



**PIR MEHR ALI SHAH
ARID AGRICULTURE UNIVERSITY
RAWALPINDI**

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

M.Ed Program

Self Assessment Report

2008-10

Program Self Assessment Team

Director	(Coordinator)
M. Hashim Abbasi	(Member)
Ms. Sumaira Kayani	(Member)

CONTENTS LIST

		Page #
	Introduction	04
Criterion-1	Program Mission, Objectives and outcomes	06
Criterion 2	Curriculum Design and Organization	124
Criterion 3	Laboratories and Computing Facilities	132
Criterion 4	Students Support and Guidance	133
Criterion 5	Process Control	135
Criterion 6	Faculty	138
Criterion 7	Institutional Facilities	141
Criterion 8	Institutional Support	143

LIST OF TABLES

Table-1	Program objectives assessment	09
Table-2	Objective Vs outcomes	10
Table-3	Present performance measures for research activities	120
Table-4	Degree Requirements	125
Table-5	Scheme of studies for M.Ed	126
Table-6	Course Vs Program Outcomes	127
Table-7	Faculty Course Review (2008-09)	127
Table-8	Faculty Course Review (2009-10)	128
Table-9	Courses containing significant portion of theoretical background, problem analysis and solution design	130
Table-10	Grade points	137

Table-11	Faculty distribution by program area	138
Table-12	Enrolment in B.Ed programs	144

ANNEXURE

Annexure I	Proforma	145
------------	----------	-----

INTRODUCTION

The Division focused on teacher education programs leading to award of degree (B.Ed.) and post graduate (M.Ed.) work. Short training programs for empowerment of women in home economics and computer literacy were concurrently introduced during summer sessions. The first batch of students was enrolled in M.Ed. program. Without gender bias the programs in teacher education and other ones participation rate of both groups, initially was comparable. With the passage of time, women participation rate in almost all programs increased manifold from September, 1997 to July 2009. In addition 25 short certificate courses of duration ranging from one week to three month 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 building up professional competency of teachers (PECEPT), 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 work of micro teaching was also conducted to gain practical experience of affective teaching.

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 M.Ed. program as per desire of QEC.

This Self Assessment Report (SAR) of M.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 M.Ed program offered by the Division of Continuing Education is to deliver quality education, prepare better teachers of tomorrow schools, and create interest in youth as prospective teachers, educators, managers of education and conductive action research, prepare learners for leadership initiatives, conduct research and extend knowledge, 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 enable educators with professional vision through intensive study of new developments, trends and directions in the light of modern scientific and technical advancement.
2. To enable teacher play the role of effective organizer of teaching and learning activities.
3. To provide insight of education and meet the teaching learning challenges and needs of present and future.
4. To provide knowledge for effective use of instructional technology in the classroom.
5. To develop attitude and behavior appropriate for teacher education in Pakistan.
6. To enable students to integrate the educational activities with areas of specialization.

Strategic objectives of the department 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 (from local resources, wherever possible), 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 through teaching as their professional choice.

Program Outcomes:

Following are program outcomes to produce the degree of skills and capabilities of the prospective teachers:

1. Enable the students to get basic knowledge of the course.
2. Students will be able to apply knowledge of teaching-learning.

3. Students shall have an ability to identify, analyze and resolve the practical teaching-learning problems as managers, policy makers and educational experts.
4. Students shall have an ability of developing 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 have an ability 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 to meet future challenges	On the basis of course development evaluation & content enrichment	It is a continuous process as per requirement	Teaching method needed to be improved	Teaching method was revised on interactive lines
2	To impart modern, scientific and advanced knowledge as basic and applied area	Back ground information and status of knowledge of students through graduating students surveys	At the time of admission and/or completion of courses	Some basic/ make up courses need to be included in the curriculum	Revision and updating the curriculum as per requirement and a improvement plan initiated
3	To provide knowledge of Guidance and counseling	Assessing interest of students and students feed back	Before and after Course /Research projects	Students to make guidance programs/Lack of research interest and skills.	Introducing /building up guidance and counseling activities
4	Integration of instructional technology in related field	Through entry tests, interviews suggestions by students	In presentations, Discussion panels	Related and studies subjects recommended to be studies	Enhancement of knowledge and vision by integrating the subjects
5	To develop appropriate attitude towards teacher education	Through self assessment and survey	Continuous activity	Relate management skills of teacher education	Emphasize teacher education areas for all specialized courses
6	Anticipation of Action Research behavior	Through course evaluation and Alumni feed back	Continuous activity	Identification of contemporary issues and report writing	Improving discussion and offer reporte writing tasks for non-thesis group

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	XX	XX	X	XX	XXX	X	X	X	X
2	X	XX	X	X	X	X	X		X
3	X	XXX	XX	X	X	XX	XX	X	X
4	XX	X	X	X	XX	X	X	XX	X
5	X	XX	X	XX	XX	X	X	X	X
6	X	XX	XX	X	X	X	XX	X	XX

X = Relevant

XX = Relevant and Satisfactory

XXX = Very relevant and satisfactory

XXXX= Highly relevant and satisfactory

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

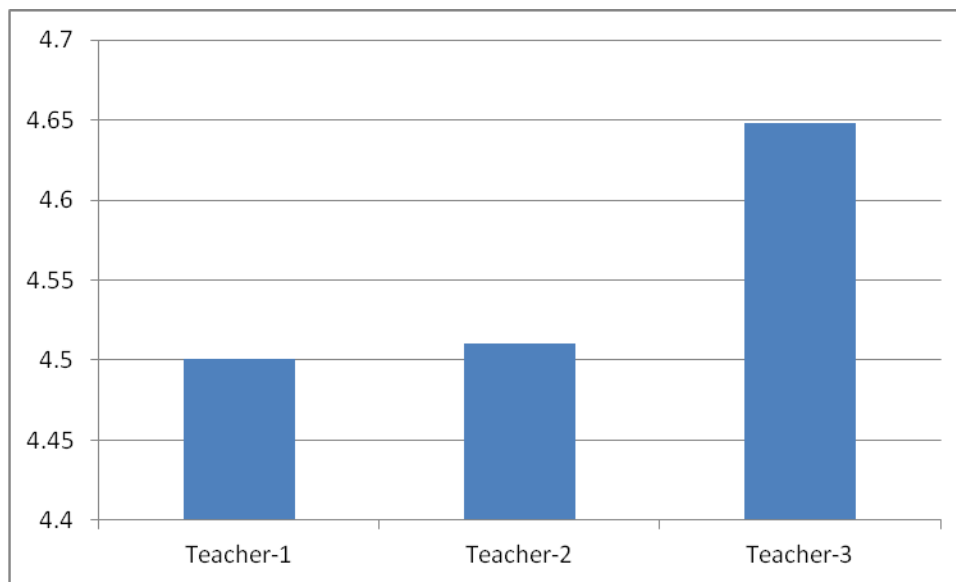
Different self assessment surveys were conducted Sample of the forms are annexed. The data obtained from these sources was analyzed and presented in assessment report in the form of tables, graphs, and statistical analysis.

M.ED PROGRAM

TEACHERS' 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 3 teachers in the department teaching M.Ed during the session. 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 4.648 points out of 5 while Teacher-2 scores 4.51 and Teacher-2 has 4.501 score.



Teachers' comparative graph session 2008-09

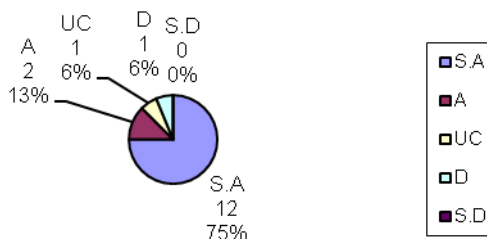
Teacher-1 EDU-701

Following pie charts show that more than fifty percent of the students were satisfied with the performance of the teacher. However 6% disagreed that the instructor is prepared for each class same percent disagreed that the instructor has completed the whole course, the instructor leaves on time, the instructor is fair in examination, the syllabus clearly states course objectives

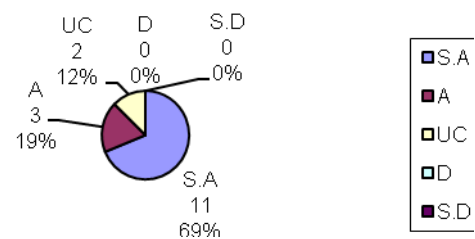
requirements procedures and grading criteria, the course integrates theoretical course concepts with real-world applications and the course material is modern and updated. Whereas 13 % disagreed that the instructor gives citations regarding current situations with reference to Pakistani context, the instructor shows respect towards students and encourages class participation, the instructor maintains an environment that is conducive to learning, the instructor arrives on time and the assignments and exams covered the materials presented in the course.

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

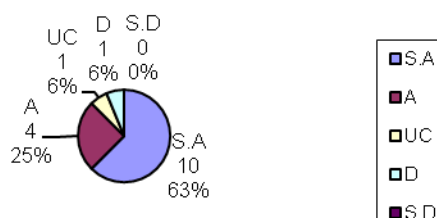
1. The Instructor is prepared for each class



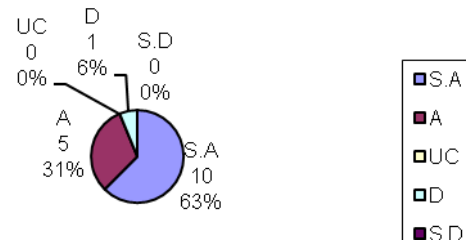
2. The Instructor demonstrates knowledge of the subject



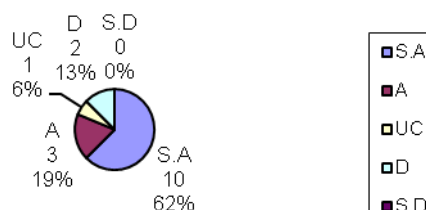
3. The Instructor has completed the whole course



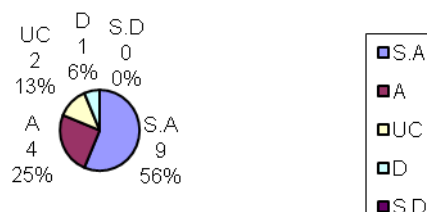
4. The Instructor provides additional material apart from text



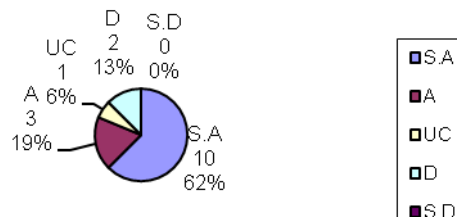
5. The Instructor gives citations regarding current situations With reference to Pakistani context



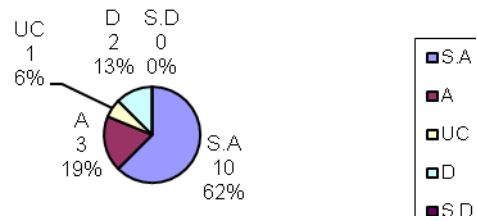
6. The Instructor communicates the subject matter effectively



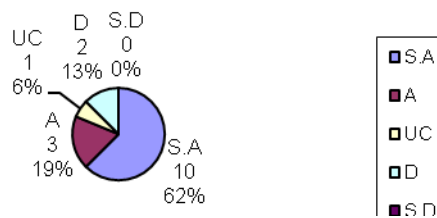
7. The Instructor shows respect towards students and encourages class participation.



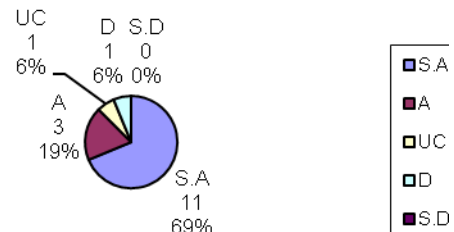
8. The Instructor maintains an environment that is conducive to learning.



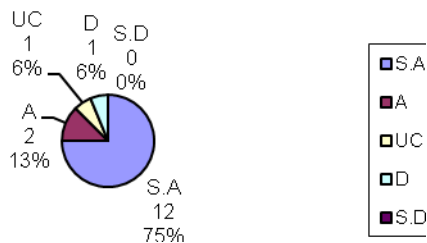
9. The Instructor arrives on time



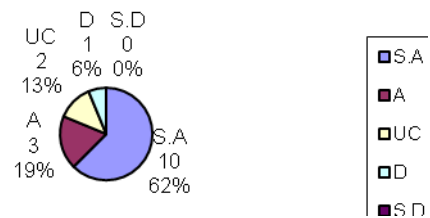
10. The Instructor leaves on time



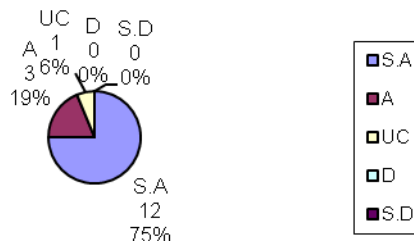
11. The Instructor is fair in examination



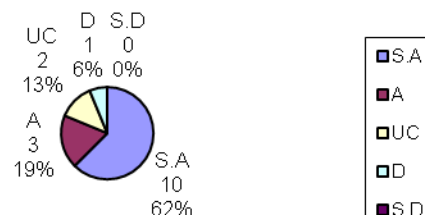
12. The Instructor returns the graded scripts. etc in a reasonable amount of time.



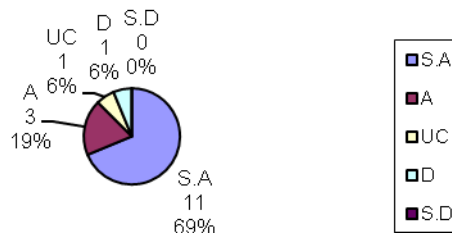
13. The Instructor was available during the specified office hours and for after class consultations.



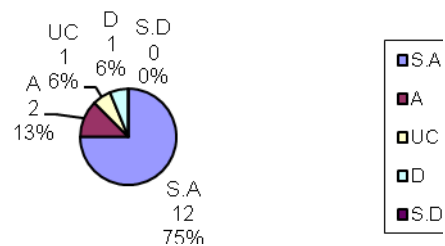
15. The subject matter presented in the course has increased your knowledge of the subject.



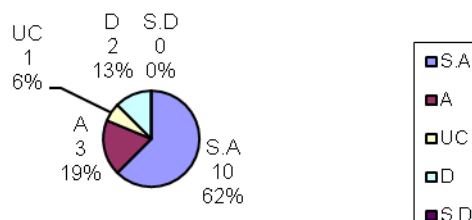
16. The syllabus clearly states course objectives requirements procedures and grading criteria.



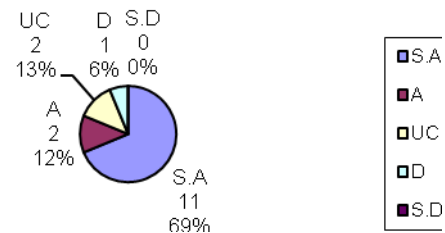
17. The course integrates theoretical course concepts with real-world applications.



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-1

Strengths

1. Teacher was helping and guiding.
2. Teacher had good communication with students.
3. Teacher has a positive mental attitude.

Weaknesses:

1. Teacher should improve teaching strategies and knowledge.
2. Teacher should ask questions from the students to check their learning.

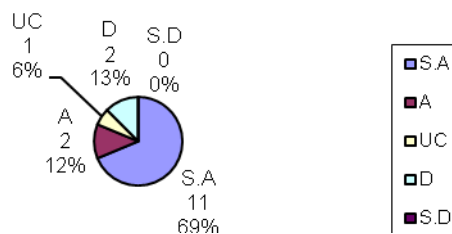
Teacher-2 EDU-703

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 same percent of the students were not satisfied with teacher's availability for consultation after class and that the course integrates theoretical course concepts with real-world applications. Whereas

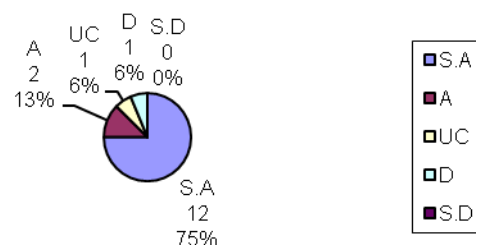
6% students were not satisfied with teacher's demonstration, complete the whole course, provides additional material, teacher's communication, arrive on time, was fair in examination, returns the graded scripts etc in a reasonable amount of time, subject matter presented in the course has increased your knowledge of the subject, syllabus clearly states course objectives requirements procedures and grading criteria, assignments and exams covered the materials presented in the course, and The course material is modern and updated.

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

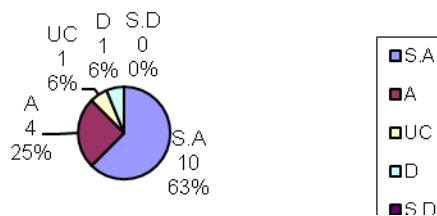
1. The Instructor is prepared for each class



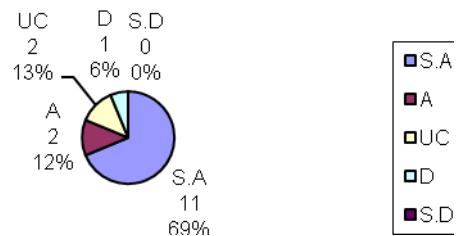
2. The Instructor demonstrates knowledge of the subject



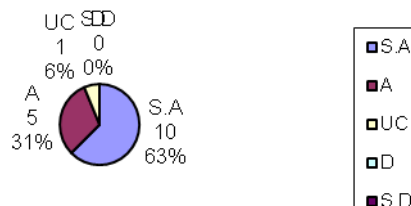
3. The Instructor has completed the whole course



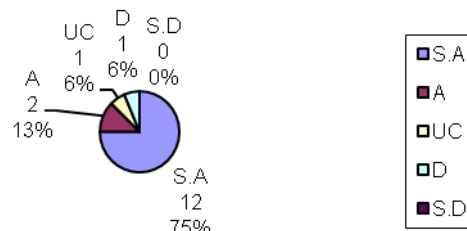
4. The Instructor provides additional material apart from text



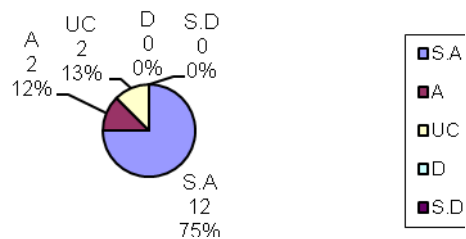
5. The Instructor gives citations regarding current situations With reference to Pakistani context



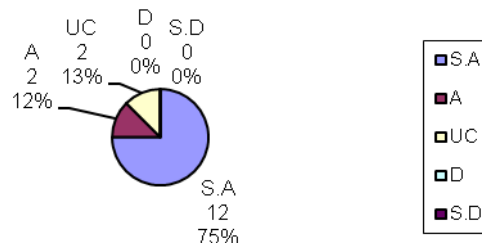
6. The Instructor communicates the subject matter effectively



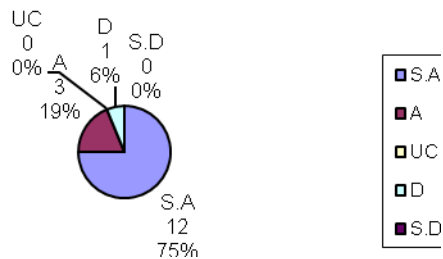
7. The Instructor shows respect towards students and encourages class participation.



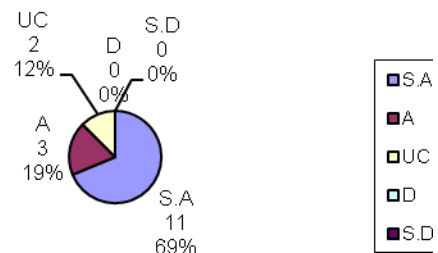
8. The Instructor maintains an environment that is conducive to learning.



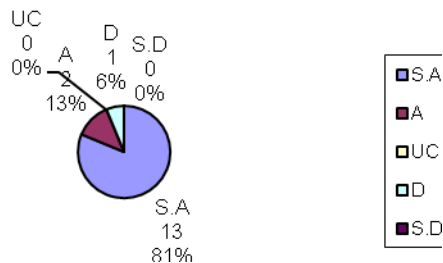
9. The Instructor arrives on time



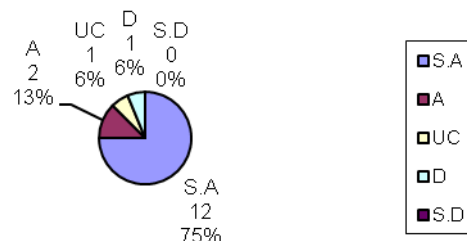
10. The Instructor leaves on time



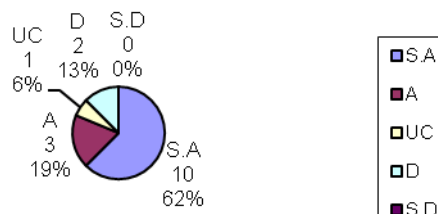
11. The Instructor is fair in examination



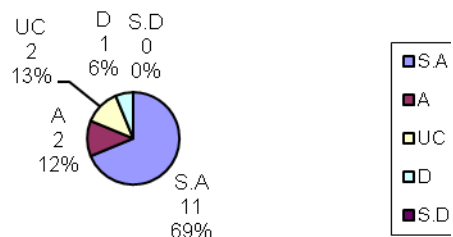
12. The Instructor returns the graded scripts. etc in a reasonable amount of time.



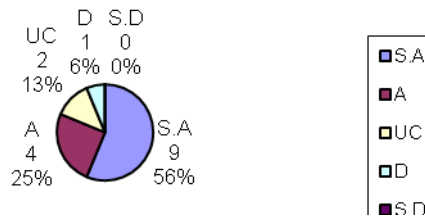
13. The Instructor was available during the specified office hours and for after class consultations.



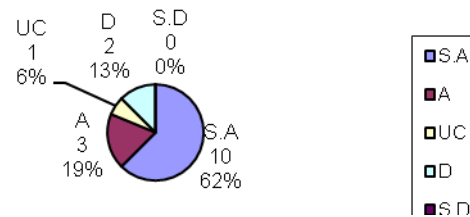
15. The subject matter presented in the course has increased your knowledge of the subject.



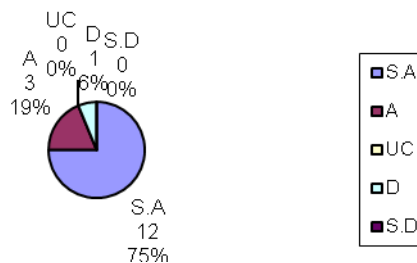
16. The syllabus clearly states course objectives requirements procedures and grading criteria.



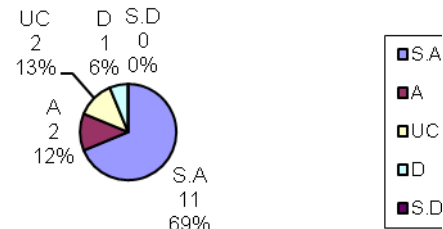
17. The course integrates theoretical course concepts with real-word applications.



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-2 Strengths

1. Teacher explained the importance of the subject in an effective way.
2. Teacher motivated the students to participate in different activities.
3. She helped the students in case of need.

Weaknesses:

1. Teacher didn't trust students.
2. Teacher came to class late.

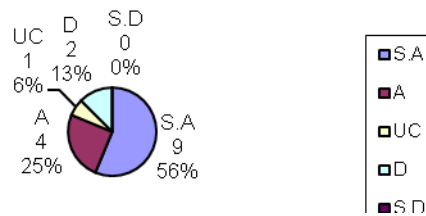
Teacher-3 EDU-705

Following pie charts show that above 60% students agreed with given aspects. However 13% did not agree that the instructor is prepared for each class. Same percent disagreed that the Instructor was available during the specified office hours and for after class consultations. Whereas 6% disagreed that the instructor demonstrates knowledge of the subject, completed the whole course, provides additional material, gives citations regarding current situations With reference to Pakistani context, communicates the subject matter effectively, arrived and leaved on time, was

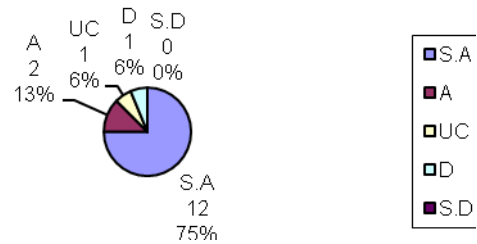
fair in examination, returned the graded scripts etc in a reasonable amount of time, subject matter presented in the course has increased your knowledge of the subject, syllabus clearly states course objectives requirements procedures and grading criteria, assignments and exams covered the materials presented in the course, and course material is modern and updated.

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

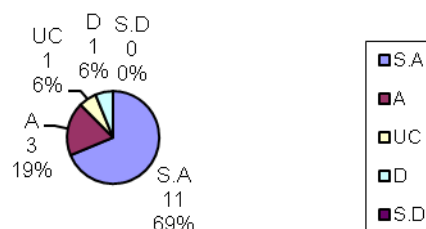
1. The Instructor is prepared for each class



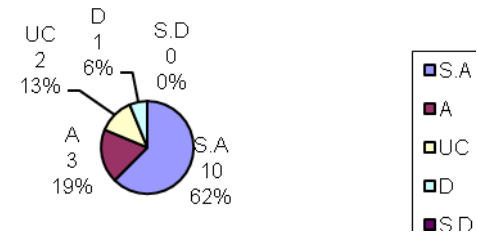
2. The Instructor demonstrates knowledge of the subject



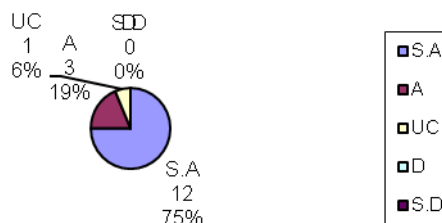
3. The Instructor has completed the whole course



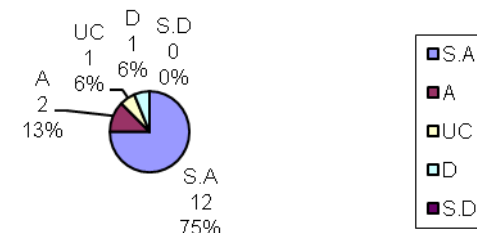
4. The Instructor provides additional material apart from text



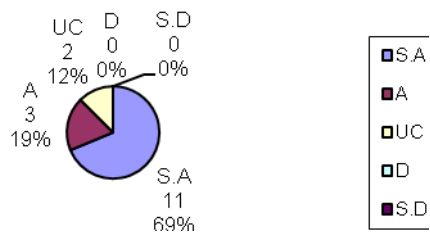
5. The Instructor gives citations regarding current situations With reference to Pakistani context



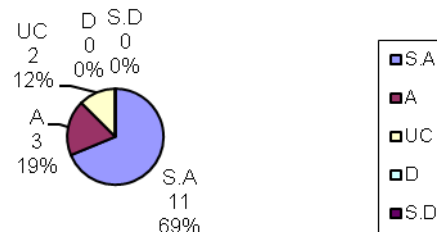
6. The Instructor communicates the subject matter effectively



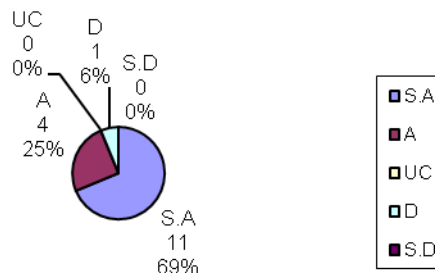
7. The Instructor shows respect towards students and encourages class participation.



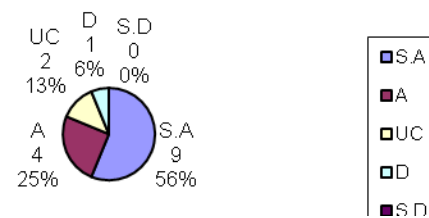
8. The Instructor maintains an environment that is conducive to learning.



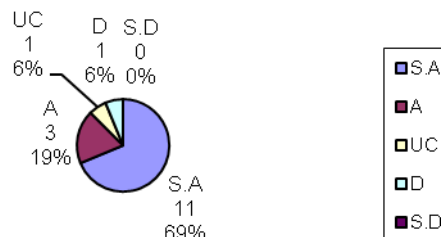
9. The Instructor arrives on time



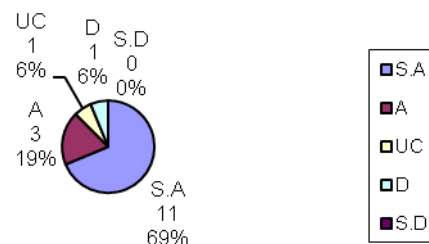
10. The Instructor leaves on time



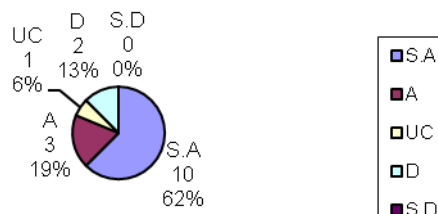
11. The Instructor is fair in examination



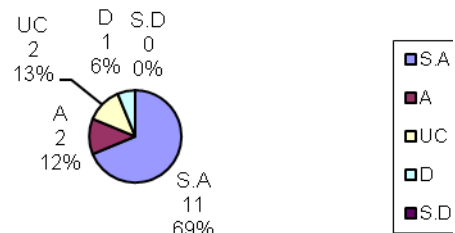
12. The Instructor returns the graded scripts. etc in a reasonable amount of time.



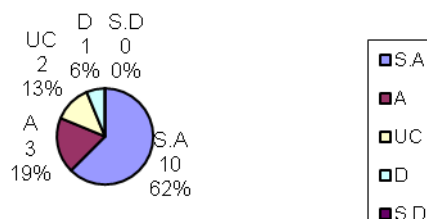
13. The Instructor was available during the specified office hours and for after class consultations.



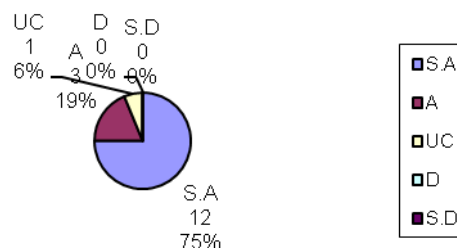
15. The subject matter presented in the course has increased your knowledge of the subject.



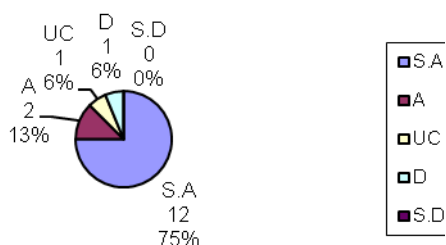
16. The syllabus clearly states course objectives requirements procedures and grading criteria.



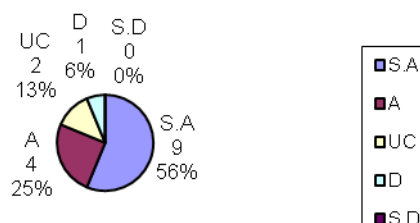
17. The course integrates theoretical course concepts with real-word applications.



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

Strengths

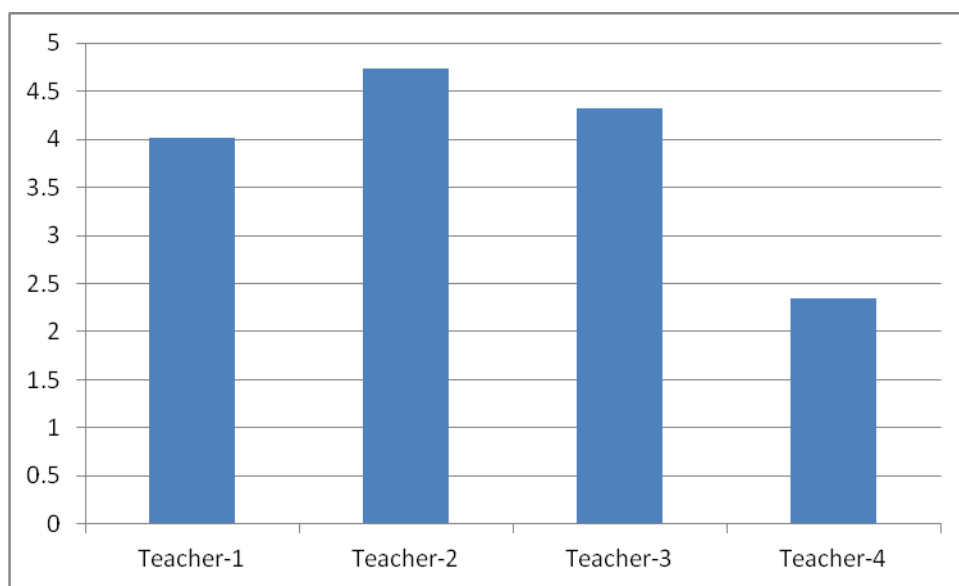
1. Teacher had good command on his subject.
2. His lectures were informative and full of knowledge.
3. Teacher delivers lecture effectively and efficiently.
4. Teacher was regular and punctual.

Weaknesses:

1. Teacher should not put heavy load on the students.

TEACHERS' 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 4 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-2 is on the top scoring 4.734 points out of 5 while Teacher-4 is at the lower end by having a score of 2.351.

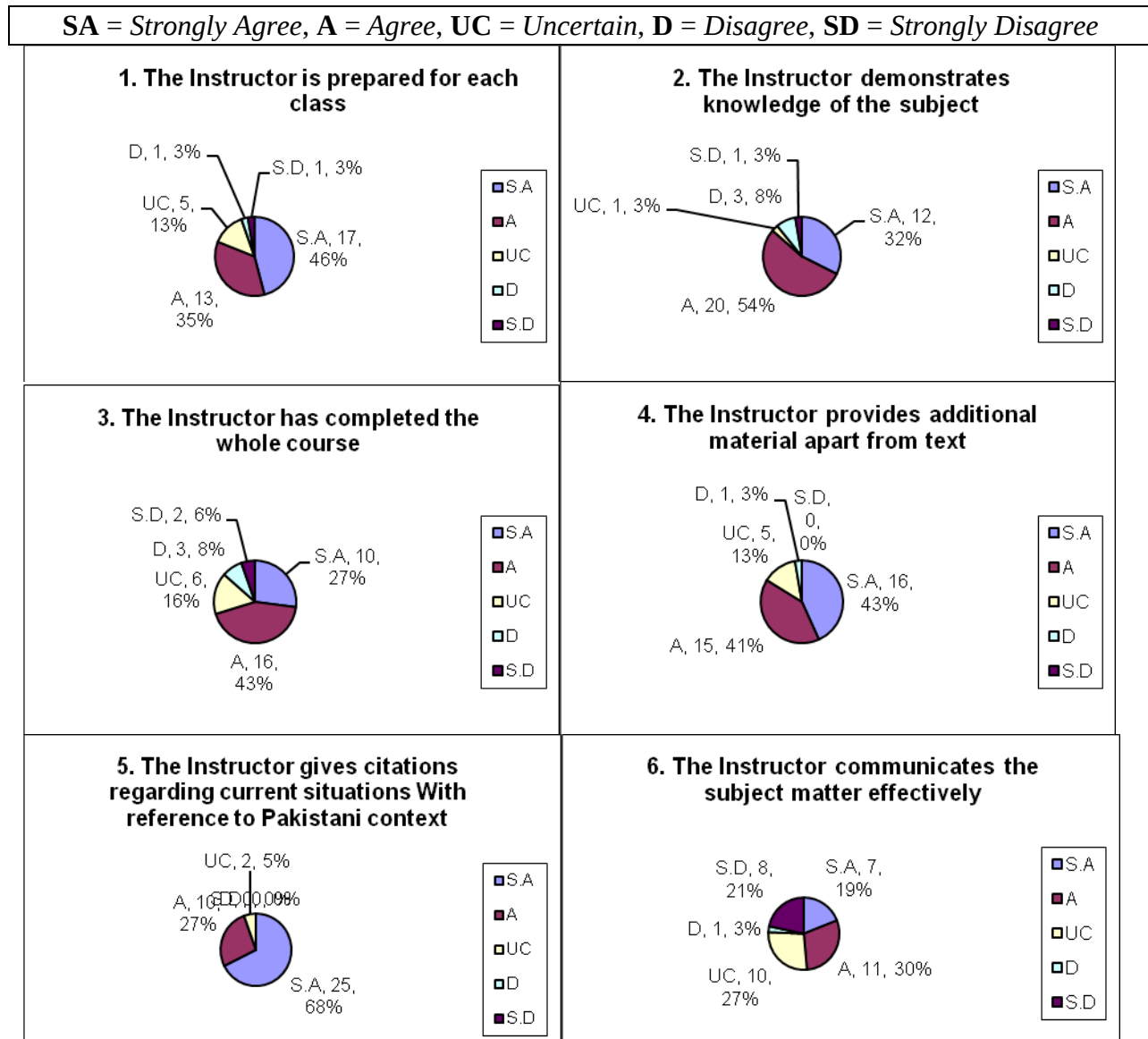


Teachers' comparative graph-session 2009-10

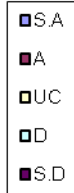
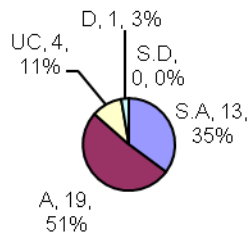
Teacher-1 EDU-701

Following pie charts show that 49-97 percent of the students were satisfied with different aspects of related teacher. However 14 percent disagreed that the instructor has completed the whole course. 24 percent were not satisfied with instructor's communication of the subject matter. 11% disagreed that the instructor demonstrated the knowledge of the subject and assignments and exams covered the material presented in the course. 8% disagreed that the instructor was available during the specified office hours and for after class consultations. Same percent was

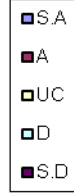
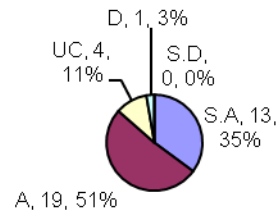
unclear about course objectives, procedures and grading criteria. 5 percent disagreed that the teacher integrated theoretical course concepts with real-world applications and the same percent disagreed that the course material was modern and updated.



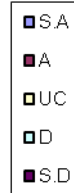
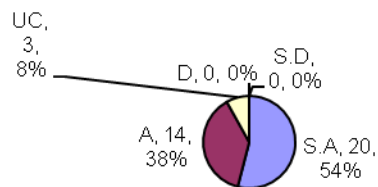
7. The Instructor shows respect towards students and encourages class participation.



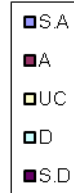
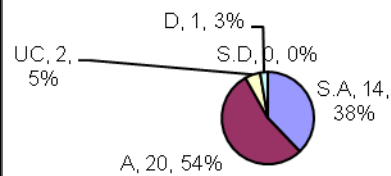
8. The Instructor maintains an environment that is conducive to learning.



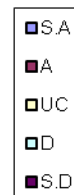
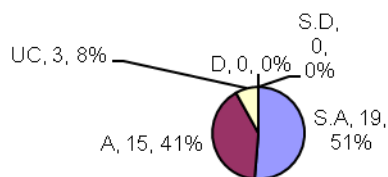
9. The Instructor arrives on time



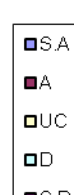
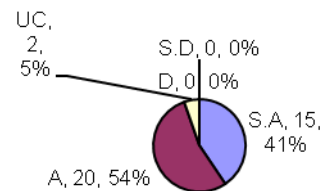
10. The Instructor leaves on time



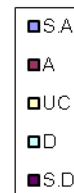
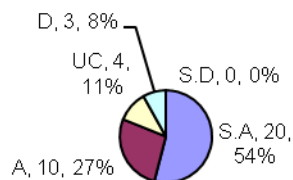
11. The Instructor is fair in examination



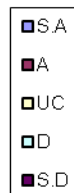
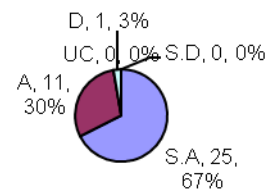
12. The Instructor returns the graded scripts. etc in a reasonable amount of time.

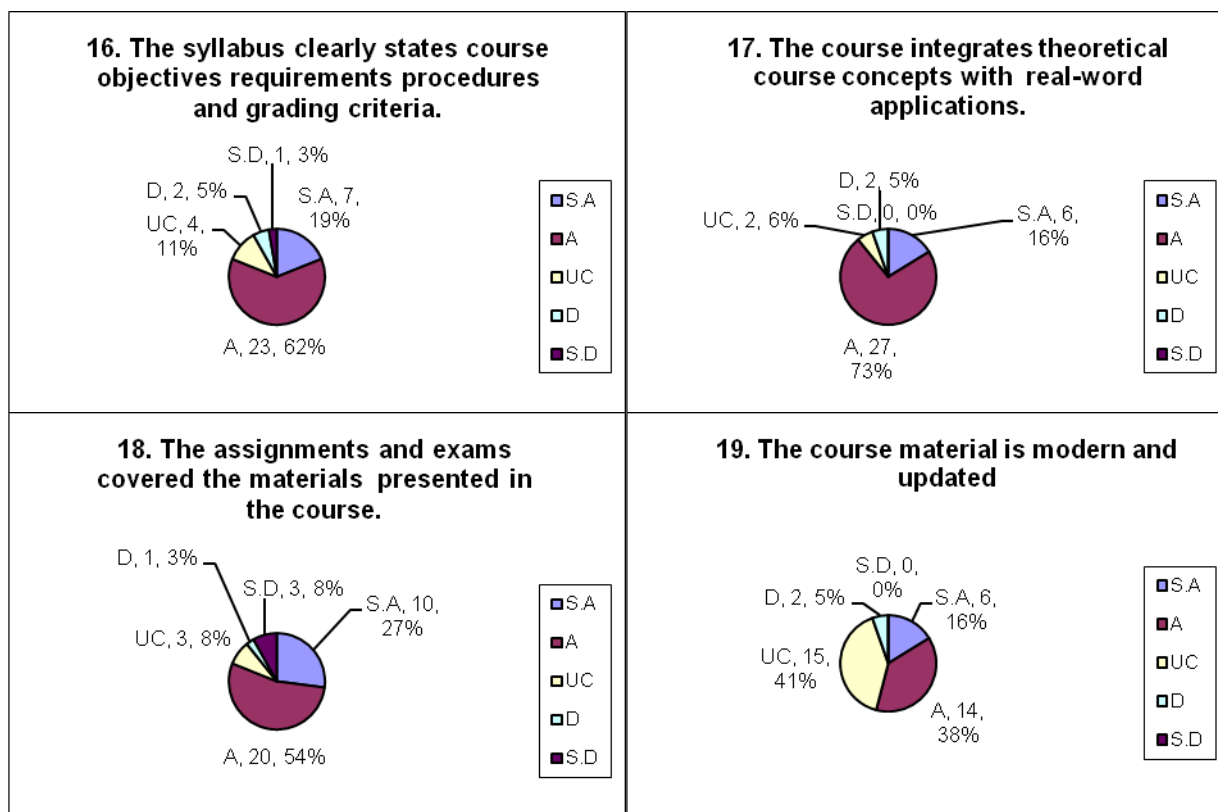


13. The Instructor was available during the specified office hours and for after class consultations.



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





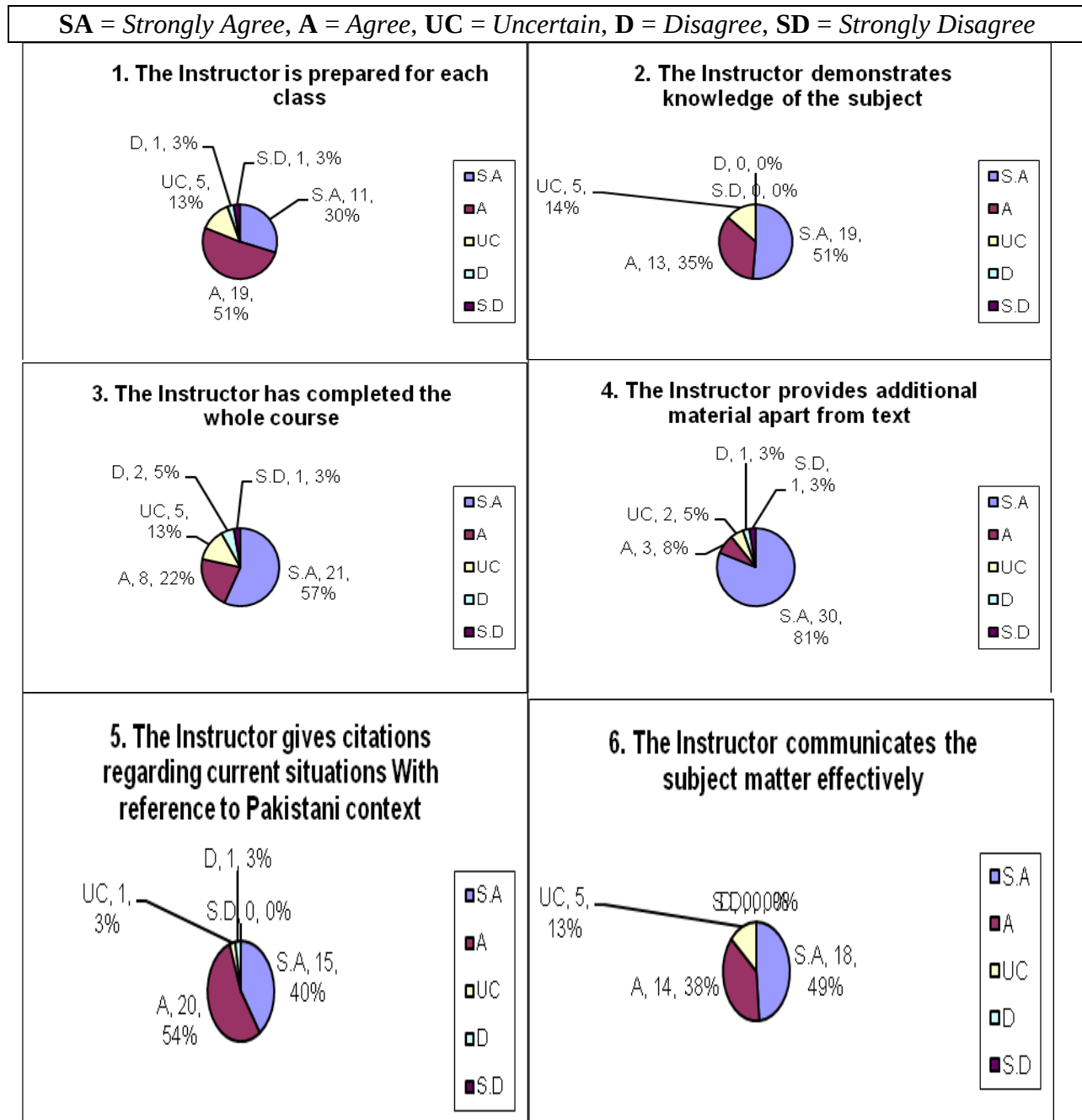
General Comments of the Students about Teacher-1

4. The instructor should provide modern and updated material on the subject.
5. The instructor should take care of the completion of the course.

