PIR MEHR ALI SHAH

ARID AGRICULTURE UNIVERSITY RAWALPINDI

SELF ASSESSMENT REPORT 4TH CYCLE (2012-14)

Department of Statistics & Mathematics

(*Final*)

M.Sc Statistics

Program Team:

Dr. Muhammad Hanif Chairman	(Coordinator)
Dr. Saima Mustafa Assistant Professor	(Member)
Mr. Nasir Ali Lecturer	(Member)
Ms. Beenish Shakir Lecturer	(Member)

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INTRODUCTION

The program started functioning Agriculture in 1996. It reveals good output that almost all the post graduates got jobs in various organizations (provincial department, universities, research organizations, banks and private firms).

It has produced eminent Statisticians, who have been serving the country in different capacities. The program of Statistics is designed to provide necessary skills in understanding Statistical problems. With the latest developments in the field of Statistics, the department regularly revises and updates its curriculum.

This Self Assessment Report (SAR) is based on eight criteria. The first criterion outlines the program mission and objectives. Criterion 2 provides information about the curriculum development. Criterion 3 enlists the computer labs and other relevant information. The fourth 6 criterion is pertinent to the information about students' support and advising. The last four criteria provide information about process control, faculty characteristics and institutional.

- The program is providing a variety of courses and research programs for the enhancement of student's professional training and career opportunity not only in the field of statistics but also in a number of other disciplines. Because of its practical nature, the science of statistics has found its use in many other fields and sciences such as economics, sociology, biological sciences etc.

- It consists of 5 full time academic members of staff, the program provides expertise in a wide range of activities including research, teaching and consulting.

- The program encompasses a broad range of research interests, supporting a variety of options for postgraduate research.
- Undergraduate courses and a range of Masters Courses are available, designed to take advantage of the demands of the modern statistical workplace.

- Current strength of students in M.Sc. Program is 140.

- For the current semester the program is offering **85** credit hours. Each teacher is taking almost 19 to 20 credit hours and 15 credit hours approximately.

- The program has setup a Computer Lab. The Statistical packages (Like SPSS, Minitab, E.Views, Stata and R-Language etc.) are also available in some PCs of this Laboratory.

Future Plans:

- PhD in statistics is Highest degree is the need of the day. Students are working in public and private sectors like education, provincial and federal bureaus of Statistics, State bank of Pakistan, Agriculture census and NADRA; etc with availability of more PhD teachers the program will flourish.
- To establish a Data Analysis Centre, where we can offer specific & need based courses for the persons in and outside the university

Components of Self Assessment Process: This Self Assessment has been prepared on the basis of the following eight criteria described in self Assessment Manual.

Criterion-1: PROGRAM --MISSION, OBJECTIVES AND OUTCOMES

Mission Statements of the program:

To teach and instruct students not only in the discipline of Statistics but also to educate the students, the tools of descriptive and inferential statistics To equip the students not only at graduate and post graduate levels and not only in discipline of statistics but in other disciplines with essential skills required for the betterment of Pakistan by using statistics such as the collection, analysis and interpretation of data and to draw inferences from them.

Objectives:

The objective of the program is to relate statistics with all discipline to apply it in practical life like Experimental Designs, Sampling Techniques, Multivariate Techniques, Estimation and Testing of Hypothesis, Econometrics, Statistical Quality Control, Probability etc. It makes milestone for all agricultural disciplines. The program aims to offer basic and applied education to the students at all level of study in all specialized fields.

Standards:

Standards 1-1: The program must have documented measurable objectives to support Faculty/College and institution mission statements

The main objectives are:

- To flourish program on modern lines by hiring highly qualified teaching faulty.
- To create a healthy research environment both for students and teachers.
- To make students realize about the importance of true knowledge.

Main Elements of the Strategic Plan to Achieve Program Mission and Objectives:

- Fully facility of internet and computer to all students for the healthy environment for high quality research.
- By hiring highly and professional teachers qualified
- By showing the true importance of knowledge to students so that they become productive citizens of the society.

PROGRAMME OBJECTIVES ASSESSMENT

Table 1: Program Objective Assessment

Sr. #	Objectives	How Measured	When Measured	Improvement Identified	Improvement Made
1.	The flourishing of the program on modern lines	By collecting students opinions through surveys.	Throughout the semester.	Active participation of teachers in seminars and workshops.	By hiring highly qualified faculty.
2	Healthy research environment.	Creating interest of students in research by study of different fields generals and research papers	Throughout the semester.	To motivate students for research and for giving presentations and seminars.	Presentations seminars, Communication skill development
3	Importance of true knowledge.	After having feedback through seminars, quizzes and by teachers' personal interest.	Throughout the semester.	Extra circular activities will help in this regard.	Emphasizing on true knowledge by the teacher

PROGRAMME LEARNING OUTCOMES

All the students in Statistics possess the ability of

1. Developing effective communication skills by presentations, oral discussions and through survey.

2. Curriculum design based upon identification of problems and use of new analytical, classical and probabilistic techniques.

Standard 1-2: The program must have documented outcomes for graduating students. It must be documented that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.

1. **To Produce True Researchers and Professionally Skilled Students:**

The main and foremost aim of the program is to produce students who are skillful and are capable of applying their statistical knowledge and computational techniques in practical situations.

2. **To Improve the Basic Knowledge and Strengthen the Foundation:**

To improve and modernize the basic and applied knowledge and skills of the students in pertinent field employing advanced analytical tools, techniques and equipments and to strengthen the foundation in statistical sciences.

3. **To Make Statistics a Viable science for Other Disciplines:**

To minimize the distances between statistics and other sciences with the application of advanced techniques and updated research.

4. **Encouraging the Students to Conduct Research in Practical Areas:**

Most important thing is to develop culture of research in teachers as well as in the students not only from the field of statistics but from all the other disciplines and to motivate them to pursue true knowledge.

To train and supervise the students while studying and conducting research in practical and economically thematic areas. To strengthen and streamline the department with integration of knowledge in related fields like Mathematics and Economics etc.

Main elements of strategic plan to achieve mission and objectives

1. A wide variety of the core and elective subjects offered in the program help the students to gain professionally sound and skillful education. Very effective and sound teaching system based on experience and vision gathered from world reviews, literature, innovative proceedings, symposia and workshops, etc is applied especially in the initial semesters. The work load should be divided carefully.

2. Increased study tours are helpful to have an idea of the practical applications of the subject. Updating the curriculum by including more applied and professional contents. The students are already being offered many courses from other disciplines to have a wider prospective of knowledge e.g. Survey and Research, Computational Analysis etc.

Table: 2 Program Objectives and Outcomes

Program Objectives	1	2
1	××××	××
2	××××	××××
3	××	××××

The cells with the sign ×××× shows the achievement of that particular program objective with **highly relevant highly satisfactory level**.

××× shows **very relevant and satisfactory**

×× shows **relevant and satisfactory**

× shows **relevant**

Outcomes are based on actual data.

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

Following actions have been taken on the basis of program assessment results.

Actions taken based on the Results of Program Assessment

- The main strength of this program the availability of highly qualified teachers with full acquaintance of their respective subjects. As mentioned before, half of the faculty members are on their study leaves, completing the PhD degrees and improving their qualifications.
- The curricula are being updated by including more applied and professionally sound courses.
- Different assessment questionnaires and surveys play very important role in the identification and removal of weaknesses detected in the teaching methodologies.

Skills and Capabilities Reflected in performance as Statisticians:

- Students develop ability to apply knowledge of Statistics and to work as professionals, to build confidence and communicate effectively in writing, oral and demonstration to use modern tools, techniques and skills for their profession, formulate and design the experiments and to work effectively in a team, to manage Data Analysis problems and improve ability to recognize future needs.

Major Future Improvement Plans

- Overall enhancement of knowledge and skills of faculty members in relation to the latest global advancements in the discipline is going on through different PhD research programs and collaborative research project within Pakistan. Most of the teachers of the department are busy in improving their qualifications.
- To increase the faculty members by employing highly qualified teachers and researchers.
- To provide quality education through audio visual aids and modern tools along with provision of latest literature, journals, books, reviews and access to internet.

Standard 1-4: The program must assess its overall performance periodically using quantifiable measure

Table 3: Quantitative Assessment of the Department (Last Two Years)

Sr. #	Particular	No	Remarks
1.	M. Sc. Degree awarded	140	Mostly got employment and currently holding various positions.
2.	Students : Faculty ratio	1:4	Does not fulfill HEC criteria
3.	Technical : Non Technical ratio	1:2	Fulfils HEC criteria
4.	Research activities, short courses, workshops and seminars		Seminar, Special Problem

Table 3 contains information about any research done by the students by report writing through special problem and seminar. In 4th semester, the students of M.Sc have to study the courses of research and seminar each of one credit hour. They complete the research work and submit the project reports.

The evaluation process indicated high efficiency of system and satisfactory impact of outcomes. Almost all the graduates and post graduates got jobs in various organizations (provincial department, universities, research organizations, banks and private firms.).

Table 5: Degree Requirements

Degree	Pre-requites
M.Sc.	B.Sc. with 45% marks from a recognized intuition.

Program Assessment Results:

The results of Program assessment by the SAR and results are presented in Annexure II (summarized in Tables and Figures). The overall result, however, shows that the students are satisfied with the Programmed method of teaching as well as delivery (See Annexure II & III).

