

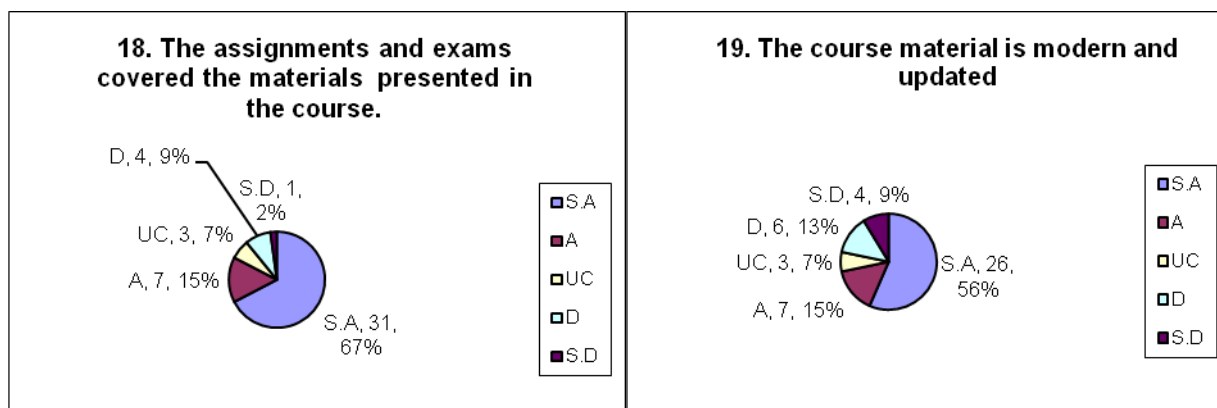


16. The syllabus clearly states course objectives requirements procedures and grading criteria.



17. The course integrates theoretical course concepts with real-word applications.





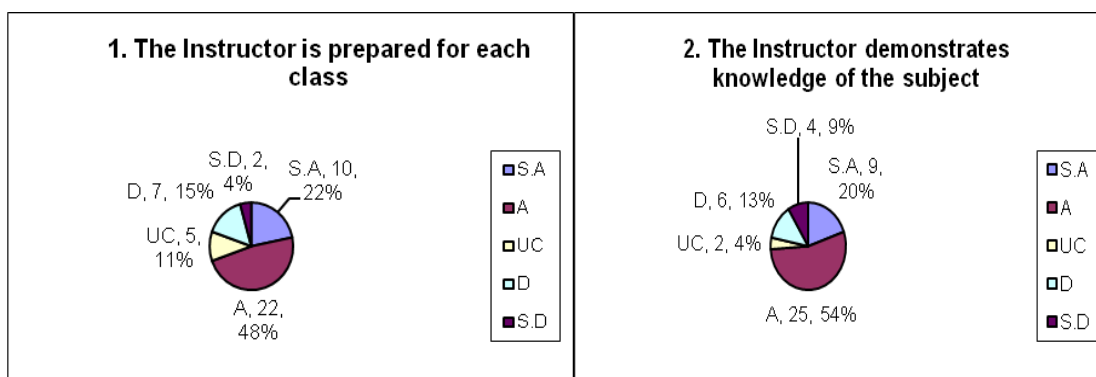
General Comments of the Students about Teacher-1

1. Teacher should provide updated materials on the subject.
2. Instructor should be prepared for each class.

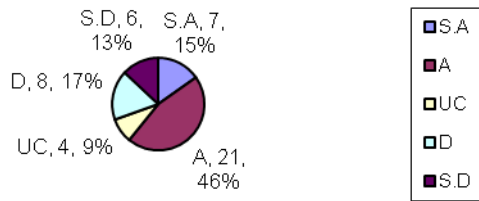
Teacher-2 (SSH-501)

Following pie charts show that above 50% students agreed with given aspects. However 22% disagreed that the instructor demonstrates knowledge of the subject, and 26% disagreed that the instructor gives citations regarding current situations with reference to Pakistani context, 30% disagreed that instructor communicated the subject matter effectively, same percentage disagreed with the aspects about respect for students and arriving and leaving in time. 19% declared their disagreement with the aspect that instructor was fair in examination, and returns the graded scripts etc in a reasonable amount of time. 39% students disagreed that instructor provided additional material apart from text, 30% disagreed that course was completed and same percentage also disagreed that the course material was modern and updated.

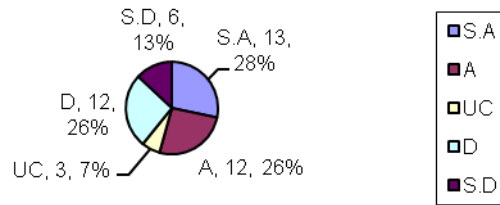
SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree



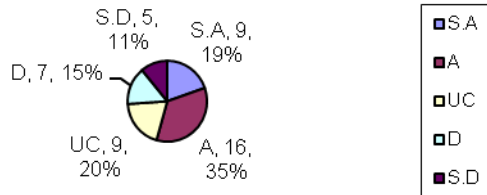
3. The Instructor has completed the whole course



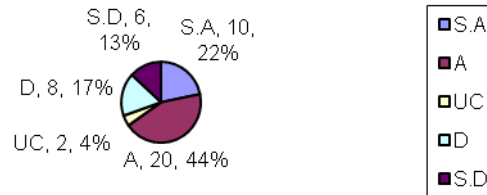
4. The Instructor provides additional material apart from text



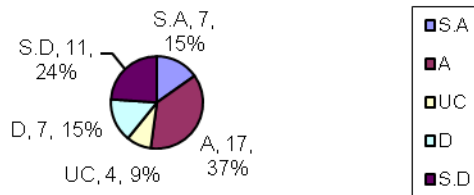
5. The Instructor gives citations regarding current situations With reference to Pakistani context



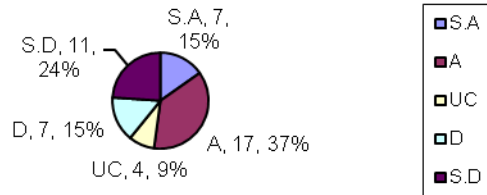
6. The Instructor communicates the subject matter effectively



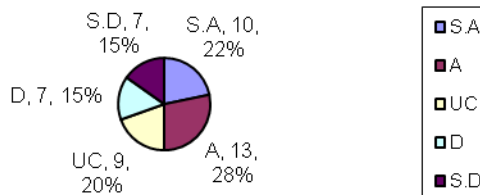
7. The Instructor shows respect towards students and encourages class participation.



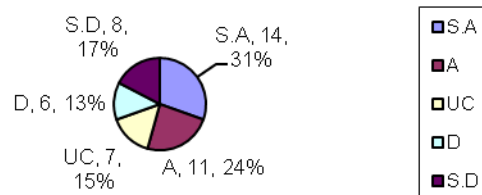
8. The Instructor maintains an environment that is conducive to learning.

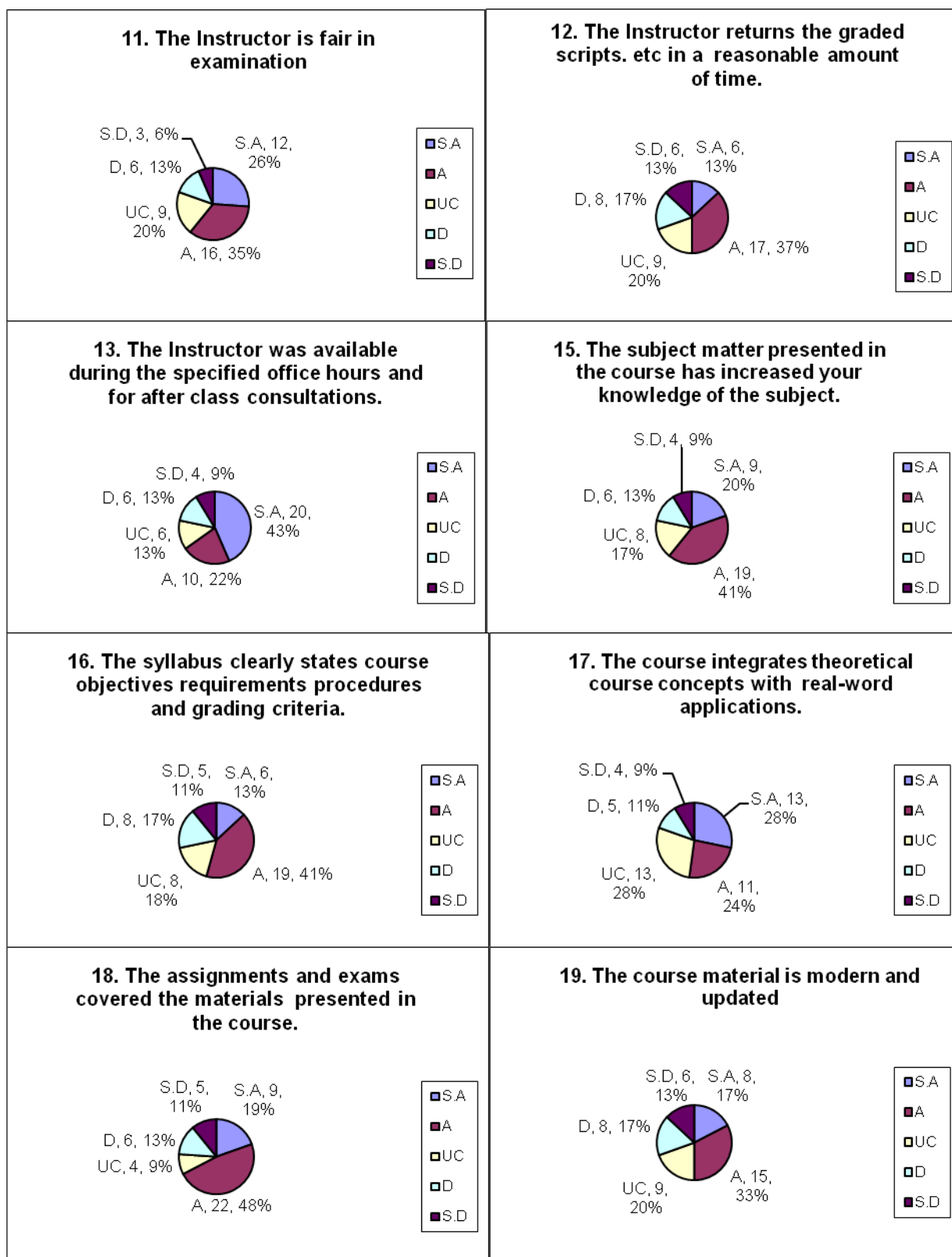


9. The Instructor arrives on time



10. The Instructor leaves on time



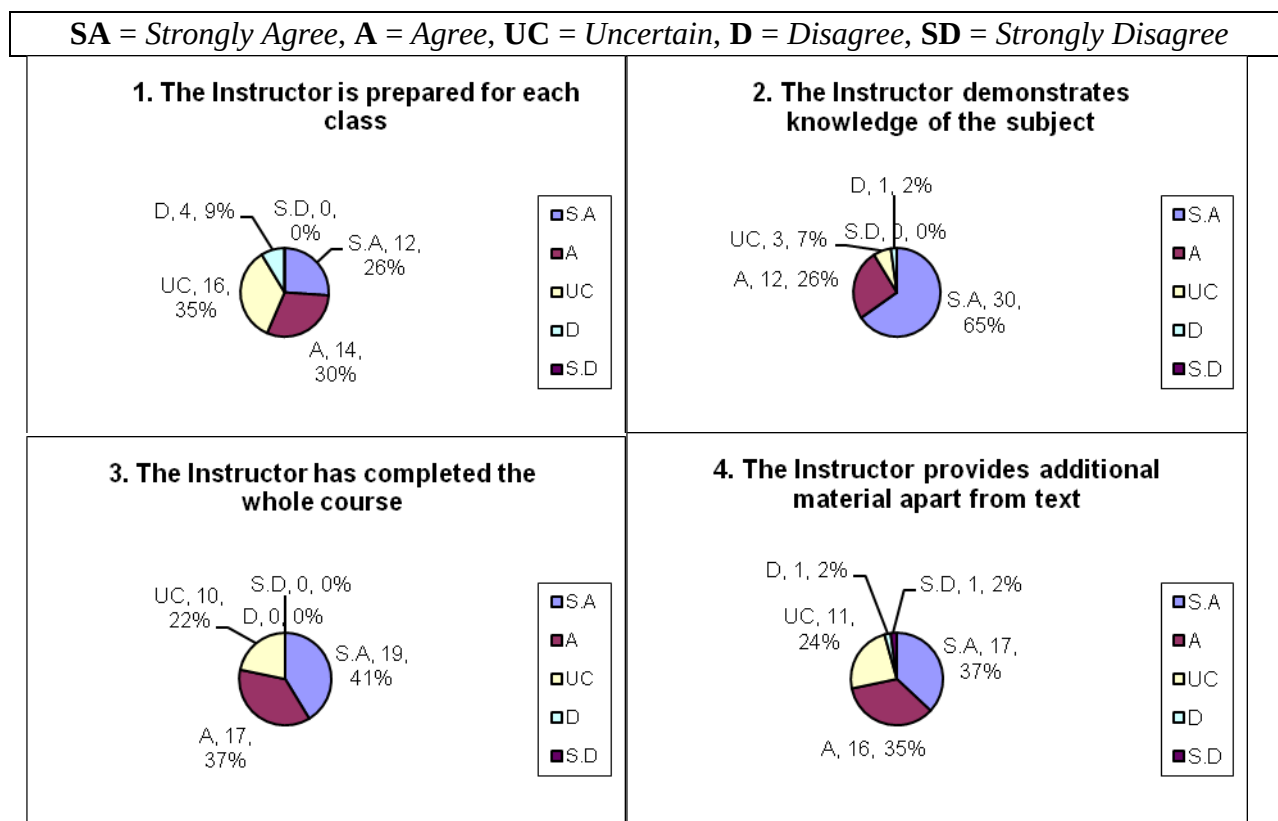


General Comments of the Students about Teacher-2

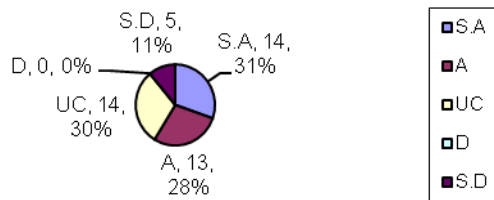
1. The instructor should communicate the subject matter effectively.
2. The instructor should be fair in examination.

Teacher-3 (EDU-503)

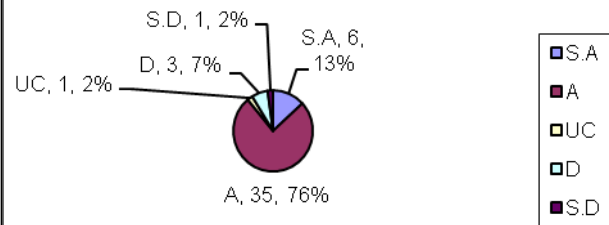
Following pie charts show that a range of 56-91% students showed their levels of satisfaction with the performance of the teacher. However 24% students revealed that the syllabus did not clearly state the course objectives requirements, and same percentage also negated the aspect that assignments and exams covered the material presented in the course. 13% disagreed that course integrated the theoretical concepts with real word applications. 9% disagreed with the aspects that the instructor communicated the subject matter effectively, showed respect towards students, and same percentage also disagreed that teacher maintained an environment conducive for learning.



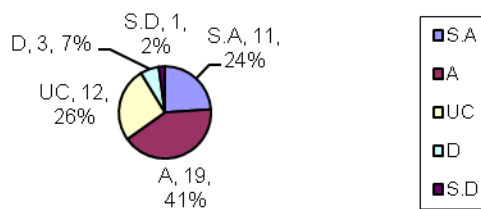
5. The Instructor gives citations regarding current situations With reference to Pakistani context



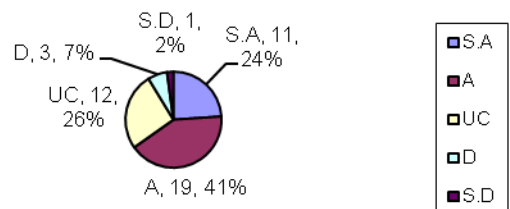
6. The Instructor communicates the subject matter effectively



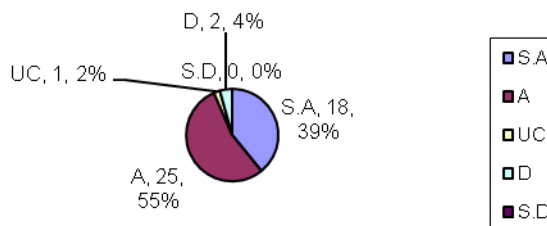
7. The Instructor shows respect towards students and encourages class participation.



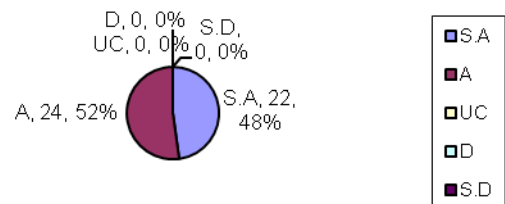
8. The Instructor maintains an environment that is conducive to learning.



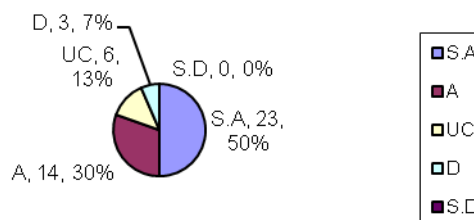
9. The Instructor arrives on time



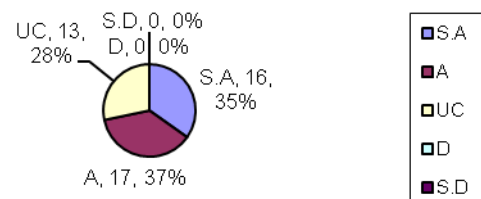
10. The Instructor leaves on time

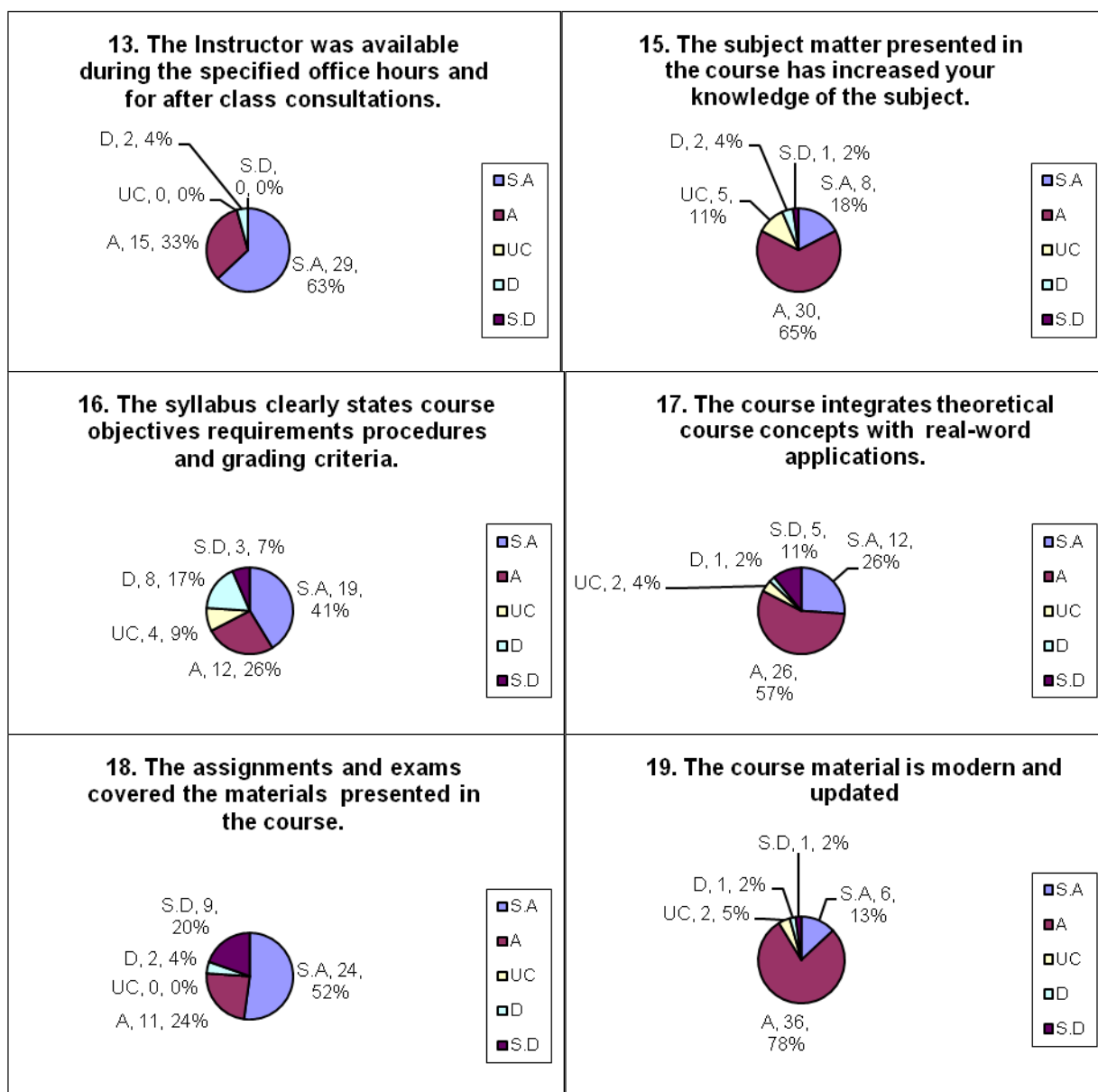


11. The Instructor is fair in examination



12. The Instructor returns the graded scripts. etc in a reasonable amount of time.



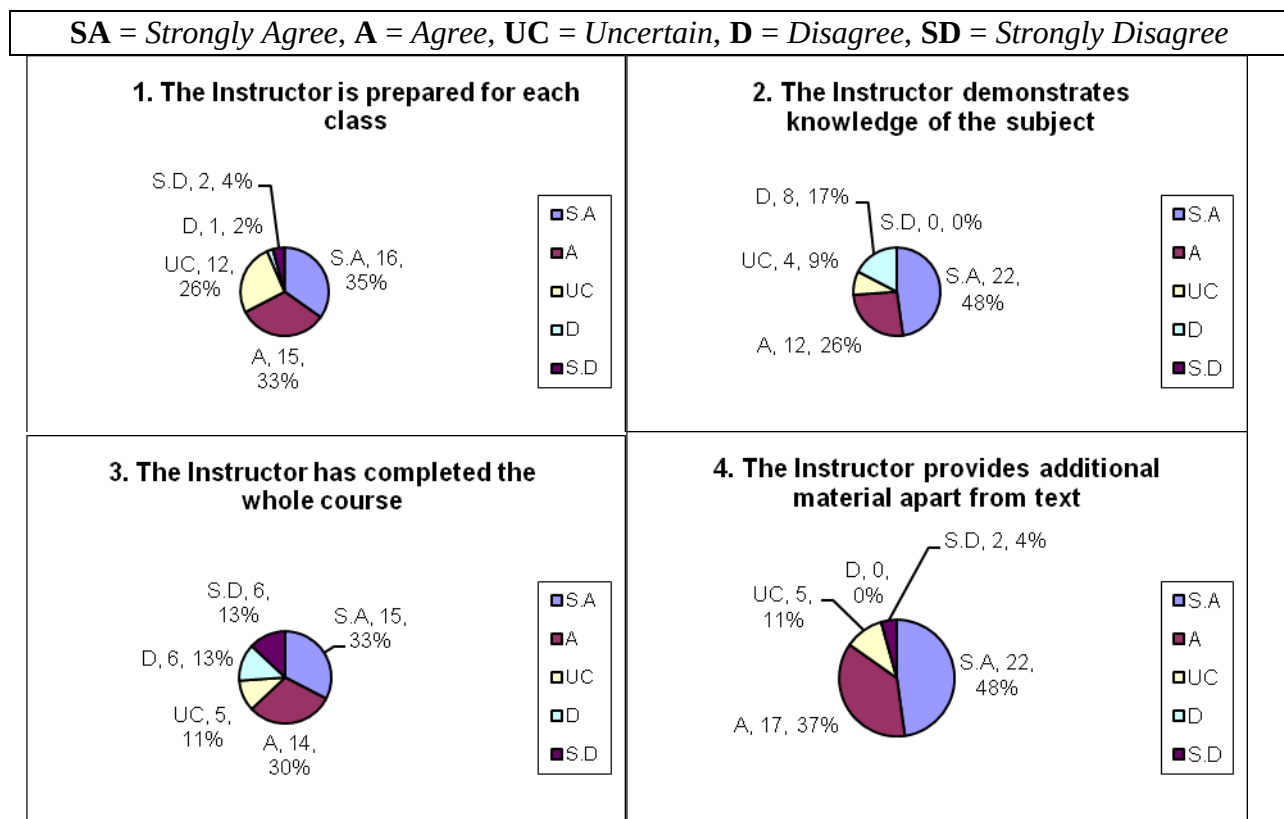


General Comments of the Students about Teacher-3

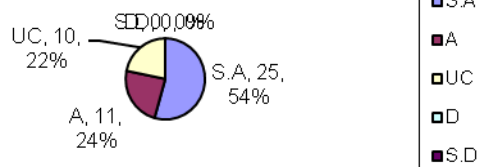
1. The instructor should be arrived and left on time.
2. Assignment topics and exams items should cover the material presented in the course.

Teacher-4 (EDU-504)

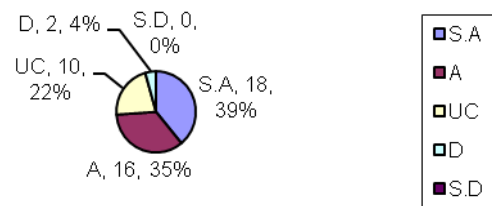
Following pie charts show level of satisfaction with all the aspects falls within range of 44-85% agreed responses. However 35% students disagreed that the syllabus clearly state course objectives requirements procedures and grading criteria. 26% disagreed that the course was completed. 21% disagreed with the fairness teacher in examination. 20% declared that teacher was not available in office hours for consultations. 13% disagreed that course material increased their knowledge, same percentage of students disagreed that teacher arrived in time. 12% disagreed that instructor demonstrated the knowledge of the subject. 9% declared that instructor did not leave in time and 06% disagreed that instructor was prepared for each class.



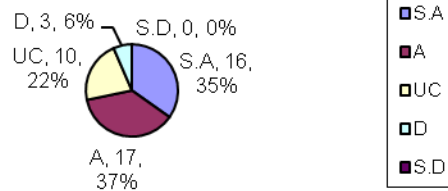
5. The Instructor gives citations regarding current situations With reference to Pakistani context



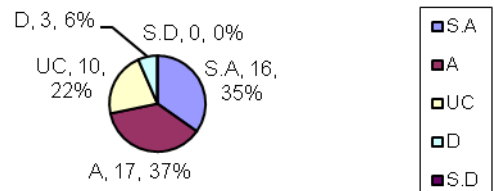
6. The Instructor communicates the subject matter effectively



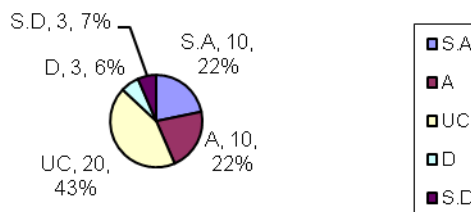
7. The Instructor shows respect towards students and encourages class participation.



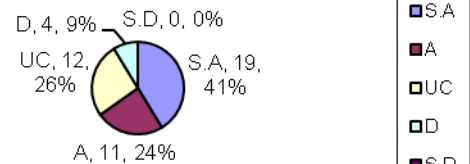
8. The Instructor maintains an environment that is conducive to learning.



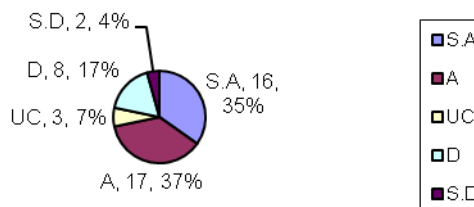
9. The Instructor arrives on time



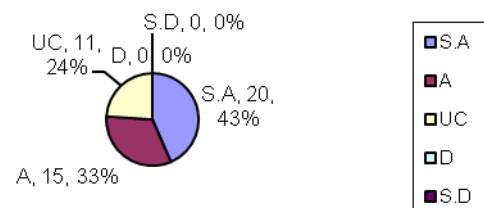
10. The Instructor leaves on time

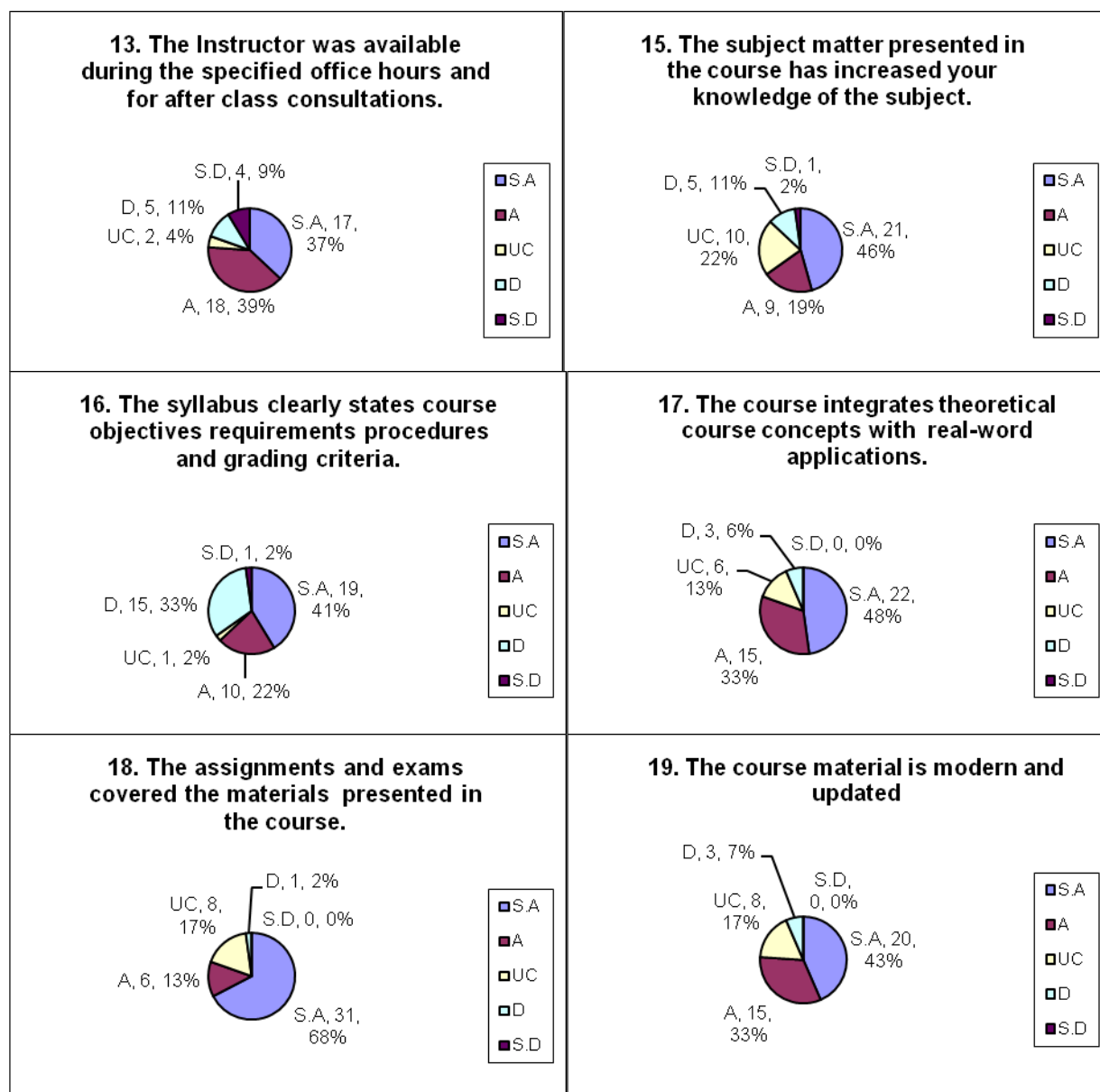


11. The Instructor is fair in examination



12. The Instructor returns the graded scripts. etc in a reasonable amount of time.



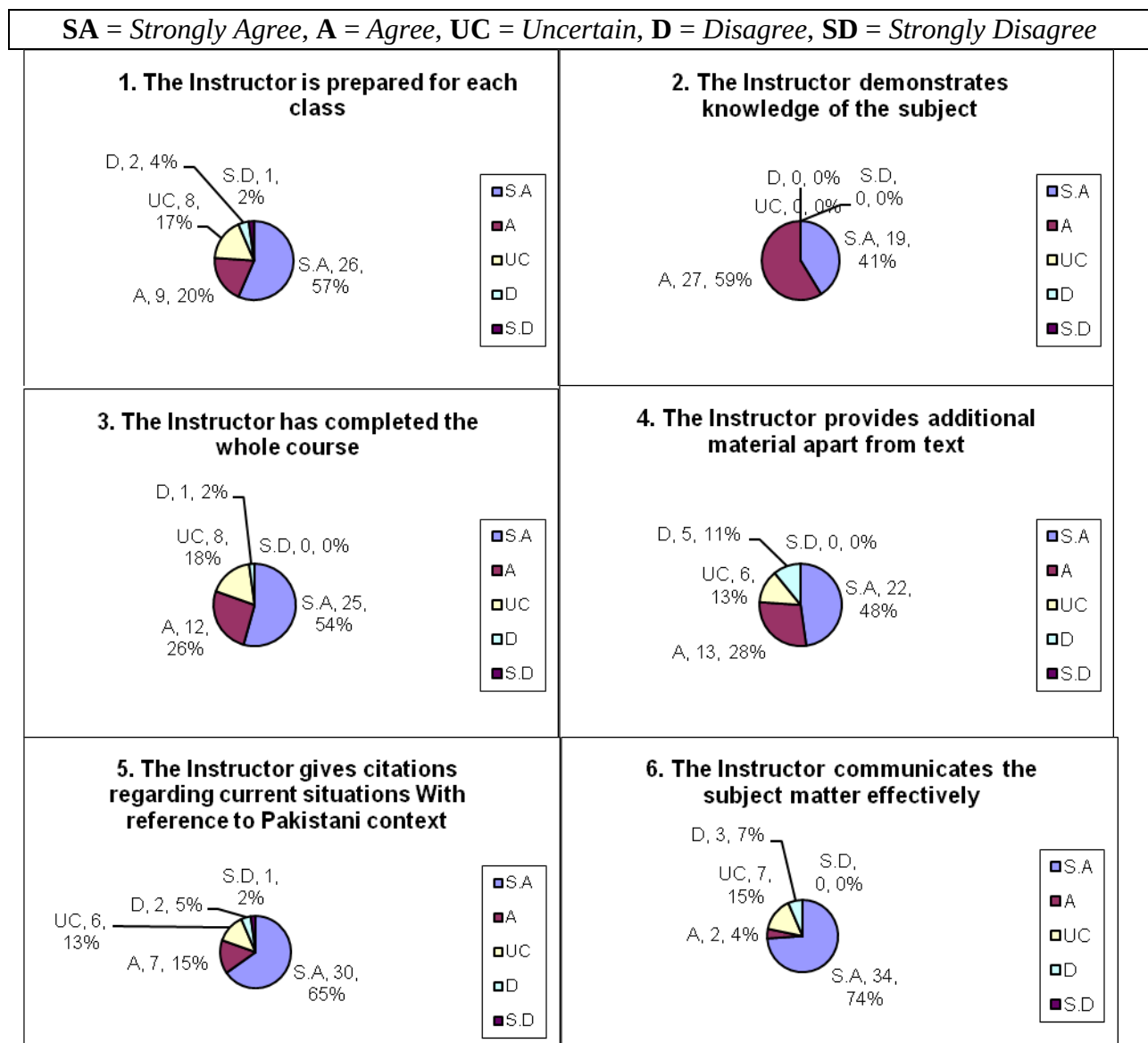


General Comments of the Students about Teacher-4

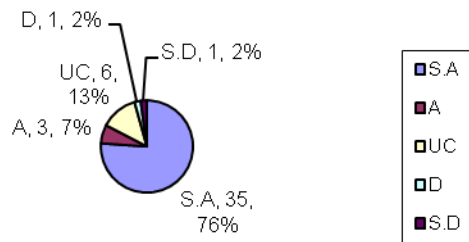
1. The instructor should leave on time.
2. Teacher should return the graded scripts within a reasonable amount of time.

Teacher-5 (EDU-505)

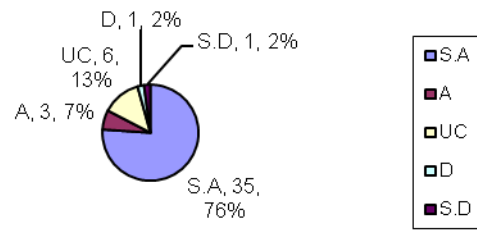
Following pie charts show that above 72% students agreed with given aspects and a very strong level of agreement were found in the range of 72-100% students who agreed with the given aspects. However 11% disagreed with that the instructor provided additional material apart from text, same percentage disagreed that instructor arrived in time. 9 % disagreed that course integrated theoretical concepts with real-world applications. 7% disagreed that instructor communicated effectively and same percentage of student disagreed that gave citations regarding current situations with reference to Pakistani context.



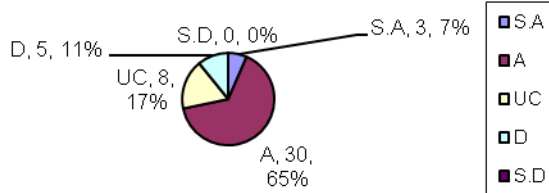
7. The Instructor shows respect towards students and encourages class participation.



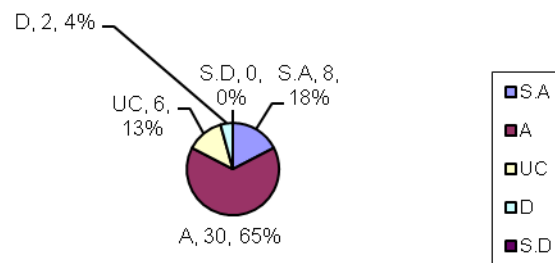
8. The Instructor maintains an environment that is conducive to learning.



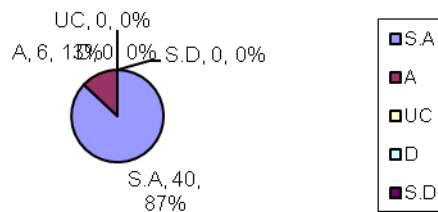
9. The Instructor arrives on time



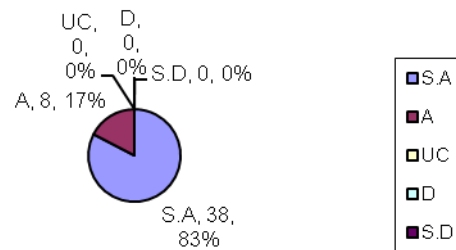
10. The Instructor leaves on time



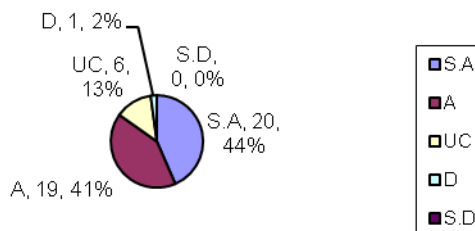
11. The Instructor is fair in examination



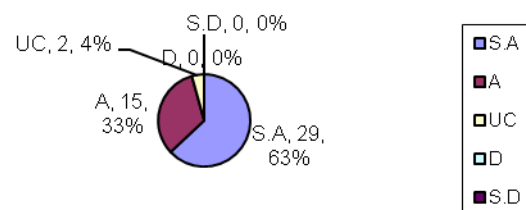
12. The Instructor returns the graded scripts. etc in a reasonable amount of time.

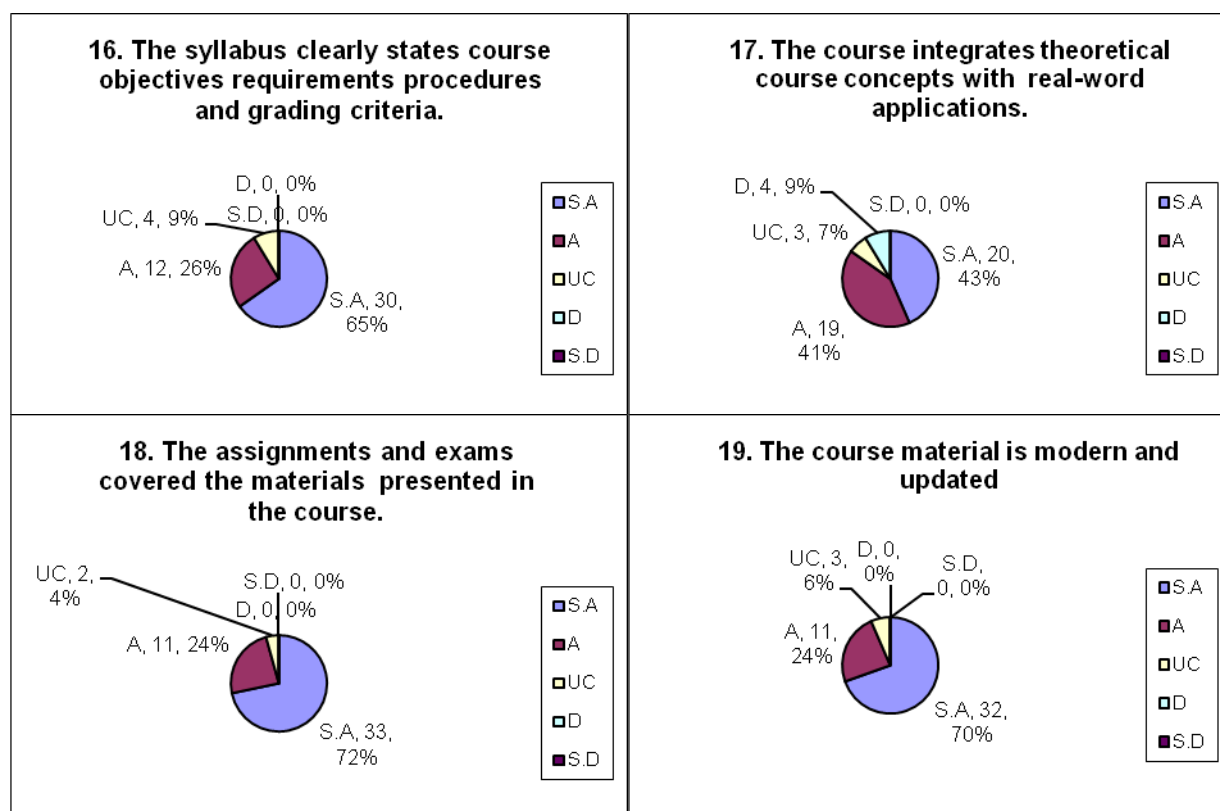


13. The Instructor was available during the specified office hours and for after class consultations.



15. The subject matter presented in the course has increased your knowledge of the subject.





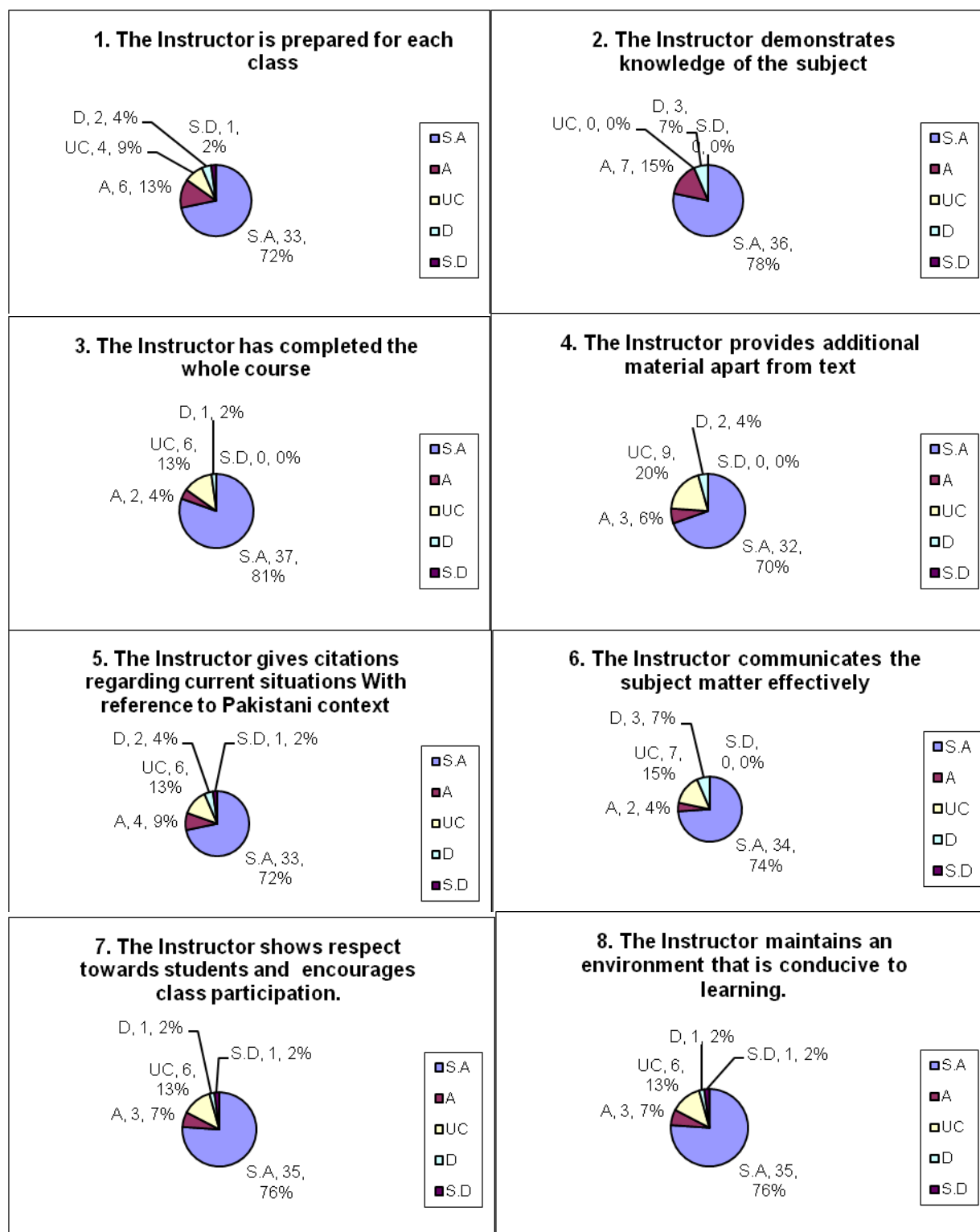
General Comments of the Students about Teacher-5

1. Teacher should respond properly to students' needs and problems.
2. Teacher should take care of the organization and construction of the course.
3. Teacher should maintain an environment that is conducive to learning.

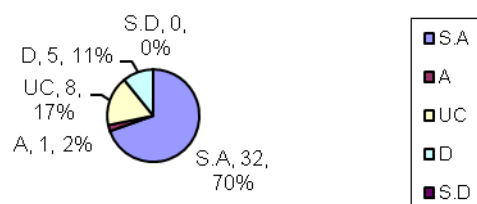
Teacher-6 (EDU-506)

Following pie charts show that above 72% students agreed with given aspects. However 11% did not agree that the instructor arrived on time. Whereas 7% disagreed that instructor demonstrated knowledge of the subject, same percentage disagreed that instructor communicated subject matter effectively. 6% negated that instructor gave citations regarding current situations with reference to Pakistan.

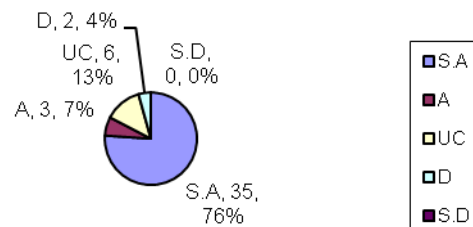
SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree



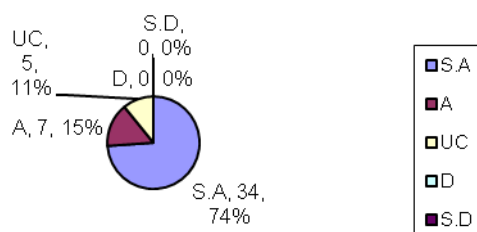
9. The Instructor arrives on time



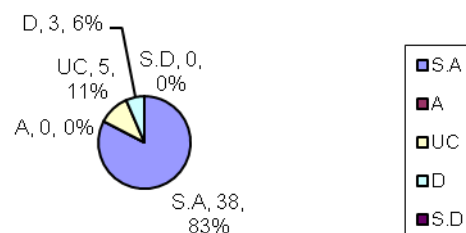
10. The Instructor leaves on time



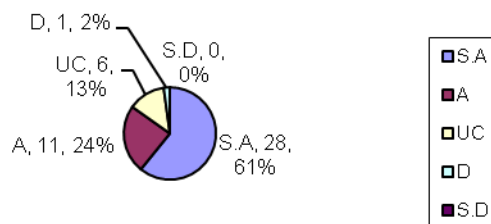
11. The Instructor is fair in examination



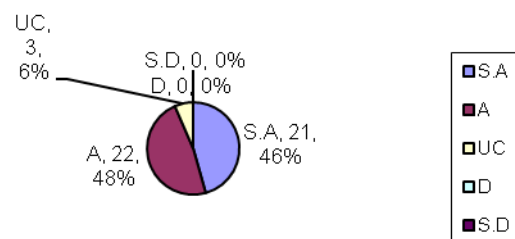
12. The Instructor returns the graded scripts. etc in a reasonable amount of time.

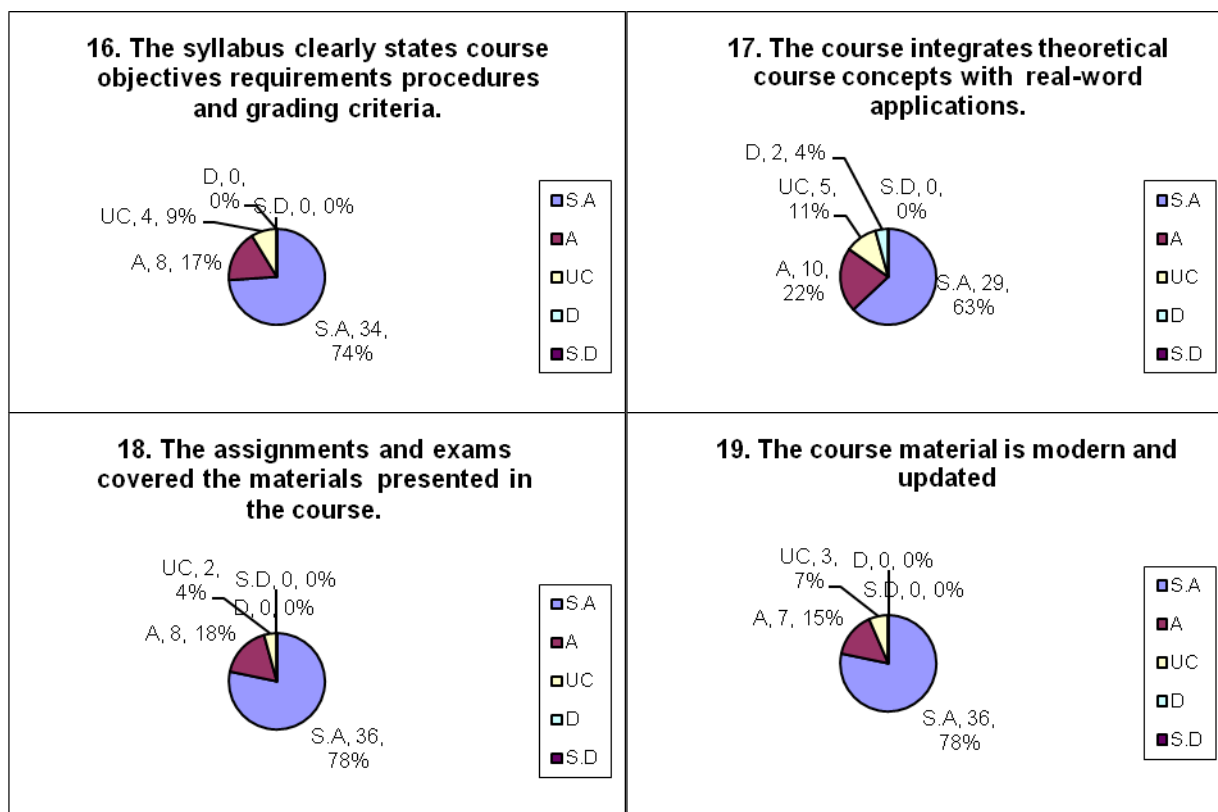


13. The Instructor was available during the specified office hours and for after class consultations.



15. The subject matter presented in the course has increased your knowledge of the subject.





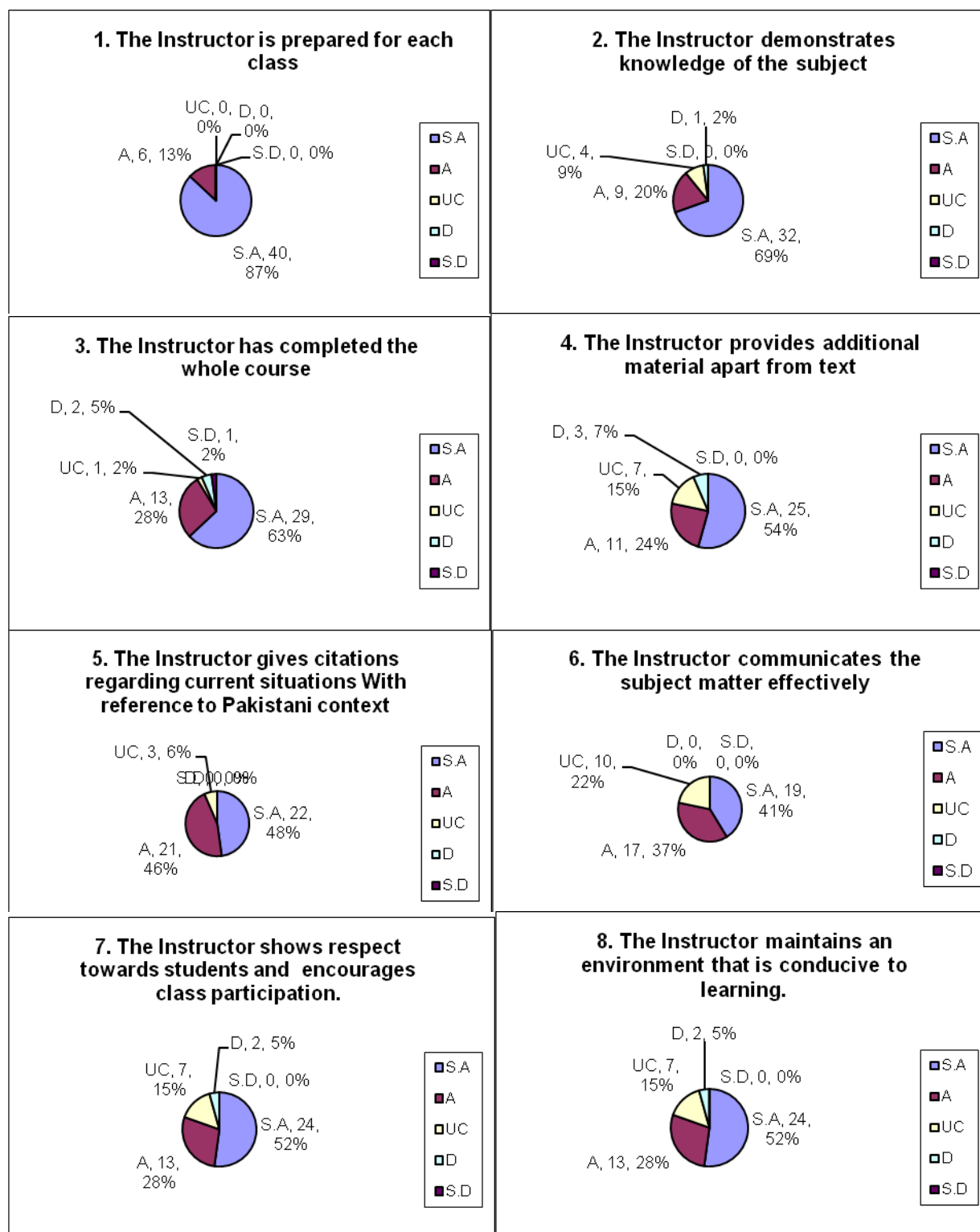
General Comments of the Students about Teacher-6

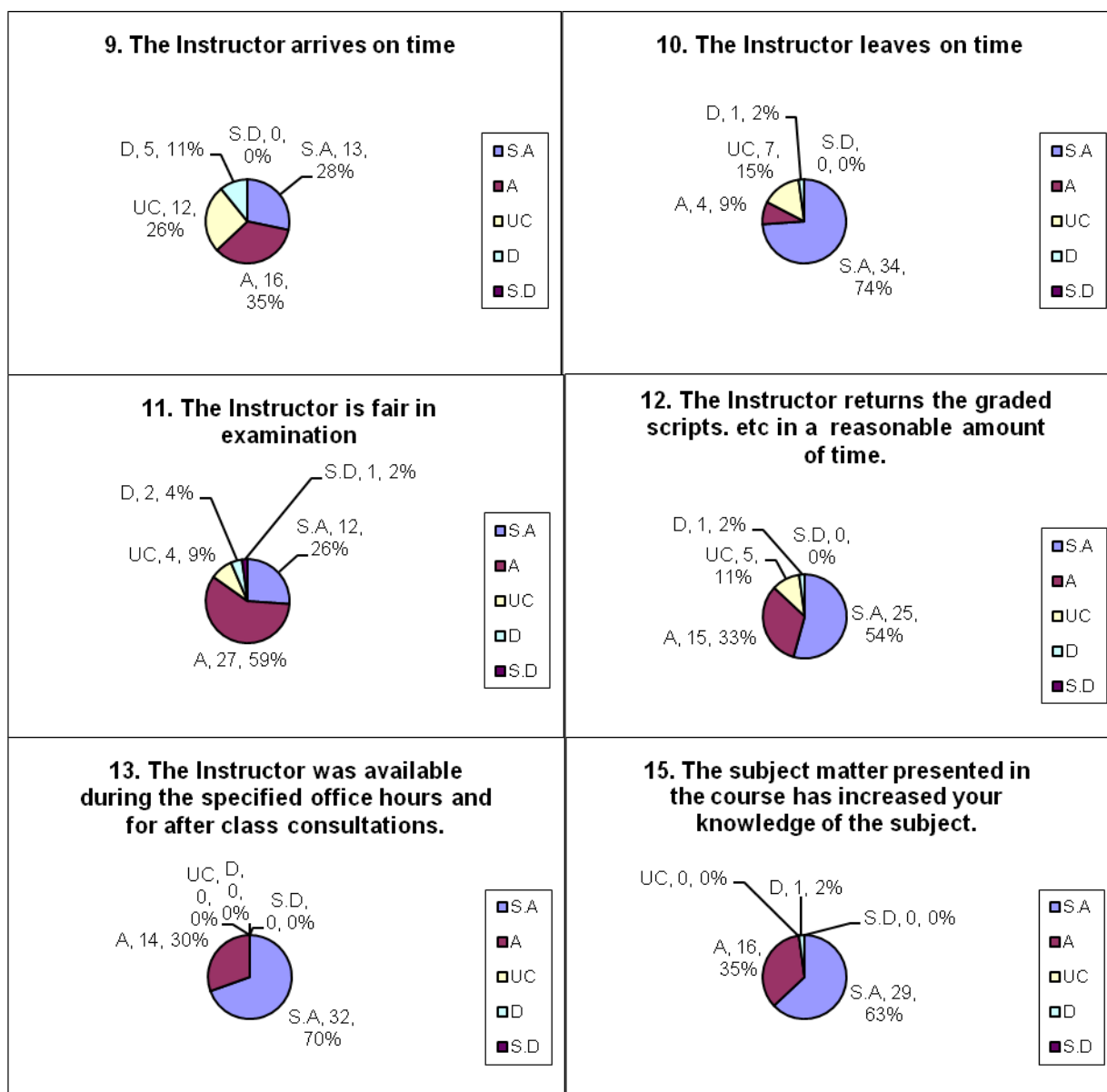
1. Teacher was competent and responsive.
2. Teacher always taught the subject matter by integrating it with the real-world applications.