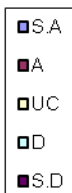
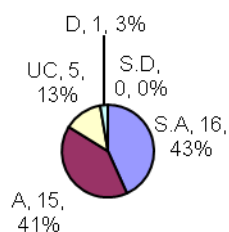
Teacher-2 EDU-702

Following pie charts show that 70-94 percent of the students were satisfied with the performance of the teacher. However 19% disagreed that the course material provided by instructor was modern and updated. 8% students disagreed that the instructor had completed the whole course; the instructor left on time and returned the graded scripts in a reasonable amount of time. 6% were of the view that the instructor was not prepared for each class and didn't provide additional material apart from the course. 5% disagreed that the syllabus clearly stated the course objectives, procedures and graded criteria. And 3% disagreed that the instructor gave citations regarding current situations with reference to Pakistani context. The same percent of the student disagreed that the instructor showed respect towards students and encouraged participation; the

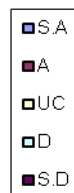
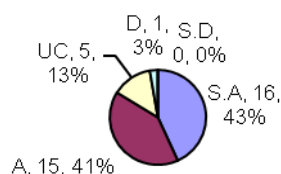
instructor maintained an environment that would be conducive to learning, he left and arrived on time, the subject matter increased knowledge and that the instructor integrated theoretical course work with real-world applications.



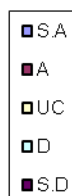
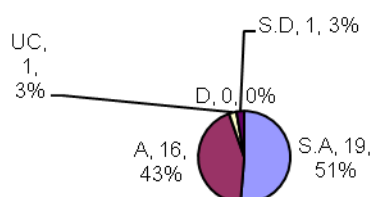
7. The Instructor shows respect towards students and encourages class participation.



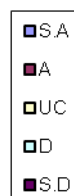
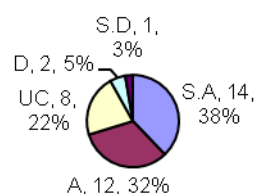
8. The Instructor maintains an environment that is conducive to learning.



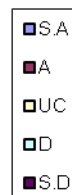
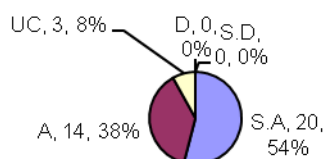
9. The Instructor arrives on time



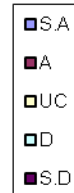
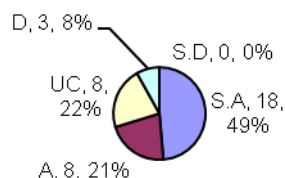
10. The Instructor leaves on time



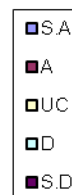
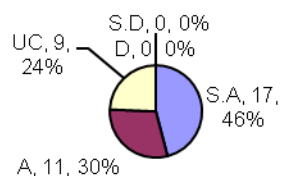
11. The Instructor is fair in examination



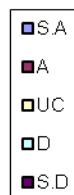
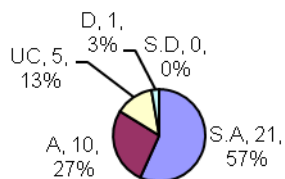
12. The Instructor returns the graded scripts. etc in a reasonable amount of time.

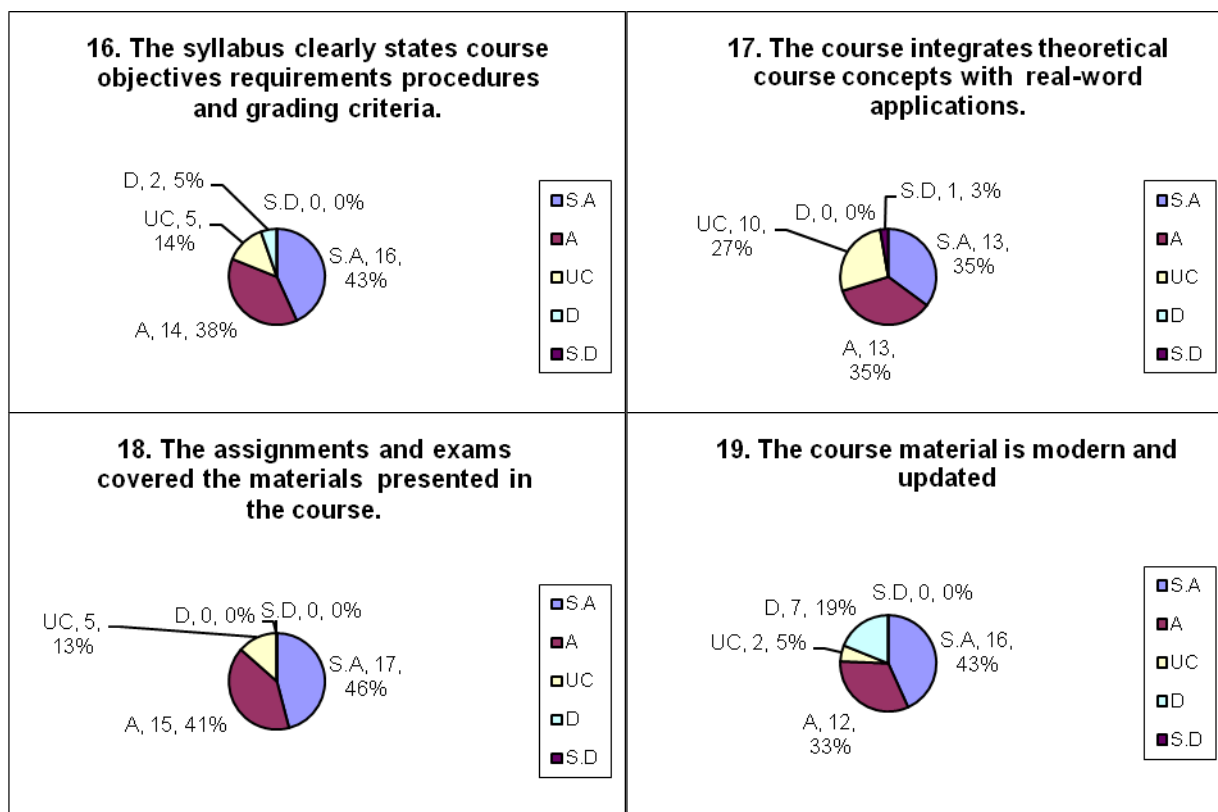


13. The Instructor was available during the specified office hours and for after class consultations.



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





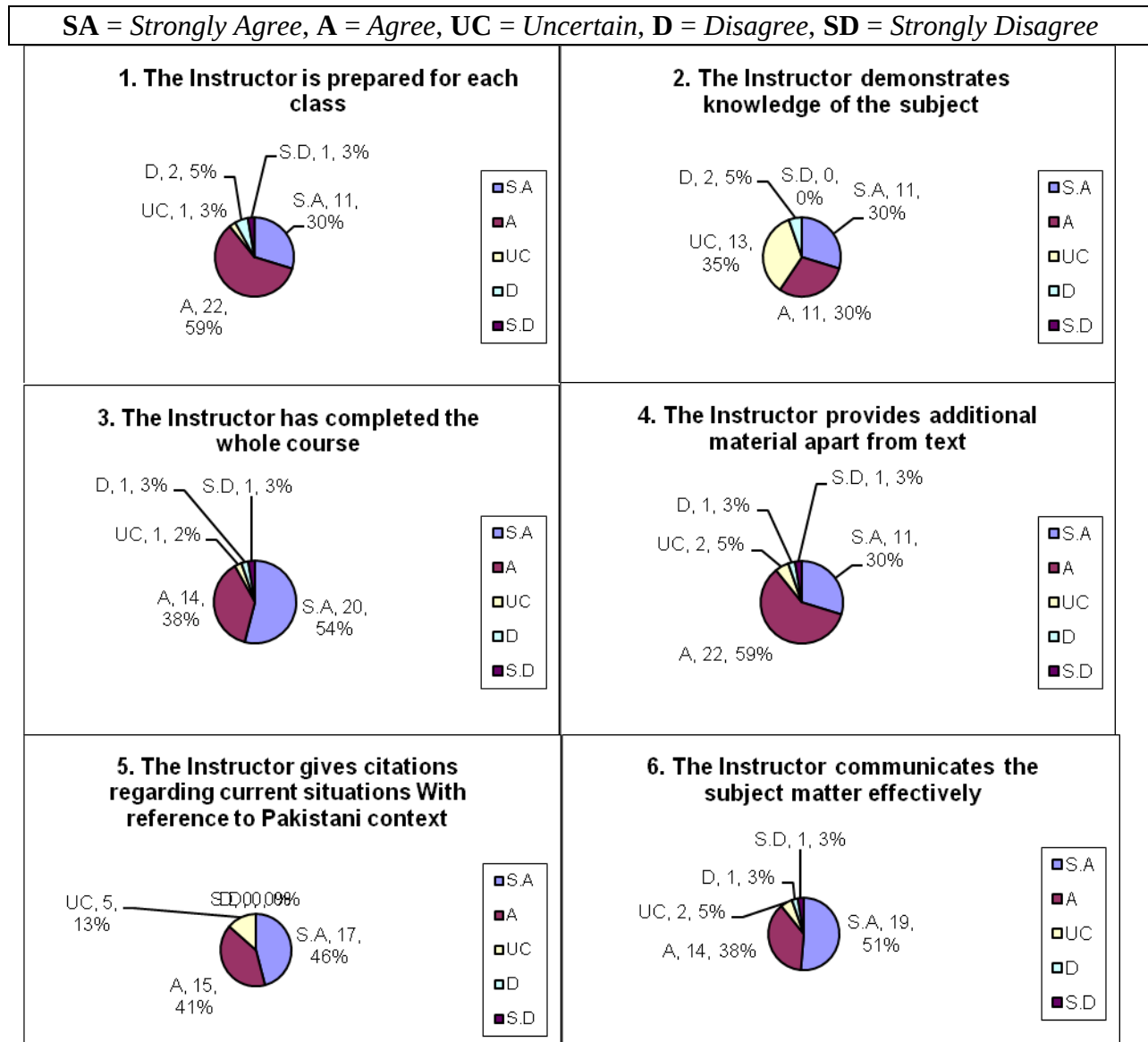
General Comments of the Students about Teacher-2

1. The teacher should return the graded scripts in a reasonable amount of time.
2. The instructor should make the students clear about the course objectives.

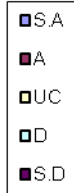
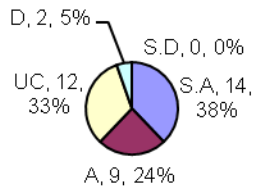
Teacher-3 EDU-703

Following pie charts show that above 60-92% students were satisfied with different aspects of the concerned teacher. However 16% students revealed that the course material was modern and updated, 11% disagreed that the instructor was available during the specified office hours and for after class consultations. 8% were of the view that the instructor was not prepared for each class and subject matter didn't increase their knowledge. 7% disagreed that the instructor returned the graded scripts in a reasonable amount of time. 6% disagreed that the instructor completed the course, provided additional material apart from the text, integrated theoretical course work with real-world applications and course material was modern and updated. 5% disagreed that the

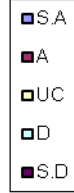
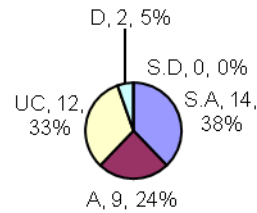
instructor demonstrated the knowledge of the subject, showed respect towards students and encouraged participation and maintained the environment conducive to learning. And 3% disagreed that the syllabus clearly stated the course objectives and assignments and exams covered the materials presented in the course.



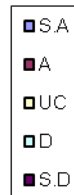
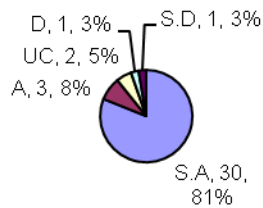
7. The Instructor shows respect towards students and encourages class participation.



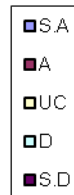
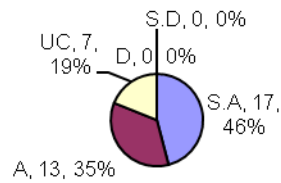
8. The Instructor maintains an environment that is conducive to learning.



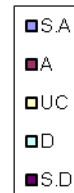
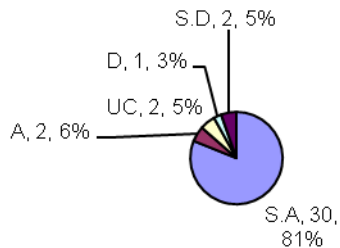
9. The Instructor arrives on time



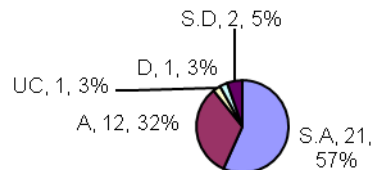
10. The Instructor leaves on time



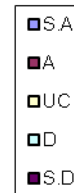
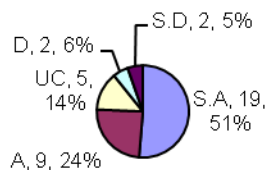
11. The Instructor is fair in examination



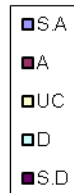
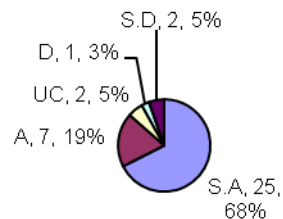
12. The Instructor returns the graded scripts. etc in a reasonable amount of time.

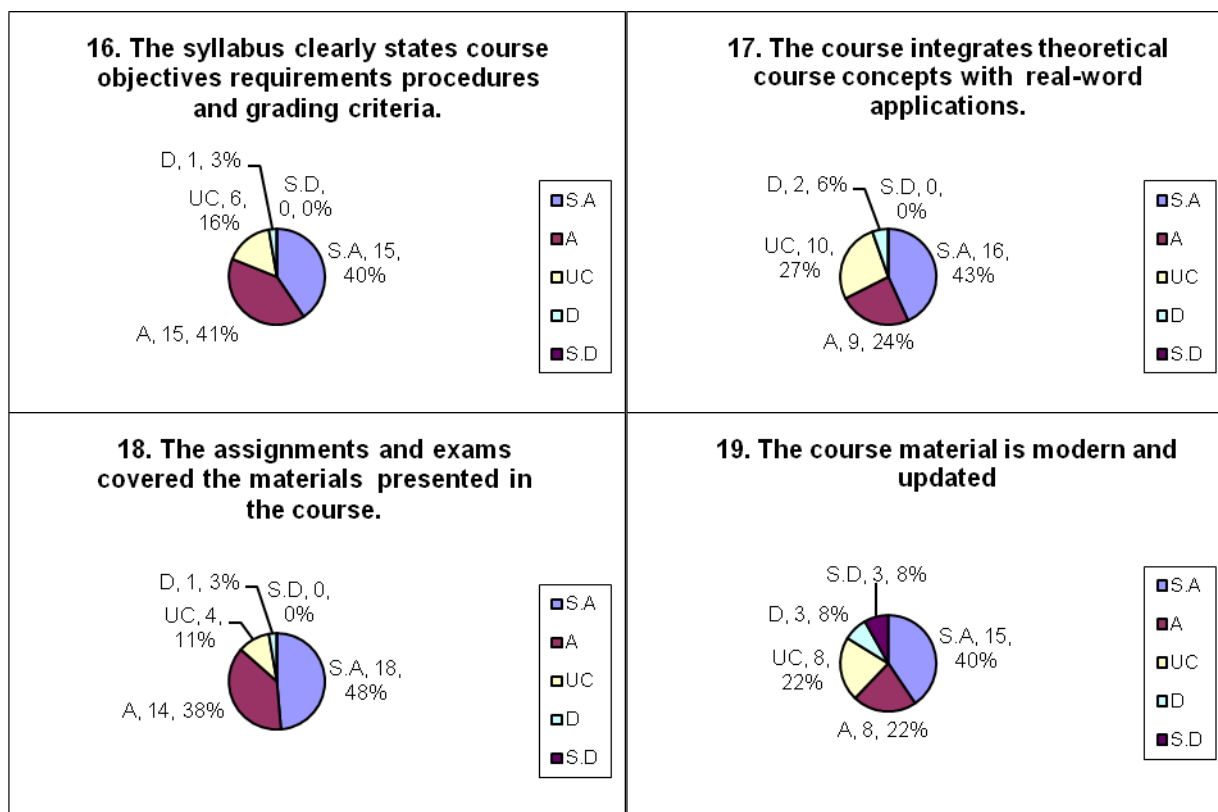


13. The Instructor was available during the specified office hours and for after class consultations.



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





General Comments of the Students about Teacher-3

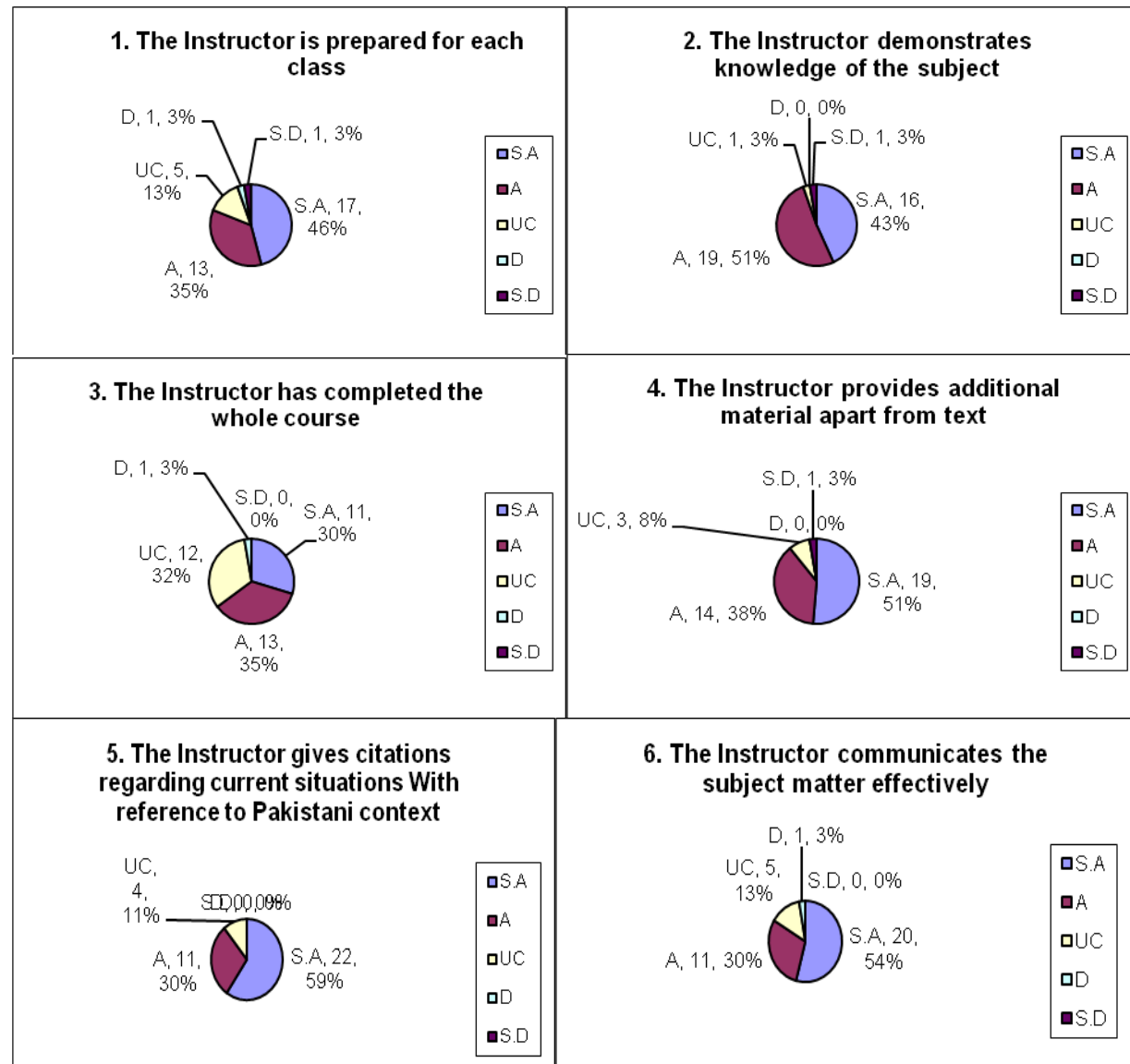
- The teacher should be available during the office hours.
- The instructor should communicate the subject matter effectively by integrating the course work with real-world applications.

Teacher-4 EDU-708

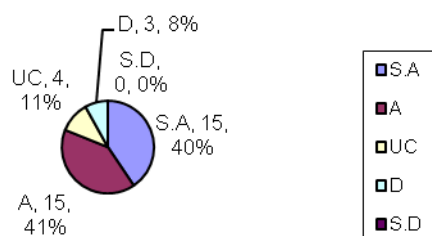
Following pie charts show that 65-95 percent of the students were satisfied with the performance of the teacher. However 11% disagreed that the assignments and exams covered the materials presented in the course, 8percent were dissatisfied with instructor's attitude towards students, environment maintained by the instructor and arrival timings of the instructor. The same percent disagreed that the syllabus stated the course objectives clearly and the instructor integrated theoretical course work with real-world applications. 5% revealed that the instructor didn't return the graded scripts in a reasonable amount of time and course material was modern and updated. Whereas 3% disagreed that instructor demonstrated the knowledge of the subject, provided

additional material apart from the text, communicated the subject matter effectively, instructor arrived and left on time, was fair in examination and was available during the specified hours and for after class consultations.

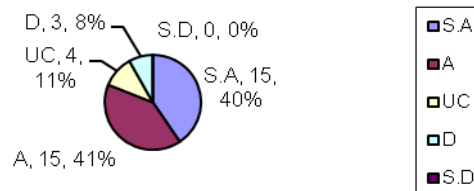
SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree



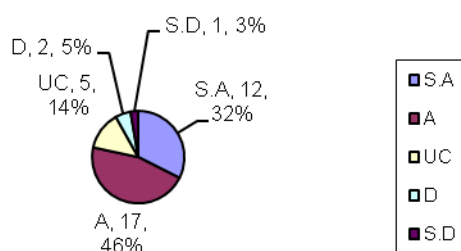
7. The Instructor shows respect towards students and encourages class participation.



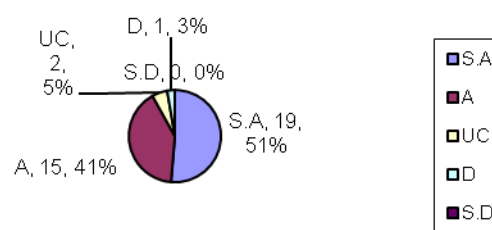
8. The Instructor maintains an environment that is conducive to learning.



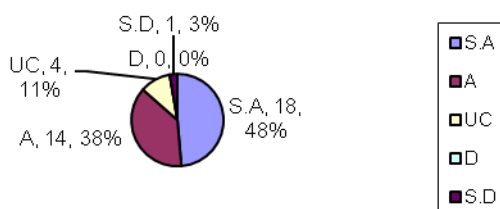
9. The Instructor arrives on time



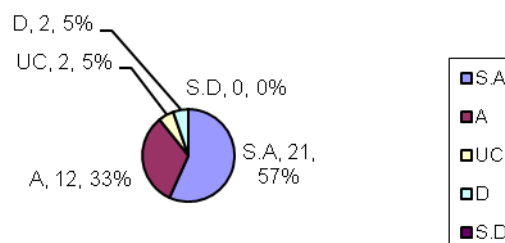
10. The Instructor leaves on time



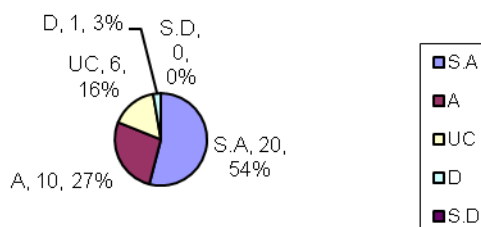
11. The Instructor is fair in examination



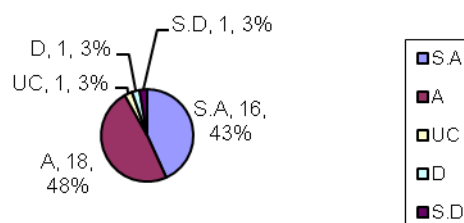
12. The Instructor returns the graded scripts. etc in a reasonable amount of time.

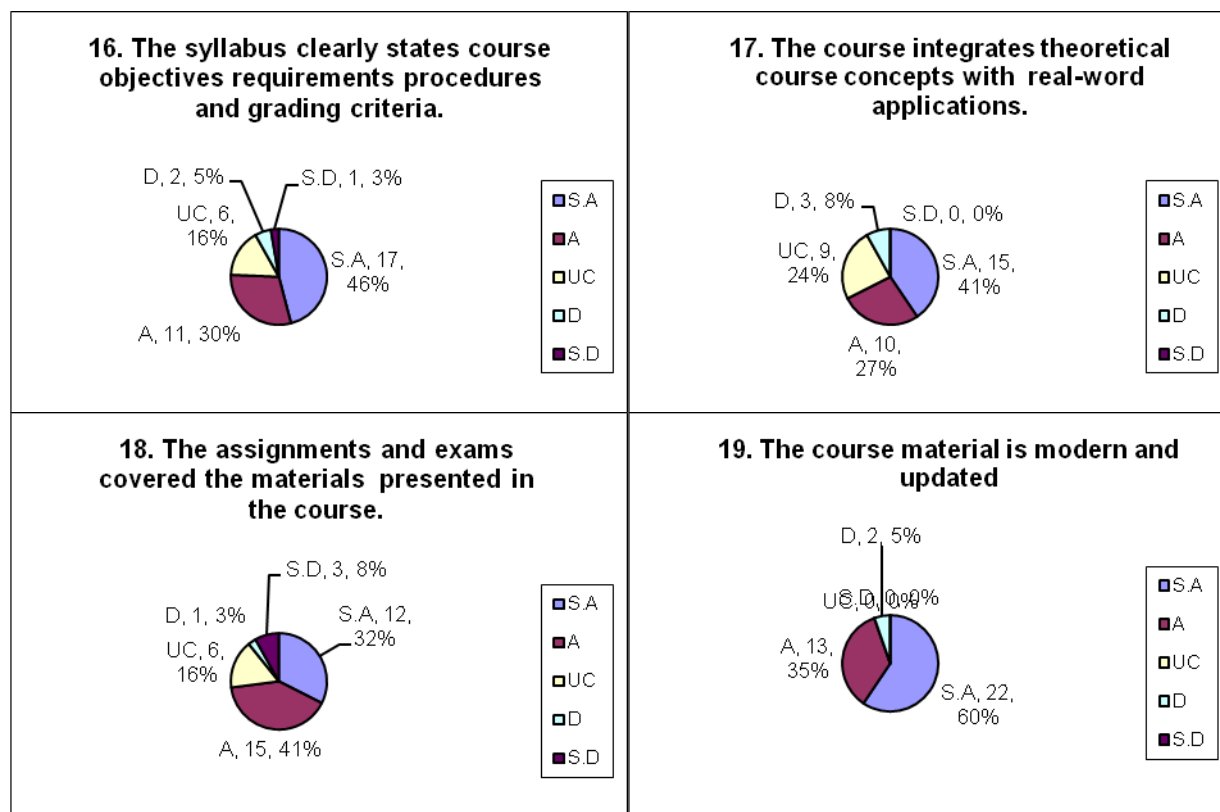


13. The Instructor was available during the specified office hours and for after class consultations.



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





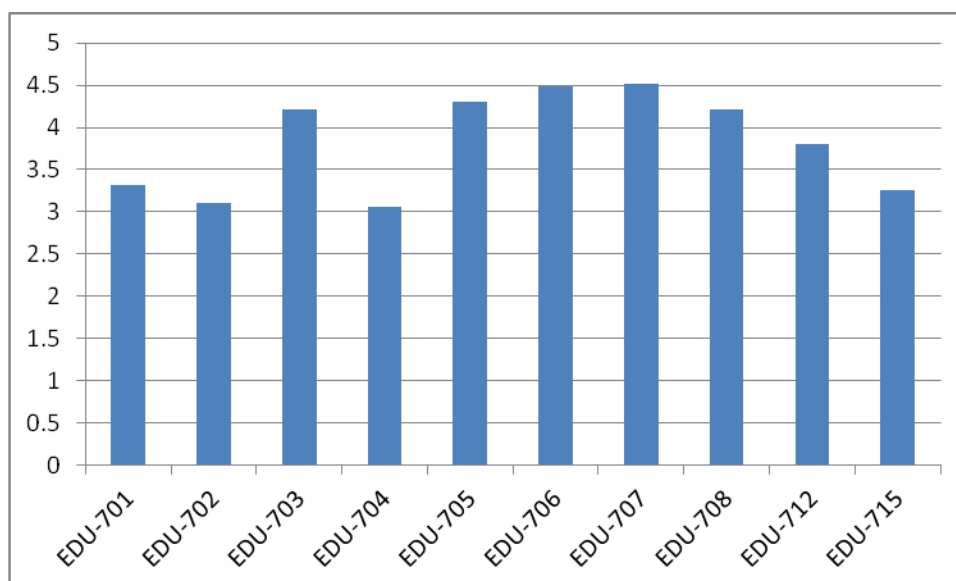
General Comments of the Students about Teacher-4

1. Instructor should show respect towards students.
2. Instructor should provide additional material.
3. He should be fair in examination.

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-707 taught by Teacher-3 is on the top by having 4.52 points, and the course EDU-704 (Teacher-2) by scoring 3.06 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.

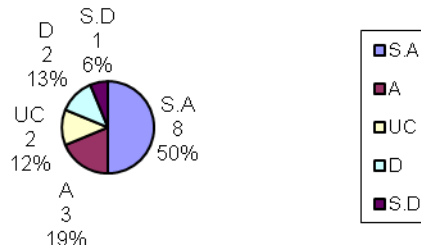
EDU-701

Following set of charts shows the Course evaluation aspects related to M.Ed level Course EDU-701 'Curriculum Development'. Although more than 50% students agreed with these aspects, however 56% student disagreed that the level of their own attendance during the whole course. Whereas 25% disagreed that the course was well organized. 19% disagreed that the course objectives were clear. And 13% disagreed that the course was well constructed to achieve the learning outcomes, they have made progress in this course, the pace of the course was

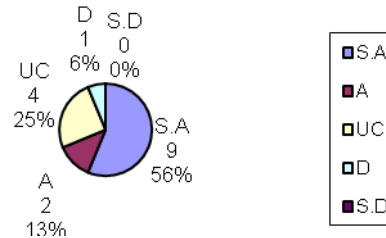
appropriate, feedback on assessment was timely, they understood the lectures, instructor was responsive to student needs and problems and was regular.

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

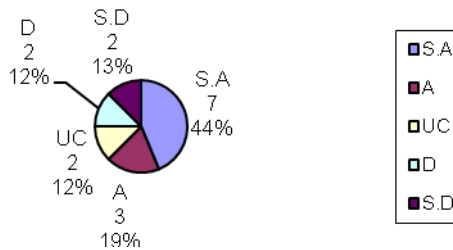
1. The course objectives were clear



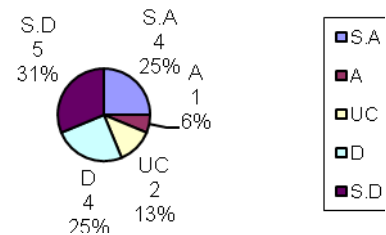
2. The course workload was manageable



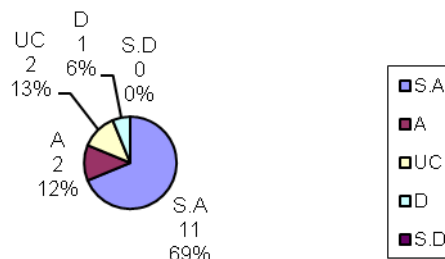
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



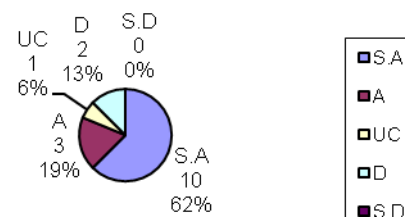
5. Approximate level of your own attendance during the whole course.



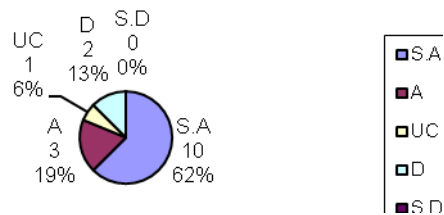
6. I participated actively in the course



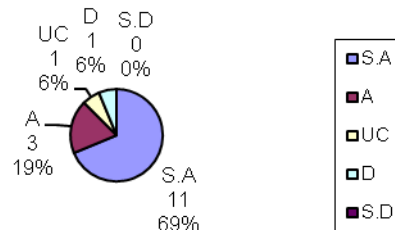
7. I think I have made progress in this course



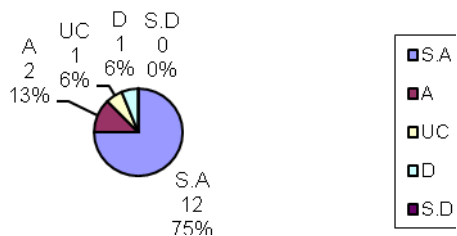
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



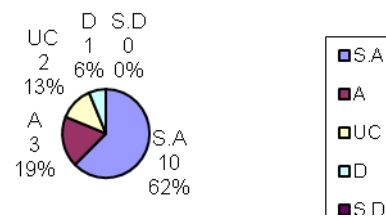
10. The learning and teaching methods encouraged participation.



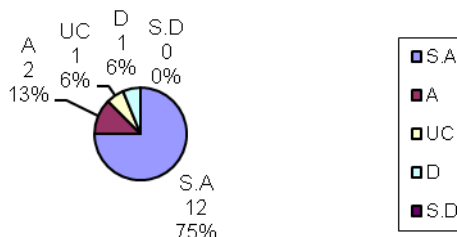
11. The overall environment in the class was conducive to learning.



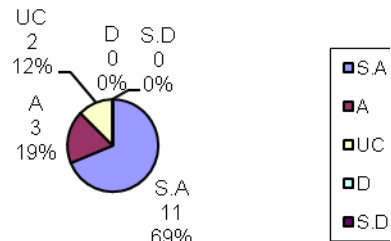
12. Classrooms were satisfactory



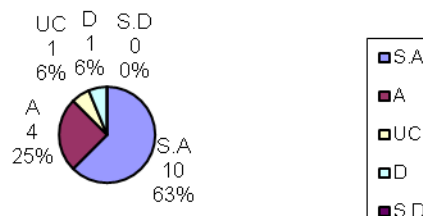
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



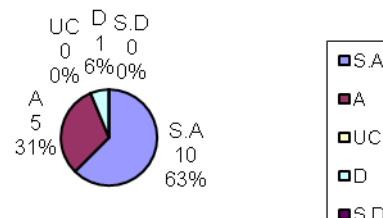
15. Recommended reading books etc. were relevant and appropriate.



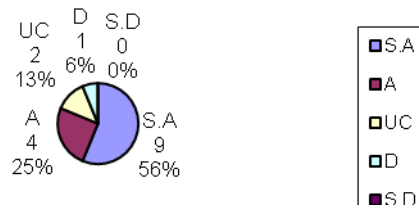
16. The provision of learning resources in the library was adequate and appropriate.



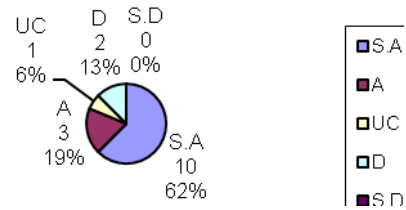
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



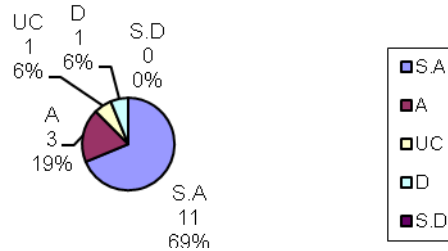
19. The course stimulated by interest and thought on the subject area.



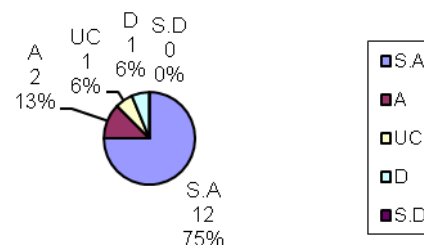
20. The pace of the course was appropriate



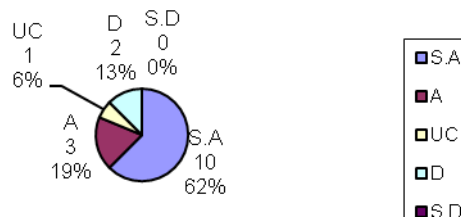
21. Ideas and concepts were presented clearly



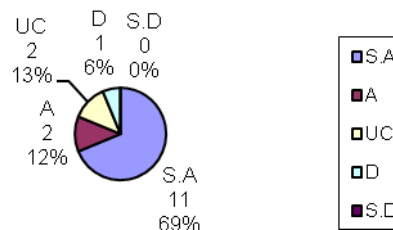
23. The method of assessment were reasonable



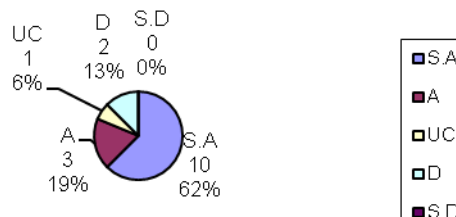
24. Feedback on assessment was timely



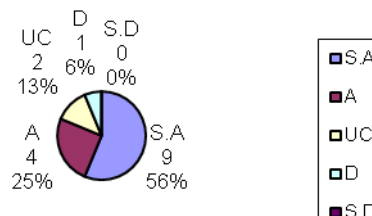
25. Feedback on assessment was helpful



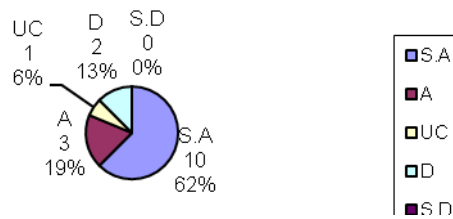
27. I understood the lectures



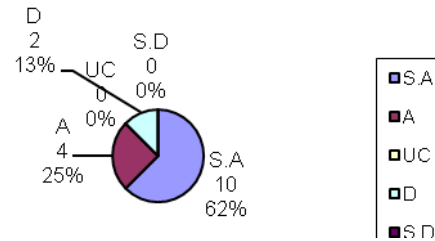
28. The material was well organized and presented



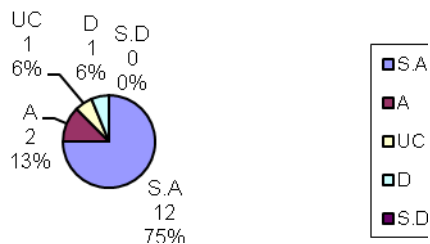
29. The instructor was responsive to student needs and problems



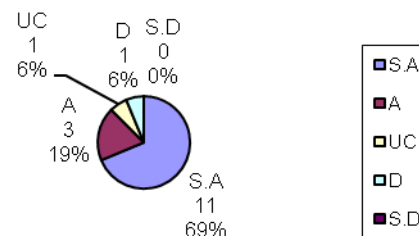
30. Had the instructor been regular throughout the course?



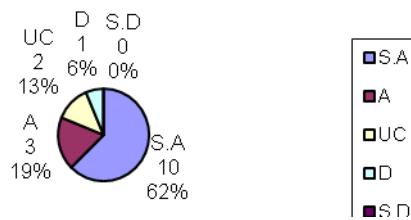
31. The material in the tutorials was useful



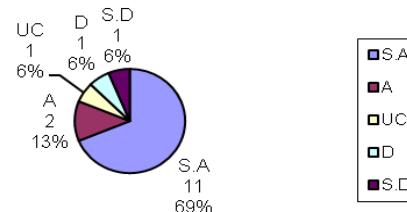
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



35. The demonstrators dealt effectively with my problems.

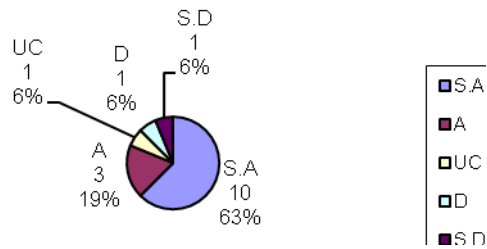


EDU-702

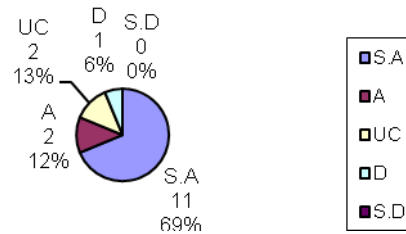
Following set of charts shows the Course evaluation aspects related to M.Ed level Course EDU-702 'Educational Planning and Management'. Although more than 50% students agreed with these aspects, however 88% student disagreed that the level of their own attendance during the whole course. Whereas 13% disagreed that course was well constructed to achieve the learning outcomes. Similarly same percent of students were disagree that the overall environment in the class was conducive to learning, Classrooms were satisfactory, Feedback on assessment was timely, and that they understood the lectures.

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

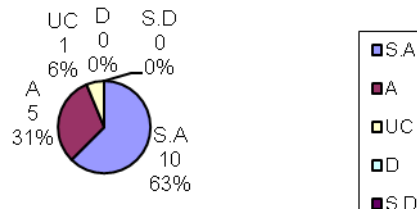
1. The course objectives were clear



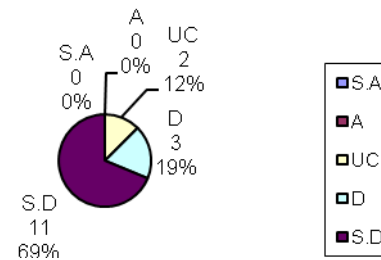
2. The course workload was manageable



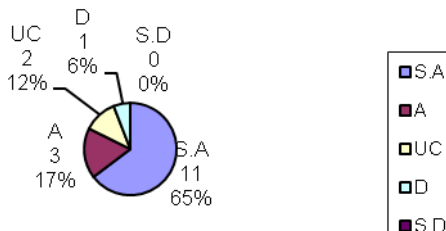
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



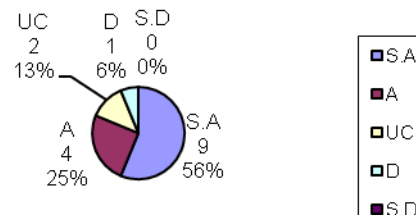
5. Approximate level of your own attendance during the whole course.



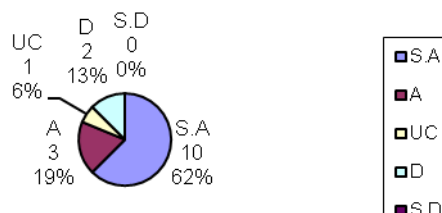
6. I participated actively in the course



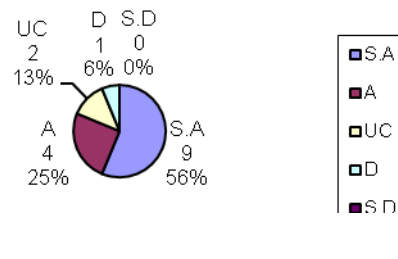
7. I think I have made progress in this course



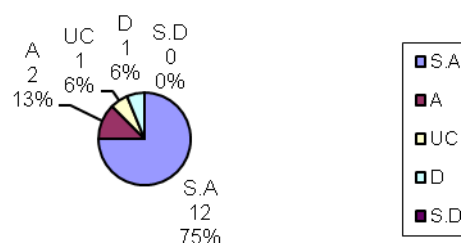
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



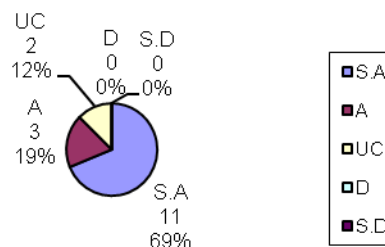
10. The learning and teaching methods encouraged participation.