A number of surveys based on the SAR questionnaires were initiated to evaluate the Program out comes / graduates the department, since majority of the Statistics graduates enter research institutes and university, questionnaires were sent to them for their feedback. Maximum students filled the survey forms. The evaluation process indicated high efficiency of system and satisfactory impact of outcomes. The following are evaluation survey report of different semesters (2012-2014) which are evaluated from the students.

Program Assessment Results

Fall 2012-13

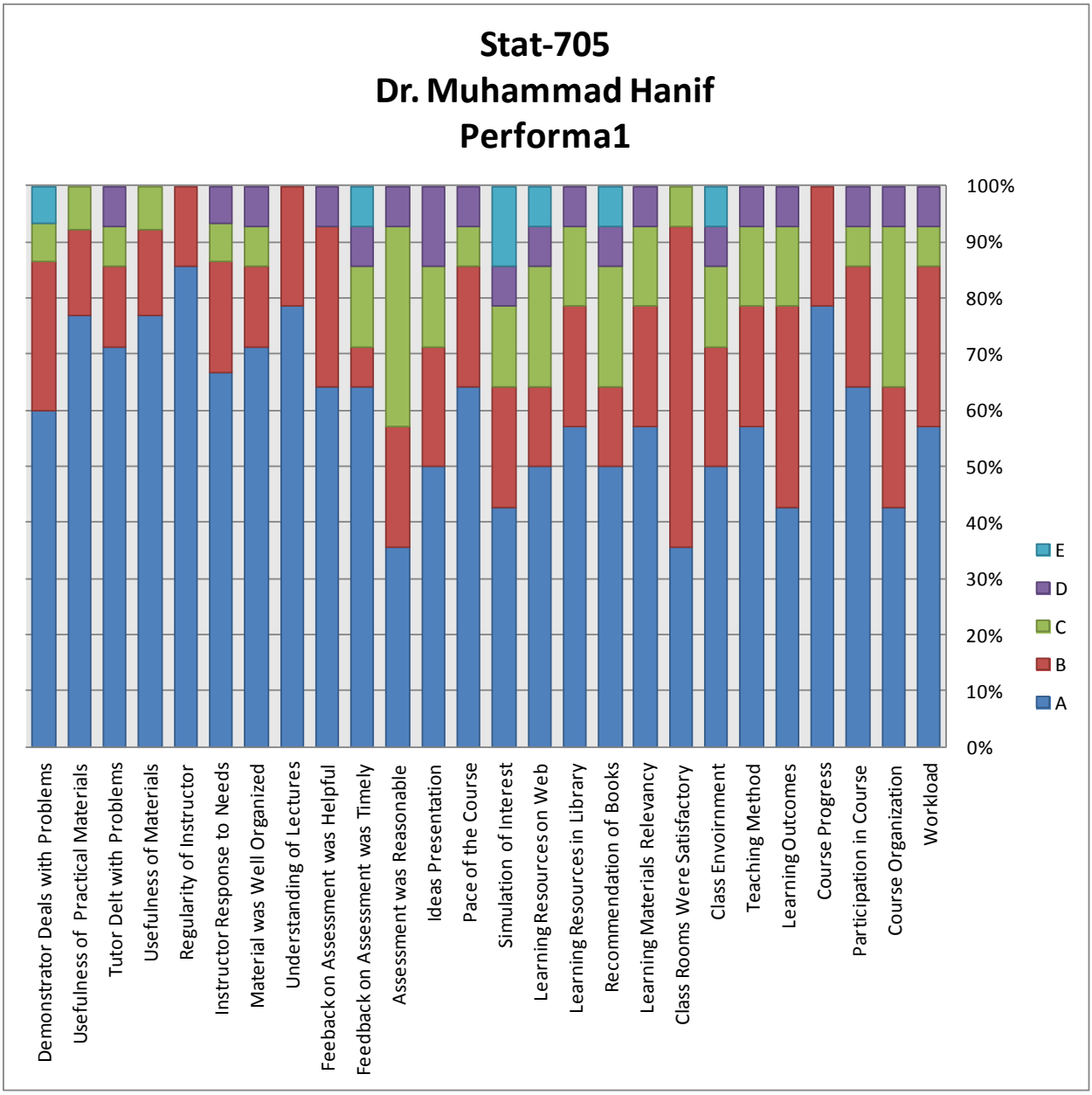
According to the Performa 1 and Performa 10, the teachers have been evaluated by the students for the semester Fall 2012-13.

1. Dr. Muhammad Hanif
2. Dr. Saima Mustafa
3. Mr. Nasir Jamal

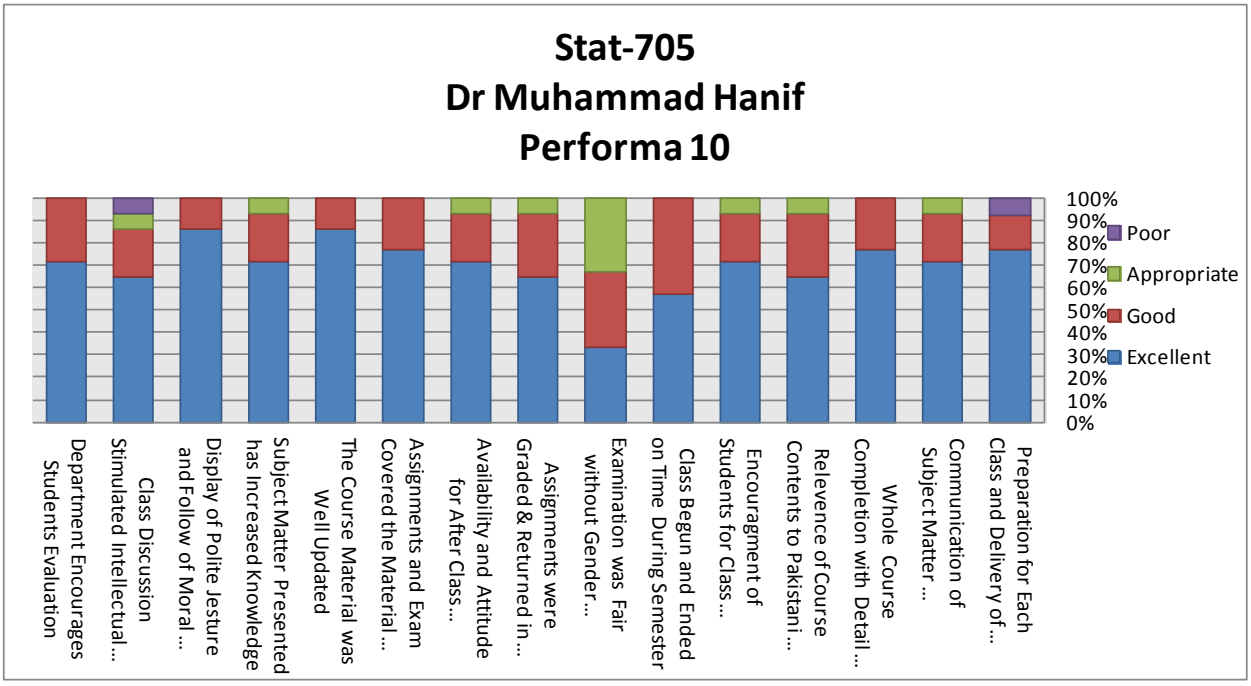
Performa 1 titled **Student Course Evaluation.**