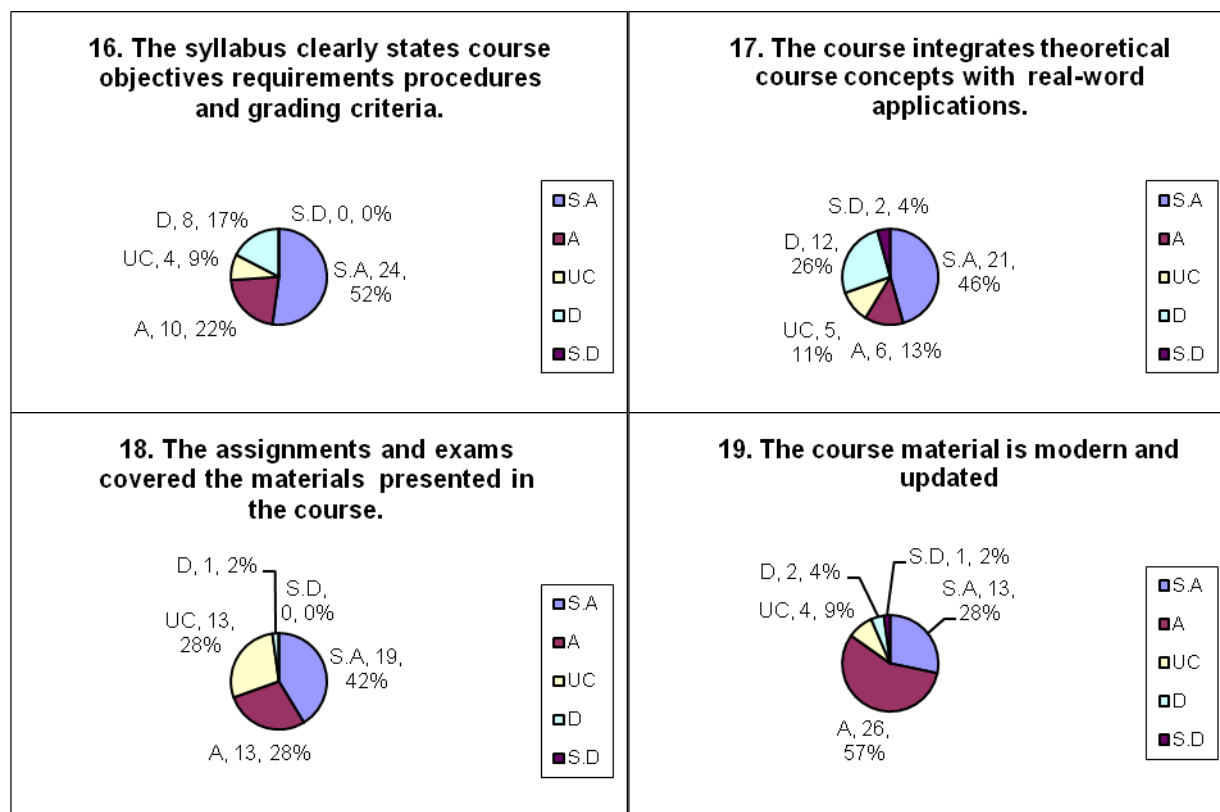
Teacher-7 (EDU-507)

Following pie charts show that above 59% were satisfied with the performance of the teacher. However 30% students disagreed that course integrates theoretical course concepts with real-world applications. 17% disagreed that syllabus clearly states course objectives requirements procedures and grading criteria. 9 % disagreed that instructor arrived in time. Whereas 3% disagreed that the instructor has completed the whole course.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree







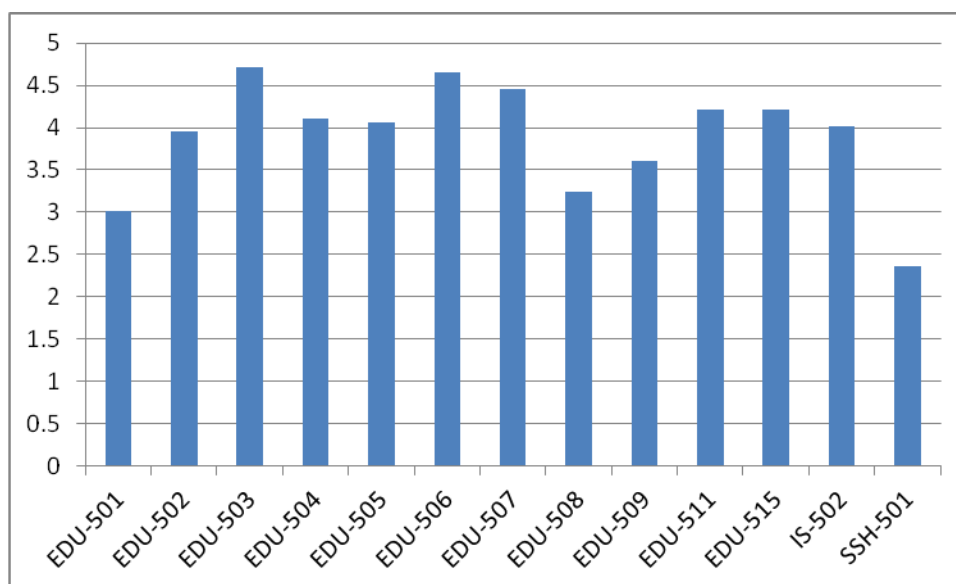
General Comments of the Students about Teacher-7

1. Teacher has the knowledge of the subject
2. Teacher should show respect towards students.

STUDENT COURSE EVALUATION 2008-09 (Proforma-1)

The overall evaluation is given below.

The courses of the respective teachers were evaluated through Performa 1 the results of which are shown below in bar chart. It is clear from the graph that the course number EDU-503 taught by Teacher-3 is on the top by having 4.72 points, and the course SSH-501 (Teacher-7) by scoring 2.36 points were at lower rank as per student evaluation. The position of other courses can be seen from the graphs below.



Students' evaluation of courses offered during the session 2008-2009

Detailed evaluation of individual course is given below.

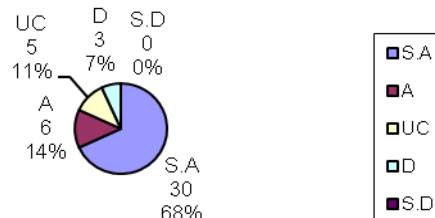
EDU-501

Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-501 'Functional English'. Although more than 50% students agreed with these aspects, however 86% student disagreed that the level of their own attendance during the whole course. Whereas 9% disagreed that the method of assessment was reasonable. And 7% were not satisfied with the clarity of course objectives. Same percent of student disagreed that overall environment in the

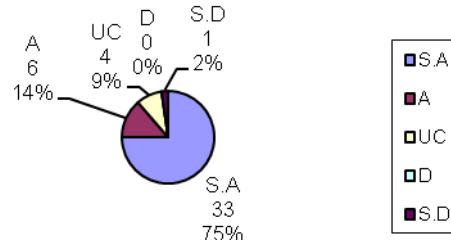
class was conducive to learning and satisfactory, provision of learning resources was adequate and appropriate, understanding of the lectures, and material in the tutorials was useful.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

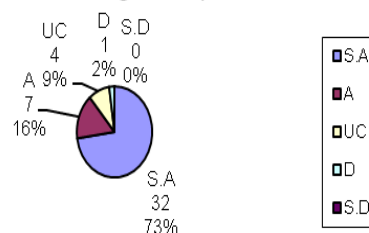
1. The course objectives were clear



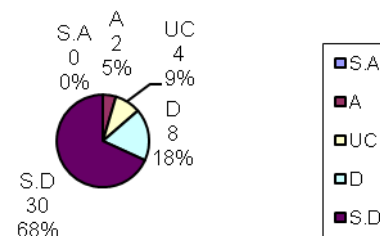
2. The course workload was manageable



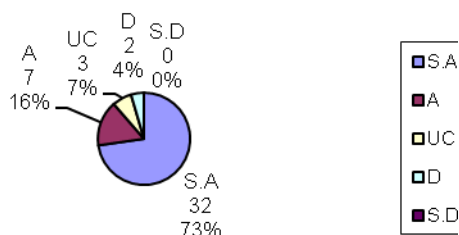
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



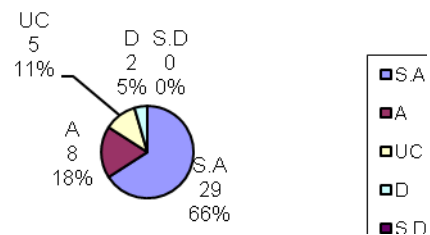
5. Approximate level of your own attendance during the whole course.



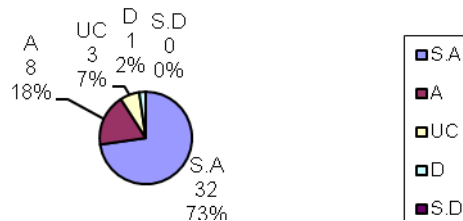
6. I participated actively in the course



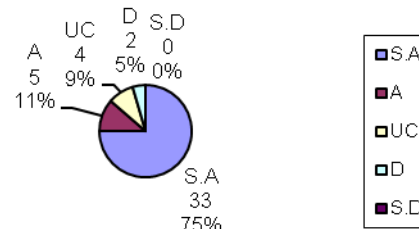
7. I think I have made progress in this course



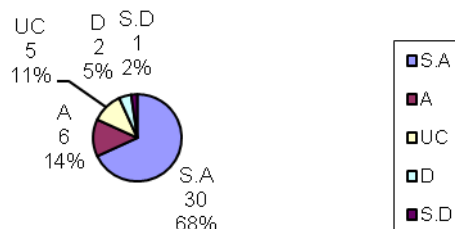
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



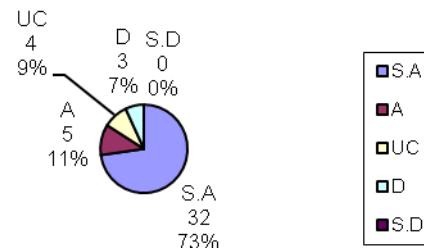
10. The learning and teaching methods encouraged participation.



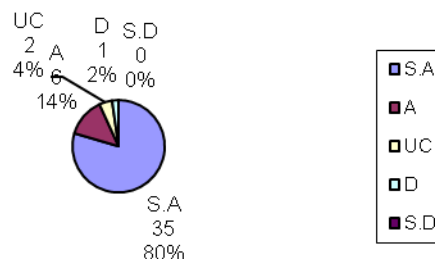
11. The overall environment in the class was conducive to learning.



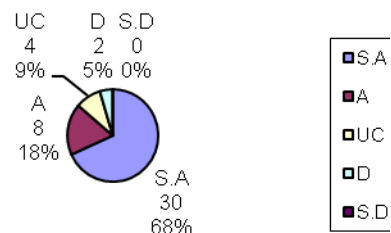
12. Classrooms were satisfactory



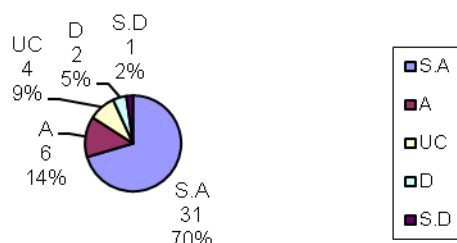
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



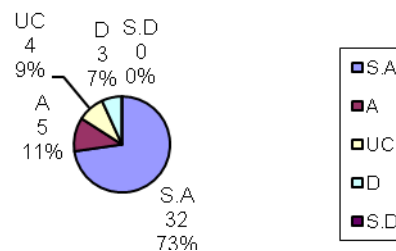
15. Recommended reading books etc. were relevant and appropriate.



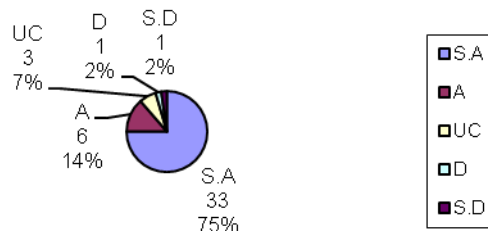
16. The provision of learning resources in the library was adequate and appropriate.



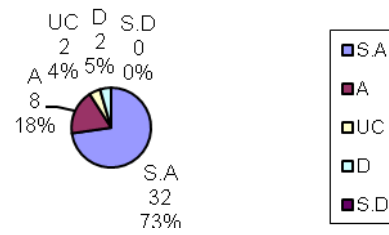
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



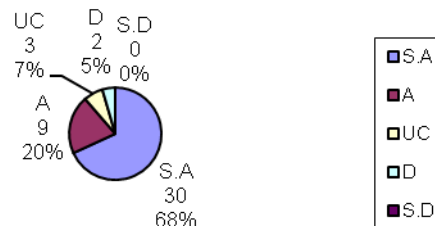
19. The course stimulated by interest and thought on the subject area.



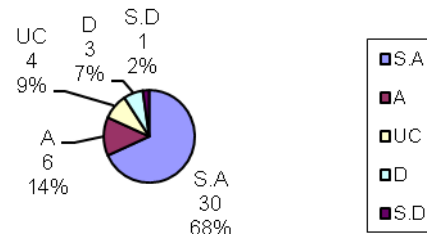
20. The pace of the course was appropriate



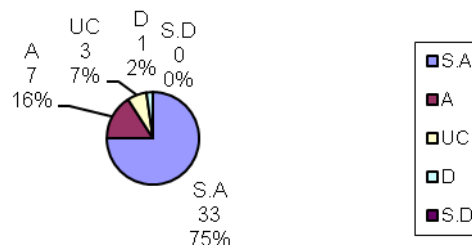
21. Ideas and concepts were presented clearly



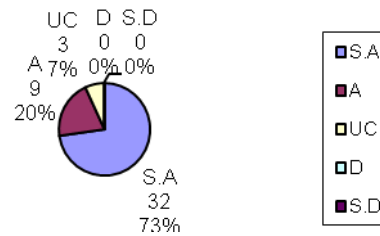
23. The method of assessment were reasonable



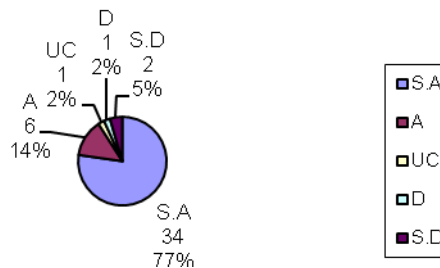
24. Feedback on assessment was timely



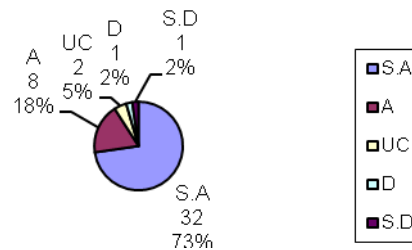
25. Feedback on assessment was helpful



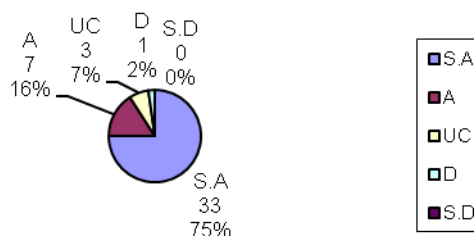
27. I understood the lectures



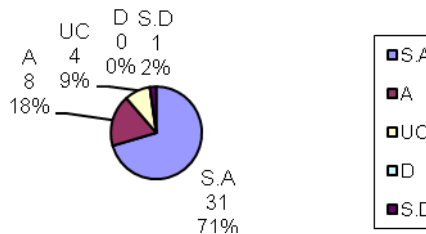
28. The material was well organized and presented



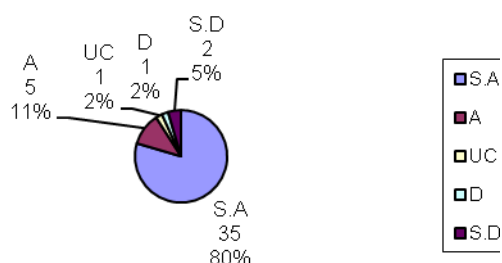
29. The instructor was responsive to student needs and problems



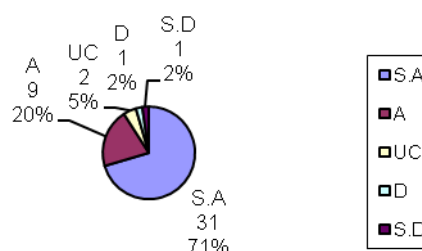
30. Had the instructor been regular throughout the course?



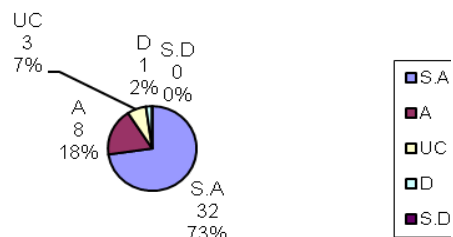
31. The material in the tutorials was useful



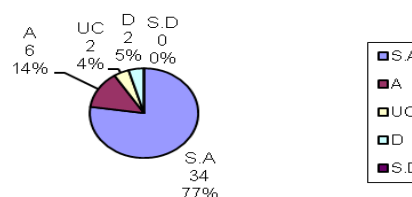
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



35. The demonstrators dealt effectively with my problems.



General Comments of the Students about the course

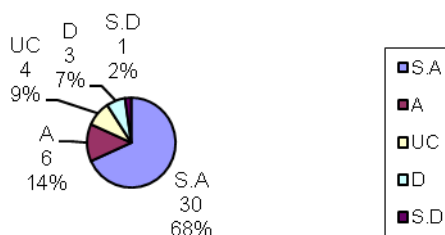
1. Course objectives should be clear.
2. More emphasis should be given to communication skills.
3. Practice and drill should be given more weightage.

SSH-501

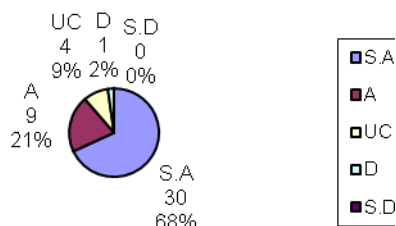
Following set of charts shows the Course evaluation aspects related to B.Ed level Course SSH-505 'Human Development & Learning'. Although more than 50% students agreed with these aspects, however 81% student disagreed that the level of their own attendance during the whole course. Whereas 9% disagreed that the course objectives were clear. Same percent of the student disagreed that the provision of learning resources on the web was adequate and appropriate, course stimulated by interest and thought on the subject area, pace of the course was appropriate, and the tutor dealt effectively with their problems. And 7% were not satisfied with the construction of the course. Similarly same percent disagreed that recommended reading materials were relevant and appropriate, method of assessment were reasonable, The instructor was responsive to student needs and problems, and was regular throughout the course.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

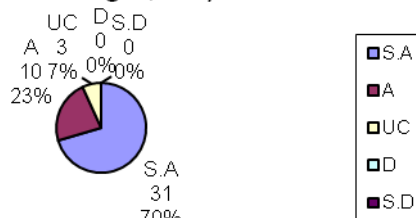
1. The course objectives were clear



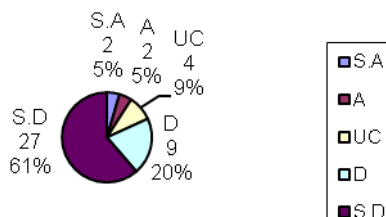
2. The course workload was manageable



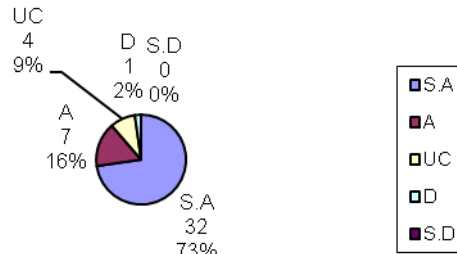
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



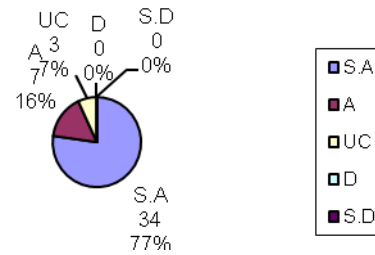
5. Approximate level of your own attendance during the whole course.



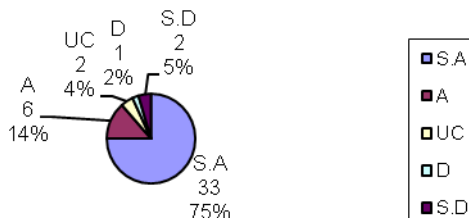
6. I participated actively in the course



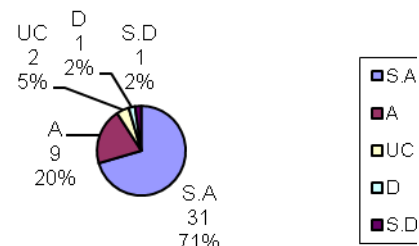
7. I think I have made progress in this course



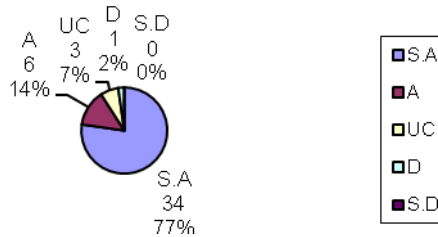
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



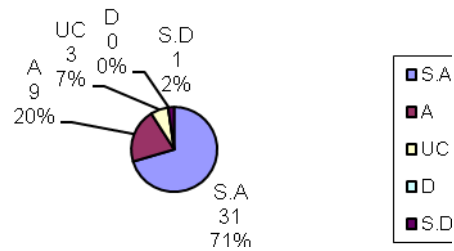
10. The learning and teaching methods encouraged participation.



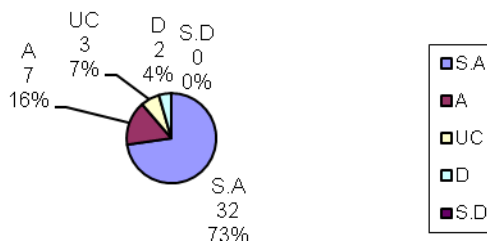
11. The overall environment in the class was conducive to learning.



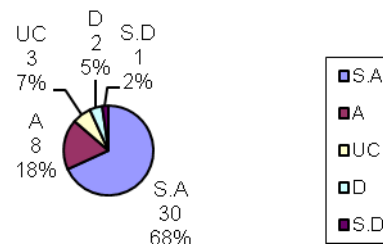
12. Classrooms were satisfactory



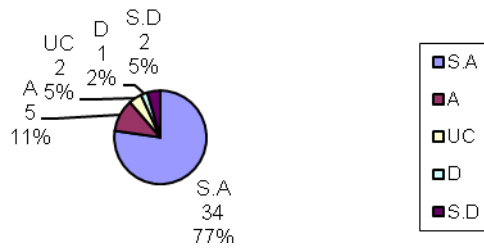
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



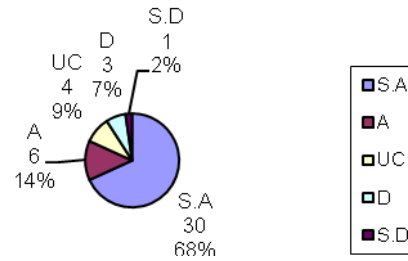
15. Recommended reading books etc. were relevant and appropriate.



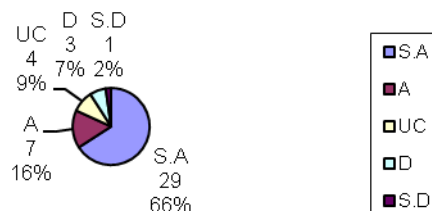
16. The provision of learning resources in the library was adequate and appropriate.



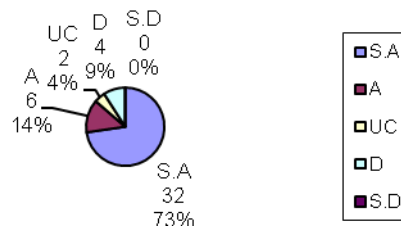
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



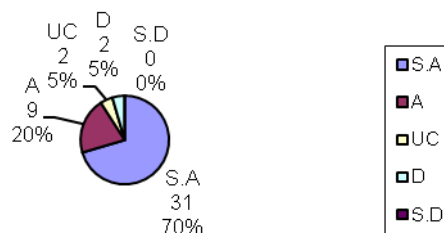
19. The course stimulated by interest and thought on the subject area.



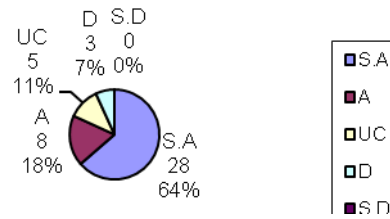
20. The pace of the course was appropriate



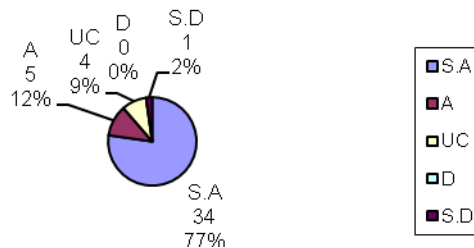
21. Ideas and concepts were presented clearly



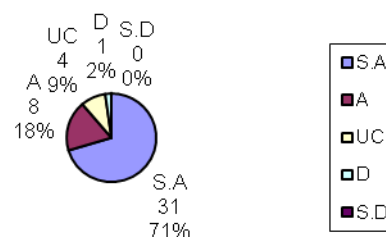
23. The method of assessment were reasonable



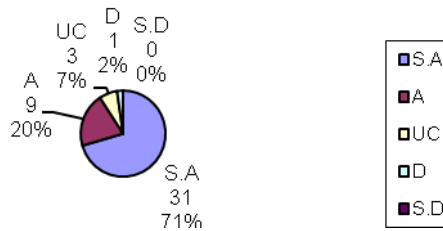
24. Feedback on assessment was timely



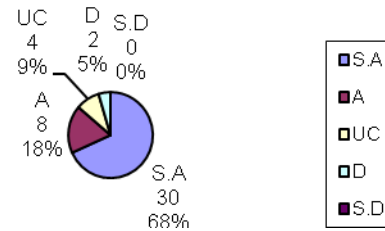
25. Feedback on assessment was helpful



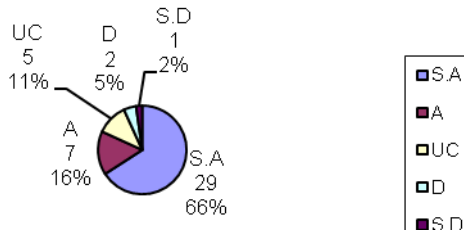
27. I understood the lectures



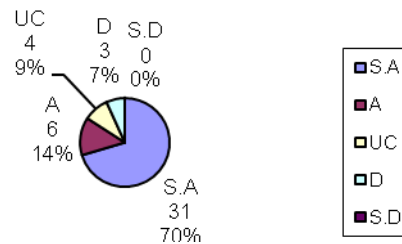
28. The material was well organized and presented



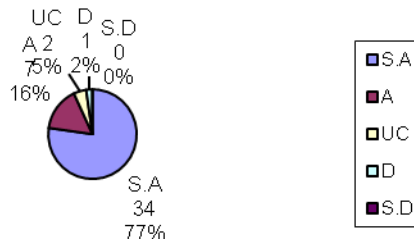
29. The instructor was responsive to student needs and problems



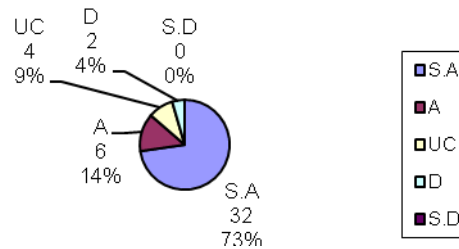
30. Had the instructor been regular throughout the course?



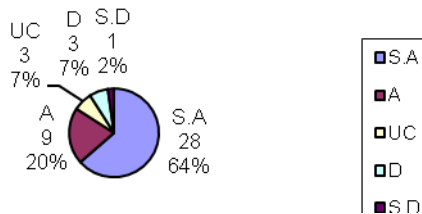
31. The material in the tutorials was useful



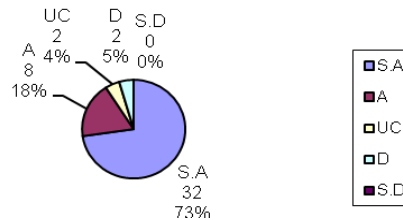
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



35. The demonstrators dealt effectively with my problems.



General Comments of the Students about the course

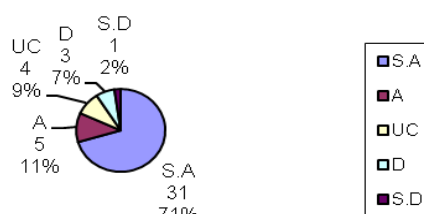
1. Course was too lengthy. So teacher should manage the course workload.

EDU-502

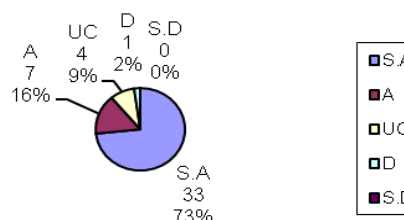
Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-502 'Functional Urdu'. Although more than 50% students agreed with these aspects, however 81% student disagreed that the level of their own attendance during the whole course. 9% revealed that course objective were not clear whereas 7% were not certain. Similarly 9% disagreed that provided learning recourses were appropriate, course stimulated by interest and thought on the subject area, pace of the course was appropriate, and that the tutor dealt effectively with my problems. Whereas 7% disagreed that the method of assessment was reasonable and the course was well constructed to achieve the learning outcomes.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

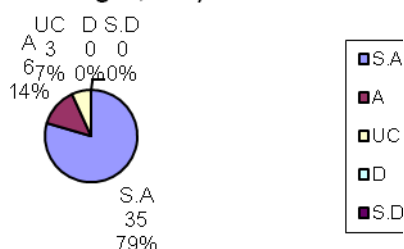
1. The course objectives were clear



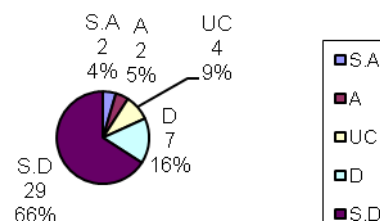
2. The course workload was manageable



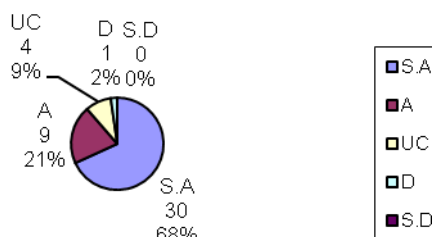
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



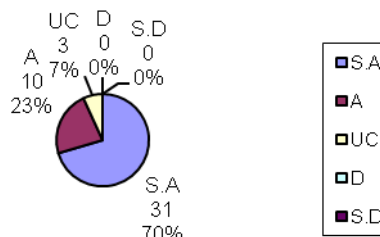
5. Approximate level of your own attendance during the whole course.



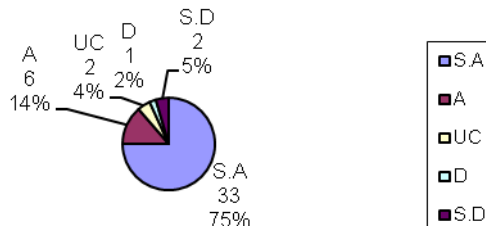
6. I participated actively in the course



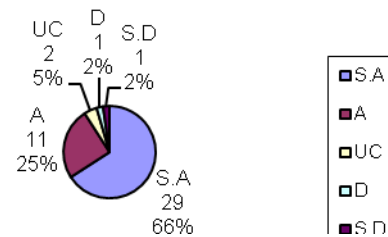
7. I think I have made progress in this course



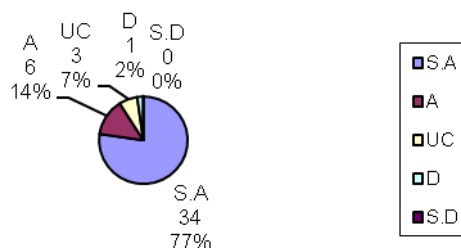
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



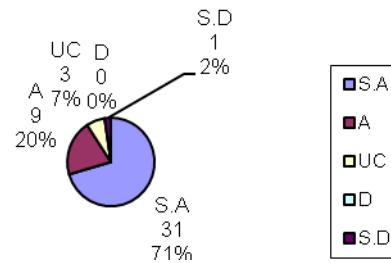
10. The learning and teaching methods encouraged participation.



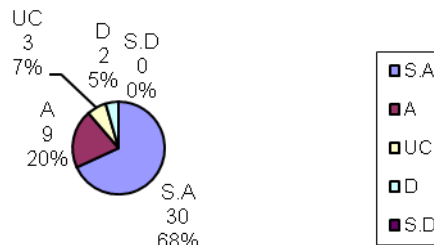
11. The overall environment in the class was conducive to learning.



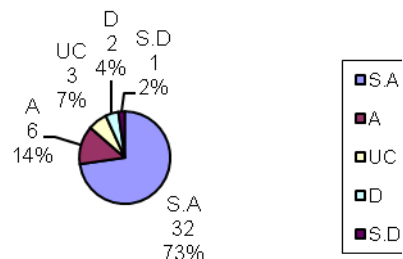
12. Classrooms were satisfactory



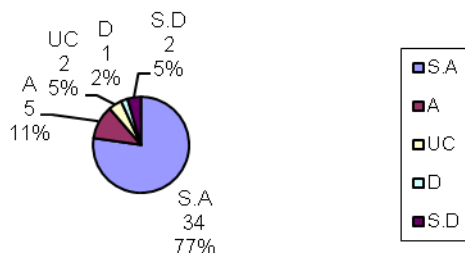
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



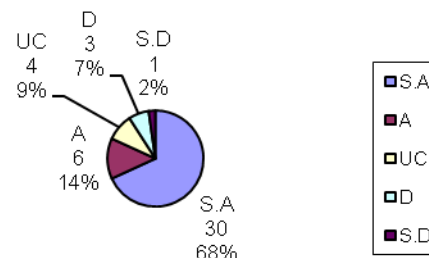
15. Recommended reading books etc. were relevant and appropriate.



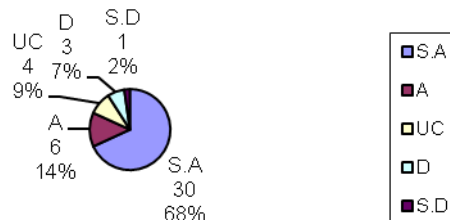
16. The provision of learning resources in the library was adequate and appropriate.



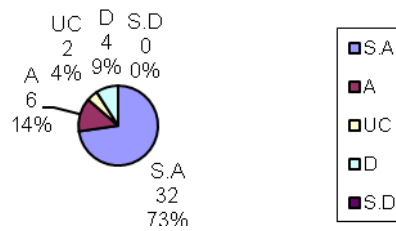
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



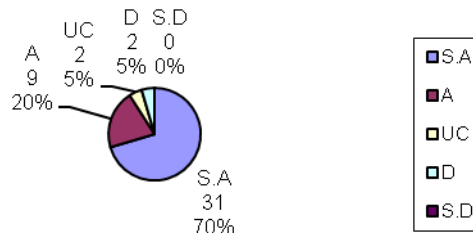
19. The course stimulated by interest and thought on the subject area.



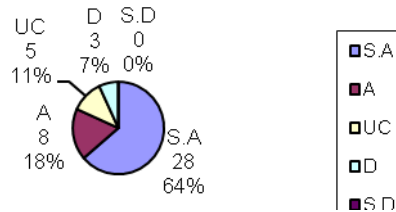
20. The pace of the course was appropriate



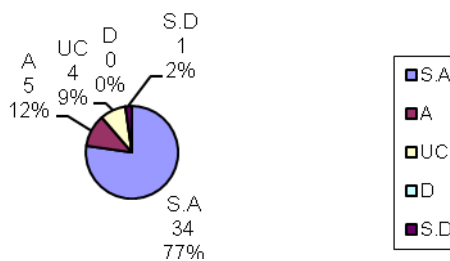
21. Ideas and concepts were presented clearly



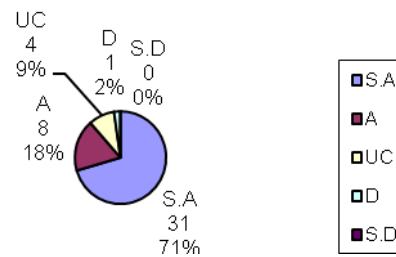
23. The method of assessment were reasonable



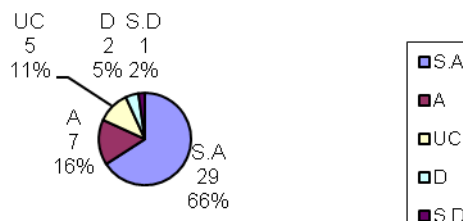
24. Feedback on assessment was timely



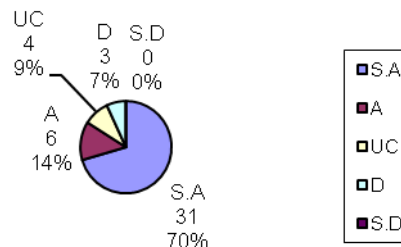
25. Feedback on assessment was helpful



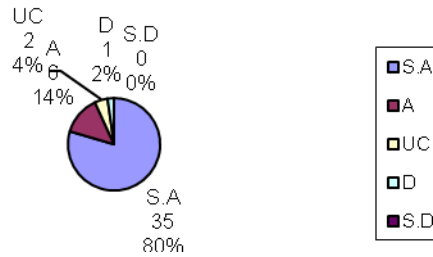
29. The instructor was responsive to student needs and problems



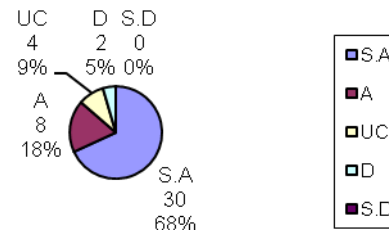
30. Had the instructor been regular throughout the course?



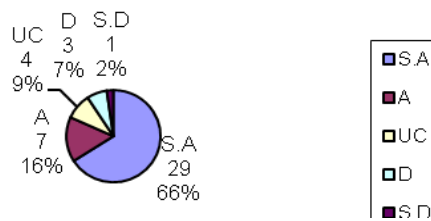
31. The material in the tutorials was useful



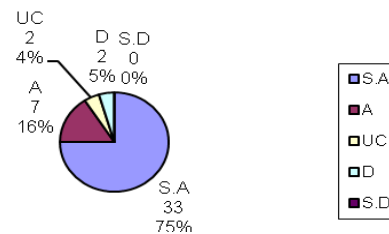
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



35. The demonstrators dealt effectively with my problems.



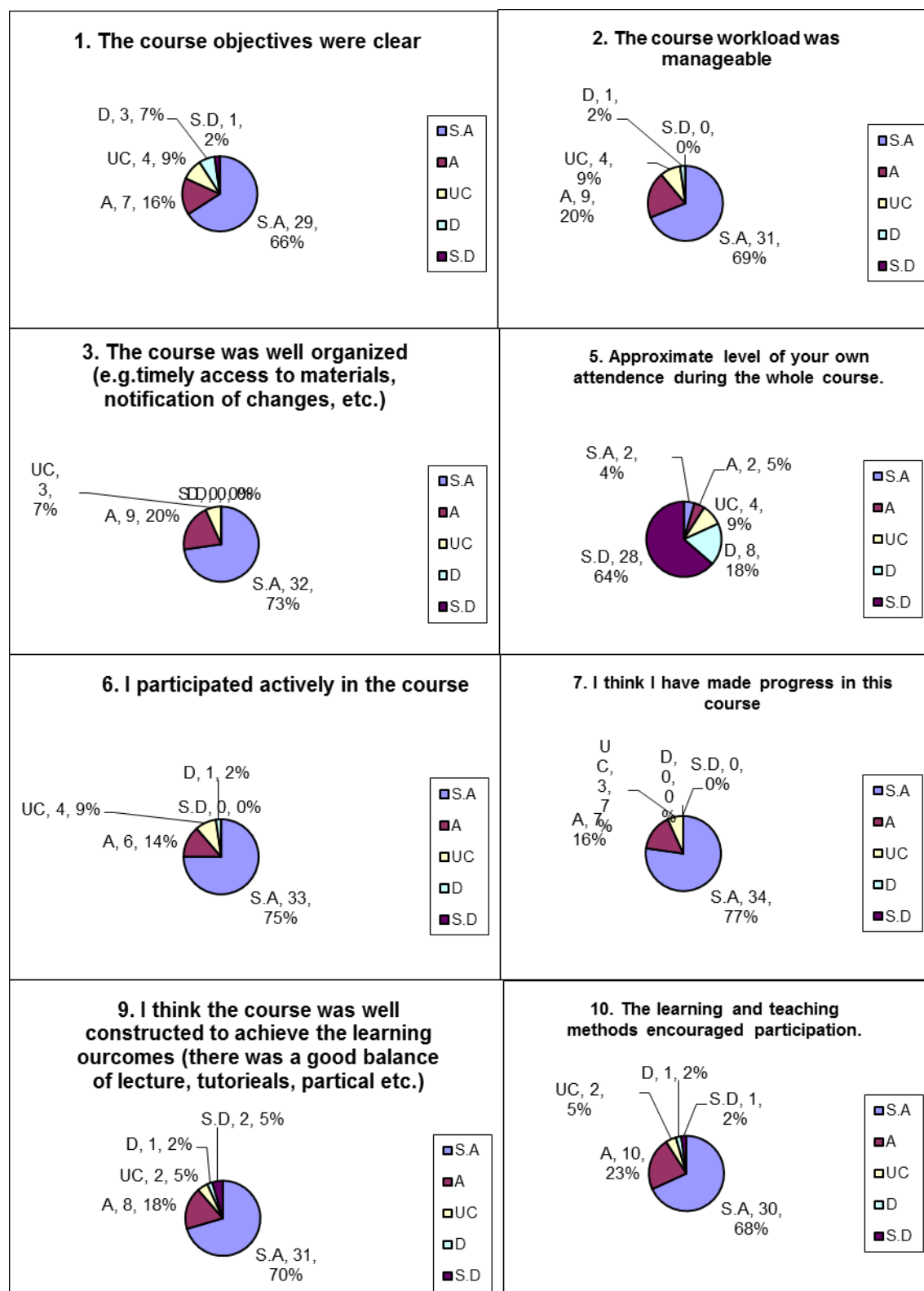
General Comments of the Students about the course

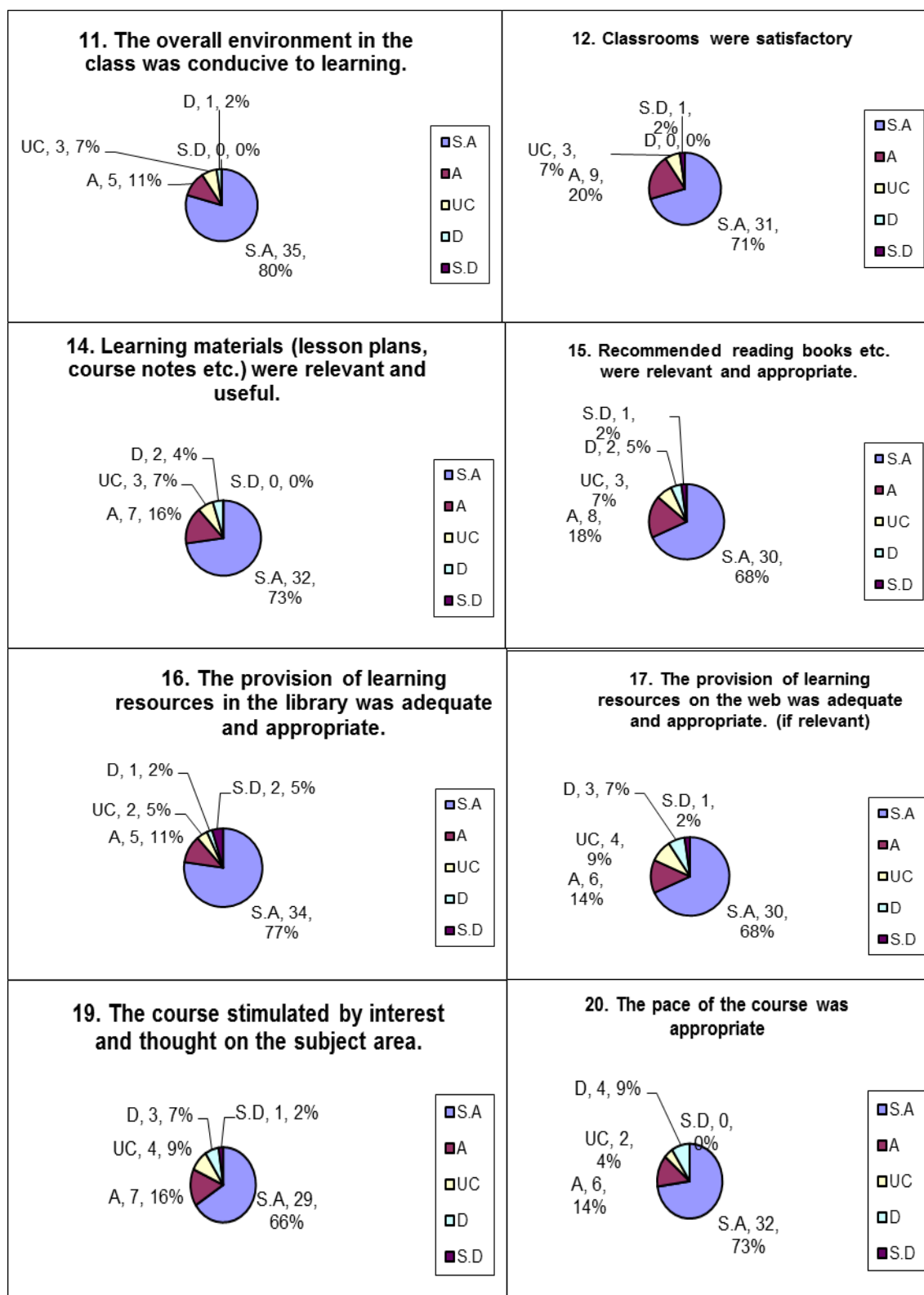
1. Course objectives should be clear.
2. Course should not be taught at university level.

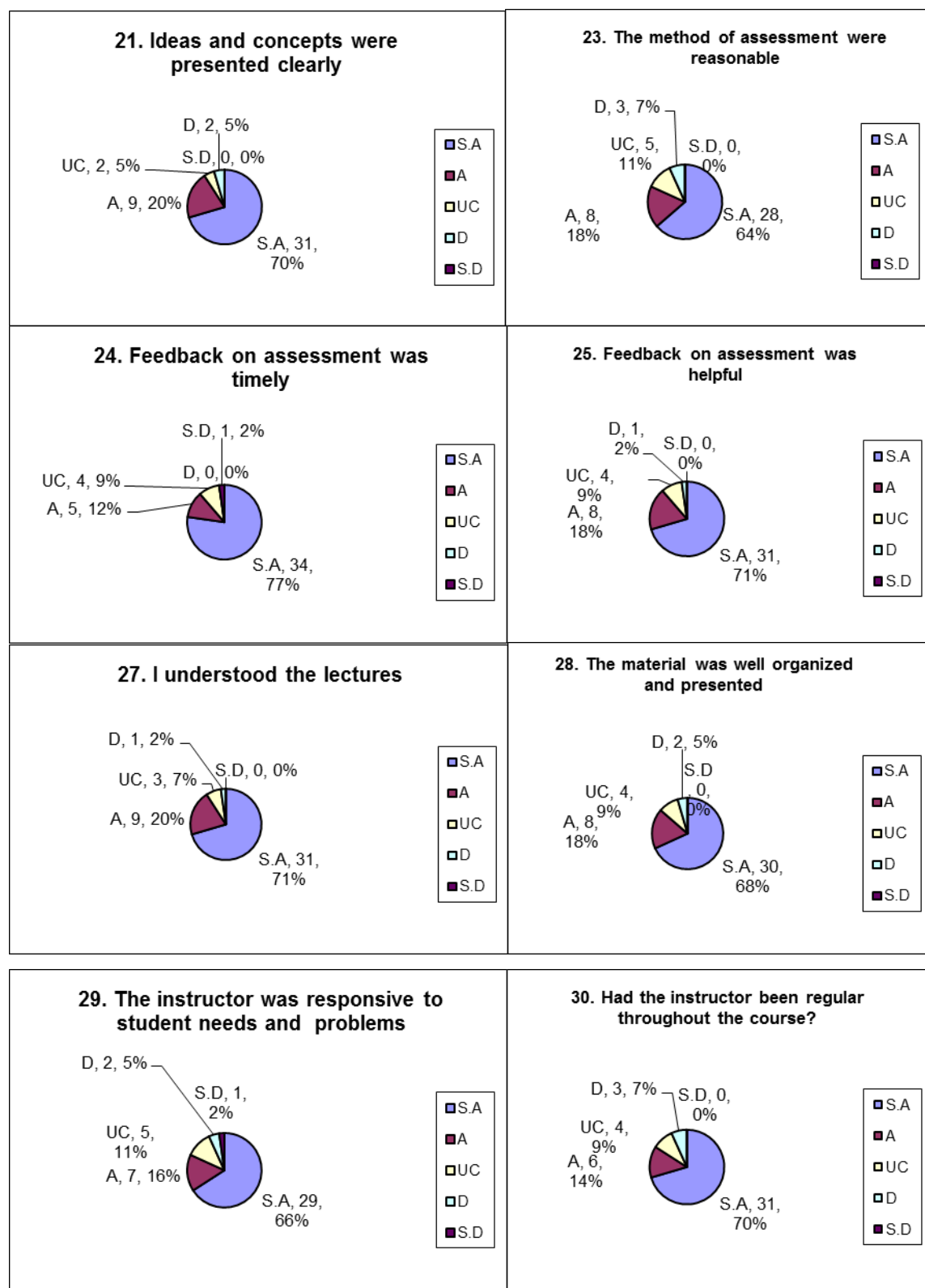
IS-502

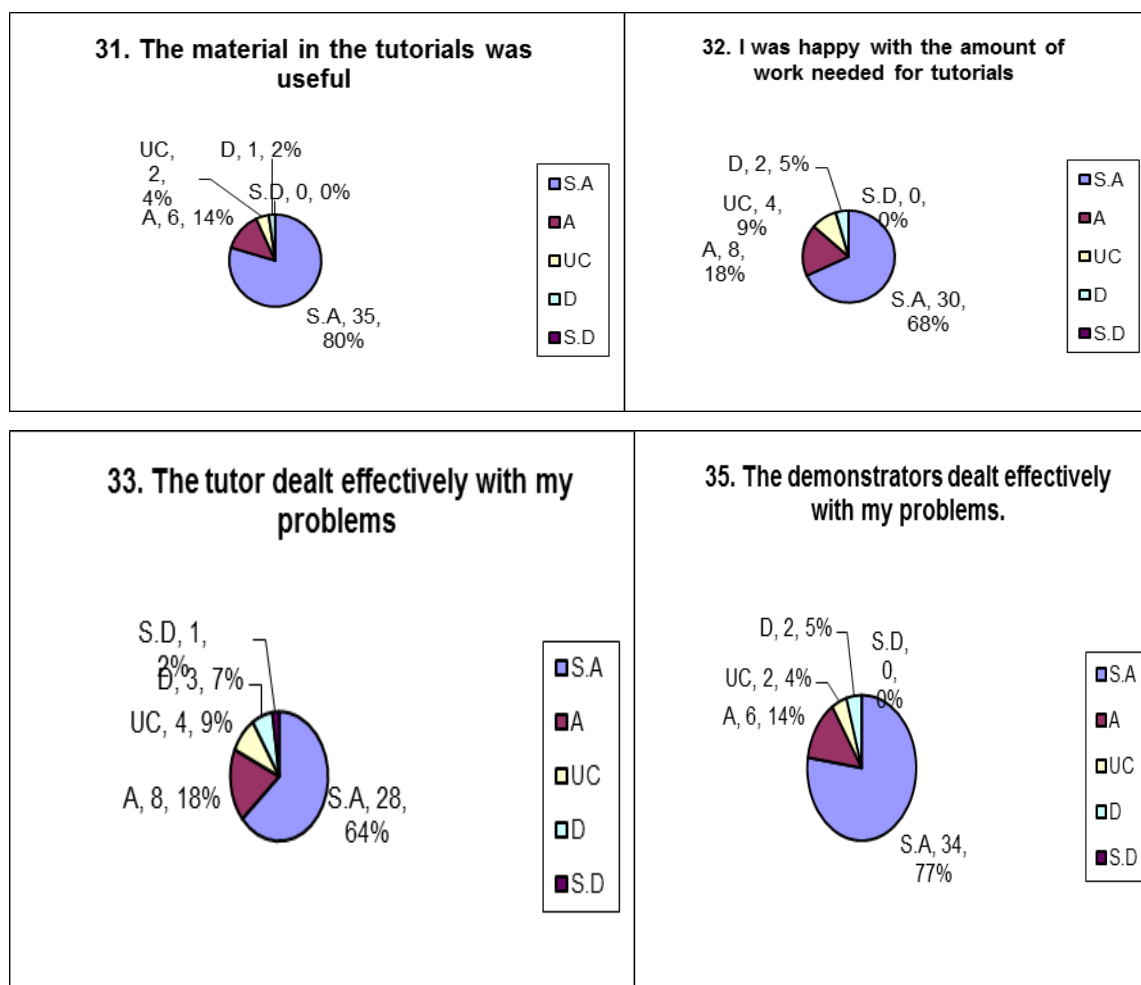
Following pie charts show that above 60% students agreed with given aspects. However 4% were not satisfied with the learning material, 9% revealed that the course objectives were not clear, 2% were not happy with the course workload, their participation in the course activities, feedback on assessment, learning and teaching methods, overall environment of the classroom, conditions of the classrooms, provision of learning resources in library and on the web and recommended books. 9% disclosed that the pace of the course was not appropriate while 7% were not happy with the methods of assessments.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree









General Comments of the Students about the course

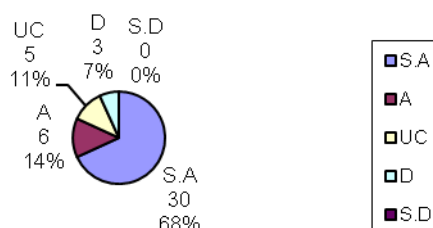
1. Course was full of knowledge.
2. We have learnt more about Islam.

EDU-503

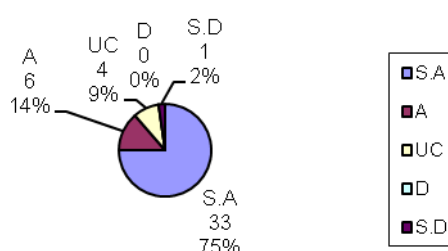
Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-503 'Perspectives of Education in Pakistan'. Although more than 50% students agreed with these aspects, however 86% student disagreed that the level of their own attendance during the whole course. Whereas 9% disagreed that the methods of assessment were reasonable. 7% raveled that course objective were not clear. Similarly same percent disagreed that overall environment in the class was conducive to learning, Classrooms were satisfactory, provision of learning resources were appropriate, they understand the lectures, and the material in the tutorials was useful.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

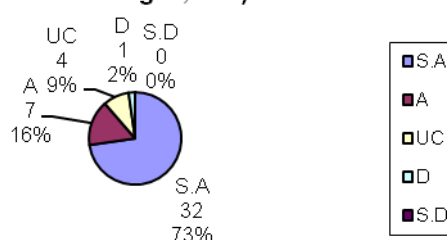
1. The course objectives were clear



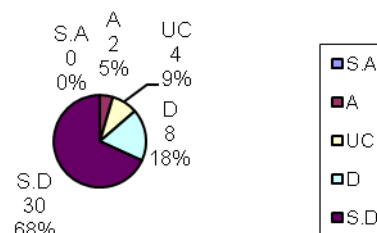
2. The course workload was manageable



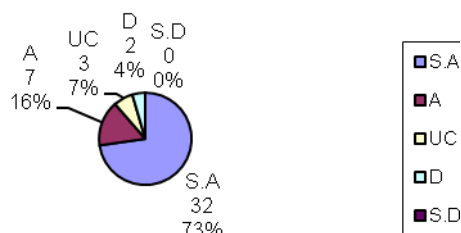
3. The course was well organized (e.g.timely access to materials, notification of changes, etc.)



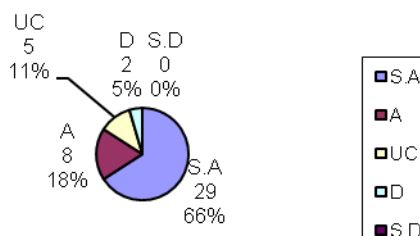
5. Approximate level of your own attendance during the whole course.