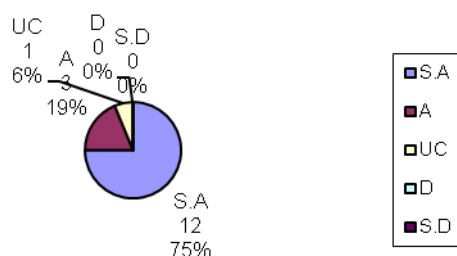
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



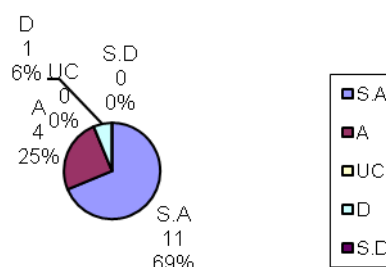
15. Recommended reading books etc. were relevant and appropriate.



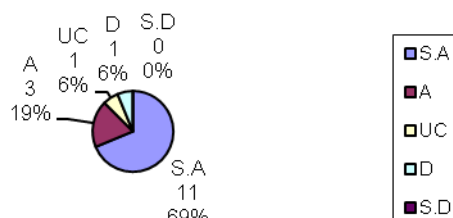
16. The provision of learning resources in the library was adequate and appropriate.



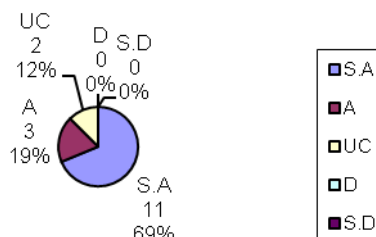
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



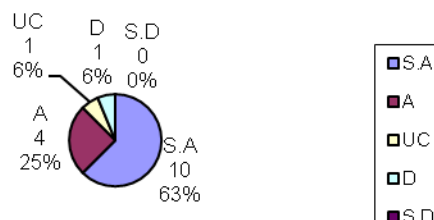
19. The course stimulated by interest and thought on the subject area.



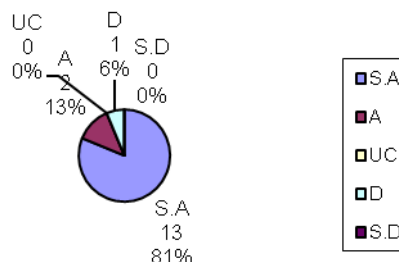
20. The pace of the course was appropriate



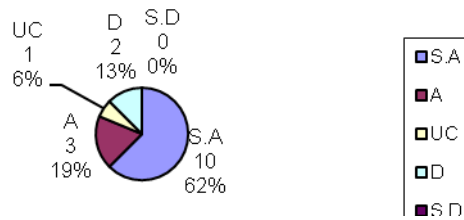
21. Ideas and concepts were presented clearly



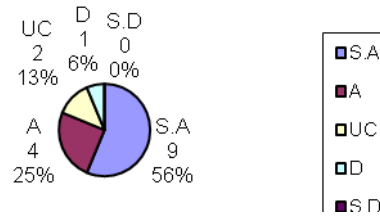
23. The method of assessment were reasonable



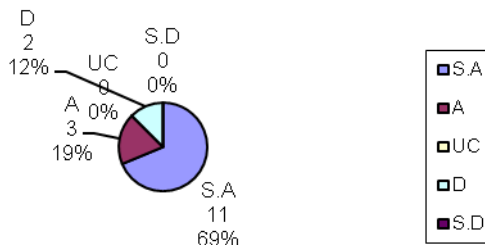
24. Feedback on assessment was timely



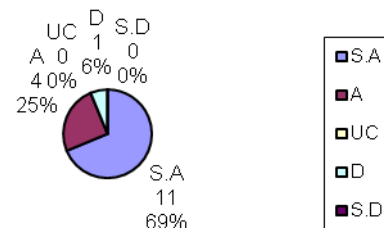
25. Feedback on assessment was helpful



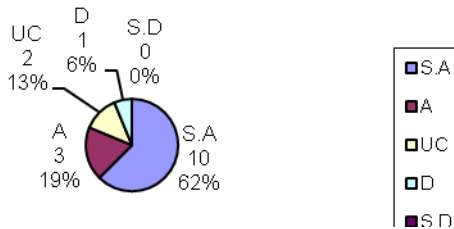
27. I understood the lectures



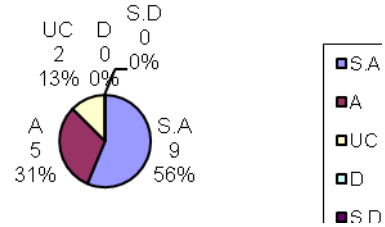
28. The material was well organized and presented



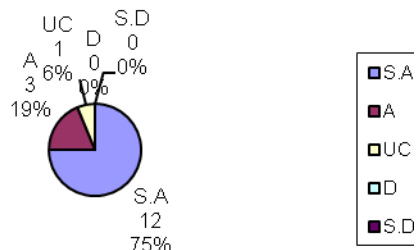
29. The instructor was responsive to student needs and problems



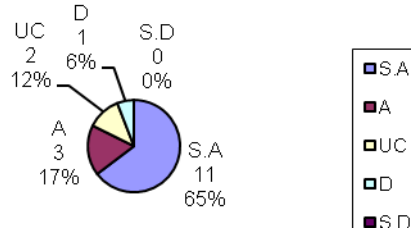
30. Had the instructor been regular throughout the course?



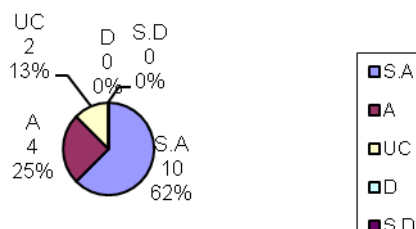
31. The material in the tutorials was useful



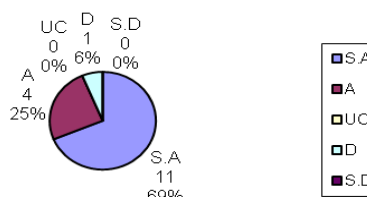
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



35. The demonstrators dealt effectively with my problems.

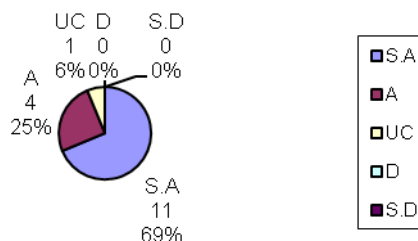


EDU-703

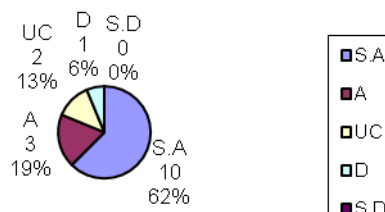
Following set of charts shows the Course evaluation aspects related to M.Ed level Course EDU-703 'Educational Psychology and Guidance'. Although more than 50% students agreed with these aspects, however 87% student disagreed that the level of their own attendance during the whole course. Whereas 13% disagreed that course was well constructed to achieve the learning outcomes. Similarly same percent of students were disagree that the overall environment in the class was conducive to learning, Classrooms were satisfactory, Feedback on assessment was timely, and that they understood the lectures.

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

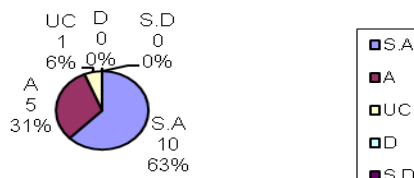
1. The course objectives were clear



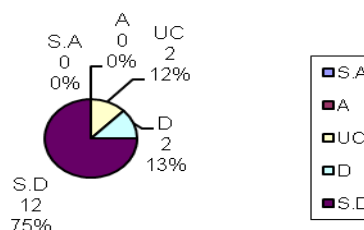
2. The course workload was manageable



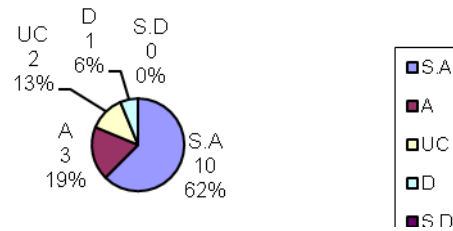
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



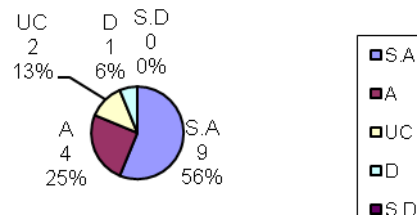
5. Approximate level of your own attendance during the whole course.



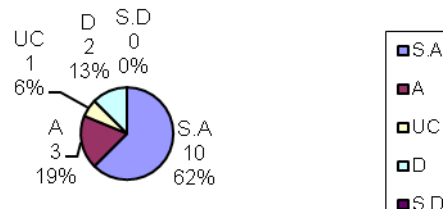
6. I participated actively in the course



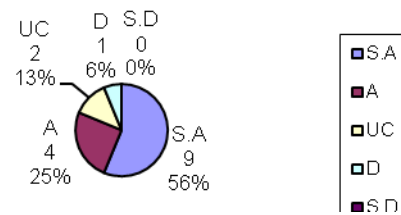
7. I think I have made progress in this course



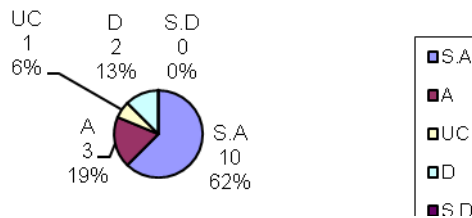
9. I think the course was well constructed to achieve the learning ourcomes (there was a good balance of lecture, tutorial, practical etc.)



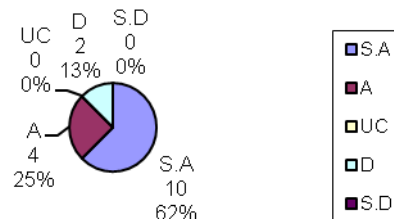
10. The learning and teaching methods encouraged participation.



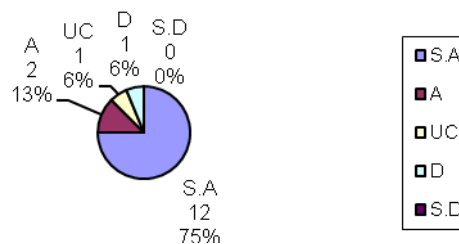
11. The overall environment in the class was conducive to learning.



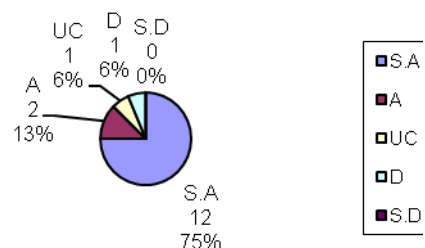
12. Classrooms were satisfactory



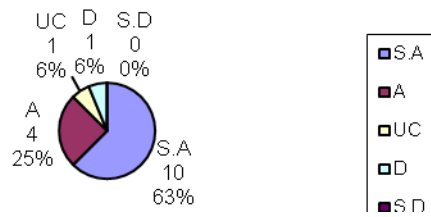
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



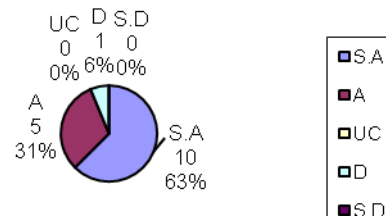
15. Recommended reading books etc. were relevant and appropriate.



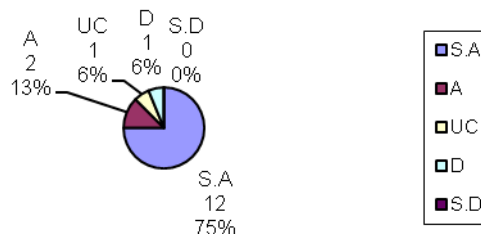
16. The provision of learning resources in the library was adequate and appropriate.



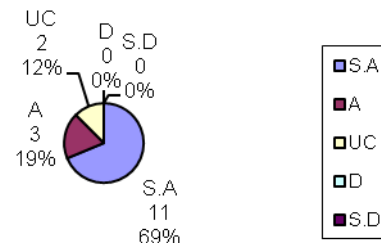
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



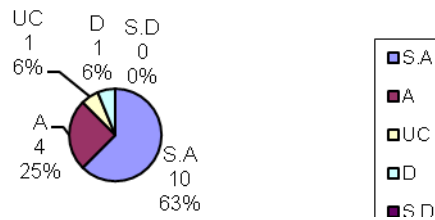
19. The course stimulated by interest and thought on the subject area.



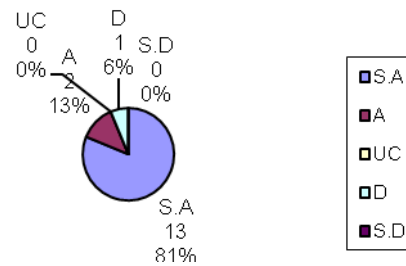
20. The pace of the course was appropriate



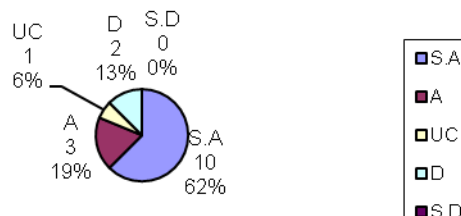
21. Ideas and concepts were presented clearly



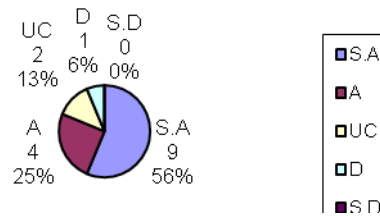
23. The method of assessment were reasonable



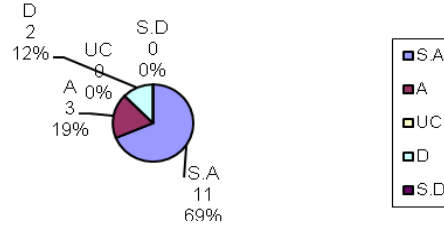
24. Feedback on assessment was timely



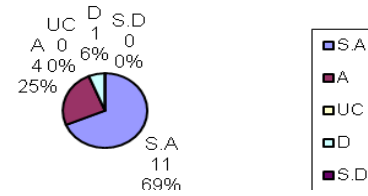
25. Feedback on assessment was helpful



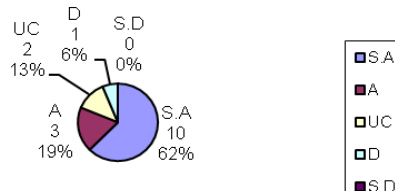
27. I understood the lectures



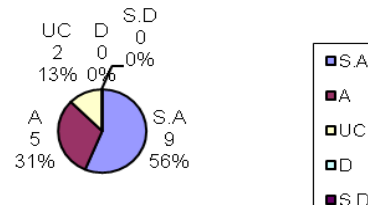
28. The material was well organized and presented



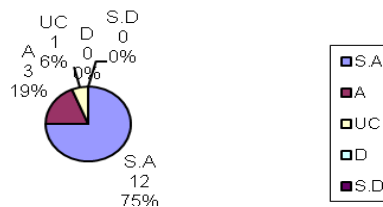
29. The instructor was responsive to student needs and problems



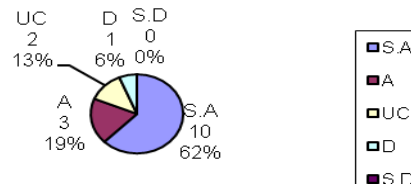
30. Had the instructor been regular throughout the course?



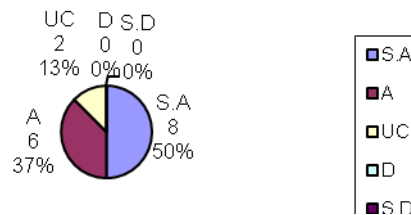
31. The material in the tutorials was useful



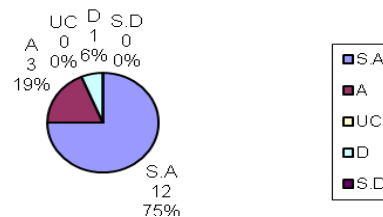
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



35. The demonstrators dealt effectively with my problems.



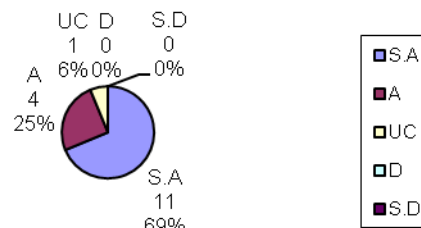
EDU-704

Following set of charts shows the Course evaluation aspects related to M.Ed level Course EDU-704 'Educational Measurement & Evaluation'. Although more than 50% students agreed with these aspects, however 87% student disagreed that the level of their own attendance during the whole course. Whereas 13% disagreed that course was well constructed to achieve the learning

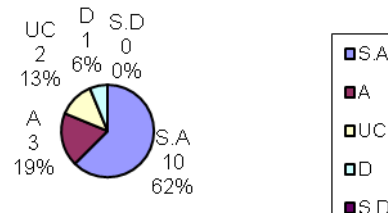
outcomes. Similarly same percent of students were disagree that the overall environment in the class was conducive to learning, Classrooms were satisfactory, Feedback on assessment was timely, and that they understood the lectures.

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

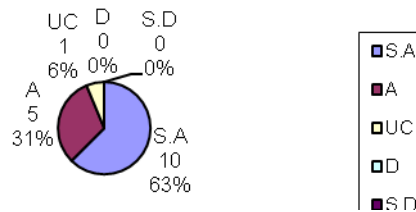
1. The course objectives were clear



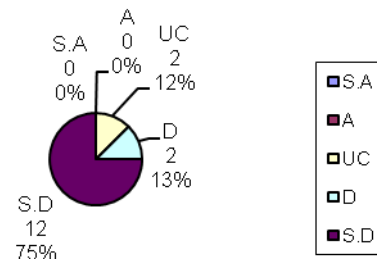
2. The course workload was manageable



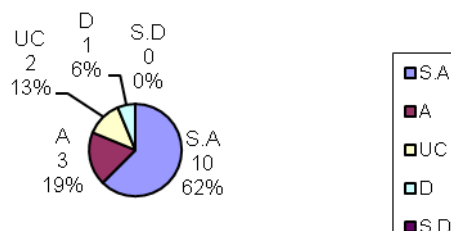
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



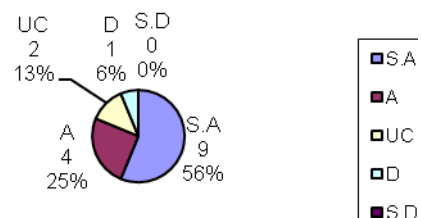
5. Approximate level of your own attendance during the whole course.



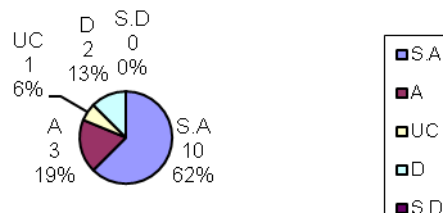
6. I participated actively in the course



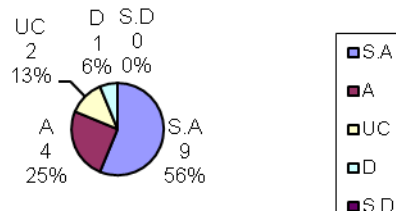
7. I think I have made progress in this course



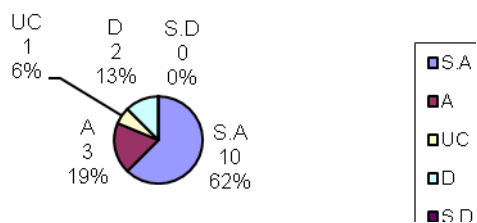
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



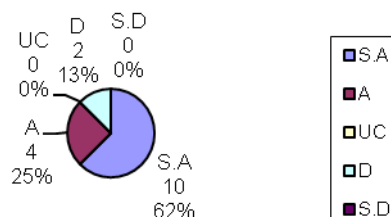
10. The learning and teaching methods encouraged participation.



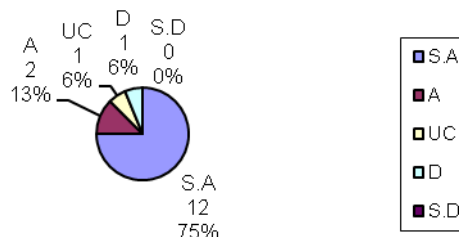
11. The overall environment in the class was conducive to learning.



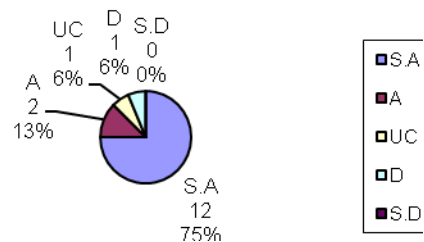
12. Classrooms were satisfactory



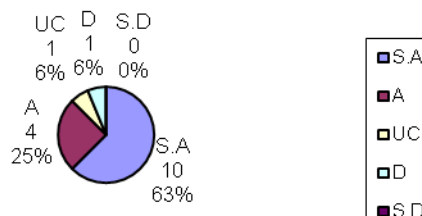
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



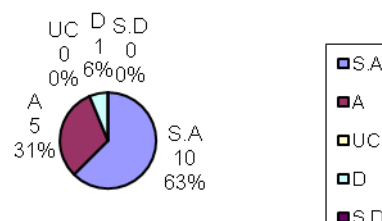
15. Recommended reading books etc. were relevant and appropriate.



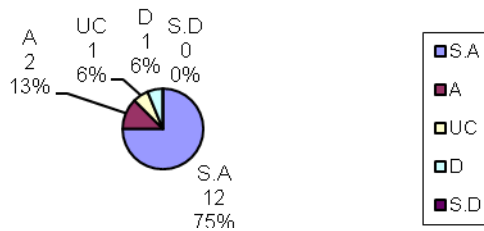
16. The provision of learning resources in the library was adequate and appropriate.



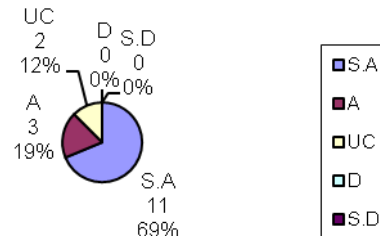
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



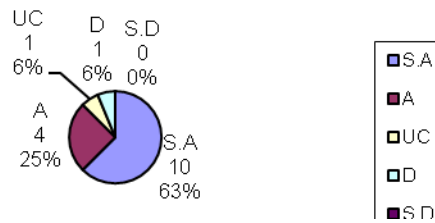
19. The course stimulated by interest and thought on the subject area.



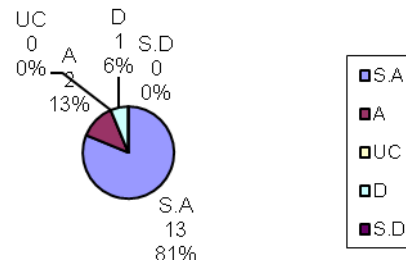
20. The pace of the course was appropriate



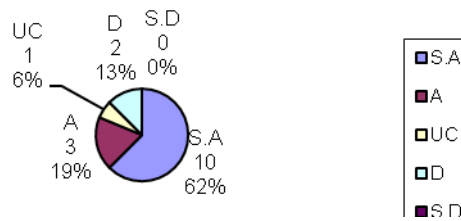
21. Ideas and concepts were presented clearly



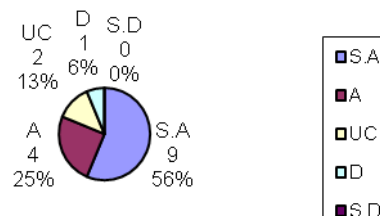
23. The method of assessment were reasonable



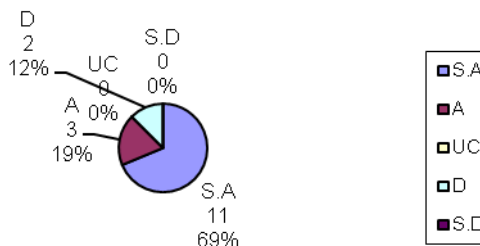
24. Feedback on assessment was timely



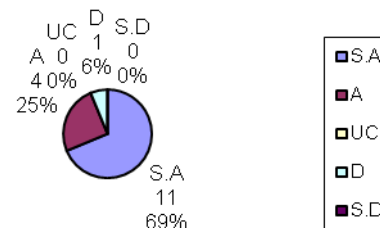
25. Feedback on assessment was helpful



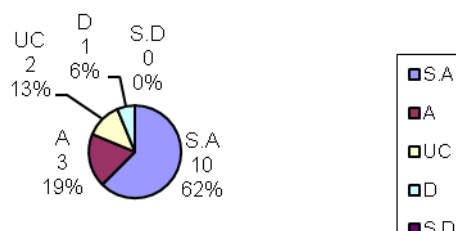
27. I understood the lectures



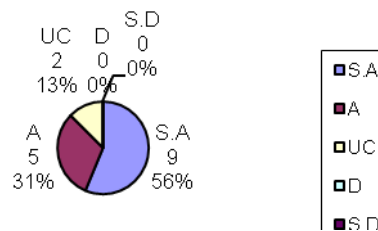
28. The material was well organized and presented



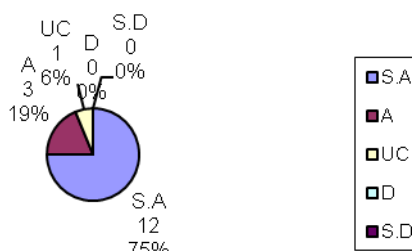
29. The instructor was responsive to student needs and problems



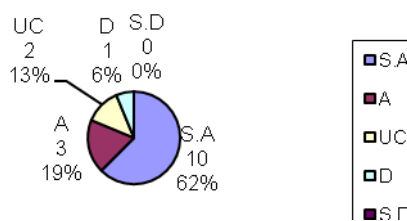
30. Had the instructor been regular throughout the course?



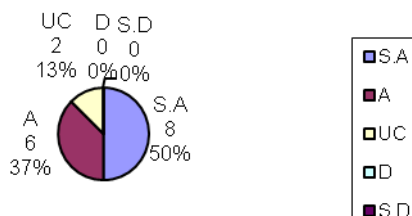
31. The material in the tutorials was useful



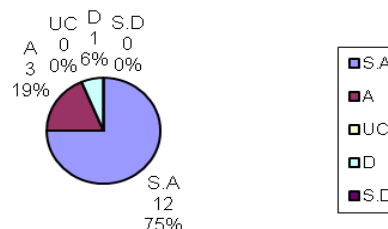
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



35. The demonstrators dealt effectively with my problems.

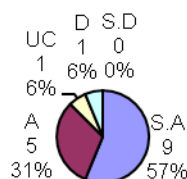


EDU-705

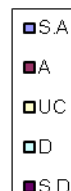
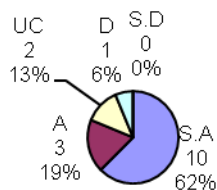
Following set of charts shows the Course evaluation aspects related to M.Ed level Course EDU-705 'Advanced Method of Teaching'. Although more than 50% students agreed with these aspects, however 88% student disagreed that the level of their own attendance during the whole course. Whereas 13% disagreed that course was well constructed to achieve the learning outcomes. Similarly same percent of students were disagree that the overall environment in the class was conducive to learning, Classrooms were satisfactory, Feedback on assessment was timely, and that they understood the lectures.

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

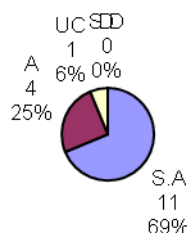
1. The course objectives were clear



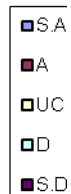
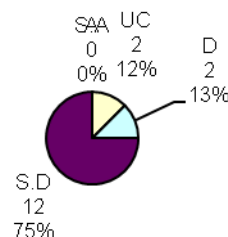
2. The course workload was manageable



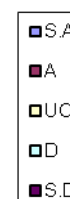
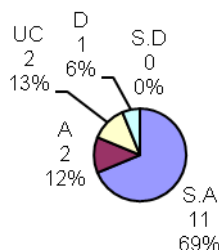
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



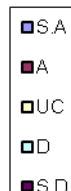
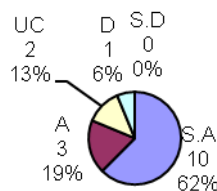
5. Approximate level of your own attendance during the whole course.



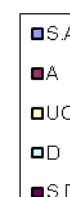
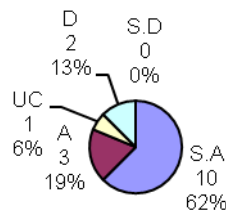
6. I participated actively in the course



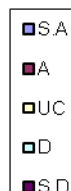
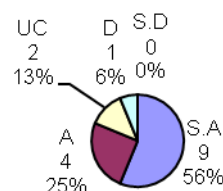
7. I think I have made progress in this course



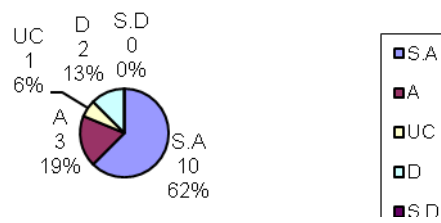
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



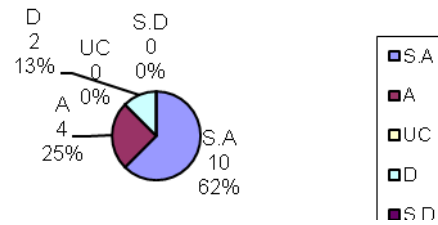
10. The learning and teaching methods encouraged participation.



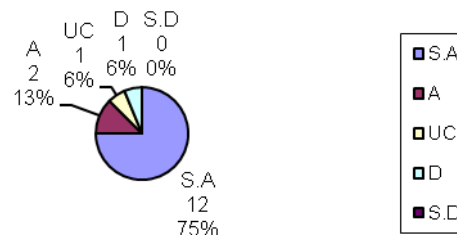
11. The overall environment in the class was conducive to learning.



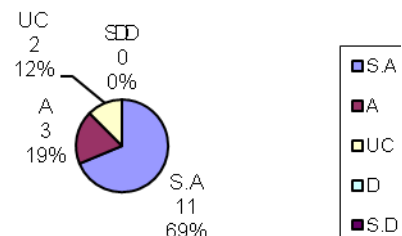
12. Classrooms were satisfactory



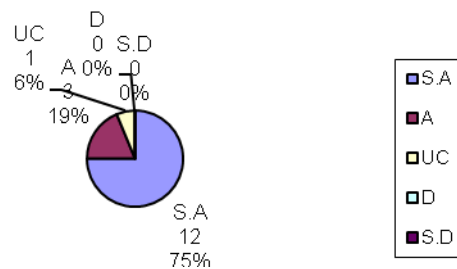
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



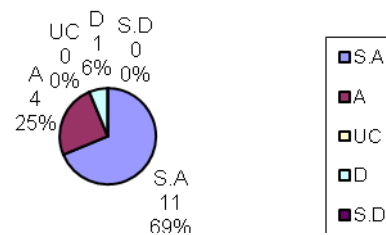
15. Recommended reading books etc. were relevant and appropriate.



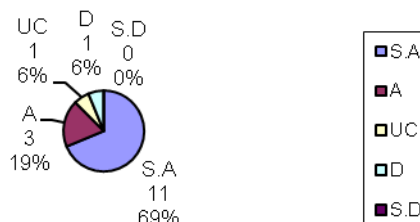
16. The provision of learning resources in the library was adequate and appropriate.



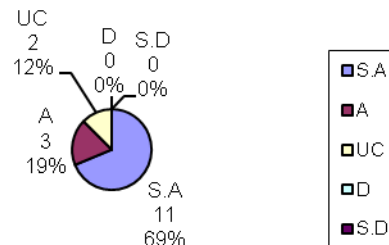
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



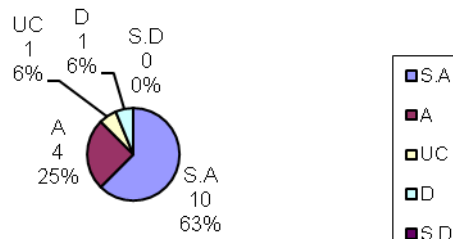
19. The course stimulated by interest and thought on the subject area.



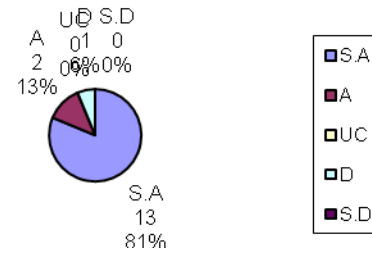
20. The pace of the course was appropriate



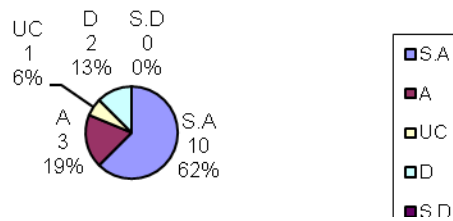
21. Ideas and concepts were presented clearly



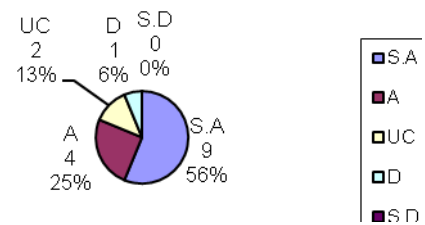
23. The method of assessment were reasonable



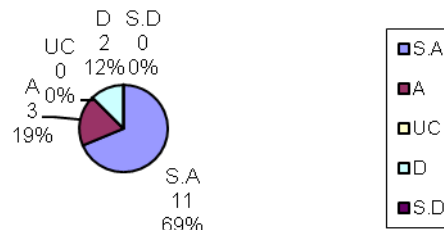
24. Feedback on assessment was timely



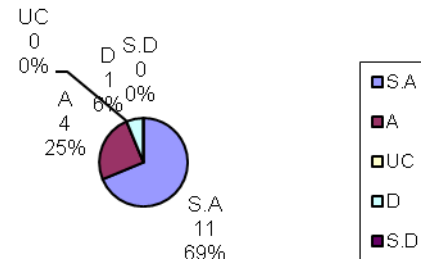
25. Feedback on assessment was helpful



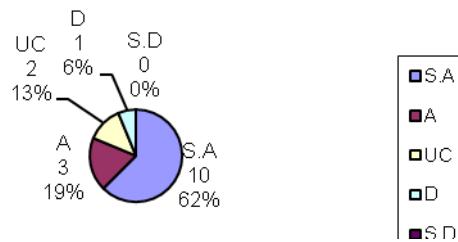
27. I understood the lectures



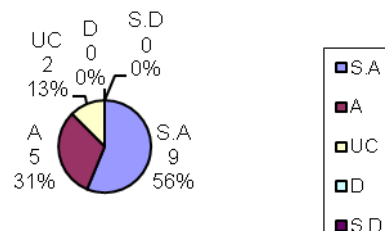
28. The material was well organized and presented



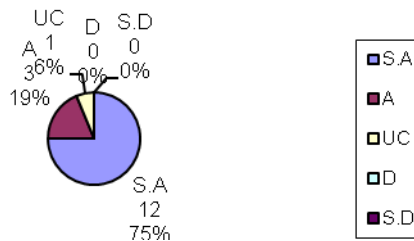
29. The instructor was responsive to student needs and problems



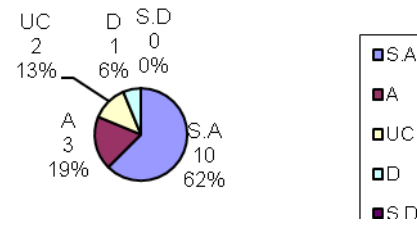
30. Had the instructor been regular throughout the course?



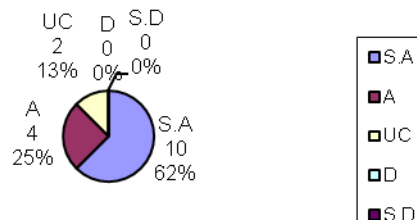
31. The material in the tutorials was useful



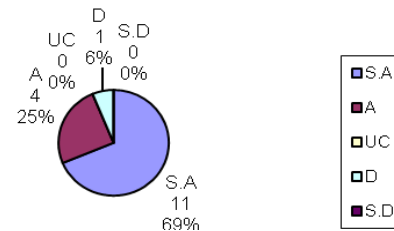
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



35. The demonstrators dealt effectively with my problems.

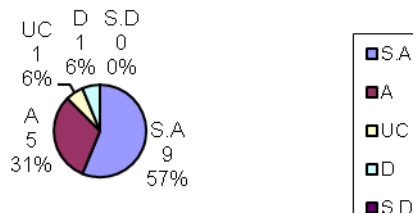


EDU-706

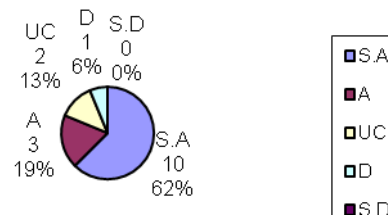
Following set of charts shows the Course evaluation aspects related to M.Ed level Course EDU-706 'Techniques of Research and Statistics'. Although more than 50% students agreed with these aspects, however 88% student disagreed that the level of their own attendance during the whole course. Whereas 13% disagreed that course was well constructed to achieve the learning outcomes. Similarly same percent of students were disagree that the overall environment in the class was conducive to learning, Classrooms were satisfactory, Feedback on assessment was timely, and that they understood the lectures.

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

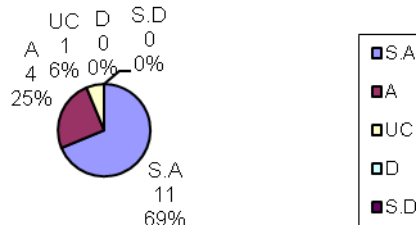
1. The course objectives were clear



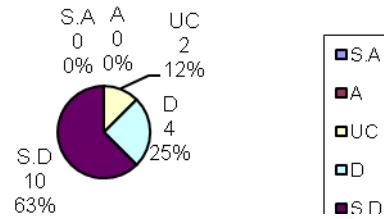
2. The course workload was manageable



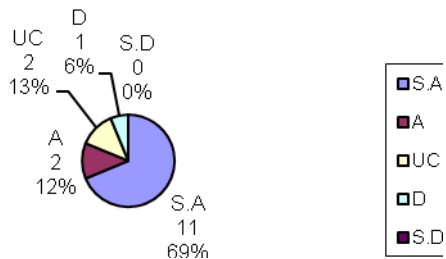
**3. The course was well organized
(e.g.timely access to
materials, notification of
changes, etc.)**



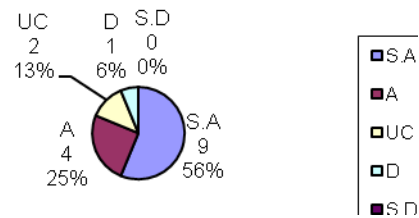
**5. Approximate level of your own
attendance during the whole course.**



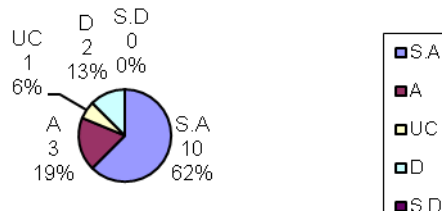
6. I participated actively in the course



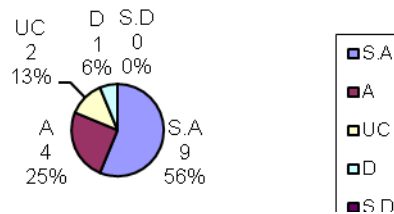
**7. I think I have made progress in this
course**



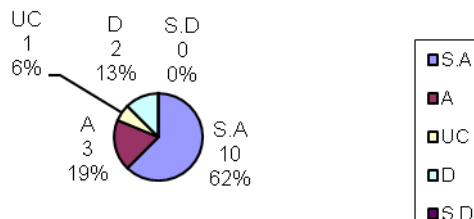
**9. I think the course was well
constructed to achieve the learning
ourcomes (there was a good balance
of lecture, tutorials, partical etc.)**



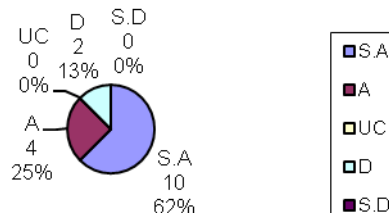
**10. The learning and teaching
methods encouraged participation.**



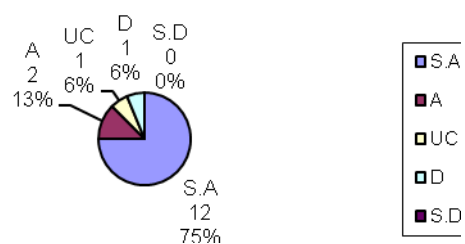
**11. The overall environment in the
class was conducive to learning.**



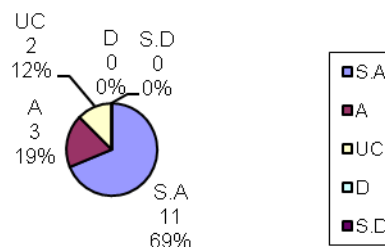
12. Classrooms were satisfactory



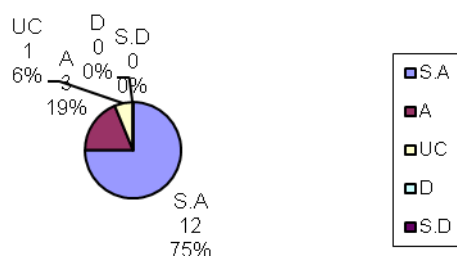
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



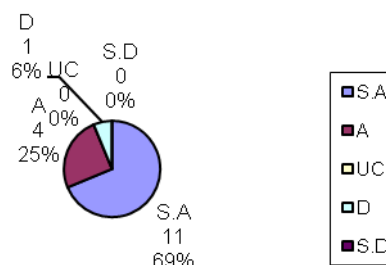
15. Recommended reading books etc. were relevant and appropriate.



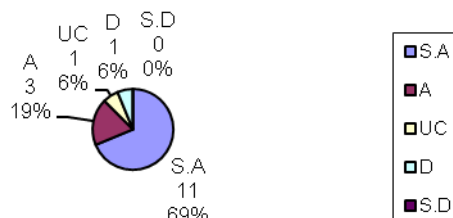
16. The provision of learning resources in the library was adequate and appropriate.



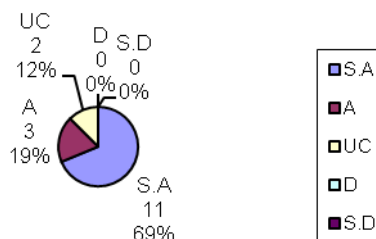
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



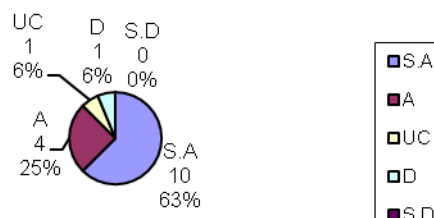
19. The course stimulated by interest and thought on the subject area.



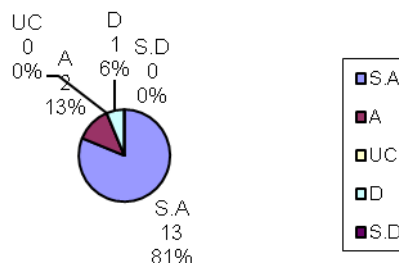
20. The pace of the course was appropriate



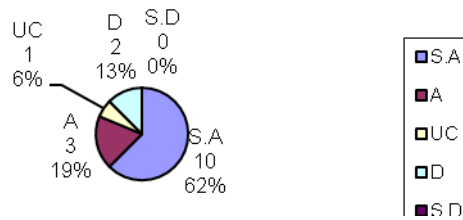
21. Ideas and concepts were presented clearly



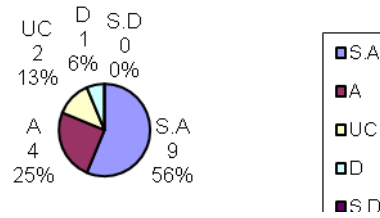
23. The method of assessment were reasonable



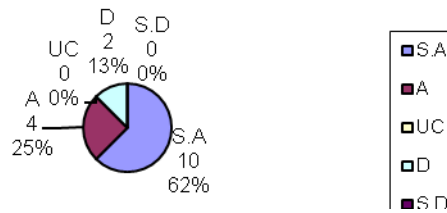
24. Feedback on assessment was timely



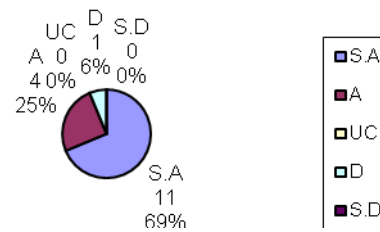
25. Feedback on assessment was helpful



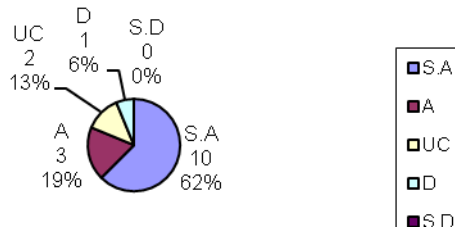
27. I understood the lectures



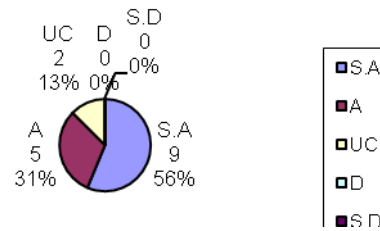
28. The material was well organized and presented



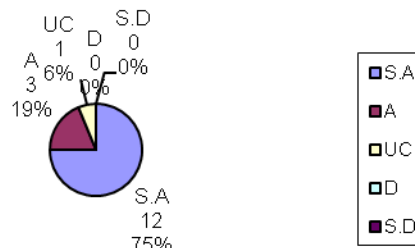
29. The instructor was responsive to student needs and problems



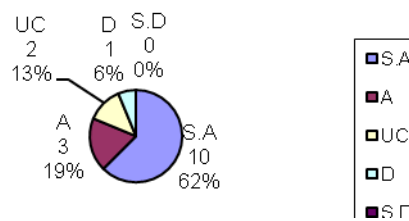
30. Had the instructor been regular throughout the course?