Performa 10 titled **Teacher Course Evaluation.**

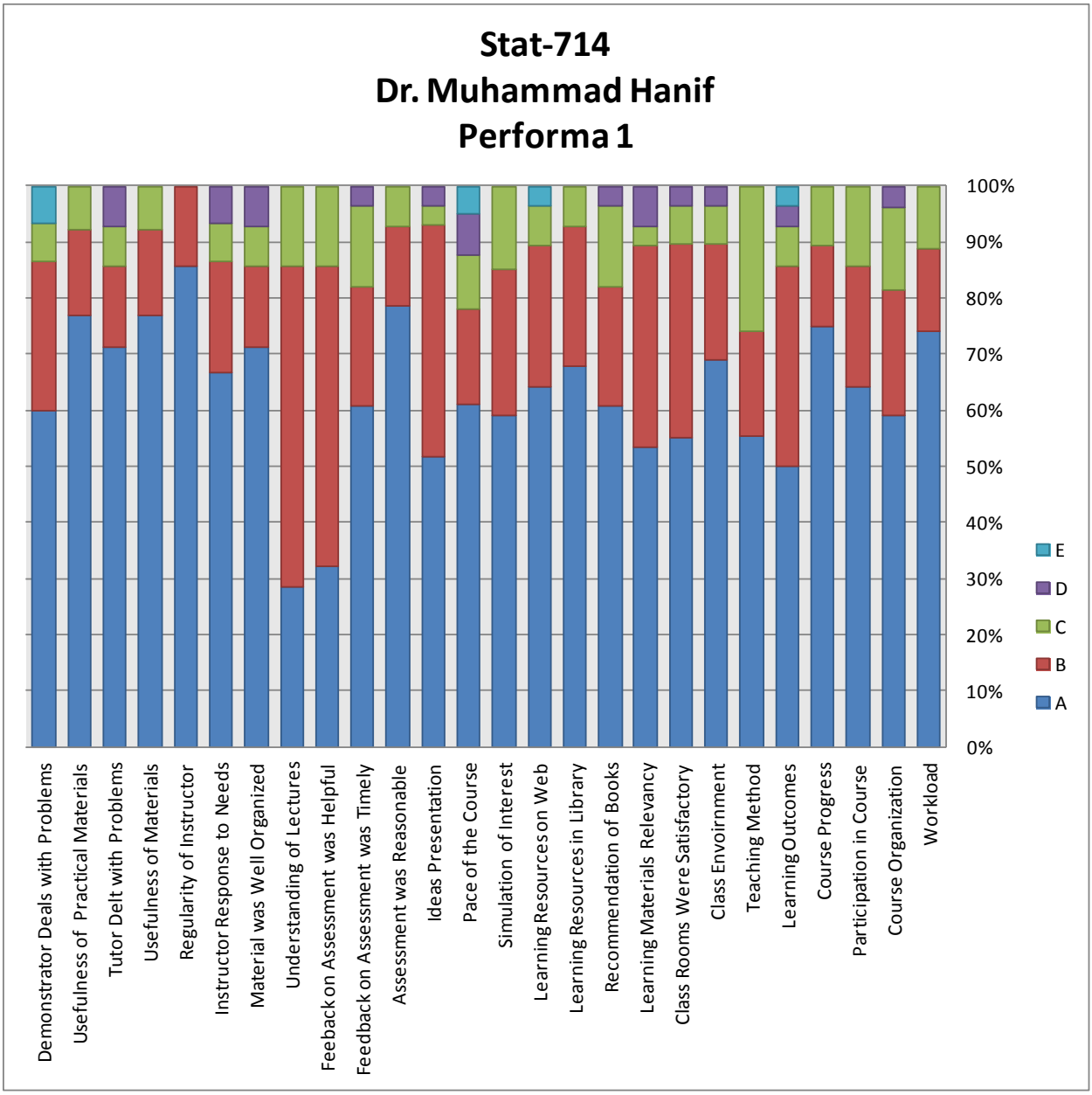
Individual statements of the Performa's are also summarized in the following Figures.



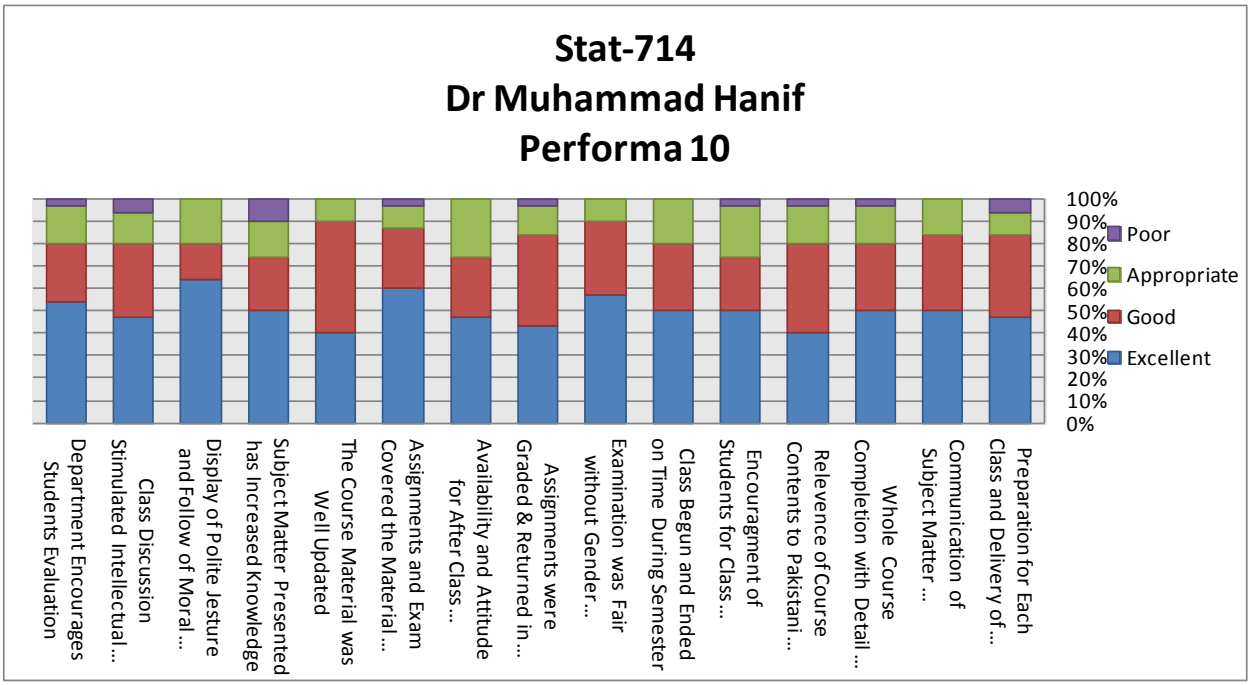
Data is collected from 40 students of M.Sc. Statistics About 42% were strongly agreed 23% agreed 27% were certain and 8% were disagree about the course organization, 42% were strongly agreed 23% agreed 13% certain 22% disagree that simulation of interest. 68% were strongly agreed 10% agreed 12% certain and 10% disagree about the teaching method.



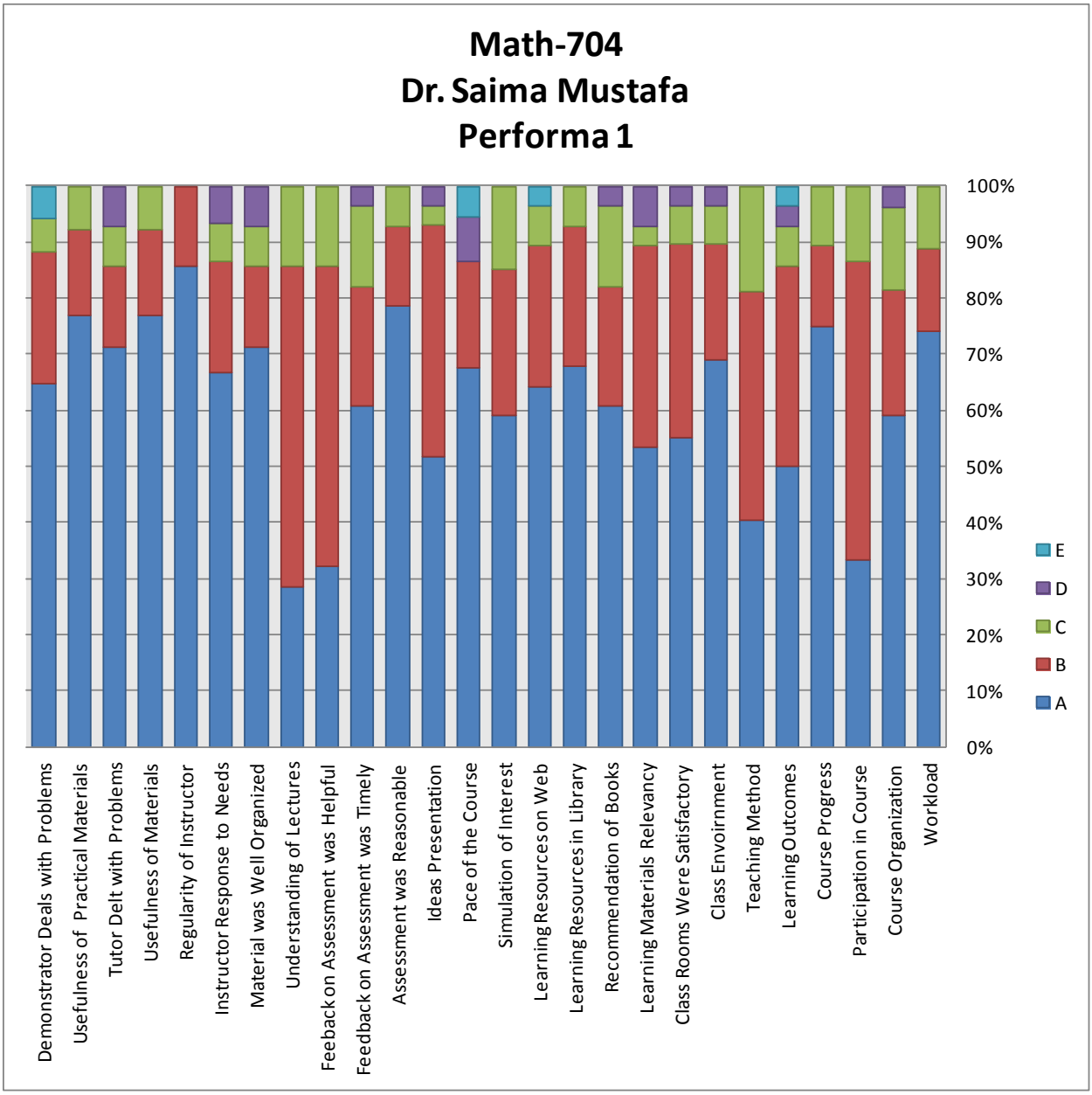
Data is collected from 40 students of M.Sc. Statistics. About 85% were excellent 6% good 9% poor regarding the questions that preparation for each class and delivery of lecture, 41% were excellent 27% good 35% poor that examination was fair. 65% were excellent20% good 5% appropriate and 10% poor that class discussion.