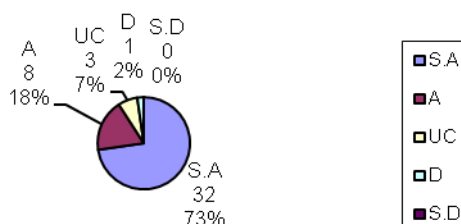
6. I participated actively in the course



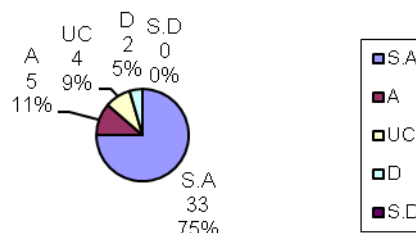
7. I think I have made progress in this course



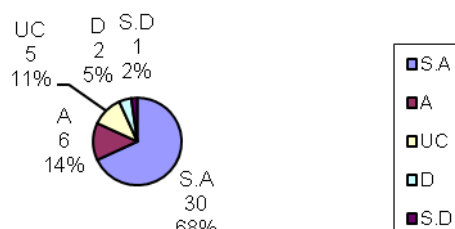
9. I think the course was well constructed to achieve the learning ourcomes (there was a good balance of lecture, tutorials, partical etc.)



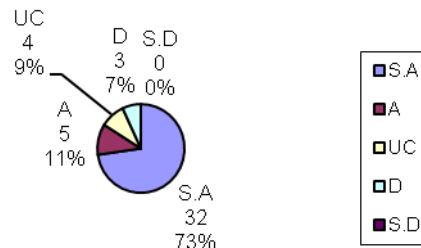
10. The learning and teaching methods encouraged participation.



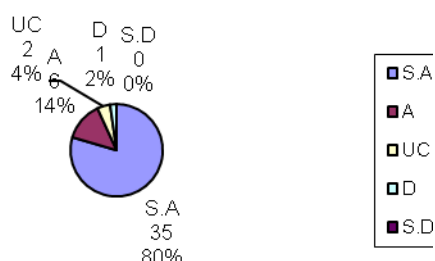
11. The overall environment in the class was conducive to learning.



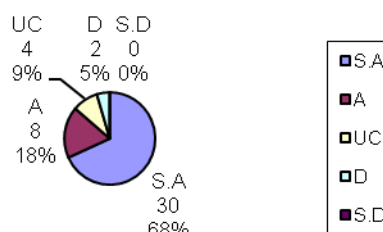
12. Classrooms were satisfactory



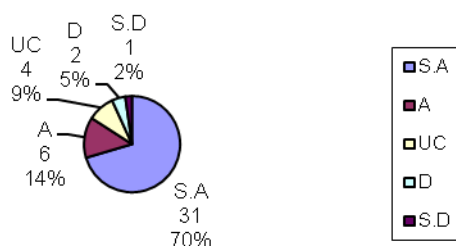
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



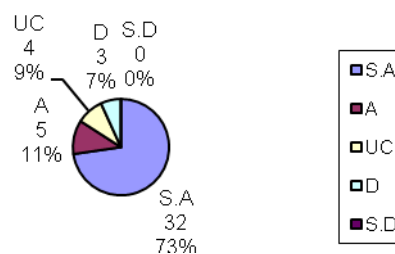
15. Recommended reading books etc. were relevant and appropriate.



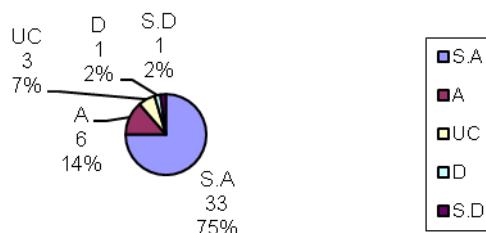
16. The provision of learning resources in the library was adequate and appropriate.



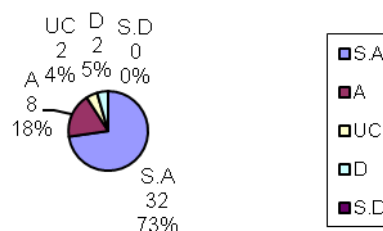
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



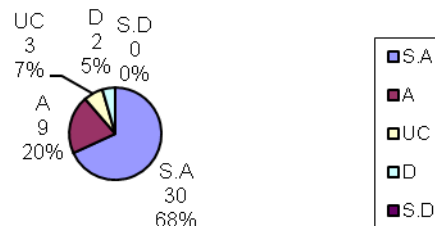
19. The course stimulated by interest and thought on the subject area.



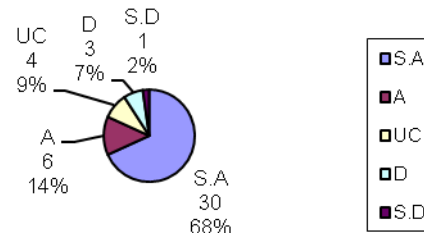
20. The pace of the course was appropriate



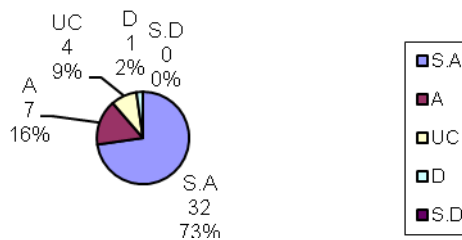
21. Ideas and concepts were presented clearly



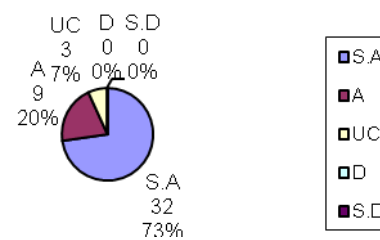
23. The method of assessment were reasonable



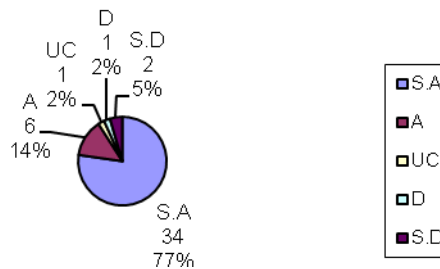
24. Feedback on assessment was timely



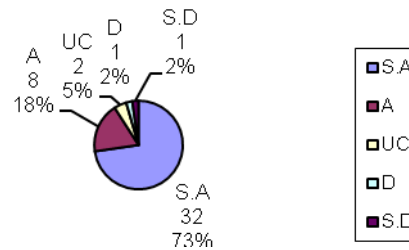
25. Feedback on assessment was helpful



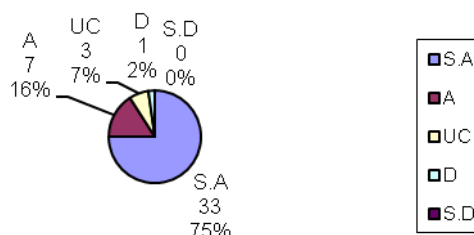
27. I understood the lectures



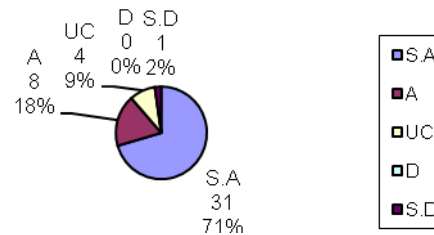
28. The material was well organized and presented



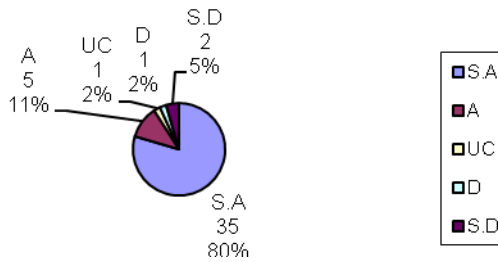
29. The instructor was responsive to student needs and problems



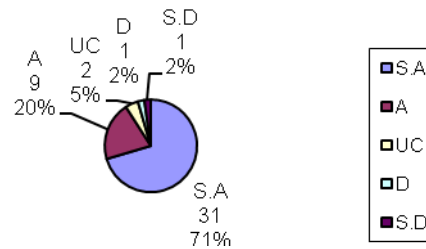
30. Had the instructor been regular throughout the course?



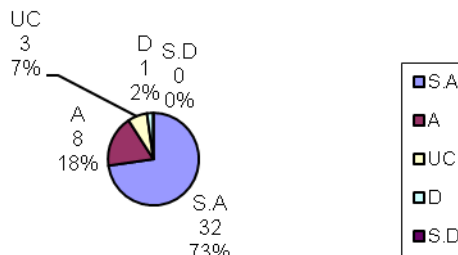
31. The material in the tutorials was useful



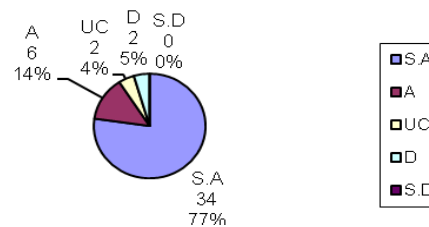
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



35. The demonstrators dealt effectively with my problems.



General Comments of the Students about the course

1. Course was too effective and informative.
2. It was full of knowledge.
3. Course was interesting and also taught in an interesting way.
4. Course was too lengthy.

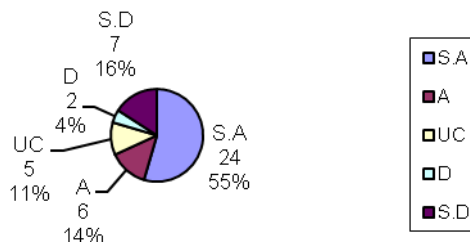
EDU-504

Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-504 'School Organization & Classroom Management'. Although more than 50% students agreed with these aspects, however 27% student disagreed that the course was well constructed to achieve the learning outcomes. Whereas 18% disagreed that the workload was manageable, environment in the class was conducive to learning, and the tutor dealt effectively with my problems. 14% was not agreeing that they participated actively. 11% disagreed that the instructor was regular throughout the course and they were happy with the amount of work needed for tutorials. 9% disagreed that the course objectives were clear, provision of learning resources on the web was adequate and appropriate, course stimulated by interest and thought on

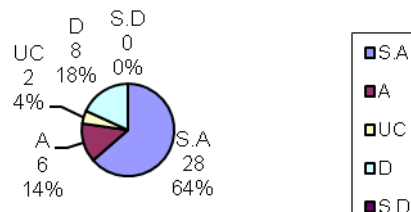
the subject area, and pace of the course was appropriate. Whereas 7% disagreed that course was well organized, recommended materials were appropriate, provision of learning resources in the library was adequate, method of assessment were reasonable, Feedback on assessment was helpful, instructor was responsive to student. And 6% disagreed that the learning and teaching methods encouraged participation.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

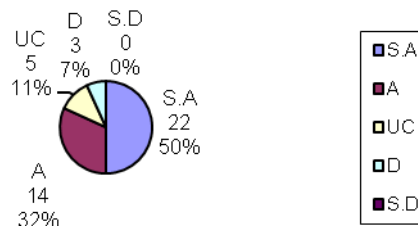
1. The course objectives were clear



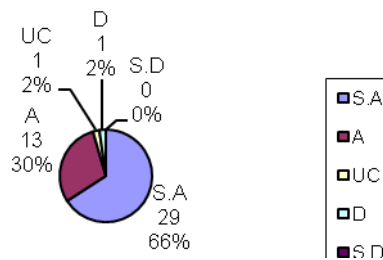
2. The course workload was manageable



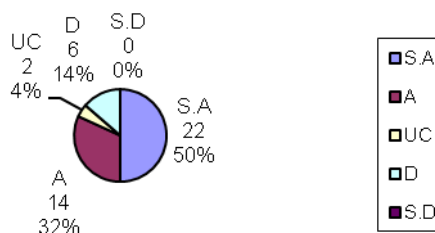
3. The course was well organized (e.g.timely access to materials, notification of changes, etc.)



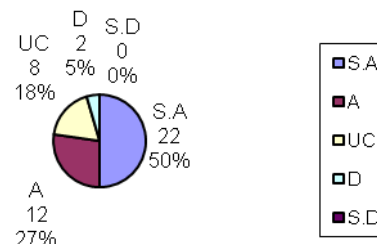
5. Approximate level of your own attendance during the whole course.



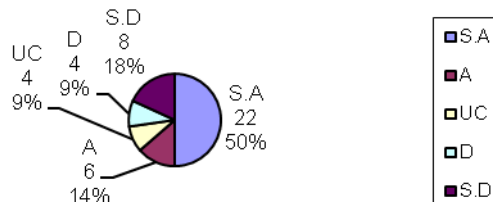
6. I participated actively in the course



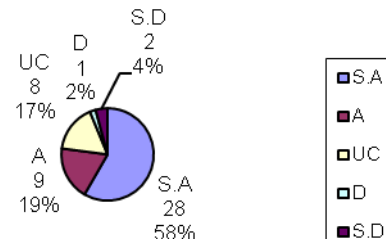
7. I think I have made progress in this course



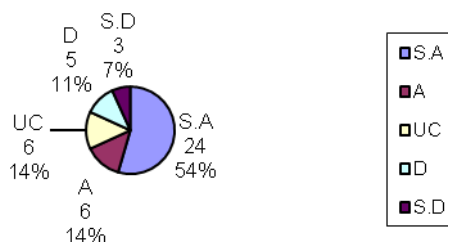
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



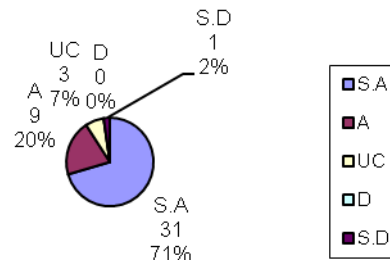
10. The learning and teaching methods encouraged participation.



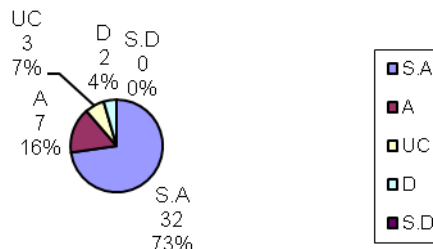
11. The overall environment in the class was conducive to learning.



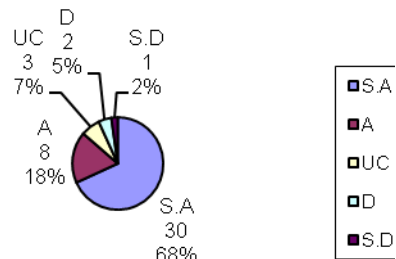
12. Classrooms were satisfactory



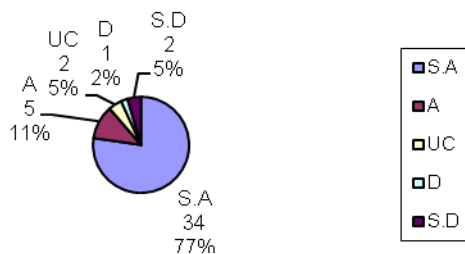
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



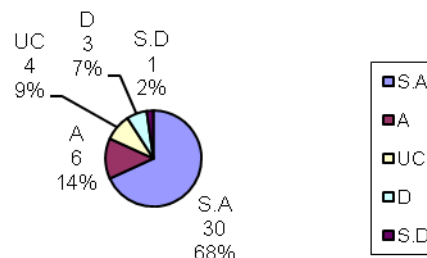
15. Recommended reading books etc. were relevant and appropriate.



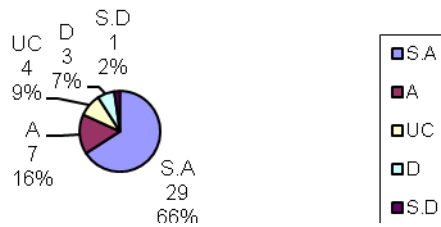
16. The provision of learning resources in the library was adequate and appropriate.



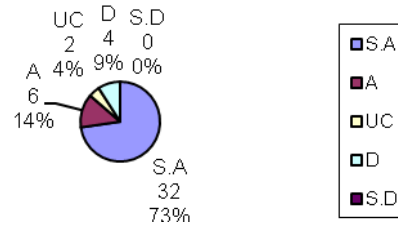
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



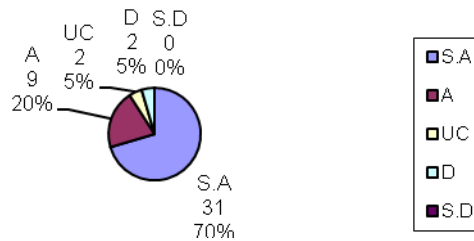
19. The course stimulated by interest and thought on the subject area.



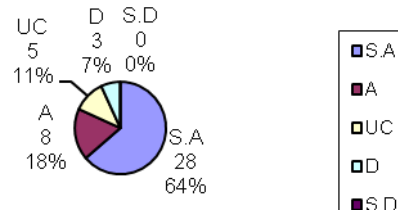
20. The pace of the course was appropriate



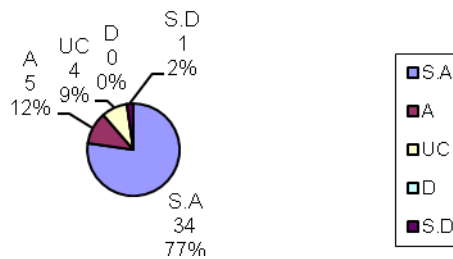
21. Ideas and concepts were presented clearly



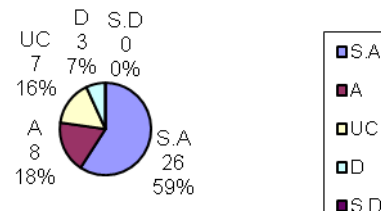
23. The method of assessment were reasonable



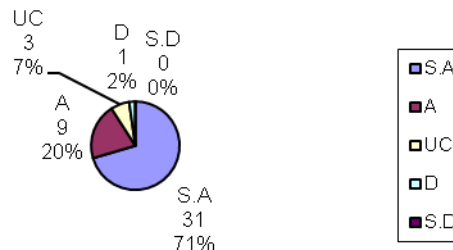
24. Feedback on assessment was timely



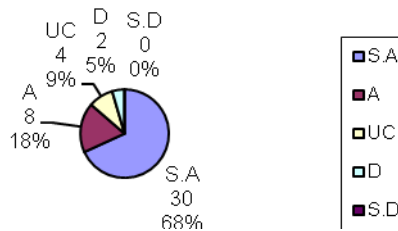
25. Feedback on assessment was helpful



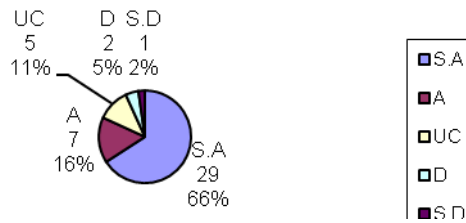
27. I understood the lectures



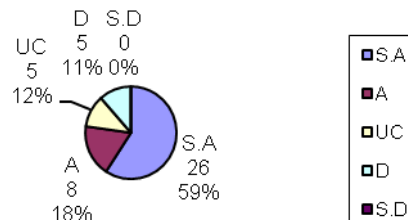
28. The material was well organized and presented



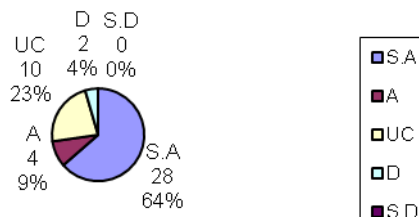
29. The instructor was responsive to student needs and problems



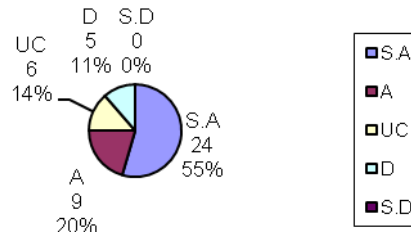
30. Had the instructor been regular throughout the course?



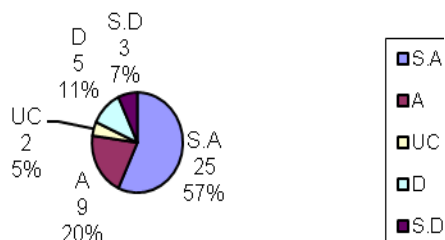
31. The material in the tutorials was useful



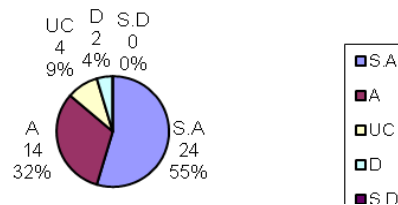
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



35. The demonstrators dealt effectively with my problems.



General Comments of the Students about the course

1. Course was confusing.
2. Course should be improved.
3. Practical life examples should be there.

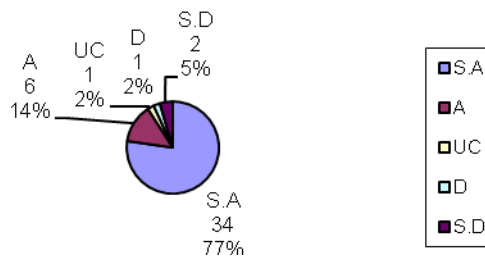
EDU-505

Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-505 'Human Development & Learning'. Although more than 50% students agreed with these aspects, however 93% student disagreed that the level of their own attendance during the whole

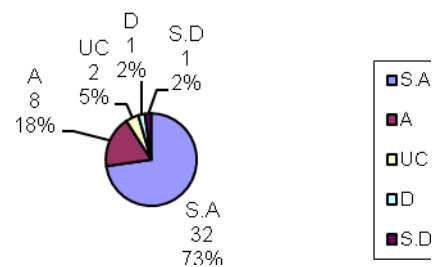
course. Whereas 14% disagreed that they made progress in this course. 10% disagreed that course stimulated by interest and thought on the subject area and that they were happy with the amount of work needed. And 7% reveled that course objective were not clear. Same percent of students disagreed that learning and teaching methods encouraged participation, overall environment in the class was conducive to learning, recommended material was relevant, method of assessment were reasonable, instructor was responsive and regular.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

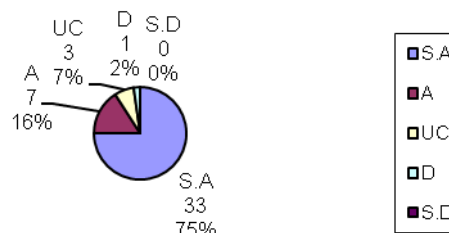
1. The course objectives were clear



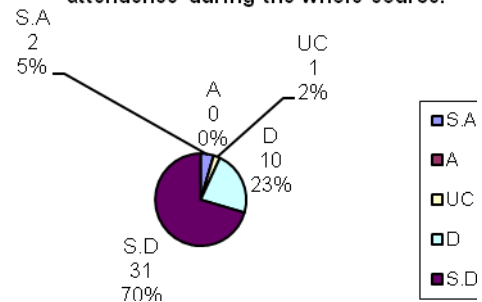
2. The course workload was manageable



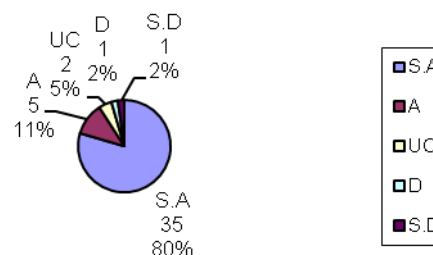
3. The course was well organized (e.g.timely access to materials, notification of changes, etc.)



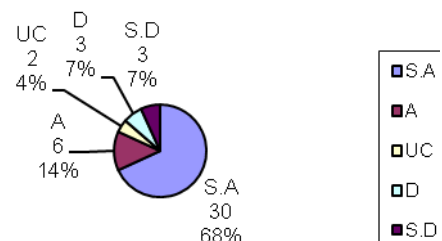
5. Approximate level of your own attendance during the whole course.



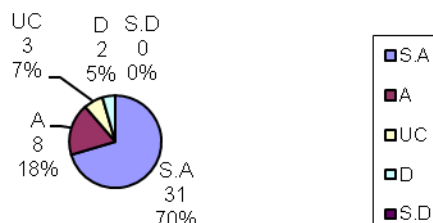
6. I participated actively in the course



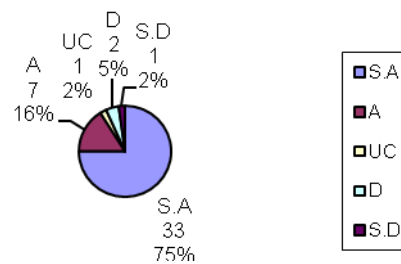
7. I think I have made progress in this course



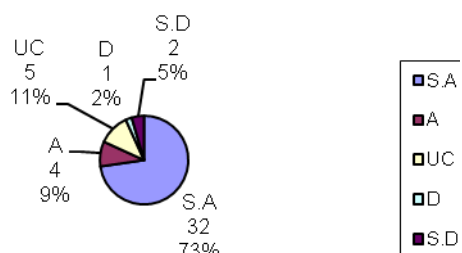
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



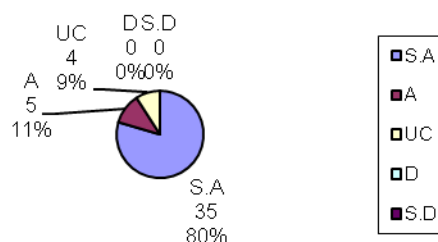
10. The learning and teaching methods encouraged participation.



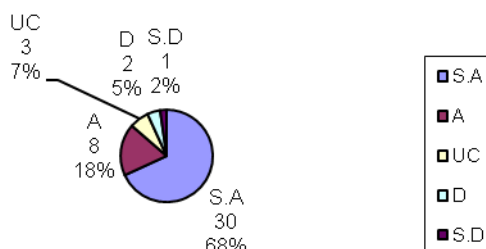
11. The overall environment in the class was conducive to learning.



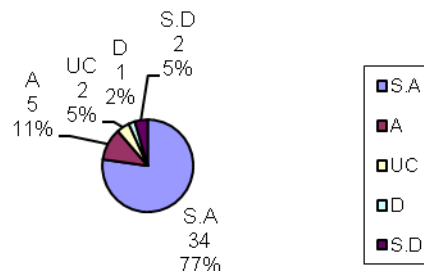
12. Classrooms were satisfactory



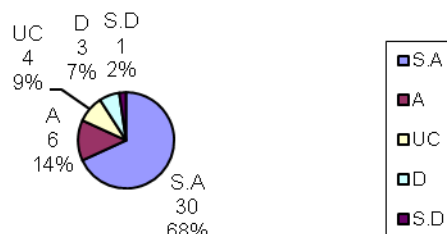
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



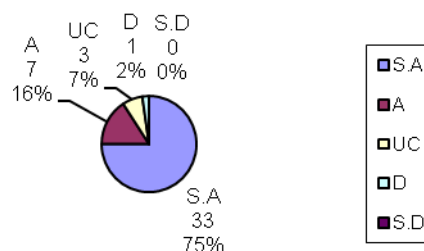
15. Recommended reading books etc. were relevant and appropriate.



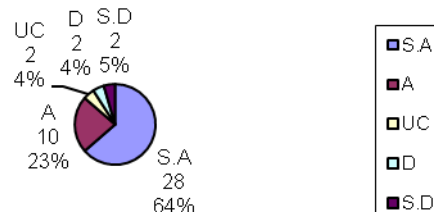
16. The provision of learning resources in the library was adequate and appropriate.



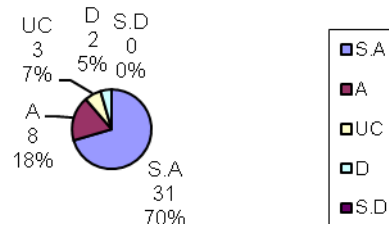
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



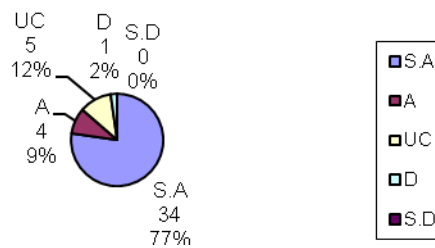
19. The course stimulated by interest and thought on the subject area.



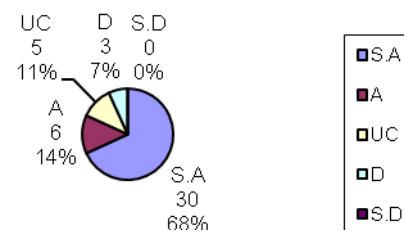
20. The pace of the course was appropriate



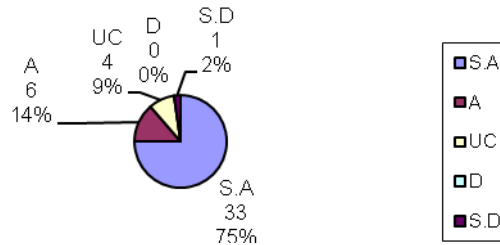
21. Ideas and concepts were presented clearly



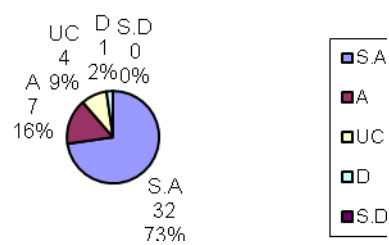
23. The method of assessment were reasonable



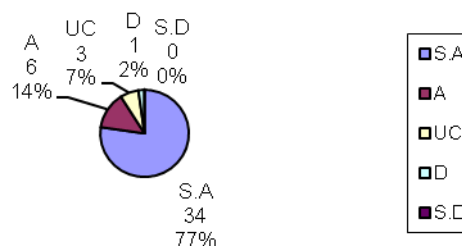
24. Feedback on assessment was timely



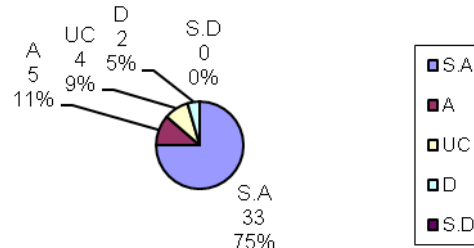
25. Feedback on assessment was helpful



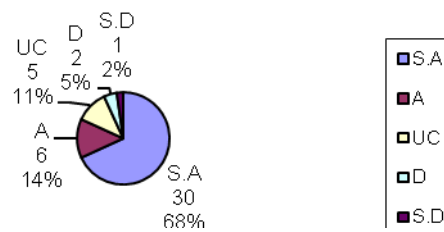
27. I understood the lectures



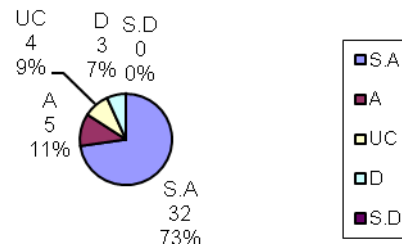
28. The material was well organized and presented



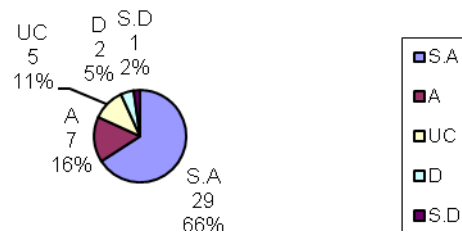
29. The instructor was responsive to student needs and problems



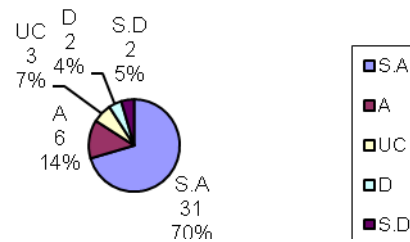
30. Had the instructor been regular throughout the course?



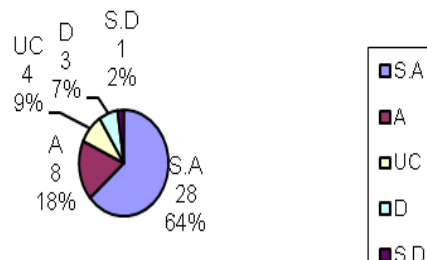
31. The material in the tutorials was useful



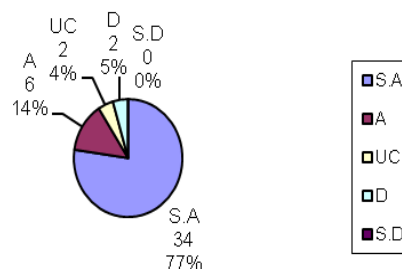
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



35. The demonstrators dealt effectively with my problems.



General Comments of the Students about the course

1. Course was lengthy and complicated.
2. Course should be delivered in an easy way.

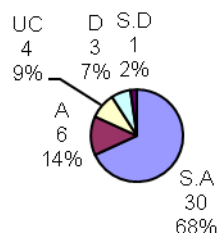
EDU-506

Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-506 'Educational Measurement and Evaluation'. Although more than 50% students agreed with

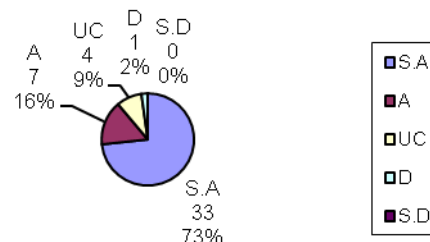
these aspects, however 81% student disagreed that the level of their own attendance during the whole course. Whereas 9% disagreed that the course objectives were clear and 2% disagreed that workload was manageable. Similarly 9% disagree that the learning resources on the web was adequate and appropriate, the course stimulated by interest and thought on the subject area, and the pace of the course was appropriate. Whereas 7% disagreed that the course was well constructed to achieve the learning outcomes, recommended reading books and recourses in library were relevant, method of assessment were reasonable, instructor was responsive to student needs and problems and tutor dealt effectively with their problems

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

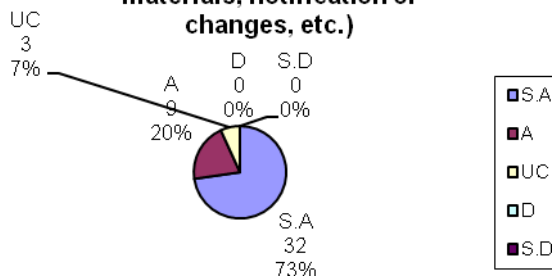
1. The course objectives were clear



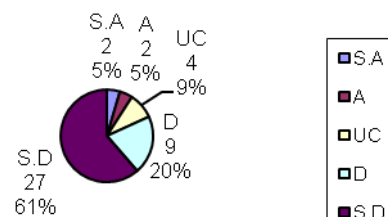
2. The course workload was manageable



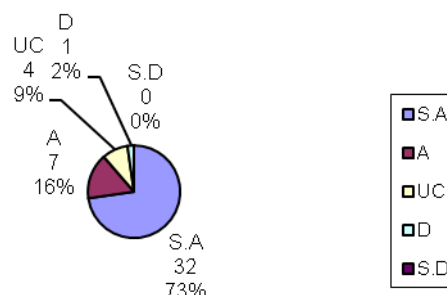
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



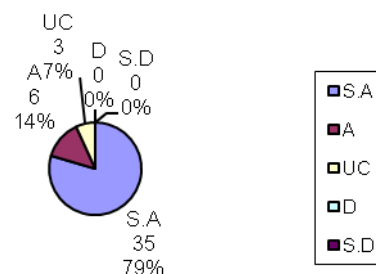
5. Approximate level of your own attendance during the whole course.



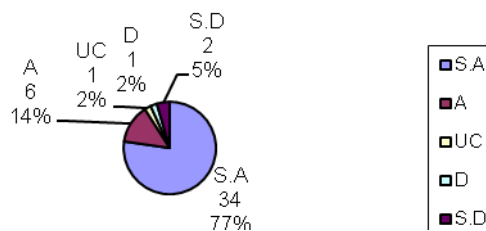
6. I participated actively in the course



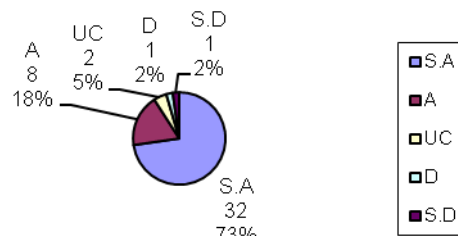
7. I think I have made progress in this course



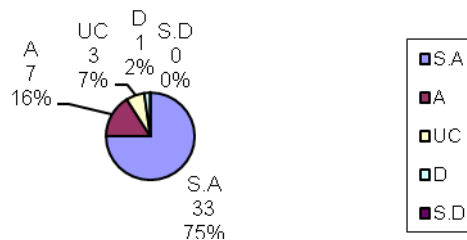
9. I think the course was well constructed to achieve the learning ourcomes (there was a good balance of lecture, tutorials, partical etc.)



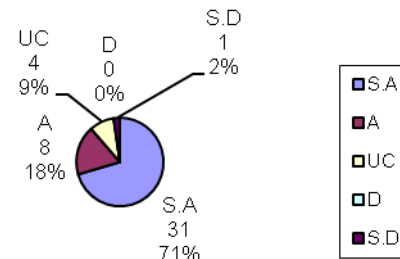
10. The learning and teaching methods encouraged participation.



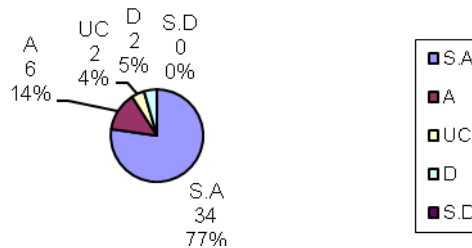
11. The overall environment in the class was conducive to learning.



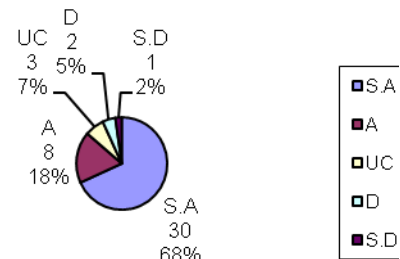
12. Classrooms were satisfactory



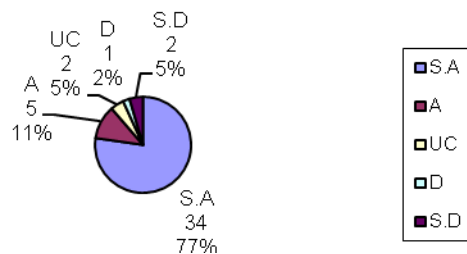
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



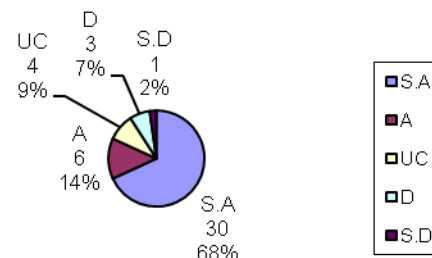
15. Recommended reading books etc. were relevant and appropriate.



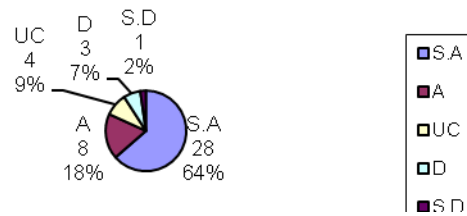
16. The provision of learning resources in the library was adequate and appropriate.



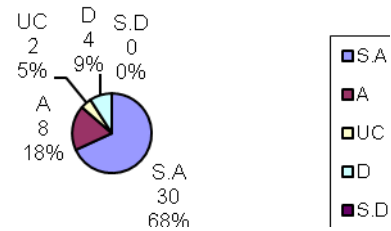
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



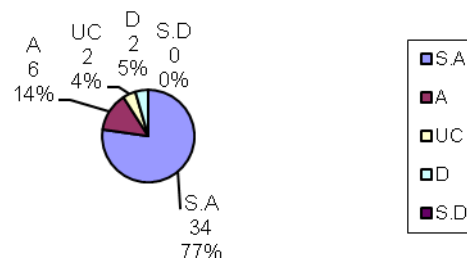
19. The course stimulated by interest and thought on the subject area.



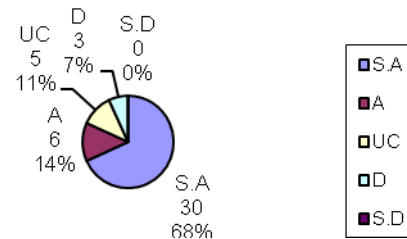
20. The pace of the course was appropriate



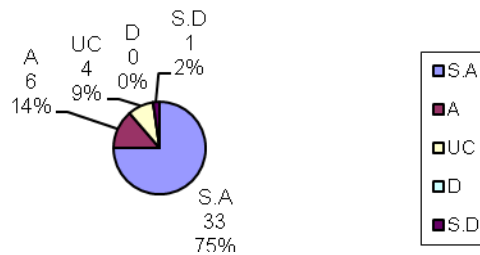
21. Ideas and concepts were presented clearly



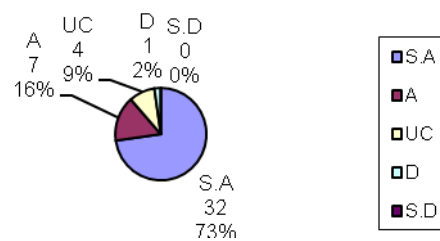
23. The method of assessment were reasonable



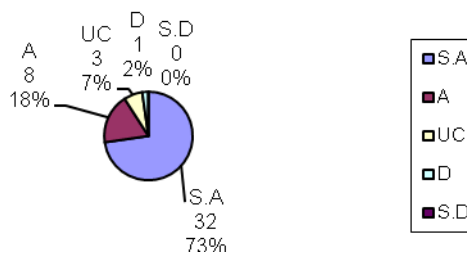
24. Feedback on assessment was timely



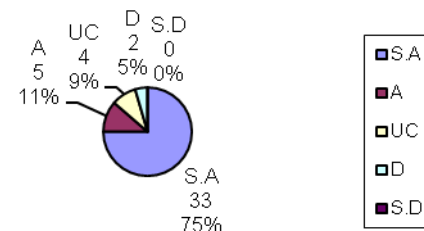
25. Feedback on assessment was helpful



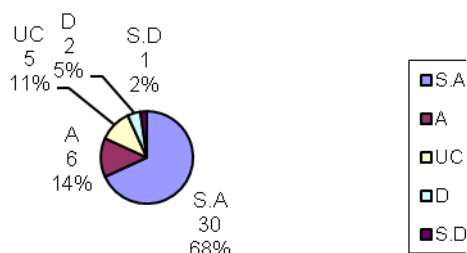
27. I understood the lectures



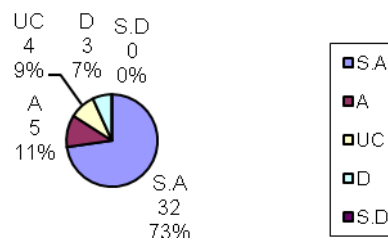
28. The material was well organized and presented



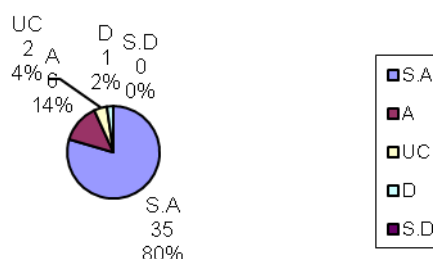
29. The instructor was responsive to student needs and problems



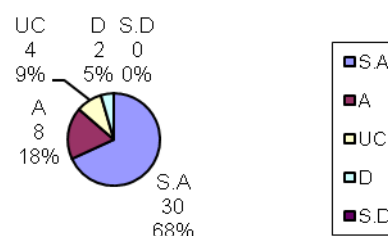
30. Had the instructor been regular throughout the course?



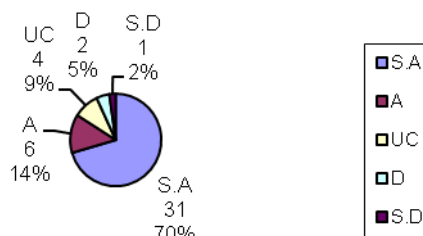
31. The material in the tutorials was useful



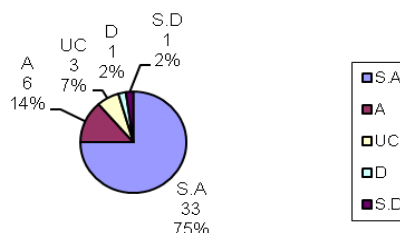
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



35. The demonstrators dealt effectively with my problems.



General comments about the course

1. Course workload should be manageable.

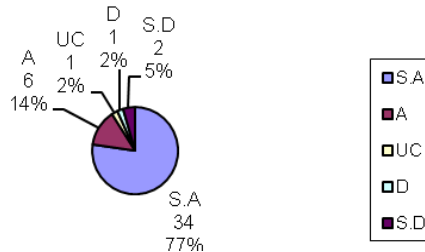
EDU-507

Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-507 'Educational Research Techniques & individual Projects'. Although more than 50% students agreed with these aspects, however 93% student disagreed that the level of their own attendance during the whole course. 10% revealed that they did not understand the lectures. 9% disagreed that the course were clear, workload was manageable, feedback was on time and instructor was responsive to student needs and problems. Same percent of student were uncertain that the

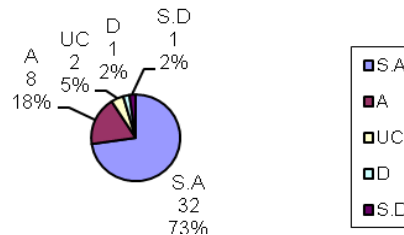
material was well organized and presented. Whereas 7% disagreed that they participated actively.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

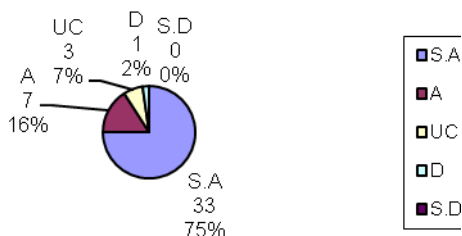
1. The course objectives were clear



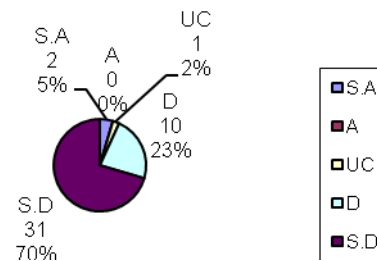
2. The course workload was manageable



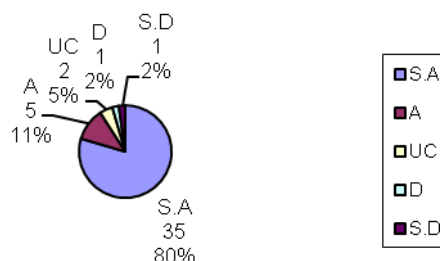
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



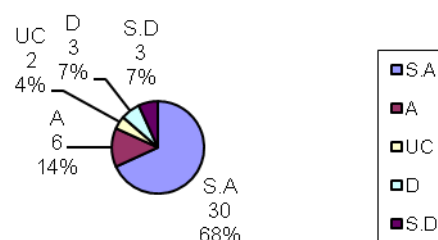
5. Approximate level of your own attendance during the whole course.



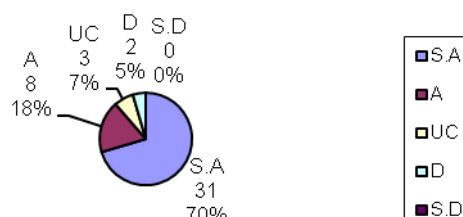
6. I participated actively in the course



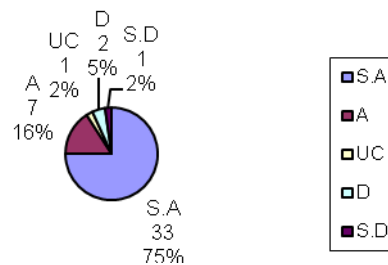
7. I think I have made progress in this course



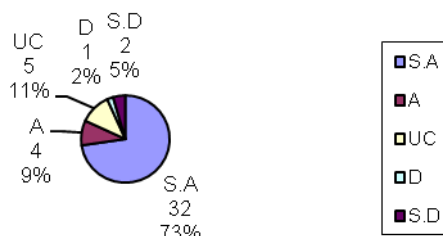
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



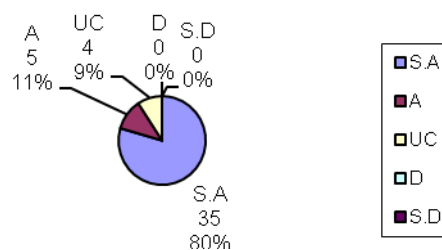
10. The learning and teaching methods encouraged participation.



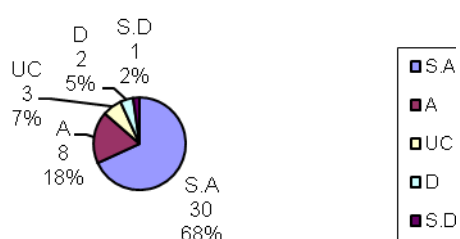
11. The overall environment in the class was conducive to learning.



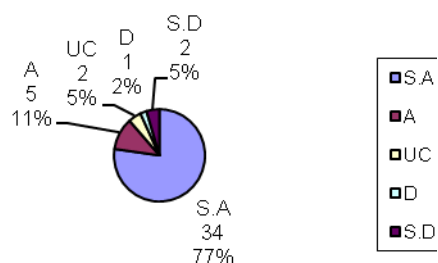
12. Classrooms were satisfactory



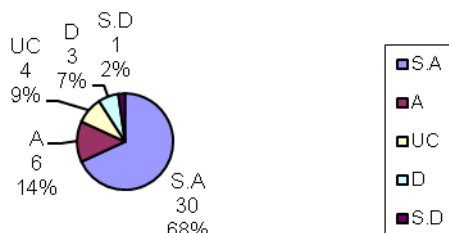
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



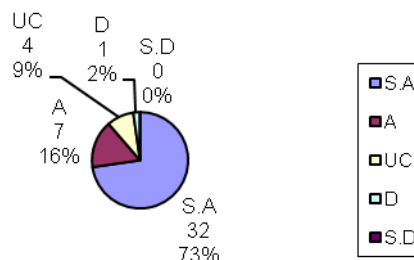
15. Recommended reading books etc. were relevant and appropriate.



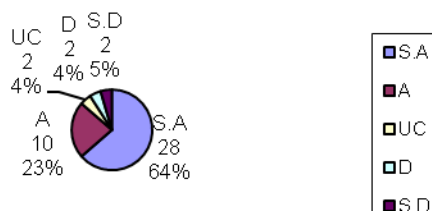
16. The provision of learning resources in the library was adequate and appropriate.



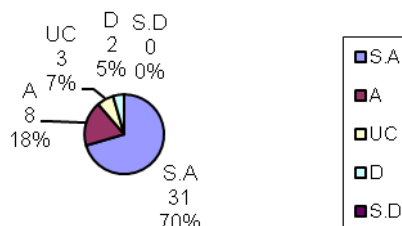
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



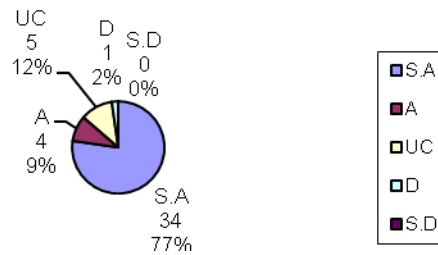
19. The course stimulated by interest and thought on the subject area.



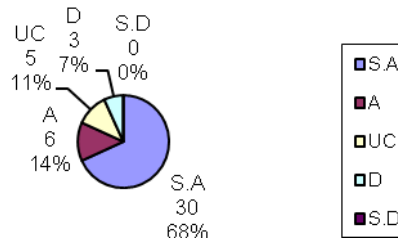
20. The pace of the course was appropriate



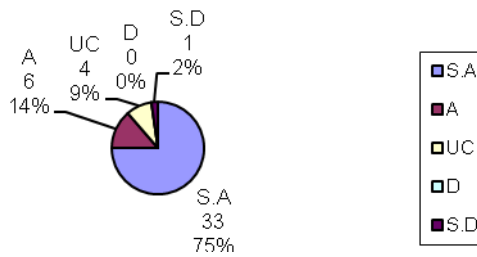
21. Ideas and concepts were presented clearly



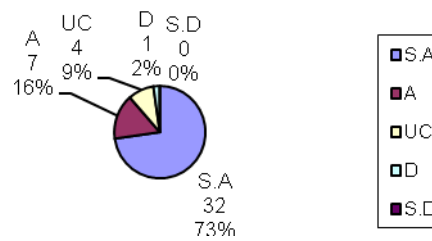
23. The method of assessment were reasonable



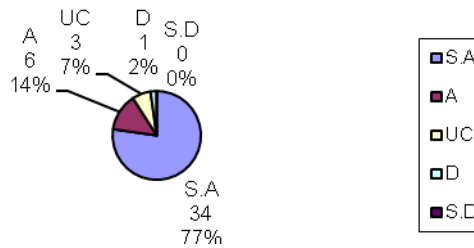
24. Feedback on assessment was timely



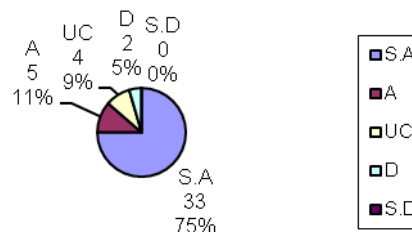
25. Feedback on assessment was helpful



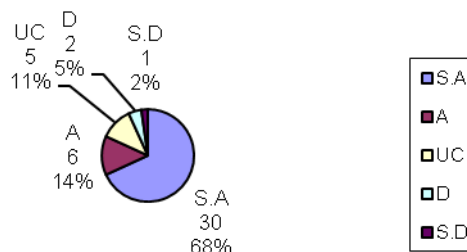
27. I understood the lectures



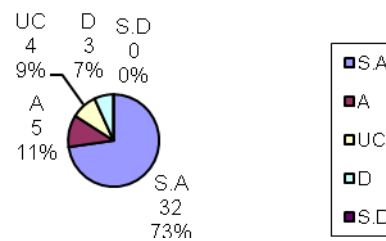
28. The material was well organized and presented



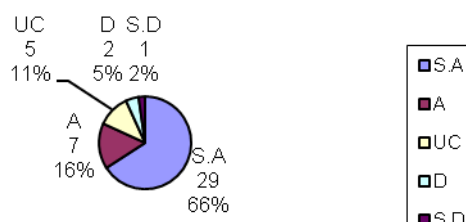
29. The instructor was responsive to student needs and problems



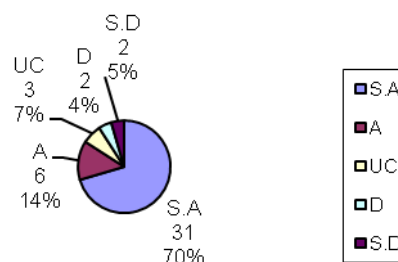
30. Had the instructor been regular throughout the course?



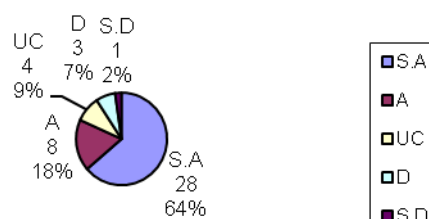
31. The material in the tutorials was useful



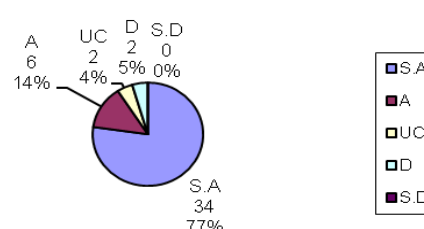
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



35. The demonstrators dealt effectively with my problems.



General Comments of the Students about the course

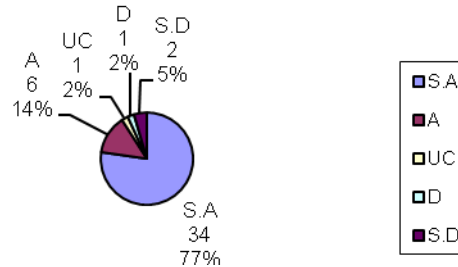
1. Course should be applied practically.
2. Statistical part is too short.

EDU-508

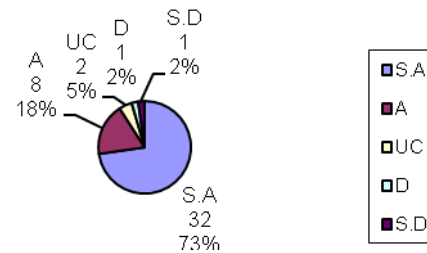
Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-508 'Curriculum Development & Teaching Methods'. Although more than 50% students agreed with these aspects, however 93% student disagreed that the level of their own attendance during the whole course. 14% disagreed that they have made progress in this course. Similarly 10 % disagree that the course stimulated by interest and thought on the subject area and they were not comfortable. 9% were uncertain about classroom satisfaction, and same percent disagree that learning resources in the library was adequate and appropriate. Whereas 7% revealed that course objective were not clear. And same percent disagreed with the learning and teaching methods, overall environment, learning materials, about the appropriateness of recommended books and method of assessment.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

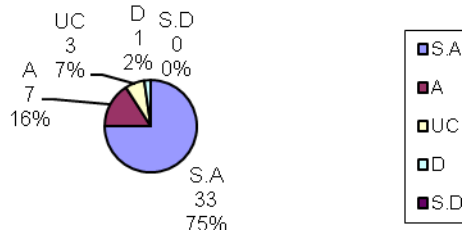
1. The course objectives were clear



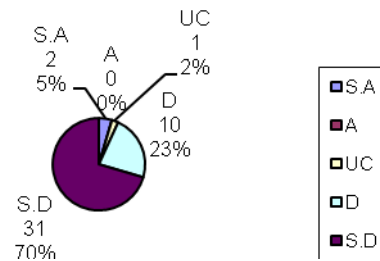
2. The course workload was manageable



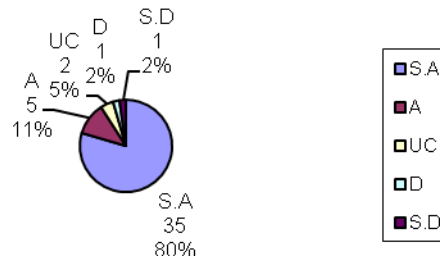
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



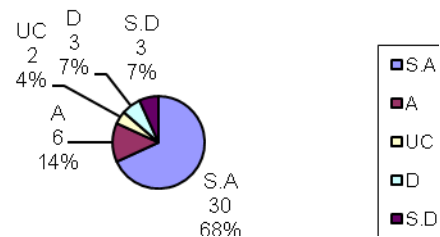
5. Approximate level of your own attendance during the whole course.



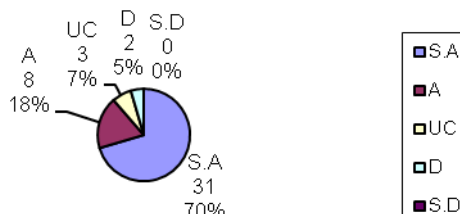
6. I participated actively in the course



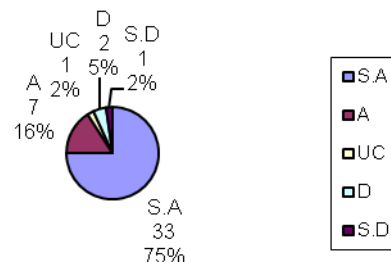
7. I think I have made progress in this course



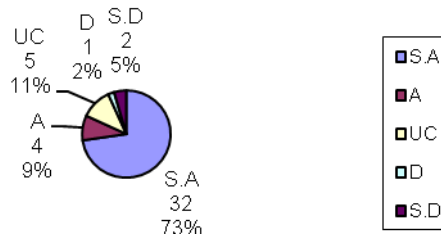
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



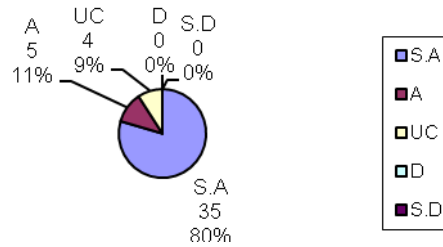
10. The learning and teaching methods encouraged participation.