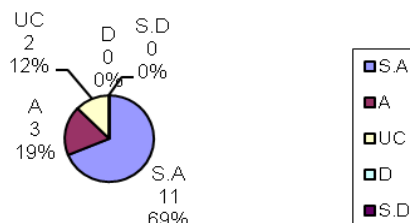
31. The material in the tutorials was useful



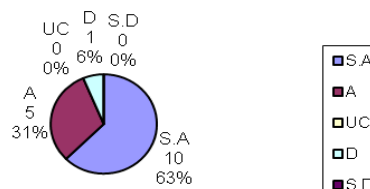
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



35. The demonstrators dealt effectively with my problems.

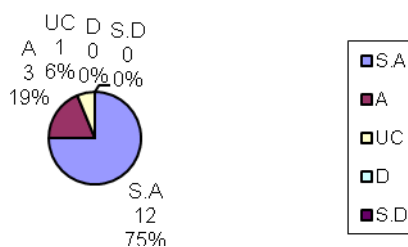


EDU-707

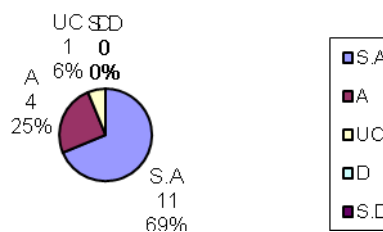
Following set of charts shows the Course evaluation aspects related to M.Ed level Course EDU-707 'Philosophy of Education'. Although more than 50% students agreed with these aspects, however 100% student disagreed that the level of their own attendance during the whole course. Whereas 19% disagreed that the classrooms were satisfactory and recommended reading books were relevant and appropriate. Whereas 12% disagreed that overall environment in the class was conducive to learning. And 13% disagreed that the pace of the course was appropriate and material in the tutorials was useful.

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

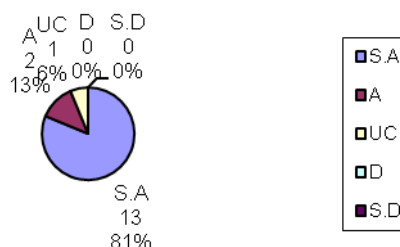
1. The course objectives were clear



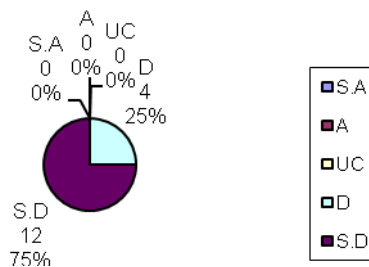
2. The course workload was manageable



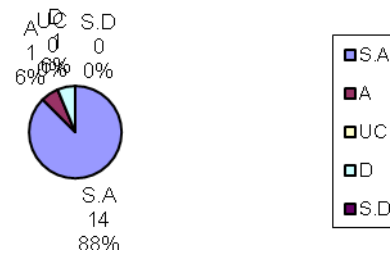
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



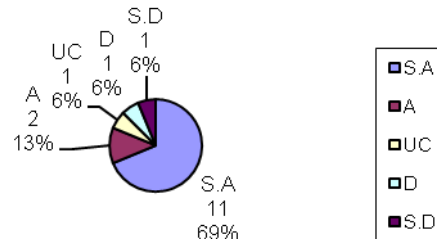
5. Approximate level of your own attendance during the whole course.



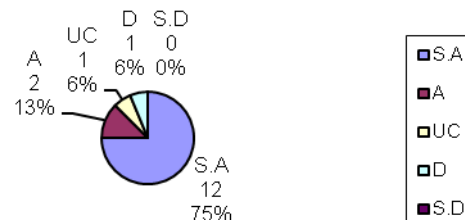
6. I participated actively in the course



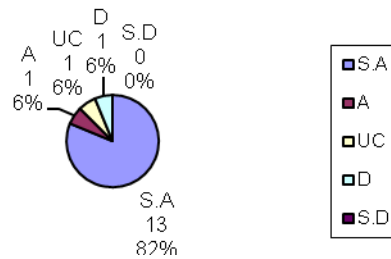
7. I think I have made progress in this course



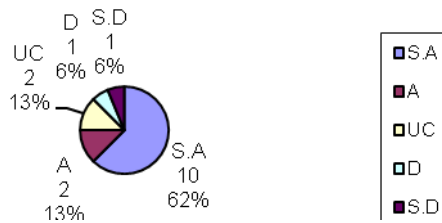
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



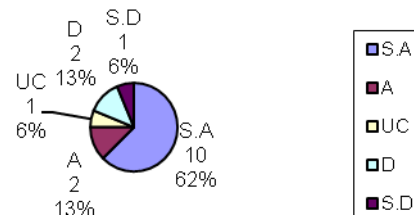
10. The learning and teaching methods encouraged participation.



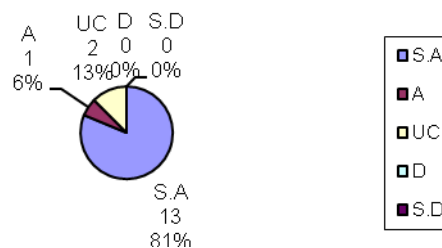
11. The overall environment in the class was conducive to learning.



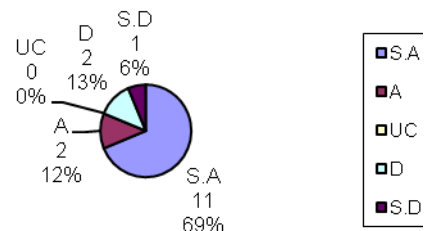
12. Classrooms were satisfactory



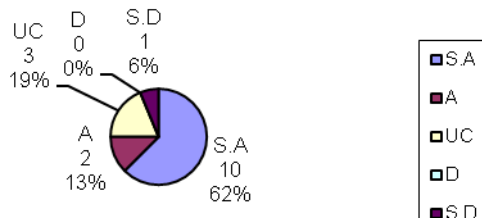
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



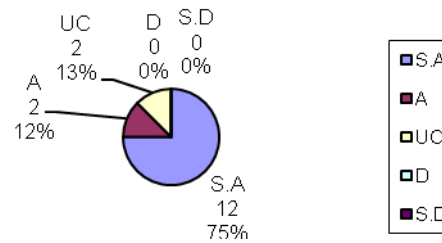
15. Recommended reading books etc. were relevant and appropriate.



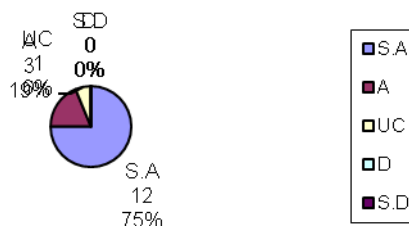
16. The provision of learning resources in the library was adequate and appropriate.



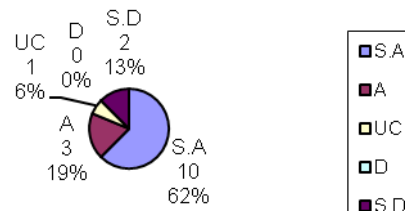
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



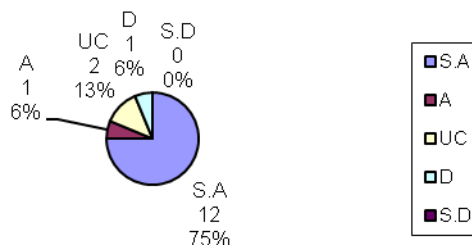
19. The course stimulated by interest and thought on the subject area.



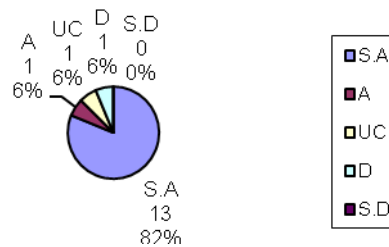
20. The pace of the course was appropriate



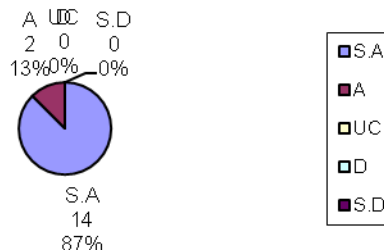
21. Ideas and concepts were presented clearly



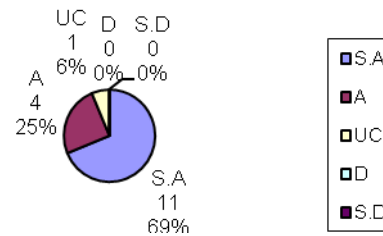
23. The method of assessment were reasonable



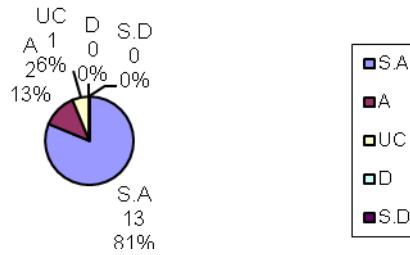
24. Feedback on assessment was timely



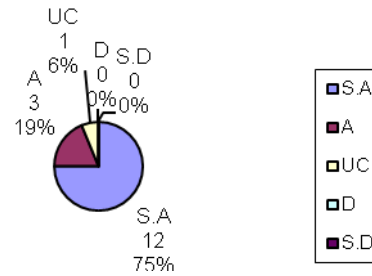
25. Feedback on assessment was helpful



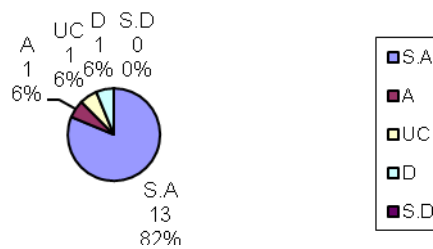
27. I understood the lectures



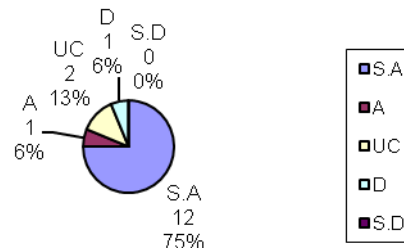
28. The material was well organized and presented



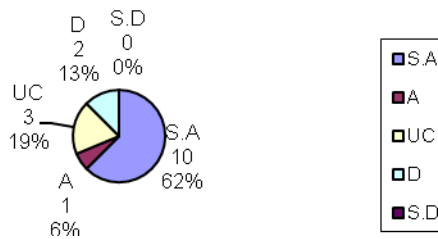
29. The instructor was responsive to student needs and problems



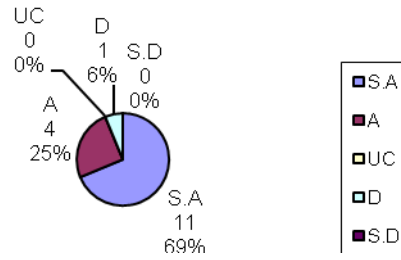
30. Had the instructor been regular throughout the course?



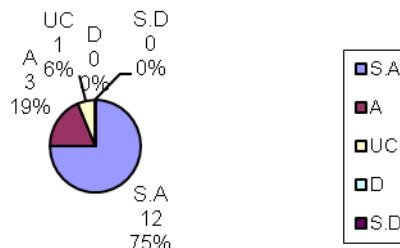
31. The material in the tutorials was useful



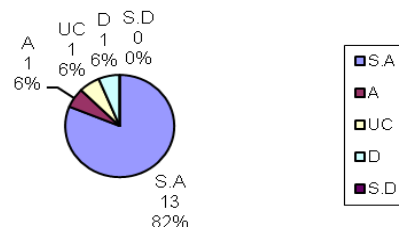
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



35. The demonstrators dealt effectively with my problems.

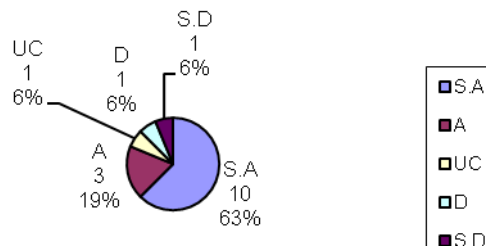


EDU-708

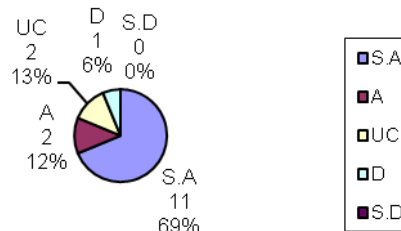
Following set of charts shows the Course evaluation aspects related to M.Ed level Course EDU-708 'Computer in Education'. Although more than 50% students agreed with these aspects, however 88% student disagreed that the level of their own attendance during the whole course. Whereas 13% disagreed that course was well constructed to achieve the learning outcomes. Similarly same percent of students were disagree that the overall environment in the class was conducive to learning, Classrooms were satisfactory, Feedback on assessment was timely, and that they understood the lectures.

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

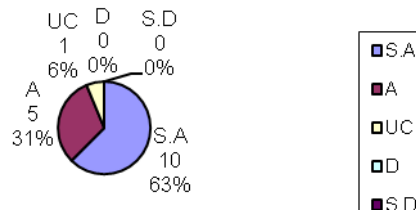
1. The course objectives were clear



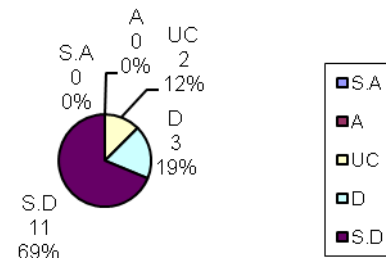
2. The course workload was manageable



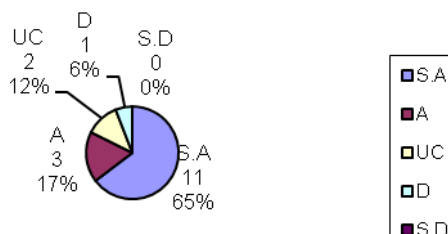
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



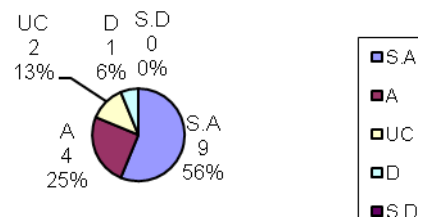
5. Approximate level of your own attendance during the whole course.



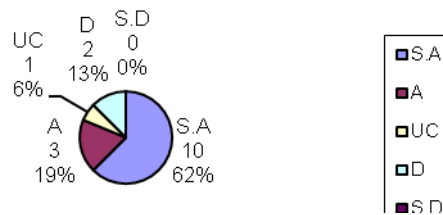
6. I participated actively in the course



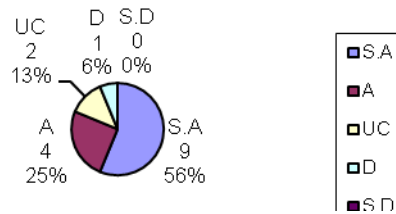
7. I think I have made progress in this course



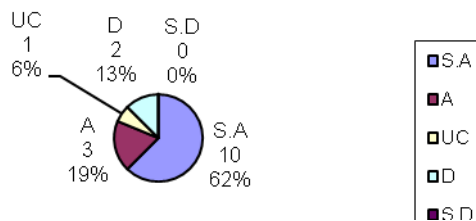
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



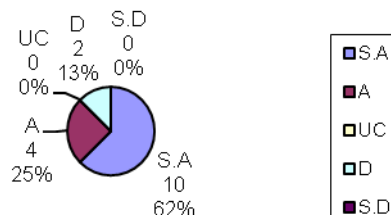
10. The learning and teaching methods encouraged participation.



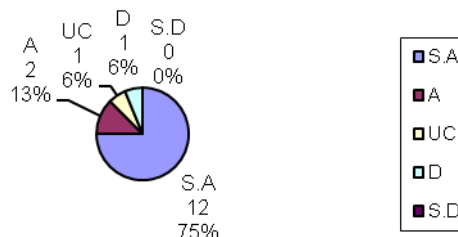
11. The overall environment in the class was conducive to learning.



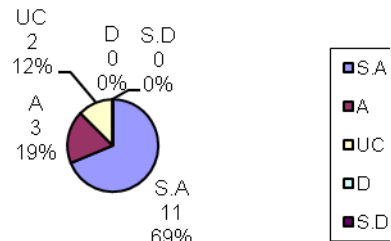
12. Classrooms were satisfactory



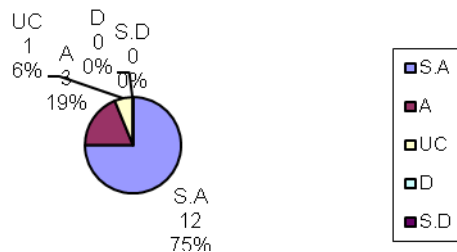
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



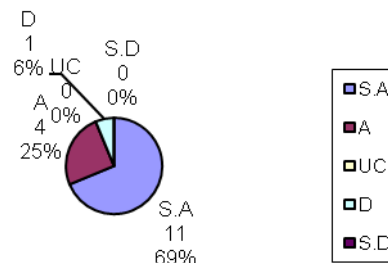
15. Recommended reading books etc. were relevant and appropriate.



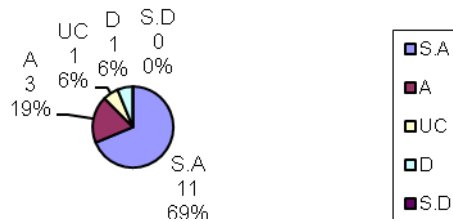
16. The provision of learning resources in the library was adequate and appropriate.



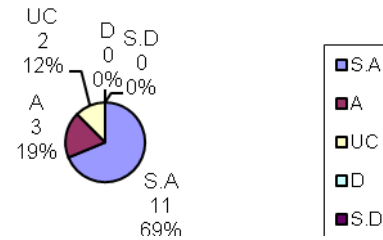
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



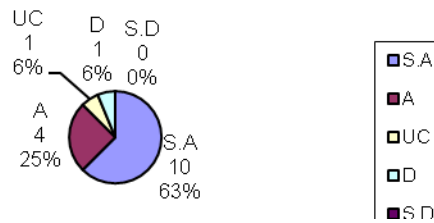
19. The course stimulated by interest and thought on the subject area.



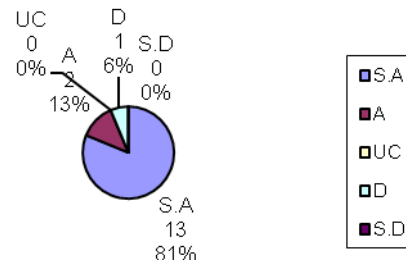
20. The pace of the course was appropriate



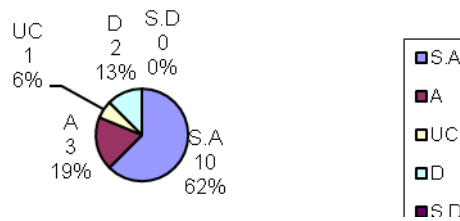
21. Ideas and concepts were presented clearly



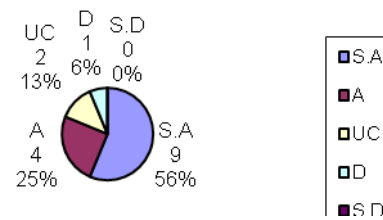
23. The method of assessment were reasonable



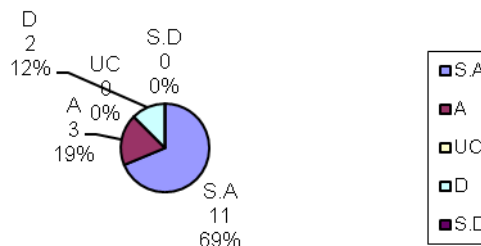
24. Feedback on assessment was timely



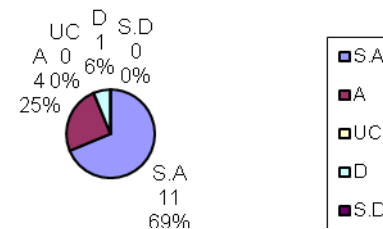
25. Feedback on assessment was helpful



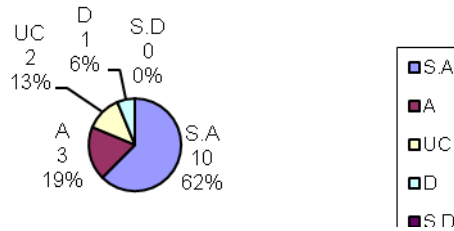
27. I understood the lectures



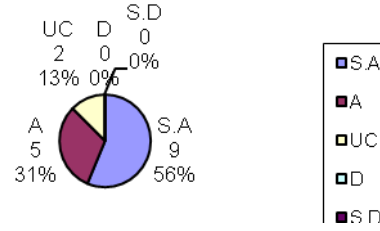
28. The material was well organized and presented



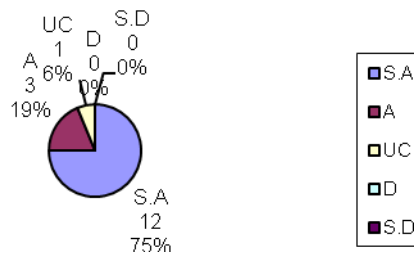
29. The instructor was responsive to student needs and problems



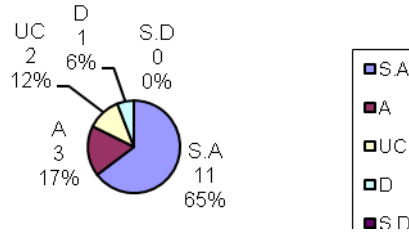
30. Had the instructor been regular throughout the course?



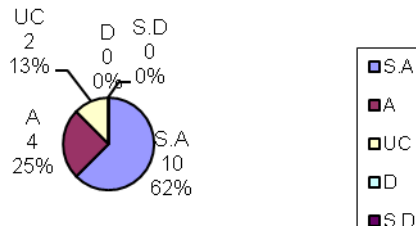
31. The material in the tutorials was useful



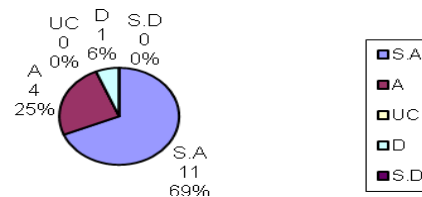
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



35. The demonstrators dealt effectively with my problems.

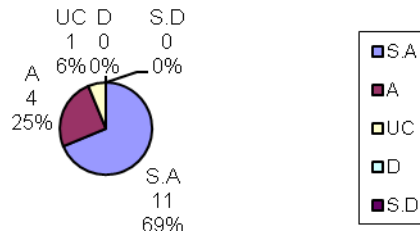


EDU-712

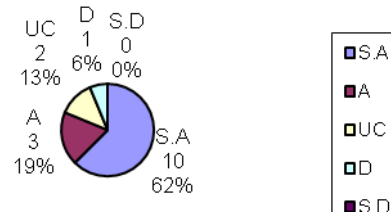
Following set of charts shows the Course evaluation aspects related to M.Ed level Course EDU-712 'Teacher Education in Pakistan'. Although more than 50% students agreed with these aspects, however 94% student disagreed that the level of their own attendance during the whole course. Whereas 13% disagreed that course was well constructed to achieve the learning outcomes. Similarly same percent of students were disagree that the overall environment in the class was conducive to learning, Classrooms were satisfactory, Feedback on assessment was timely, and that they understood the lectures.

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

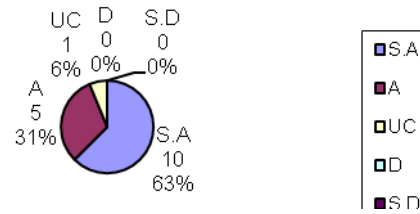
1. The course objectives were clear



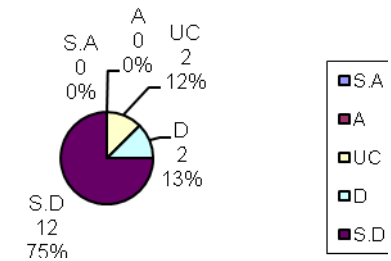
2. The course workload was manageable



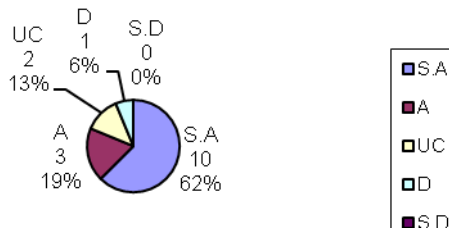
3. The course was well organized (e.g.timely access to materials, notification of changes, etc.)



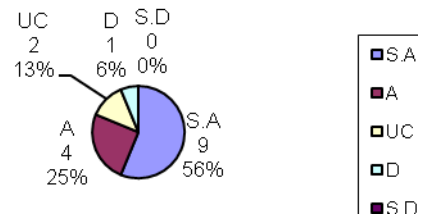
5. Approximate level of your own attendance during the whole course.



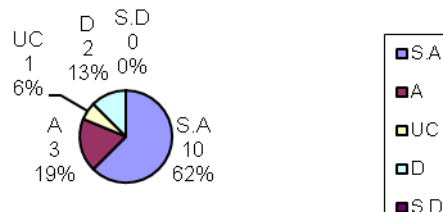
6. I participated actively in the course



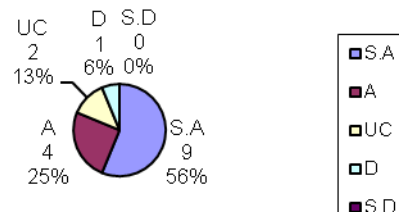
7. I think I have made progress in this course



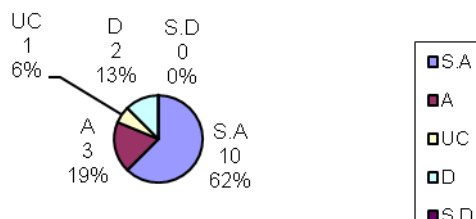
9. I think the course was well constructed to achieve the learning ourcomes (there was a good balance of lecture, tutoriels, partical etc.)



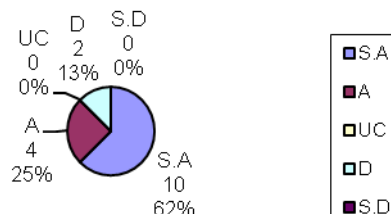
10. The learning and teaching methods encouraged participation.



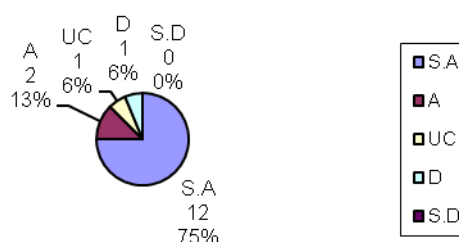
11. The overall environment in the class was conducive to learning.



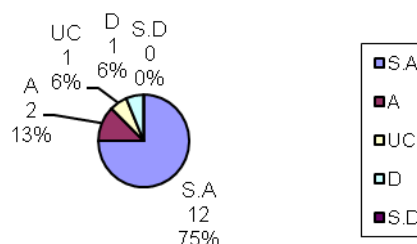
12. Classrooms were satisfactory



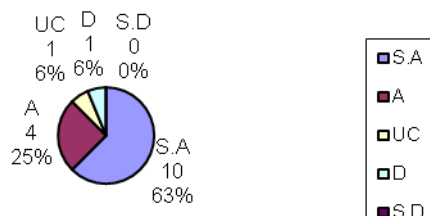
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



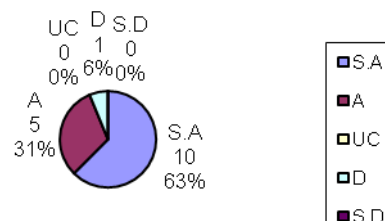
15. Recommended reading books etc. were relevant and appropriate.



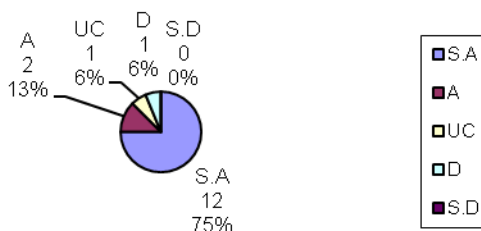
16. The provision of learning resources in the library was adequate and appropriate.



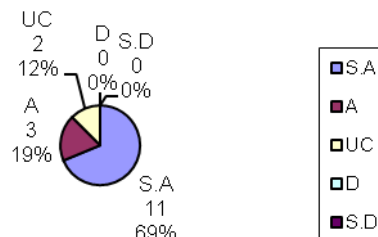
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



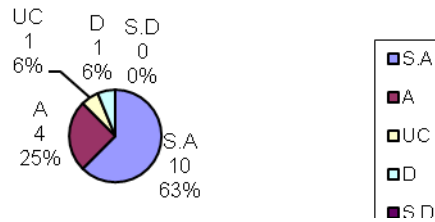
19. The course stimulated by interest and thought on the subject area.



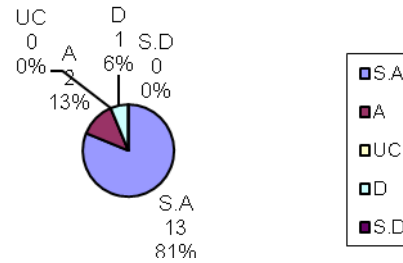
20. The pace of the course was appropriate



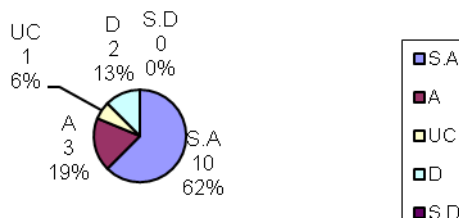
21. Ideas and concepts were presented clearly



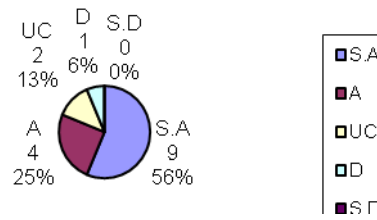
23. The method of assessment were reasonable



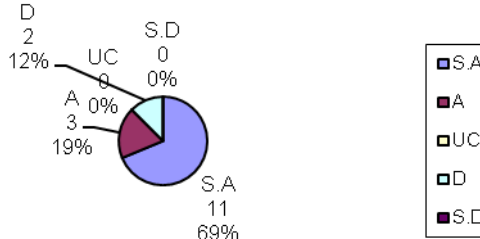
24. Feedback on assessment was timely



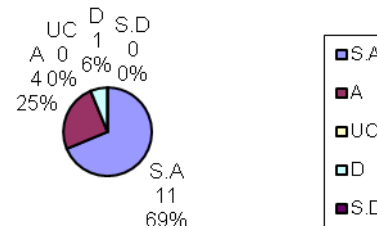
25. Feedback on assessment was helpful



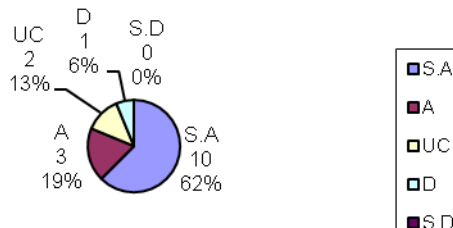
27. I understood the lectures



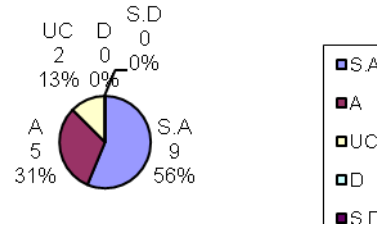
28. The material was well organized and presented



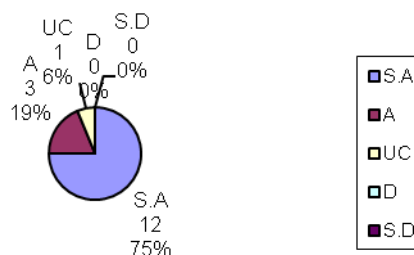
29. The instructor was responsive to student needs and problems



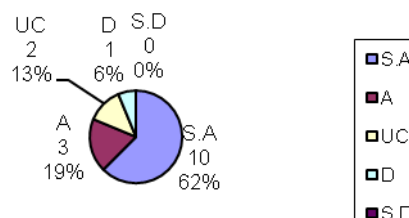
30. Had the instructor been regular throughout the course?



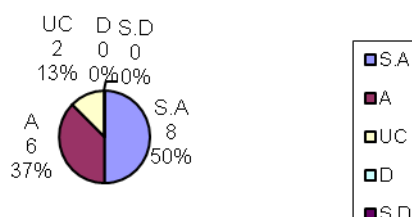
31. The material in the tutorials was useful



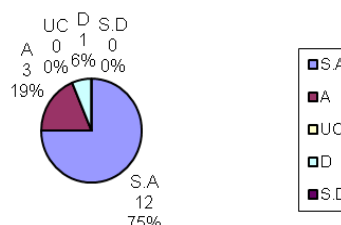
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



35. The demonstrators dealt effectively with my problems.

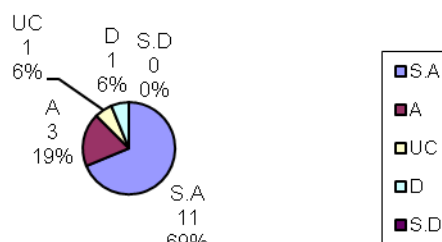


EDU-715

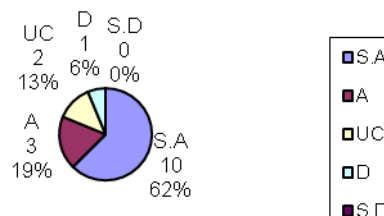
Following set of charts shows the Course evaluation aspects related to M.Ed level Course EDU-715 'Special Education'. Although more than 50% students agreed with these aspects, however 87% student disagreed that the level of their own attendance during the whole course. Whereas 13% disagreed that course was well constructed to achieve the learning outcomes. Similarly same percent of students were disagree that the overall environment in the class was conducive to learning, Classrooms were satisfactory, Feedback on assessment was timely, and that they understood the lectures.

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

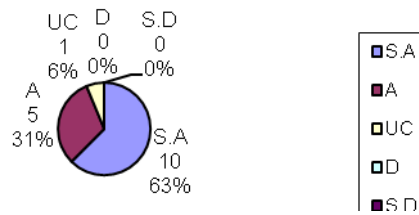
1. The course objectives were clear



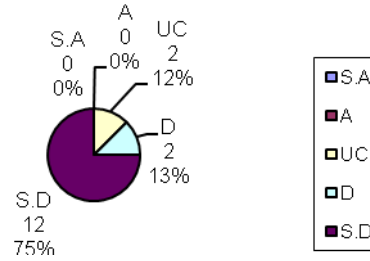
2. The course workload was manageable



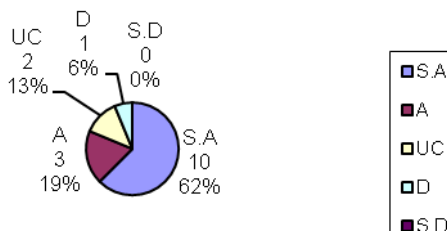
**3. The course was well organized
(e.g.timely access to
materials, notification of
changes, etc.)**



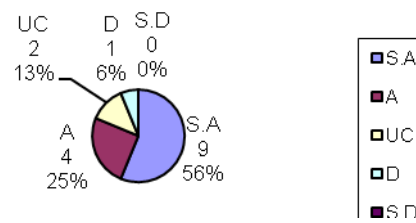
**5. Approximate level of your own
attendance during the whole course.**



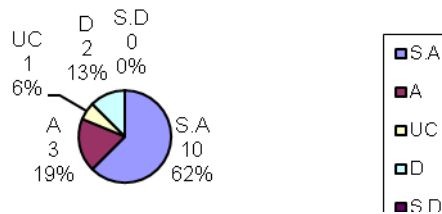
6. I participated actively in the course



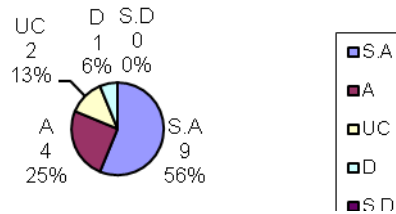
**7. I think I have made progress in this
course**



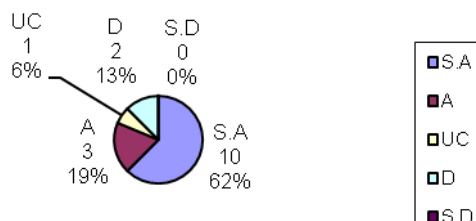
**9. I think the course was well
constructed to achieve the learning
ourcomes (there was a good balance
of lecture, tutorial, practical etc.)**



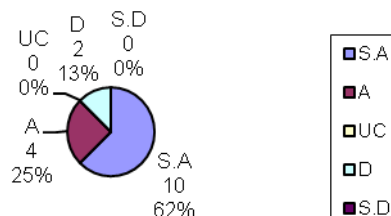
**10. The learning and teaching
methods encouraged participation.**



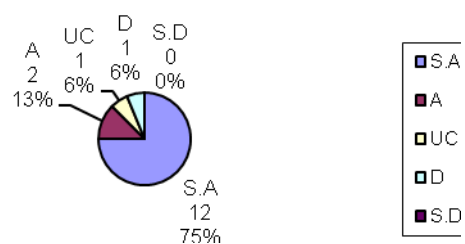
**11. The overall environment in the
class was conducive to learning.**



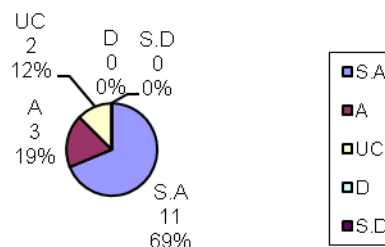
12. Classrooms were satisfactory



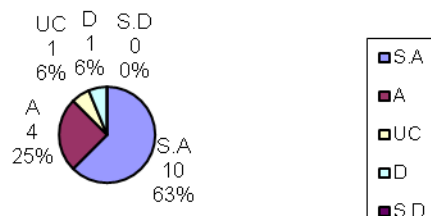
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



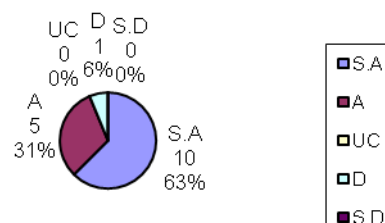
15. Recommended reading books etc. were relevant and appropriate.



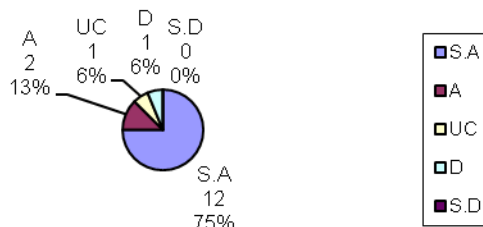
16. The provision of learning resources in the library was adequate and appropriate.



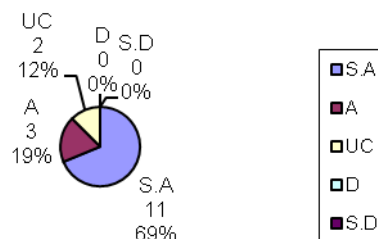
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



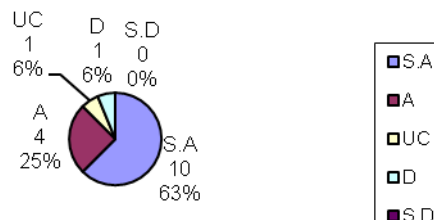
19. The course stimulated by interest and thought on the subject area.



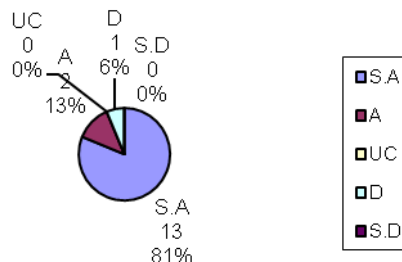
20. The pace of the course was appropriate



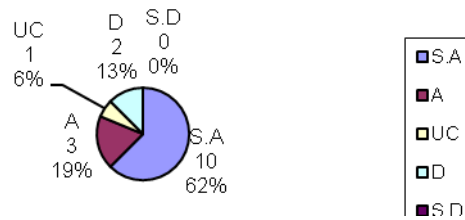
21. Ideas and concepts were presented clearly



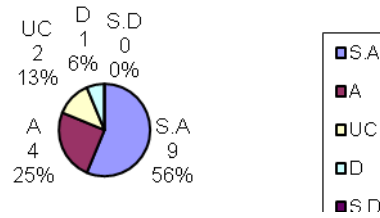
23. The method of assessment were reasonable



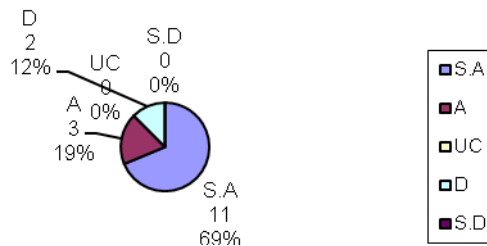
24. Feedback on assessment was timely



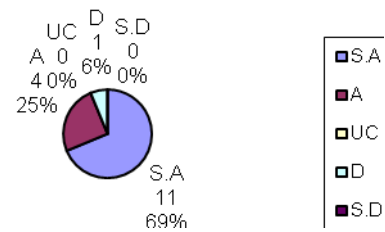
25. Feedback on assessment was helpful



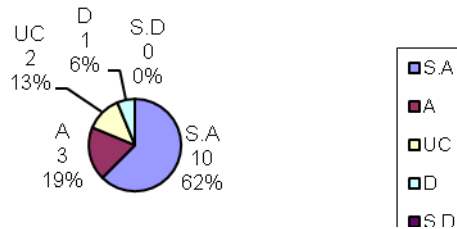
27. I understood the lectures



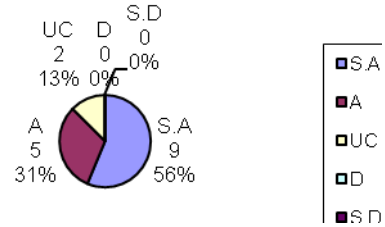
28. The material was well organized and presented



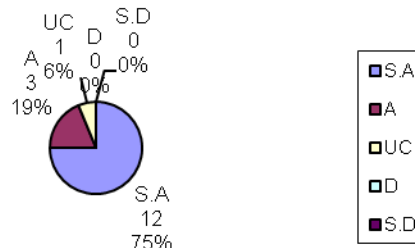
29. The instructor was responsive to student needs and problems



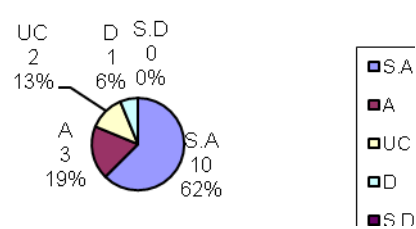
30. Had the instructor been regular throughout the course?



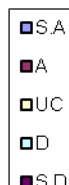
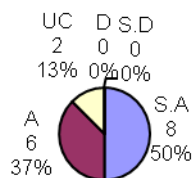
31. The material in the tutorials was useful



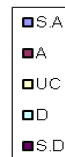
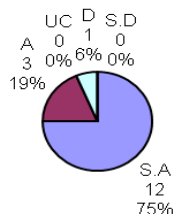
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



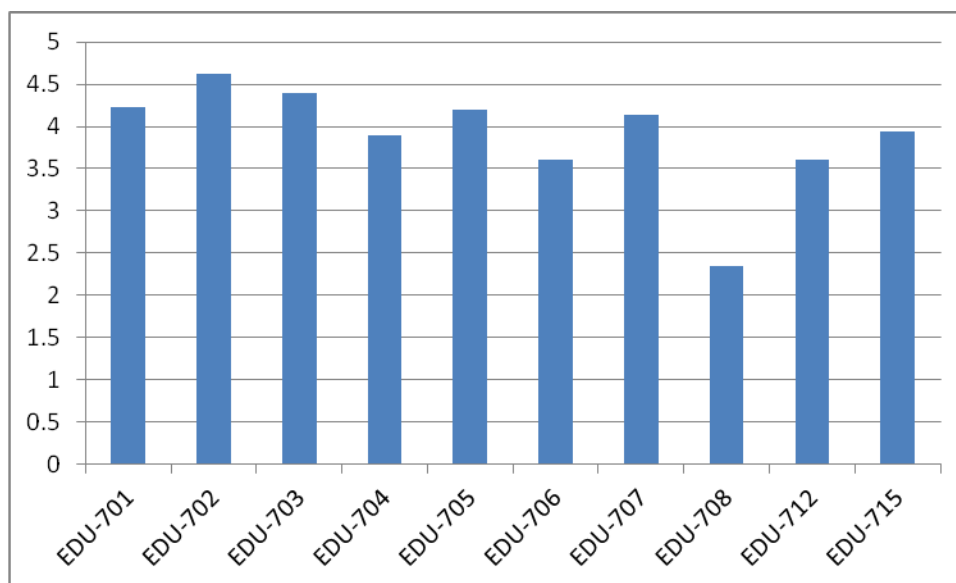
35. The demonstrators dealt effectively with my problems.