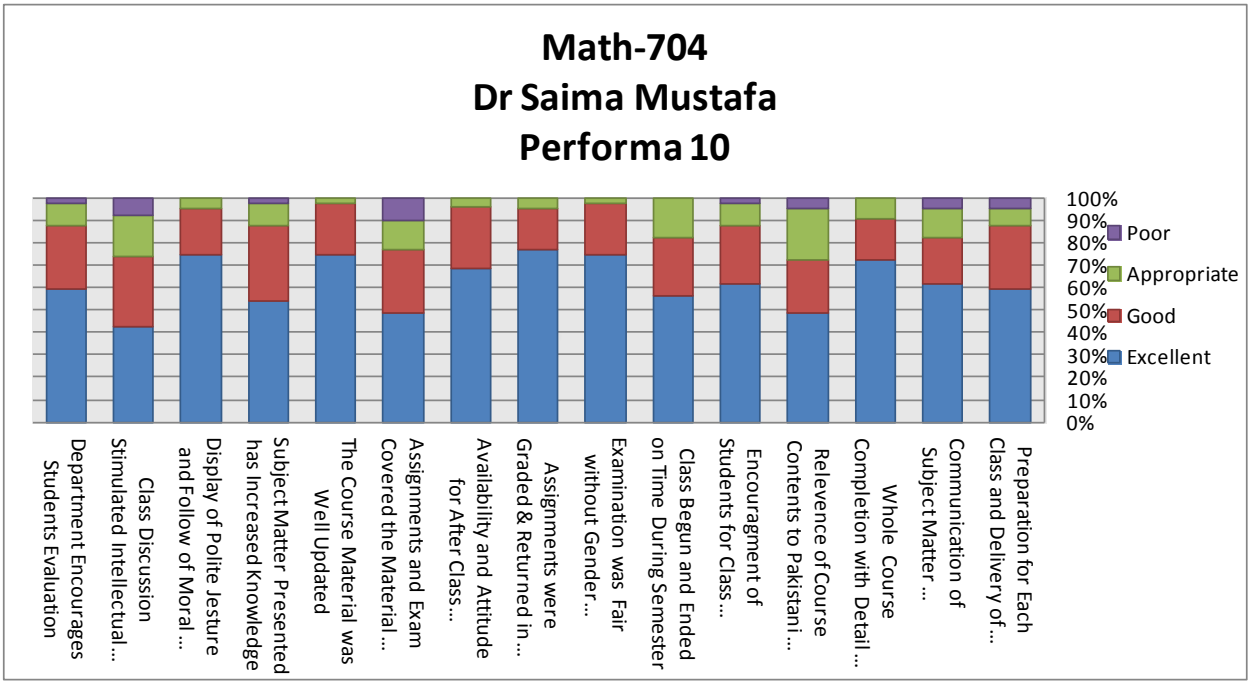
Data is collected from 40 students of M.Sc. Statistics About 59% were strongly agreed 22% agreed 13% were certain and 6% were disagree about the course organization, 59% were strongly agreed 26% agreed and 15% certain that simulation of interest. 55% were strongly agreed 20% agreed and 25% certain about the teaching method.



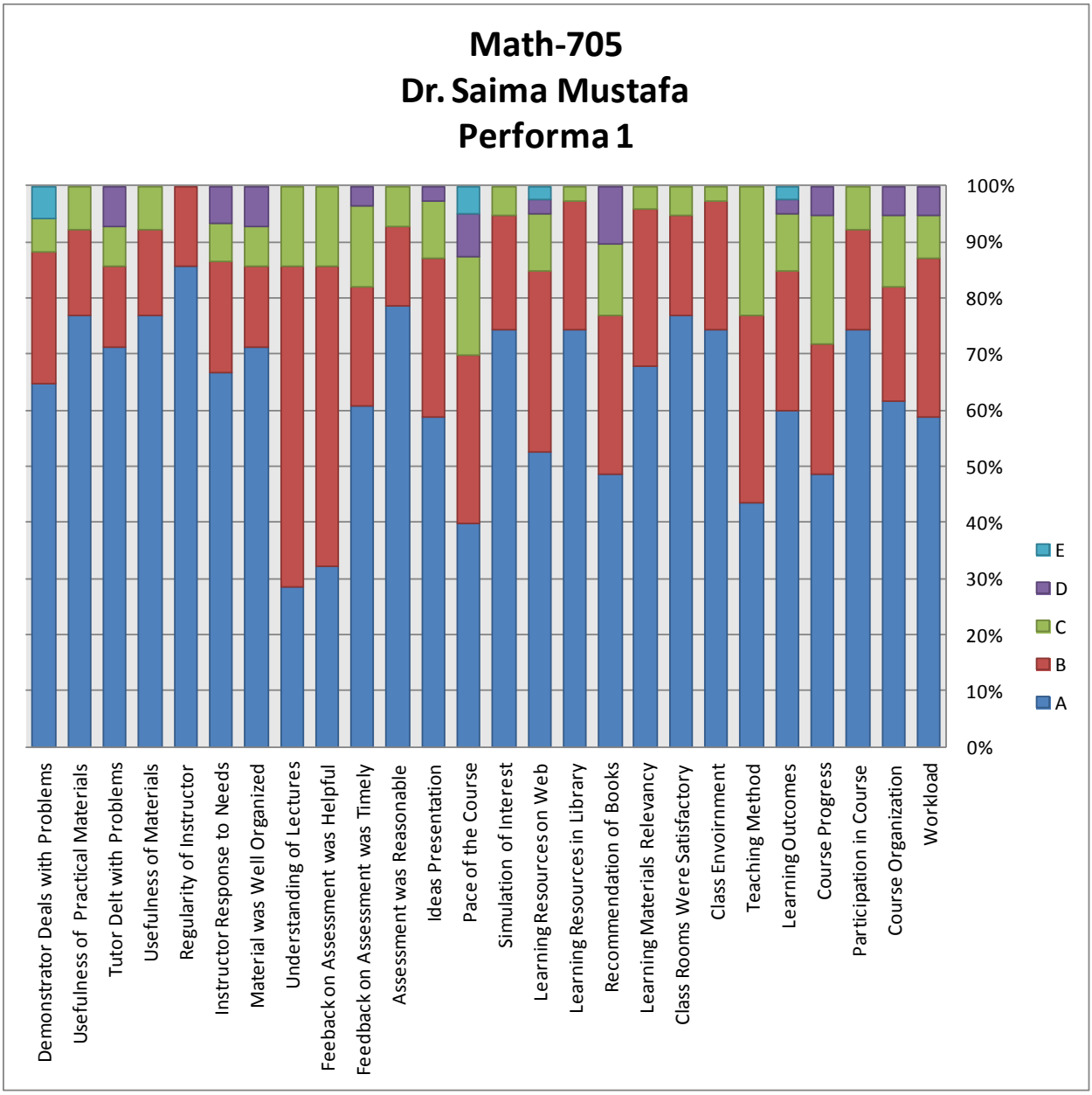
Data is collected from 40 students of M.Sc. Statistics. About 45% were excellent 36% good 6% appropriate and 13% poor regarding the questions that preparation for each class and delivery of lecture, 55% were excellent 35% good and10% appropriate that examination was fair.



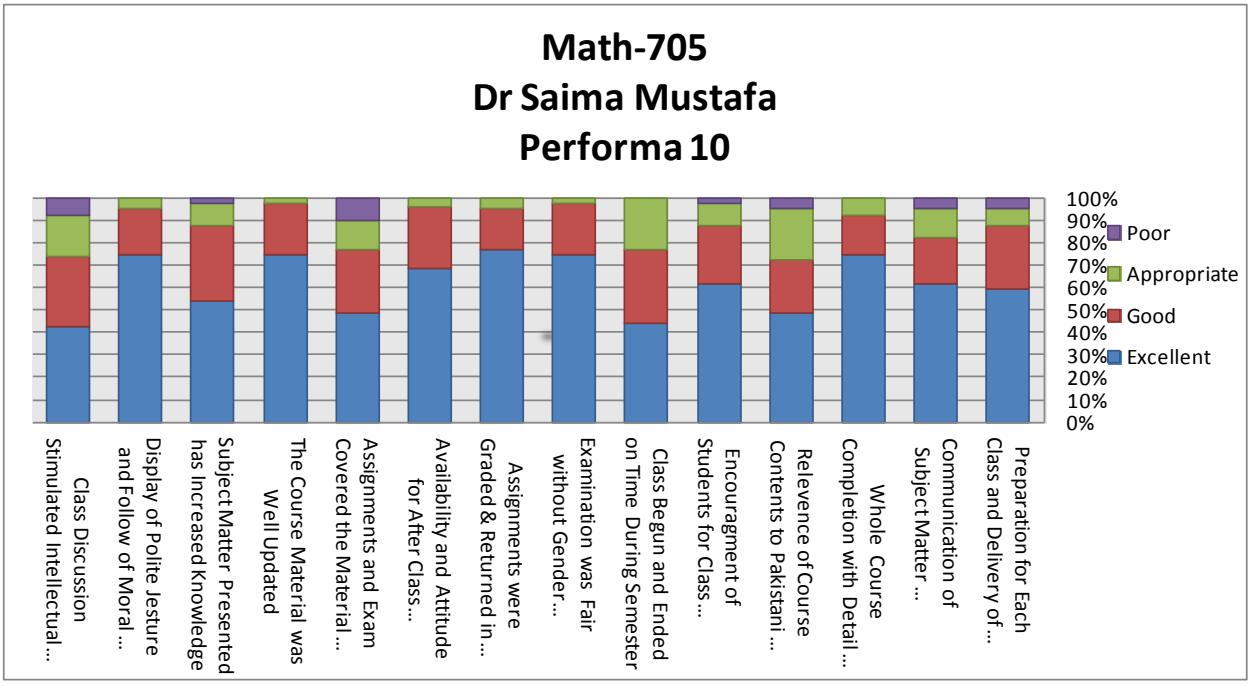
Data is collected from 40 students of M.Sc. Statistics About 59% were strongly agreed 22% agreed 14% were certain and 5% were disagree about the course organization, 75% were strongly agreed 20% agreed and 5% certain that simulation of interest.