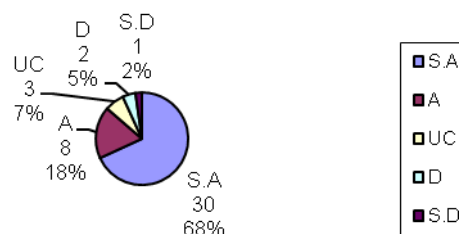
11. The overall environment in the class was conducive to learning.



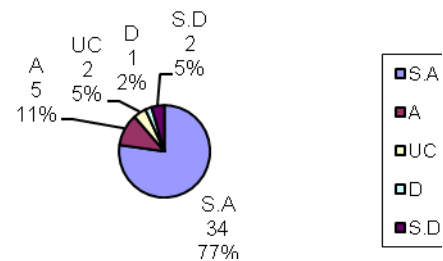
12. Classrooms were satisfactory



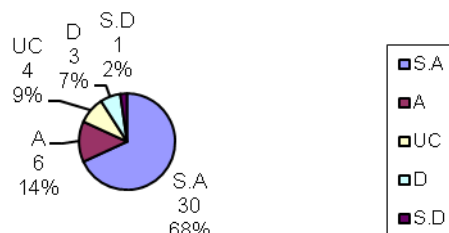
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



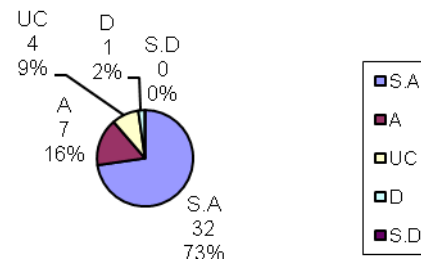
15. Recommended reading books etc. were relevant and appropriate.



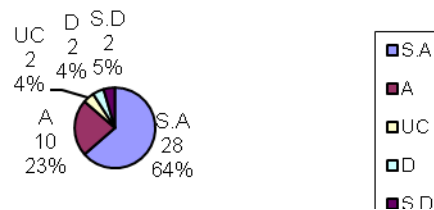
16. The provision of learning resources in the library was adequate and appropriate.



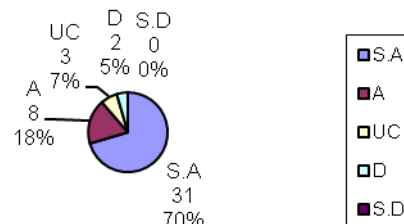
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



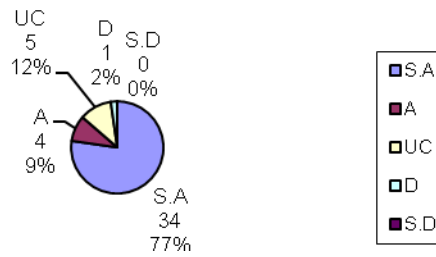
19. The course stimulated by interest and thought on the subject area.



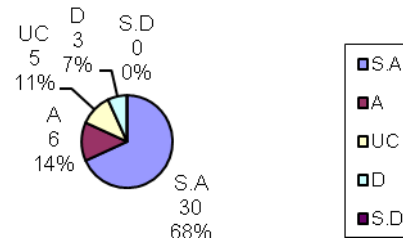
20. The pace of the course was appropriate



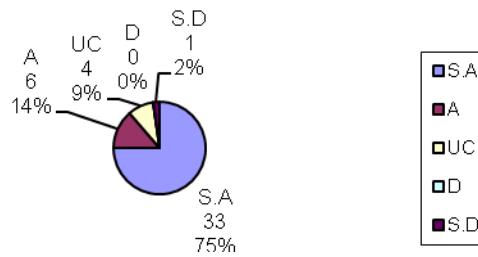
21. Ideas and concepts were presented clearly



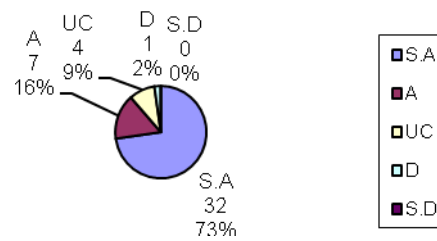
23. The method of assessment were reasonable



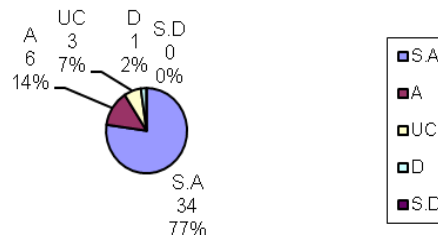
24. Feedback on assessment was timely



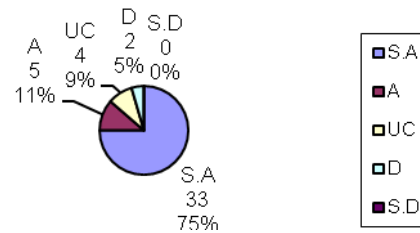
25. Feedback on assessment was helpful



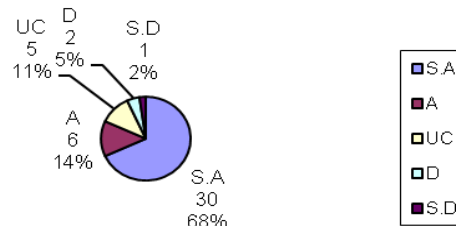
27. I understood the lectures



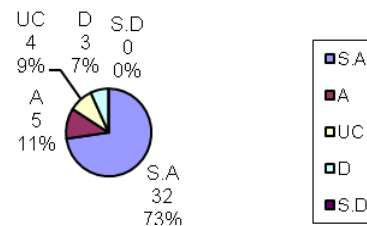
28. The material was well organized and presented



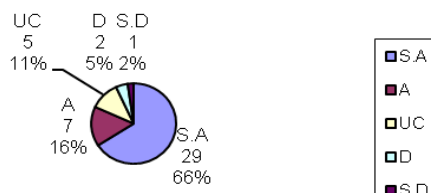
29. The instructor was responsive to student needs and problems



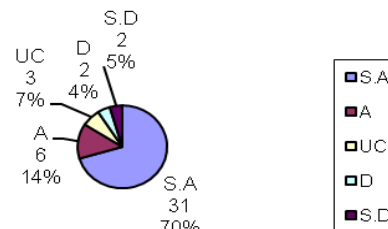
30. Had the instructor been regular throughout the course?



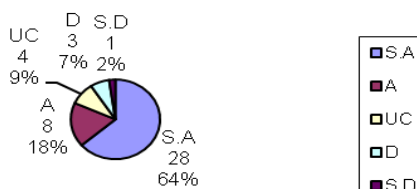
31. The material in the tutorials was useful



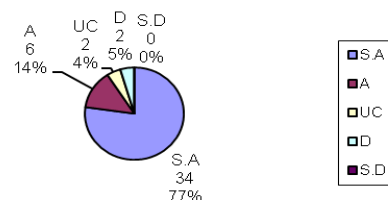
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



35. The demonstrators dealt effectively with my problems.



General Comments of the Students about the course

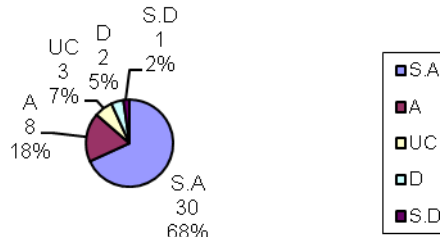
1. Course was interesting.
2. Course was easily understood.

EDU-509

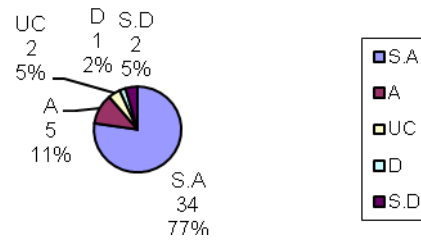
Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-509 'Teaching of English'. Although more than 50% students agreed with these aspects, however 93% student disagreed that the level of their own attendance during the whole course. Whereas 14% disagreed that they made progress in this course and tutor dealt effectively with their problem. 9% disagreed that the course was well organized and feedback was timely and helpful. And 7% revealed that course objective were not clear and workload was not manageable. Same percent of students disagreed that the course was well constructed to achieve the learning outcomes; learning materials were relevant and useful, course stimulated by interest and thought on the subject area, pace of the course was appropriate, and ideas and concepts were presented clearly.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

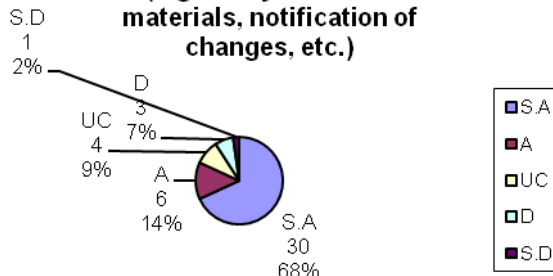
1. The course objectives were clear



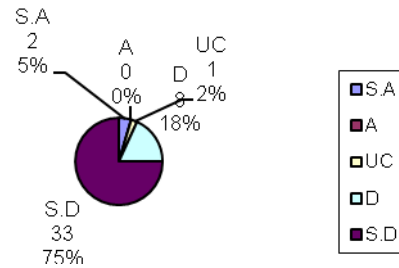
2. The course workload was manageable



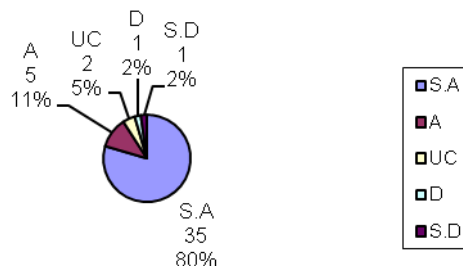
3. The course was well organized (e.g.timely access to materials, notification of changes, etc.)



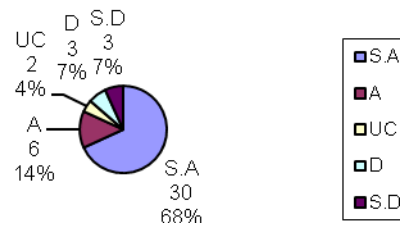
5. Approximate level of your own attendance during the whole course.



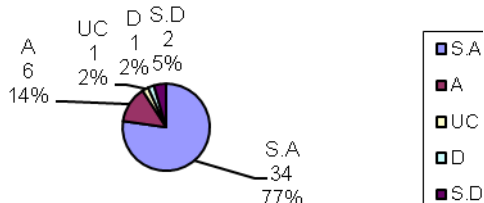
6. I participated actively in the course



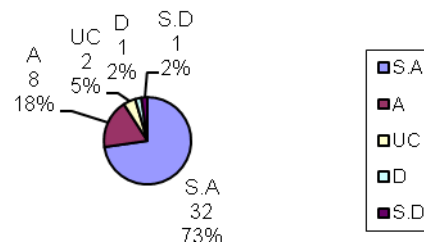
7. I think I have made progress in this course



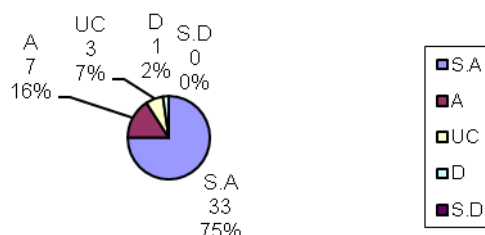
9. I think the course was well constructed to achieve the learning ourcomes (there was a good balance of lecture, tutorieals, partical etc.)



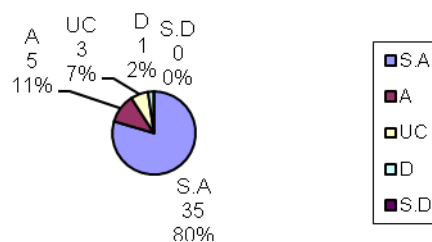
10. The learning and teaching methods encouraged participation.



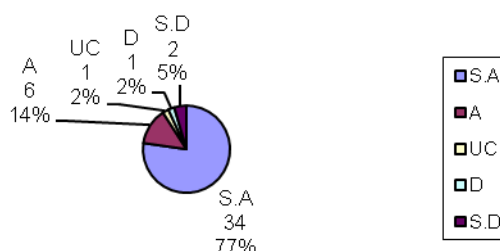
11. The overall environment in the class was conducive to learning.



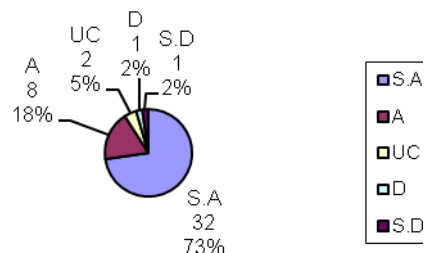
12. Classrooms were satisfactory



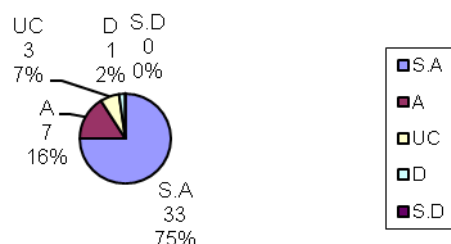
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



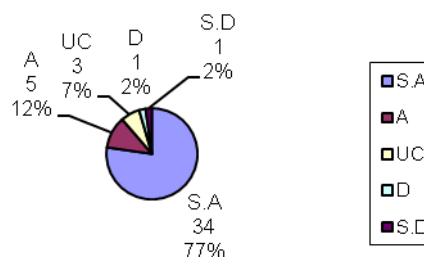
15. Recommended reading books etc. were relevant and appropriate.



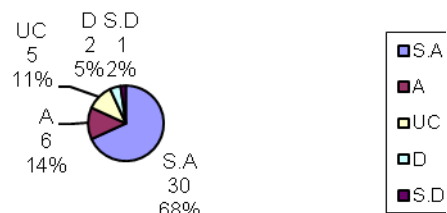
16. The provision of learning resources in the library was adequate and appropriate.



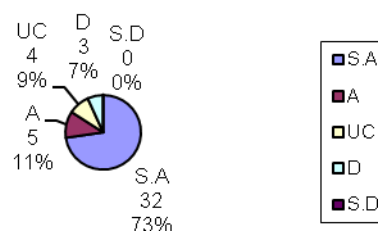
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



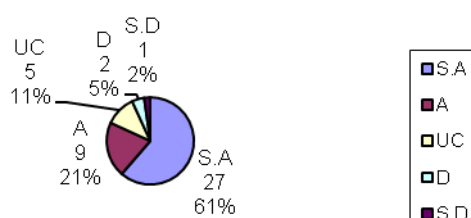
19. The course stimulated by interest and thought on the subject area.



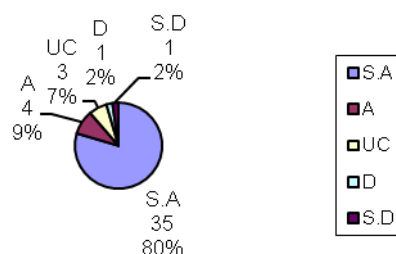
20. The pace of the course was appropriate



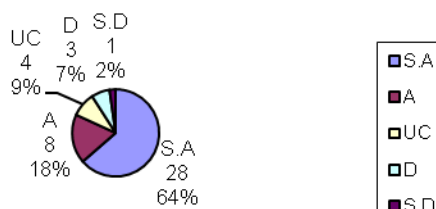
21. Ideas and concepts were presented clearly



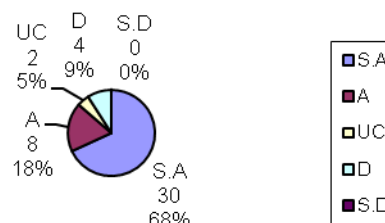
23. The method of assessment were reasonable



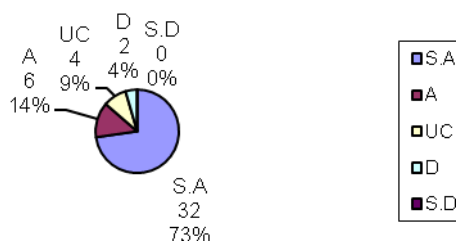
24. Feedback on assessment was timely



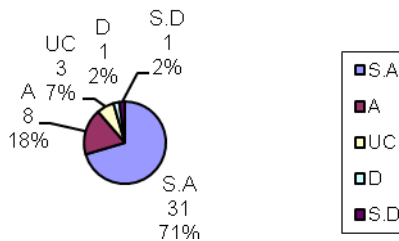
25. Feedback on assessment was helpful



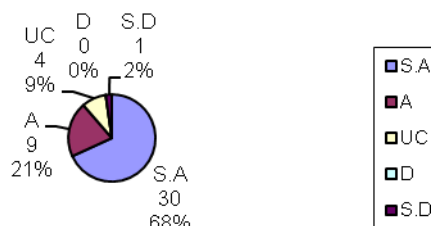
27. I understood the lectures



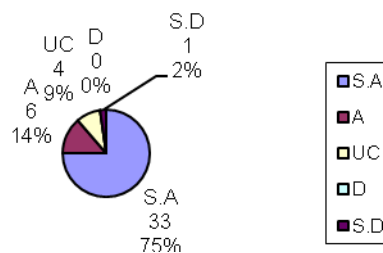
28. The material was well organized and presented



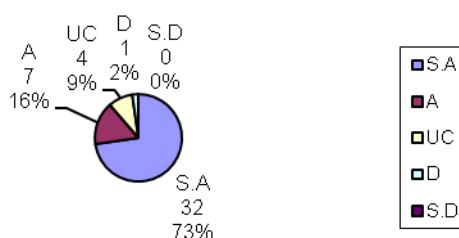
29. The instructor was responsive to student needs and problems



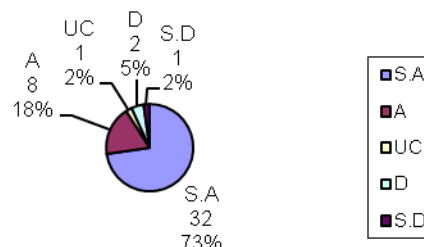
30. Had the instructor been regular throughout the course?



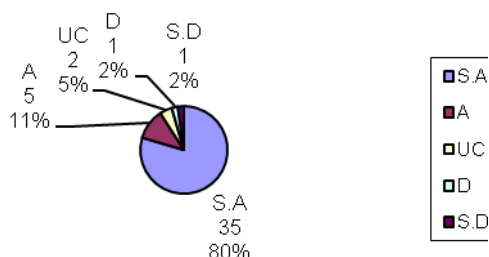
31. The material in the tutorials was useful



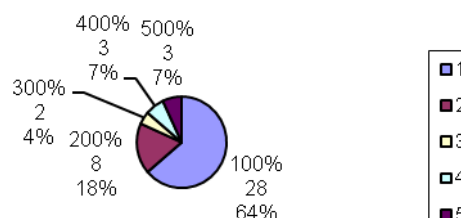
32. I was happy with the amount of work needed for tutorials



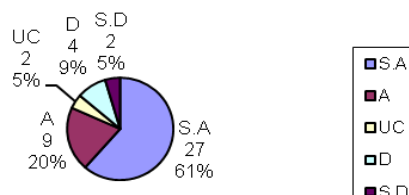
33. The tutor dealt effectively with my problems



34. The materials in practical was useful



35. The demonstrators dealt effectively with my problems.



General comments about the course

Teacher should deal with the students' problems effectively.

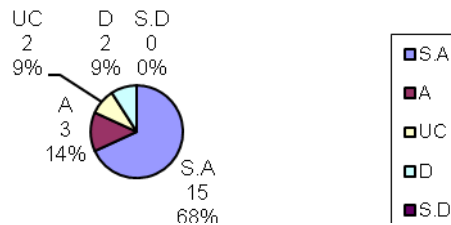
EDU-511

Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-511 'Teaching of General Science'. Although more than 50% students agreed with these aspects, however 64% student disagreed that the level of their own attendance during the whole course. 14% disagreed that the demonstrators dealt effectively with their problems. Whereas 10% disagreed that Feedback on assessment was timely and they were happy with the amount of work needed for tutorials. And 9 % disagreed that course objectives were clear, course workload was

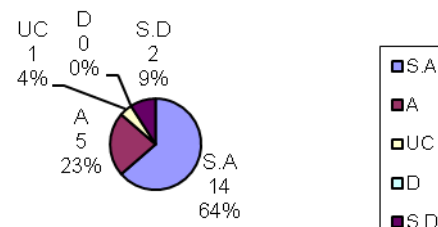
manageable, they participated actively in the course, the learning and teaching methods encouraged participation, and classrooms were satisfactory.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

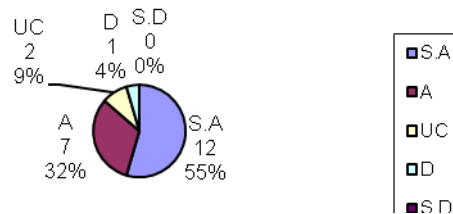
1. The course objectives were clear



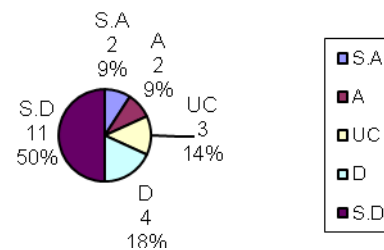
2. The course workload was manageable



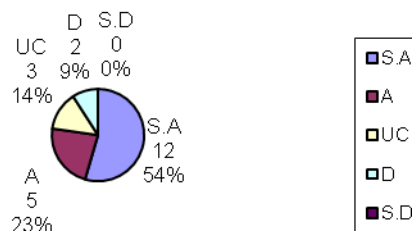
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



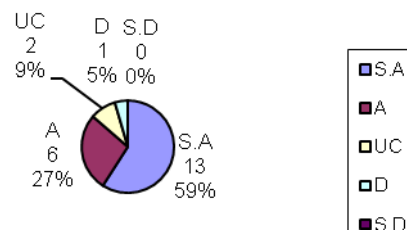
5. Approximate level of your own attendance during the whole course.



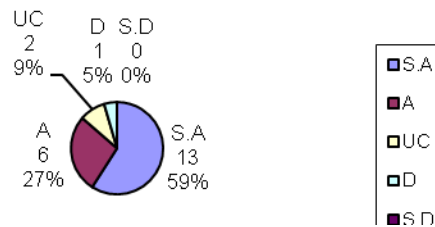
6. I participated actively in the course



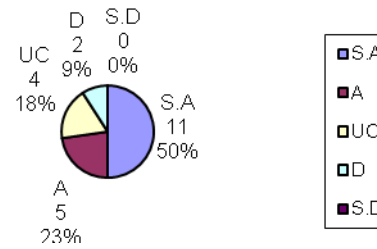
7. I think I have made progress in this course



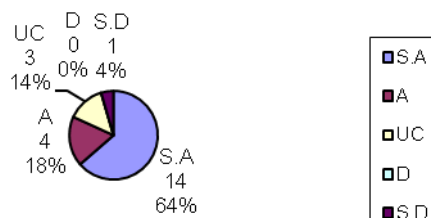
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



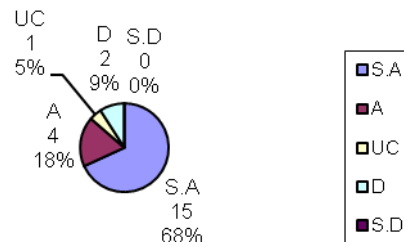
10. The learning and teaching methods encouraged participation.



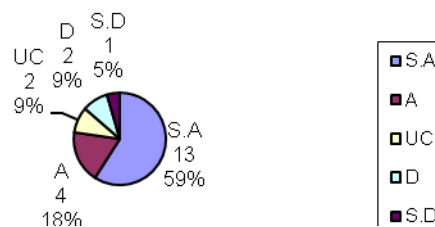
11. The overall environment in the class was conducive to learning.



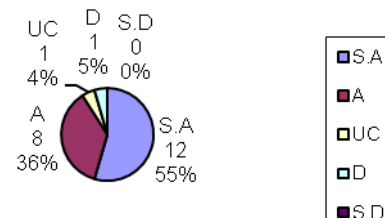
12. Classrooms were satisfactory



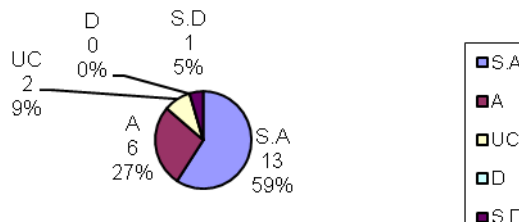
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



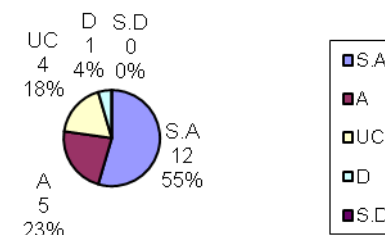
15. Recommended reading books etc. were relevant and appropriate.



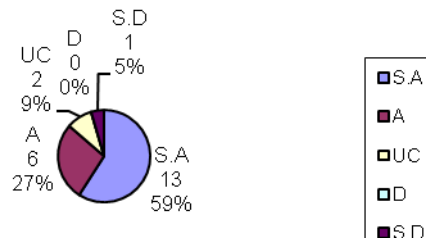
16. The provision of learning resources in the library was adequate and appropriate.



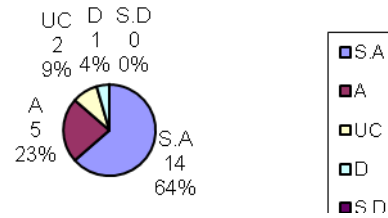
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



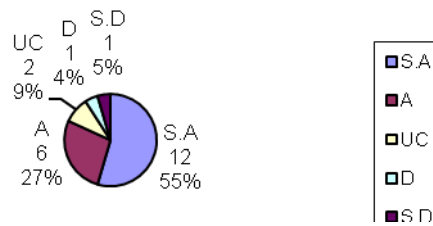
21. Ideas and concepts were presented clearly



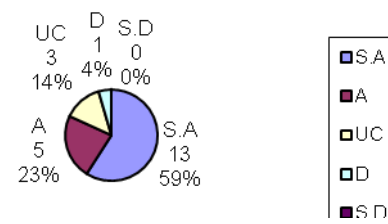
23. The method of assessment were reasonable



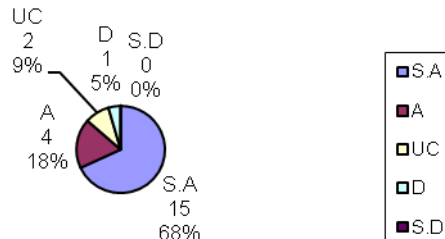
24. Feedback on assessment was timely



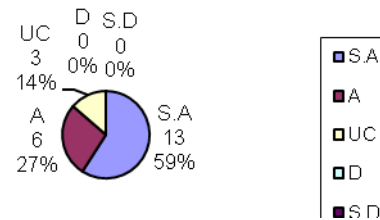
25. Feedback on assessment was helpful



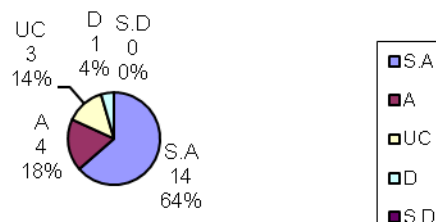
27. I understood the lectures



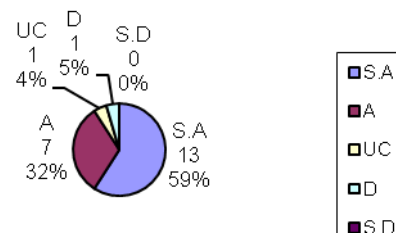
28. The material was well organized and presented



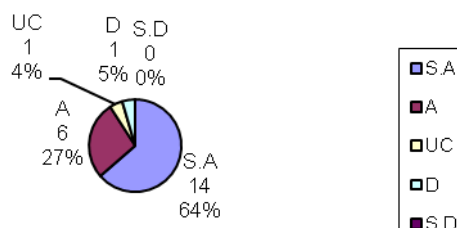
29. The instructor was responsive to student needs and problems



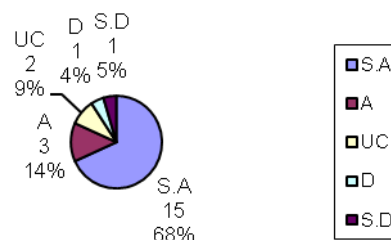
30. Had the instructor been regular throughout the course?



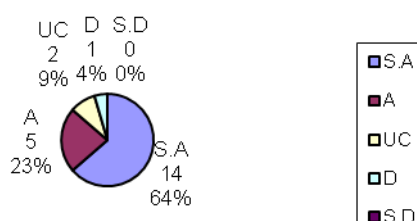
31. The material in the tutorials was useful



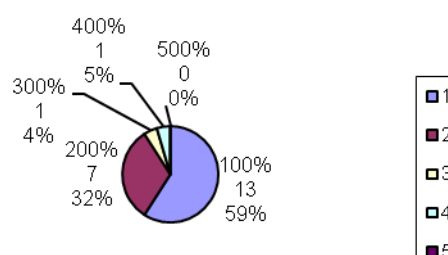
32. I was happy with the amount of work needed for tutorials



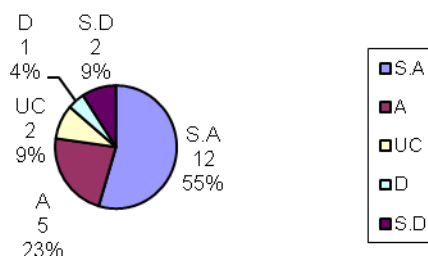
33. The tutor dealt effectively with my problems



34. The materials in practical was useful



35. The demonstrators dealt effectively with my problems.



General comments about the course

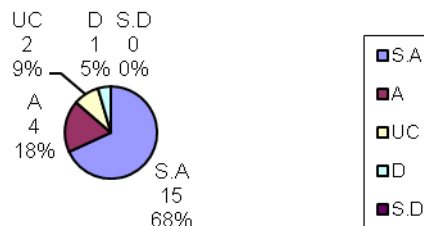
1. Practical should be useful.
2. Overall environment in the class should be conducive to learning.

EDU-515

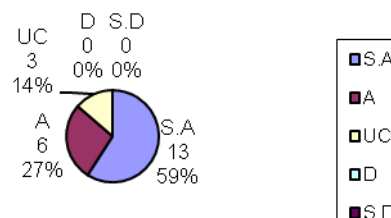
Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-515 ‘Teaching of Mathematics’. Although more than 50% students agreed with these aspects, however 81% student disagreed that the level of their own attendance during the whole course. Whereas 14% disagreed that they participated actively in the course, they have made progress in this course, and material was well organized and presented. 10% disagreed that ideas and concepts were presented clearly, method of assessment were reasonable, they understood the lectures, and the demonstrators dealt effectively with their problems. Similarly 9% disagreed that the course was well constructed to achieve the learning outcomes, learning resources were adequate and appropriate, and the instructor been regular throughout the course.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

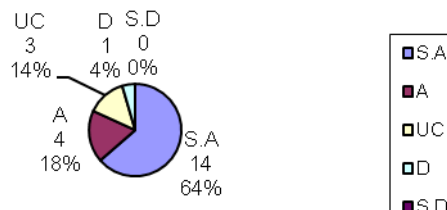
1. The course objectives were clear



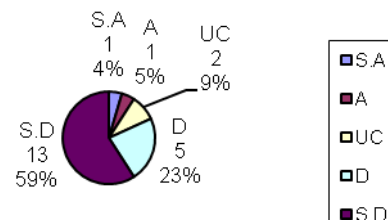
2. The course workload was manageable



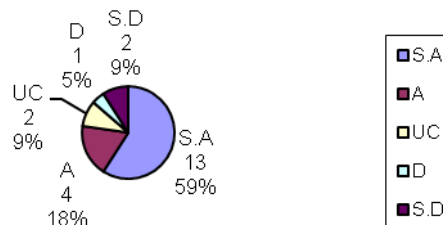
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



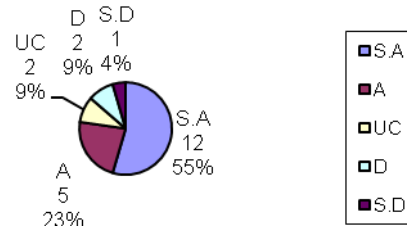
5. Approximate level of your own attendance during the whole course.



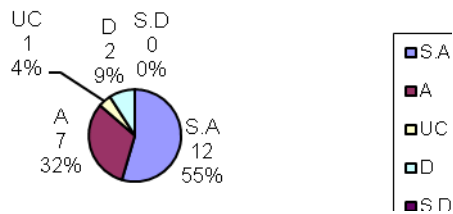
6. I participated actively in the course



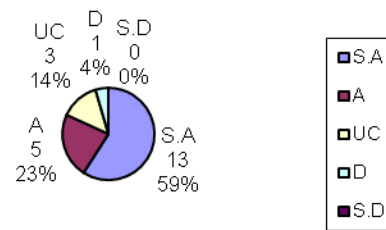
7. I think I have made progress in this course



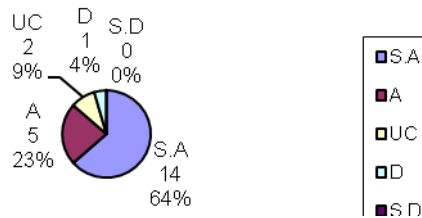
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



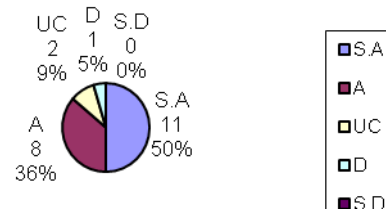
10. The learning and teaching methods encouraged participation.



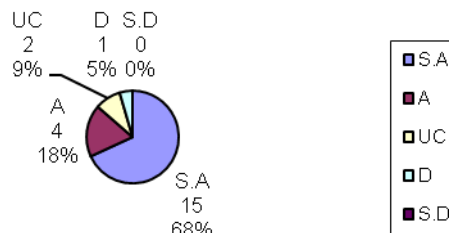
11. The overall environment in the class was conducive to learning.



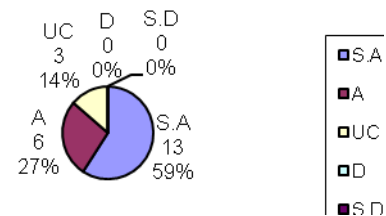
12. Classrooms were satisfactory



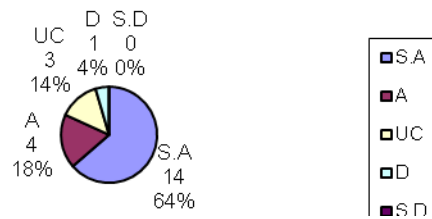
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



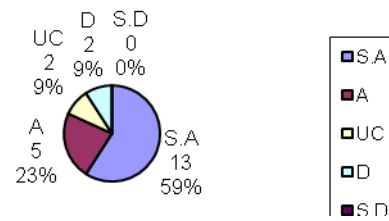
15. Recommended reading books etc. were relevant and appropriate.



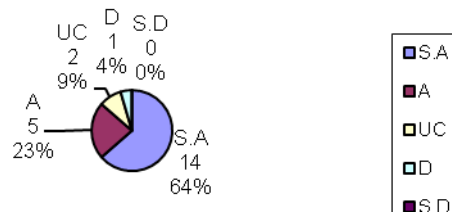
16. The provision of learning resources in the library was adequate and appropriate.



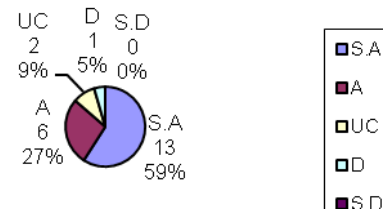
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



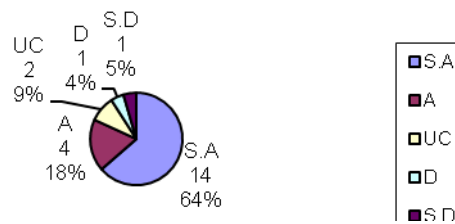
19. The course stimulated by interest and thought on the subject area.



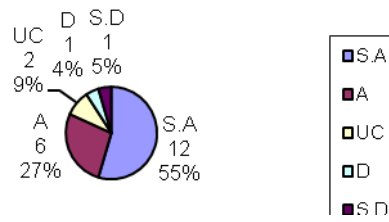
20. The pace of the course was appropriate



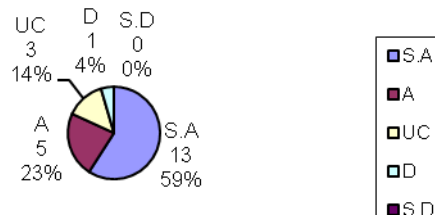
21. Ideas and concepts were presented clearly



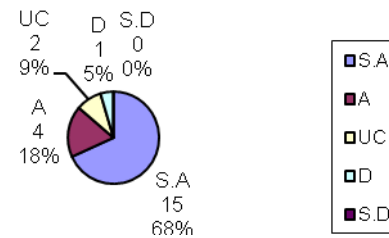
23. The method of assessment were reasonable



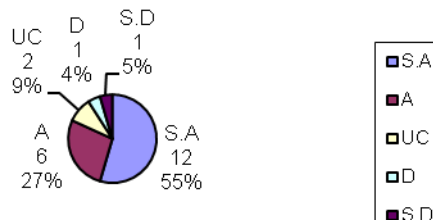
24. Feedback on assessment was timely



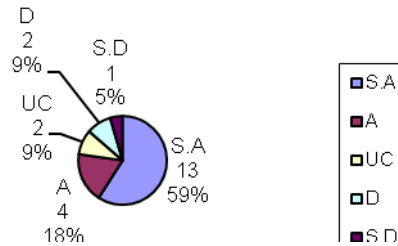
25. Feedback on assessment was helpful



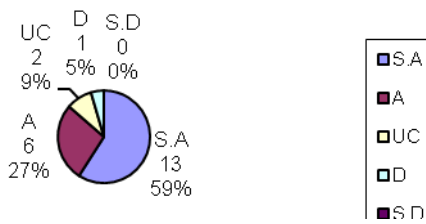
27. I understood the lectures



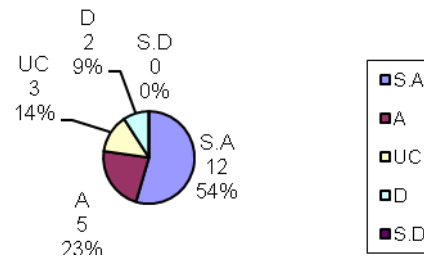
28. The material was well organized and presented



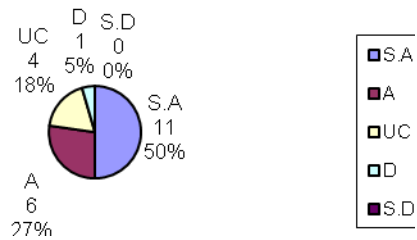
29. The instructor was responsive to student needs and problems



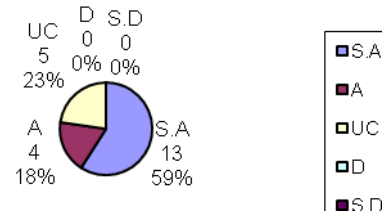
30. Had the instructor been regular throughout the course?



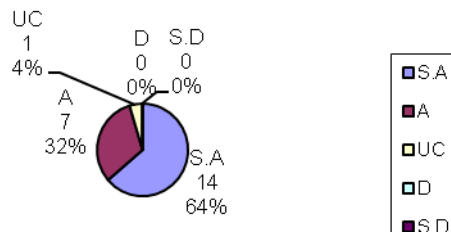
31. The material in the tutorials was useful



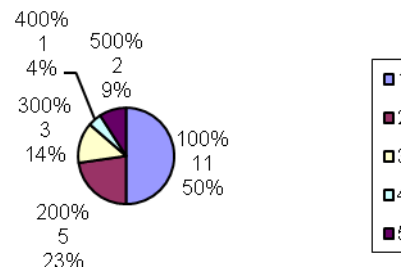
32. I was happy with the amount of work needed for tutorials



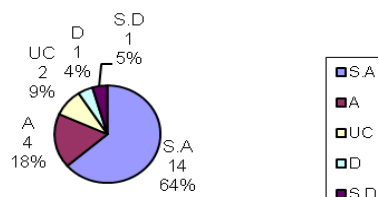
33. The tutor dealt effectively with my problems



34. The materials in practical was useful



35. The demonstrators dealt effectively with my problems.



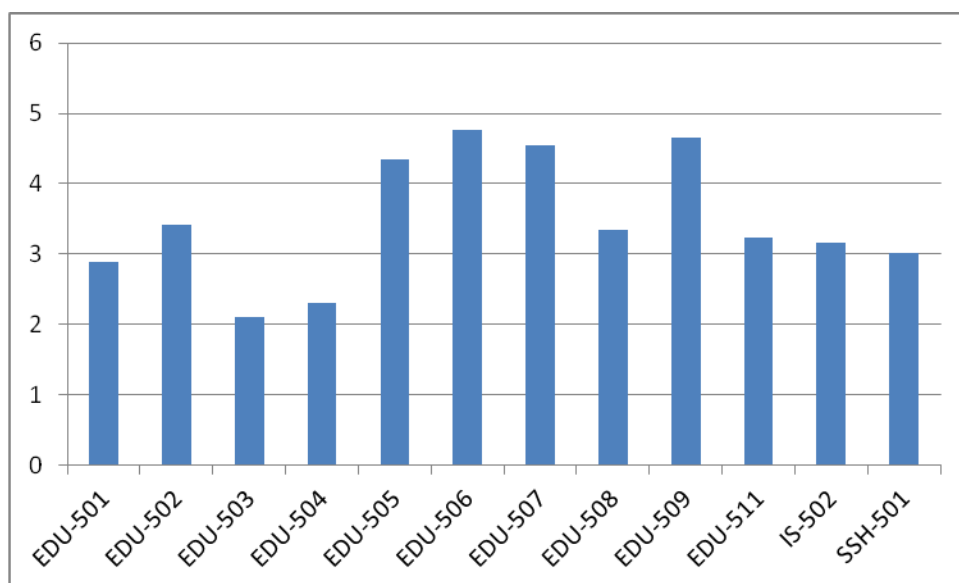
General Comments about the course

1. Amount of work should be proper.
2. Demonstartor sholud deal with students' problems effectively.

STUDENT COURSE EVALUATION 2009-10 (Proforma-1)

The overall evaluation is given below.

The courses of the respective teachers were evaluated through Performa 1 the results of which are shown below in bar chart. It is clear from the graph that the course number EDU-506 taught by Teacher-5 is on the top by having 4.77 points, and the course EDU-503 (Teacher-3) by scoring 2.11 points were at lower rank as per student evaluation. The position of other courses can be seen from the graphs below.

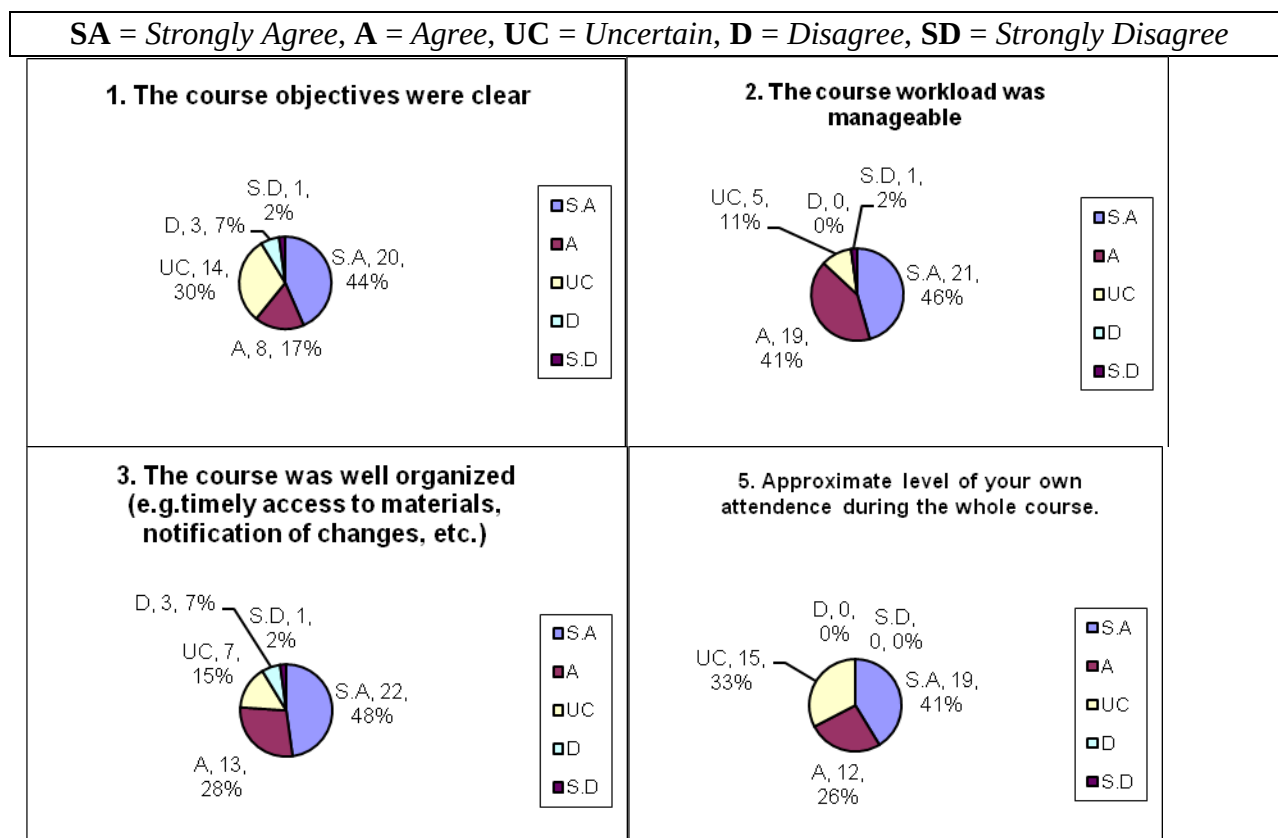


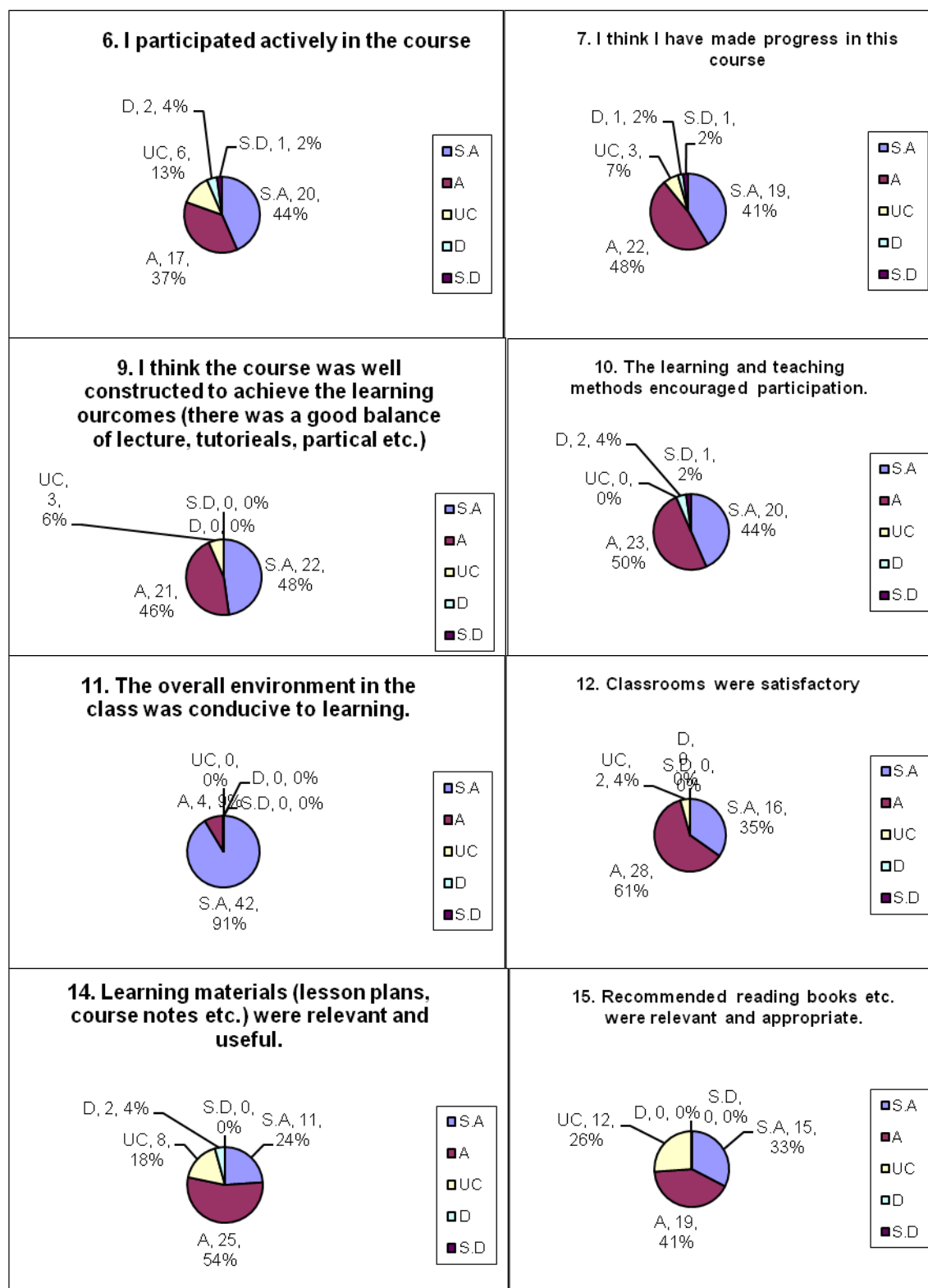
Students' evaluation of courses offered during the session 2009-2010

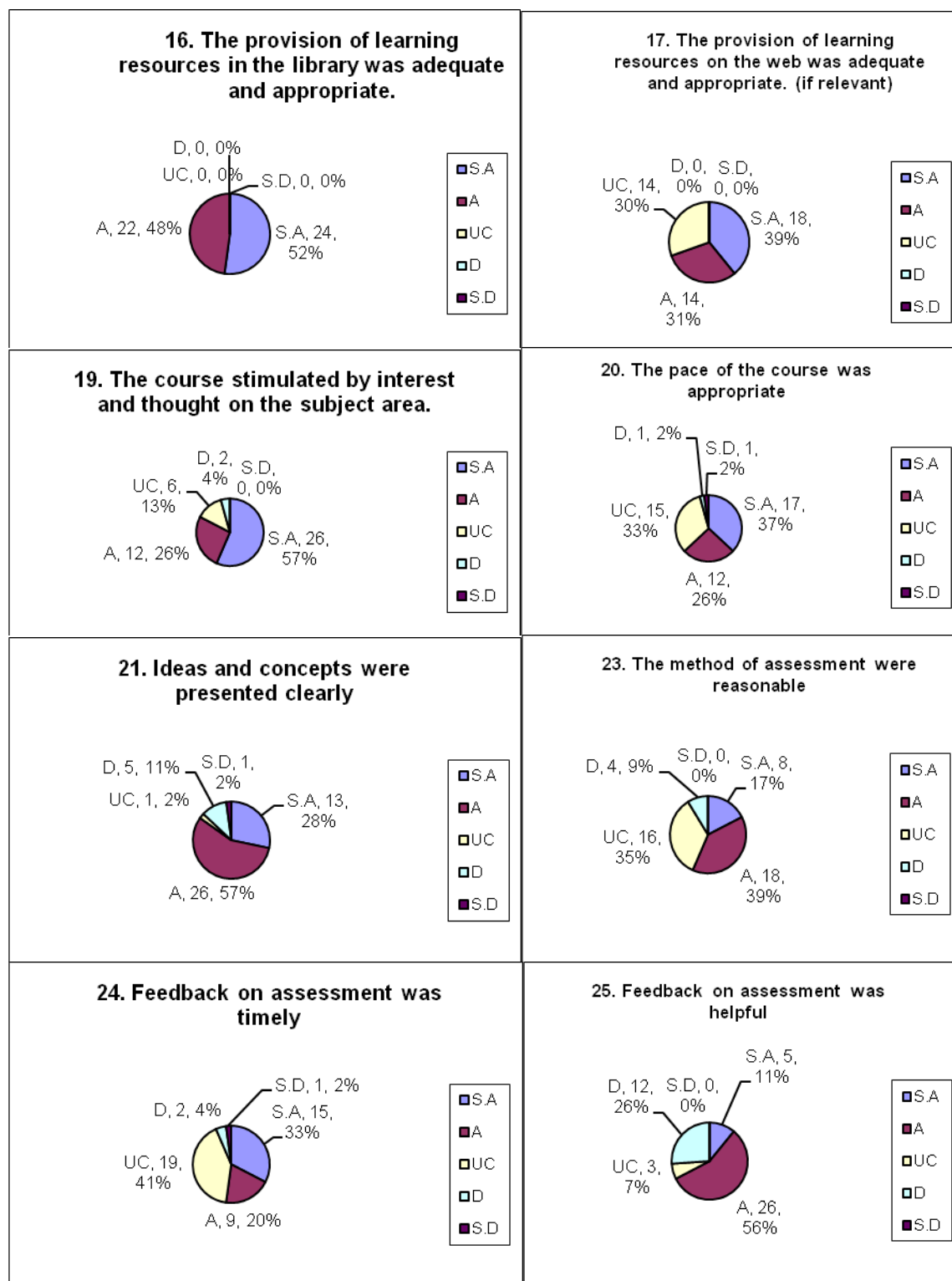
Detailed evaluation of individual course is given below.

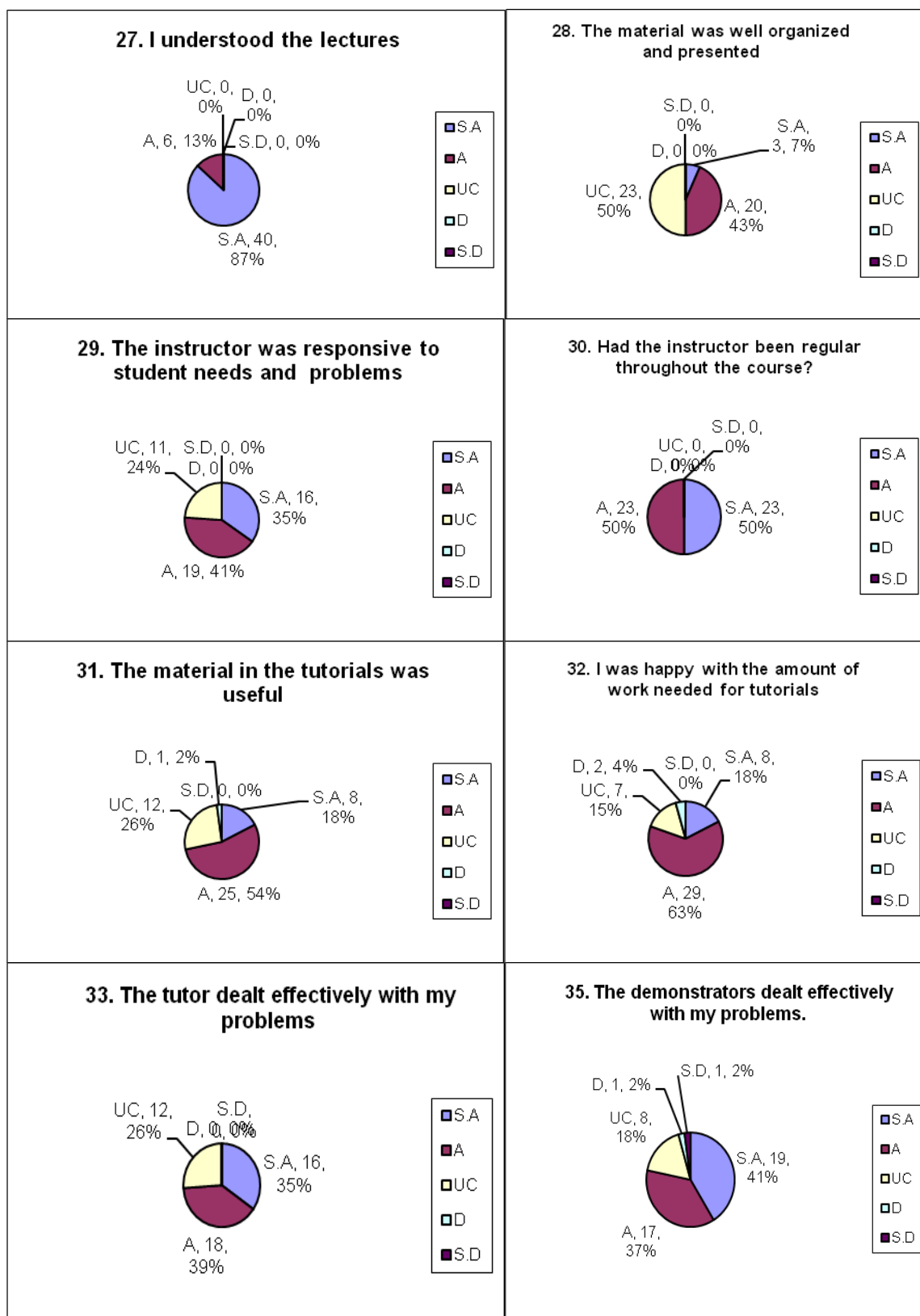
EDU-501

Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-501 'Functional English'. Although the range of agreed responses on the given aspects was 50-100%, however 24% students disagreed that the course was well-organized. Whereas 4% disagreed that the classrooms were satisfactory. 9% were not satisfied with the clarity of objectives and 30% are uncertain about it. 13% were not gratified with the course work load, 24% were of the view that the course was not well organized, 19% were unhappy with their own participation in the course, 11% were disgruntled with the progress made through the course and 26% students pointed out that the books were not relevant and appropriate. 44% students were disappointed of the methods of assessment and 47% were frustrated with timely feedback on assessment.