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-702 taught by Teacher-2 is on the top by having 4.62 points, and the course EDU-708 (Teacher-4) by scoring 2.34 points were at lower rank as per student evaluation. The position of other courses can be seen from the graphs below.



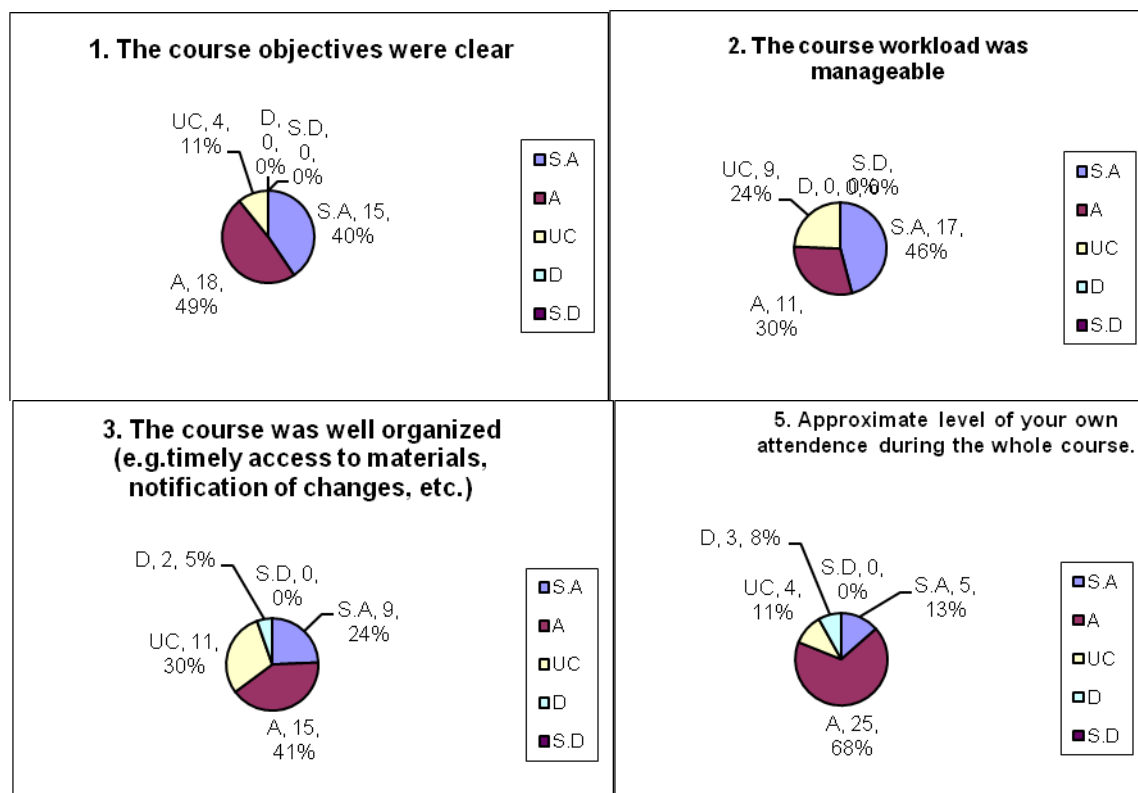
Students' evaluation of courses offered during the session 2009-2010

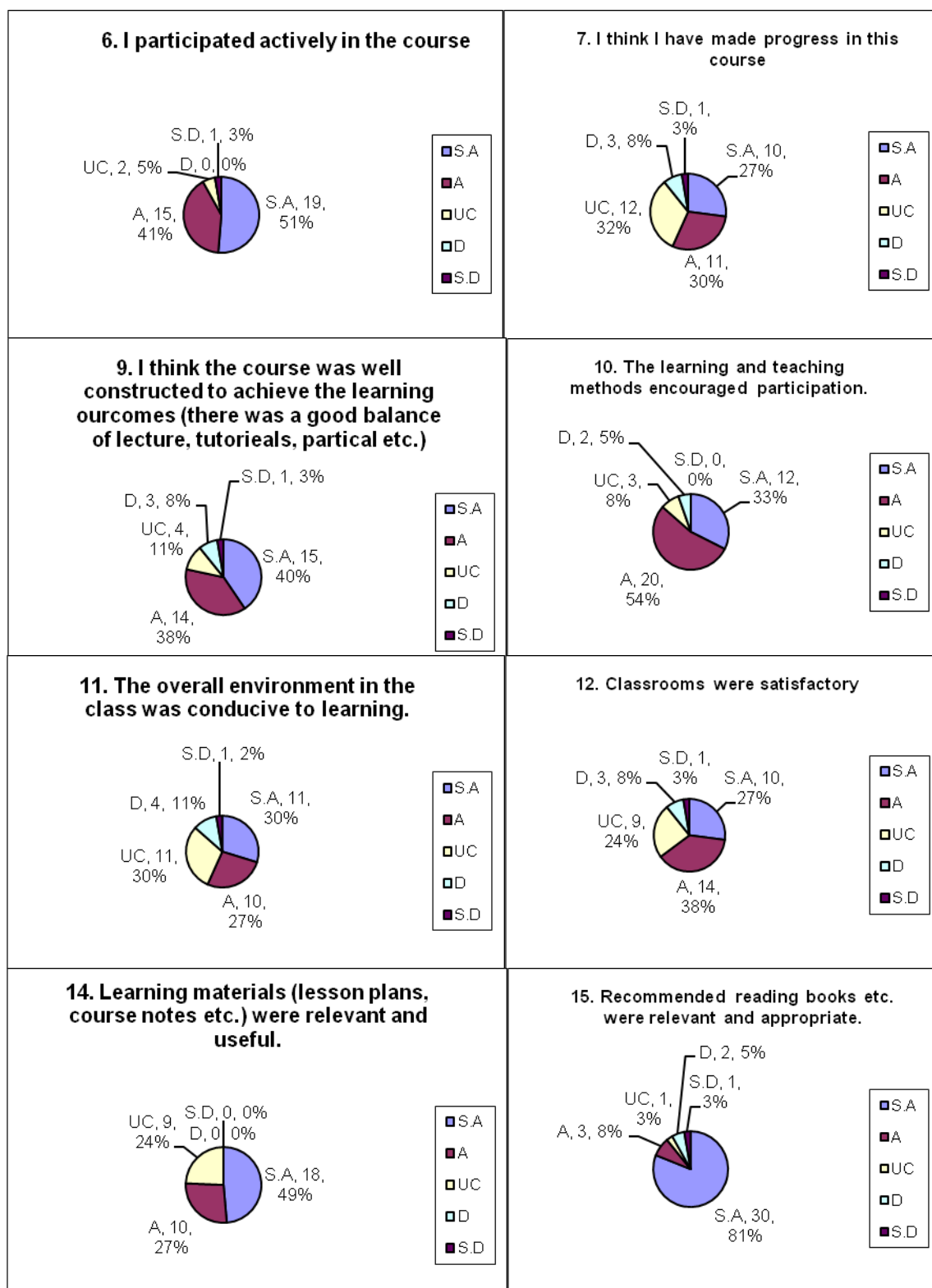
Detailed evaluation of individual course is given below.

EDU-701

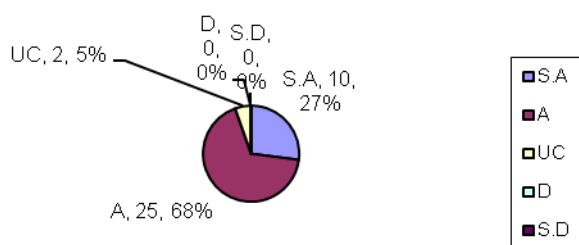
Following set of charts shows the course evaluation aspects related to M.Ed level course EDU-701 ‘Curriculum Development’. Although the range of students who agreed with these aspects is 57-100%, however, 24% students disagreed that the course workload was manageable. Whereas 19% disagreed that the instructor was regular. 13% disagreed that the overall environment was conducive to learning and 11% disagreed that the course was well-constructed to achieve the learning outcomes and classrooms were satisfactory. 8% students were not satisfied with their own attendance, with instructor’s response to their needs and problems. And 5% were disgruntled with organization of the course, teaching and learning methods, provision of learning resources on the web, with the pace of course and understanding the lectures.

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

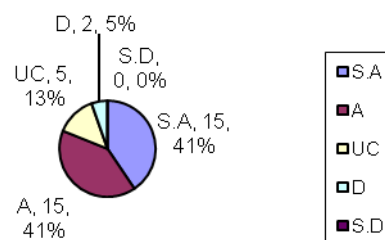




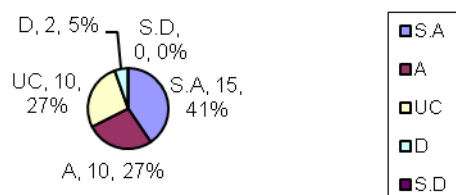
16. The provision of learning resources in the library was adequate and appropriate.



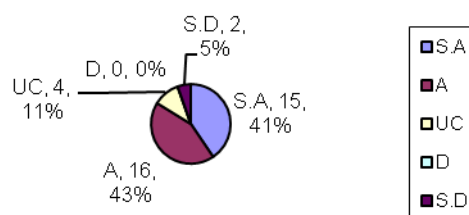
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



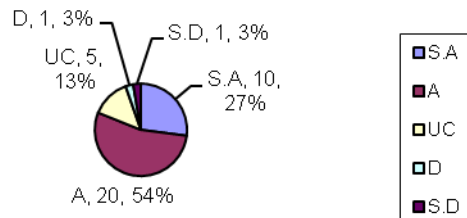
19. The course stimulated by interest and thought on the subject area.



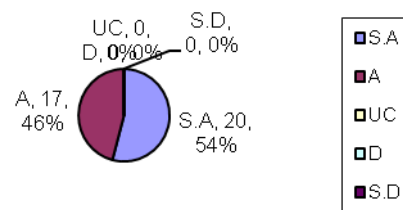
20. The pace of the course was appropriate



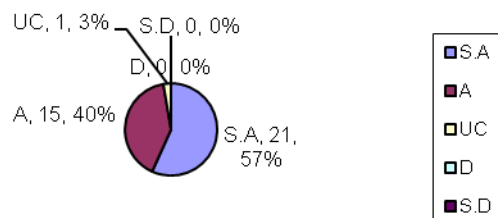
21. Ideas and concepts were presented clearly



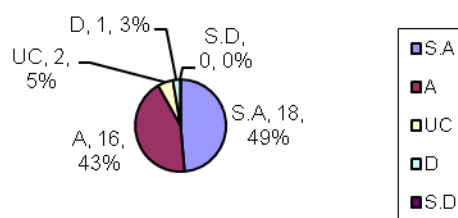
23. The method of assessment were reasonable

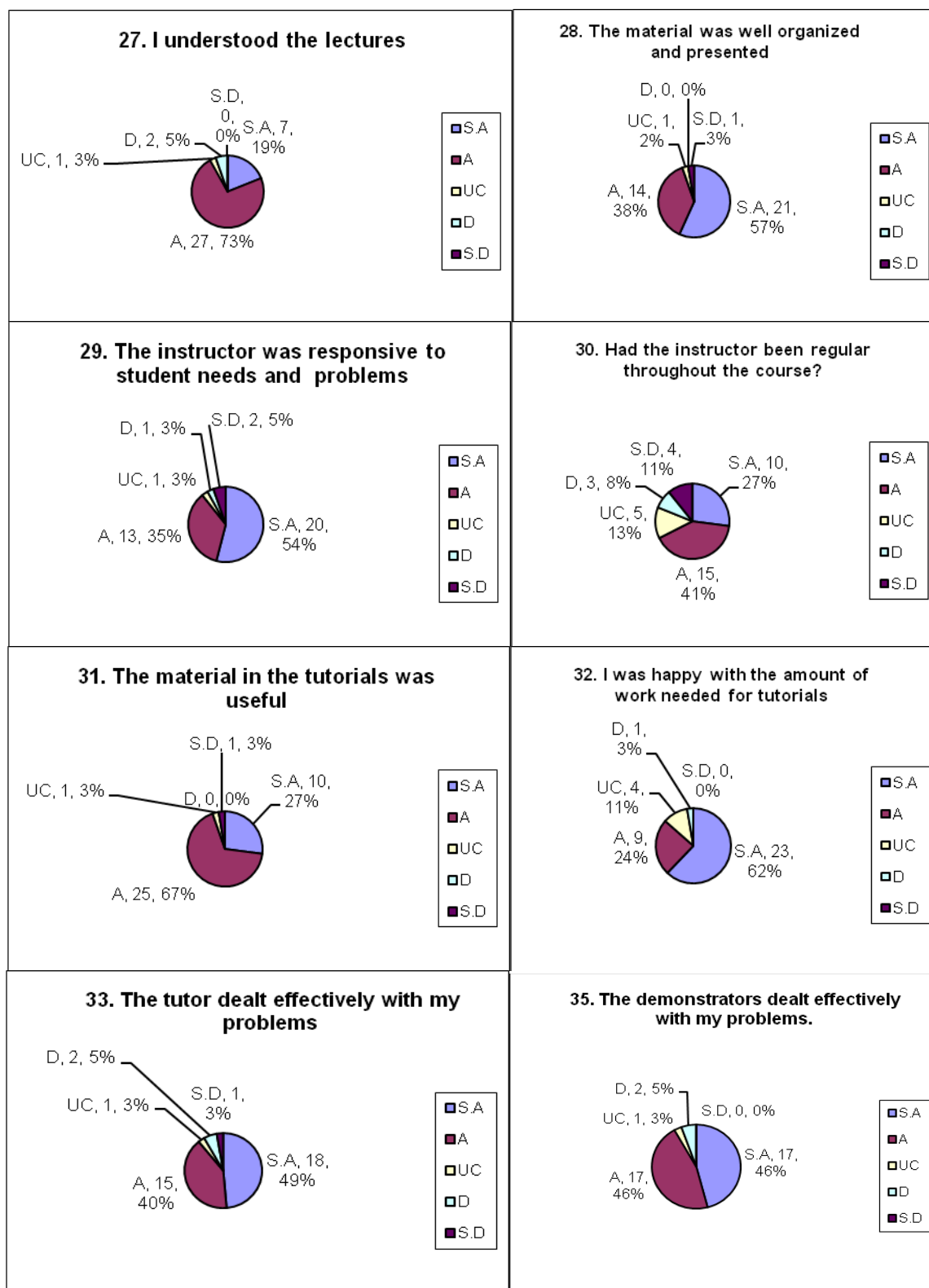


24. Feedback on assessment was timely



25. Feedback on assessment was helpful

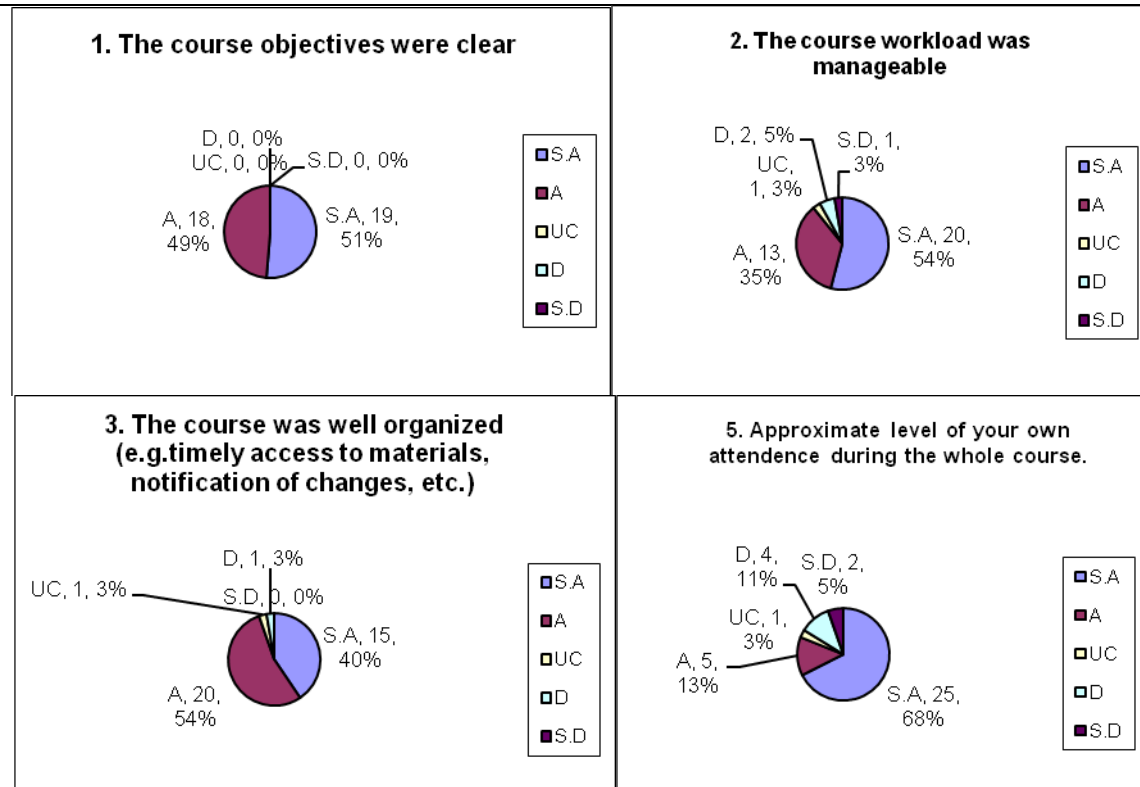


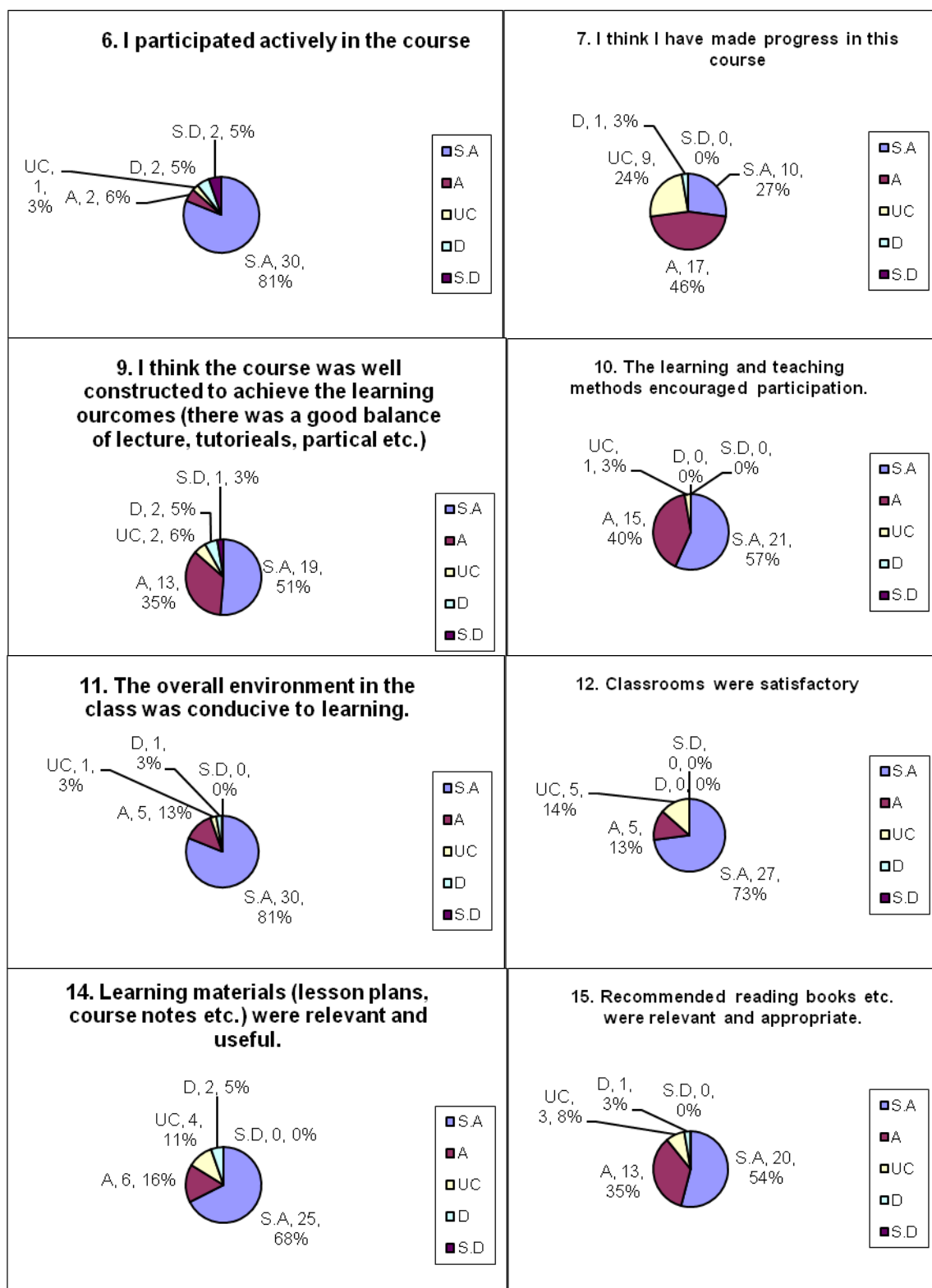


EDU-702

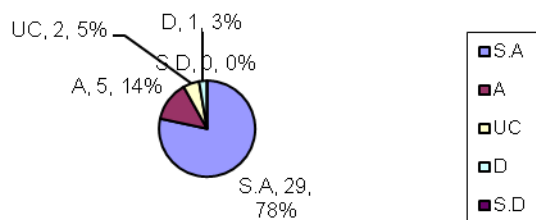
Following set of charts shows the course evaluation aspects related to M.Ed level course EDU-702 ‘Educational Planning and Management’. Although the range of students who agreed with these aspects is 73-100%, however, 16 % students were not satisfied with the level of their own attendance during the whole course. Whereas 8% disagreed that the course well-constructed to achieve the learning outcomes. Similarly, 10% students were unhappy with their participation in course. And 3% students were not happy with organization of the course, progress made in it, overall environment in the classroom, recommended books, provision of learning resources in the library, presentation of ideas and concepts, timely feedback on assessment, regularity and dealing of the instructor.

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

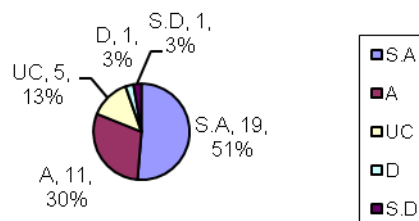




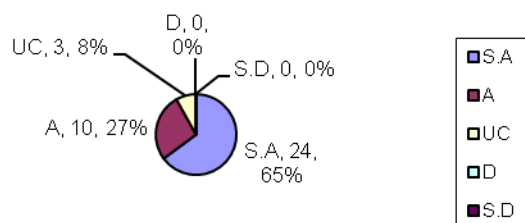
16. The provision of learning resources in the library was adequate and appropriate.



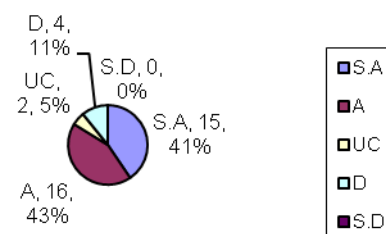
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



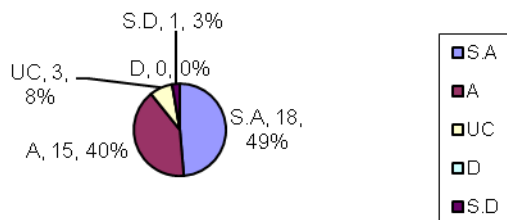
19. The course stimulated by interest and thought on the subject area.



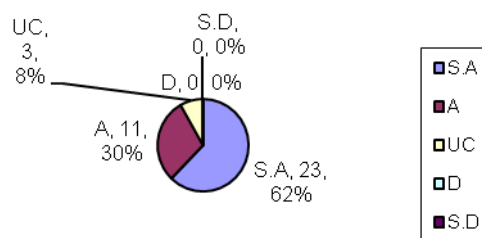
20. The pace of the course was appropriate



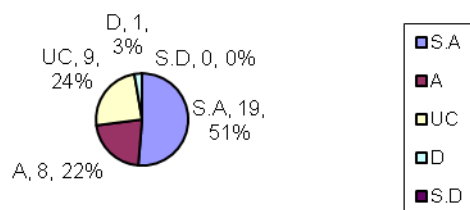
21. Ideas and concepts were presented clearly



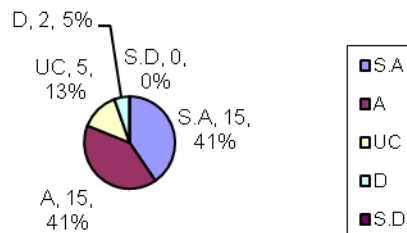
23. The method of assessment were reasonable



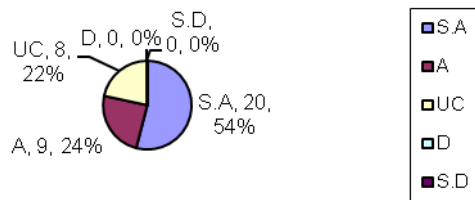
24. Feedback on assessment was timely



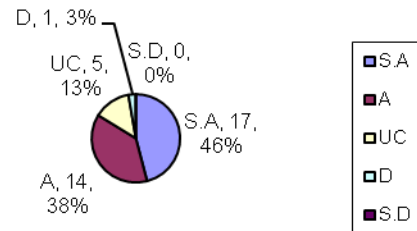
25. Feedback on assessment was helpful



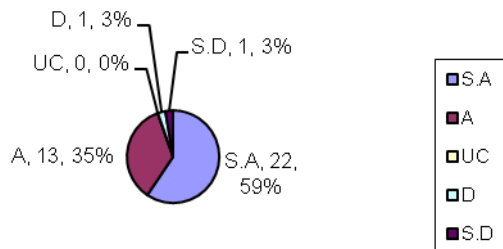
27. I understood the lectures



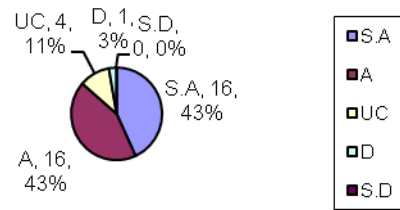
28. The material was well organized and presented



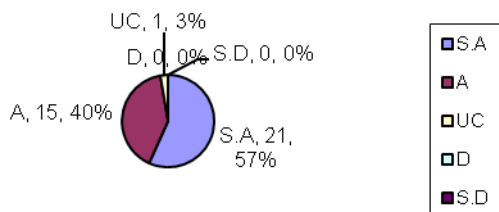
29. The instructor was responsive to student needs and problems



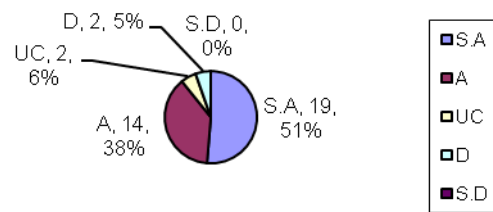
30. Had the instructor been regular throughout the course?



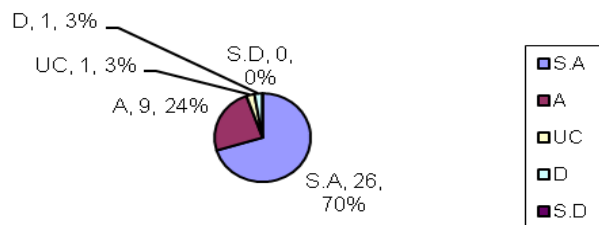
31. The material in the tutorials was useful



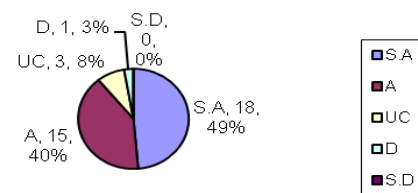
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



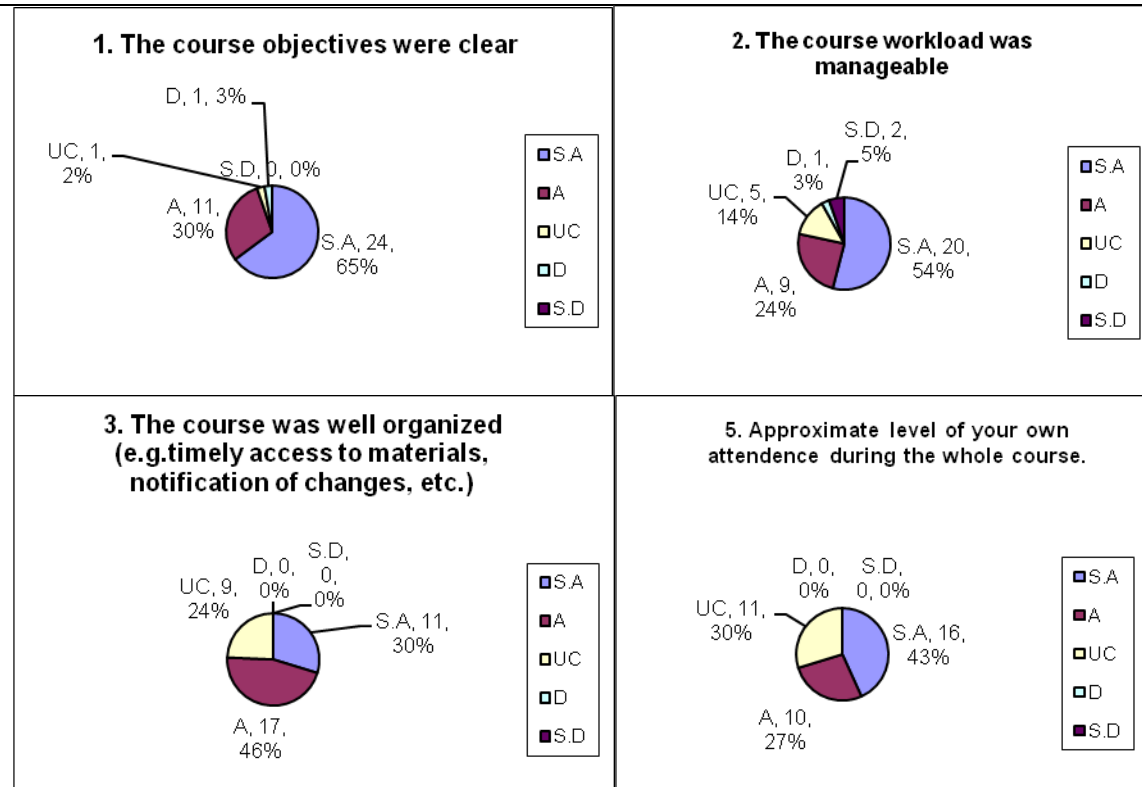
35. The demonstrators dealt effectively with my problems.

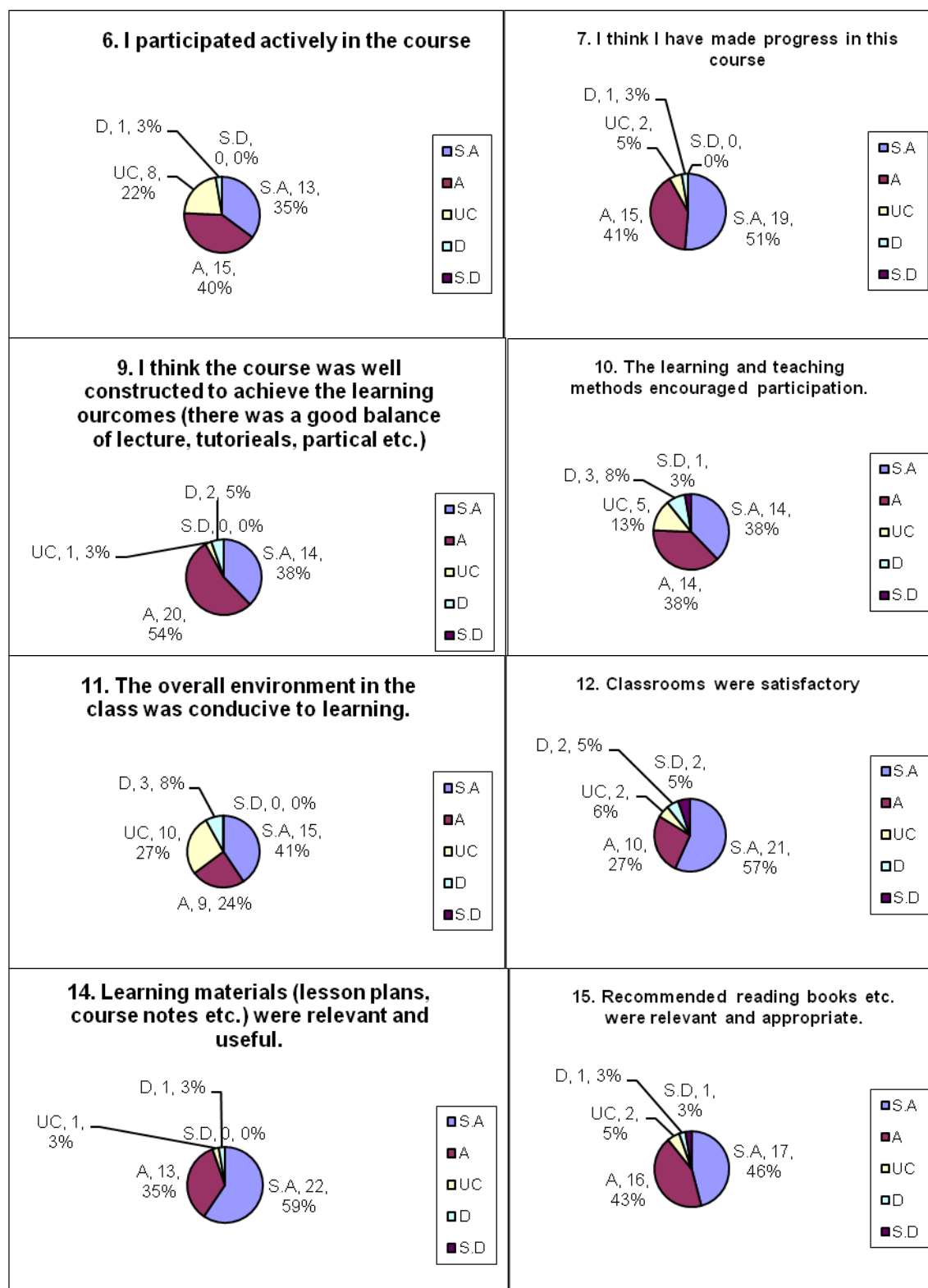


EDU-703

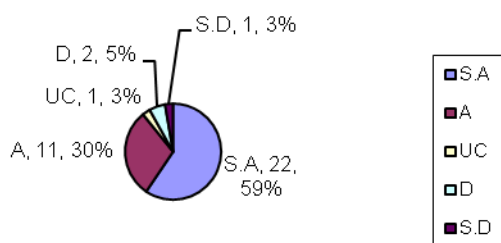
Following set of charts shows the course evaluation aspects related to M.Ed level course EDU-703 'Educational Psychology and Guidance'. Although the range of students who agreed with these aspects is 54-97%, however, 24% students were uncertain about their own attendance during the whole course. Whereas 5 % disagreed that course was well constructed to achieve the learning outcomes. Similarly, 14% of students were not happy with understanding of lectures, 11% were disenchanted with teaching and learning methods increasing participation. While 8% students were not happy with the course workload, overall environment in the classroom conducive to learning, provision of learning resources in the library and on the web, methods of assessment , timely feedback on assessment and dealing of demonstrator with their problems.

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

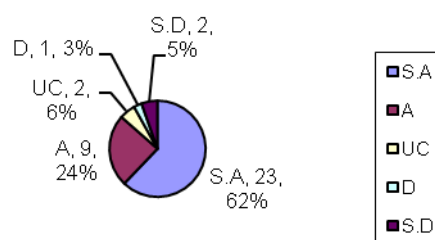




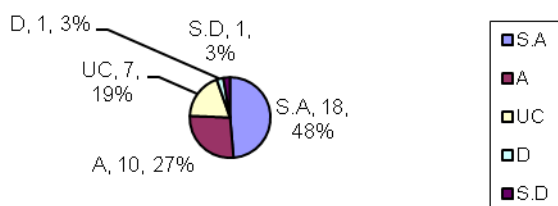
16. The provision of learning resources in the library was adequate and appropriate.



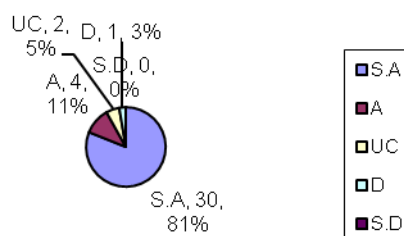
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



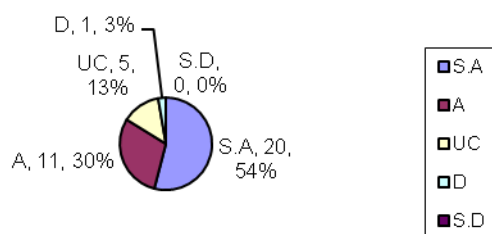
19. The course stimulated by interest and thought on the subject area.



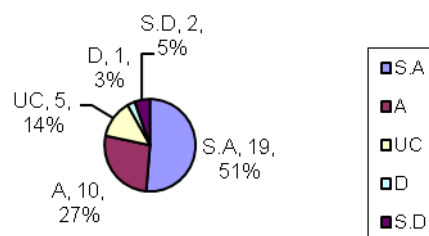
20. The pace of the course was appropriate



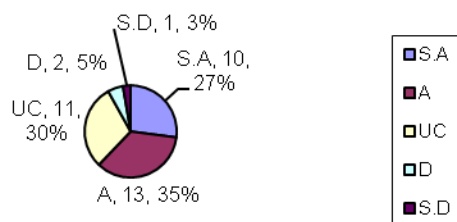
21. Ideas and concepts were presented clearly



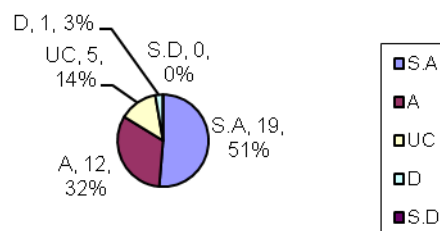
23. The method of assessment were reasonable

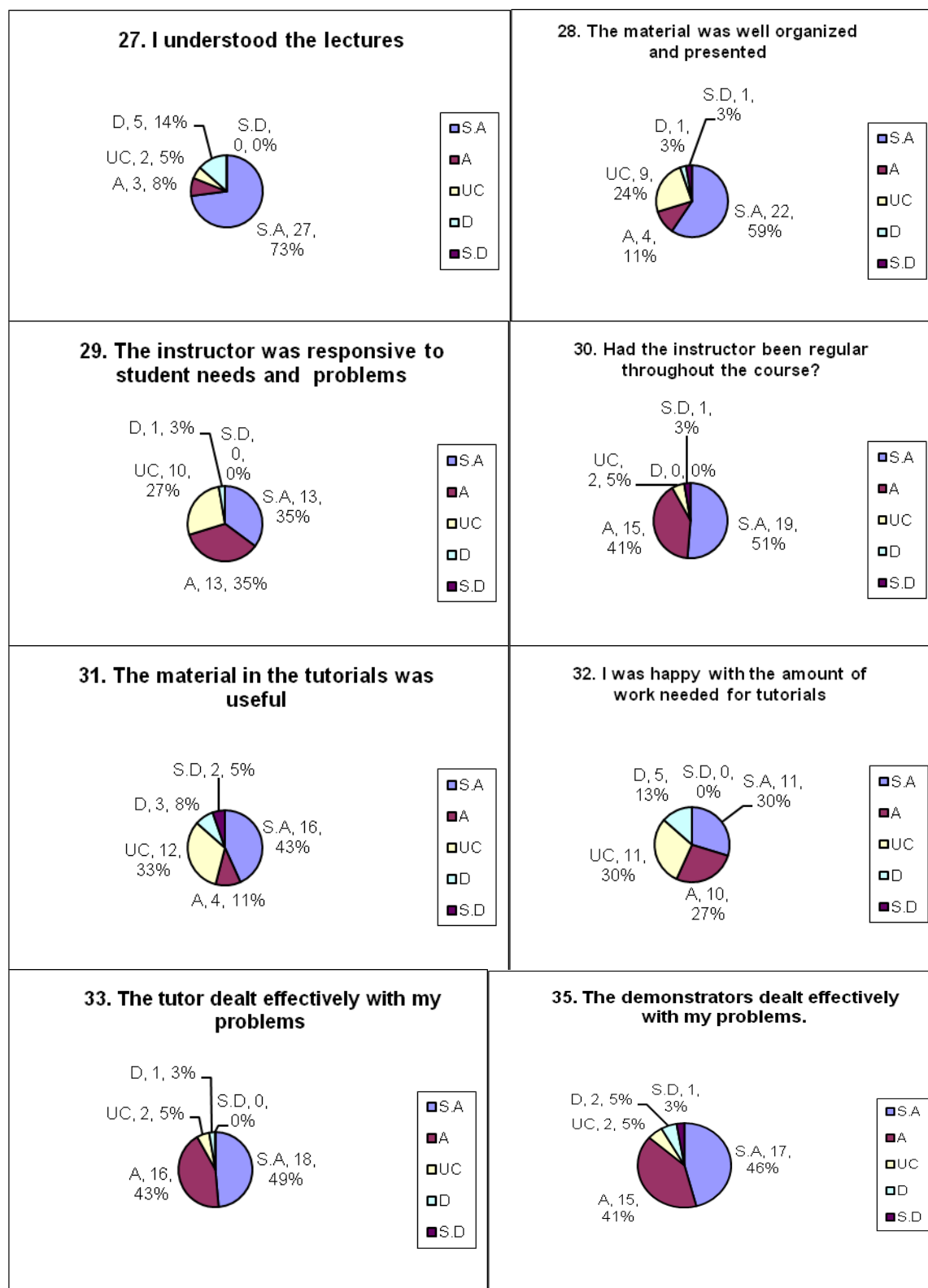


24. Feedback on assessment was timely



25. Feedback on assessment was helpful

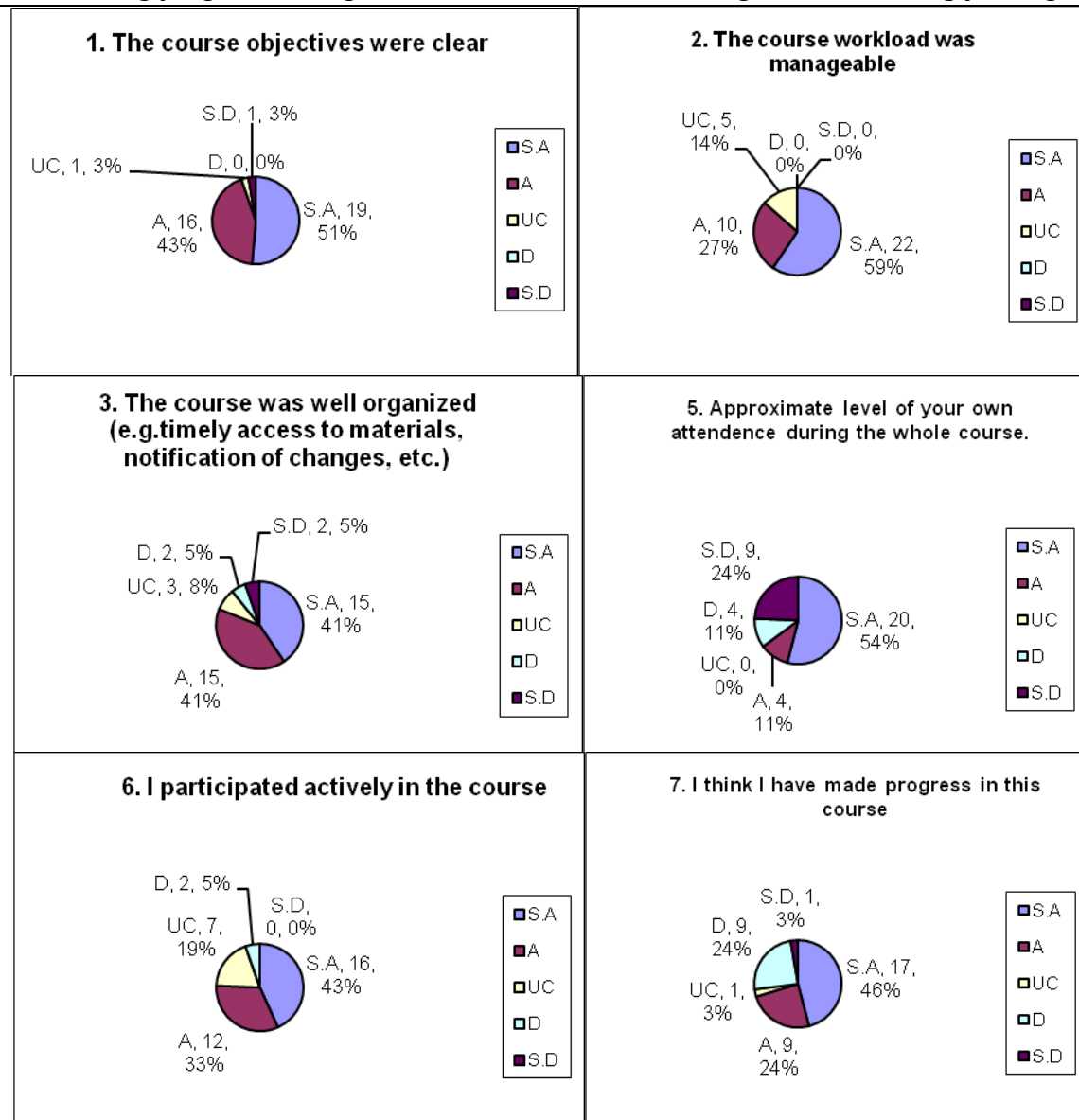




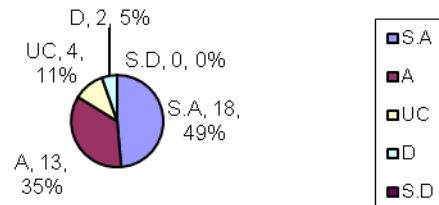
EDU-704

Following set of charts shows the course evaluation aspects related to M.Ed level course EDU-704 'Educational Measurement and Evaluation'. Although the range of students who agreed with these aspects is 35-95%, however, 65% students disagreed that the demonstrator dealt effectively with their problems. Whereas 38% disagreed that the overall environment in the classroom was conducive to learning. Similarly, 35% were disenchanted with their own attendance level, 27% were dissatisfied with the progress made in the course, 14% were flustered with the provision of learning resources in the library, with the pace of course, organization and presentation of material and dealing of tutor with problems.