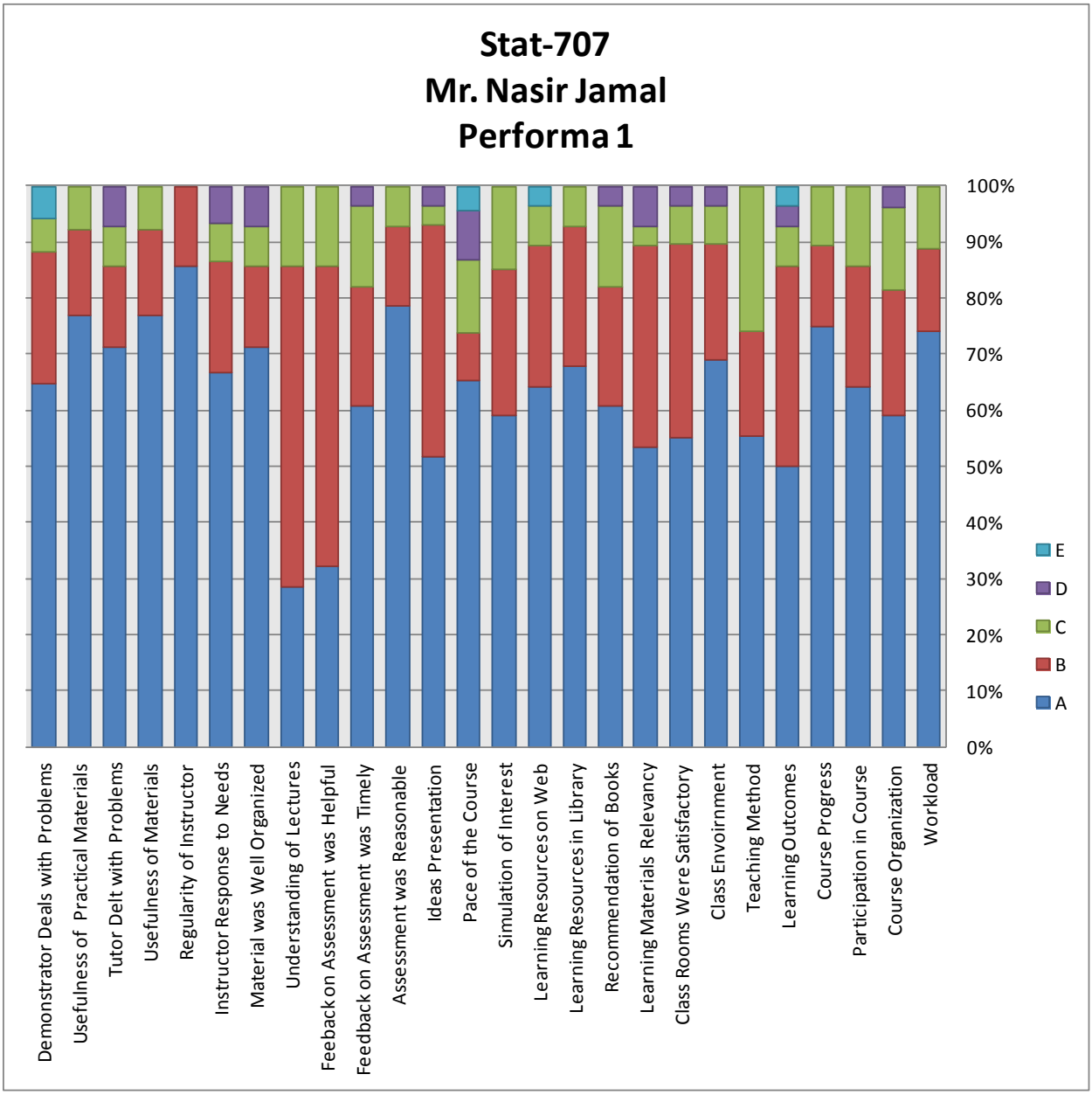
Data is collected from 40 students of M.Sc. Statistics. About 60% were excellent 20% good 10% appropriate and 5% poor regarding the questions that preparation for each class and delivery of lecture, 75% were excellent 6% good and 19% appropriate that examination was fair.



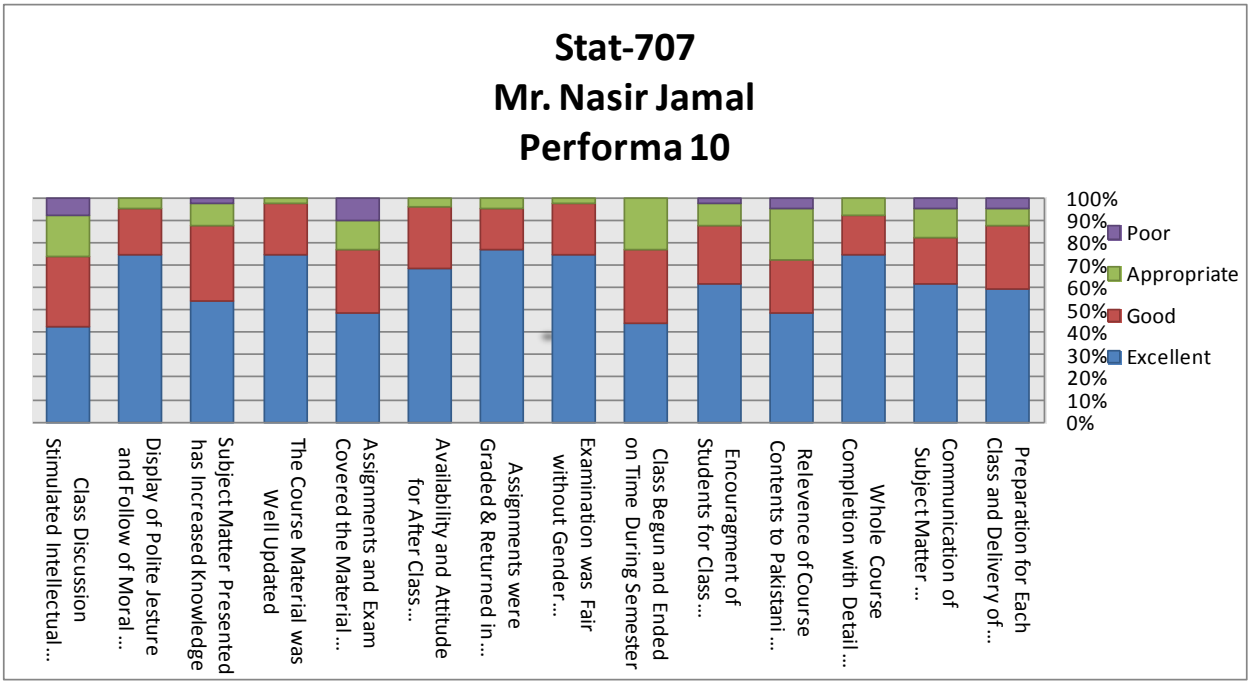
Data is collected from 40 students of M.Sc. Statistics About 62% were strongly agreed 20% agreed 13% were certain and 5% were disagree about the course organization, 75% were strongly agreed 20% agreed and 5% certain that simulation of interest.