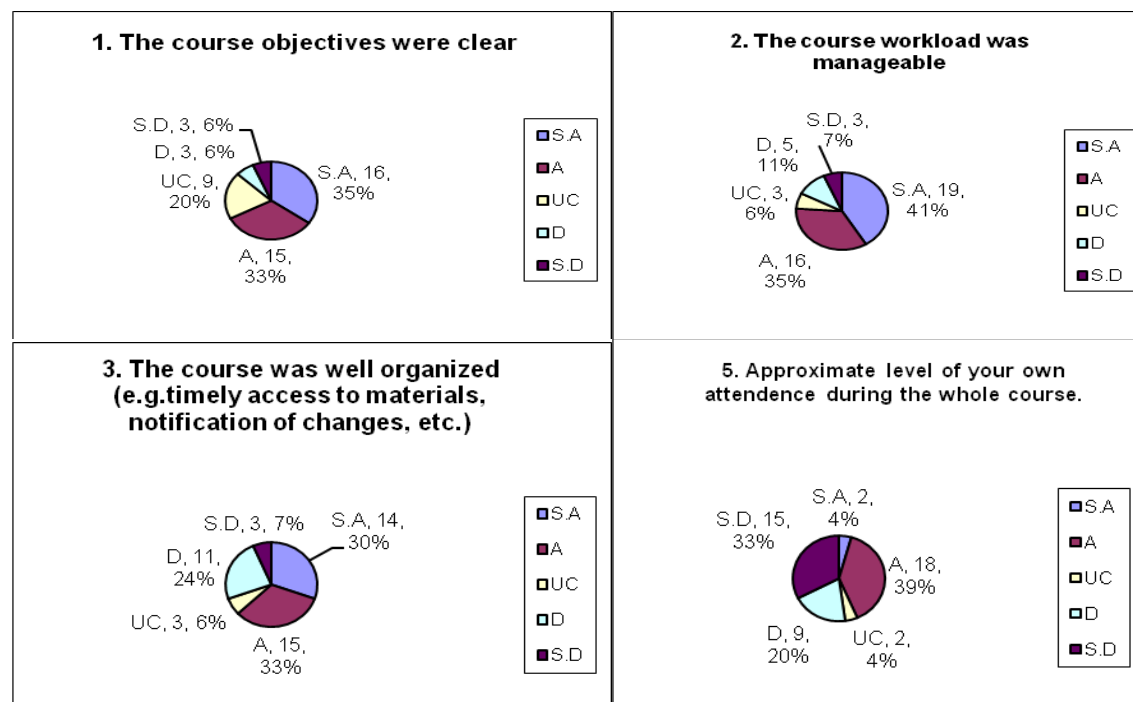
General Comments of the Students about the course

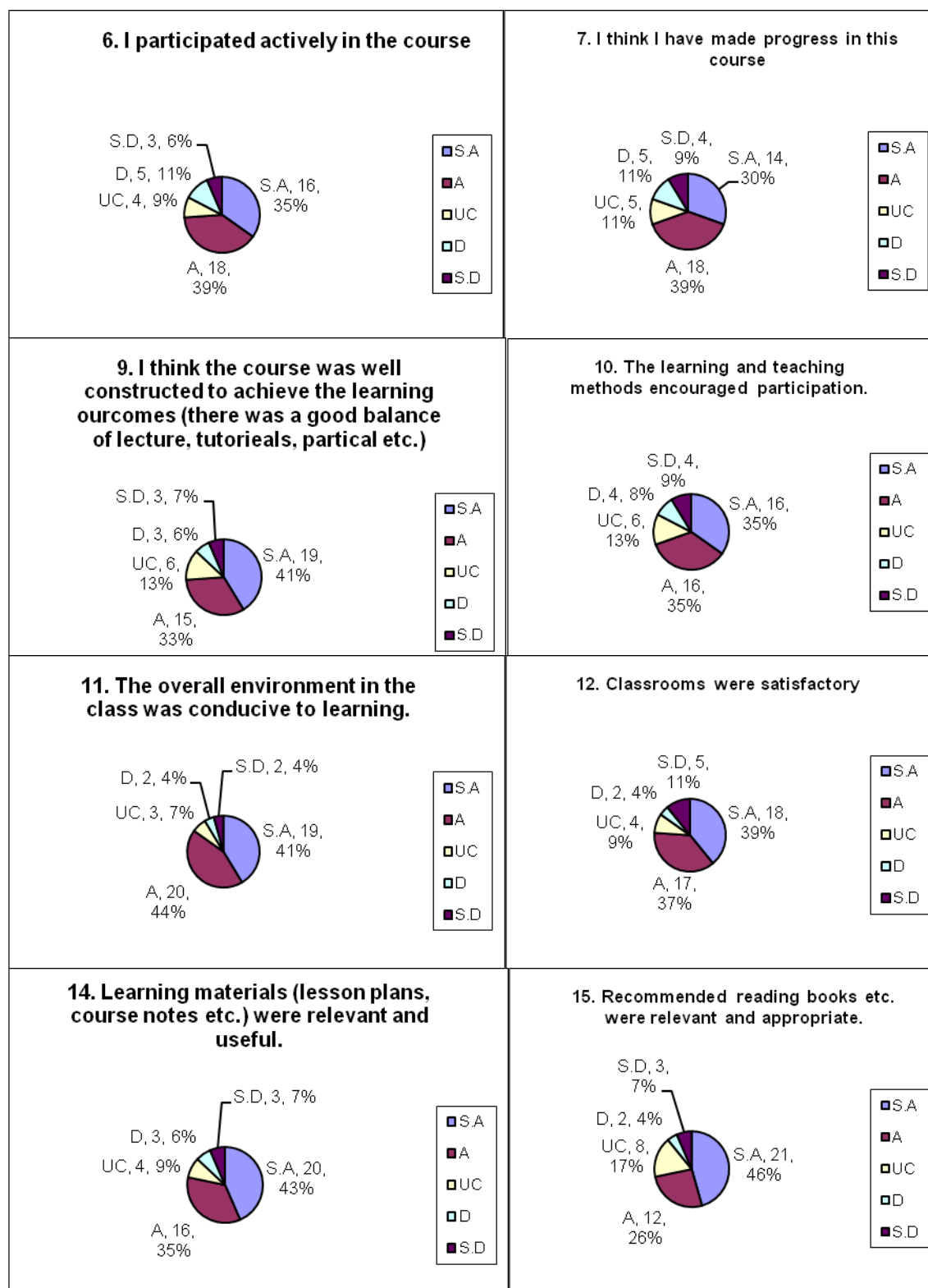
1. Course objectives should be clear
2. Assessment should be proper and timely feedback should be given.
3. Teacher should provide relevant and proper books regarding learning material.

SSH-501

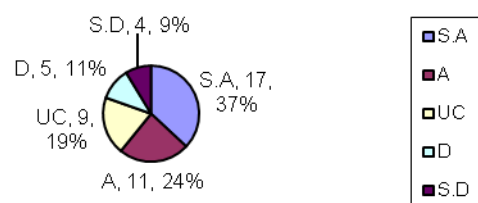
Following set of charts shows the Course evaluation aspects related to B.Ed level Course SSH-505 'Pakistan Studies'. The range of responses agreeing with the given aspects is 50- 90%. It means most of the students were satisfied with all aspects however 53% students were dissatisfied with their own attendance level. Whereas 24% were disgruntled with the course workload, adequacy and appropriateness of provision learning resources on the web and understanding of the lectures. 26%of students are disappointed with their active participation in the course activities, well construction and organization of course. 22% students are not satisfied with the learning material and 28% are not happy with the recommended books. 31% students were disenchanted with the progress made through the course and dealing with guidance of the tutor.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

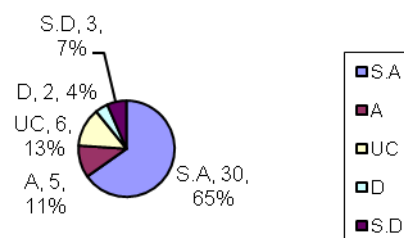




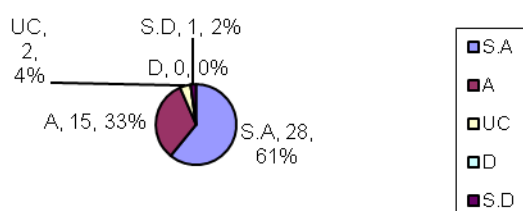
16. The provision of learning resources in the library was adequate and appropriate.



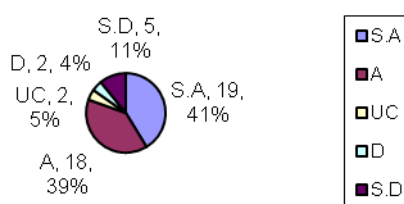
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



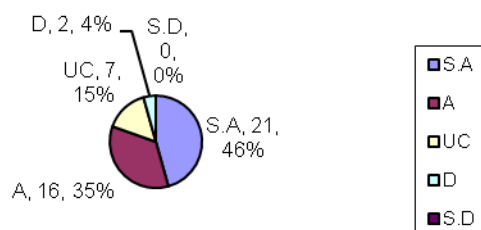
19. The course stimulated by interest and thought on the subject area.



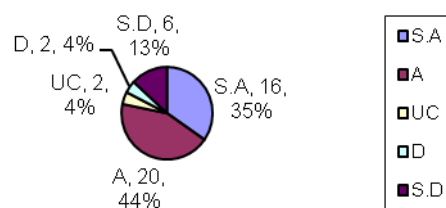
20. The pace of the course was appropriate



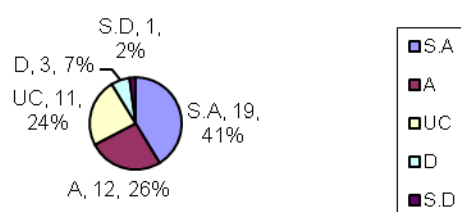
21. Ideas and concepts were presented clearly



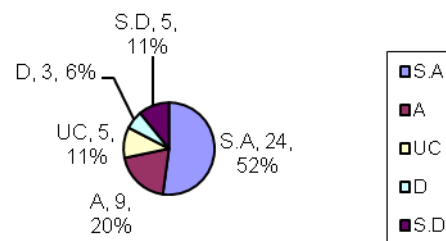
23. The method of assessment were reasonable

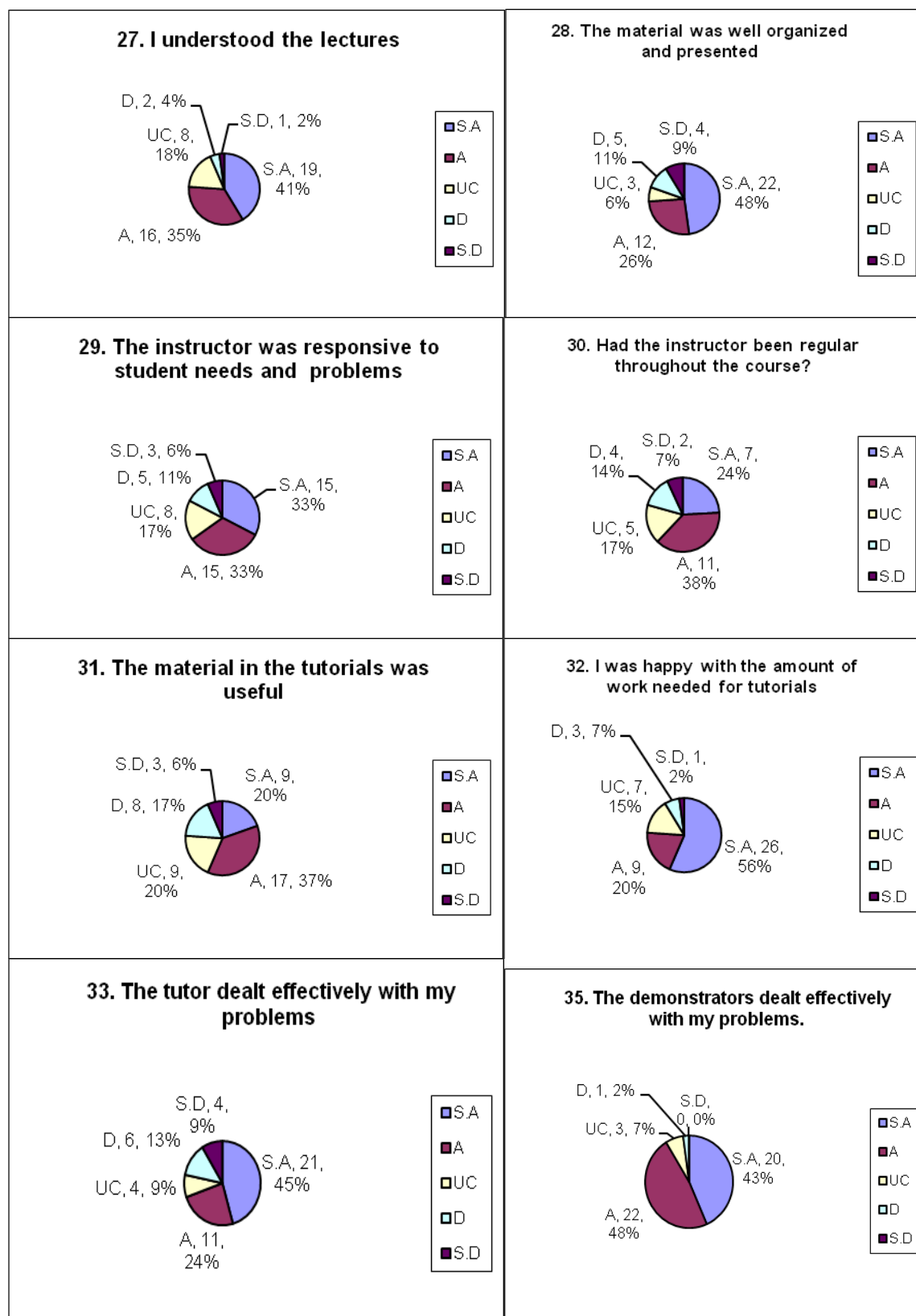


24. Feedback on assessment was timely



25. Feedback on assessment was helpful





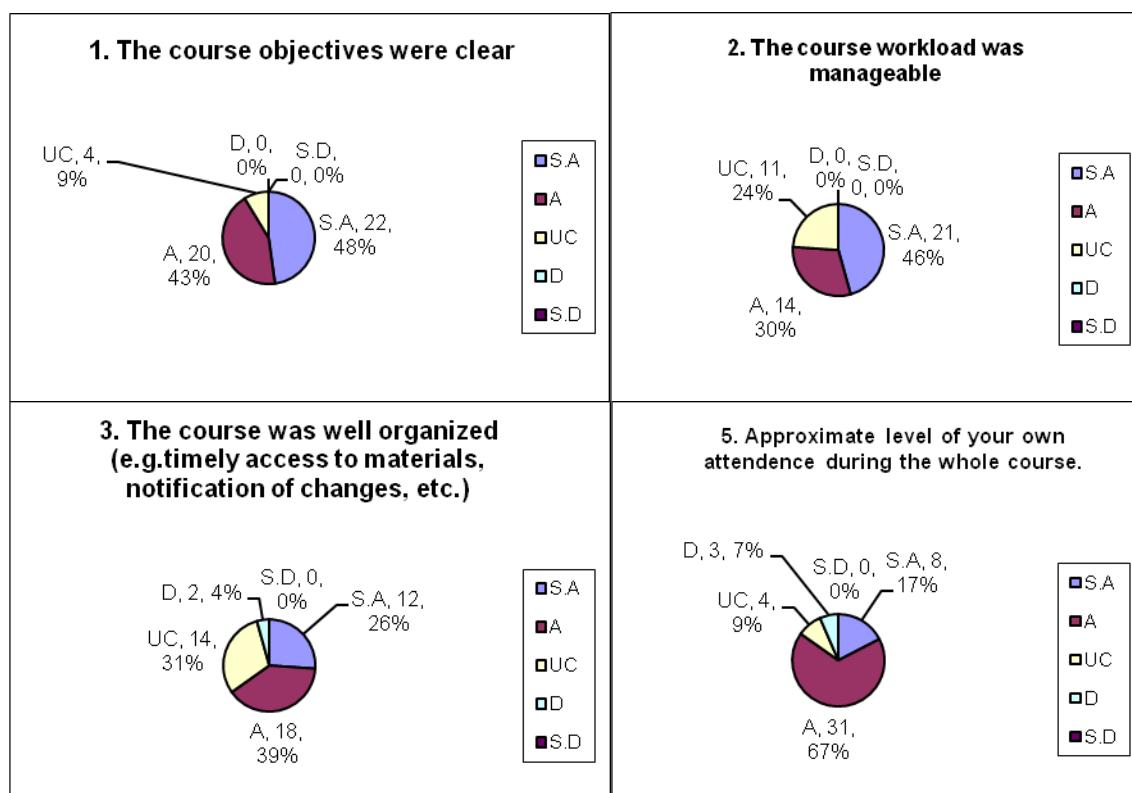
General Comments of the Students about the course

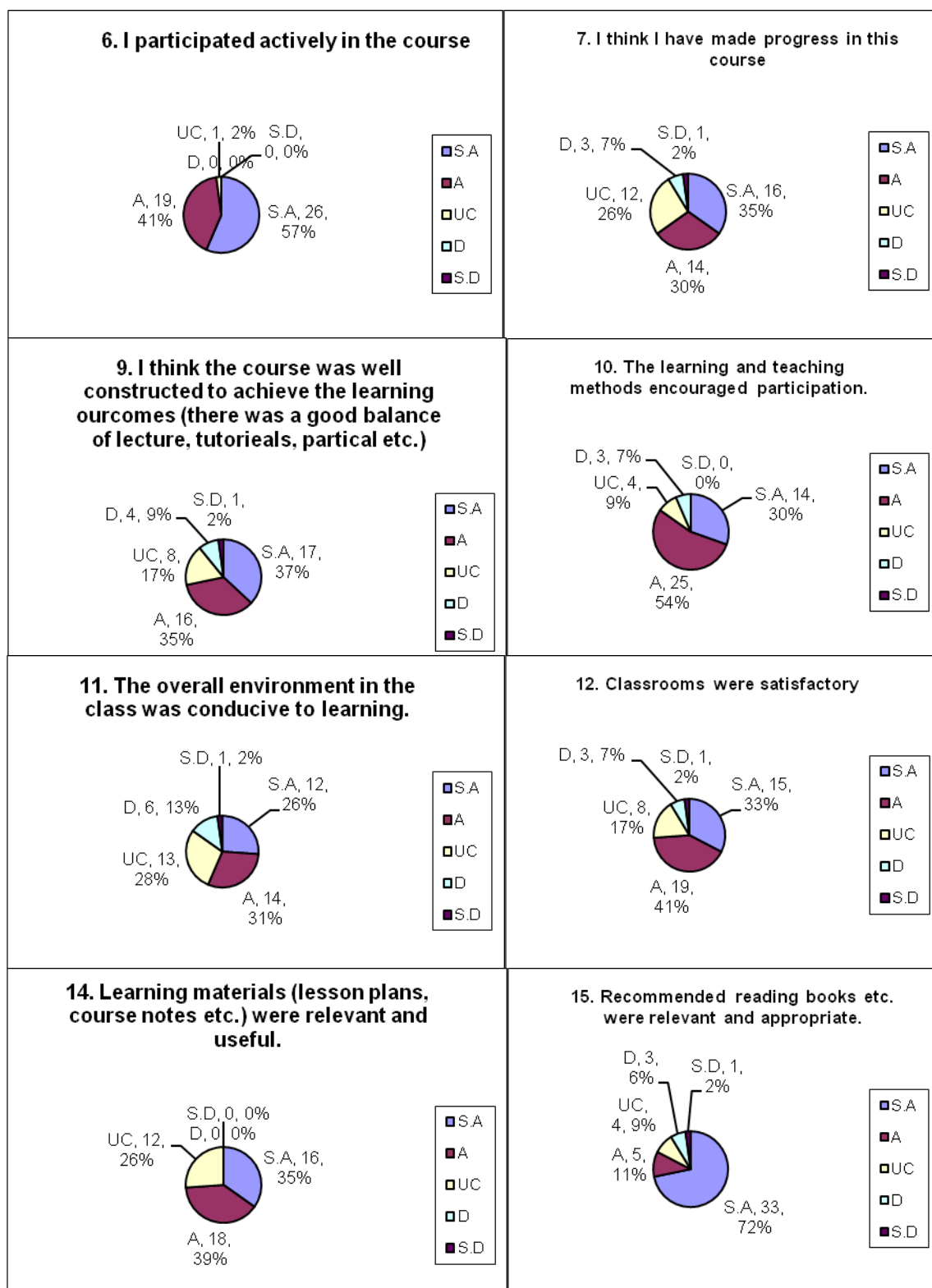
1. Learning resources in the library and on the web should be adequate and appropriate.
2. Teacher should guide the students properly.
3. Teacher should construct the course well.

EDU-502

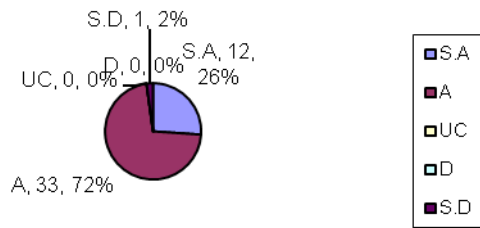
Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-502 'Functional Urdu'. The range of percentage is 65-100% upon which the students agreed with all aspects. 43% students disagree that the overall environment in the classroom was conducive to learning, 35% are not satisfied with the organization of the course and progress made by the course, 28% were disappointed with well construction of the course to achieve learning outcome and with regularity of the instructor, 26% students were not satisfied with classroom conditions.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

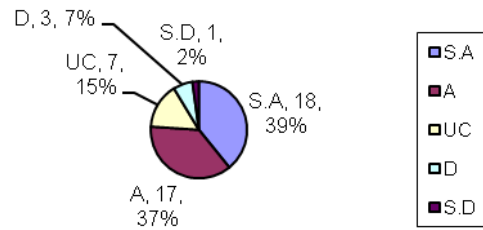




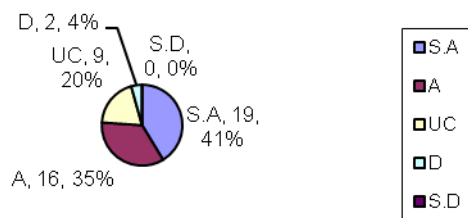
16. The provision of learning resources in the library was adequate and appropriate.



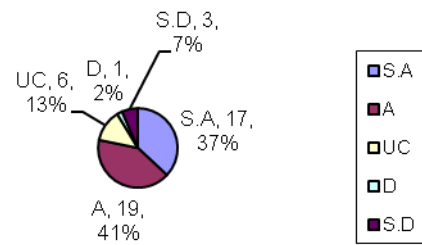
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



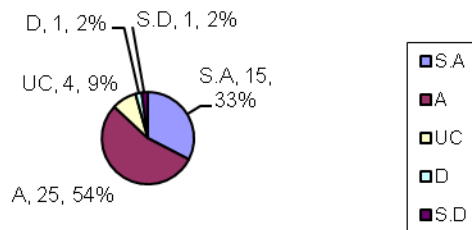
19. The course stimulated by interest and thought on the subject area.



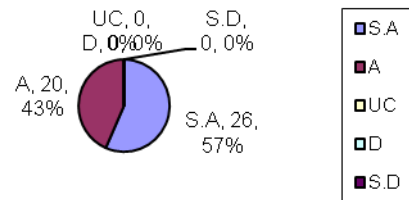
20. The pace of the course was appropriate



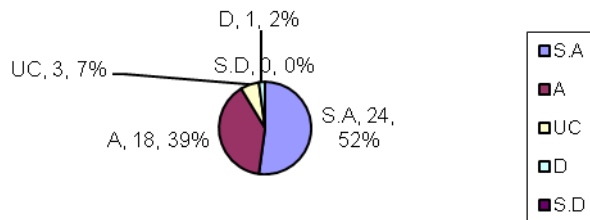
21. Ideas and concepts were presented clearly



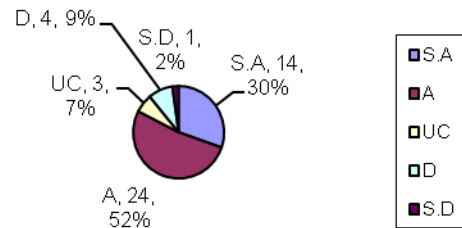
23. The method of assessment were reasonable

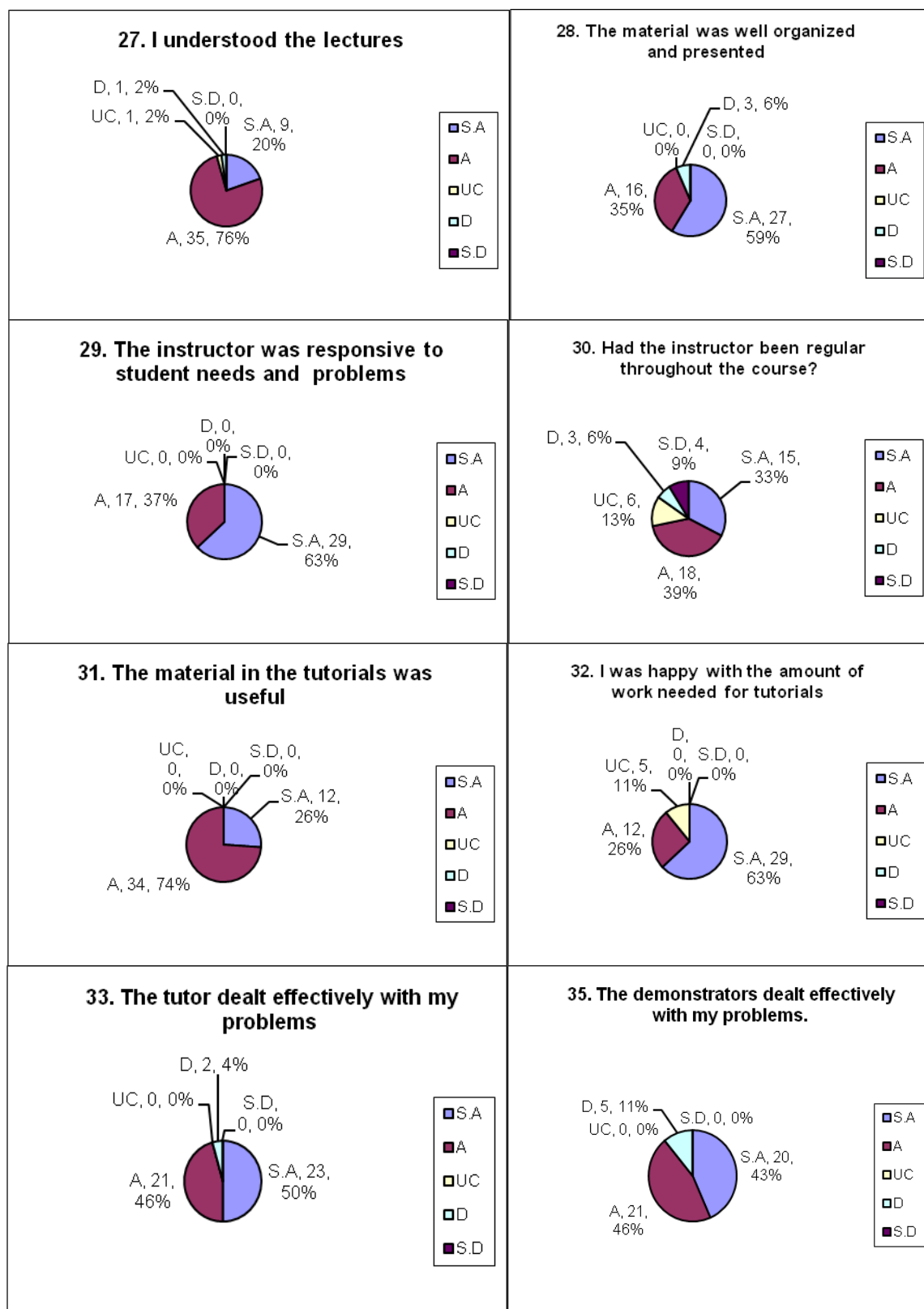


24. Feedback on assessment was timely



25. Feedback on assessment was helpful





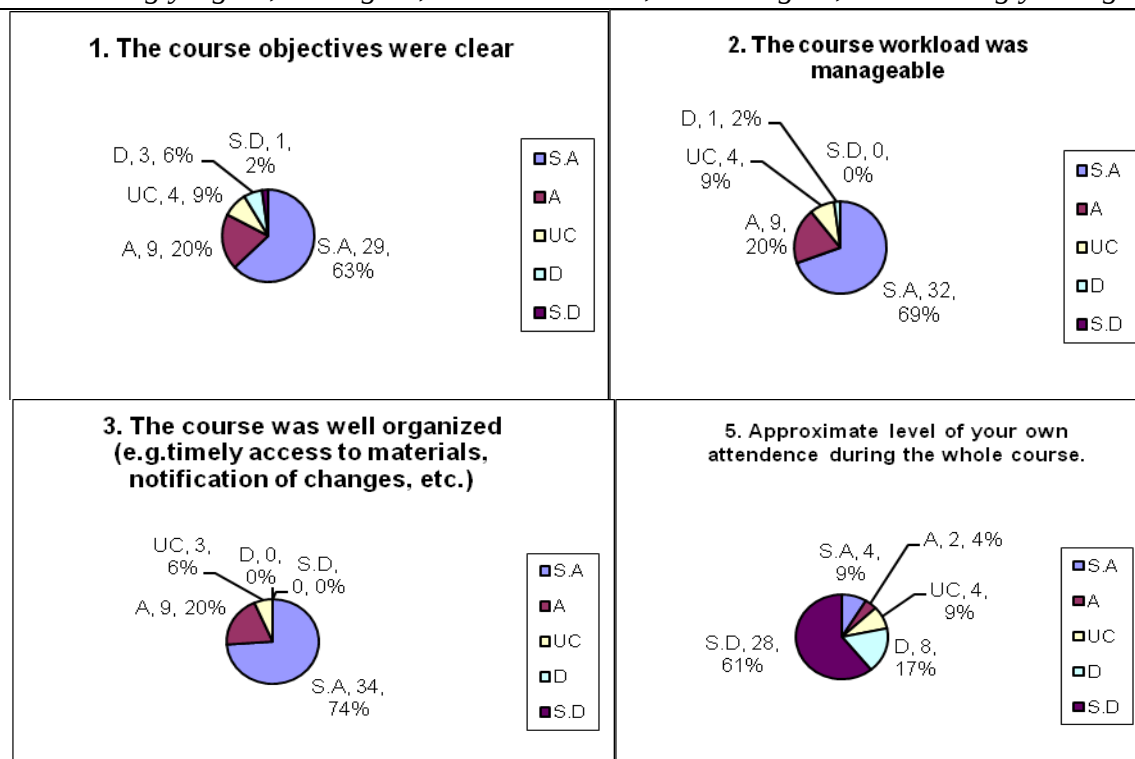
General Comments of the Students about the course

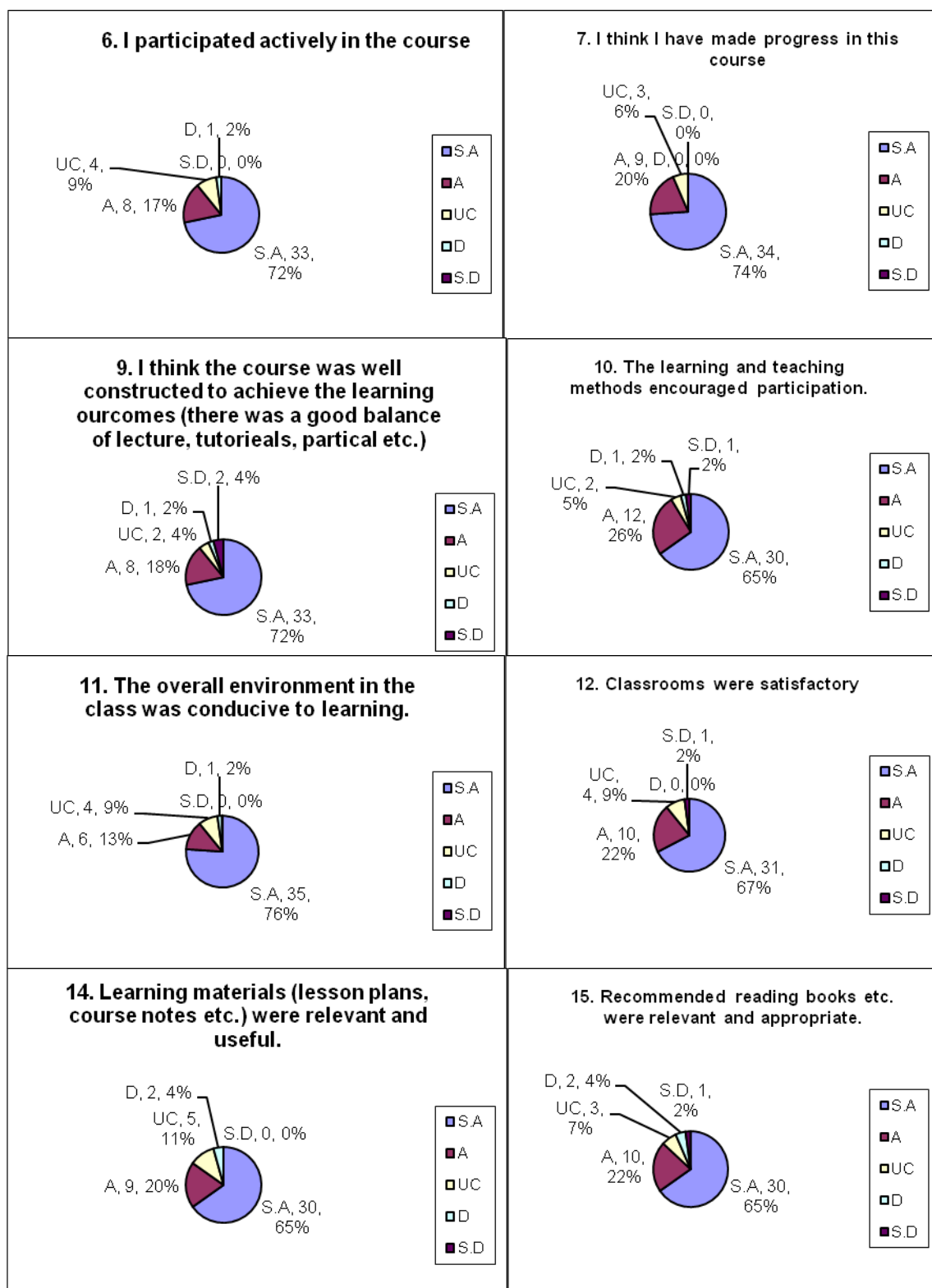
1. Should maintain an environment conducive to learning.
2. Should organize the course properly.
3. Classrooms should be effective.

IS-502

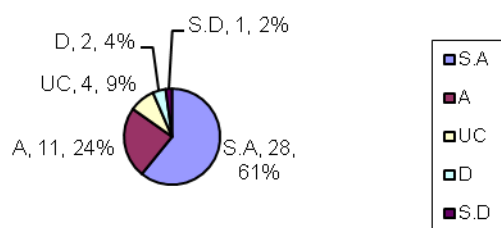
Following pie charts show that 72-96% was the range of students who agreed with given aspects. This shows the good position of the course conducted by the concerned teacher. However 9% disagreed with aspects that the pace of course was appropriate, and that with the amount of work needed for tutorial. 8% disagreed the aspects that provision of learning resources on the web was adequate, the course stimulated interest and thought on the subject area and teacher dealt with effectively with students' problems. 7% disagreed that ideas and concepts were presented clearly, and that instructor was regular throughout the course. 6% disagreed that was well constructed, recommended relevant reading books, provision of learning resources in library was adequate, methods of assessment were reasonable, instructor was responsive to students' needs and the material in tutorial was useful.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

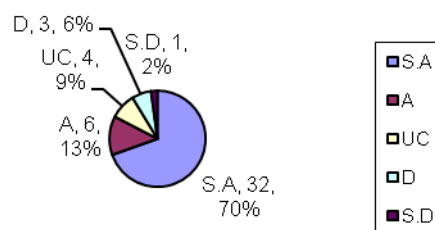




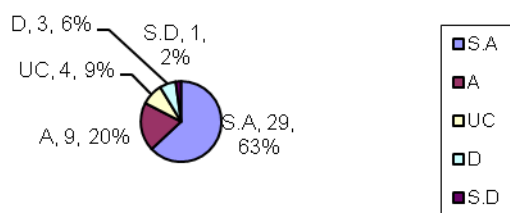
16. The provision of learning resources in the library was adequate and appropriate.



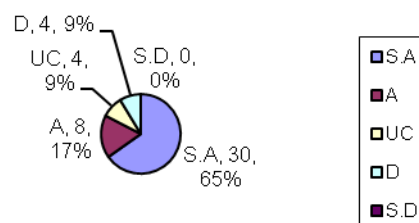
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



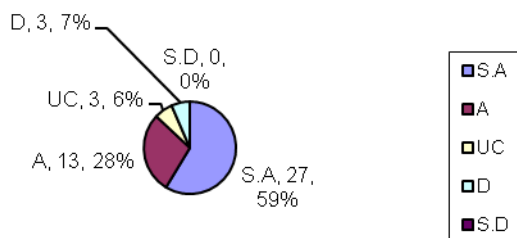
19. The course stimulated by interest and thought on the subject area.



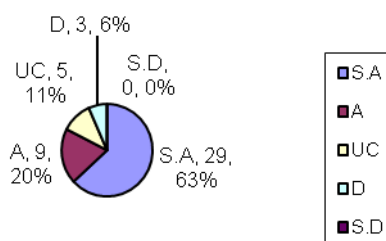
20. The pace of the course was appropriate



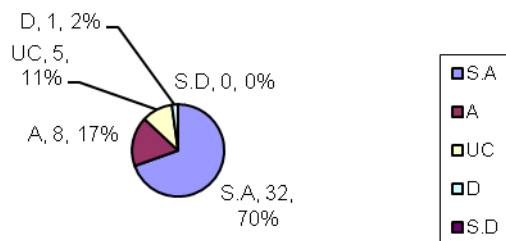
21. Ideas and concepts were presented clearly



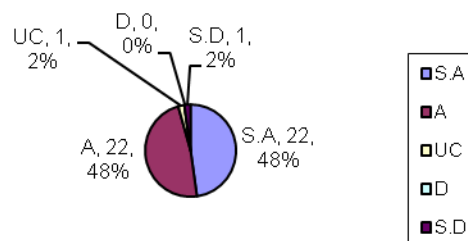
23. The method of assessment were reasonable

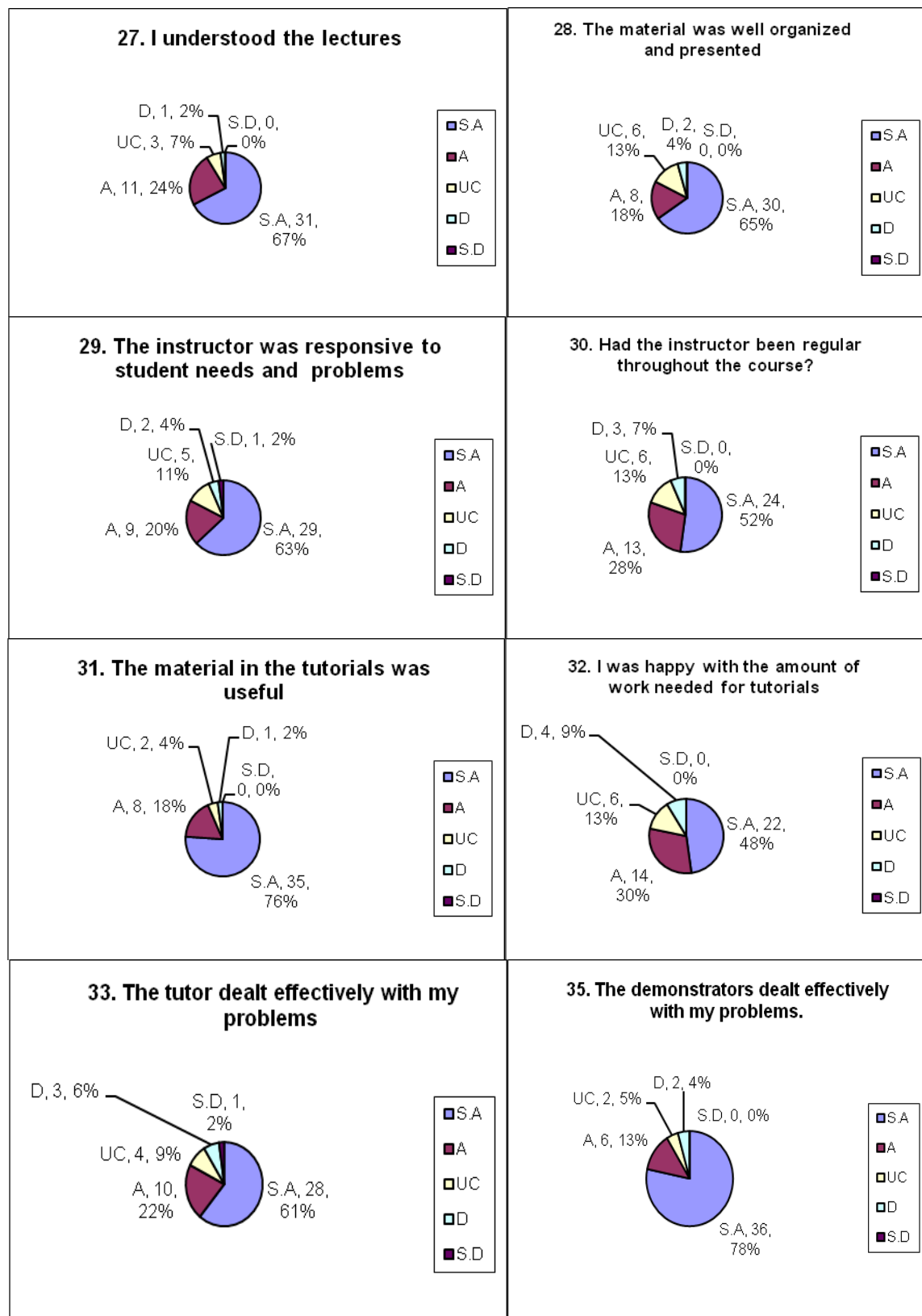


24. Feedback on assessment was timely



25. Feedback on assessment was helpful





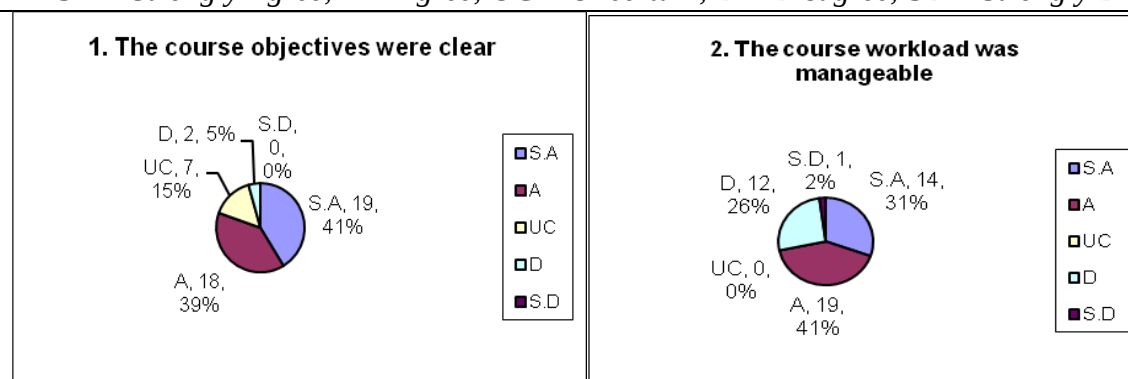
General Comments of the Students about the course

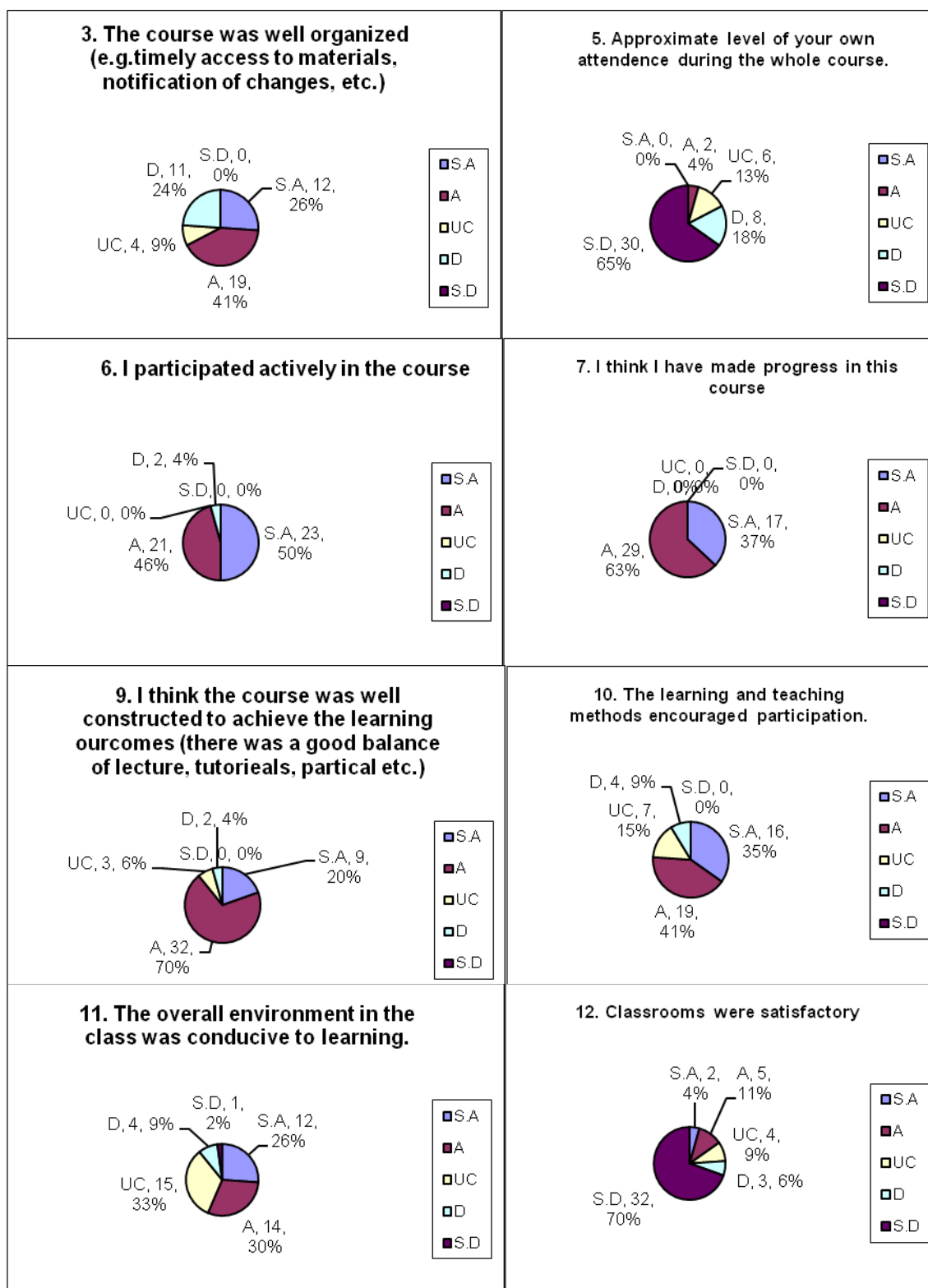
1. Should construct the course in a way to achieve the learning outcomes.
2. Learning methods should be effective.
3. Course workload should be manageable.

EDU-503

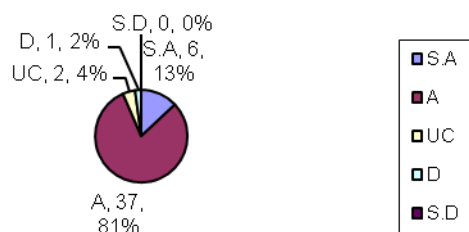
Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-503 ‘Perspectives of Education in Pakistan’. Although the range of the students agreed with these aspects is 17-100%, however 85% were not satisfied with the classrooms and 83% were dissatisfied with the level of their own attendance during the whole course. Whereas 63% were not happy with the recommended books and 9% disagreed that the methods of assessment were reasonable. 20% raveled that course objective were not clear and tutor didn’t deal effectively with their problems. Similarly 59 percent disagreed that the provision of learning resources in the library were adequate and appropriate and 44% were disgruntled with the overall environment in the class. 26 % were flustered with the provision of learning resources on the web while 24 % were not pleased with teaching and learning methods that could enhance participation. 11 % disagreed that the ideas and concepts were presented clearly and instructor was regular. And 9% disagreed that the course was well-constructed to achieve learning outcomes.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

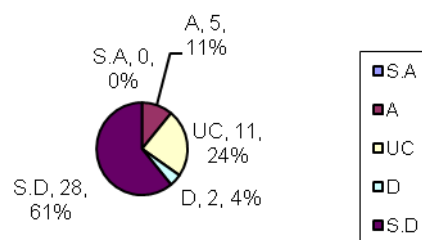




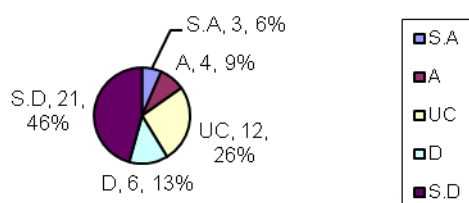
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



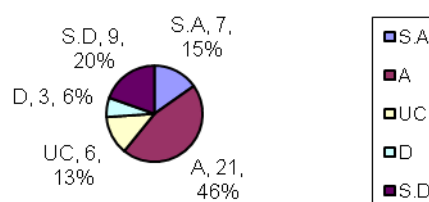
15. Recommended reading books etc. were relevant and appropriate.



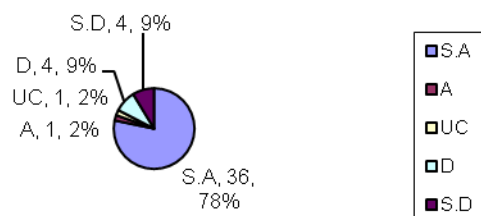
16. The provision of learning resources in the library was adequate and appropriate.



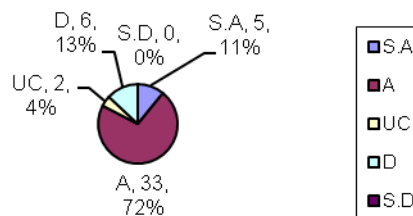
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



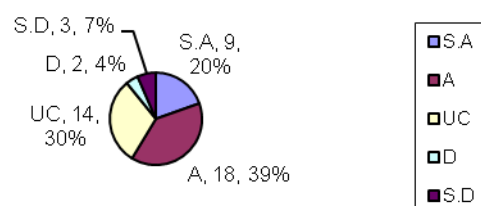
19. The course stimulated by interest and thought on the subject area.



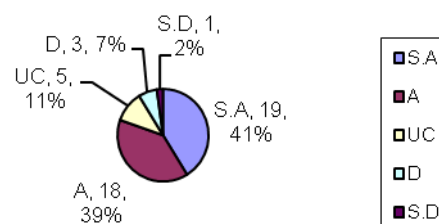
20. The pace of the course was appropriate



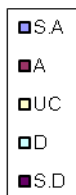
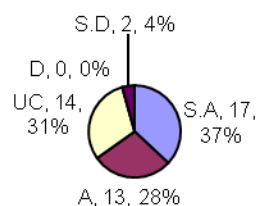
21. Ideas and concepts were presented clearly



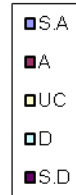
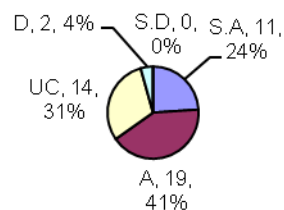
23. The method of assessment were reasonable



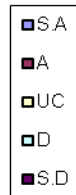
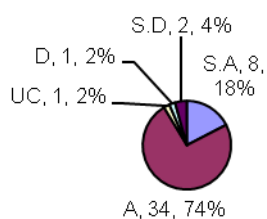
24. Feedback on assessment was timely



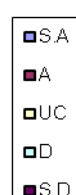
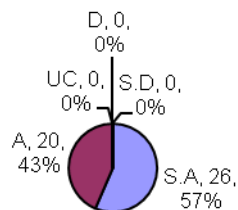
25. Feedback on assessment was helpful



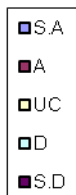
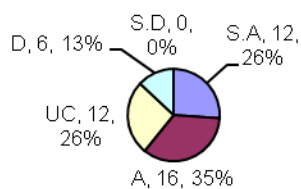
27. I understood the lectures



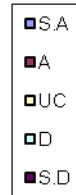
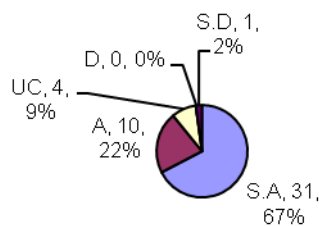
28. The material was well organized and presented

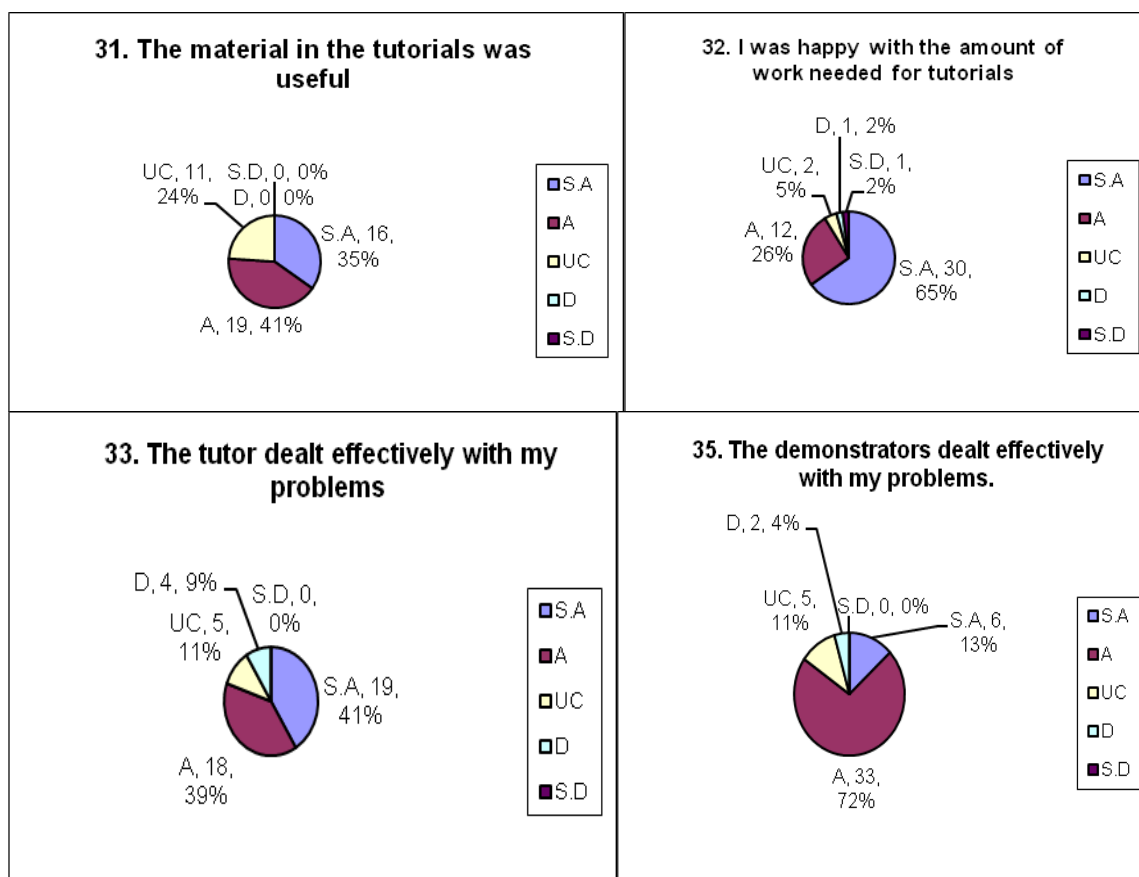


29. The instructor was responsive to student needs and problems



30. Had the instructor been regular throughout the course?





General Comments of the Students about the course

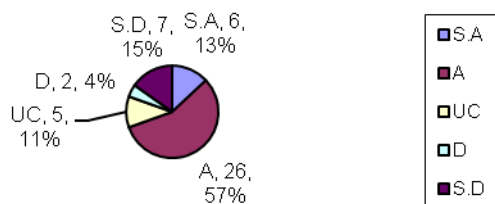
1. Should respond properly to students' needs and problems.
2. Course should be well-organized and well-constructed.

EDU-504

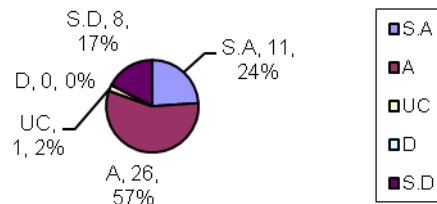
Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-504 'School Organization & Classroom Management'. Although the range of students agreed with these aspects is 21-85%, however 28% disagreed that the tutor dealt with their problems effectively and 24 % disagreed that the course was well constructed to achieve the learning outcomes. Whereas 22% were dissatisfied with the classrooms and 19% were of the view that the course objectives were not clear. 17% were disgruntled with the course workload. 13 % were not satisfied with their own attendance level, provision of learning resources on the web and pace of the course. While 10% were not satisfied with the learning materials. And 4% disagreed that the course stimulated by interest and thought on the subject area, the instructor was responsive to students' needs and problems.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

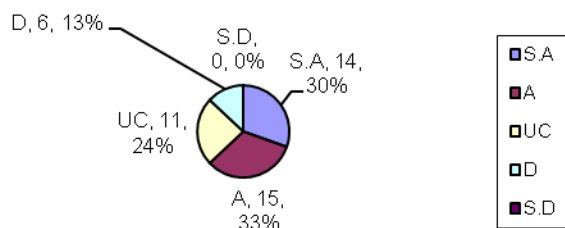
1. The course objectives were clear



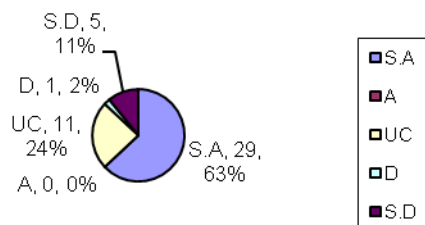
2. The course workload was manageable



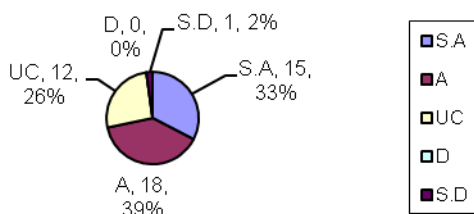
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



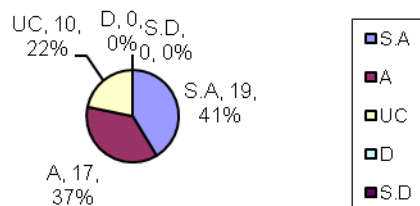
5. Approximate level of your own attendance during the whole course.