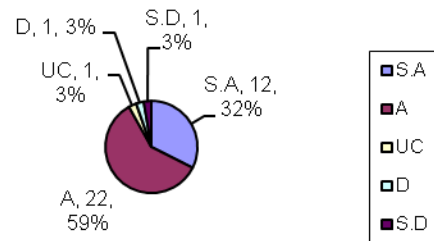
SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree



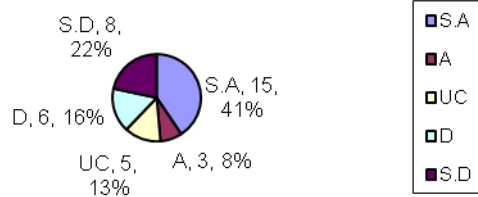
9. I think the course was well constructed to achieve the learning ourcomes (there was a good balance of lecture, tutoriels, partical etc.)



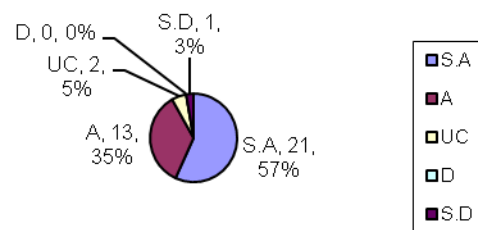
10. The learning and teaching methods encouraged participation.



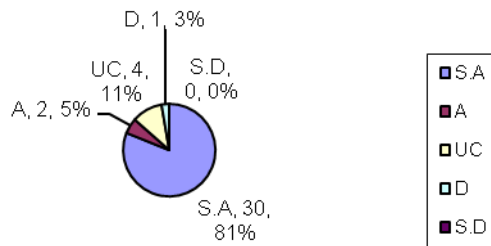
11. The overall environment in the class was conducive to learning.



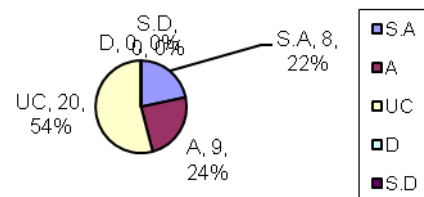
12. Classrooms were satisfactory



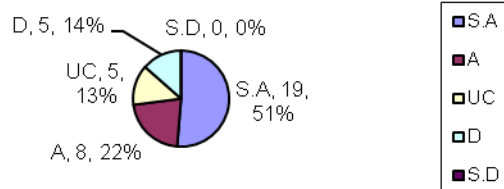
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



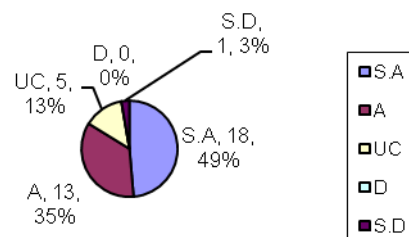
15. Recommended reading books etc. were relevant and appropriate.



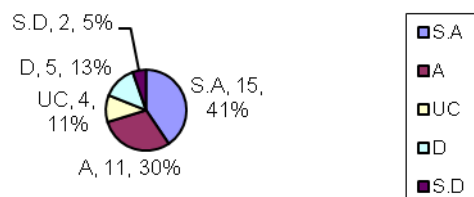
16. The provision of learning resources in the library was adequate and appropriate.



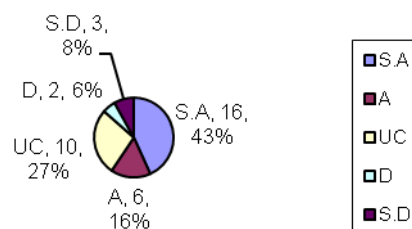
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



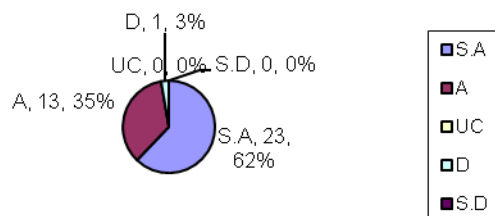
19. The course stimulated by interest and thought on the subject area.



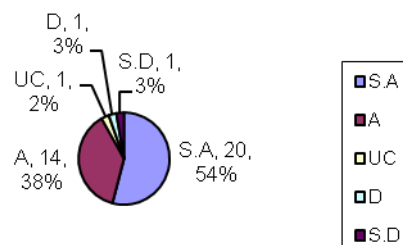
20. The pace of the course was appropriate



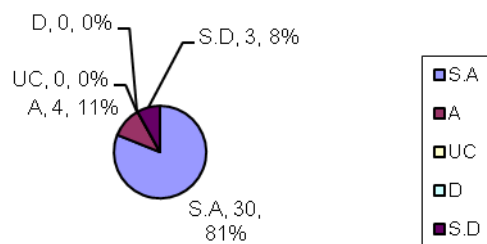
21. Ideas and concepts were presented clearly



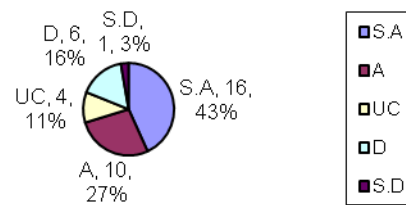
23. The method of assessment were reasonable



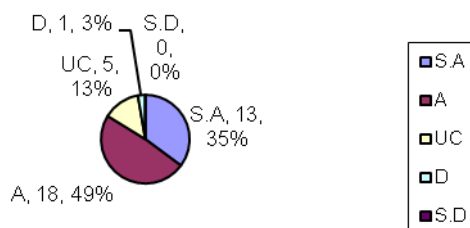
24. Feedback on assessment was timely



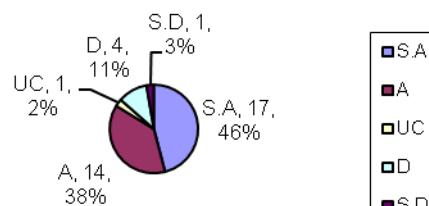
25. Feedback on assessment was helpful

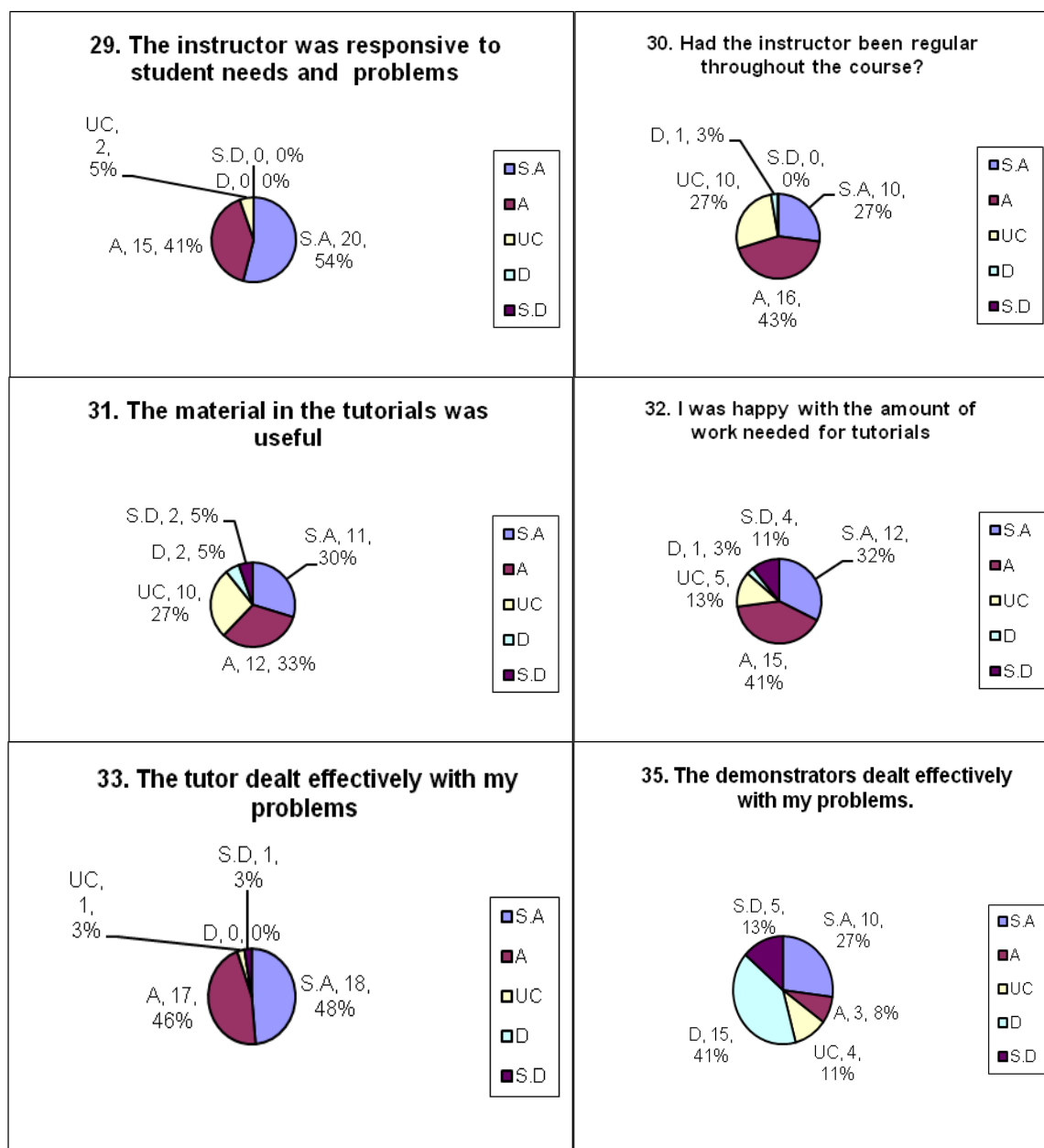


27. I understood the lectures



28. The material was well organized and presented

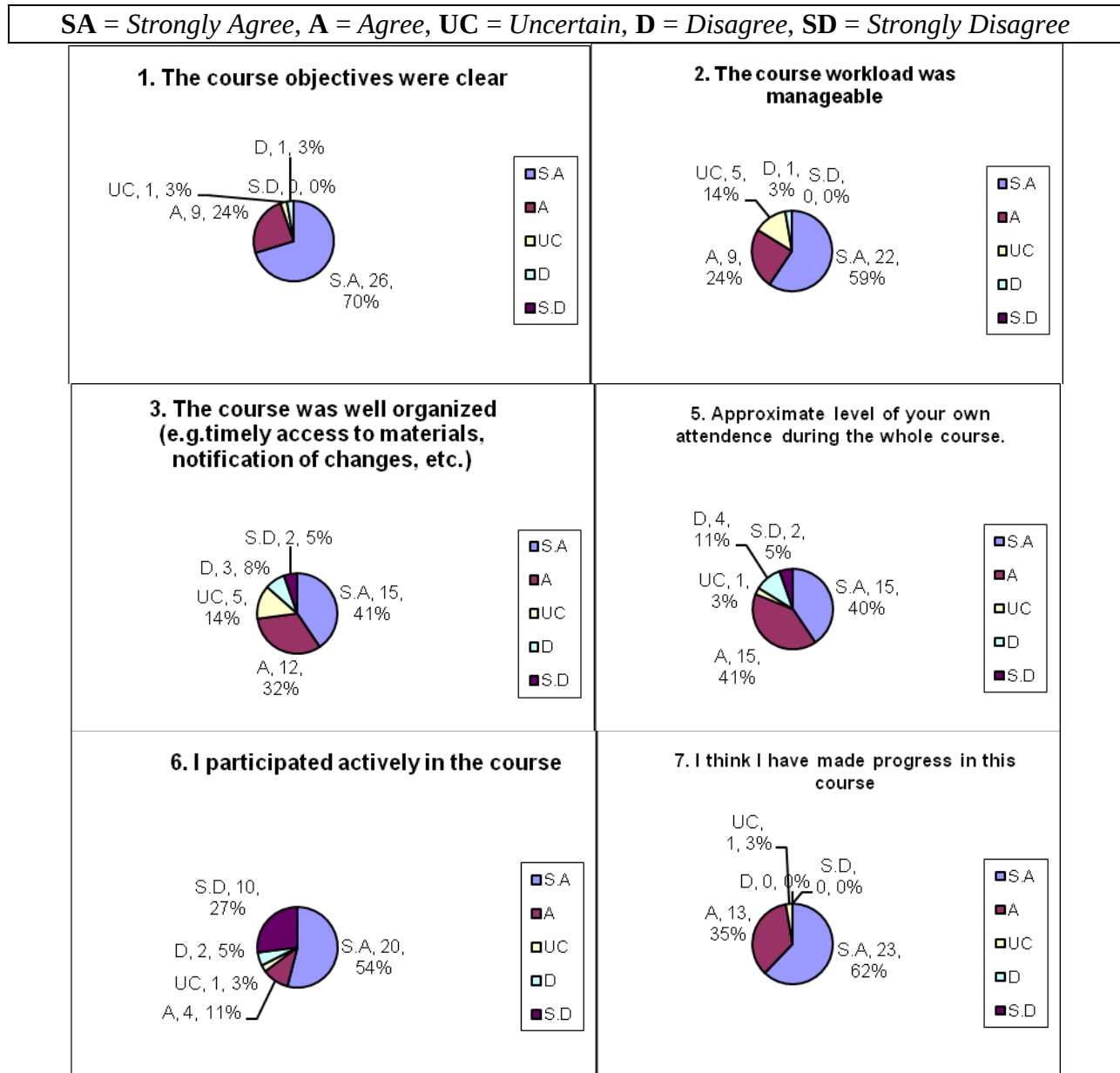


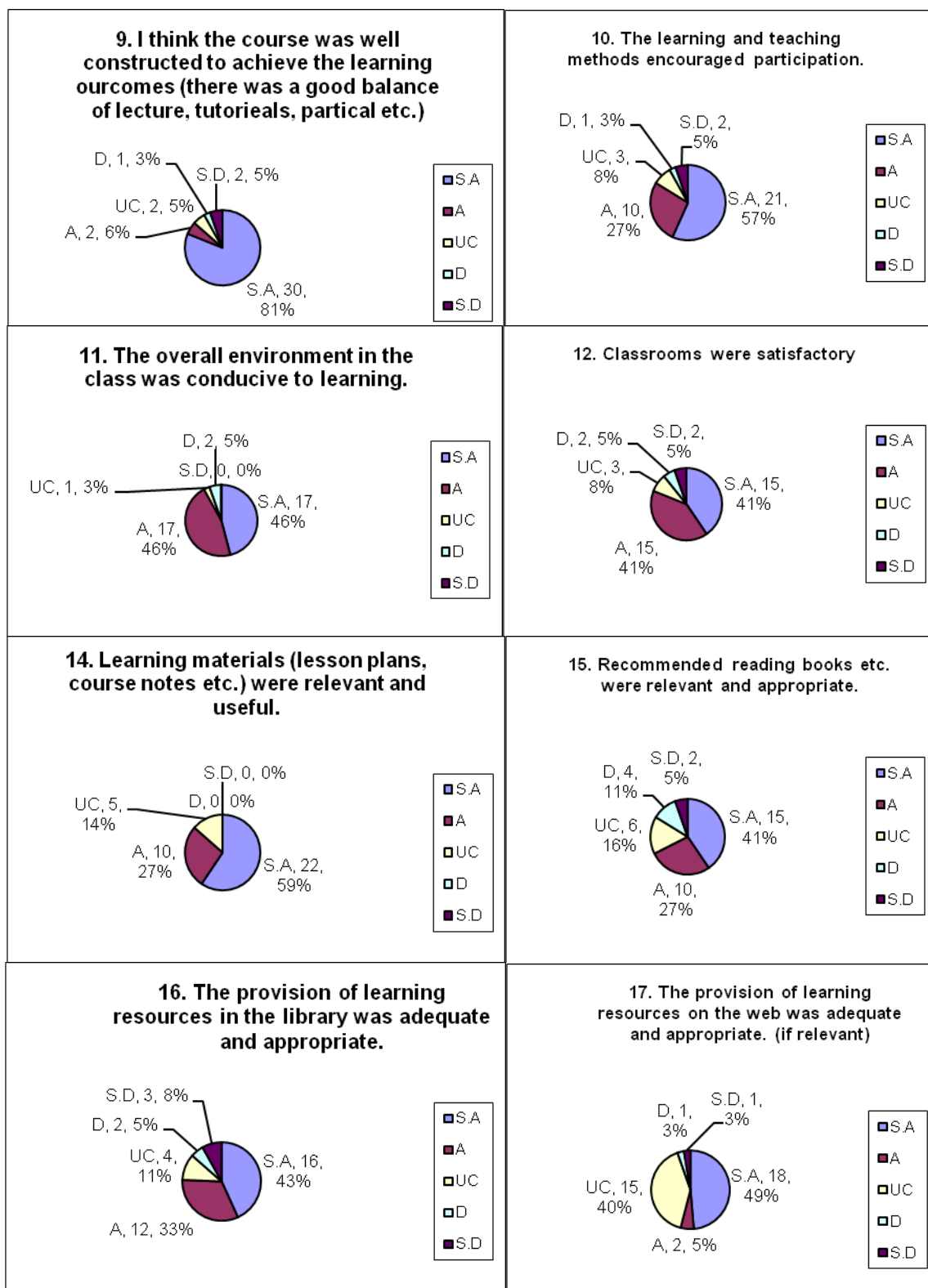


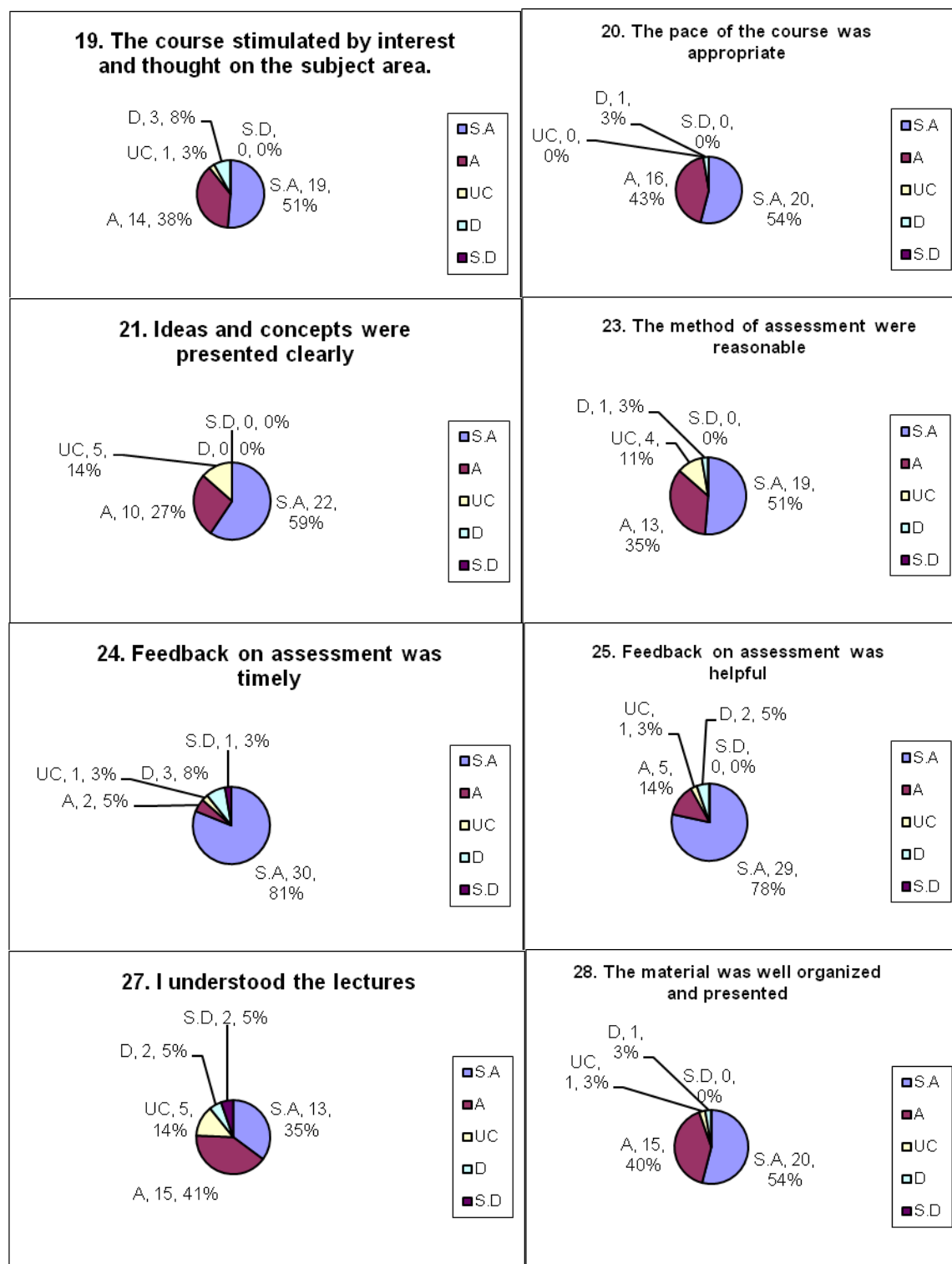
EDU-705

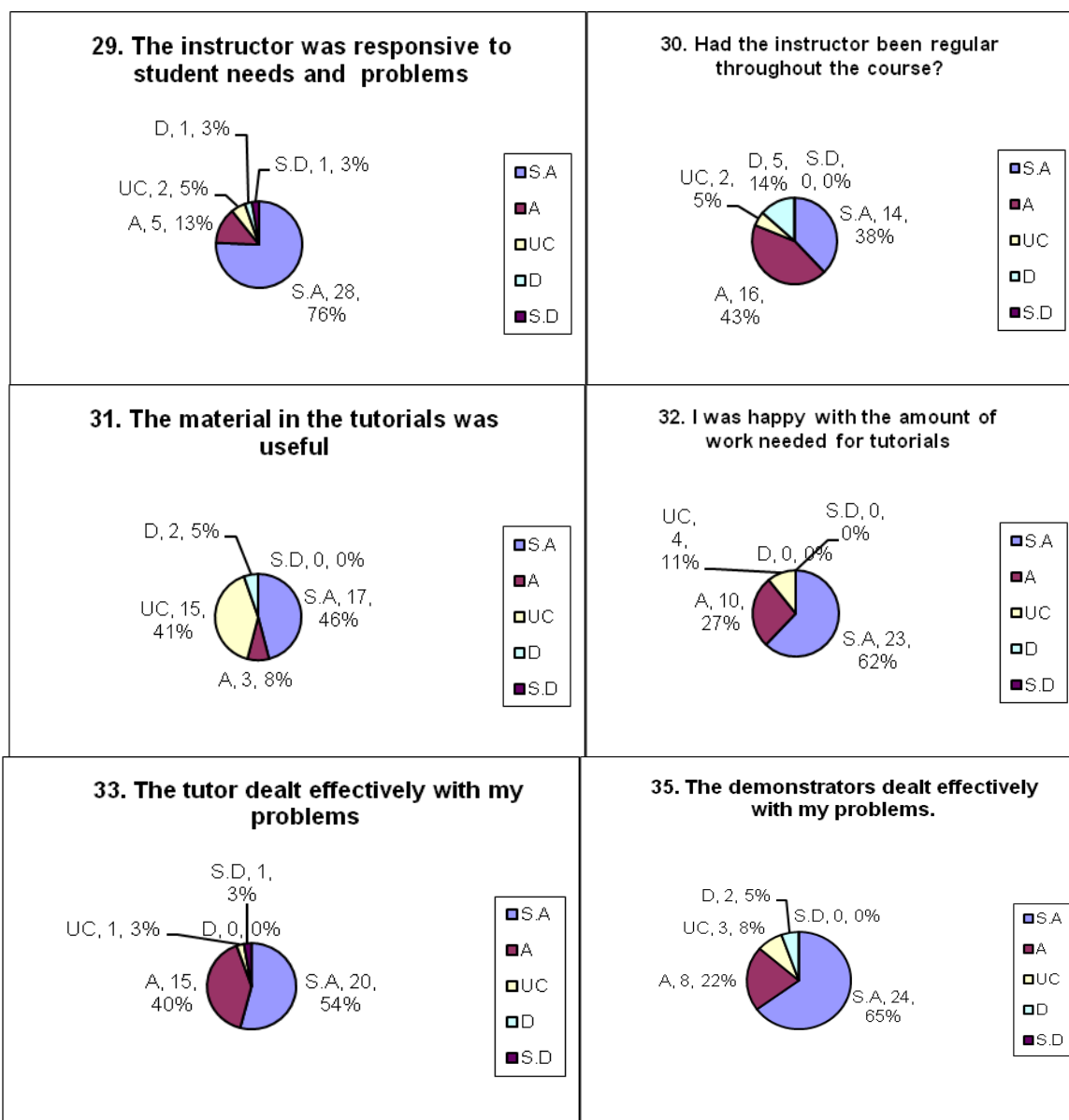
Following set of charts shows the course evaluation aspects related to M.Ed level course EDU-705 ‘Advanced Methods of Teaching’. Although the range of students who agreed with these aspects is 54-97%, however, 35% students could not participate actively in the course activities, 32% were dissatisfied with the books recommended, 27% disagreed that the course was organized, 24% students were not happy with the provision of learning resources in the library and the same percent of the students could not understand the lectures. 18 % students were

flustered with the classrooms and 14% were uncertain about the relevancy and usefulness of learning material.







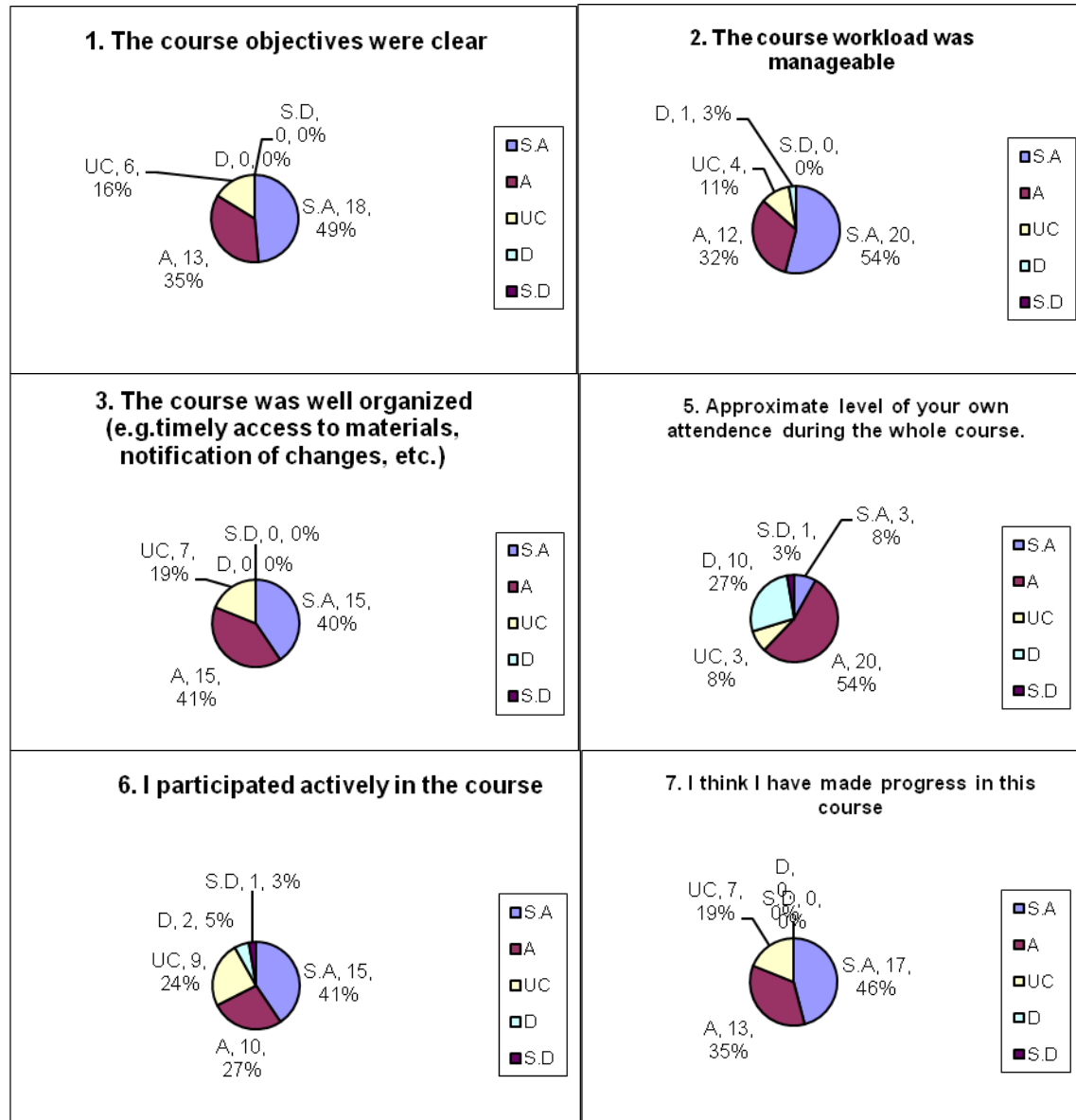


EDU-706

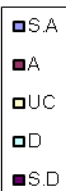
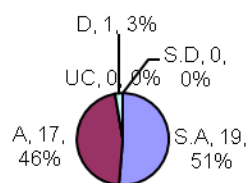
Following set of charts shows the course evaluation aspects related to M.Ed level course EDU-706 'Techniques of Research and Statistics'. Although the range of students who agreed with these aspects is 38-97%, however, 38% were not satisfied with their own attendance level during the whole course. Whereas 59% disagreed that the provision of learning resources on the web was adequate and appropriate. 19% students were not happy with the recommended books, the course stimulated by interest and thought on the subject area, the material was organized and

well-presented. And 16% students disagreed that the instructor was regular and dealt with their problems and needs effectively.

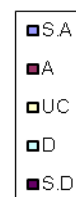
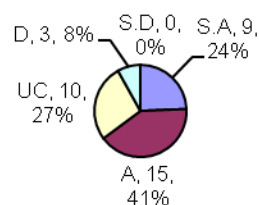
SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree



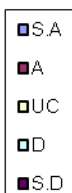
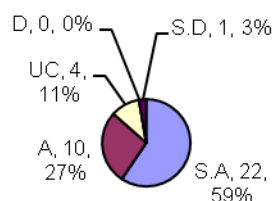
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



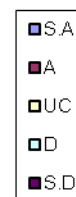
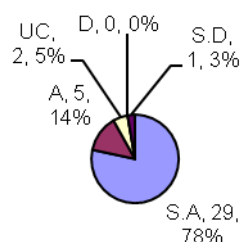
10. The learning and teaching methods encouraged participation.



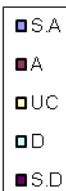
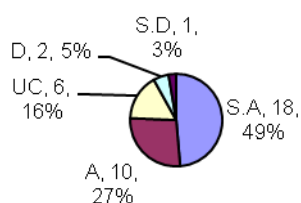
11. The overall environment in the class was conducive to learning.



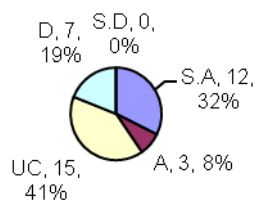
12. Classrooms were satisfactory



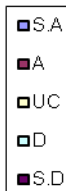
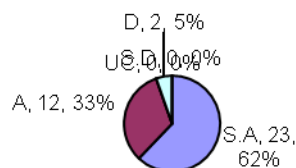
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



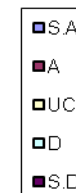
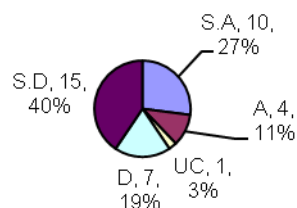
15. Recommended reading books etc. were relevant and appropriate.

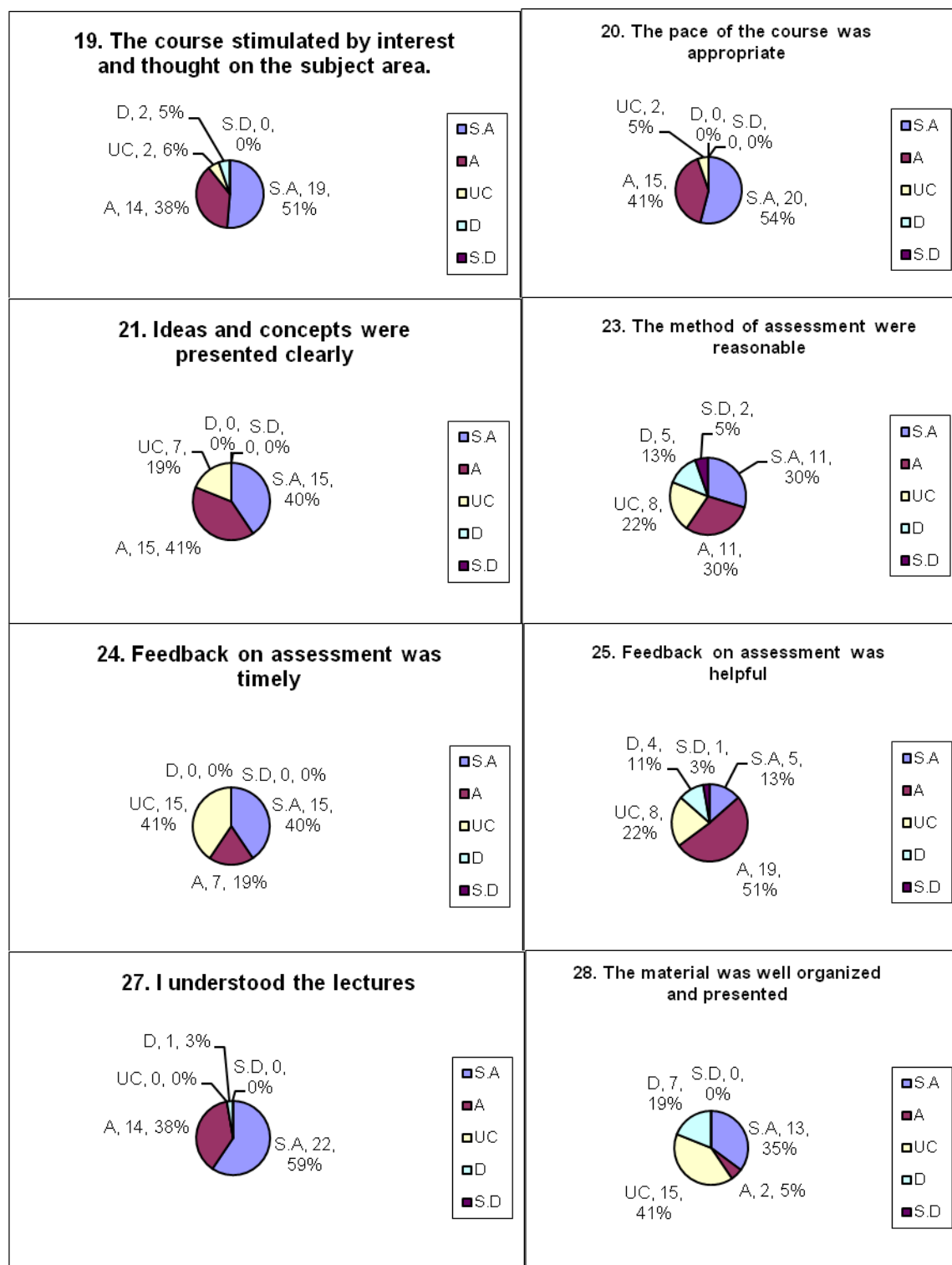


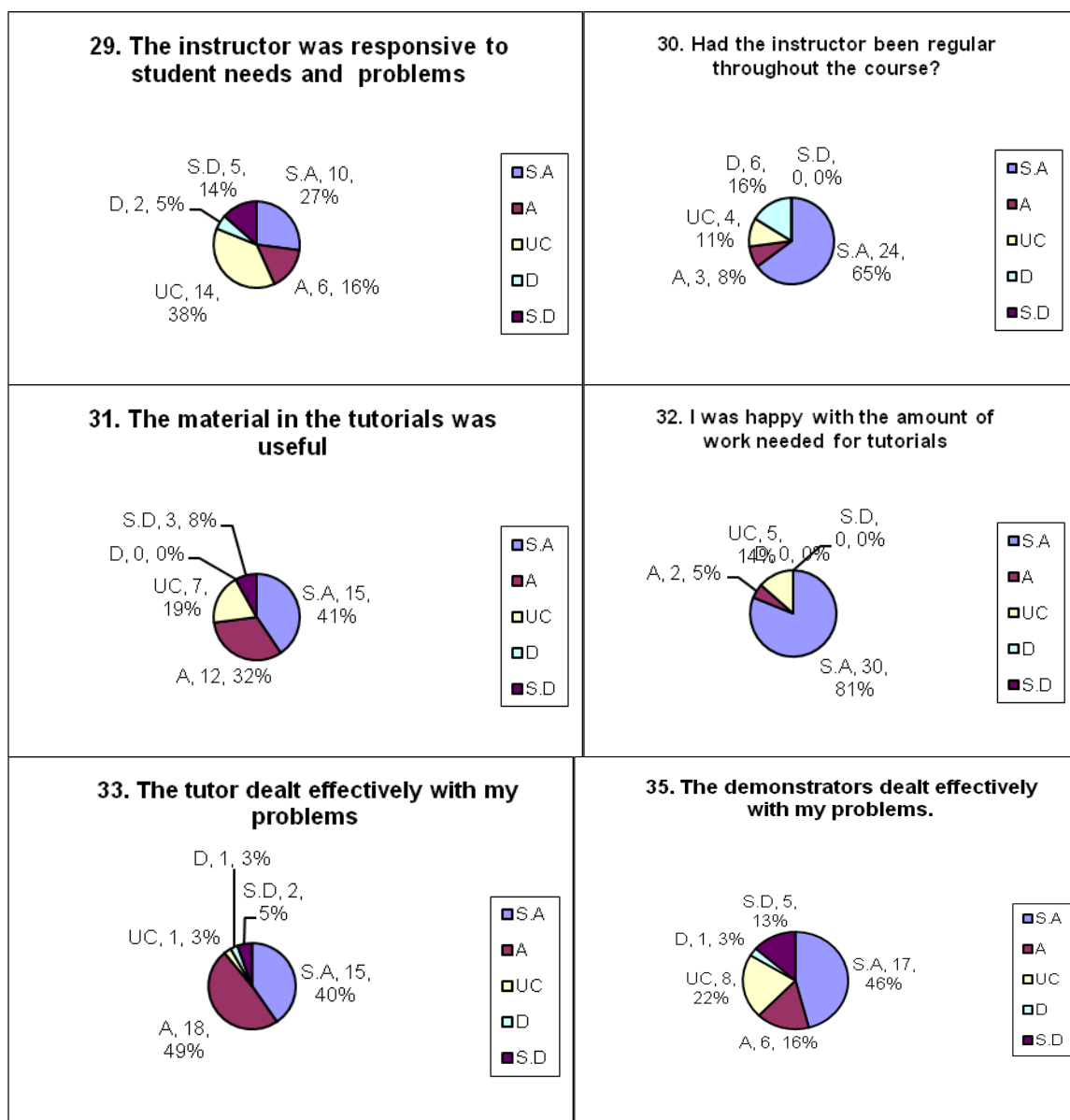
16. The provision of learning resources in the library was adequate and appropriate.



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







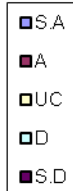
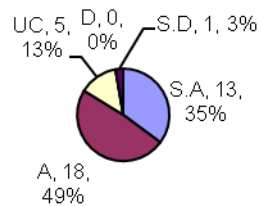
EDU-707

Following set of charts shows the course evaluation aspects related to M.Ed level course EDU-707 'Philosophy of Education'. Although the range of students who agreed with these aspects is 67-95%, however, 30% students disagreed that the teaching and learning methods encouraged participation. Whereas 27% disagreed that the classrooms were satisfactory, 25% were not satisfied their own attendance, 11% disagreed that the course was well-organized and overall environment in the class was conducive to learning. And 8% students were not happy with the

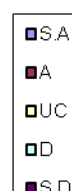
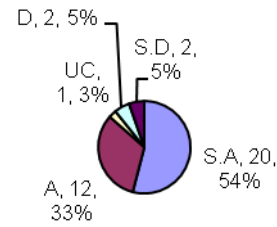
recommended books, pace of the course, feedback on the assessment and response of instructor to their needs and problems.

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

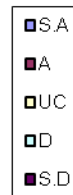
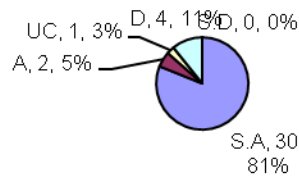
1. The course objectives were clear



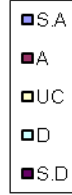
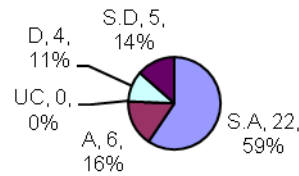
2. The course workload was manageable



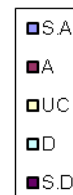
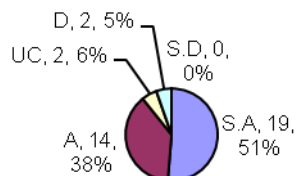
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



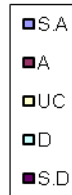
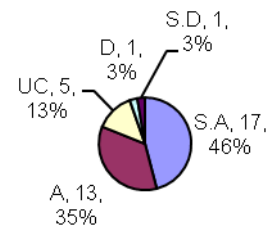
5. Approximate level of your own attendance during the whole course.