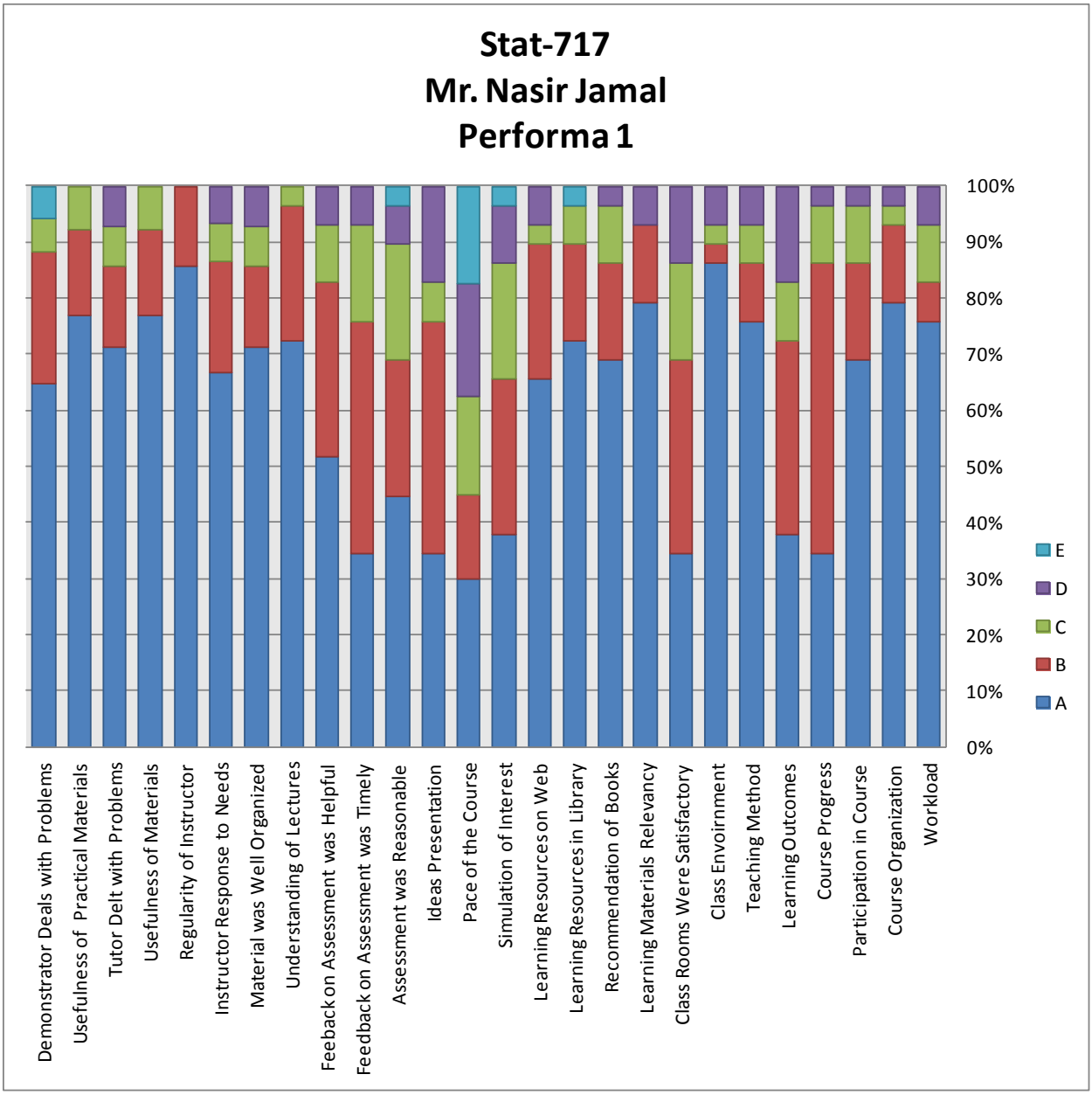
Data is collected from 40 students of M.Sc. Statistics. About 60% were excellent 25% good 10% appropriate and 5% poor regarding the questions that preparation for each class and delivery of lecture, 75% were excellent 16% good and 9% appropriate that examination was fair



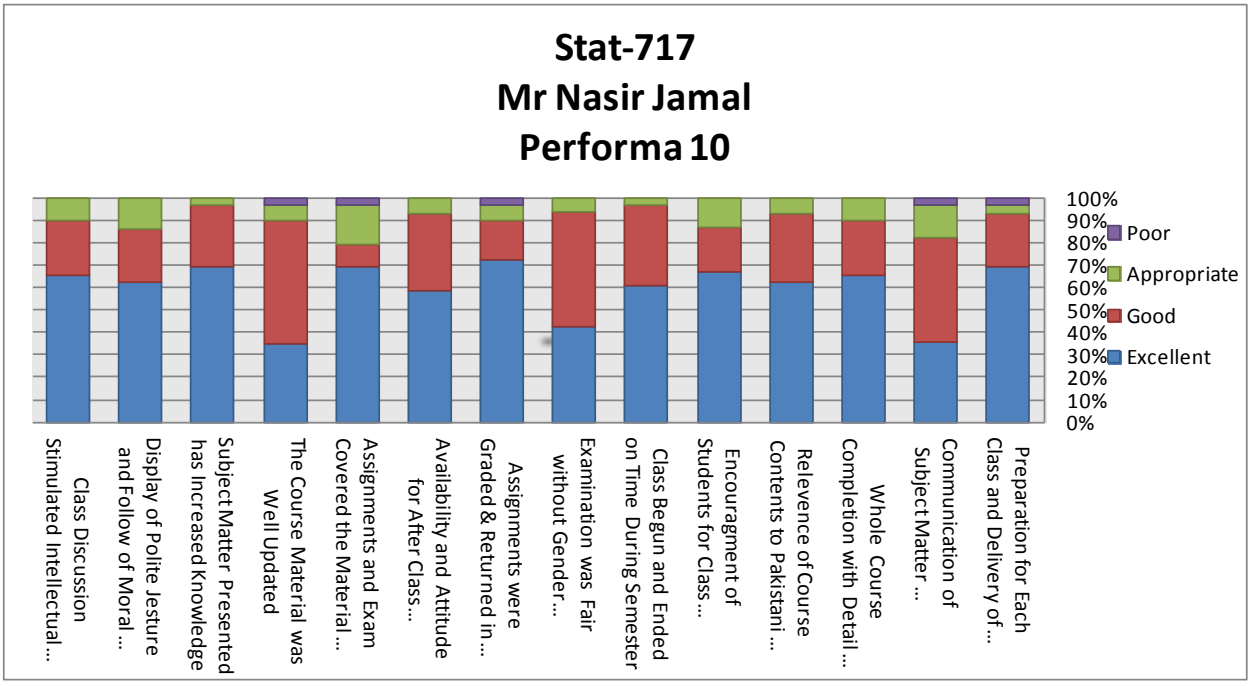
Data is collected from 40 students of M.Sc. Statistics About 59% were strongly agreed 22% agreed 14% were certain and 5% were disagree about the course organization, 42% were strongly agreed 23% agreed 13% certain 22% disagree that simulation of interest. 68% were strongly agreed 10% agreed 12% certain and 10% disagree about the teaching method.



Data is collected from 40 students of M.Sc. Statistics. About 60% were excellent 25% good 6% appropriate and 9% poor regarding the questions that preparation for each class and delivery of lecture, 71% were excellent 28% good 1% appropriate that examination was fair.



Data is collected from 40 students of M.Sc. Statistics About 79% were strongly agreed 16% agreed 2% were certain and 3% were disagree about the course organization, 39% were strongly agreed 29% agreed 27% certain and 5% disagree that simulation of interest.



Data is collected from 40 students of M.Sc. Statistics. About 70% were excellent 21% good 2% appropriate and 7% poor regarding the questions that preparation for each class and delivery of lecture, 41% were excellent 54% good 5% appropriate that examination was fair.

Program Assessment Results

Spring 2013

According to the Performa 1 and Performa 10, the teachers have been evaluated by the students for the semester Spring 2013.

1. Dr Muhammad Hanif
2. Dr Saima Mustafa
3. Mr. Nasir Jamal
4. Mr. Nasir Ali
5. Ms Beenish Shakir

Performa 1 titled **Student Course Evaluation.**

Performa 10 titled **Teacher Course Evaluation.**

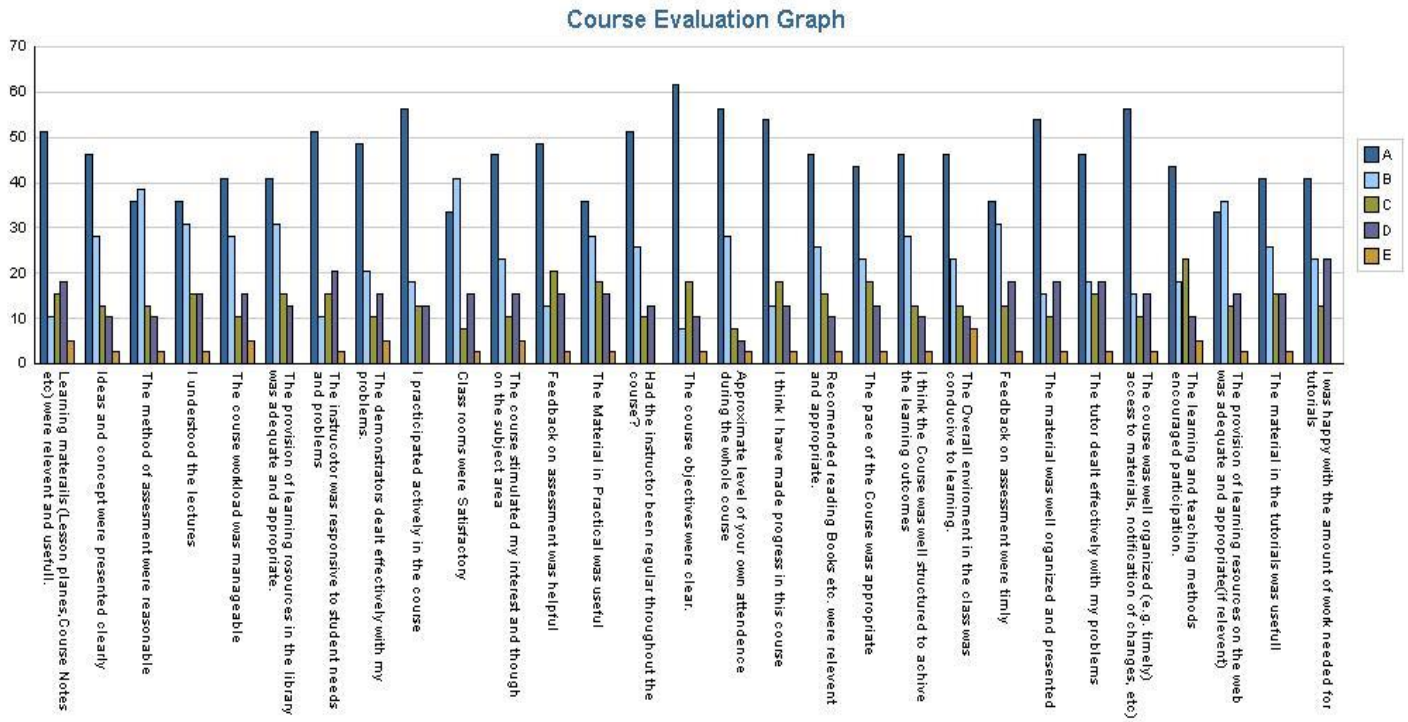
Individual statements of the Performa's are also summarized in the following Figures.