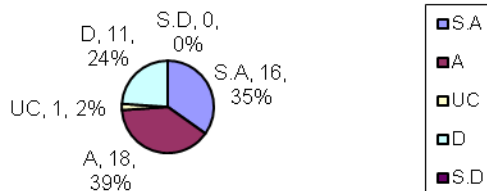
6. I participated actively in the course



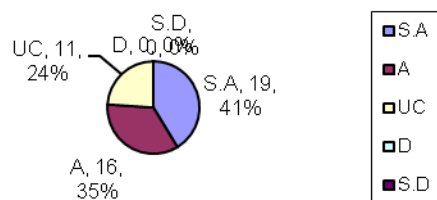
7. I think I have made progress in this course

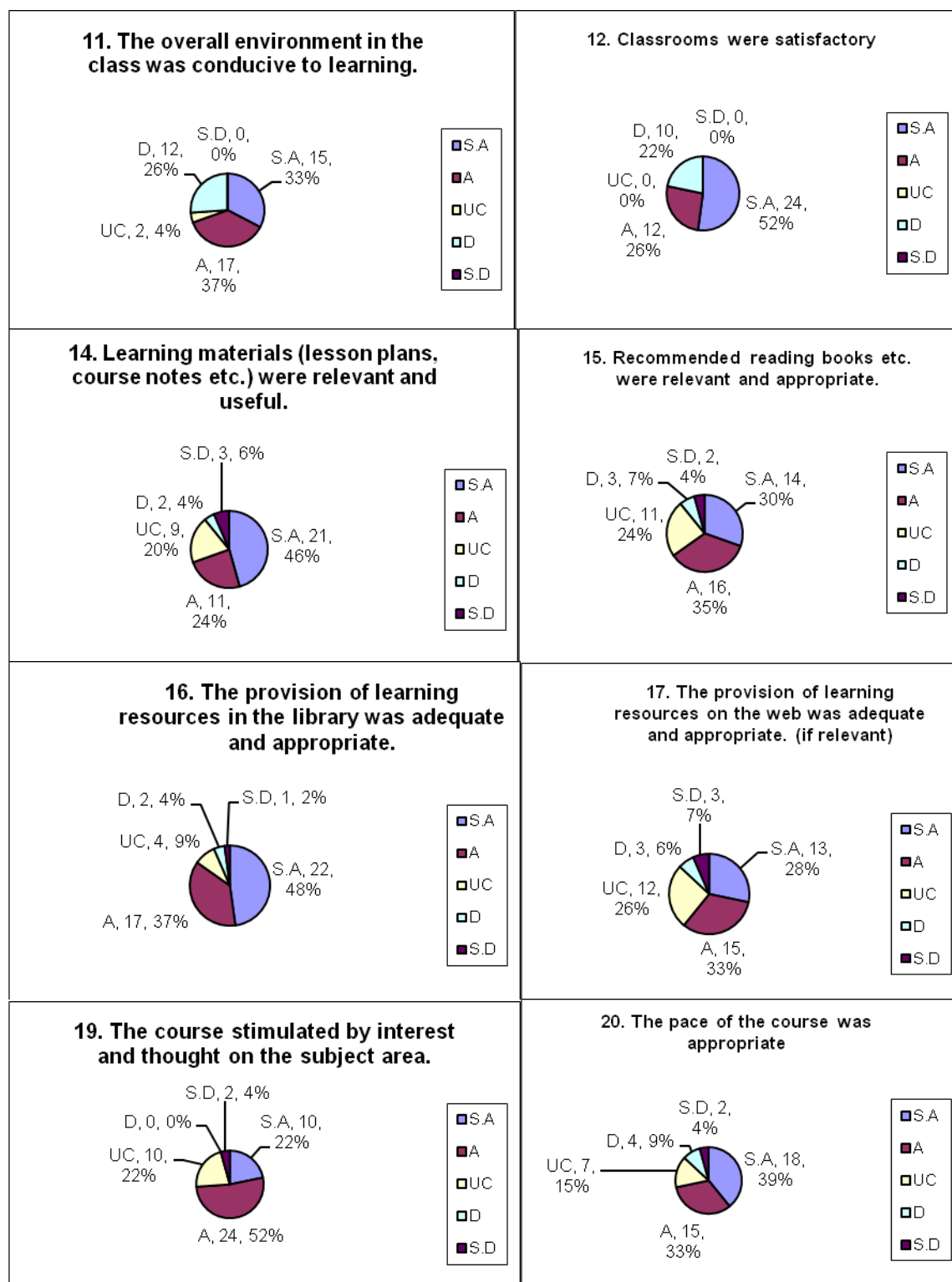


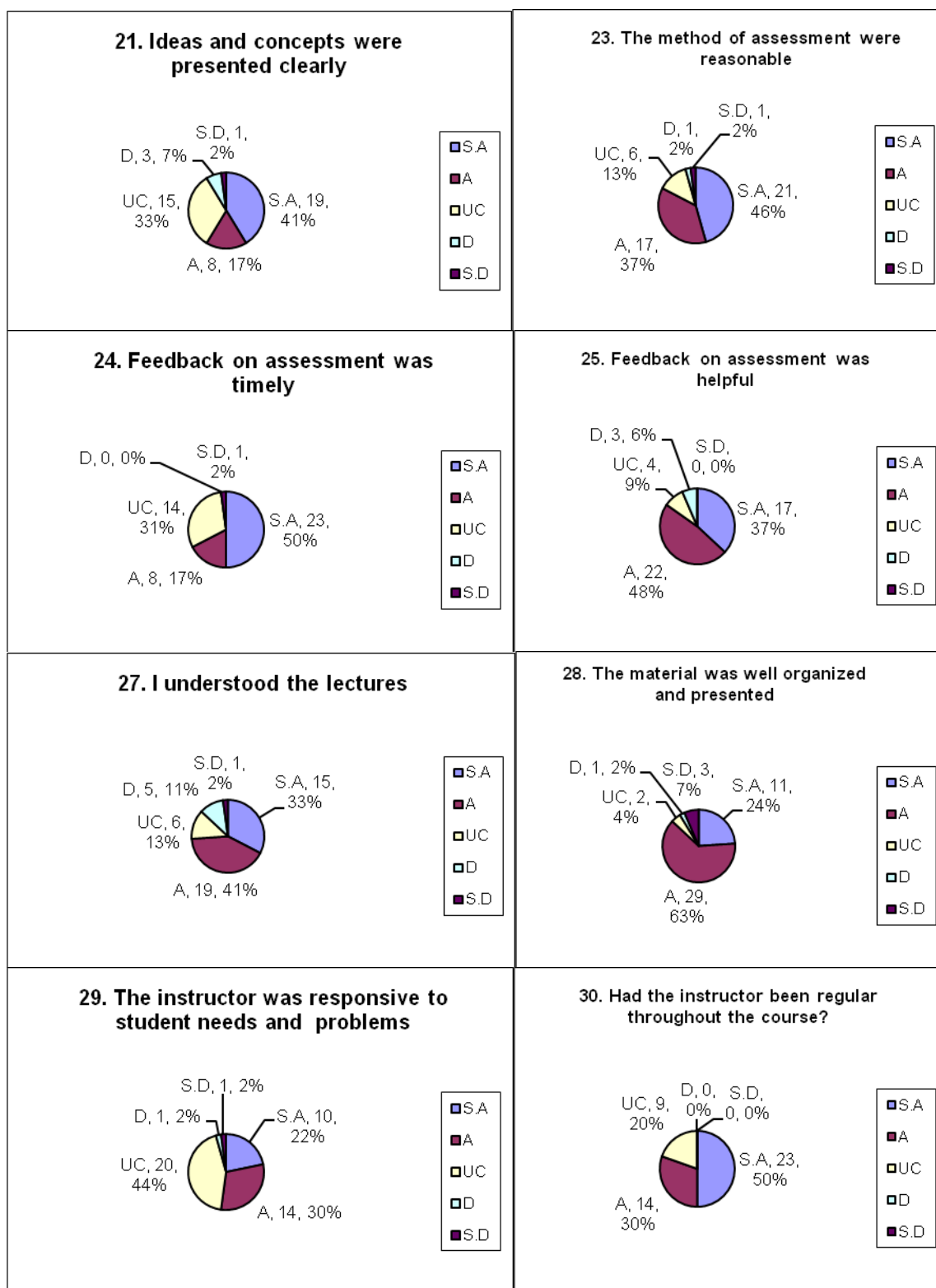
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)

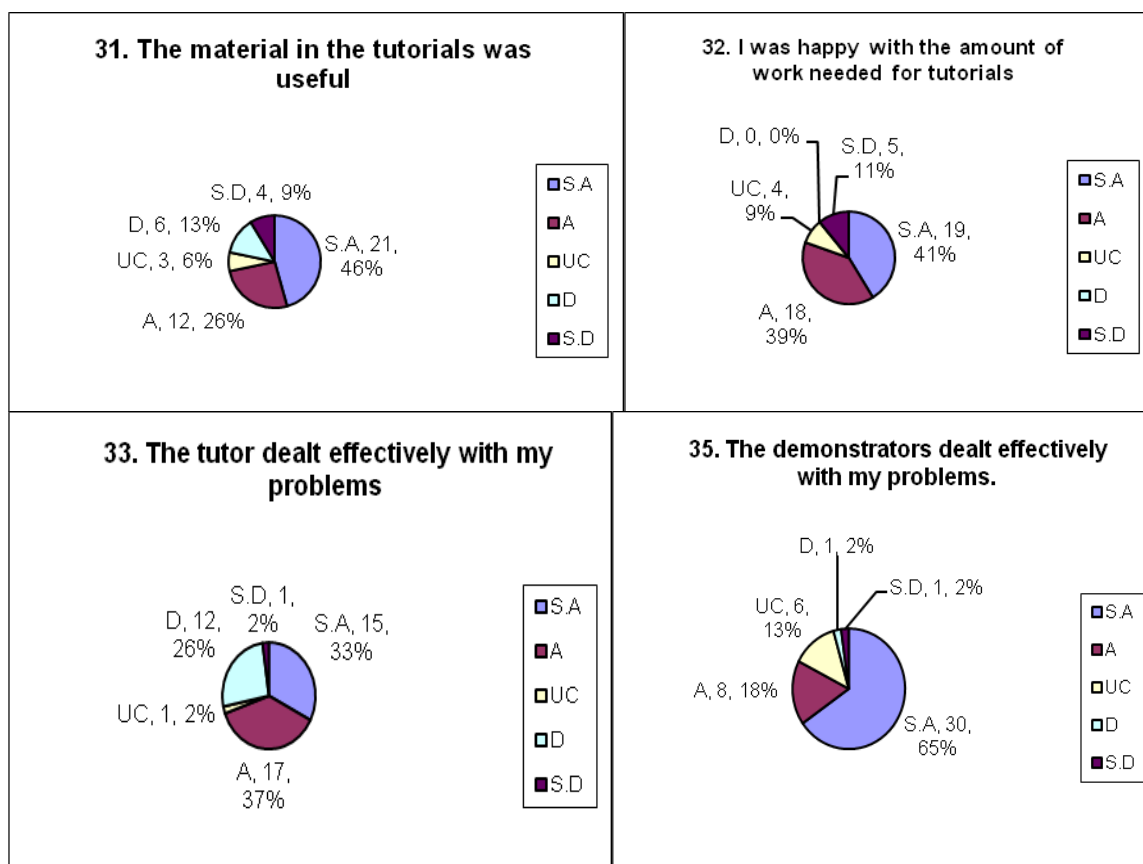


10. The learning and teaching methods encouraged participation.









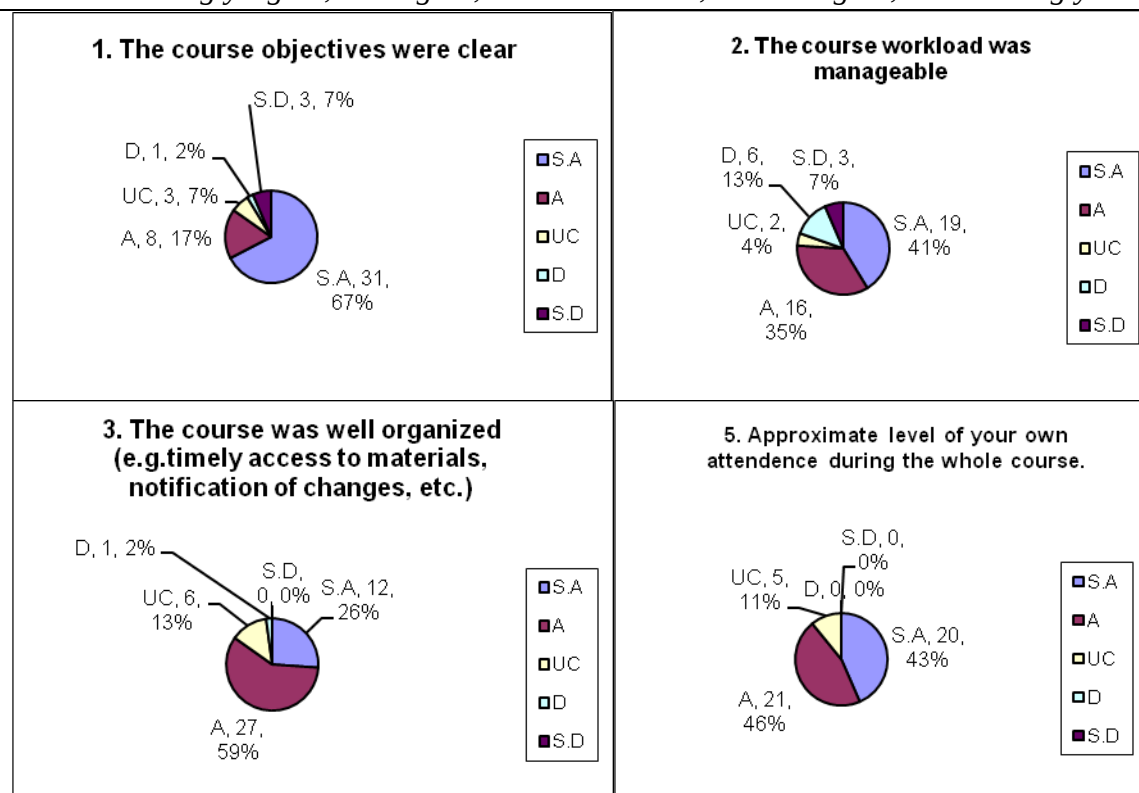
General Comments of the Students about the course

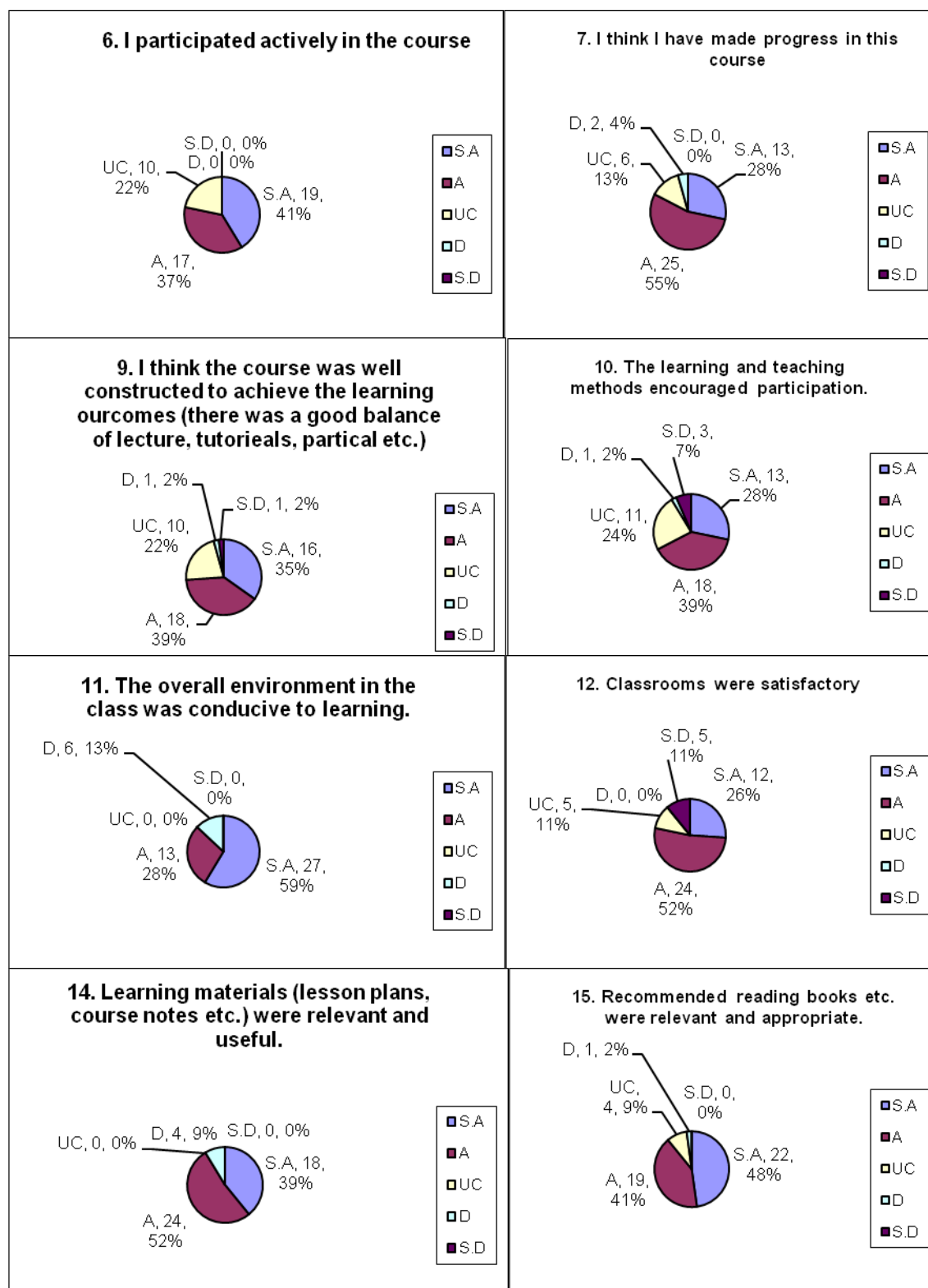
1. Should give daily life example while delivering lecture to make students able to learn effectively.
2. Should be available during the specified office hours.
3. Should return graded scripts within a reasonable amount of time.

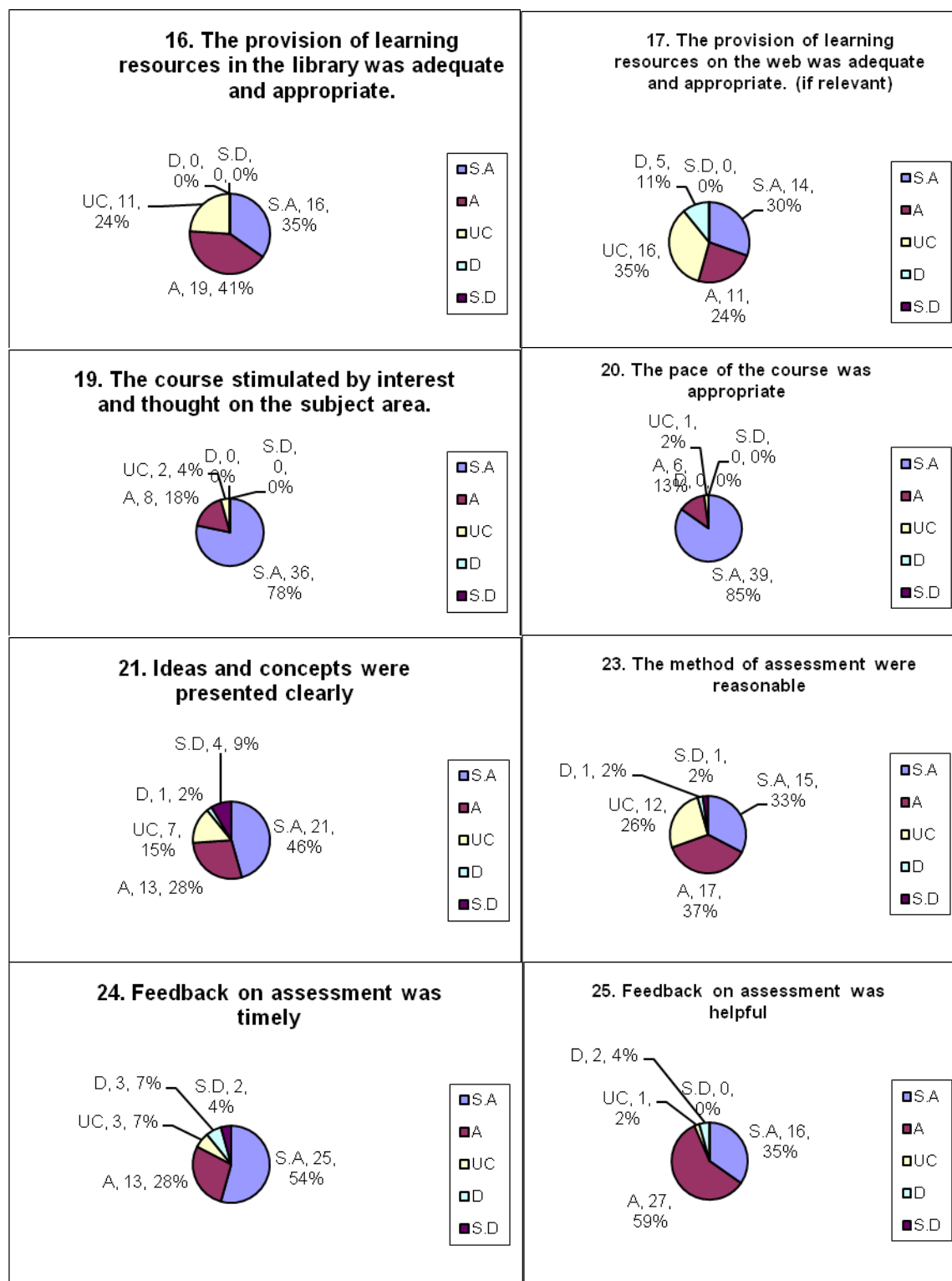
EDU-505

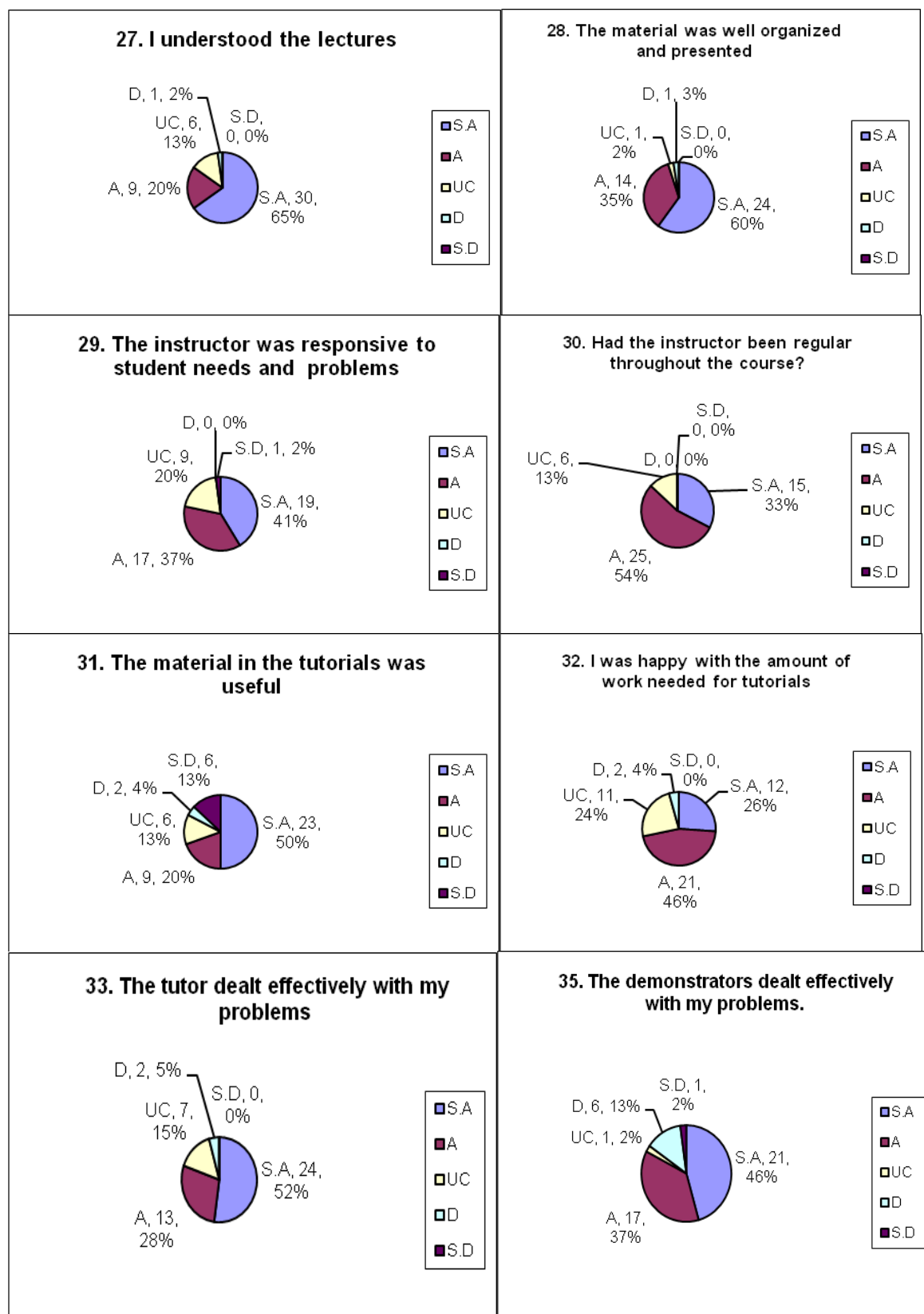
Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-505 'Human Development & Learning'. Although the range of agreements on all aspects was 67-98%, however 46% students were not satisfied with the provision of resources on web was adequate and suitable, 33% were dissatisfied with the learning and teaching methods encouraged participation. 24% were distraught with the course work load and facility of learning resources in the library, 22% students were unhappy with their active participation in course, conditions of the classrooms and responses of instructor to students needs and problems. 15% students were not satisfied with the organization of course and understanding of lectures.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree







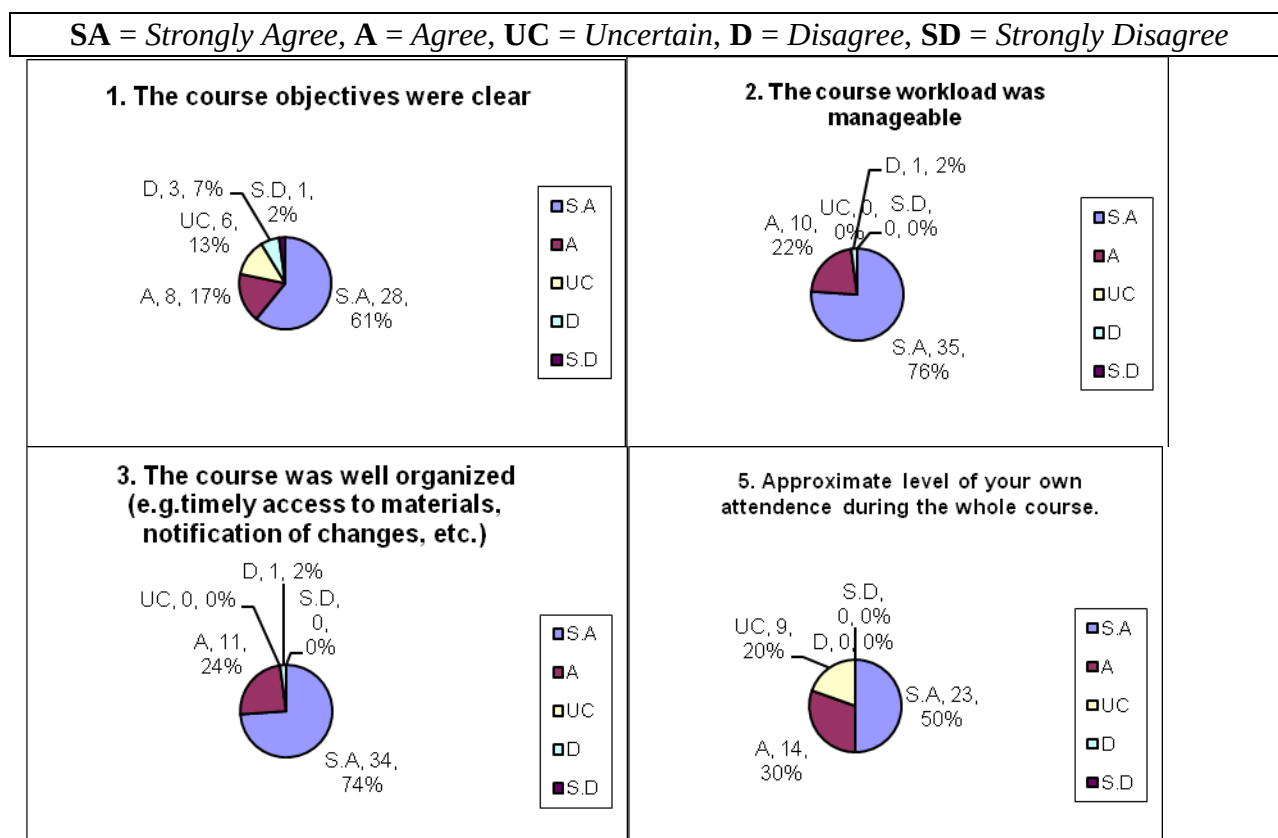


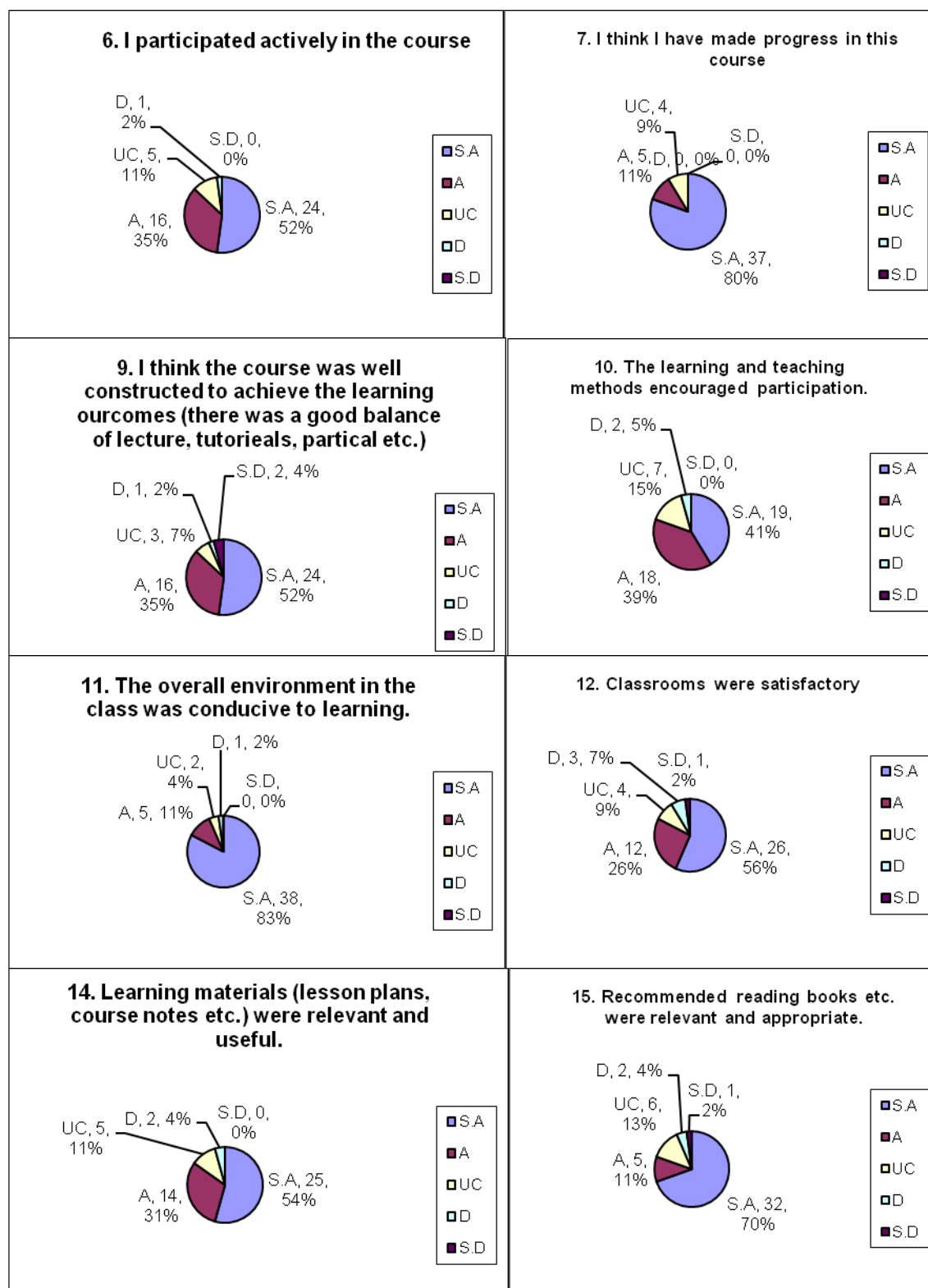
General Comments of the Students about the course

1. The instructor should take care of the completion of the course.
2. Should clear the course objectives to the students.

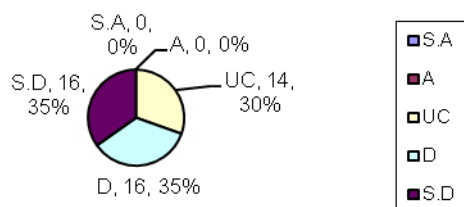
EDU-506

Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-506 'Educational Measurement and Evaluation'. Although the range of agreements was 67 – 100%, however 33% students were not satisfied with feedback on assessment was helpful, 22% were distraught with presentation, clarity of concepts, ideas and the amount of workload, 19% students were disgruntled with the books recommended and the responses of instructor to their needs and problems, 18% were disappointed with the clarity of course objectives, conditions of the classrooms and stimulation of course by interest and thought on the subject area.

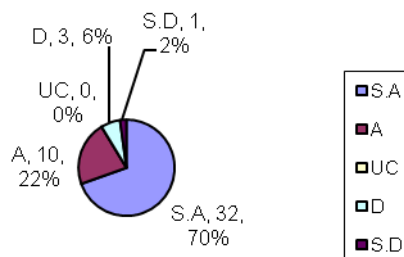




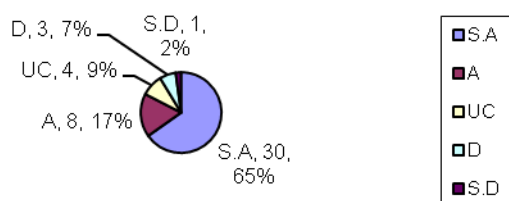
16. The provision of learning resources in the library was adequate and appropriate.



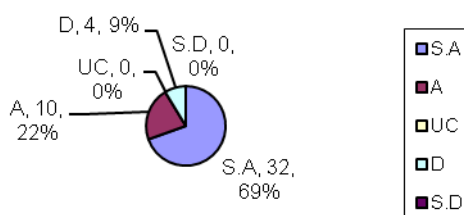
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



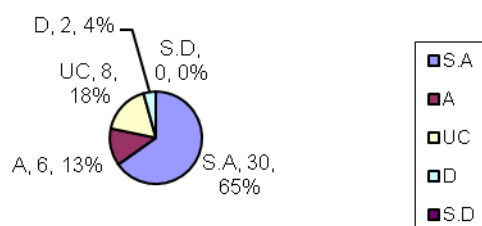
19. The course stimulated by interest and thought on the subject area.



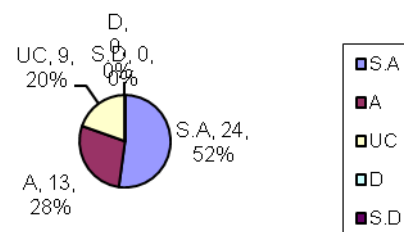
20. The pace of the course was appropriate



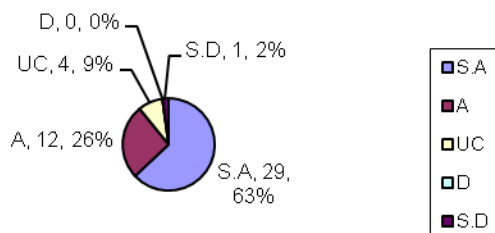
21. Ideas and concepts were presented clearly



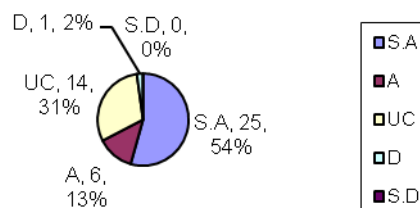
23. The method of assessment were reasonable

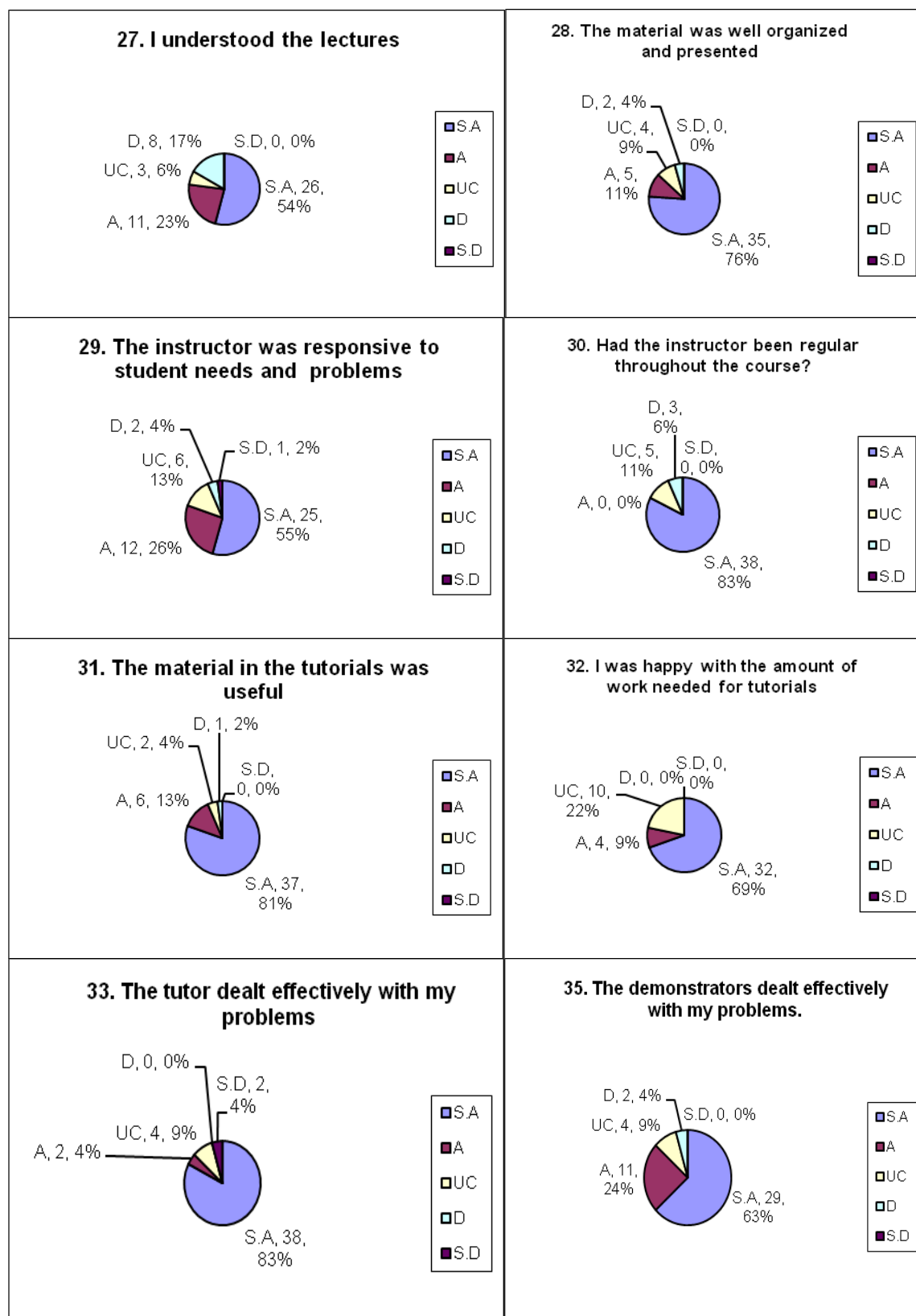


24. Feedback on assessment was timely



25. Feedback on assessment was helpful





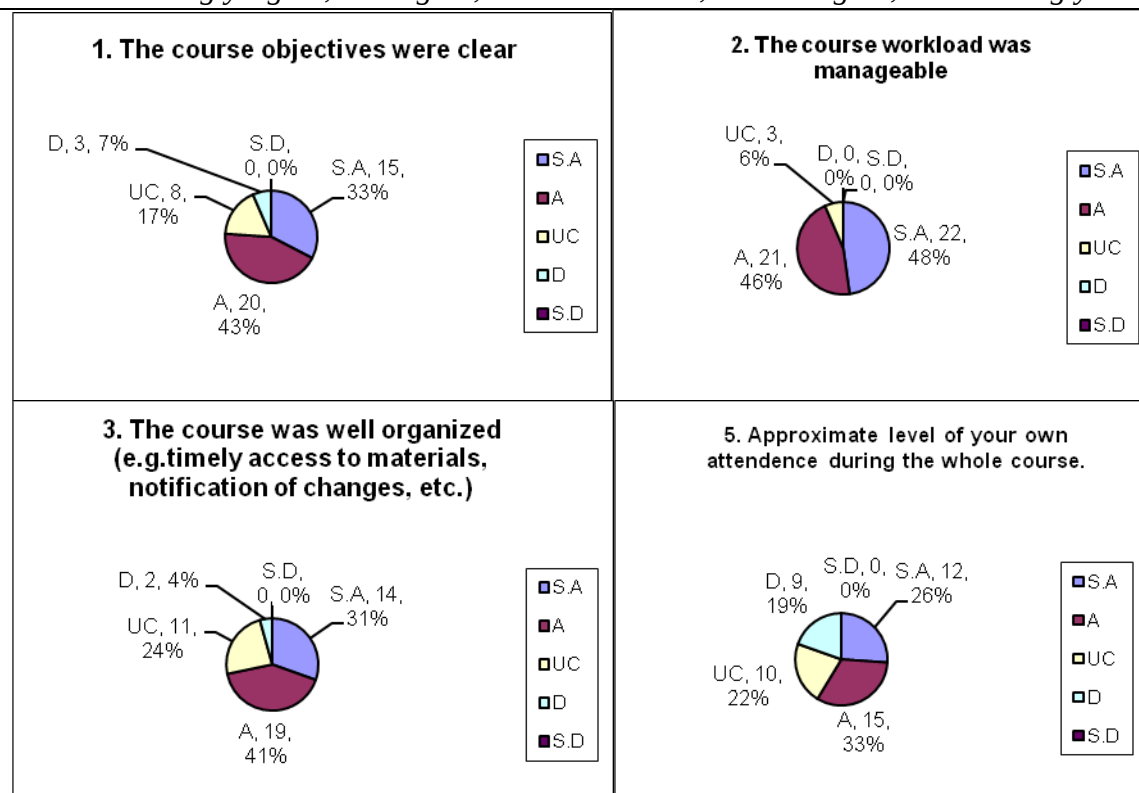
General Comments about the course

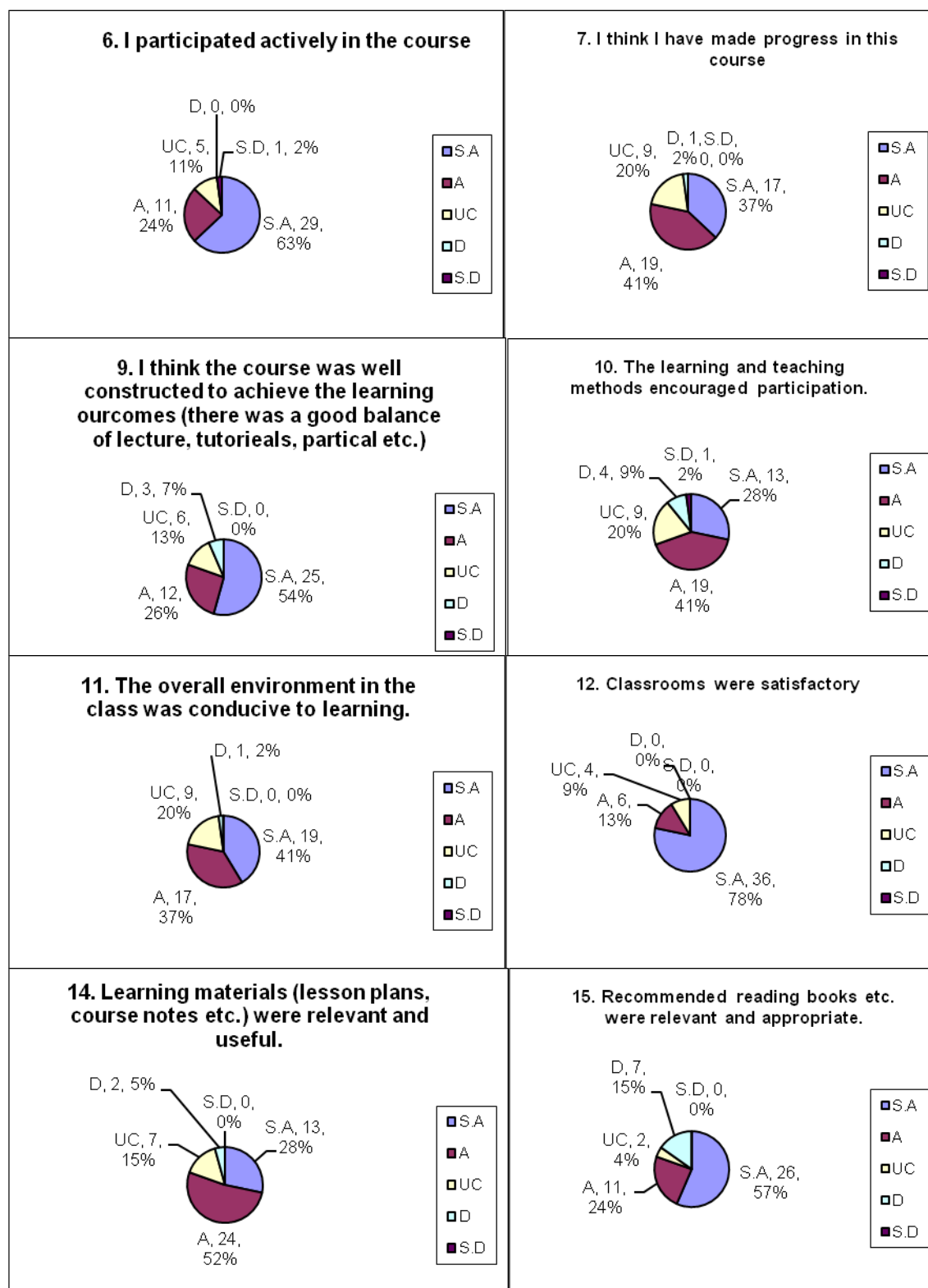
1. Course was over loaded.
2. Should recommend new books.

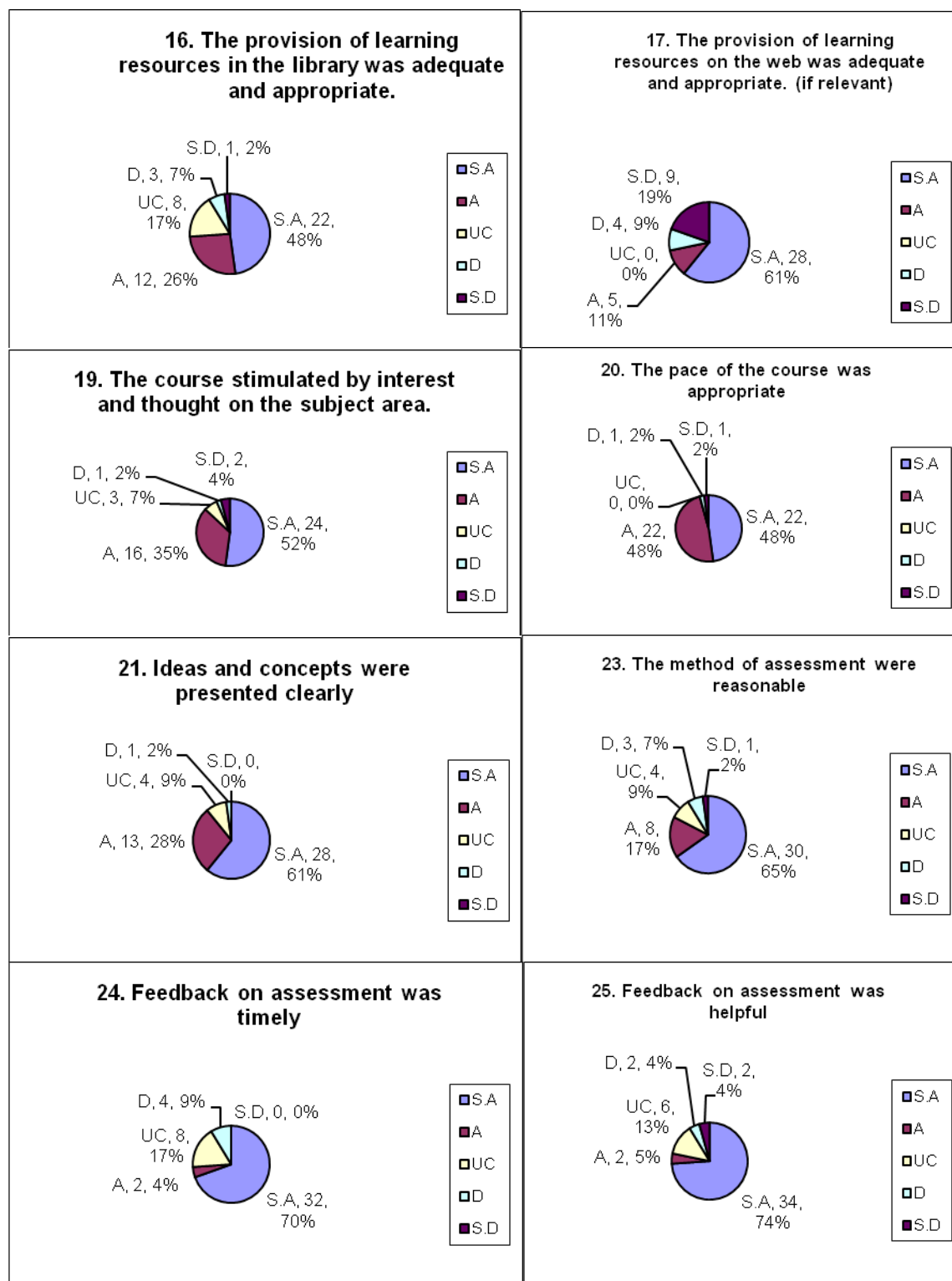
EDU-507

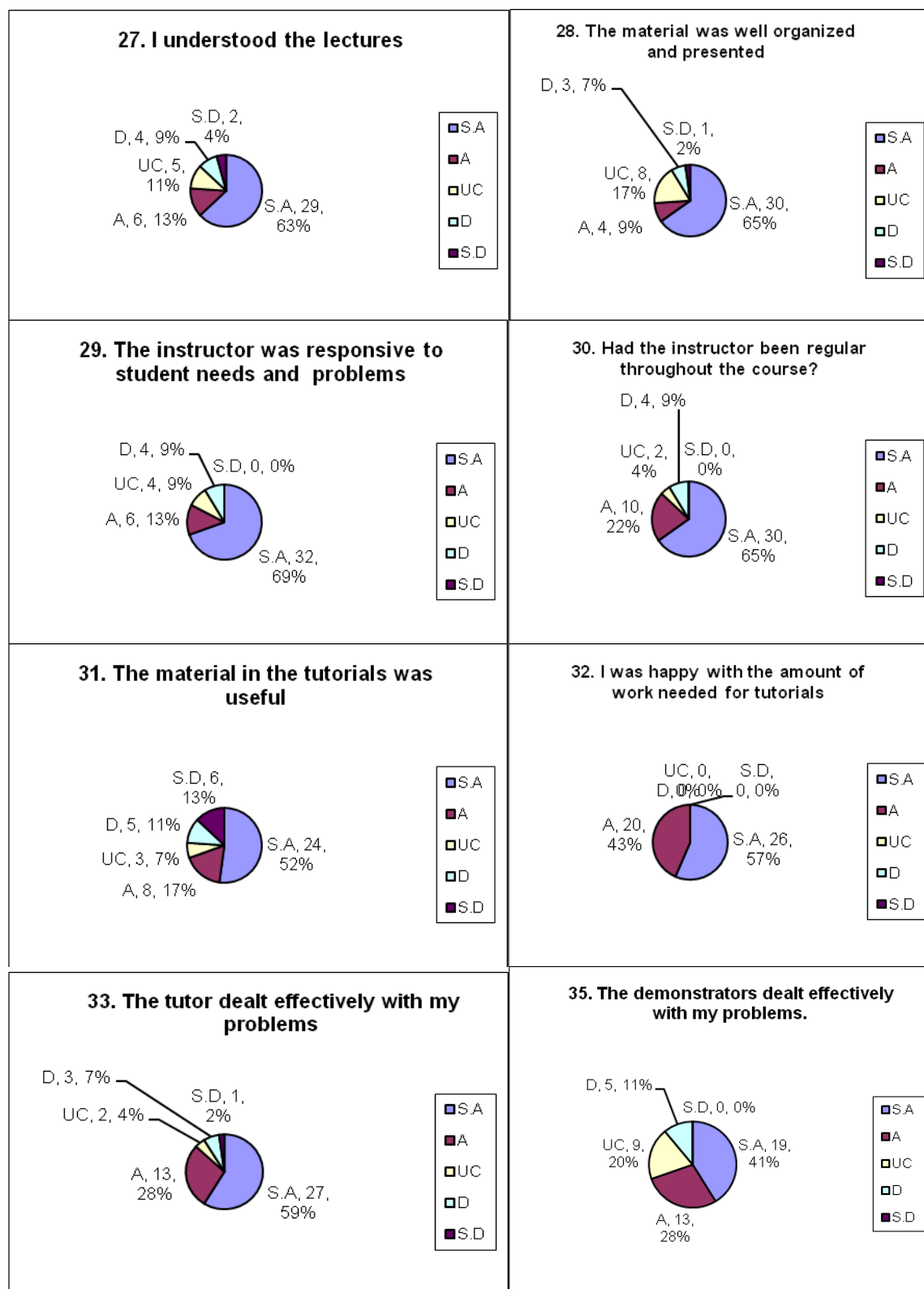
Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-507 'Educational Research Techniques & individual Projects'. These sets of pie charts show that agreed responses lie in the range of 69 - 100%. 28% students were not satisfied with the adequacy of provision of learning resources, 24%disagreed that the material in tutorial was useful, 11% were dissatisfied with encouragement of participation to learning and teaching methods. 15% students were dissatisfied with the recommended books. 9% were disenchanted with the learning resources provided in the library. The same percentage was dissatisfied with the methods of assessment, timely feedback on assessment, organization and presentation of the material, response of instructor students' needs and problem, instructors' regularity and dealing of tutors with their problems.

SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree







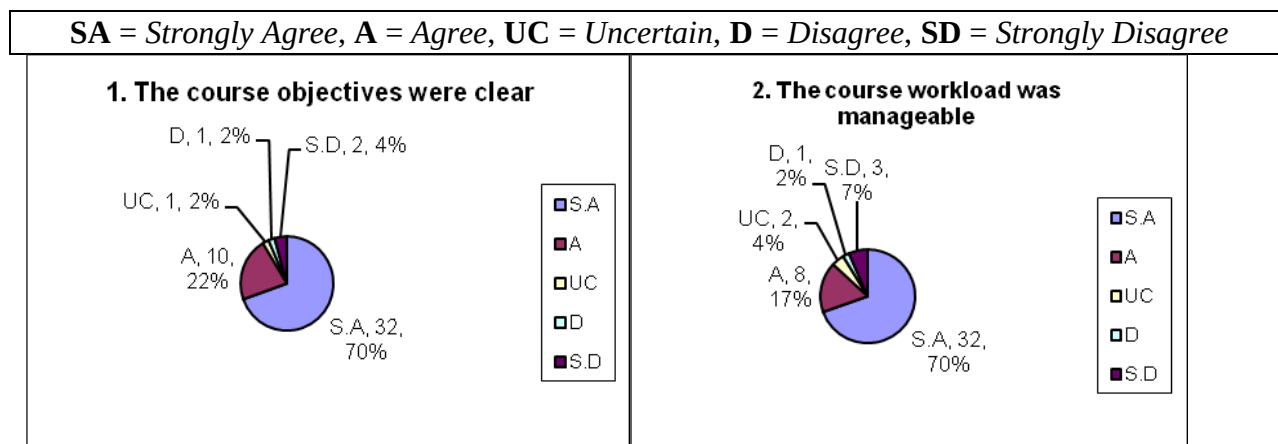


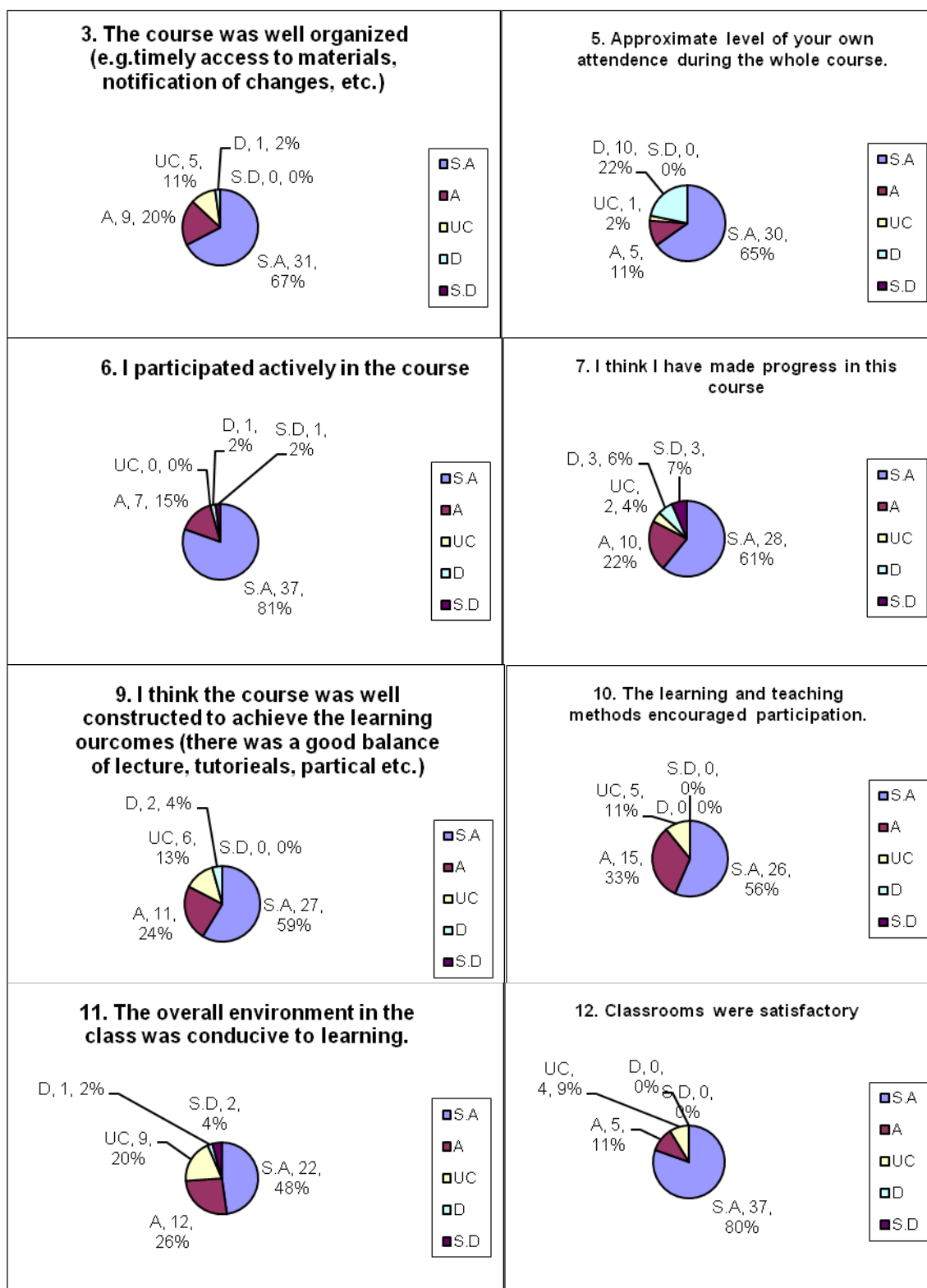
General Comments of the Students about the course

1. Objectives were clear.
2. Material should be presented in an effective and interesting way.
3. Relevant books should be there in the library.