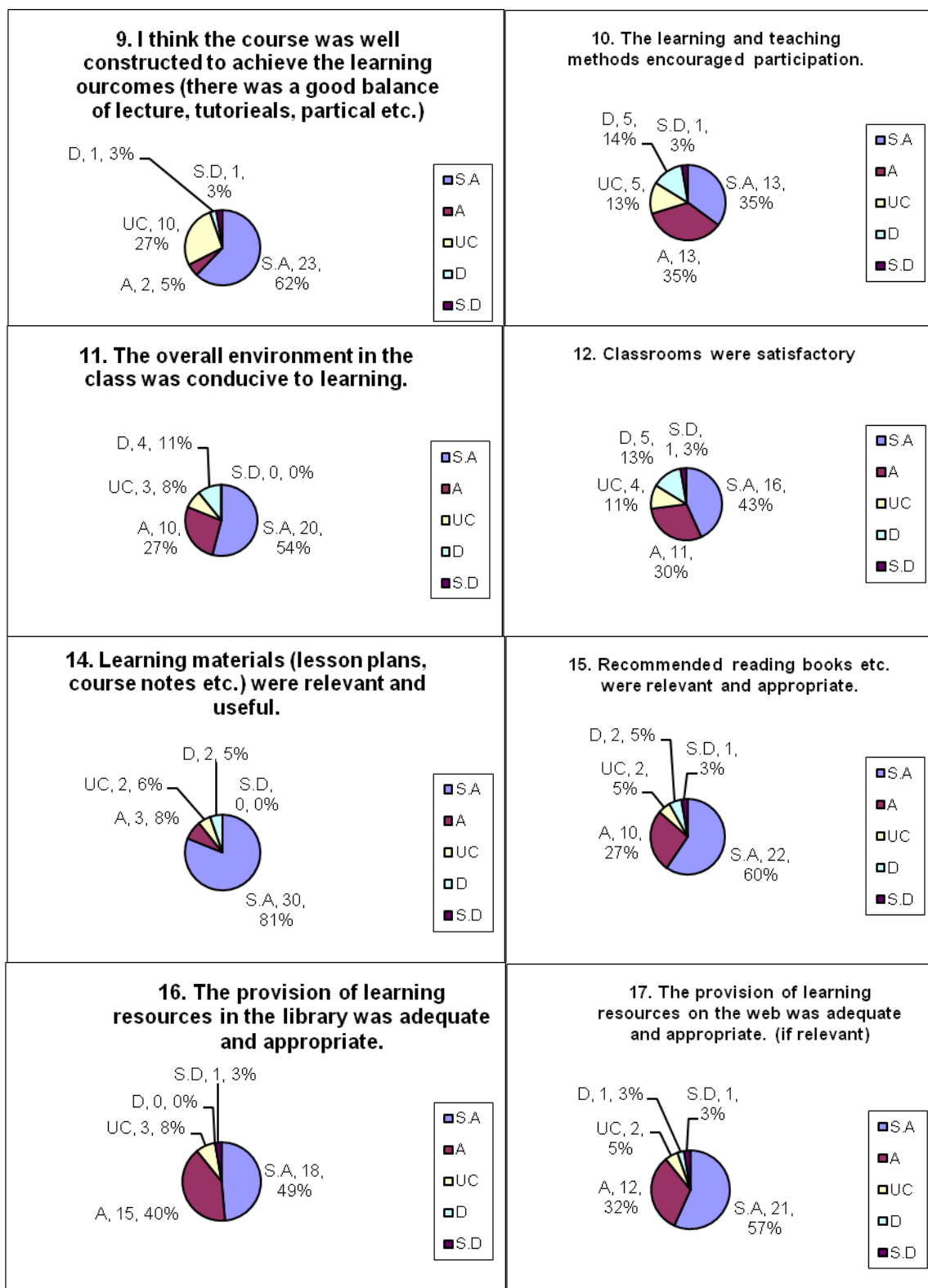


6. I participated actively in the course

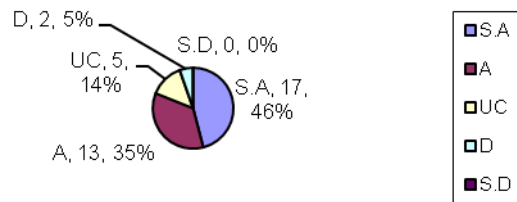


7. I think I have made progress in this course

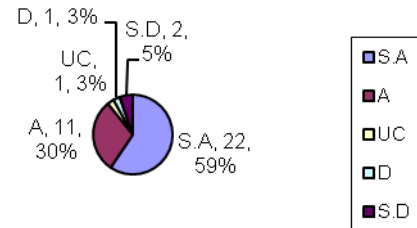




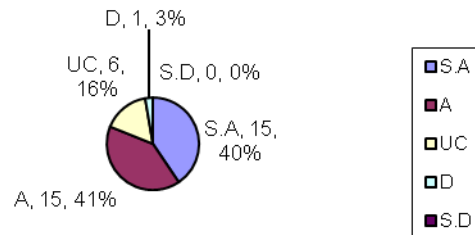
19. The course stimulated by interest and thought on the subject area.



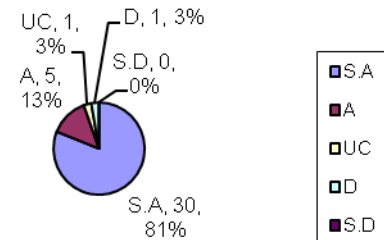
20. The pace of the course was appropriate



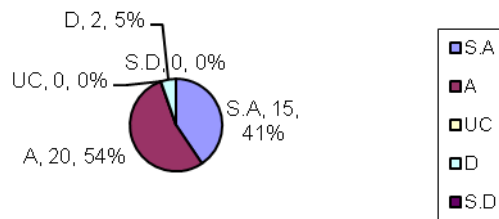
21. Ideas and concepts were presented clearly



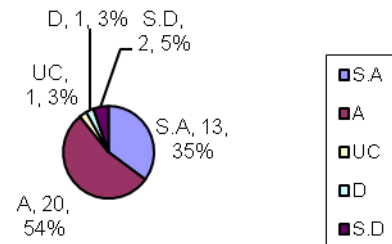
23. The method of assessment were reasonable



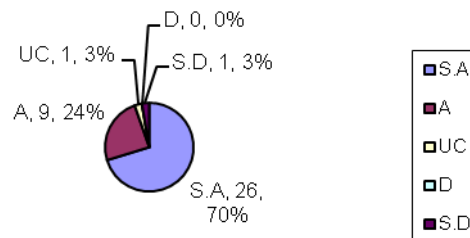
24. Feedback on assessment was timely



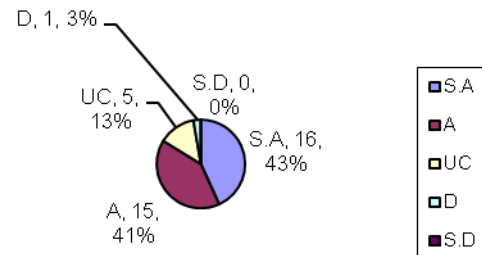
25. Feedback on assessment was helpful

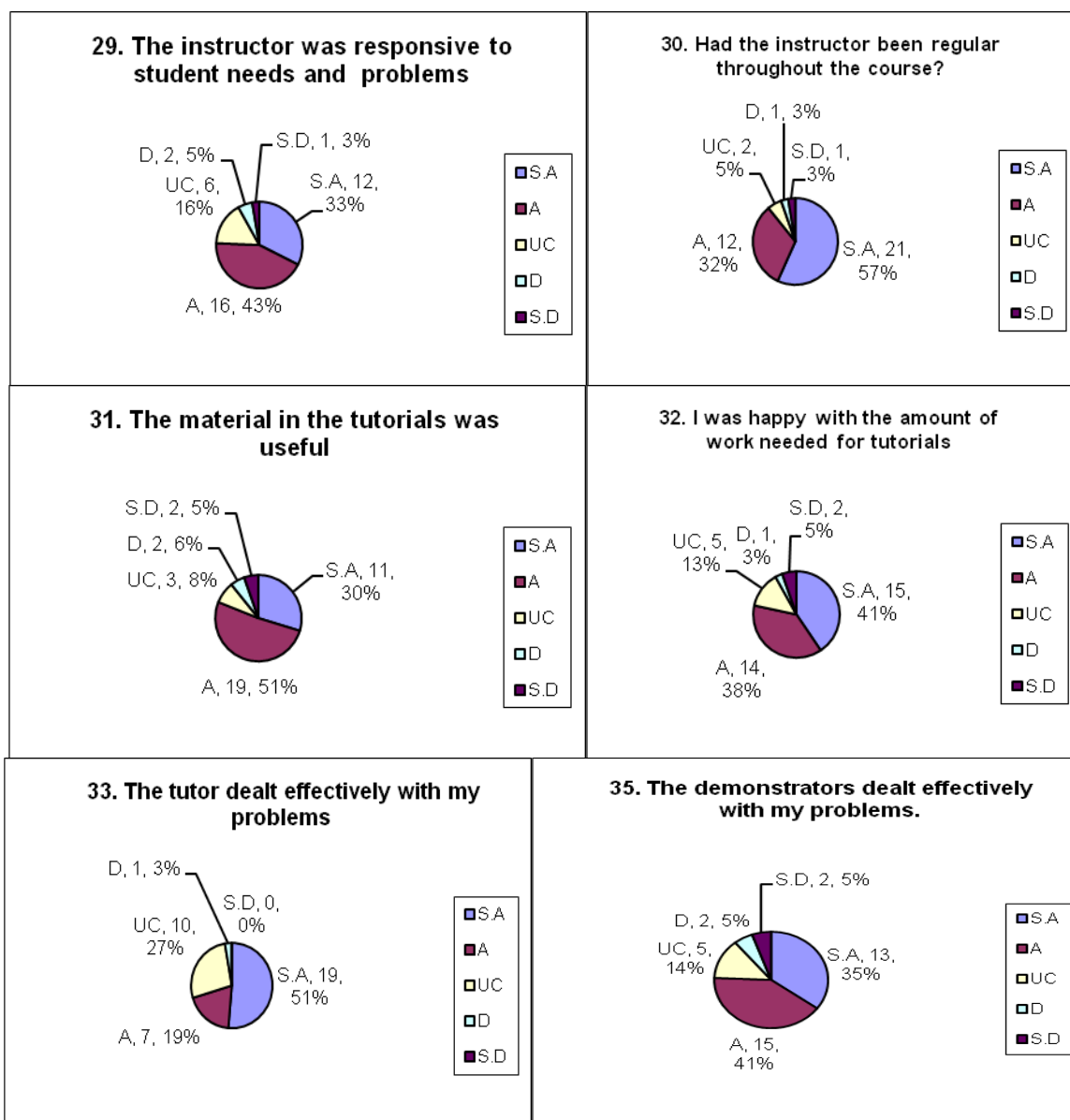


27. I understood the lectures



28. The material was well organized and presented



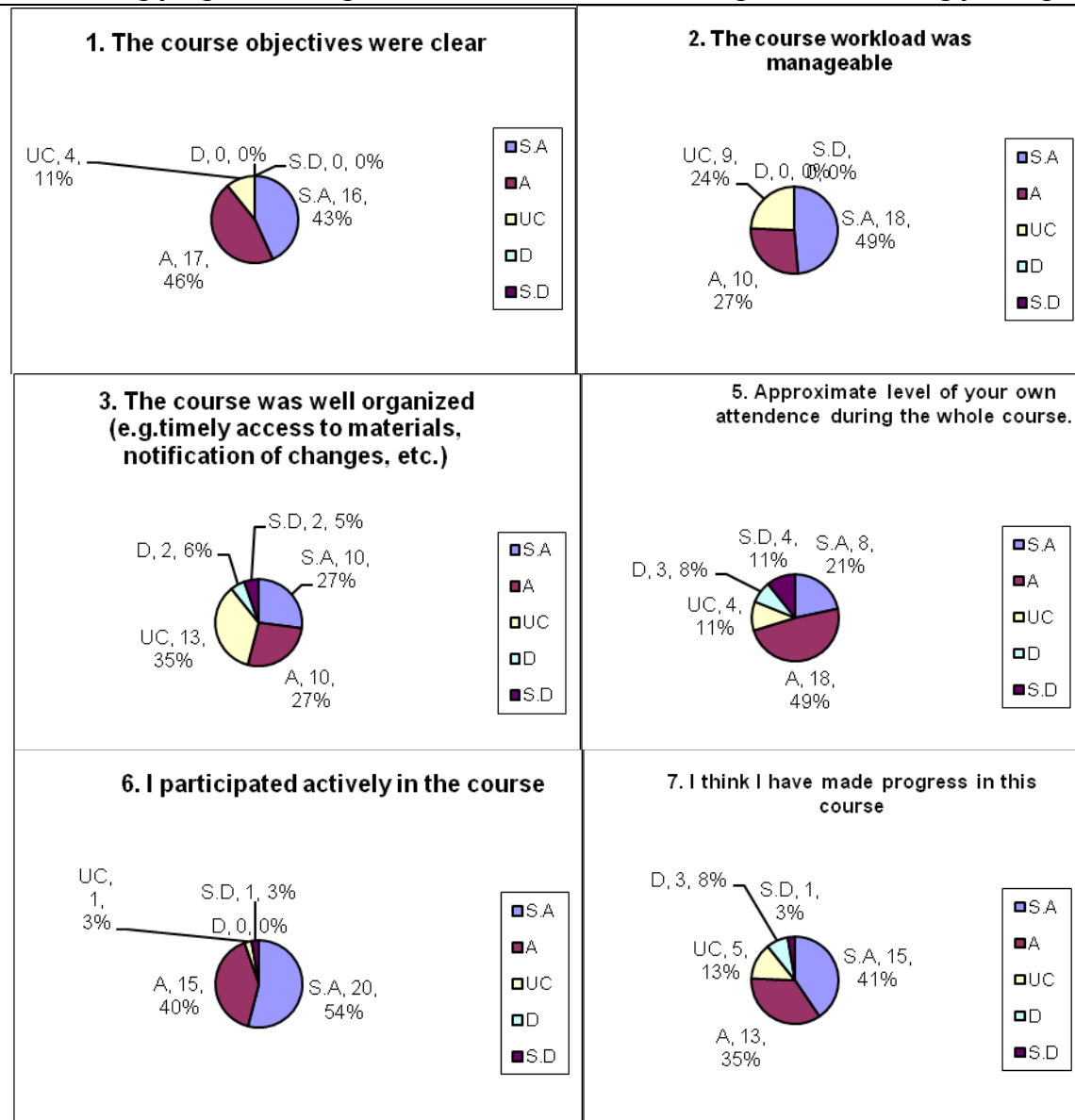


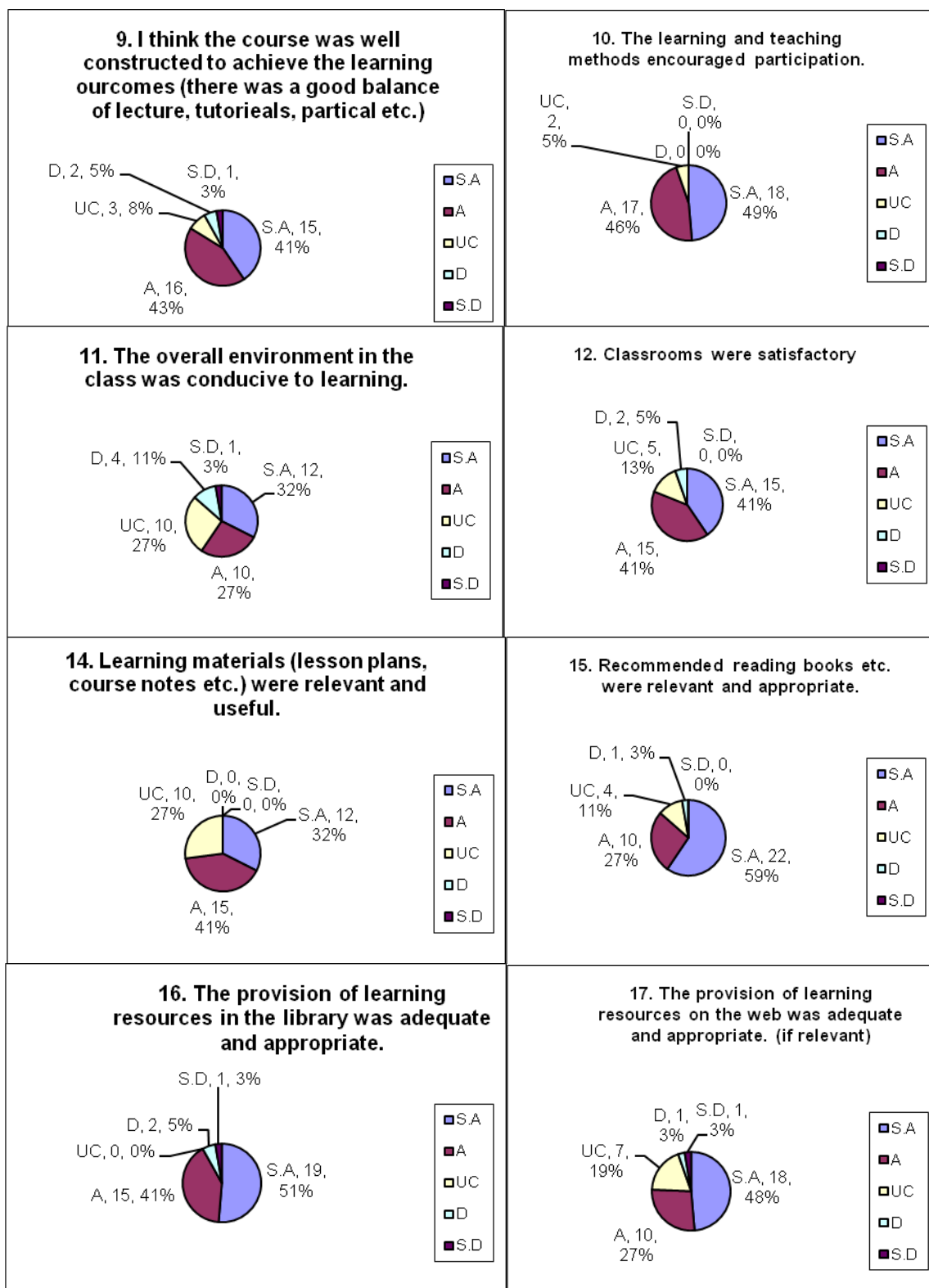
EDU-708

Following set of charts shows the course evaluation aspects related to M.Ed level course EDU-708 'Computer in Education'. Although the range of students who agreed with these aspects is 54-97%, however, 46% students disagreed that the course was well-organized. Whereas 41% disagreed that the overall environment in the classroom was conducive to learning. 30% students were not satisfied with their own attendance level, 27% were dissatisfied with learning material was relevant and the course stimulated by interest and thought on the subject area, 25% disagreed that the feedback on assessment was helpful, 24% students were flustered with the

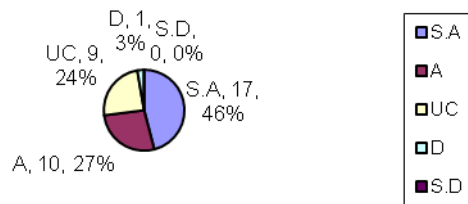
progress made in this course and regularity of the instructor. And 16% students were not happy with organization and pace of the course.

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

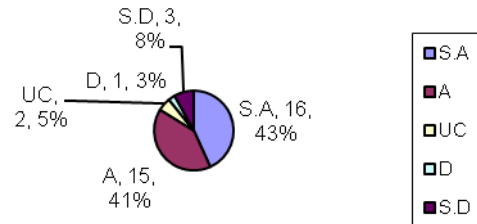




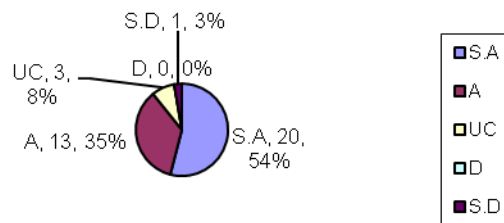
19. The course stimulated by interest and thought on the subject area.



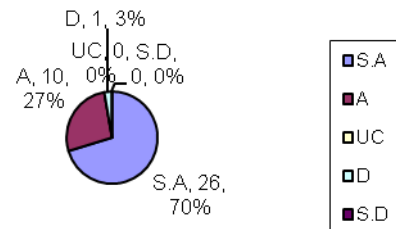
20. The pace of the course was appropriate



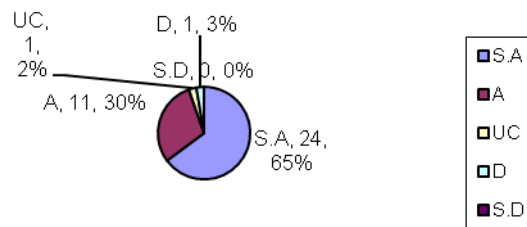
21. Ideas and concepts were presented clearly



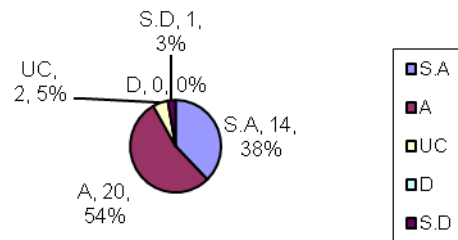
23. The method of assessment were reasonable



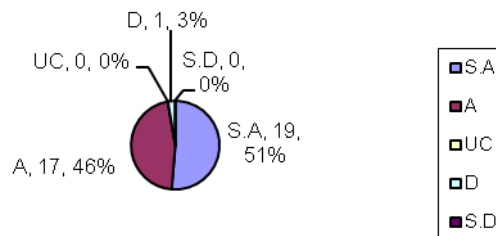
24. Feedback on assessment was timely



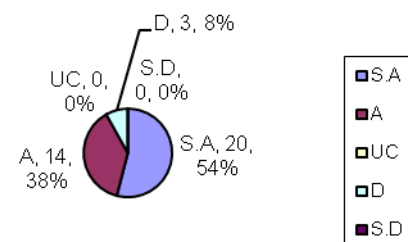
25. Feedback on assessment was helpful

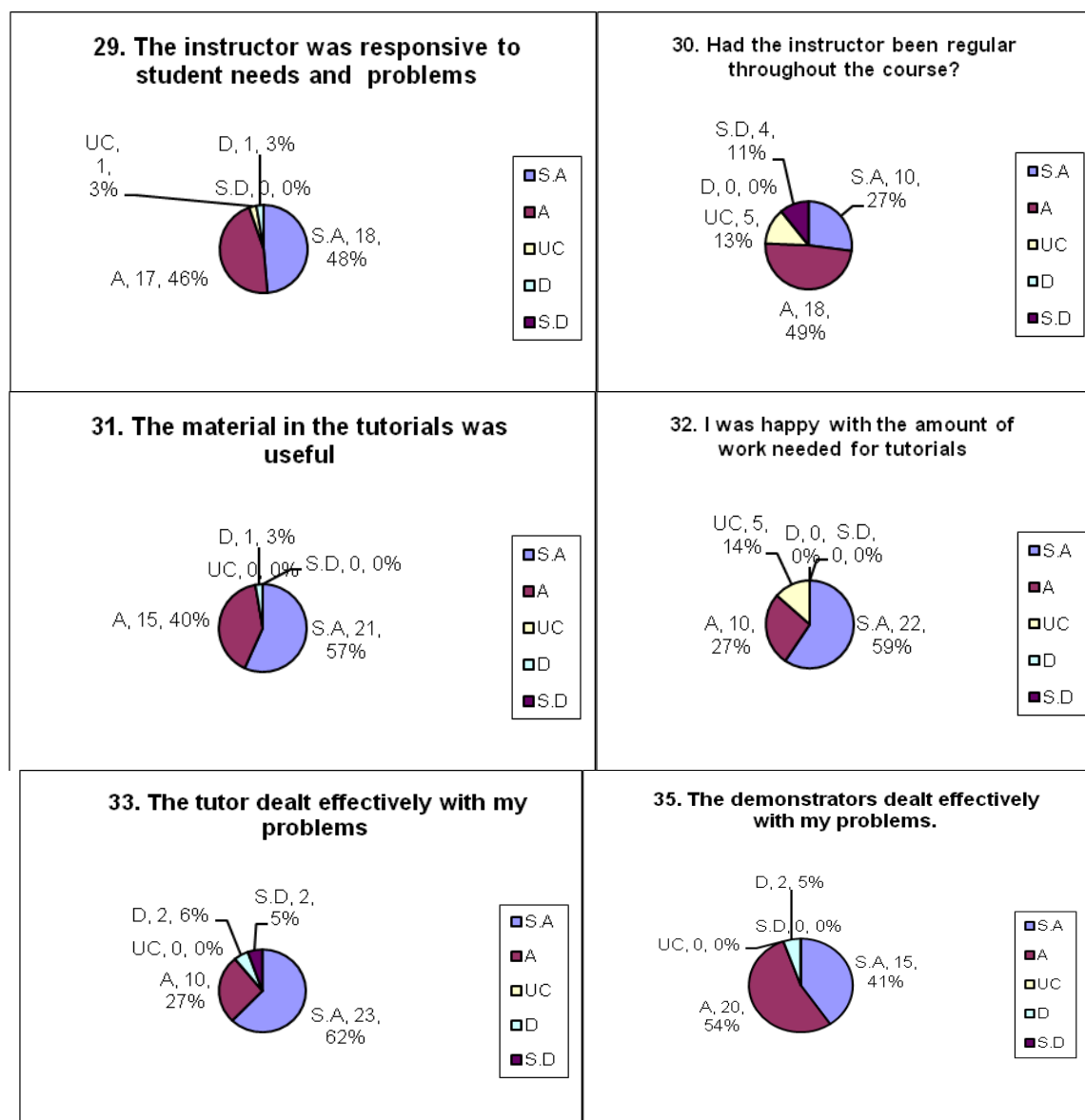


27. I understood the lectures



28. The material was well organized and presented



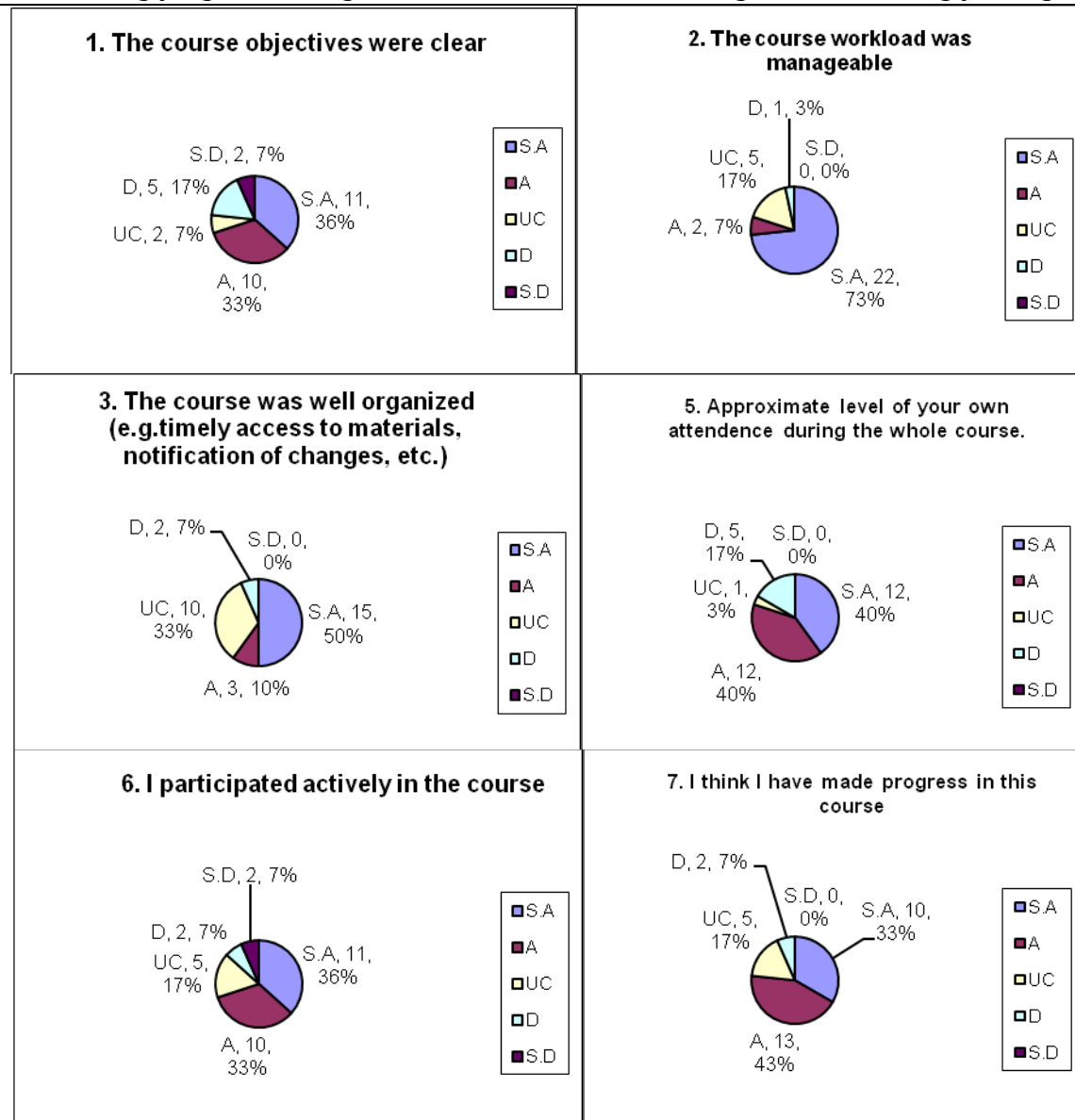


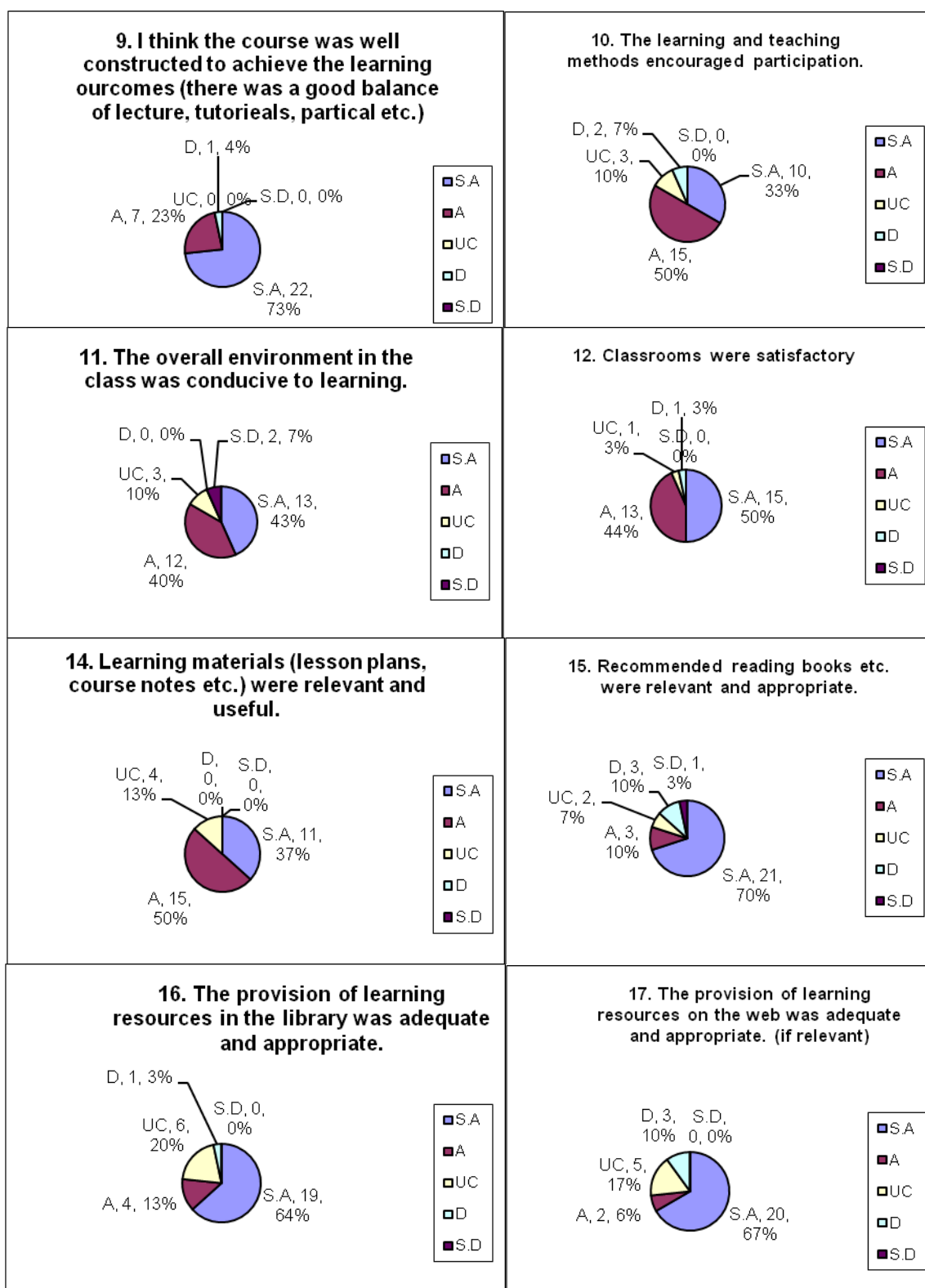
EDU-712

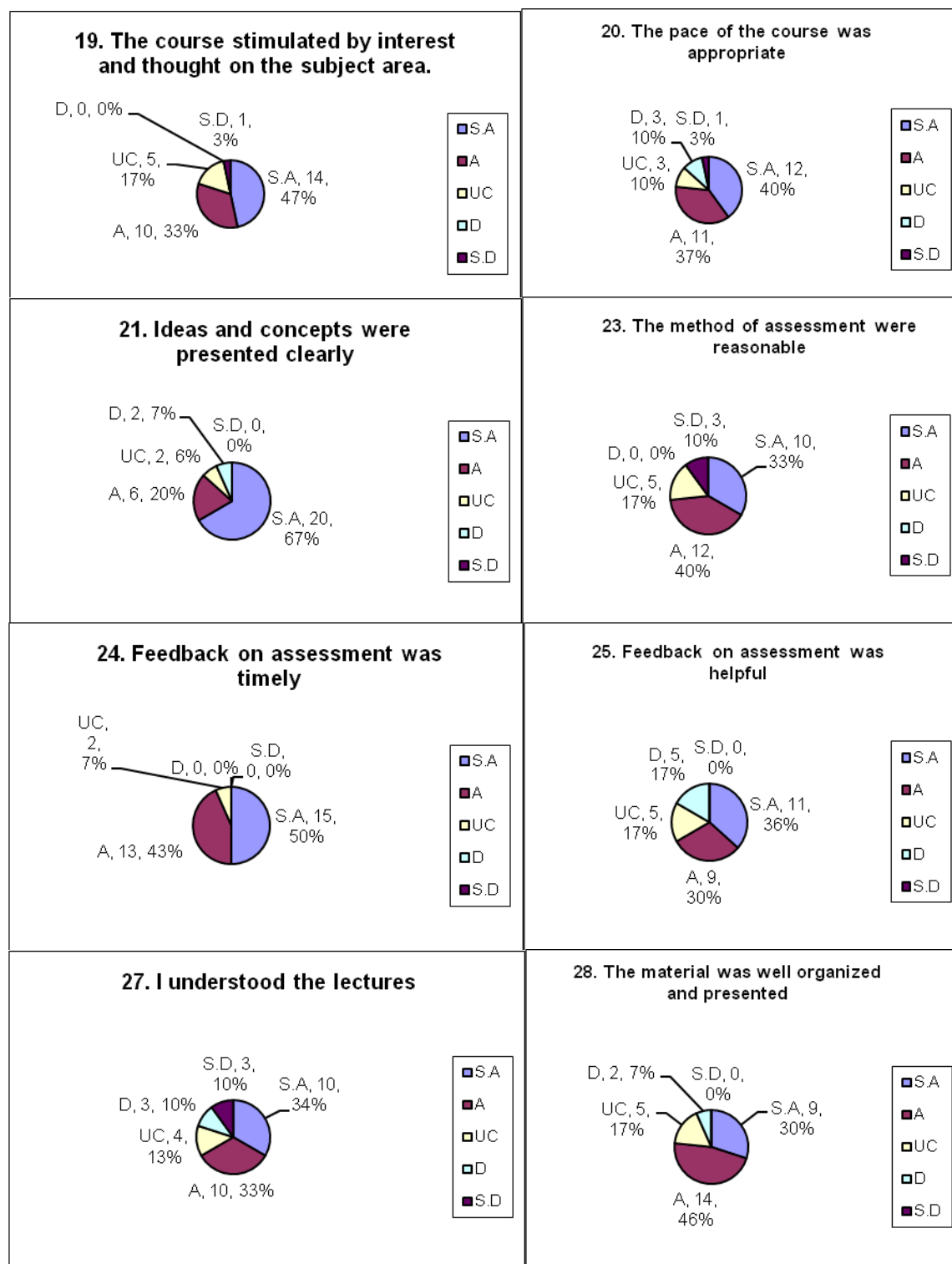
Following set of charts shows the course evaluation aspects related to M.Ed level course EDU-712 'Teacher Education in Pakistan'. Although the range of students who agreed with these aspects is 60-96%, however, 34% were not satisfied with the feedback on assessment, 30% students dissatisfied that the instructor was regular, 27% were not happy with the provision of learning resources on the web, 24% were disenchanted with clarity of course objectives and active participation in the course. 20% were dissatisfied with recommended books, course stimulated by interest and thought on the subject area and understanding the lectures. And 10%

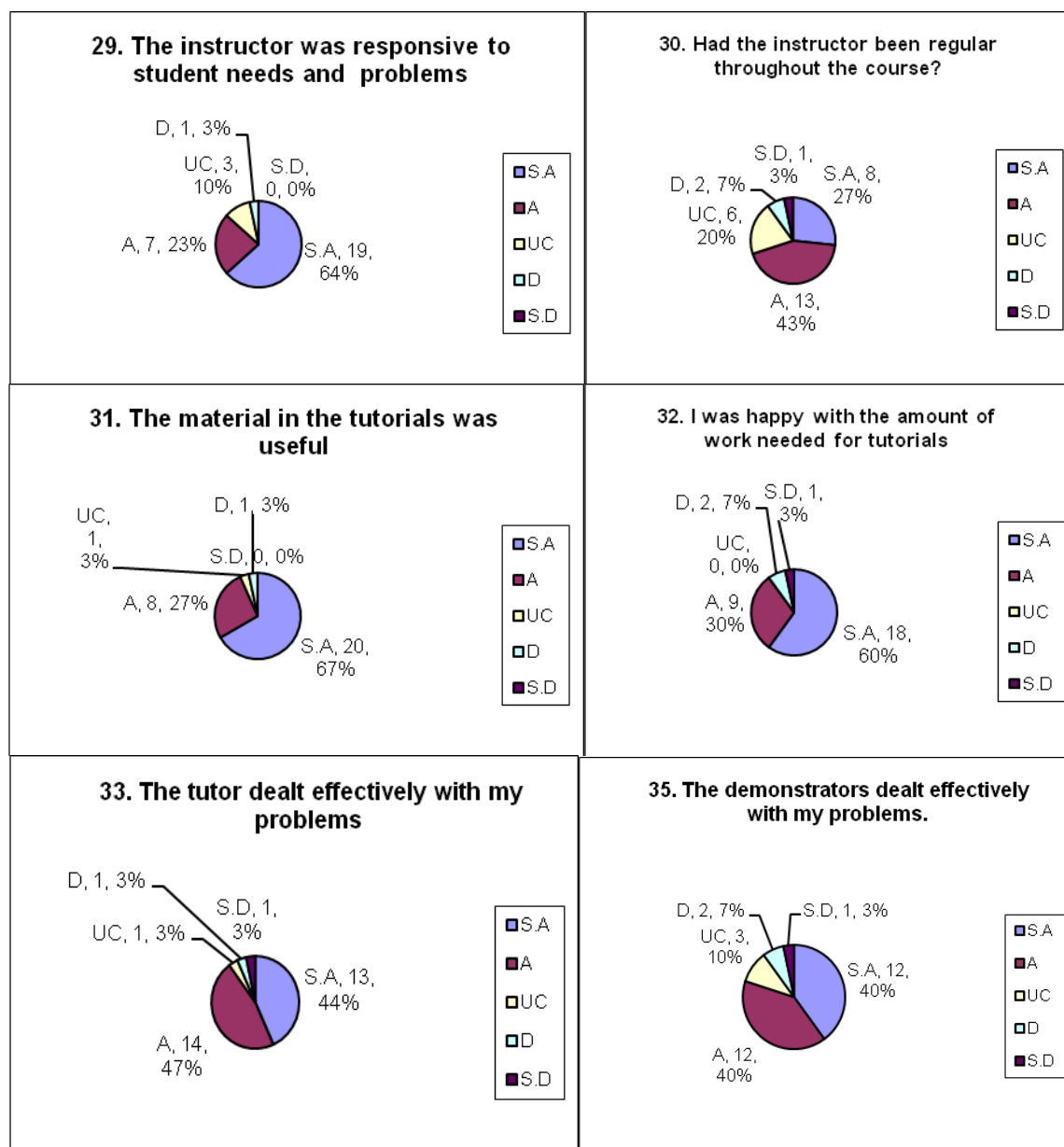
were not satisfied with methods of assessment, amount of work and dealing of demonstrator with their problems.

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









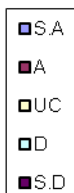
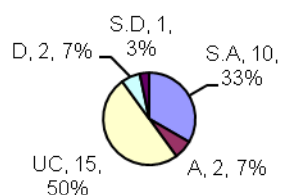
EDU-715

Following set of charts shows the course evaluation aspects related to M.Ed level course EDU-715 'Special Education'. Although the range of students who agreed with these aspects is 40-95%, however, 60% students disagreed that the course objectives were clear. 57% were not satisfied with active participation in the course, progress made in the course and teaching and learning methods to encourage participation. 56% students were not happy with the course workload and construction of the course. 27% students disagreed that the classrooms were satisfactory and 24% were unhappy with the overall environment in the class. 17% were not

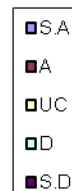
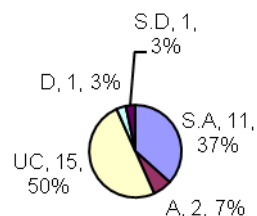
satisfied with learning resources provided in the library. 7% were not satisfied with the books recommended and 6% were disgruntled with the provision of learning resources on the web.

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

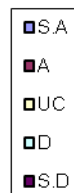
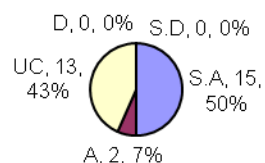
1. The course objectives were clear



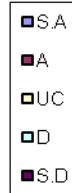
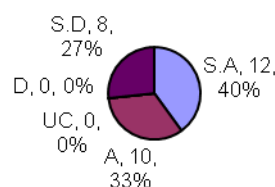
2. The course workload was manageable



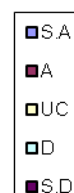
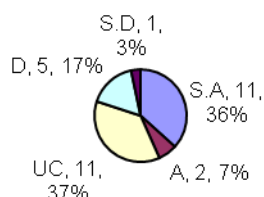
3. The course was well organized (e.g. timely access to materials, notification of changes, etc.)



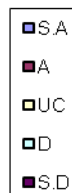
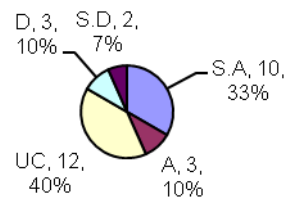
5. Approximate level of your own attendance during the whole course.



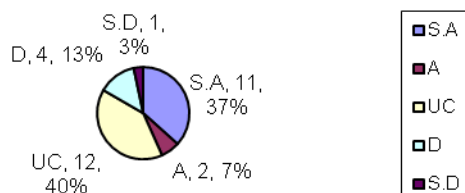
6. I participated actively in the course



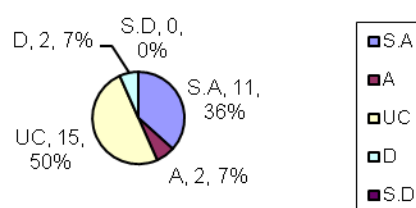
7. I think I have made progress in this course



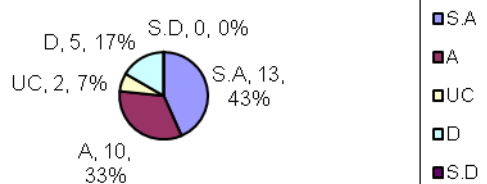
9. I think the course was well constructed to achieve the learning outcomes (there was a good balance of lecture, tutorials, practical etc.)



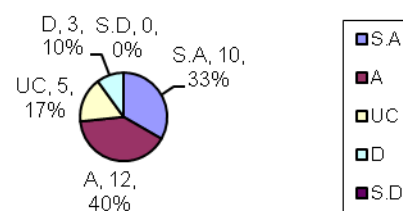
10. The learning and teaching methods encouraged participation.



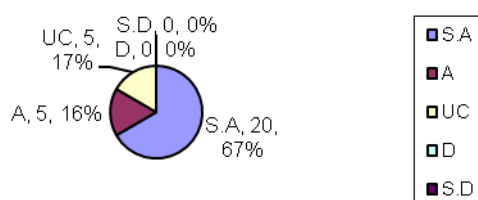
11. The overall environment in the class was conducive to learning.



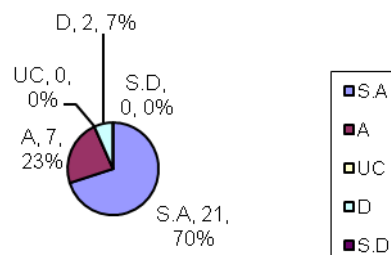
12. Classrooms were satisfactory



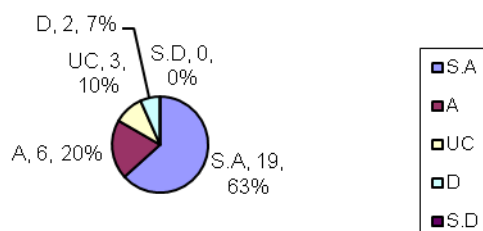
14. Learning materials (lesson plans, course notes etc.) were relevant and useful.



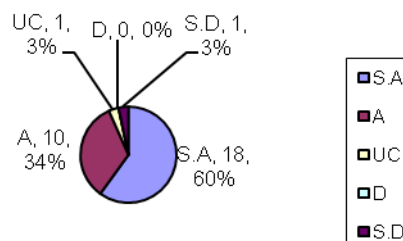
15. Recommended reading books etc. were relevant and appropriate.



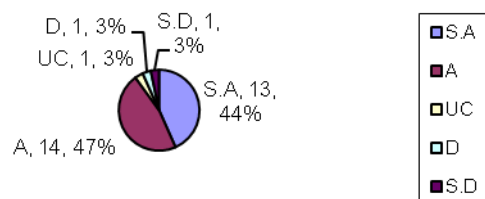
16. The provision of learning resources in the library was adequate and appropriate.



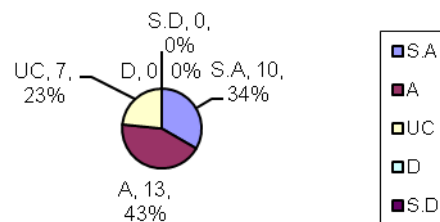
17. The provision of learning resources on the web was adequate and appropriate. (if relevant)



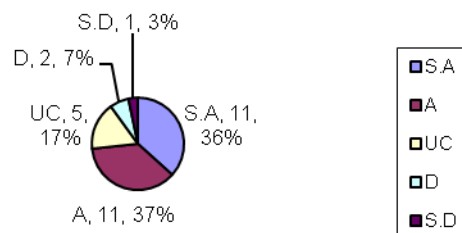
19. The course stimulated by interest and thought on the subject area.