Teacher Name: **Muhammad Hanif**

Course Name: **Probability-II**

Section: **A** **M/E:** **M** **Semester#** **2**

Class: **M.Sc (Statistics)**



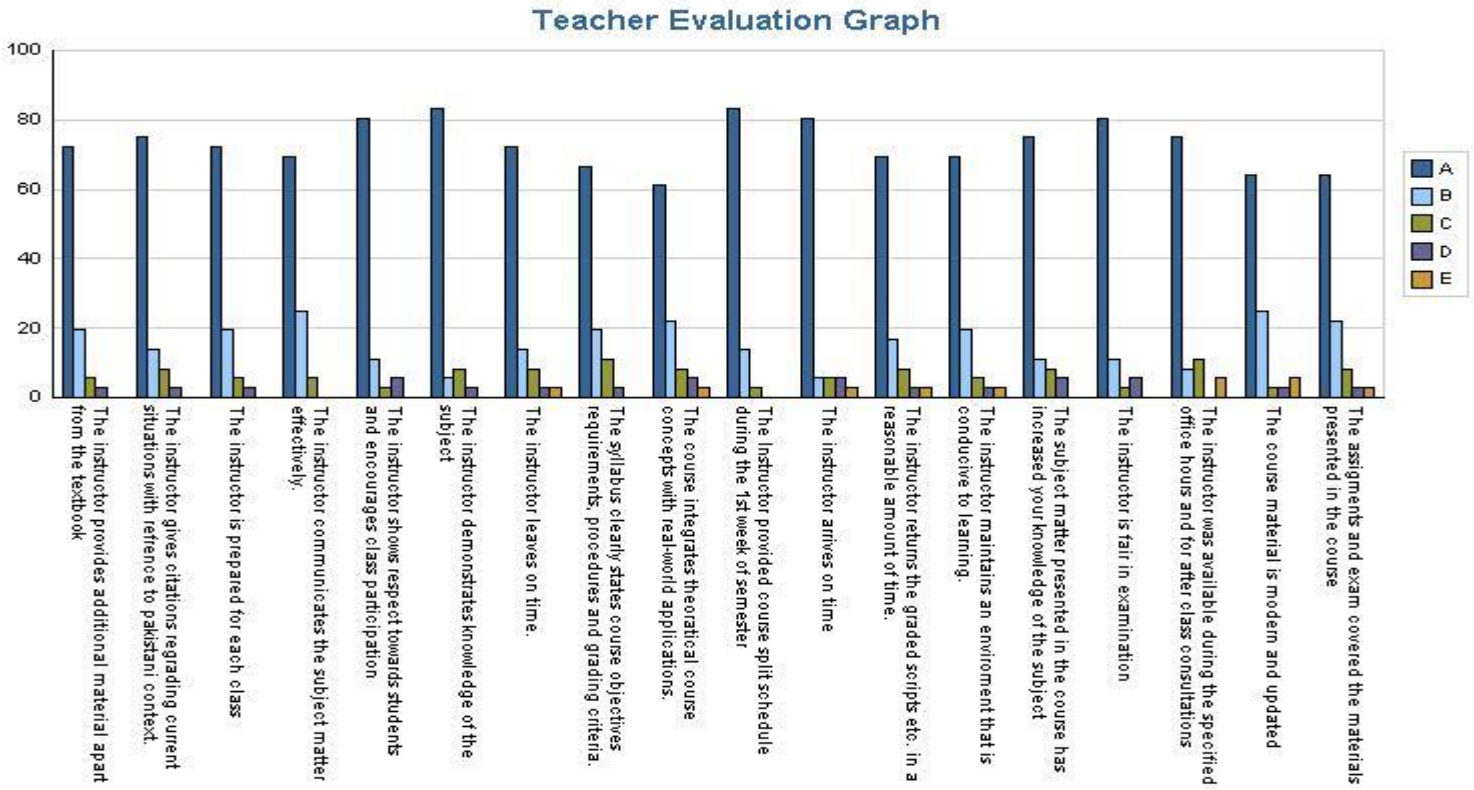
Data was collected from 40 students of M.Sc Evening. About 70% were strongly agreed regarding the questions that the course objective were clear and 47% of the students were agreed that the material in the tutorial was useful. About 15% were uncertain about the tutor dealt effectively with my problems. 2% of the students were disagreed that the material in practical was useful and 2% were strongly disagreed that the course was well structured to achieve the learning outcomes.

Teacher Name: **Muhammad Hanif**

Course Name: **Probability-II**

Section: **A** **M/E:** **M** **Semester#** **2**

Class: **M.Sc (Statistics)**



Data was collected from 40 students of M.Sc. Morning. About 56% were strongly agreed regarding the questions that the instructor arrives on time and fair in examination. About 32% were agreed that the instructor leaves on time and was available during the specified office hours and for after class consultations. About 12% were uncertain that the instructor provides additional material apart from the textbook. 10% were disagreed that the instructor demonstrates knowledge of the subject and 3% were strongly disagreed that the course material is modern and updated.