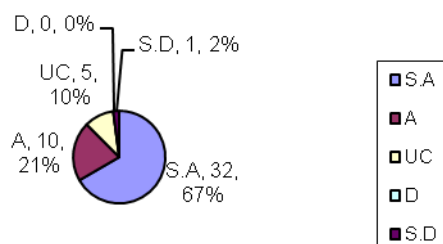
EDU-508

Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-508 ‘Curriculum Development & Teaching Methods’. Although 67-96% students agreed with all aspects of curriculum which shows good range of satisfaction towards the delivery of curriculum. However, 13% disagreed that they had made progress through this course, 11% disagreed that the methods of assessment were reasonable, 9% disagreed that the course workload was manageable and the tutor dealt effectively with their problems. 6% students disagreed that the course objectives were clear, overall environment in the class was conducive to learning, the instructor was responsive to students’ needs and problems and instructor was regular. Whereas 5% were disgruntled with the pace of the course and 4 % disagreed that they had participated actively in course activities, course was well-constructed, material was well-organized, well-presented and useful.

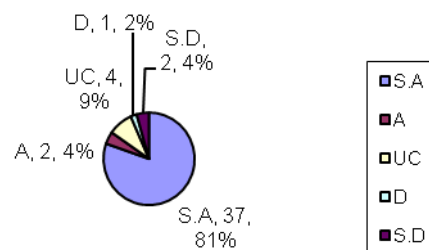




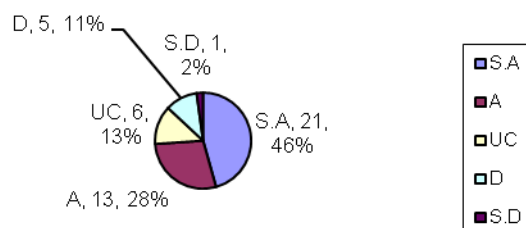
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



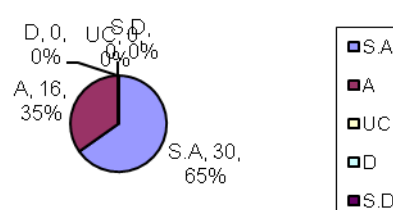
15. Recommended reading books etc. were relevant and appropriate.



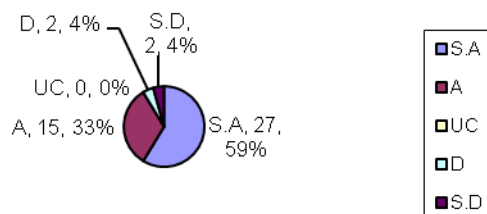
16. The provision of learning resources in the library was adequate and appropriate.



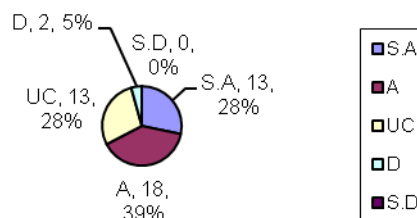
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



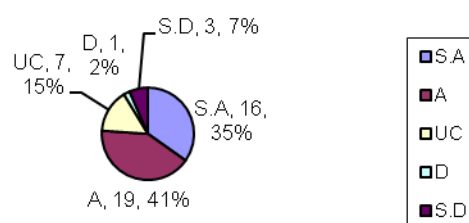
19. The course stimulated by interest and thought on the subject area.



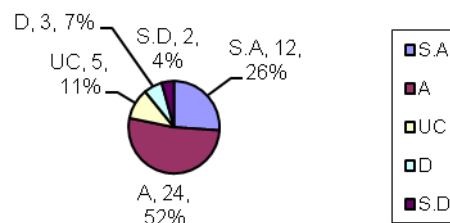
20. The pace of the course was appropriate

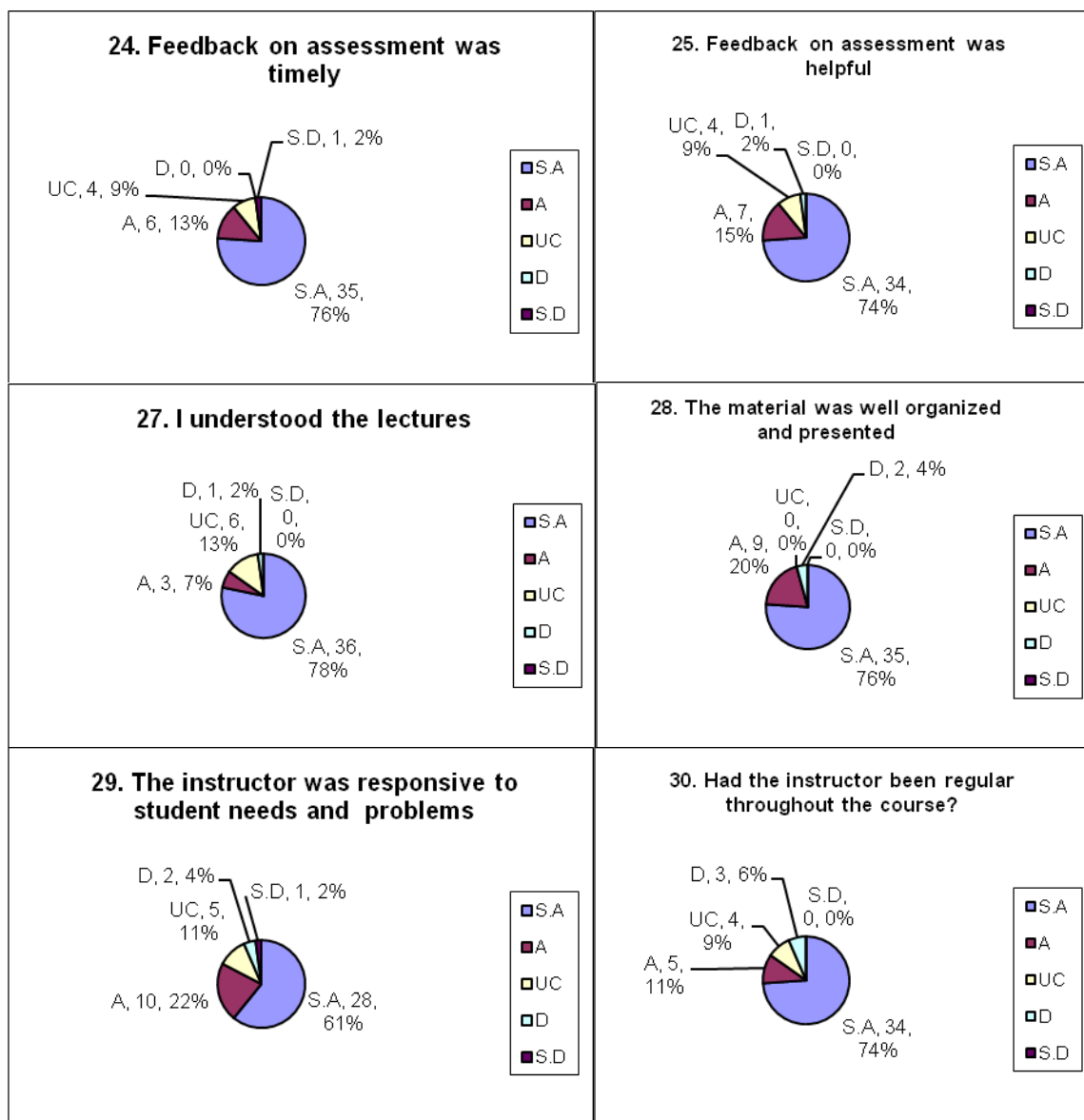


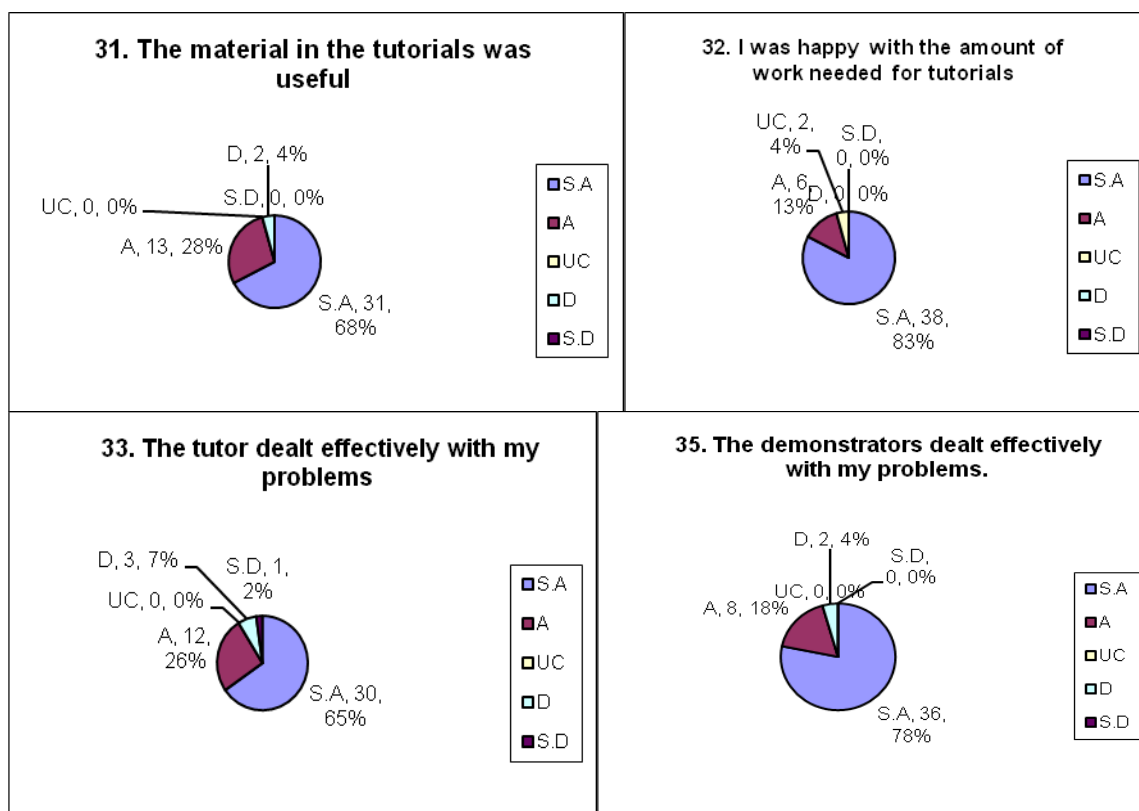
21. Ideas and concepts were presented clearly



23. The method of assessment were reasonable







General Comments of the Students about the course

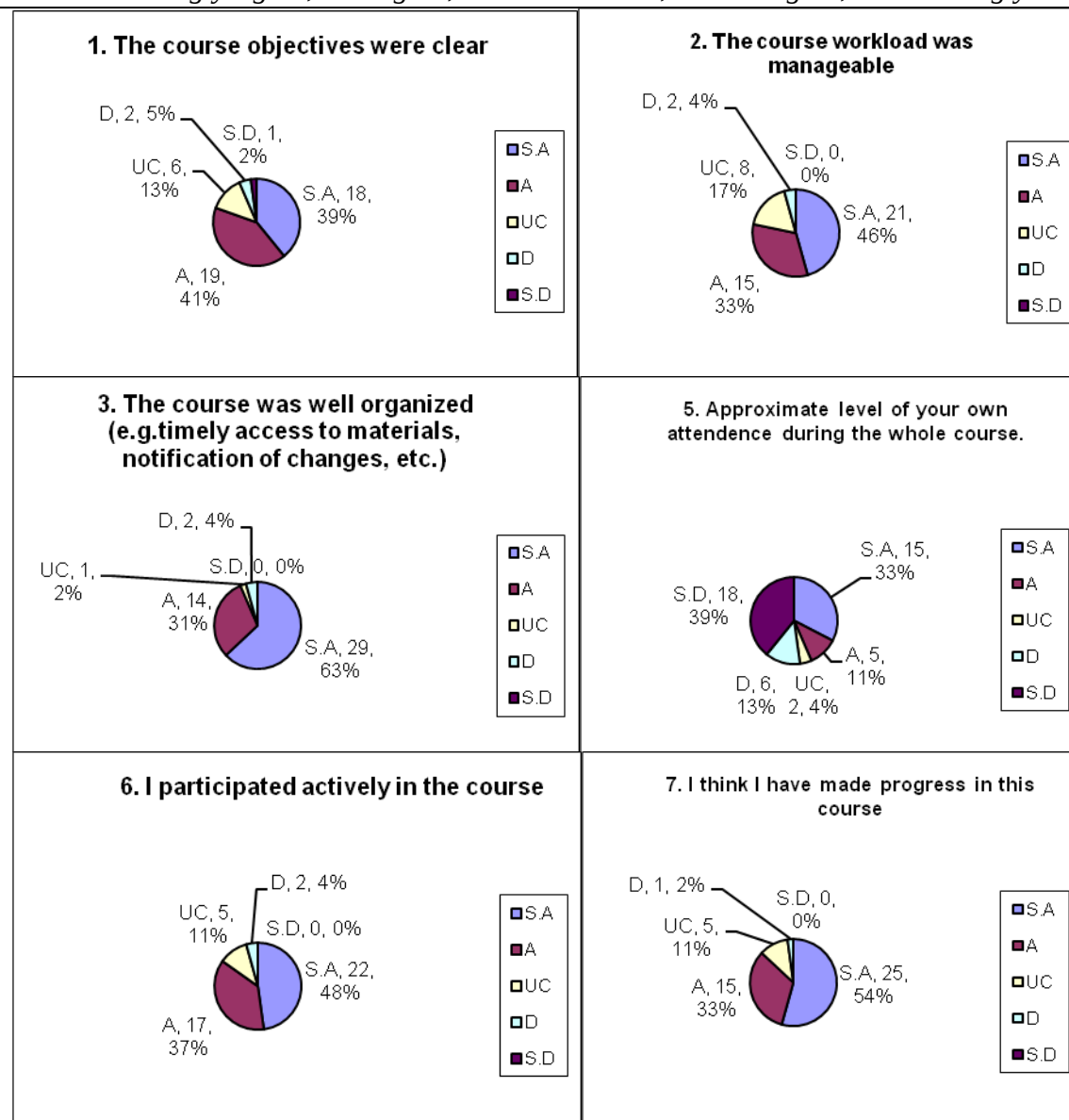
1. Course workload was manageable.
2. Material was effectively taught.
3. Teaching and learning methods should be effective.

EDU-509

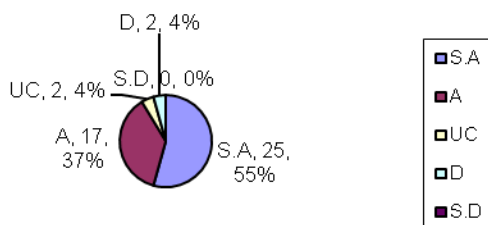
Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-509 'Teaching of English'. Although 72-96% students agreed with these aspects, however 20% students disagreed that the course objectives were not clear, the provision of learning resources in the library was adequate and appropriate and tutor dealt effectively with their problems. 19% students were not satisfied with the overall environment in the class, classrooms' condition and feedback on the assessment. 18% were not happy with the level of their own attendance. Whereas 17% disagreed that the ideas and concepts were presented clearly and instructor was regular. 15% were not pleased with their participation in the course and dealing of instructor with their problems. 21% students revealed that the course workload was not manageable. While 13 percent were not satisfied with the progress made in the course, learning materials and

understanding the lectures. And 9% disagreed that the learning and teaching material encouraged participation, pace of the course, methods of assessment and response of the instructor to their needs and problems.

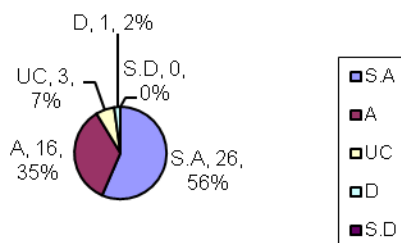
SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree



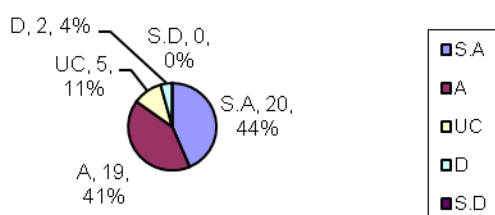
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



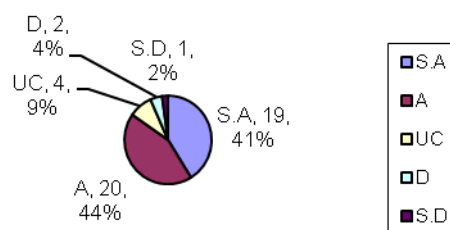
10. The learning and teaching methods encouraged participation.



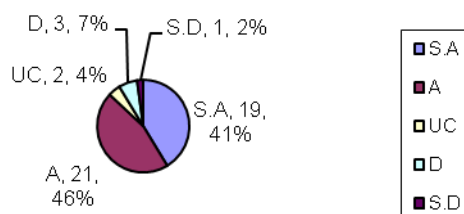
11. The overall environment in the class was conducive to learning.



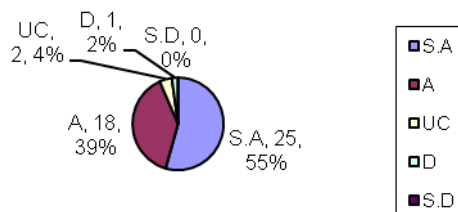
12. Classrooms were satisfactory



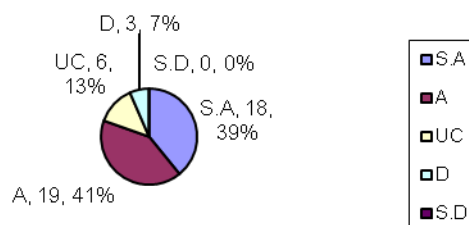
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



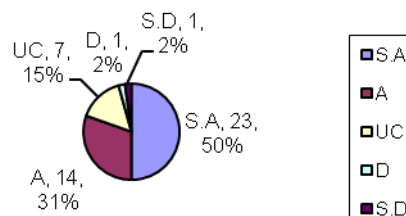
15. Recommended reading books etc. were relevant and appropriate.

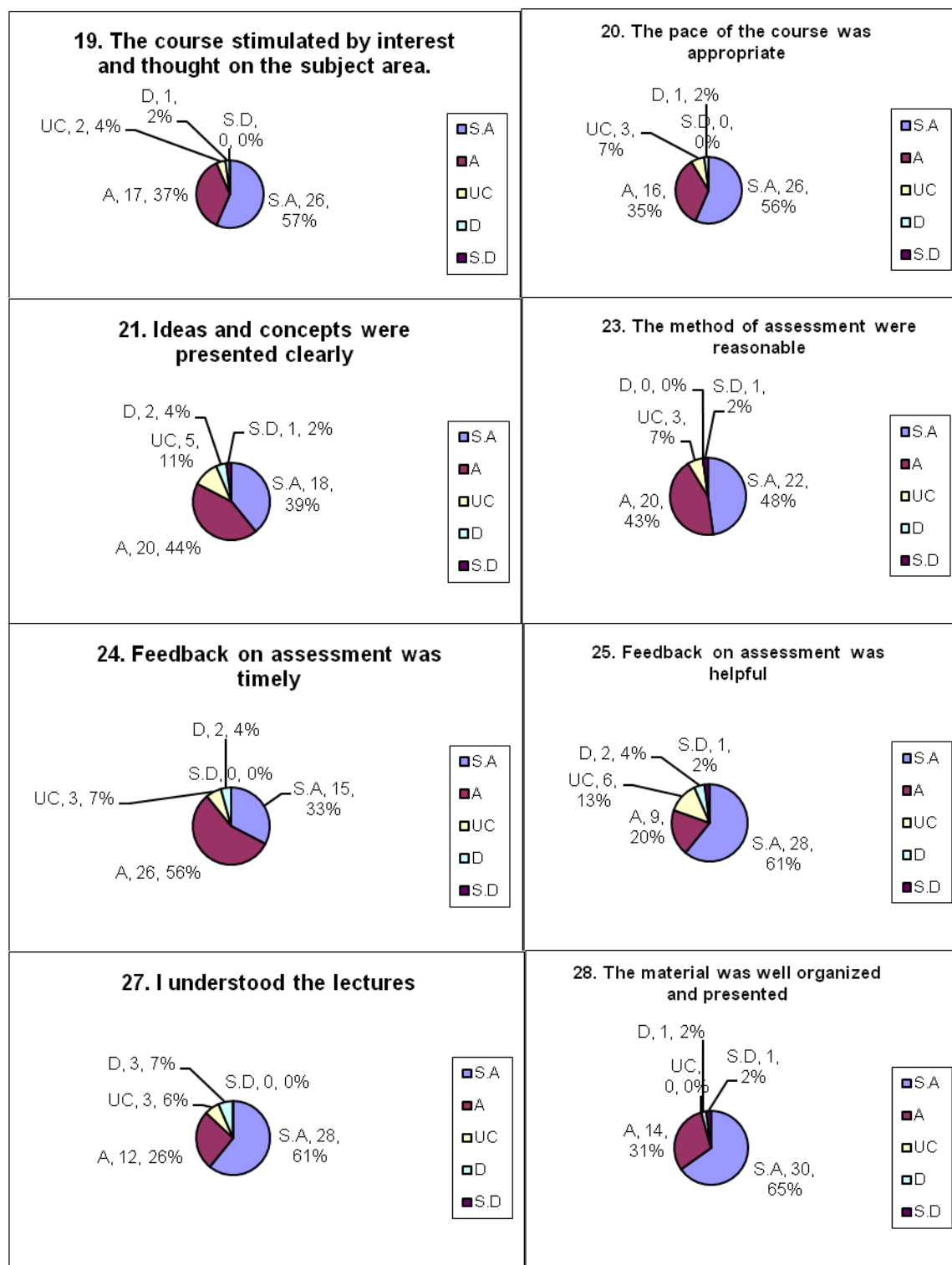


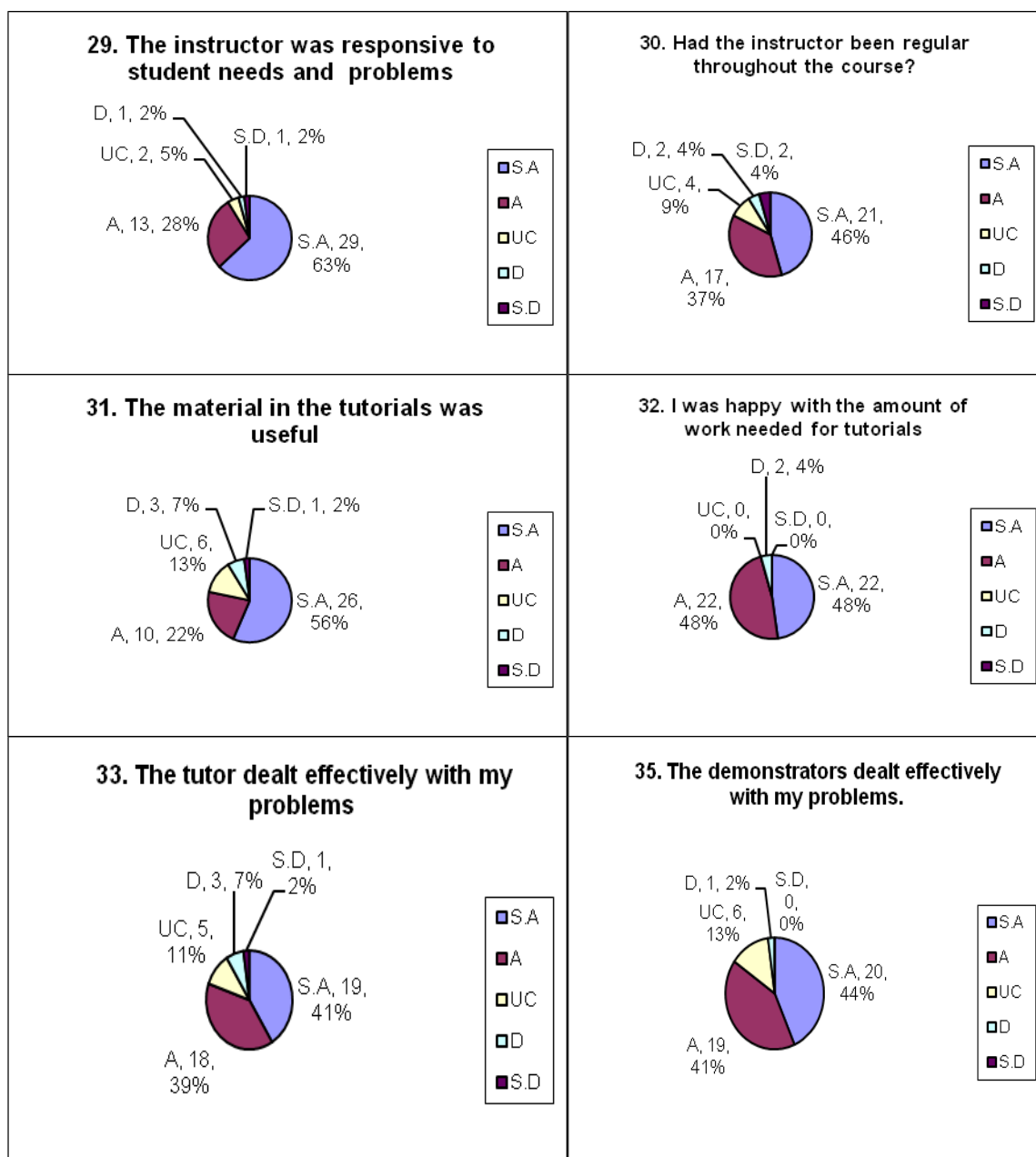
16. The provision of learning resources in the library was adequate and appropriate.



17. The provision of learning resources on the web was adequate and appropriate. (if relevant)







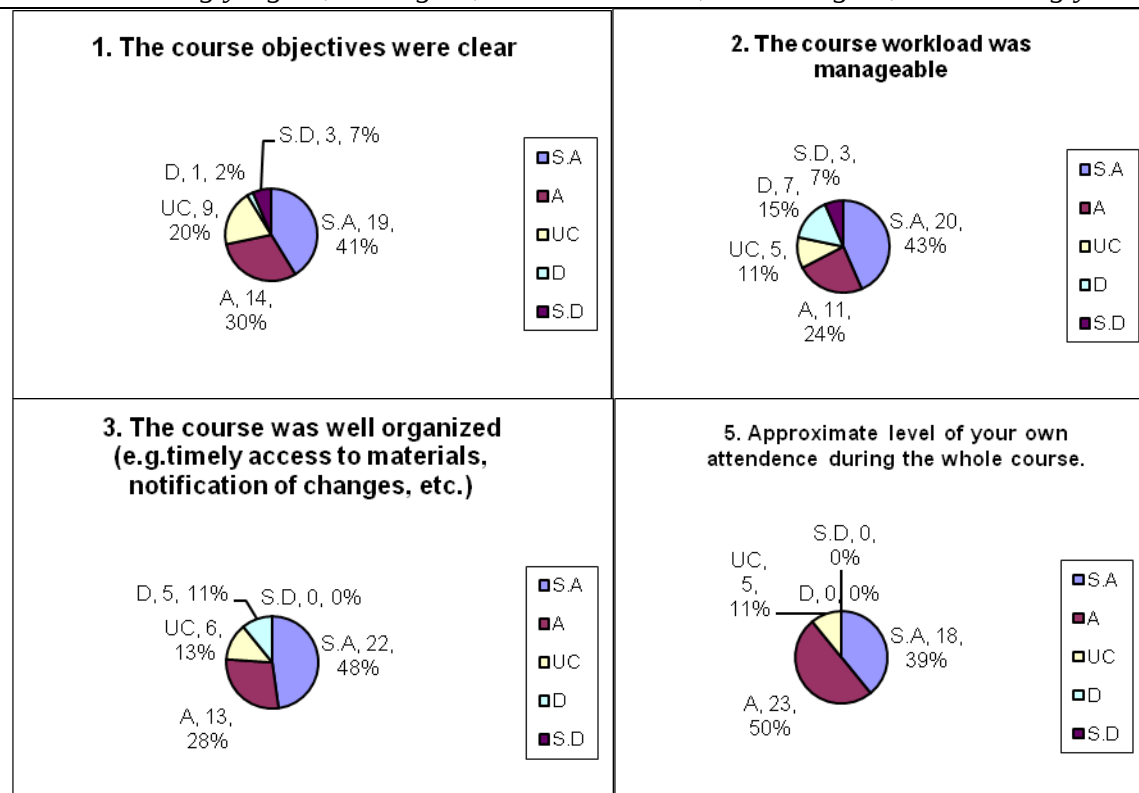
General Comments about the course

1. Course was taught effective and properly.
2. Teacher was full of knowledge.

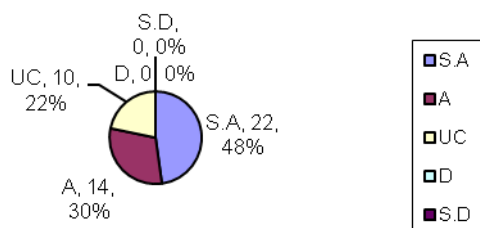
EDU-511

Following set of charts shows the Course evaluation aspects related to B.Ed level Course EDU-511 ‘Teaching of General Science’. Although 61-98% students agreed with these aspects, however 11% student were dissatisfied with the level of their own attendance during the whole course, 29% revealed that the course objectives were not clear and provision of learning resources on the web was not adequate. 28 % students described that learning resources in the library were not adequate and appropriate and instructor was not regular. 27% disclosed that the course workload was not manageable. 24% disagreed that the course was well-organized, course stimulated by interest and thought on the subject area and ideas and concepts were presented clearly. 22 % disagreed that they had participated actively in the course, they had made progress, overall environment in the class was conducive to learning and classrooms were satisfactory. 21% revealed that the instructor didn’t deal with their problems effectively. 19% were not satisfied with course construction and amount of work. 17% were not satisfied with the instructor’s response to their needs and problems. And 11% were not happy with their own attendance level, feedback on assessment and understanding the lectures.

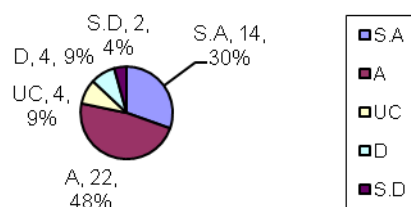
SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree



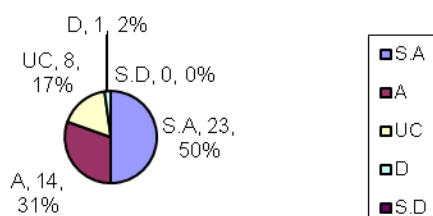
6. I participated actively in the course



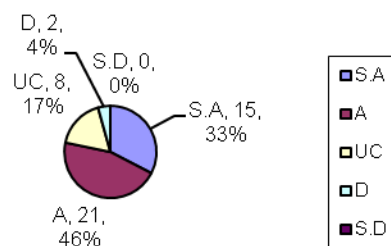
7. I think I have made progress in this course



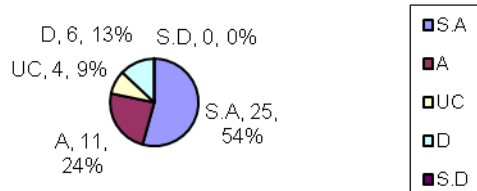
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



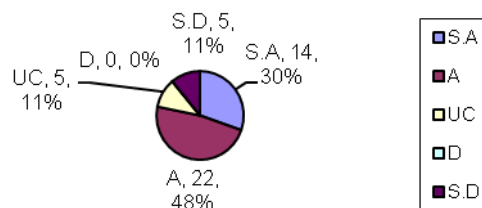
10. The learning and teaching methods encouraged participation.



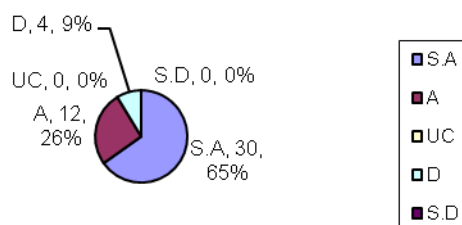
11. The overall environment in the class was conducive to learning.



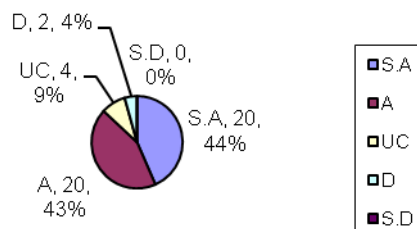
12. Classrooms were satisfactory

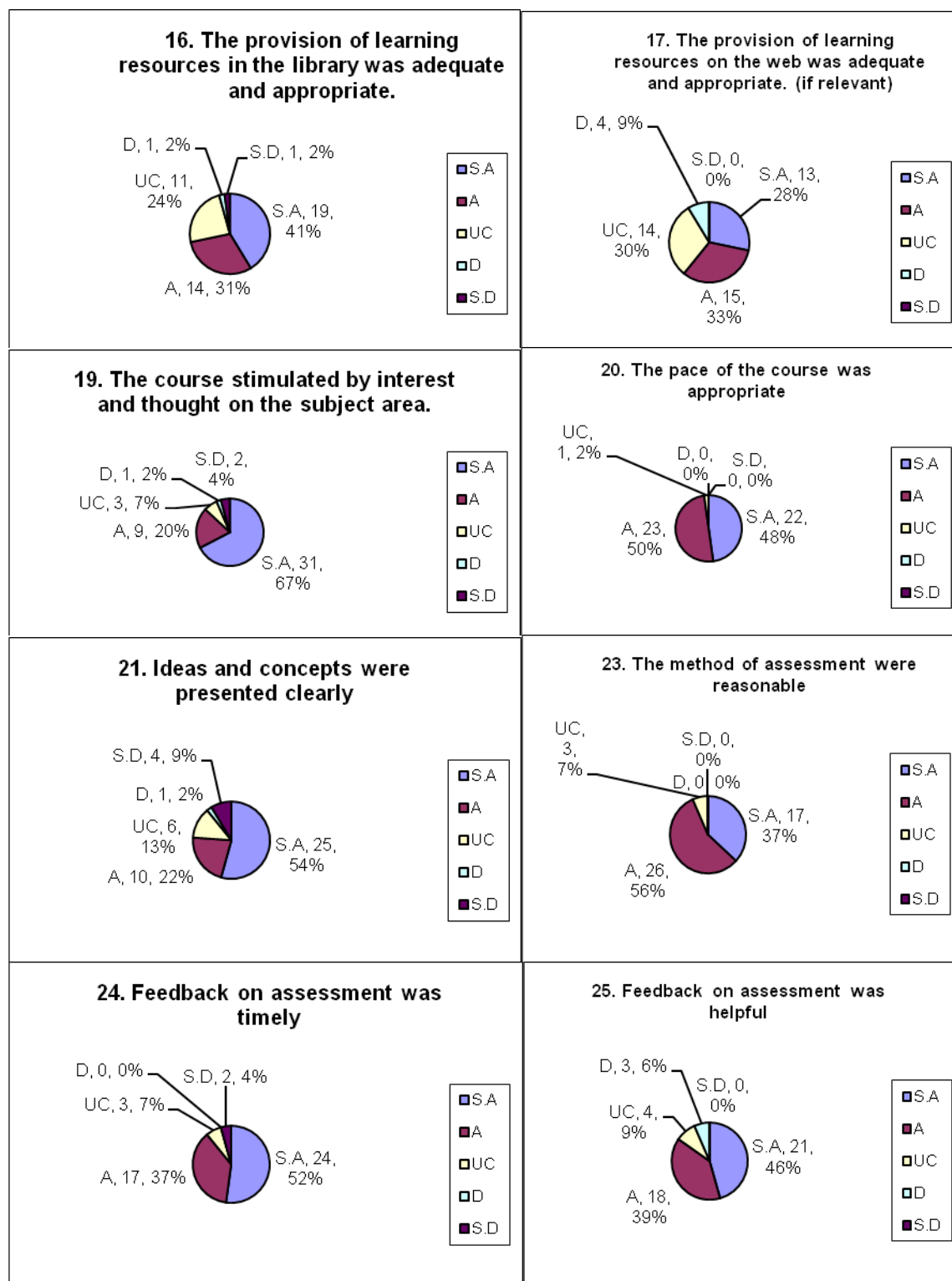


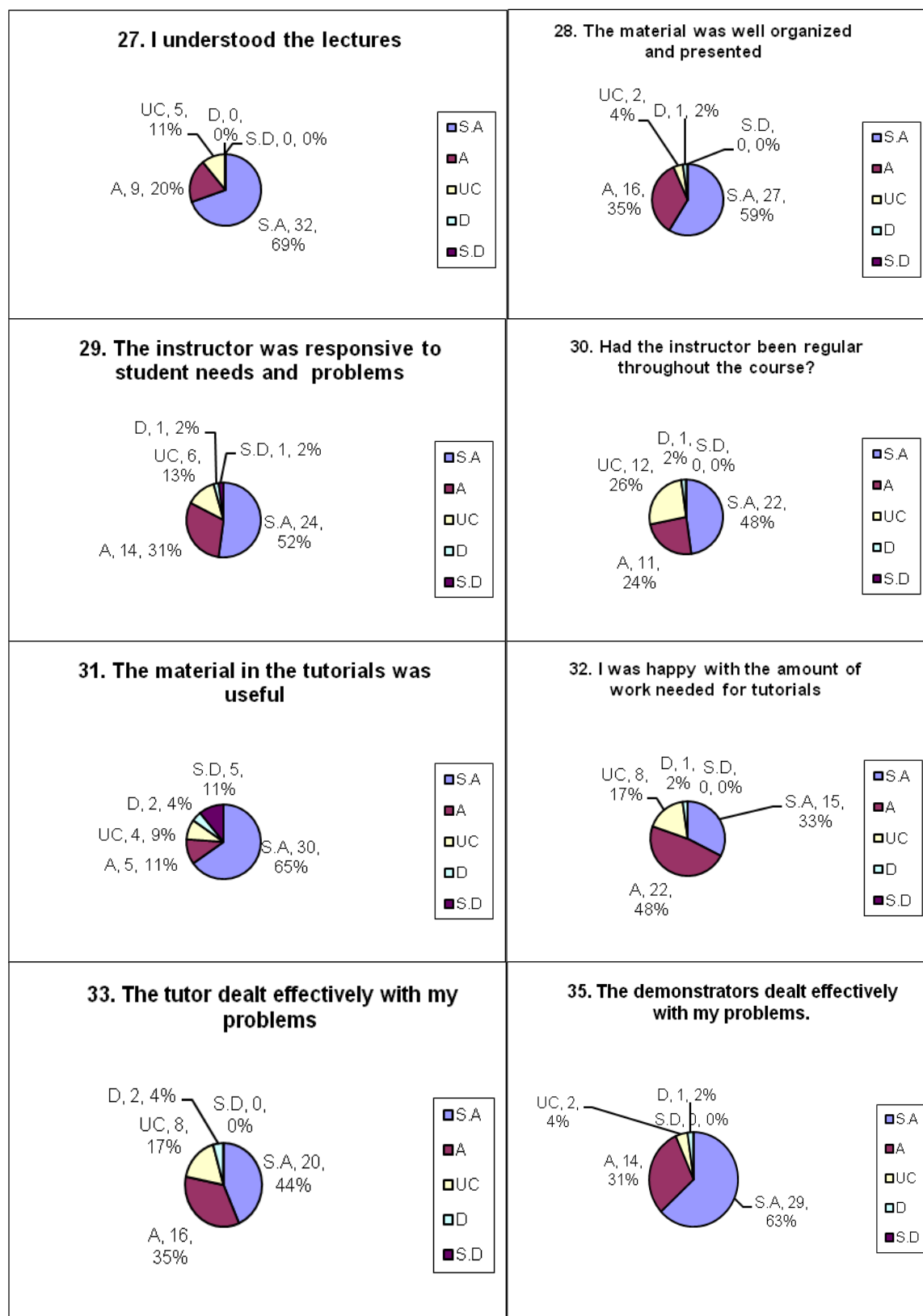
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



15. Recommended reading books etc. were relevant and appropriate.







General Comments about the course

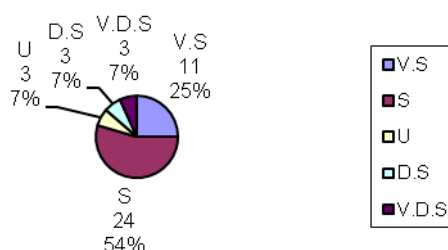
1. Course didn't increase the knowledge.
2. Classrooms should be proper.

SURVEY OF GRADUATING STUDENTS 2008-09 (Proforma-3)

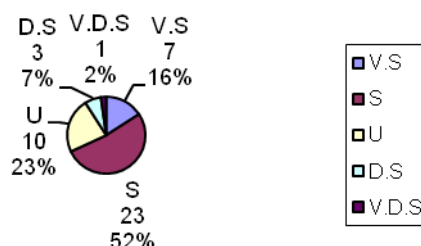
Following set of charts shows the survey of graduating students in last semester/year before the award of degree. Although approximately 50% students are satisfied with these aspects, however 32% dissatisfied that whether the program was comprised of co-curricular activities. Whereas 20% disagree that environment was conducive for learning and the infrastructure of the department was good. 39% dissatisfied that scholarships /grants available to students. About 25% were dissatisfied with the contents of curriculum are advanced and meet program objectives; faculty was able to meet the program objectives. 17% were dissatisfied that Objectives of the program have been achieved, 16% that program is effective in developing written communication skills, 14% dissatisfied with the work in the program is too heavy and induces a lot of pressure. And 12% were dissatisfied with the program is effective in developing planning abilities. Whereas 11% were dissatisfied that the program administration is effective in supporting learning.

VS = Very satisfied, S = Satisfied, U = Uncertain, DS = Dissatisfied, VDS = Very Dissatisfied

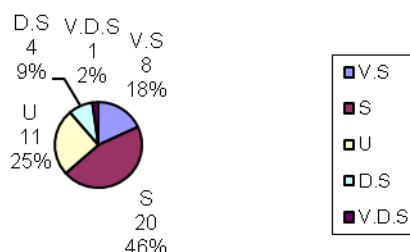
1. The work in the program is too heavy and induces a lot of pressure



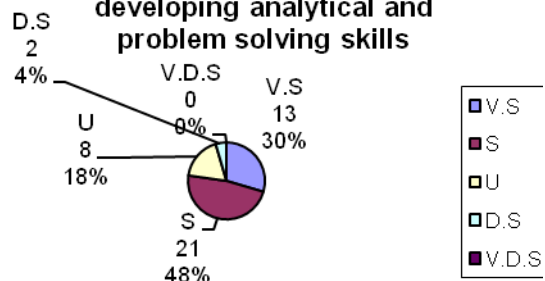
2. The program is effective in enhancing team-working abilities



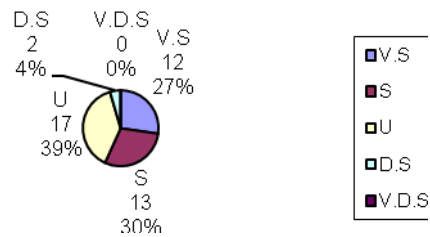
3. The program administration is effective in supporting learning



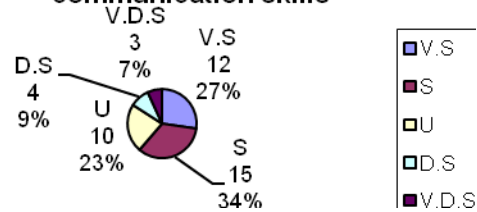
4. The program is effective in developing analytical and problem solving skills



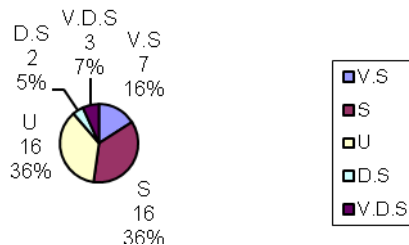
5. The program is effective in developing independent thinking



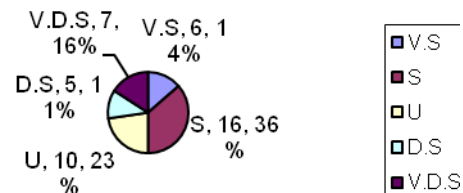
6. The program is effective in developing written communication skills



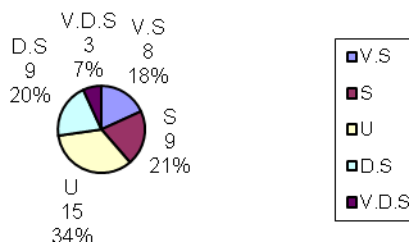
7. The program is effective in developing planning abilities



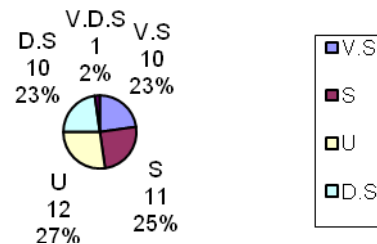
8. Objectives of the program have been achieved



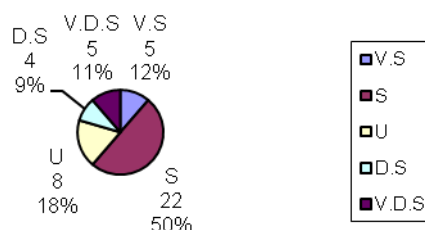
9. Whether the contents of curriculum are advanced and meet program objectives



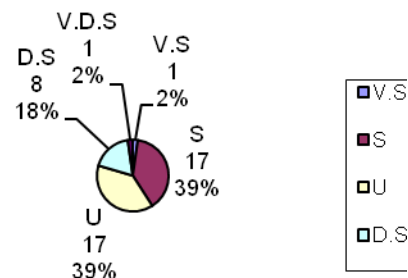
10. Faculty was able to meet the program objectives



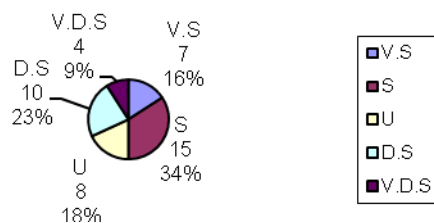
11. Environment was conducive for learning



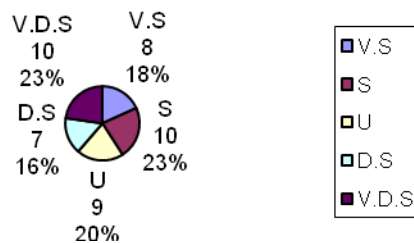
12. Whether the infrastructure of the department was good



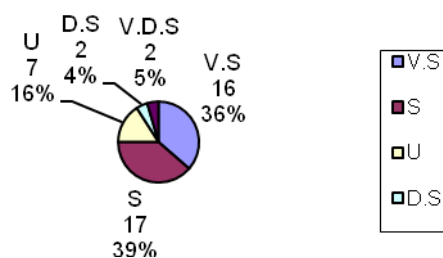
13. whether the program was comprised of Co-curricular and extra-curricular activities



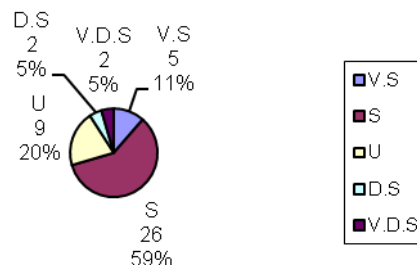
14. Whether scholarships /grants available to students



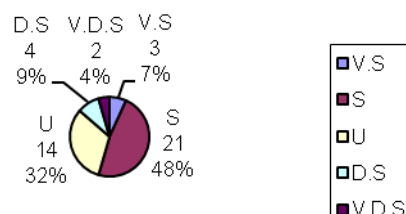
15(a). Ability to work in teams



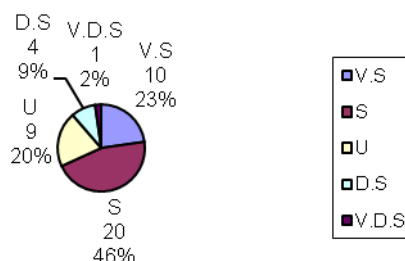
15(b). Independent thinking



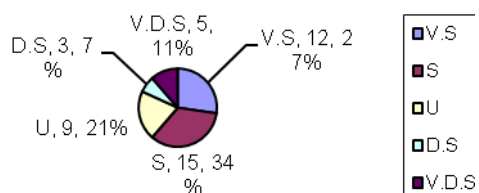
15(c). Appriciation of ethical values



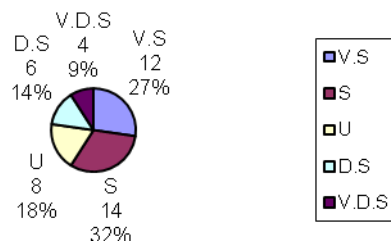
15(d). Professional development

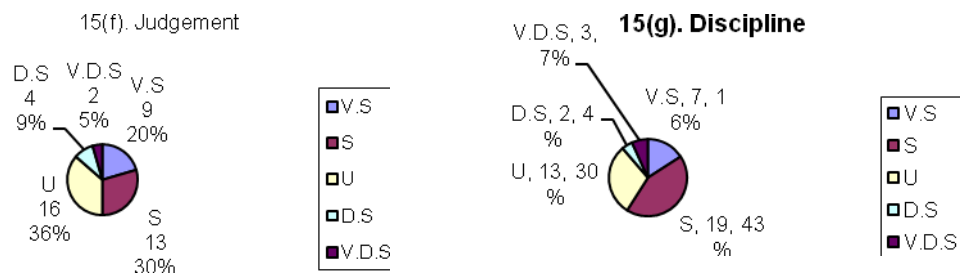


15(e)Time Management Skills



15(h)The link between theory and practice

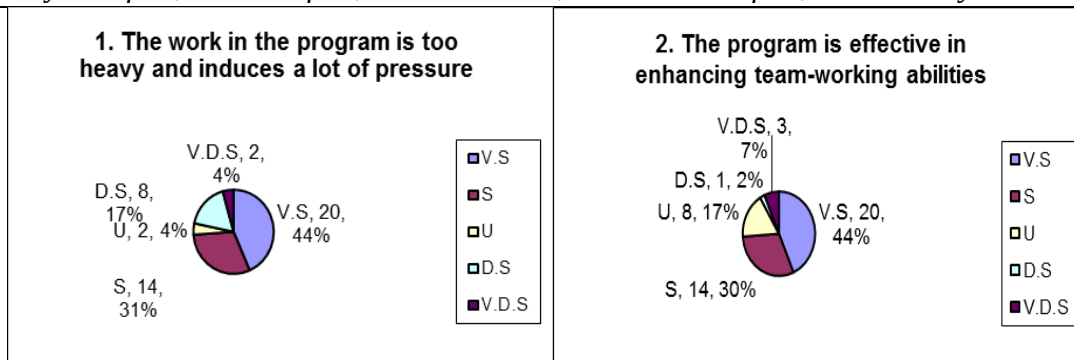


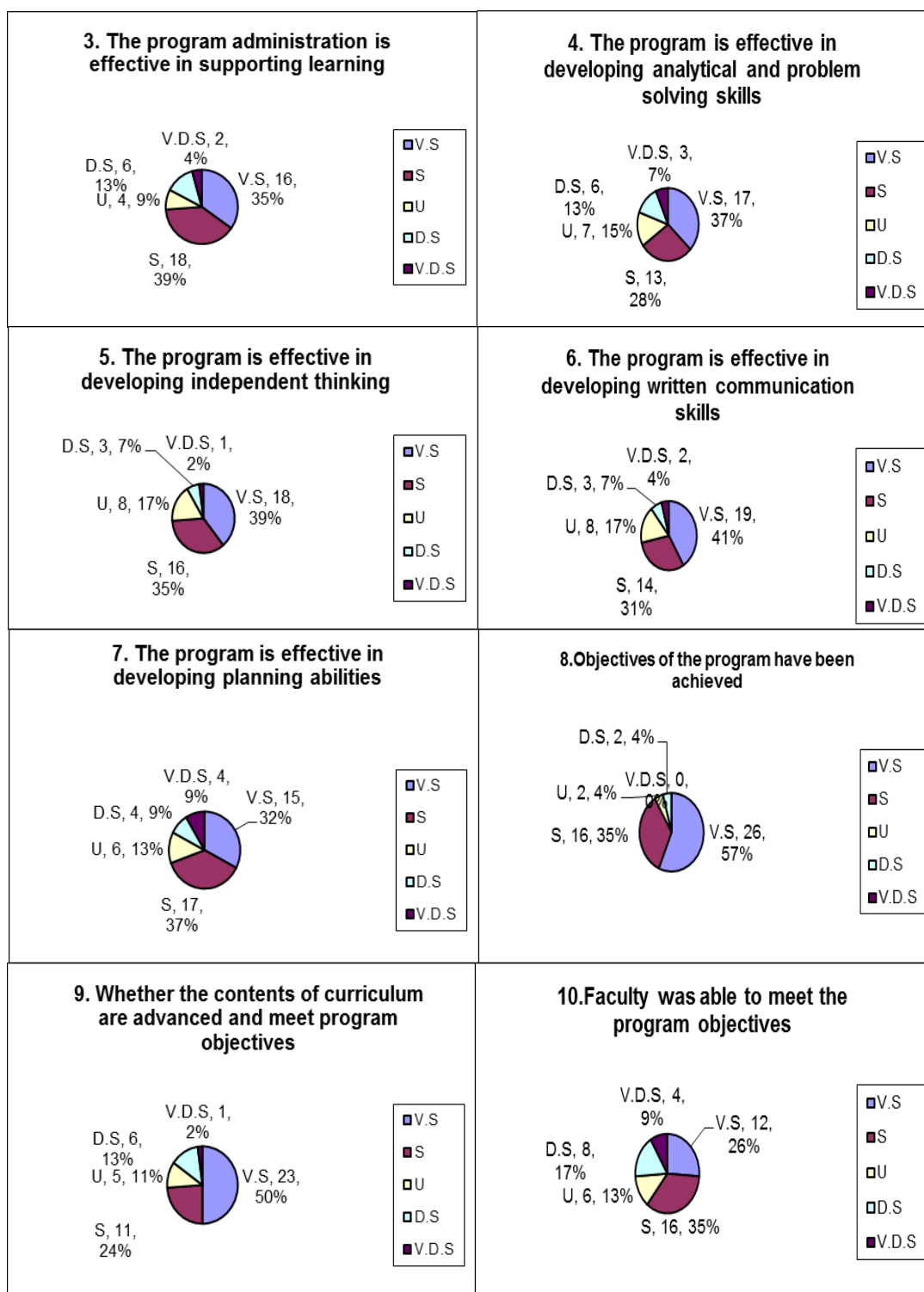


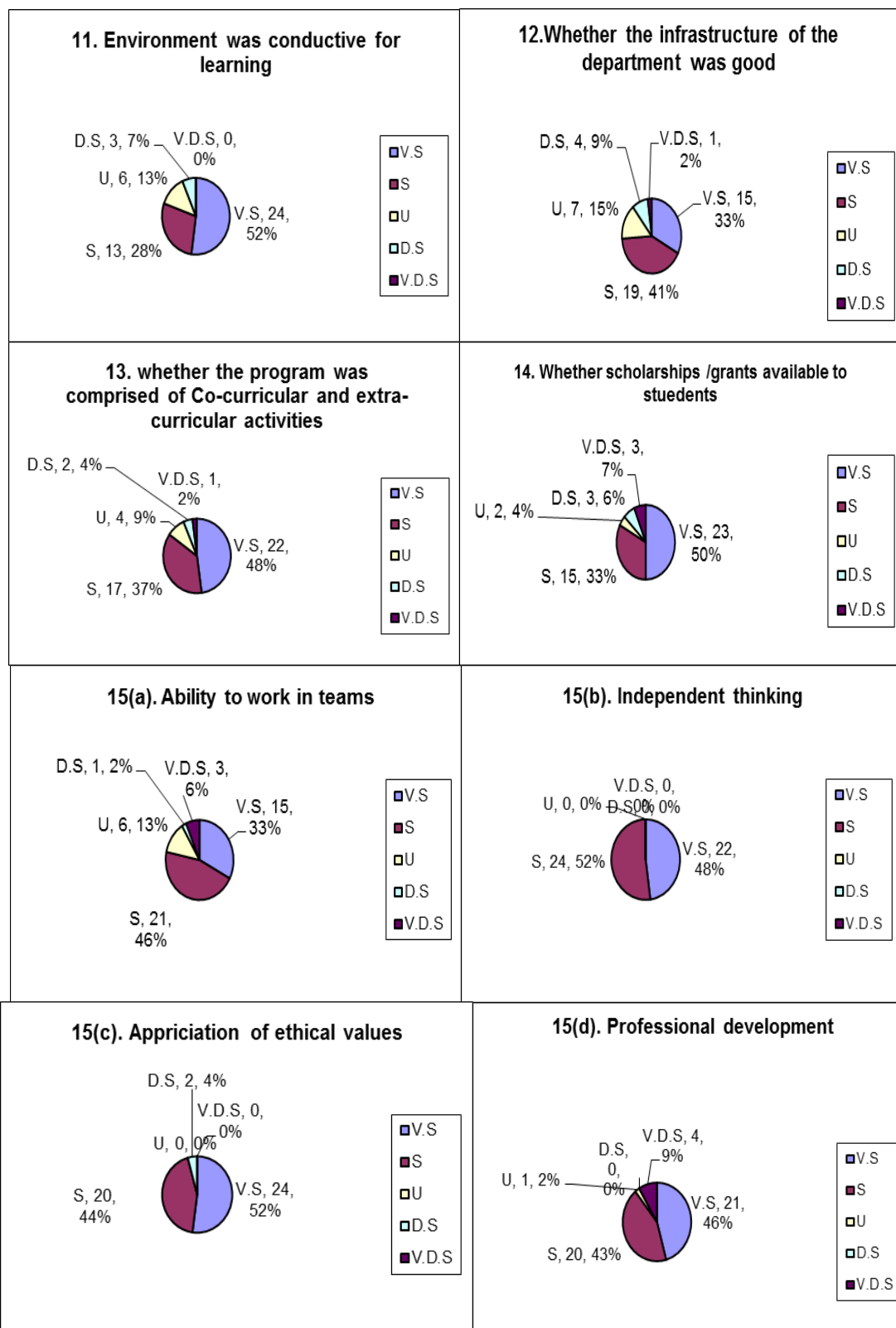
SURVEY OF GRADUATING STUDENTS (2009-10) (Proforma-3)

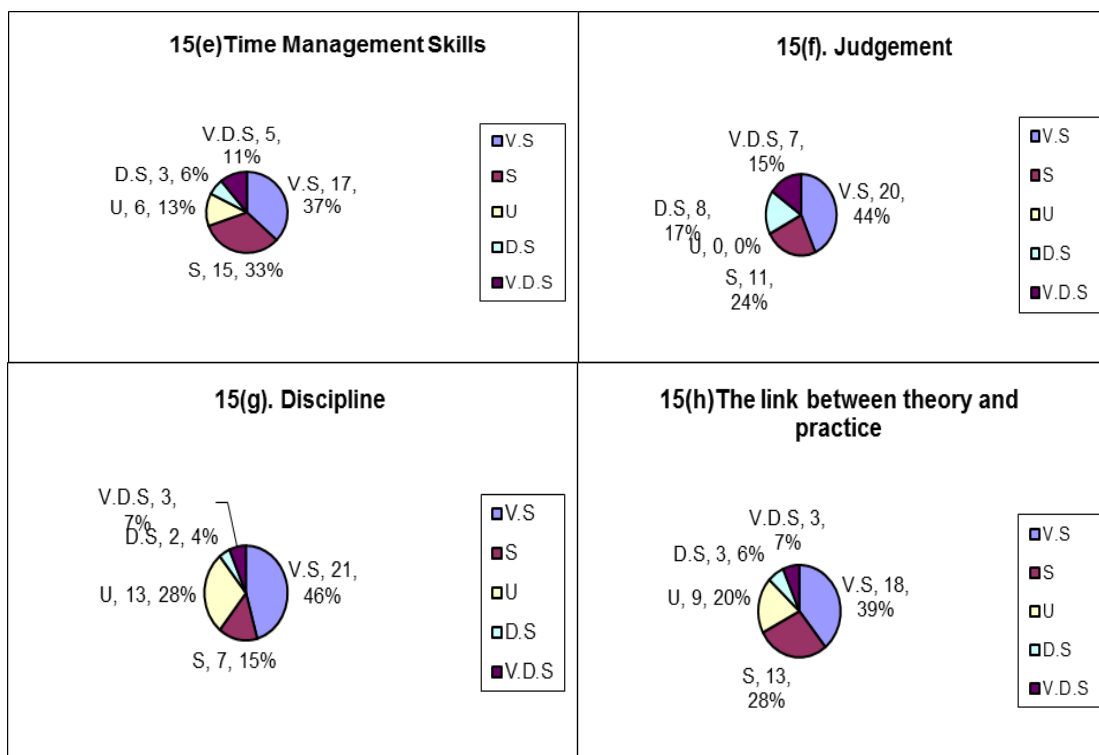
Following set of charts shows the survey of graduating students in last semester/year before the award of degree. Although above 70% students are satisfied with these aspects, however 21% disagreed that the work in the program is too heavy and induces a lot of pressure. 20% dissatisfied that the program is effective in developing analytical and problem solving skills. 17% were dissatisfied that the program administration is effective in supporting learning, 15% were not satisfied with the curriculum was advanced and met program objectives whereas 13% were dissatisfied with the scholarships and grants available to the students. The range of students agreed with the internship during the program is 61-100%. However, 8% students disagreed that the internship has enhanced their ability to work in teams, 4% were dissatisfied with appreciation of ethical values, 11% were dissatisfied with professional development and discipline created by internship. 32% disagreed that the internship has increased their judgment ability, 17% were not satisfied with time management skills and 13% were not happy with linkage of theory and practice.