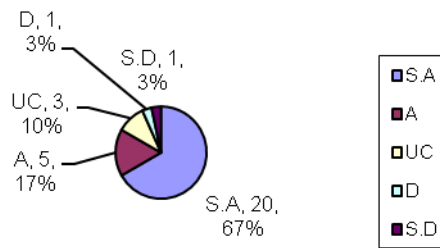
20. The pace of the course was appropriate



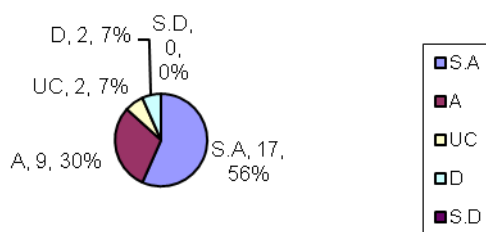
21. Ideas and concepts were presented clearly



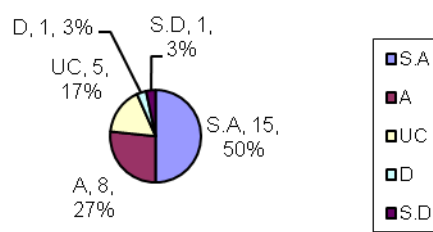
23. The method of assessment were reasonable



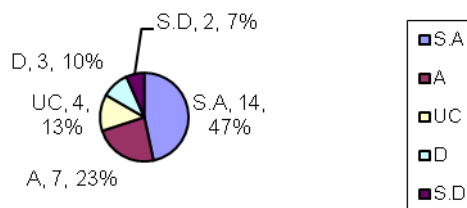
24. Feedback on assessment was timely



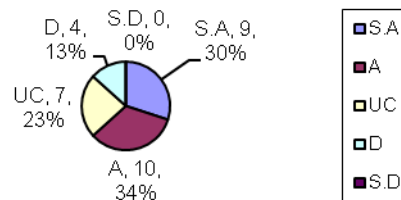
25. Feedback on assessment was helpful



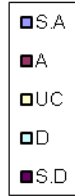
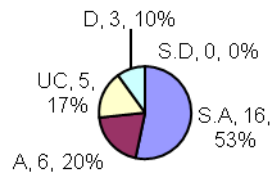
27. I understood the lectures



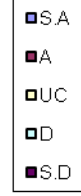
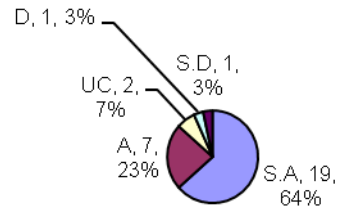
28. The material was well organized and presented



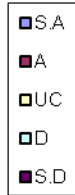
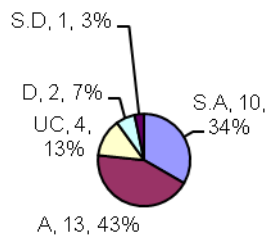
29. The instructor was responsive to student needs and problems



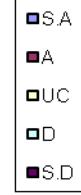
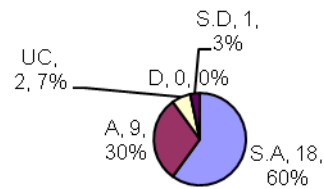
30. Had the instructor been regular throughout the course?



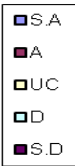
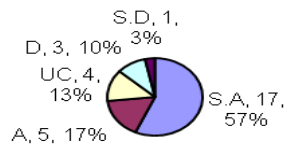
31. The material in the tutorials was useful



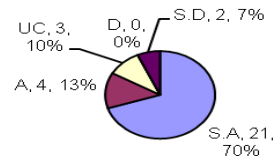
32. I was happy with the amount of work needed for tutorials



33. The tutor dealt effectively with my problems



35. The demonstrators dealt effectively with my problems.

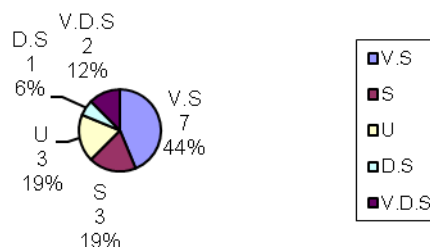


SURVEY OF GRADUATING STUDENTS 2008-09 Proforma-3

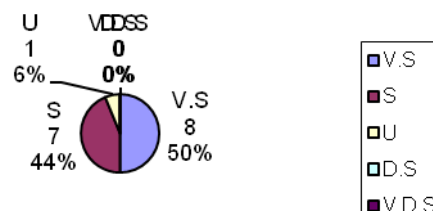
Following set of charts shows the survey of graduating students in last semester/year before the award of degree. Although approximately 50% students are satisfied with these aspects, however 38% dissatisfied that whether scholarships /grants available to students. 19% were dissatisfied that the program is effective in developing planning abilities, 18% were dissatisfied with the work in the program is too heavy and induces a lot of pressure. Whereas 13% were dissatisfied that program is effective in developing analytical and problem solving skills and Objectives of the program have been achieved, and 6% were not satisfied the program administration is effective in supporting learning.

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

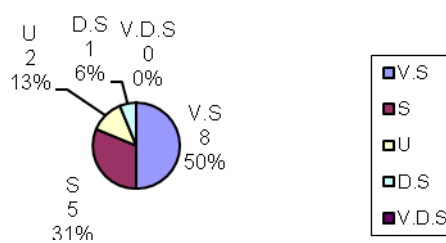
1. The work in the program is too heavy and induces a lot of pressure



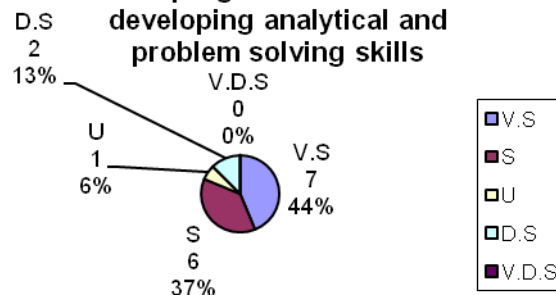
2. The program is effective in enhancing team-working abilities



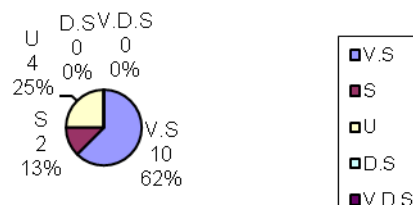
3. The program administration is effective in supporting learning



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



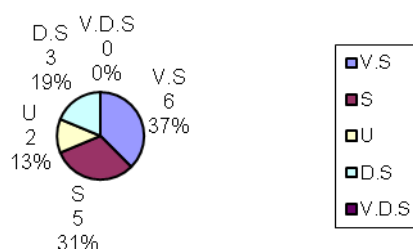
5. The program is effective in developing independent thinking



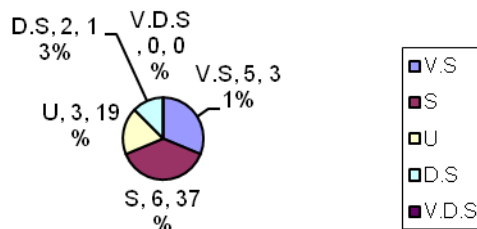
6. The program is effective in developing written communication skills



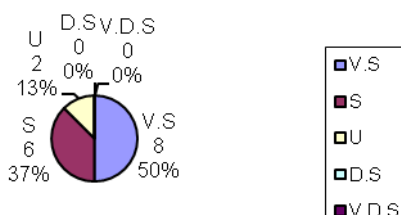
7. The program is effective in developing planning abilities



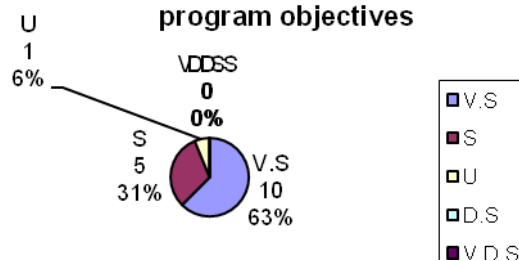
8. Objectives of the program have been achieved



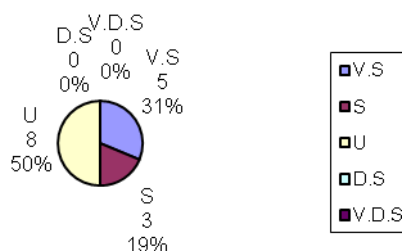
9. Whether the contents of curriculum are advanced and meet program objectives



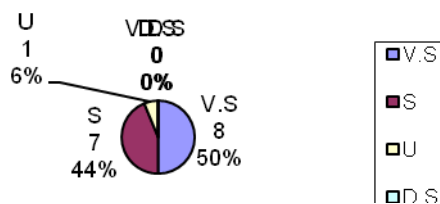
10. Faculty was able to meet the program objectives



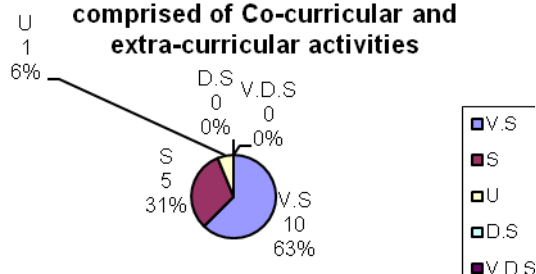
11. Environment was conducive for learning



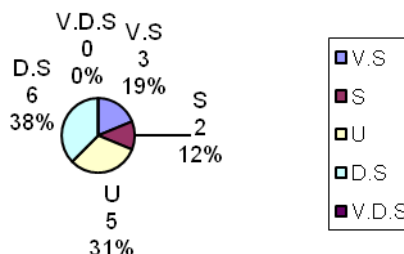
12. Whether the infrastructure of the department was good



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



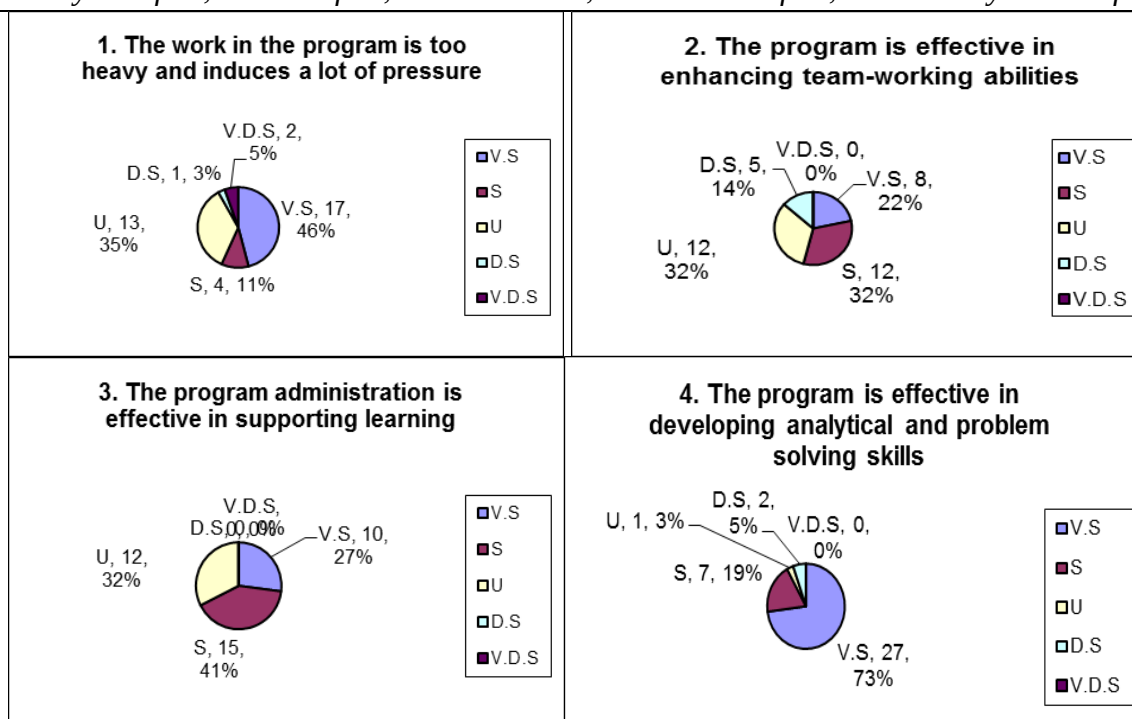
14. Whether scholarships /grants available to students

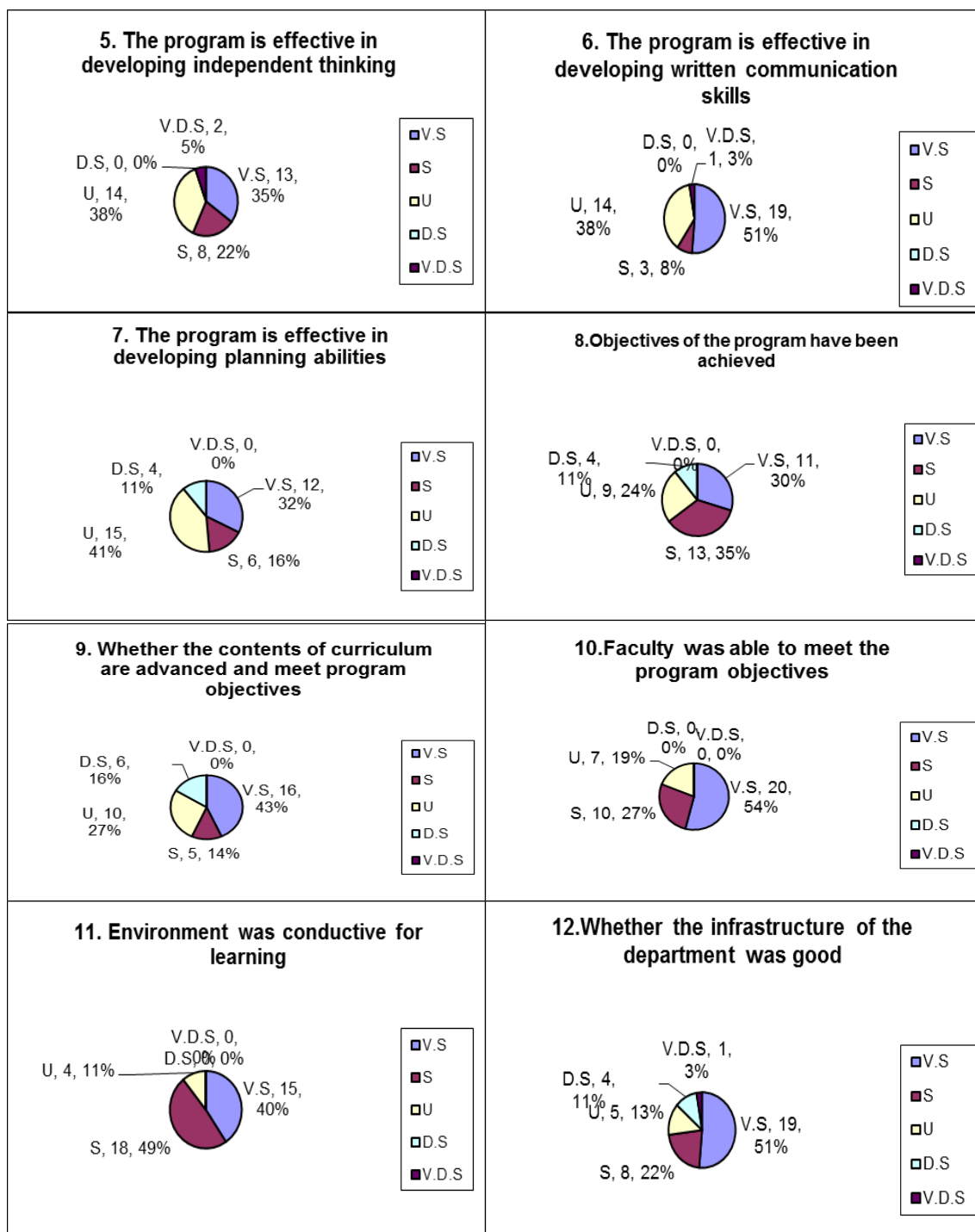


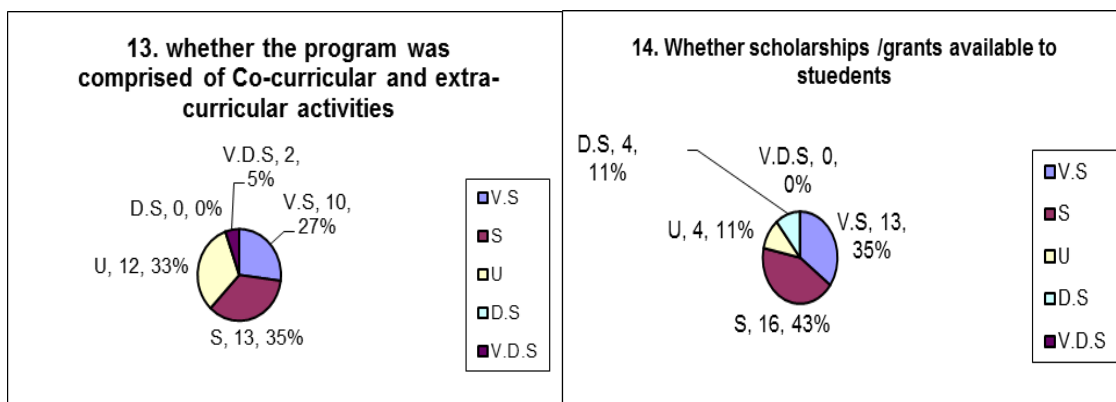
SURVEY OF GRADUATING STUDENTS 2009-10 Proforma-3

Following set of charts shows the survey of graduating students in last semester/year before the award of degree. Although more than 50% students are satisfied with these aspects, however 11% dissatisfied that whether scholarships /grants available to students and the same percent is uncertain about it. 11% were dissatisfied that the program is effective in developing planning abilities while 41% are uncertain about it, 38% were dissatisfied with the work in the program is too heavy and induces a lot of pressure. Whereas 5% were dissatisfied that program is effective in developing analytical and problem solving skills and 21% disagreed that the objectives of the program had been achieved, and 19% were not satisfied the program administration is effective in supporting learning.

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





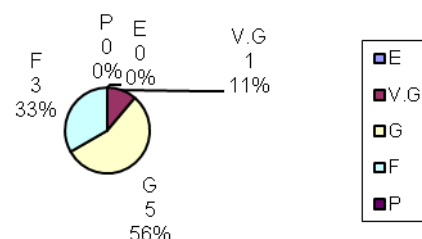


ALUMNI SURVEY RESULTS 2008-10 Proforma-7

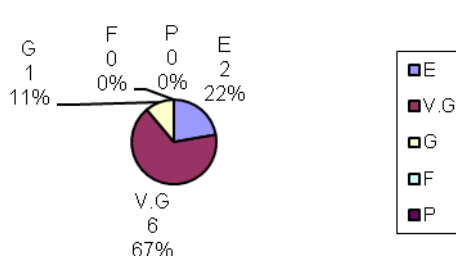
Alumni Survey was conducted by using Proforma-7. Following set of charts shows the alumni survey.

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

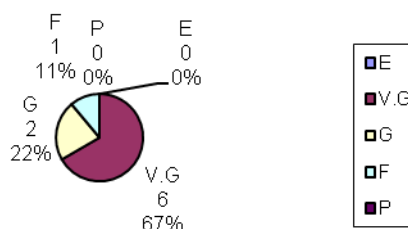
1. Maths, Science, Humanities and professional discipline



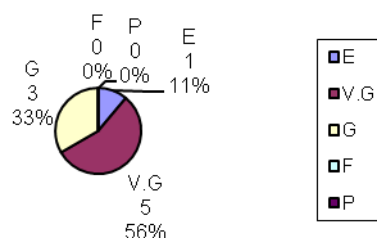
2. Problem formulation and solving skills



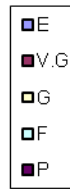
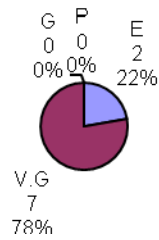
3. Collecting and analyzing appropriate data



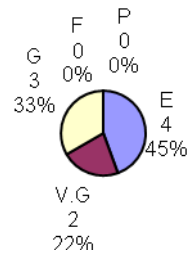
4. Ability to link theory to practice



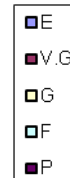
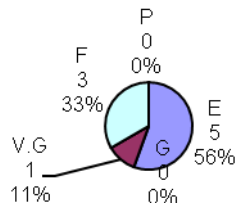
5. Ability to design a system component or process



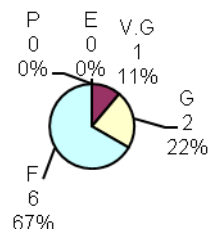
6. IT Knowledge



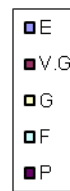
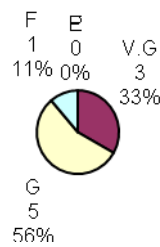
7. Oral Communication



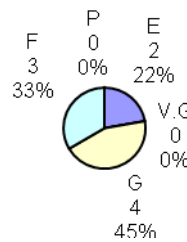
8. Report Writing



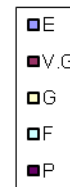
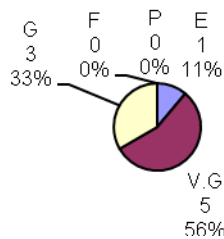
9. Presentation Skills



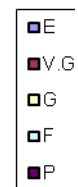
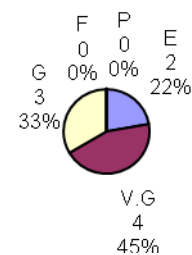
10. Ability to work in teams



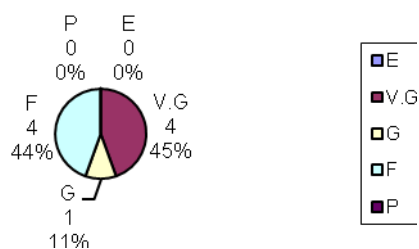
11. Ability to work in arduous / Challenging situation



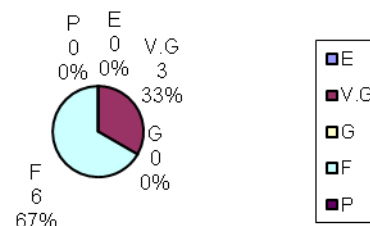
12. Independent thinking



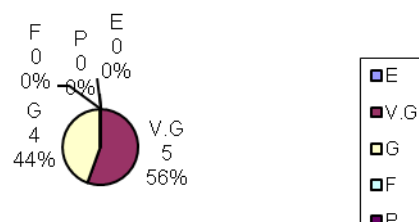
13. Appreciation of ethical Values



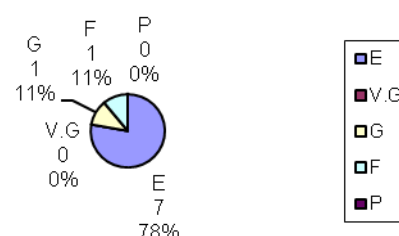
14. Resource and Time management skills



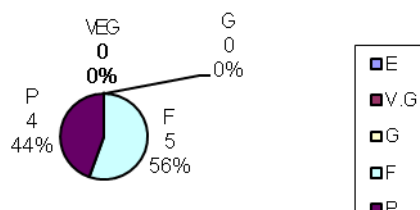
15. Judgement



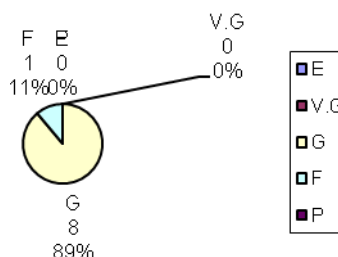
16. Discipline



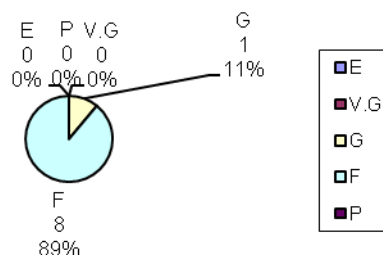
17. Infrastructure



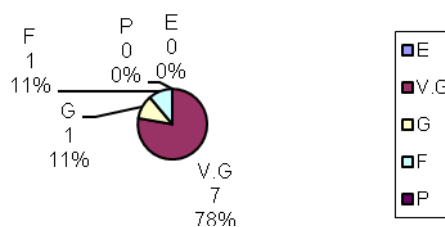
18. Faculty



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 M.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 programs. 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 programs of M.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 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 M.Ed. students on internship in various schools.
- Advisory services to schools through capacity –building programs.

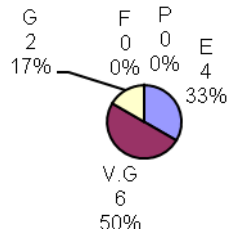
EMPLOYER SURVEY 2008-10 (Proforma-8)

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.

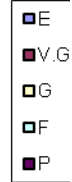
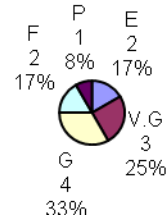
Following set of charts shows the survey of employer. Although more than 50% of the heads agreed with the given aspects, yet 50% complain about IT Knowledge of the employee, 42% about Ability to design a system component or process, and 8% about Problem formulation and solving skills, Time Management Skills, Judgment, and Discipline of the employee.

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

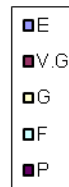
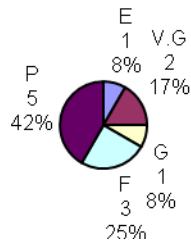
1. Maths, Science, Humanities and professional discipline



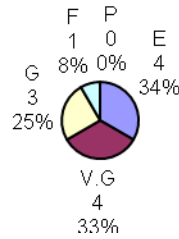
2. Problem formulation and solving skills



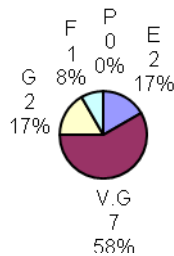
3. Collecting and analyzing appropriate data



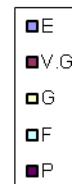
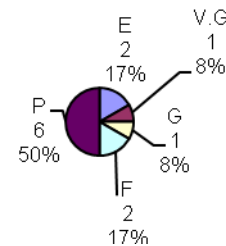
4. Ability to link theory to practice



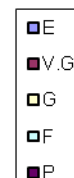
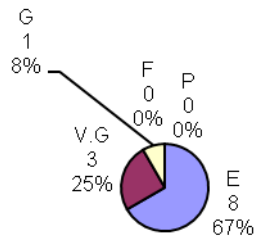
5. Ability to design a system component or process



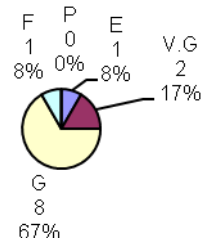
6. IT Knowledge



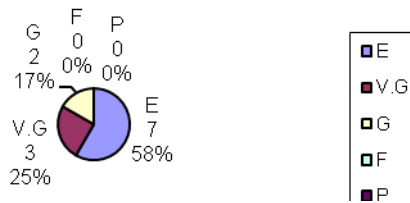
7. Oral Communication



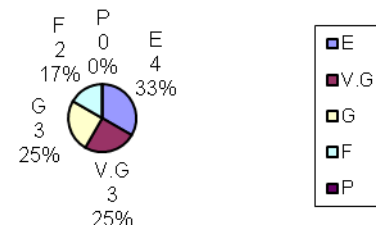
8. Report Writing



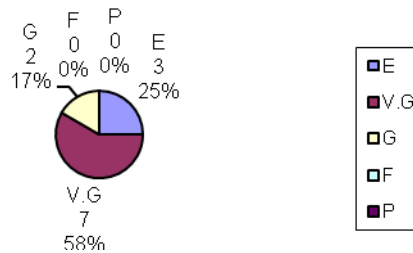
9. Presentation Skills



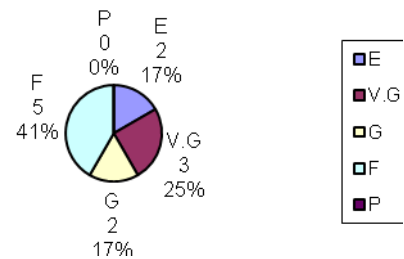
10. Ability to work in teams



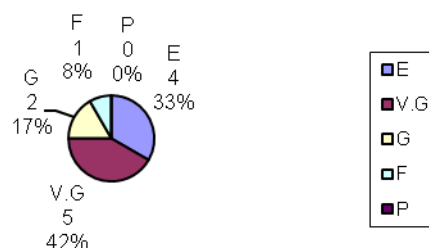
11. Ability to work in arduous / Challenging situation



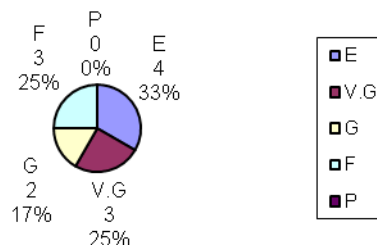
12. Independent thinking



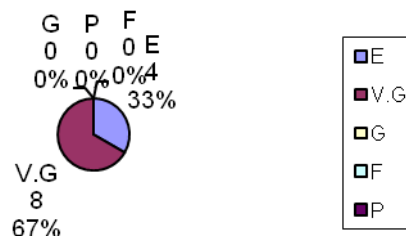
13. Appreciation of ethical Values



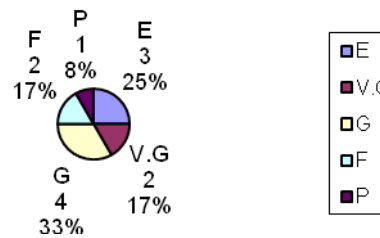
14. Reliability



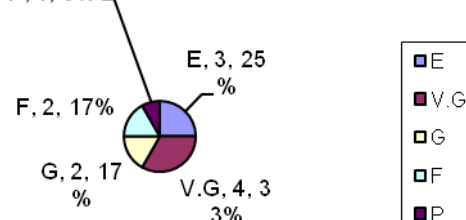
15. Appreciation of ethical values



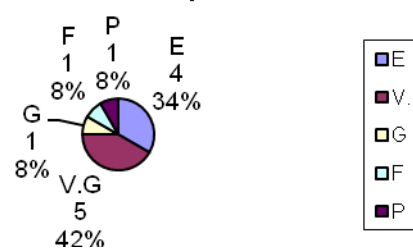
16. Time Management Skills



17. Judgment



18. Discipline



SECTION 2:

Criterion 2: CURRICULUM DESIGN AND ORGANIZATION

Degree Title: Master of Education (M.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 M.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. M.Ed program consists of two semesters or one academic year.

M.Ed.

Pre-requisites

Minimum Academic Requirements:

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

Degree Requirements:

As a whole a student has to study 43 credit hours. After the completion of 1st semester, students choose a specialized field (major) of study. Thesis or Research is optional for students. They can choose two optional subjects instead of Thesis in 2nd semester.

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:

In theory paper, students' 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%

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%.

TABLE -5: SCHEME OF STUDIES MASTER OF EDUCATION (M.ED)

S. No.	Code.	Course Title	Credit Hours
1.	EDU-701	Curriculum Development	3(3-0)
2.	EDU-702	Educational Planning and Management	4(4-0)
3.	EDU-703	Educational Psychology and Guidance	4(4-0)
4.	EDU-704	Educational Measurement and Evaluation	4(4-0)
5.	EDU-705	Advance Methods of Teaching	4(4-0)
6.	EDU-706	Techniques of Research and Statistics	2(4-0)
7.	EDU-707	Philosophy of Education	4(4-0)
8.	EDU-708	Computer in Education	3(2-2)
Select Group A or B Candidates opted for thesis program are to select Research Thesis and those opted for non-thesis program will select two courses from the following (Other than Research Thesis), subject to their availability of necessary resources and approval of the university.			
Group A: (Select two Courses)			
1.	EDU-709	Elementary Education in Pakistan	3(3-0)
2.	EDU-710	Secondary Education in Pakistan	3(3-0)
3.	EDU-711	Higher Education in Pakistan	3(3-0)
4.	EDU-712	Teacher Education in Pakistan	3(3-0)
5.	EDU-713	Women Education in Pakistan	3(3-0)
6.	EDU-714	Adult and Continuing Education	3(3-0)
7.	EDU-715	Special Education	3(3-0)
Group B:			
8.	EDU-716	Research Thesis	6(0-12)

Detailed course contents of M.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-701, EDU-702, EDU-703, EDU-704, EDU-705, EDU-706, EDU-707, EDU-708	X	X	XXXX	XXX	XX	XX	XX	XX	XX
Elective EDU-709, EDU-710, EDU-712, EDU-713, EDU-714, EDU-715, EDU-716	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 (2008-09) Proforma-2

Faculty course review was obtained through Proforma-2, main information retrieved from this review was 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: Faculty Course Review (2008-09) Proforma-2

S. N O	Course Code	Course Name	Credit Hours	GRADES					Teacher's Name
				A	B	C	D	F	
1	EDU-701	Curriculum Development	4(4-0)	12	3	-	-	2	Dr. M. Imran Yousaf
2	EDU-702	Educational Planning and Management	4(4-0)	6	8	1	-	2	Dr. M. Imran Yousaf
3	EDU-703	Educational Psychology and Guidance	4(4-0)	6	4	4	1	2	Ms. Almas Kiani
4	EDU-704	Educational Measurement and Evaluation	4(4-0)	7	4	4	-	2	Ms. Almas Kiani

5	EDU-705	Advanced Methods of Teaching	4(4-0)	7	7	2	-	-	M. Hashim Abbasi
6	EDU-706	Techniques of Research and Statistics	4(4-0)	4	10	1	-	2	M. Hashim Abbasi
7	EDU-707	Educational Philosophy	4(4-0)	7	9	-	-	-	M. Hashim Abbasi
8	EDU-708	Computer in Education	3(2-2)	8	7	1	-	-	Dr. M. Imran Yousaf
9	EDU-712	Teacher Education in Pakistan	3(2-0)	4	2	6	4	-	Ms. Almas Kiani
10	EDU-715	Special Education	3(2-0)	5	5	6	-	-	Ms. Almas Kiani

FACULTY COURSE REVIEW (2009-10) Proforma-2

Faculty course review was obtained through Proforma-2, main information retrieved from this review was 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-8: Faculty Course Review (2009-10) Proforma-2

S. No	Course Code	Course Name	Credit Hours	GRADES					Teacher's Name
				A	B	C	D	F	
1	EDU-701	Curriculum Development	4(4-0)	8	18	11	1	-	Ms. Sumaira Kayani
2	EDU-702	Educational Planning and Management	4(4-0)	09	25	3	1	-	M. Hashim Abbasi
3	EDU-703	Educational Psychology and Guidance	4(4-0)						Dr. M. Imran Yousaf
4	EDU-704	Educational Measurement and Evaluation	4(4-0)						M. Hashim Abbasi
5	EDU-705	Advanced Methods of Teaching	4(4-0)						M. Hashim Abbasi
6	EDU-706	Techniques of Research and Statistics	4(4-0)	6	23	8	1	-	M. Hashim Abbasi
7	EDU-707	Educational Philosophy	4(4-0)						M. Hashim Abbasi
8	EDU-708	Computer in Education	3(2-2)						Mr. Rab Nawaz
9	EDU-712	Teacher Education in Pakistan	3(2-0)						M. Hashim Abbasi
10	EDU-715	Special Education	3(2-0)						Ms. Sumaira Kayani

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 framework, 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	EDU-701, EDU-707, EDU-709, EDU-710, EDU-711, EDU-712, EDU-713, EDU-715
Problem analysis	EDU-702, EDU-703, EDU-704, EDU-705, EDU-706, EDU-708
Solution design	EDU-704, EDU-706, EDU-708

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 Pakistan Higher Education Commission.

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; Educational Measurement & Evaluation (EDU-704) is included in core courses.
- Techniques of Research and Statistics (EDU-706) and Computer in Education (EDU-708) provide 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 department. An audio visual language lab is needed along with other women development course related labs.

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 Labs and facilities. This is an integrated University, where the facilities of one department are utilized by the other on mutual understanding and working out the schedule of work. The University has full fledged computer Labs of computer technology located in other Departments. The Division shares this Lab facility on requirement for M.Ed and other programs such as short courses. The Division has a computer lab which is in sufficient for large number of students to work at. There is need for sufficient working computers in the lab 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, internet facilities are available with slow speed. 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. Director 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. Elective courses at postgraduate levels are, however, offered according to the availability of the faculty members and number of students.
- For post graduate 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 Board of studies meetings 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 compete 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 Placement Bureau 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 M.Ed. minimum qualification of B.Ed 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 proper registration in the specific program and the registration number is issued to the student.
- 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, they are 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 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

- Medals are awarded to the first three graduates who secure 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.
M.Ed.	10	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. The 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 is also available.
- The faculty members of the Division organize 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.

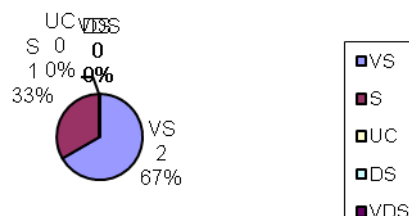
- The faculty members are fully encouraged to enrich their experience and expertise. One of them is currently during PhD and the other post Doctorate work in Scotland.

FACULTY SURVEY 2008-10 Proforma-5

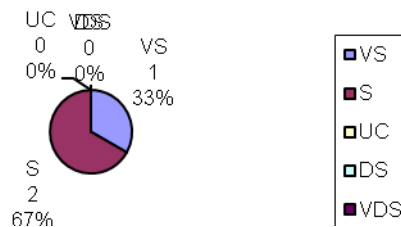
The faculty survey was conducted through Proforma-5 and the results are presented below. Following set of charts shows the survey of faculty. Although approximately 50% of the faculty members are satisfied with these aspects, however 67% members were uncertain that the mentoring available. Whereas 33% were dissatisfied that amount of time for oneself and family. And similar percent of the members were uncertain that that administrative support from the department , 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

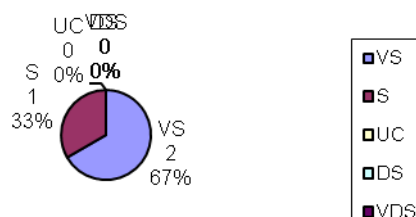
1.Mix of research, teaching and community services



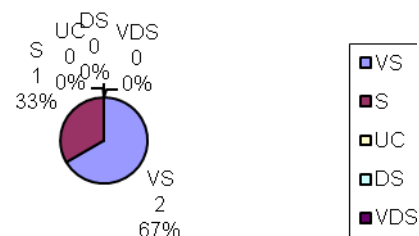
2.Intellectual situation of work



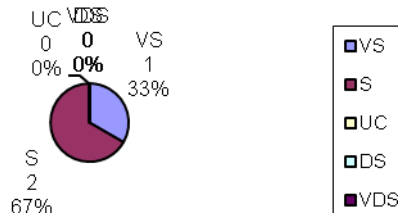
3.Type of teaching/ research currently do



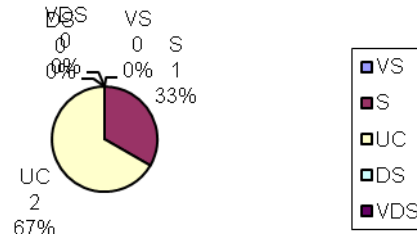
4. Interaction with students



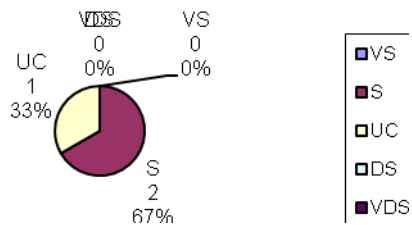
5. Cooperation from colleagues



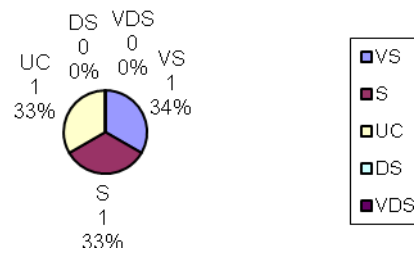
6. Mentoring available



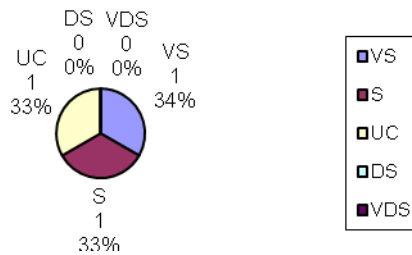
7. Administrative support from the department



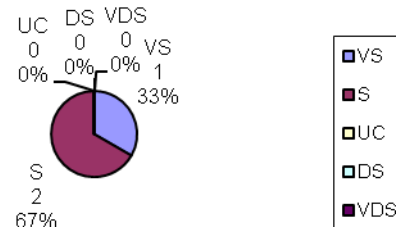
8. Clarity about the faculty promotion process



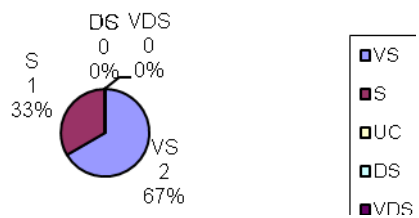
9. Prospects for advancement and progress through ranks



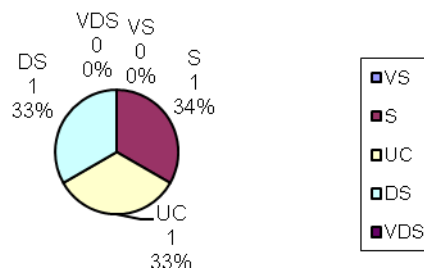
10. Salary and compensation package



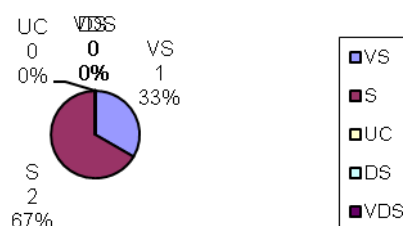
11. Job security and stability at the department



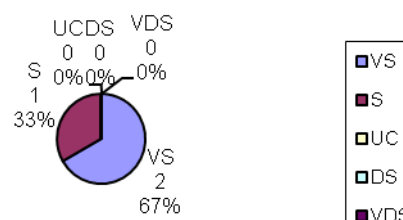
12. Amount of time for oneself and family



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 department 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 telephones 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 remains restricted under pin code/password. Even for completion of this assessment report the Office Computer was not available. It is very much needed to spare this office computer for office activities and must be available at Main office instead of Faculty office and to be operated directly by Computer Assistant.
- 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 and 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 department is having a very meager financial resource to maintain the present needs of the department. 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 department, 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 Labs are equally needed.

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

The intake of M.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
M.Ed	18

Research

The practical research in form of Thesis/Research is offered at M.Ed. level. At M.Ed. level this Research/Thesis is offered as optional and majority of students select alternative subjects. Research student progress review has to be conducted through Profirma-4 (Annexure V), which indicates that there is no single student enrolled in Research/Thesis at M.Ed. The normal duration for completion of Research is one semester, as the entire course duration is two semesters. The students in next semesters must be encouraged to enroll themselves in Research Course/Thesis. The more permanent faculty members are required to supervise such research projects and develop research culture in department.

Standard 8-3: Financial Resources

Salaries of the staff are drawn directly by the University Accounts. Contingency is available. There is no other developmental budget available for the Division.

SUMMARY AND CONCLUSIONS

The Division of Continuing Education was established in the year 1997 at Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi and is offering undergraduate and postgraduate degrees of B.Ed and M.Ed. The department has been entrusted a mandate to carry out teaching to the students and conduct research in the field of Education, suggesting measures to improve the quality education in the country.

Through the self assessment report of the Division, the program mission objectives and outcomes are assessed and strategic plans are presented to achieve the objectives. Programme outcomes appeared to be satisfactory. Teachers' evaluation by the students' revealed satisfactory standards.

Curriculum design, development and organization is based upon approved criteria. Pre-requisites are fully observed, examinations are conducted as per schedules and academic schemes are prepared in advance. The number of courses, along with their titles and credit hours for each semester and course contents have been developed. Their efficacy was measured through different standards and it was found to range between satisfactory to highly satisfactory.

It was concluded that computer facilities need improvement to further strengthen the program. Proper steps are taken to guide the students for programme requirements, communication, meetings, study tours, students-teacher interaction, etc. They are well informed of relevant job opportunities and other such activities. Improvements needed in this regard have been suggested.

As regards the process control covering admission, registration, recruiting policy, courses and delivery of material, academic requirements, performance and grading, university as well as Higher Education Commission have set forth special rules and guidelines which are properly followed.

At present there are four faculty members. Three are regular and one is on contractual basis. However, faculty members need motivation for advanced knowledge on the theory and research. Faculty survey results were also satisfactory. Institutional facilities were measured through Criterion 3; infrastructure, library, class room and faculty offices and in each case, short comings

and limitation are highlighted. Institutional facilities need to be strengthened. Accordingly, institutional support will greatly promote and strengthen academic, research, management and leadership capabilities.

PROGRAM ASSESSMENT TEAM

Director **(Coordinator)** _____

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

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

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="1"> <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="1"> <thead> <tr> <th>Years</th> <th>Degree</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="height: 100px;"></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	<table><tr><th>Date,</th><th>Title,</th><th>Institution</th></tr><tr><td>12-09-2008</td><td>Lecturer</td><td>PMAS-AAU Rawalpindi</td></tr></table>	Date,	Title,	Institution	12-09-2008	Lecturer	PMAS-AAU Rawalpindi
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						