VS = Very satisfied, S = Satisfied, U = Uncertain, DS = Dissatisfied, VDS = Very Dissatisfied







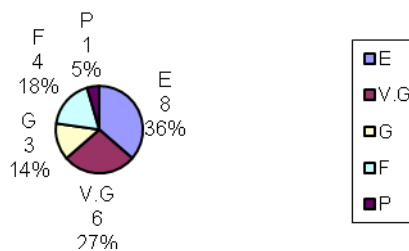


ALUMNI SURVEY RESULTS 2008-10 (Proforma-7)

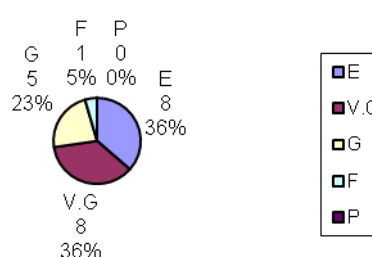
Alumni Survey was conducted by using Proforma-7. Following set of charts shows the survey of the students after the completion of one year. Although more than 50% of the students agreed with the given aspects, yet 9% disagree on Collecting and analyzing appropriate data and Judgment. 14 % on ability to link theory to practice. 5% on Maths, Science, Humanities and professional discipline, Oral Communication, Presentation Skills, and ability to work in arduous / challenging situation. And 4% on IT Knowledge, Independent thinking, Resource and Time management skills.

E = Excellent, VG = Very good, G = Good, F = Fair, P = Poor

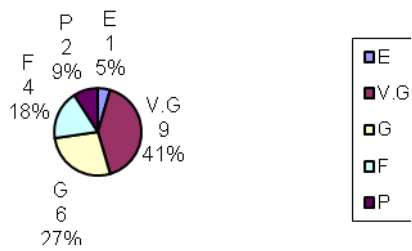
1. Maths, Science, Humanities and professional discipline



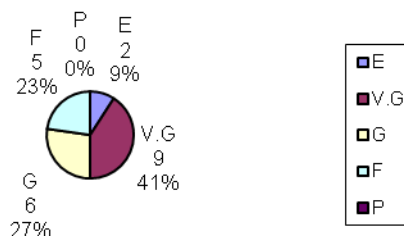
2. Problem formulation and solving skills



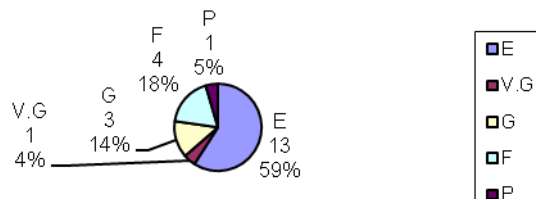
3. Collecting and analyzing appropriate data



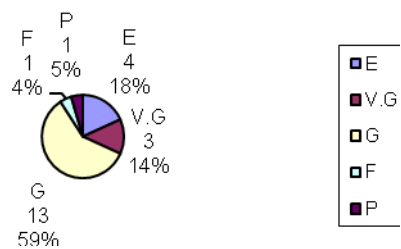
5. Ability to design a system component or process



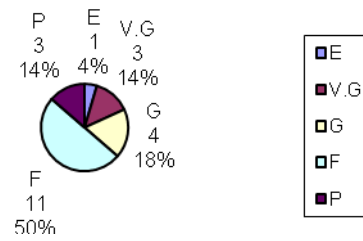
7. Oral Communication



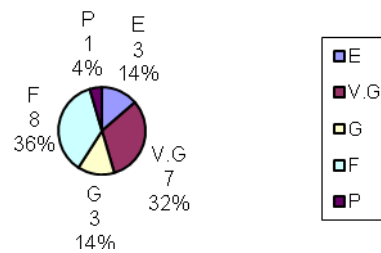
9. Presentation Skills



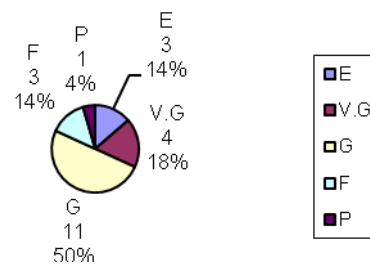
4. Ability to link theory to practice



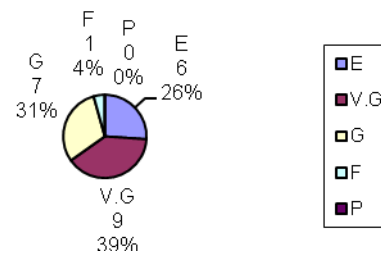
6. IT Knowledge



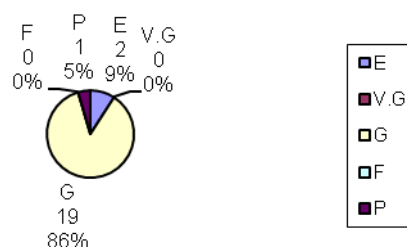
8. Report Writing



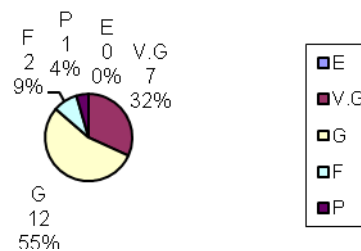
10. Ability to work in teams



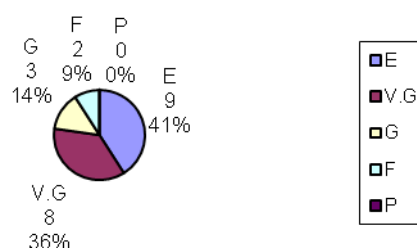
11. Ability to work in arduous / Challenging situation



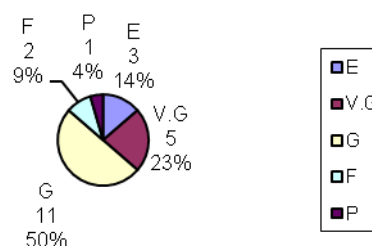
12. Independent thinking



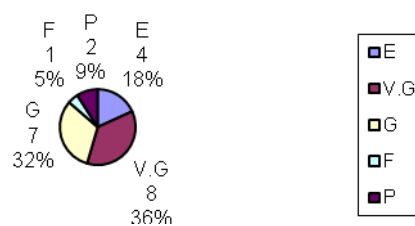
13. Appreciation of ethical Values



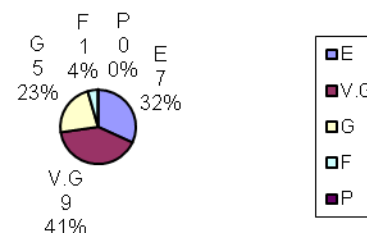
14. Resource and Time management skills



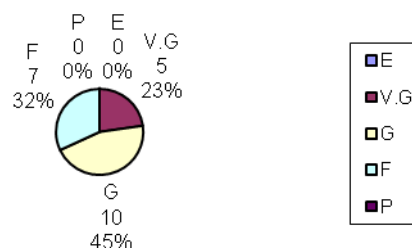
15. Judgement



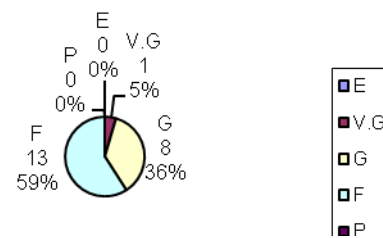
16. Discipline



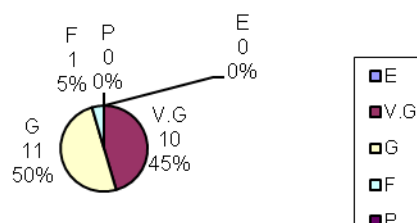
17. Infrastructure



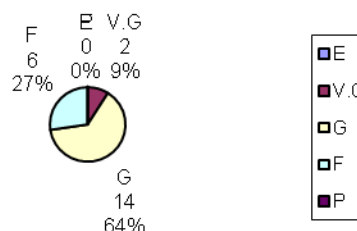
18. Faculty



19. Repute at National level



20. Repute at international level



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

The actions taken based on the results of periodic assessments, major future program improvements plans based on recent assessments, the strengths and weaknesses of the program and significant future development plans for the program are presented below.

Strength of the Department:

Although the Division needs much attention for its improvements and there is shortage of faculty members yet available teachers are two in number one posses Ph.D. degree and other have M.Phil. degree in related subject. One of the good aspects of B.Ed. programme is that Teaching Practice is arranged for students in different schools where they gain confidence of real field based experience.

Affectivity of Internship Experience

The internship experience was found effective in enhancing knowledge and developing ability to work in team, independent thinking, and appreciation of ethical values, professional development, time management skills, judgment and discipline.

Weakness Identified in the Program:

Advanced teaching and research is being handicapped due to short duration of program. There is shortage of Journals of Education and HEC has provided access to specialized Journals of the field of education at national level. There is a need for short term foreign training to faculty members. There is also need to establish/affiliate some laboratory schools for teaching practice

of pupil teachers. Basic necessities like lecture rooms, wash rooms, computer lab, Home Economics Labs are needed.

Regular morning program of B.Ed needs to be initiated. Full time faculty members in the relevant subjects and experience are required for program development.

Standard 1-4: **The department must assess its overall performance periodically using quantifiable measurers.**

TABLE- 3: PRESENT PERFORMANCE MEASURES FOR RESEARCH ACTIVITIES

Faculty	Journal Publications (National & International)	Conference Publications (Proceedings/ Abstract)	Projects
Ms Almas Kiani	02	03	Nil
Dr. M. Imran Yousuf	05	Nil	Nil
Ms. Sumaira Kayani	Nil	Nil	Nil

There are only two permanent members in faculty, whereas one post of Associate Professor is vacant. Others are hired as visiting faculty members for which well qualified persons are available.

Major Future Improvement Plans:

- To impart quality education in Continuing Education, using multimedia approaches and reviews and access to internet.
- To initiate B.Ed. Hons. 4 years programme.
- To offer B.Ed., 1 year morning programmes along with evening programmes.
- To offer INSETs (In-service Education of Teachers) short courses.
- To strengthen and reorganize the short courses for Women Development.

The Department is providing following community Services:

- Advisory services to the teachers as and when desired.

- Advisory services to women for their economic and social uplift.
- Guidance and supervision of students of various departments (Sociology and Anthropology, Economics and Extension Education).
- Supervision of B.Ed. students on internship in various schools.
- Advisory services to schools through capacity –building programs.

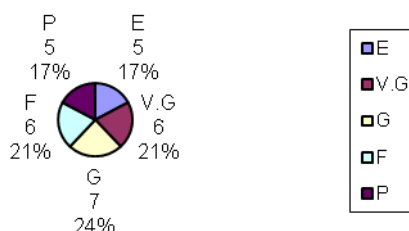
EMPLOYER SURVEY (2008-10) (Proforma-8)

Employer survey was conducted through Proforma-8. The main emphasis of this survey was to collect information about the quality of their delivery and institutional building. The graduates of Division were employed in different educational organizations. The rate of return of proforma was very low, yet eleven employers were available to rate their opinions in this regard. The results of this survey are presented in the following graphs.

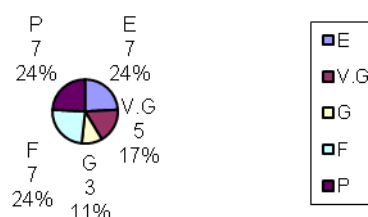
Following set of charts shows the survey of employer. Although more than 50% of the heads agreed with the given aspects, yet 35% complain about. Report Writing of the employee, 24% about Problem formulation and solving skills, 21% about IT Knowledge, 10% about Collecting and analyzing appropriate data and Presentation Skills, 17% about Independent thinking, 4% about Ability to work in arduous / Challenging situation, 7% about Ability to design a system component or process and 3% about Ability to link theory to practice, Appreciation of ethical values, and Time Management Skills of the employee.

E = Excellent, VG = Very good, G = Good, F = Fair, P = Poor

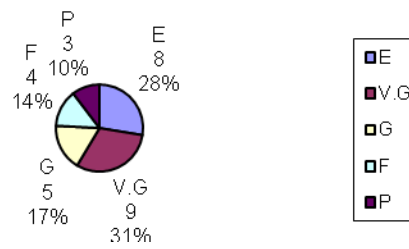
1. Maths, Science, Humanities and professional discipline



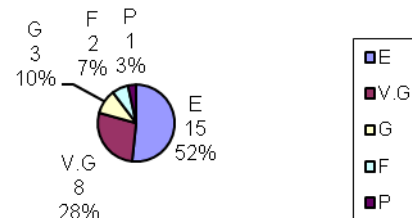
2. Problem formulation and solving skills



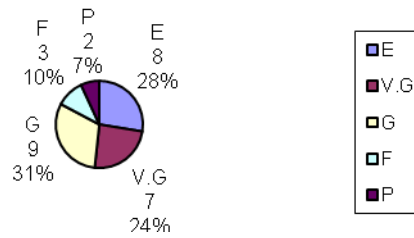
3. Collecting and analyzing appropriate data



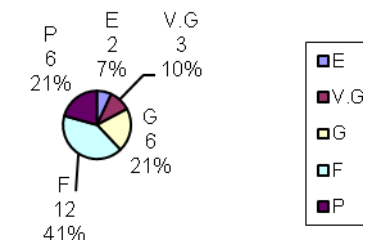
4. Ability to link theory to practice



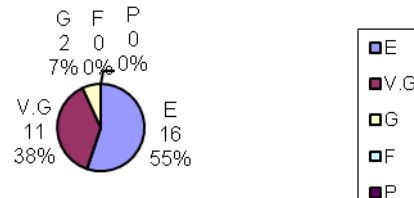
5. Ability to design a system component or process



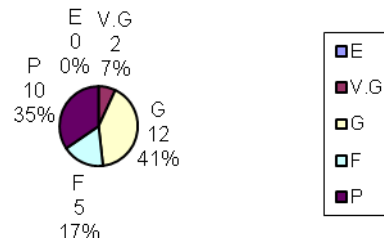
6. IT Knowledge



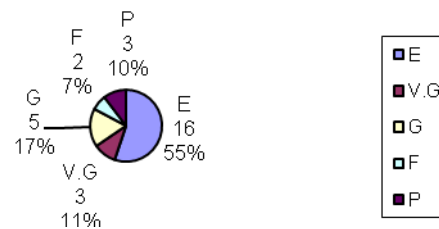
7. Oral Communication



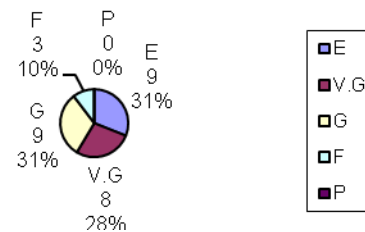
8. Report Writing



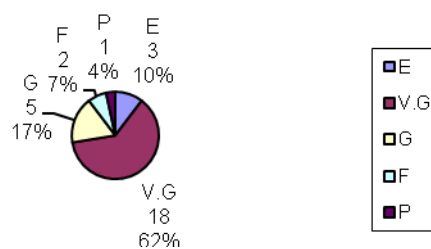
9. Presentation Skills



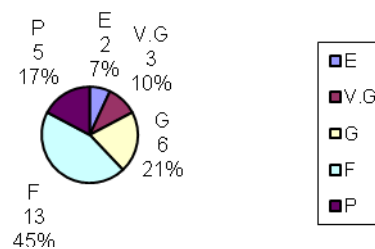
10. Ability to work in teams



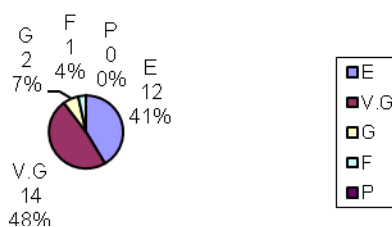
11. Ability to work in arduous / Challenging situation



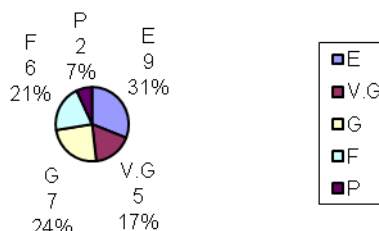
12. Independent thinking



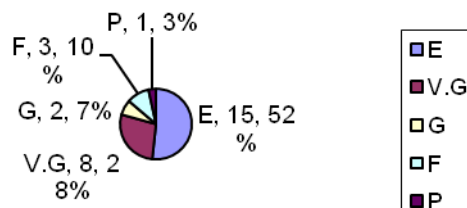
13. Appreciation of ethical Values



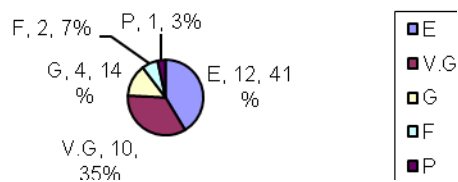
14. Reliability



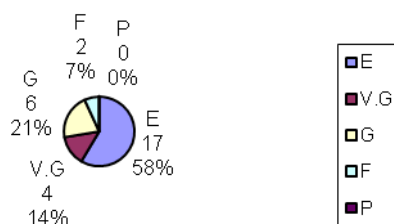
15. Appreciation of ethical values



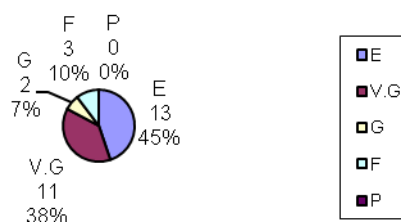
16. Time Management Skills



17. Judgement



18. Discipline



SECTION 2:

Criterion 2: CURRICULUM DESIGN AND ORGANIZATION

Degree Title: Bachelors of Education (B.Ed.)

Intent: All the courses for degree program were developed by a committee constituted by the Higher Education Commission. The committee consisted of experts and taught professors, subject-matter specialists from other universities and research organizations of the country. This university adopted B.Ed curriculum proposed by HEC, duly approved by the Academic Council.

Definition of Credit Hour:

A student must complete a definite number of credit hours. One credit hour is one theory lecture or two hours laboratory (practical / week). One credit hour carries 20 marks.

Degree Plan:

Presently two degree programs are organized by the Division i. e. B.Ed. and M.Ed. **B.Ed** program consists of two semesters or one academic year.

B.Ed.

Pre-requisites: minimum academic requirements

For B.Ed. program, a person holding B.A./B.Sc. or equivalent degree from a recognized institution with at least second division or overall 45 % marks is eligible for admission. The admission is offered on open merit basis which is determined on entry test and past academic performance.

Degree Requirements:

As a whole a student has to study 36 credit hours. After the completion of 1st semester, students choose a specialized field (major) of study. Teaching Practice is mandatory for B.Ed. students. They are given opportunity to have their teaching experience through Micro Teaching, facility offered within department, and learn how to deliver lessons and organise their related lesson plans. Then they are sent to various schools, where they have to conduct at least sixty lessons in their selected subjects in real school setting. In this way, they gain the internship experience of field based teaching learning opportunity.

Degrees are awarded after completing the required number of credit hours (courses). Minimum Grade Point Average for obtaining the degree is 2.50. To remain on the roll of the university a student shall be required to maintain the following minimum GPA/CGPA in each semester

TABLE-4: Degree Requirements

Semester	CGPA
First	1.50
Second	2.50

Examination & Weightage:

a) Theory

In theory paper, student's evaluation is done by mid-term examination, assignments/quizzes and final examination. Both the mid-term and final examinations are compulsory. A student, who misses the mid-term examination, is not allowed a make-up examination and is awarded zero marks in that examination. In case a student does not appear in the final examination of a course, he shall be deemed to have failed in that course. In theory, weightage to each component of examination is as prescribed here under:

Mid Examination	30%
Assignments	10%
Final Examination	60%

b) Practical

For practical examination (if applicable) 100% weightage is given to practical final examination

Eligibility for Examination:

A student is eligible to sit for the examination provided that he/she has attended not less than 75 % of the classes in theory and practical, separately. The minimum pass marks for each course are 40% for undergraduate.

TABLE-5: SCHEME OF STUDIES BACHELOR OF EDUCATION (B.ED)**PART-I COURSE CODE**

S. No.	Code.	Course Title	Credit Hours
1.	EDU-501	Functional English	3(3-0)
2.	EDU-502	Functional Urdu	3(3-0)
3.	SSH-501	Pakistan Studies	2(2-0)
4.	IS-502	Islamiyat	2(2-0)
5.	EDU-503	Perspectives of Education in Pakistan	3(3-0)
6.	EDU-504	School Organization & Class Room Management	3(3-0)
7.	EDU-505	Human Development & Learning	3(3-0)
8.	EDU-506	Measurement & Evaluation	3(3-0)
9.	EDU-507	Research Techniques & Teaching Projects	3(3-0)
10.	EDU-508	Curriculum Development & Teaching Methods	3(3-0)
11.	EDU-520	Teaching practice and observation	6(0-12)
PARTP-II (ANY ONE Group) (06 Credits)			
a) Humanities group (any two courses)			
12.	EDU-509	Teaching of English	3(2-2)
13.	EDU-510	Teaching of Urdu	3(2-2)
14.	EDU-511	Teaching of General Science	3(2-2)
15.	EDU-512	Teaching of Pakistan Studies	3(2-2)
16.	EDU-513	Teaching of Islamiyat	3(2-2)
17.	EDU-514	Teaching of Agriculture	3(2-2)
a) Science group (any two courses)			
18.	EDU-515	Teaching of Mathematics	3(2-2)
19.	EDU-516	Teaching of Physics	3(2-2)
20.	EDU-517	Teaching of Chemistry	3(2-2)
21.	EDU-518	Teaching of Biology	3(2-2)
22.	EDU-519	Teaching of Computer Skills	3(2-2)

Detailed course contents of B.Ed. schemes of studies are given in annexure-I

Standard 2.1: **The curriculum must be consistent and supports the program's documented objectives**

The assessment of curriculum given in the following table and the courses are cross tabulated according to the program's documented objectives.

TABLE-6: COURSES VS PROGRAM OUTCOMES

COURSES/GROUP OF COURSES	OUTCOMES								
	1	2	3	4	5	6	7	8	9
Core EDU-501, EDU-502, SSH-501, IS-502, EDU-505, EDU-504, EDU-505, EDU-506, EDU-507, EDU-508, EDU-520	X	X	XXXX	XXX	XX	XX	XX	XX	XX
Elective EDU-509, EDU-510, EDU-512, EDU-523, EDU-514, EDU-515, EDU-516, EDU-517, EDU-518, EDU-519,	X	X	X	X	XXX	X	X	XX	XX
Short Courses English Language, Computer Applications	X					X			

X = Relevant & Satisfactory
 XX = Relevant & Very satisfactory
 XXX = Very relevant & Satisfactory
 XXXX = Very relevant & very satisfactory

FACULTY COURSE REVIEW (Proforma-2)

Faculty course review was obtained through Proforma-2, main information retrieved from this review were that 30% weightage was given to Mid Examination, 10% weightage to assignments and 60% were reserved for Final Examination. Distribution of Grade in respective courses is described under:

TABLE: 7 2008-09

S. NO	Course Code	Course Name	Credit Hours	GRADES					Teacher's Name
				A	B	C	D	F	
1	EDU-501	Functional English	3(3-0)	12	29	03	-	-	Ms. Sarwat Mubarak
2	EDU-502	Functional Urdu	3(3-0)	14	25	05	-	-	Ms. Almas Kiani
3	EDU-503	Perspectives of Education in Pakistan	3(3-0)	16	23	05	-	-	M. Hashim Abbasi
4	EDU-504	School Organization & Class Room Management	3(3-0)	23	20	02	-	-	Dr. M. Imran Yousaf
5	EDU-505	Human Development & Learning	3(3-0)	20	20	04	-	-	Ms. Sumaira Kayani
6	EDU-506	Measurement & Evaluation	3(3-0)	11	21	16	-	-	M. Hashim Abbasi
7	EDU-507	Research Techniques & Teaching Projects	3(3-0)	13	17	06	-	-	Ms. Almas Kiani
8	EDU-508	Curriculum Development and Teaching Methods	3(3-0)	4	24	16	-	-	Ms. Almas Kiani
9	EDU-509	Teaching of English	3(2-2)	15	27	02	-	-	Ms. Sumaira Kayani
10	EDU-511	Teaching of G. Science	3(2-2)	13	09	-	-	-	Ms. Sumaira Kayani
11	EDU-515	Teaching of Mathematics	3(2-2)	20	2	-	-	-	Dr. M. Imran Yousaf
12	EDU-520(A)	Teaching Practice (Internship)	6(0-12)	3	9	10	-	-	Ms. Sumaira Kayani
13	EDU-520(B)	Teaching Practice (Internship)	6(0-12)	2	10	9	1		Dr. M. Imran Yousaf
14	IS-502	Islamiyat	2(2-0)	12	23	7	2		Mr. Ghulam Hussain Babar
15	SSH-501	Pakistan Studies	2(2-0)	1	15	27	1		Ms. Salma Shujeb

TABLE: 8 2009-10

S. NO	Course Code	Course Name	Credit Hours	GRADES					Teacher's Name
				A	B	C	D	F	
1	EDU-501	Functional English	3(3-0)	13	27	7	0	2	Mr. Yasir Iqbal
2	EDU-502	Functional Urdu	3(3-0)	22	24	-	-	1	Ms. Sumaira Kayani
3	EDU-503	Perspectives of Education in Pakistan	3(3-0)	8	25	13	-	1	Ms. Qaisra Parveen
4	EDU-504	School Organization & Class Room Management	3(3-0)	12	26	5	3	1	Dr. M. Azhar Naeem
5	EDU-505	Human Development & Learning	3(3-0)	08	35	04	0	2	Ms. Sumaira Kayani
6	EDU-506	Measurement & Evaluation	3(3-0)	27	17	03	0	2	M. Hashim Abbasi
7	EDU-507	Research Techniques & Teaching Projects	3(3-0)	19	27	-	-	1	Dr. M. Imran Yousuf
8	EDU-508	Curriculum Development and Teaching Methods	3(3-0)	06	35	06	0	2	Ms. Sumaira Kayani
9	EDU-509	Teaching of English	3(2-2)	27	14	5	-	1	M. Hashim Abbasi
10	EDU-511	Teaching of G. Science	3(2-2)	18	24	5	-	1	Ms. Sumaira Kayani
11	EDU-520	Teaching Practice (Internship)	6(0-12)	20	21	05	0	1	Ms. Sumaira Kayani
13	IS-502	Islamiyat	2(2-0)	17	24	6	-	1	Ms. Sumaira Kayani
14	SSH-501	Pakistan Studies	2(2-0)	4	15	28	-	2	Ms. Salma Shujeb

Following other Overview/Evaluation in formations were available through Faculty Course Review conducted through Proforma 2:

Items 1: About Students Course Evaluation Questionnaires

All the teachers were satisfied with Course Evaluation made by students.

Item 2: About External Examiners or Moderators

This column was not applicable to any teacher. So no response in this regard was offered.

Item 3: About Student/Staff Consultative Committee

This column was also not applicable to any case.

Item 4: About Curriculum

Course contents were rated appropriate and adequate. The department follows uniform curriculum at national level.

Item 5: About Assessment

Effectiveness of the methods of assessment in relation to the intended learning outcomes was rated satisfactory whereas two student teachers indicated to include more proportion of objective type items.

Item 6: About Enhancement

This section was also not relevant as it inquired earlier Faculty Course Review and the entire review was completely implemented.

Item 7: About changes

Changes for future delivery or structure of courses were proposed by teachers. It was indicated to change it on modern lines and to based upon field experiences and to use advanced technology in the instructional process.

Standard 2-2: Theoretical backgrounds, problem analysis, solution design must be stressed within the program's core material.

There is not set criterion for curriculum to adjust the theoretical backgrounds, problem analysis and solution design. Yet the entire curriculum sufficiently covers the theoretical frame work, situational analysis and problem solving and application for field experiences. Ideological, psychological and social foundations are covered within curriculum.

Following table provides information to differentiate approximate distribution of course elements into:

- a) Theoretical background
- b) Problem analysis
- c) Solution design

TABLE -9: COURSES CONTAINING SIGNIFICANT PORTION OF THEORETICAL BACKGROUNDS, PROBLEM ANALYSIS AND SOLUTION DESIGN

Elements	Courses
Theoretical backgrounds	SSH-501, IS-502, EDU-503, EDU-508, EDU-509, EDU-513, EDU-512
Problem analysis	EDU-501, EDU-502, EDU-504, EDU-505, EDU-506, EDU-507, EDU-509, EDU-511
Solution design	EDU-505, EDU-506, EDU-507, EDU-509, EDU-520, EDU-511

Standard 2-3: **The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body.**

The curriculum fits in with very well and satisfies the core requirements for the program, as specified the respective accreditation body.

Standard 2-4: **The curriculum must satisfy the major requirements for the program as specified by HEC, the respective accreditation body / councils.**

The curriculum satisfies the major requirements for the program as specified by HEC, and the Accreditation Council of Teacher Education (ACTE). The Council is currently working on a system development for accrediting awards of public-private education sector. The degree is recognized by all the agencies, such as, Federal Public Service Commission (FPSC), Provisional Public Service Commissions and other employing agencies.

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.**

The curriculum satisfies the general arts and professional and other discipline required for the program according to demands and requirements set by the HEC.

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

While the curriculum was prepared, all aspects of information technology were considered and after a critical analysis, relevant aspects were integrated into the program as:

- Course of Statistics based; Measurement & Evaluation (506) is included in core courses.
- Research technique & Individual Project (EDU-507) provides integrated concepts of IT use in Education. Students' presentations also involve this component fully.

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

- Ten percent weightage is given to assignment which includes written and oral communication work and multimedia presentations.
- Courses of Teaching Elective subjects involve demonstration of lessons before the class which ultimately leads to increasing their communicative skills.
- Micro teaching is used among short term teaching practice which has maximum potential to support this component.

SECTION 3:

Criterion 3: LABORATORIES AND COMPUTER FACILITIES

There is no laboratory in the Division. An audio visual language laboratory is needed along with other women development course related laboratories.

Standard 3-1: Laboratory manuals / documentation / instructions for experiments must be available and readily accessible to faculty and students.

Not applicable, as yet

Standard 3-2: There must be adequate support personnel for instruction and maintaining the laboratories.

Not applicable.

Standard 3-3: The University computing infrastructure and facilities must be adequate to support program's objectives.

The University shares inter-department laboratories and facilities. This is an integrated University, where the facilities of one Department are utilized by the other with mutual understanding and working out the schedule of work. The University has full fledged computer laboratories of computer technology located in other Departments. The Division shares this laboratory facility on requirement for B.Ed and other programs such as short courses. The Division has a computer laboratory which is insufficient for large number of students to work at. There is need for sufficient working computers in the laboratory as well as support personnel to maintain it.

With growing enrolment and with little distance location, the Division would facilitate a great deal to develop its own computer unit for its regular programmes as well as increased demand for short term courses, upon availability of accommodation.

- **Shortcoming in computing infrastructure** Computing facilities and support are not available to all faculty members and students. However, wireless internet facilities are available but its speed is slow. Students have limited access to main library service.

SECTION 4:

Criterion 4: STUDENT SUPPORT AND ADVISING

Pir Mehr Ali Shah Arid Agriculture University organizes support programs for students and provides information regarding admission, scholarship schemes placement services, etc. Department in its own capacity arranges orientation and guided tours. Directorate of Students

Affairs is also there and arranges various cultural activities and shares solving students' problems.

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

- Courses are taught as per criteria of HEC and the University.
- At undergraduate level subjects/ courses are offered as per scheme of study provided by the HEC and approved by Academic Council of University. Elective courses at postgraduate levels are, however, offered according to the availability of the faculty members and number of students.
- For undergraduate programs, a variety of courses is offered on demand- supply criterion.

Standard 4-2: Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.

To ensure effective interaction among students, faculty and teaching assistants, at the time of course formulation both theoretical and field/practical aspects are focused. Theoretical problems are explained and assignments are also given to the students whereas Teaching Practice is carried out in Community Schools. Study tours and Excursion Trips are arranged on totally self-supporting basis to keep them update on the latest developments in the area and to stimulate them for discussion through teacher/student interaction and to provide them recreational facilities.

- Courses are structured and decided in the meetings of faculty Board of Division and approved by the Academic Council.
- At the commencement of the semester, faculty members interact frequently among themselves and with students. Students are encouraged to participate in class discussion, followed by individual and group guidance.
- Emphasis is always given for an effective interaction between B.Ed. and M.Ed. classes to share their experiences.

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.**

Several steps are taken to provide for guidance and counseling services:

- Students are informed about the program requirements through departmental services.
- Through the personal communication of the teachers with the students.
- Monthly meetings are organized by the head of the department for counseling of the students. In addition, students can also contact with the relevant teachers whenever they face any problem.
- It is necessary for the students to participate in the monthly meeting.
- In case of some problem, Director, Student Affairs appointed by the University, helps the students. Tutorial System in all Departments has also been introduced. With Faculty development, Education Division will introduce this system formally.
- Realizing the need for exploring job opportunities for the University graduates, Directorate of Student Resource Centre has been established.

SECTION 5:

Criterion 5: PROCESS CONTROL

It includes student admission, students' registration, faculty recruitment activities, which are dealt by various statutory bodies and the University administration.

Standard 5-1: **The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.**

- The process of admission is well established and followed as per rules and criteria set out by HEC and the University. For this purpose an advertisement is published in the National News Papers by the Registrar Office.
- Admission criteria for B.Ed. minimum qualification of B.A. /B.Sc. or equivalent degree from any recognized institution, with at least second division and entry test is followed.
- Admission is offered on open merit basis.

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.

- The student name, after completion of the admission process, is forwarded to the Registrar Office for registration. Each student gets registration number according to the specific program.
- Students are evaluated through Mid, Final and Practical exams (if applicable) and through Assignments.
- Registration is done for one time for each degree but evaluation is done through the result of each semester. Only those students who fulfill the criteria of the University for promotion get promoted to the next semester.

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.

Recruitment policy followed by the University is recommended by the HEC and adopted by the University. Induction of all posts is done as per rules:

- Vacant and newly created positions are advertised in the national news papers, applications are received by the Registrar's office and call letters are issued to the short-listed candidates against the set criteria in terms of qualification, experience, publications and related requirements as determined by the University.
- The candidates are interviewed by the University Selection Board. Principal and alternate candidates are selected.
- Selection of candidates is approved by the Syndicate for issuing offer letters to join within a specified period.
- Induction of new candidates depends on the number of approved vacancies.
- Standard set by HEC is normally followed.

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.

- To provide high quality teaching, Department periodically revises the curriculum depending upon requirements, innovations and new technology.
- With the emergence of new fields, new courses are introduced, and included in the curriculum.
- Students usually buy low cost Asian editions, and foreign books reproduced by National Book Foundation (NBF) also available in the University library, where documentation, photo stat and internet facilities are accessible.
- Hand outs and specific readings are provided by the faculty members..
- Most of the lectures are supplemented by overheads, slides pictures, multimedia etc.
- All efforts are made that the courses and knowledge imparted achieve intended objectives and outcomes. The progress is regularly reviewed in the staff meetings.

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 Examination Department announces the dates of commencement of examination. After each semester, the Controller's office notifies the results of the students. The evaluation procedure consists of quizzes, mid and final examinations, practicals, assignments, reports and presentations. The minimum pass marks for each course is 40%.
- In theory, weightage to each component of examination is as prescribed here under:

Mid Examination	30%
Assignments	10%
Final Examination	60%

- Grade points are as follows:

TABLE: 10 Grade points

Marks obtained	Grade	Grade point	Remarks
80-100 %	A	4	Excellent
65-79 %	B	3	Good
50-64 %	C	2	Satisfactory
40-49 %	D	1	Pass
Below 40 %	F	0	Fail

- Gold Medal is awarded to the graduate who secures highest marks. Degrees are awarded to the students on the annual Convocation that is held every year.

SECTION 6

Criterion 6: FACULTY

Standard 6.1: Full Time Faculty

TABLE-11: FACULTY DISTRIBUTION BY PROGRAM

Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each area	Number of faculty with Ph.D.
B.Ed.	13	03 regular + 1 on Contract + visiting	01

Experience

There are three permanent faculty members; one has 11 years of experience, the other has 4 years and third has one year experience at University level teaching. One faculty member on contract carries experience in teaching, research and management over two decades at senior advisory and professional level. All other visiting faculty has more than five years teaching experience.

Research Interest

Major areas of interest of faculty members are educational policy and planning, research, curriculum, educational psychology and guidance educational management, Islamic system of education, languages and school community relationships.

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.

- Professional training and availability of adequate research and academic facilities are provided to the faculty members according to the available resources.

- Existing facilities include mainly internet access, which is available through networking system in addition to library facility with latest books available.
- The faculty members of the Division organized special training programs for professional development of teachers of this University and local teaching institutions, under PECEPT organized by National Academy of Higher Education, HEC and also contribute as resource persons in similar programs, organized by public sector Universities.

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

- The faculty members are always encouraged to enrich their experience and expertise. One of them is currently doing PhD and the other is on post Doctorate work in Scotland.

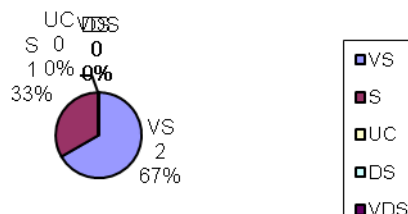
FACULTY SURVEY (2008-10) (Proforma-5)

The faculty survey was conducted through Profrma-5 and the results are presented below. Faculty members were satisfied with the intellectual accomplishment, interactive teaching, and their academic guidance to the students, team work, leading to productivity. In all aspects all the participants expressed their satisfaction.

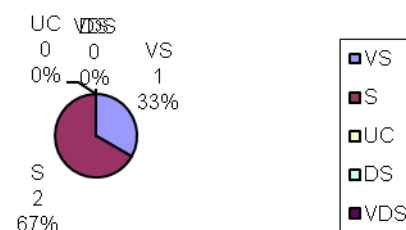
Following set of charts shows the faculty survey. Although approximately 50% of the faculty members are satisfied with these aspects, however 67% members were uncertain that the mentoring available. Whereas 33% were dissatisfied that amount of time for oneself and family. And similar percent of the members were uncertain that that administrative support from the Division, clarity about the faculty promotion process and prospects for advancement and progress through ranks.

VS = Very satisfied, S = Satisfied, U = Uncertain, DS = Dissatisfied, VDS = Very Dissatisfied

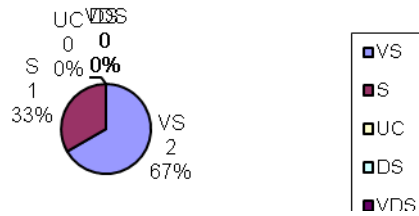
1.Mix of research, teaching and community services



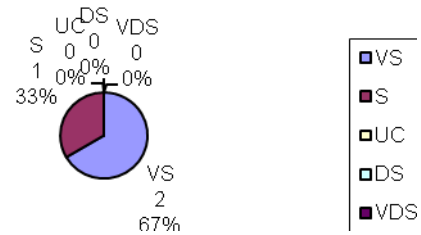
2.Intellectual situation of work



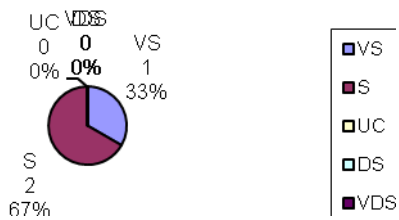
3. Type of teaching/ research currently do



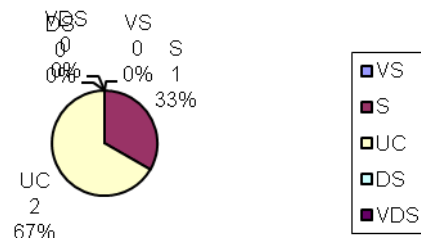
4. Interaction with students



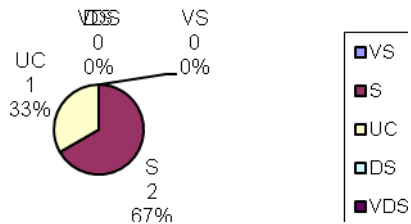
5. Cooperation from colleagues



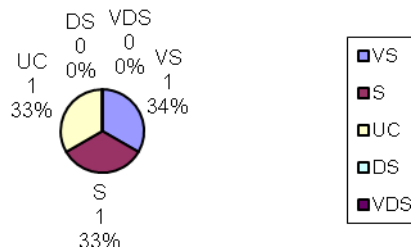
6. Mentoring available



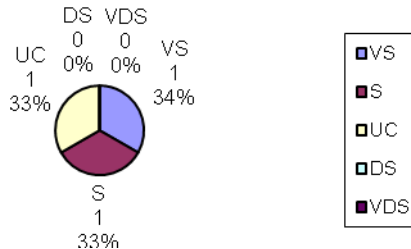
7. Administrative support from the department



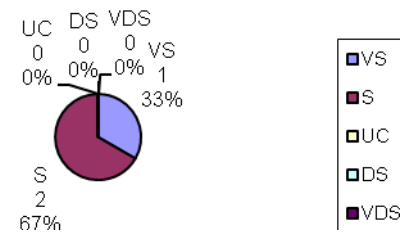
8. Clarity about the faculty promotion process



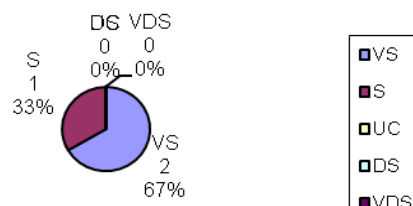
9. Prospects for advancement and progress through ranks



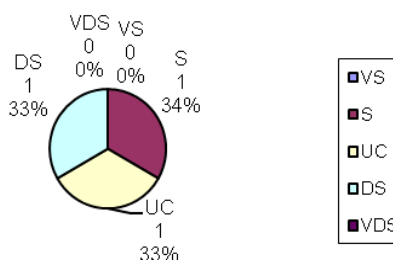
10. Salary and compensation package



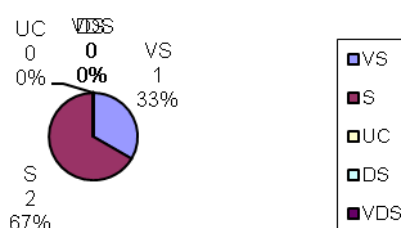
11. Job security and stability at the department



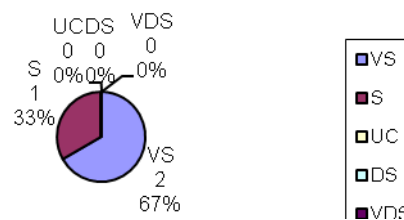
12. Amount of time for oneself and family



13. The overall climate at the department



14. Department utilizing experience and knowledge



SECTION 7:

Criterion 7: INSTITUTIONAL FACILITIES

INSTITUTIONAL FACILITIES:

The institution must have the infrastructure to support new trends in learning such as e-learning including digital publications, journals etc.

- The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel. Insufficient library's technical collection of books, recommended books, relevant journals of the programs are highly inadequate.
- These aspects need to be strengthened in number and space.
- There is insufficient accommodation of class rooms.

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

The faculty has access to e-library which is very helpful for the high quality education and producing research of international standard. They also have access to the internet. However the Division has the following shortcomings/problems:

- The internet services provided by the University are insufficient. The speed of internet is slow and often internet does not work. The soft phones are also connected with the internet and the services are often breached.
- Computers are not provided by the University, faculty members have arranged their own PCs in offices for their use. There is only one computer for office which is much old. Latest computer is needed to support the advanced software.
- There is one computer laboratory having Pentium-1 computers which needs to be replaced by latest technology.
- Division needs its own permanent building to establish the computer and language laboratories separately.
- Majority of the equipments for short courses is either out of order or outdated.
- Poor electric wiring produces short circuits and power failures.
- Lack of supporting staff.
- Fans and tube lights are out of order and are not properly and timely repaired.

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.

The University Central Library has very limited number of books, journals and periodicals in education. It's a small library in term of space and facilities with no catalogue system. It lacks meeting standards of a University Library.

Standard 7.3: Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.

Currently the class rooms are not enough and the space is not only limited but also some basic facilities are lacking. There is a problem of electricity especially short circuits occurred. One class is arranged at Examination Hall, which remains disturbed by movements and interventions.

SECTION 8:

Criterion 8: INSTITUTIONAL SUPPORT

The University administration has been struggling hard to strengthen all the Departments/Institutes/Division and their up gradation of departments and establishing new faculties and Institutes. The university is also trying to attract highly qualified faculty. Unfortunately, this aspect is very weak.

- Due to unavailability of desired number of class rooms, classes are also arranged in examination hall.
- Space limitation is the major constraint in the development and strengthening of discipline.

There must be sufficient support and financial resources to attract and retain high quality faculty members.

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

At present Division is having a very meager financial resource to maintain its present needs. The Division at top level floor of main library building. There are insufficient classrooms; offices and Labs for conducting lab work.

There is a dire need for increasing the financial resources allocated to the Division, developing seminar library, laboratories and computer facilities. Suggestions are offered below:

- In- country and overseas trainings should be arranged for the faculty members.

- Proper building and classrooms are required for smooth conduct of educational activities. Establishment of computer lab, audio-video language lab and Home Economics laboratories are equally needed.

Standard 8-2: **There must be sufficient high quality graduate students and research scholars.**

The intake of B.Ed. students is once in a year. However short courses are offered in summer and winter sessions. A strict merit policy is applied during admission coupled with entry test. Details of the students enrolled during the year are given in the following Table.

TABLE-12: ENROLLMENT IN PROGRAM DURING THE YEAR

Discipline	2008-09	2009-10
B.Ed	44	46

Research

Research as a course is offered at B.Ed. level. Portfolio-based research is conducted to offer them practical experience in research. Profrma-4 (Annexure V), applicable at B.Ed level is attached.

Standard 8-3: Financial Resources

Salaries of the staff are drawn directly by the University Accounts. Nominal contingency is available and for specific need University's main budget is available.

SUMMARY

The self assessment report of 2008-10 of B.Ed, PMAS-AAUR depicts the historical introduction of this program and its establishment. The program has progressed remarkably and made significant contribution to equip the prospective teachers. The program also provides an understanding of future developments of teaching profession. The program also resolves different issues and problems related to teacher education in Pakistan as it equips a number of teachers with good teaching strategies. The department is also planning to organize morning classes for B.Ed. the scheme of studies of B.Ed program will also be revised earlier.

In this report, six specific objectives were formulated adopting SMART approach. These were analyzed thoroughly in accordance with the criteria set by Higher Education Commission. The program mission objectives and outcomes are assessed and strategic plans are presented to achieve the goal. The program outcomes are partially supportive to program objectives. Teachers' evaluation revealed to be satisfactory. Weaknesses are identified which are related to advanced teaching expertise and teacher's normal behavior. Courses were also evaluated and evaluation depicted a satisfactory standard.

In order to prepare new scheme of studies, prerequisites are fully observed, examined and conducted as per the schedules. Academic schemes would also be prepared. The number of courses along with their titles and credit hours for each semester and course contents of the program are already satisfactory but these will be further checked and revised according to the requirements. The efficiency of the program is measured which is satisfactory. Computer facilities and advanced library are needed to strengthen the program. Further, proper steps are to be taken to guide students for program requirements, communications, meetings, tours, student-teacher relationships etc. students should be well informed of departmental activities, jobs, internships and other activities.

In regard to the process control, it covers admission, enrolment, registration, and recruiting policies, and courses, delivery of material, academic requirements, performance and grading. University as well as Higher Education Commission has set forth proper rules which are followed properly. At present, there are four faculty members. Three are regular employees and

one is on contractual basis. Faculty is needed to be increased. Faculty's needs motivation as well. Institutional facilities were measured through criterion 3; infrastructure, library, classroom and faculty offices in each case, shortcomings and limitations are highlighted. Institutional facilities need to be strengthened.

PROGRAM ASSESSMENT TEAM

Director **(Coordinator)** _____

M. Hashim Abbasi **(Member)** _____

Ms. Sumaira Kayani **(Member)** _____

Annexures

Proforma-9

Faculty Resume-1

Name	Dr. Muhammad Imran Yousuf
Personal	Assistant Professor, Division of Continuing Education, PMAS-Arid Agri. Univ. Rawalpindi Phone: 03338113709
Experience	Date, ...2007 Title, Assistant Professor Institution PMAS-AAU Rawalpindi
Honor and Awards	
Memberships	
Graduate Students Postdocs Undergraduate Students Honour Students	Years Degree Name
Service Activity	Nil
Brief Statement of Research Interest	
Publications	
1. Yousuf, M.I. , M. N. Anwar, M. Sarwar. (2008). Perceptions of Course Coordinators and Course Writers for Developing Distance Learning Material. <i>Turkish Online Journal of Distance Education</i> , 9(2), 123-137. 2. Anwar, M. N., M.I. Yousuf , M. Sarwar. (2008). Decision Making Practices in Universities of Pakistan. <i>Journal of Diversity Management</i> , 3(4), 19-26. 3. Yousuf, M.I. (2009). Comparative Perspectives of Study Strategies among High and Low Achievers Distance Learning Students. <i>Turkish Online Journal of Distance Education</i> , 10(3), 117-127. 4. Sarwar, M., M.I. Yousuf , S. Hussain. (2009). Relationship between Achievement Goals, Meta-Cognition and Academic Success in Pakistan. <i>Journal of College Teaching & Learning</i> , 6(5), 51-56. 5. Sultana, N., M.I. Yousuf , M. Naseer-ud-Din, S. Rehman (2009). The higher the quality of teaching the higher the quality of Education. <i>Contemporary Issues in Education Research</i> , 2(2), 59-64. 6. Yousuf, M.I. , N. Sultana, M. Naseer-ud-Din, S. Rehman (2010). Diversity of desired and observed levels of qualities among teacher candidates perceived by private school management.	

<i>Journal of Diversity Management</i>, 5(1), 1-6. 7. Sarwar, M., M.I. Yousuf, S. Hussain. (2010). Attitude Toward Democracy In Pakistan: Secondary School Teachers' Perceptions. <i>Journal of College Teaching & Learning</i>, 7(3), 33-37. 8. Yousuf, M.I., M. Sarwar, G. Darth, M. Naseer-ud-Din (2010). Peace Perceptions Of Prospective Teachers For Promoting Peace Activities For School Settings In Pakistan. <i>Journal of College Teaching & Learning</i>, 7(3), 53-57. 9. Asma-Tuz-Zahra, M.H. Arif, M.I. Yousuf (2010). Relationship of academic, physical and social and self-concepts of students with their academic achievement. <i>Contemporary Issues in Education Research</i>, 3(3), 73-78. 10. Hussain S, Sarwar M, Yousaf I, Naemullah and Inamullah (2010). An experimental study for effectiveness of Super Learning technique at elementary level in Pakistan. <i>Educational Research and Reviews</i>, 5 (1), 86-89. 11. Yousuf, M.I., M. T. Alam, M.L. Sajjad, M. Imran (2010). Amelioration of educational conditions through School Management Committees. <i>Journal of College Teaching & Learning</i>, 7(9), 47-51. 12. Naseer-Ud-Din, A.R. Khaleeq, M.I. Yousaf, S.H. Akhtar (2010). Role of university education in understanding of social respect in women. <i>International Journal of Academic Research</i>, 2(6), 180-187. 13. Yousuf, M.I., M.T. Alam, M. Sarwar, M. Naseer-ud-Din (2010). Non-Governmental Organizations' Service Quality for Development of Basic Education in Pakistan. <i>African Journal of Business Management</i>, 4(14), 3201-3206. (Impact Factor 1.105) 14. Yousuf, M.I., M.T. Alam, M. Sarwar, A.N. Ranjha. (2010). Issues and problems of NGOs working for literacy in Pakistan. <i>International Journal of Academic Research</i>, 2(6), 474-478.	
Research Grants and Contracts.	Nil
Other Research or Creative Accomplishments	
Selected Professional Presentations	

Faculty Resume-2

Name	Ms. Almas Kiani									
Personal	Assistant Professor, Division of Continuing Education, PMAS-Arid Agri. Univ. Rawalpindi Phone: 03008549626									
Experience	<table border="0"> <thead> <tr> <th>Date,</th> <th>Title,</th> <th>Institution</th> </tr> </thead> <tbody> <tr> <td>.....</td> <td>Assistant Professor</td> <td>PMAS-AAU Rawalpindi</td> </tr> <tr> <td>.....</td> <td>Lecturer</td> <td>PMAS-AAU Rawalpindi</td> </tr> </tbody> </table>	Date,	Title,	Institution		Assistant Professor	PMAS-AAU Rawalpindi		Lecturer	PMAS-AAU Rawalpindi
Date,	Title,	Institution								
.....	Assistant Professor	PMAS-AAU Rawalpindi								
.....	Lecturer	PMAS-AAU Rawalpindi								
Honor and Awards										
Memberships										
Graduate Students Postdocs Undergraduate Students Honour Students	<table border="0"> <thead> <tr> <th>Years</th> <th>Degree</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="height: 40px;"></td> </tr> </tbody> </table>	Years	Degree	Name						
Years	Degree	Name								
Service Activity	Nil									
Brief Statement of Research Interest	To conduct research work in the fields of Mentoring, Educational Planning and Management, Educational Psychology.									
Publications	Nil									
Research Grants and Contracts.	Nil									
Other Research or Creative Accomplishments	Nil									
Selected Professional Presentations	Nil									

Faculty Resume-3

Name	Miss Sumaira Kayani		
Personal	Lecturer, Division of Continuing Education, PMAS-Arid Agri. Univ. Rawalpindi Phone: 03008549626		
Experience	Date,	Title,	Institution
	12-09-2008	Lecturer	PMAS-AAU Rawalpindi
Honor and Awards	Nil		
Memberships	Nil		
Thesis Supervision Graduate Students Postdocs Undergraduate Students Honour Students	Nil		
Service Activity	Nil		
Brief Statement of Research Interest	To conduct research work in the fields of Educational Psychology.		
Publications	Nil		
Research Grants and Contracts.	Nil		
Other Research or Creative Accomplishments	Nil		
Selected Professional Presentations	Nil		