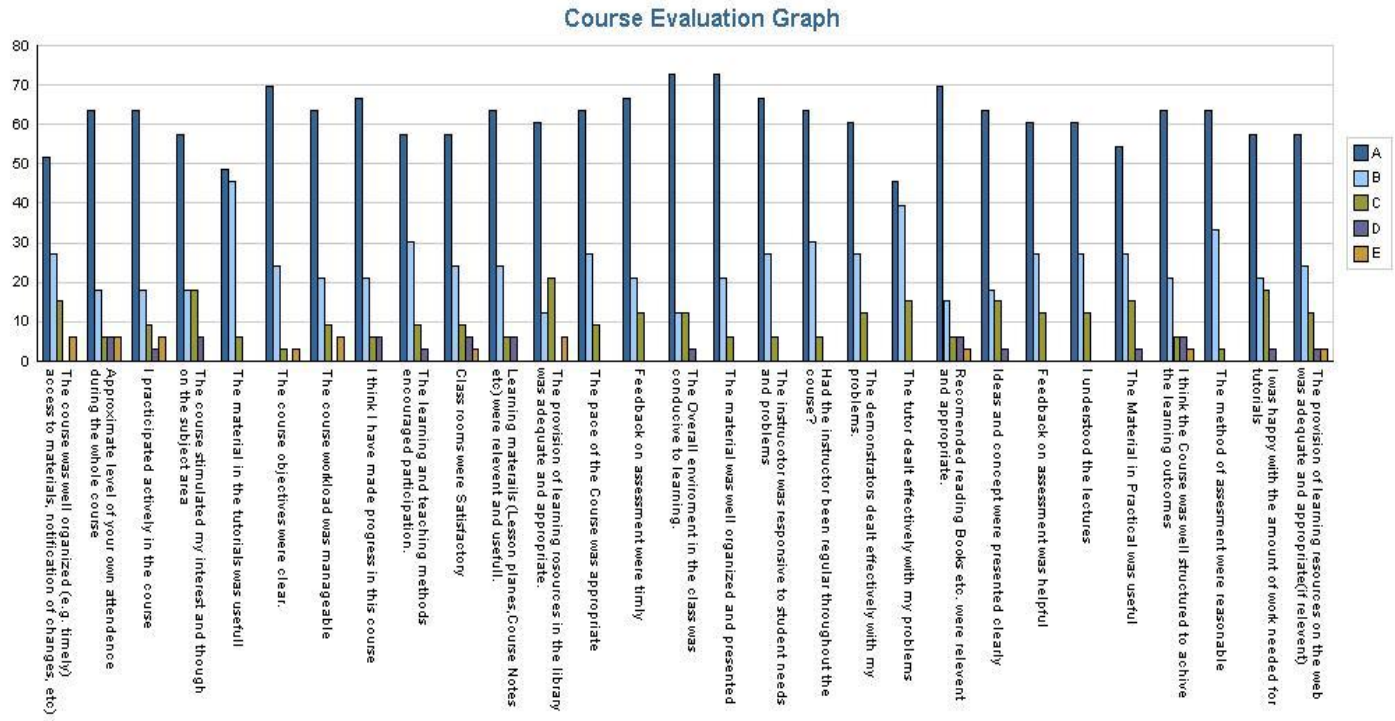
Session Name: **SPRING-13**

Teacher Name: **Muhammad Hanif**

Course Name: **Probability-II**

Section: **A** **M/E:** **E** **Semester#** **2**

Class: **M.Sc (Statistics)**



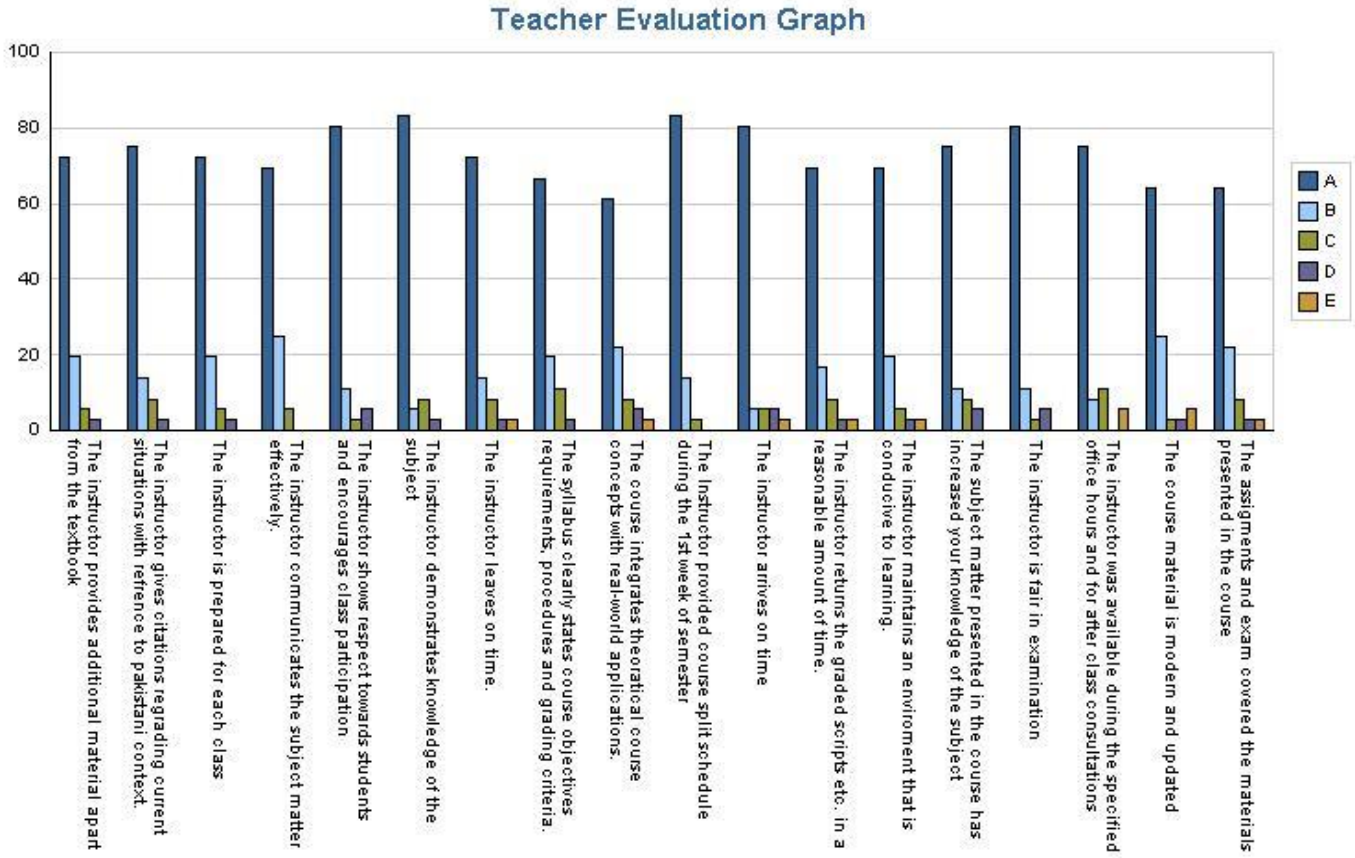
Data was collected from 40 students of M.Sc Evening. About 70% were strongly agreed regarding the questions that the course objective were clear and 47% of the students were agreed that the material in the tutorial was useful. About 15% were uncertain about the tutor dealt effectively with my problems. 2% of the students were disagreed that the material in practical was useful and 2% were strongly disagreed that the course was well structured to achieve the learning outcomes.

Session Name: **SPRING-13**

Teacher Name: **Muhammad Hanif**

Course Name: **Probability-II**

Section: **A** **M/E: E** **Semester#: 2**



Data has been collected from 40 students of M.Sc Evening. About 82% were strongly agreed regarding the questions that the instructor demonstrates knowledge of the subject and 23% were agreed that the instructor communicate the subject matter effectively. About 13% were uncertain that the instructor leaves on time. 2% were disagreed that the instructor is prepared for each class and 2% were strongly disagreed that the instructor arrives on time.

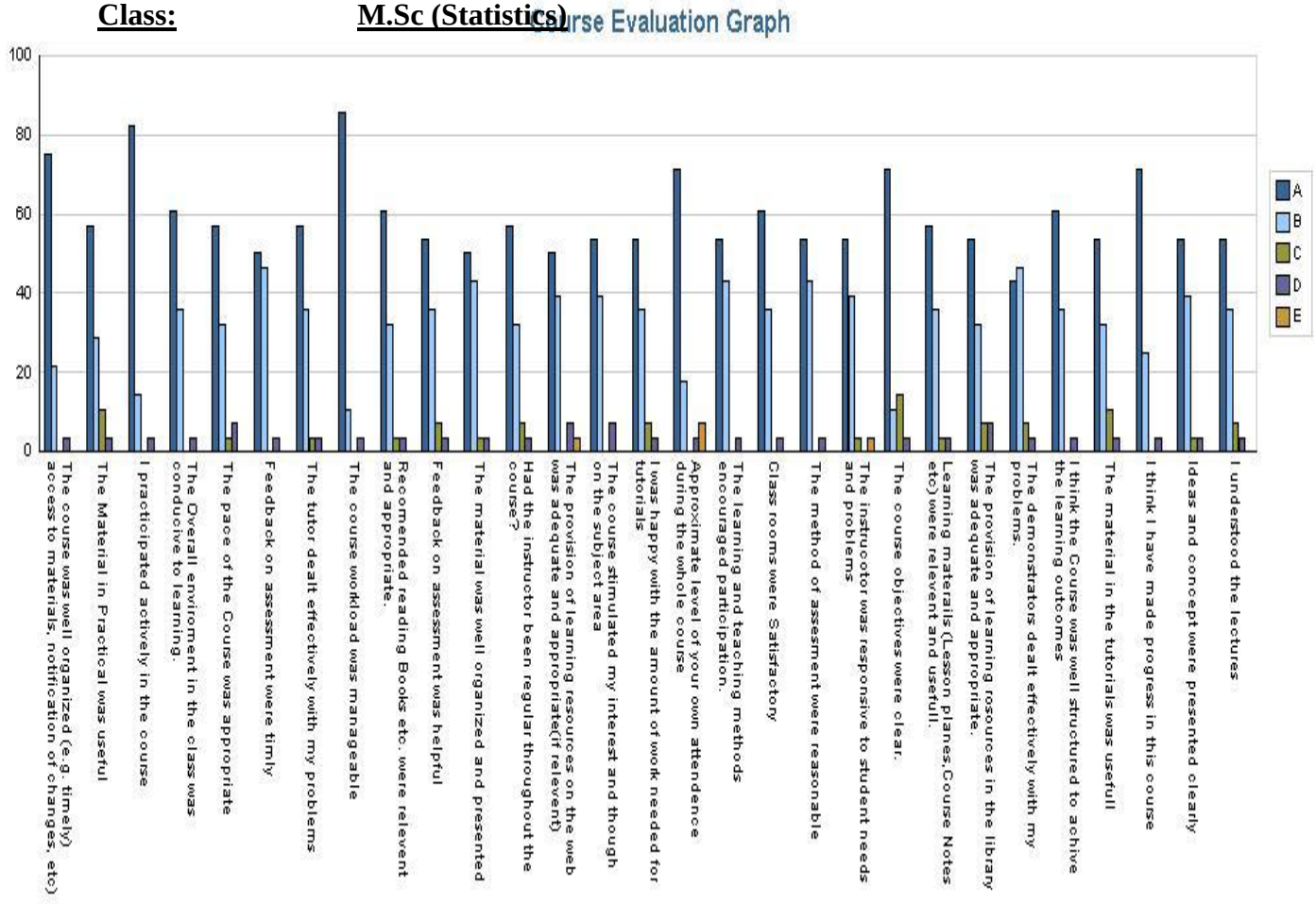
Session Name: **SPRING-13**

Teacher Name: **Muhammad Hanif**

Course Name: **Econometrics-II**

Section: **A** **M/E:** **E** **Semester#** **4**

Class: **M.Sc (Statistics)**



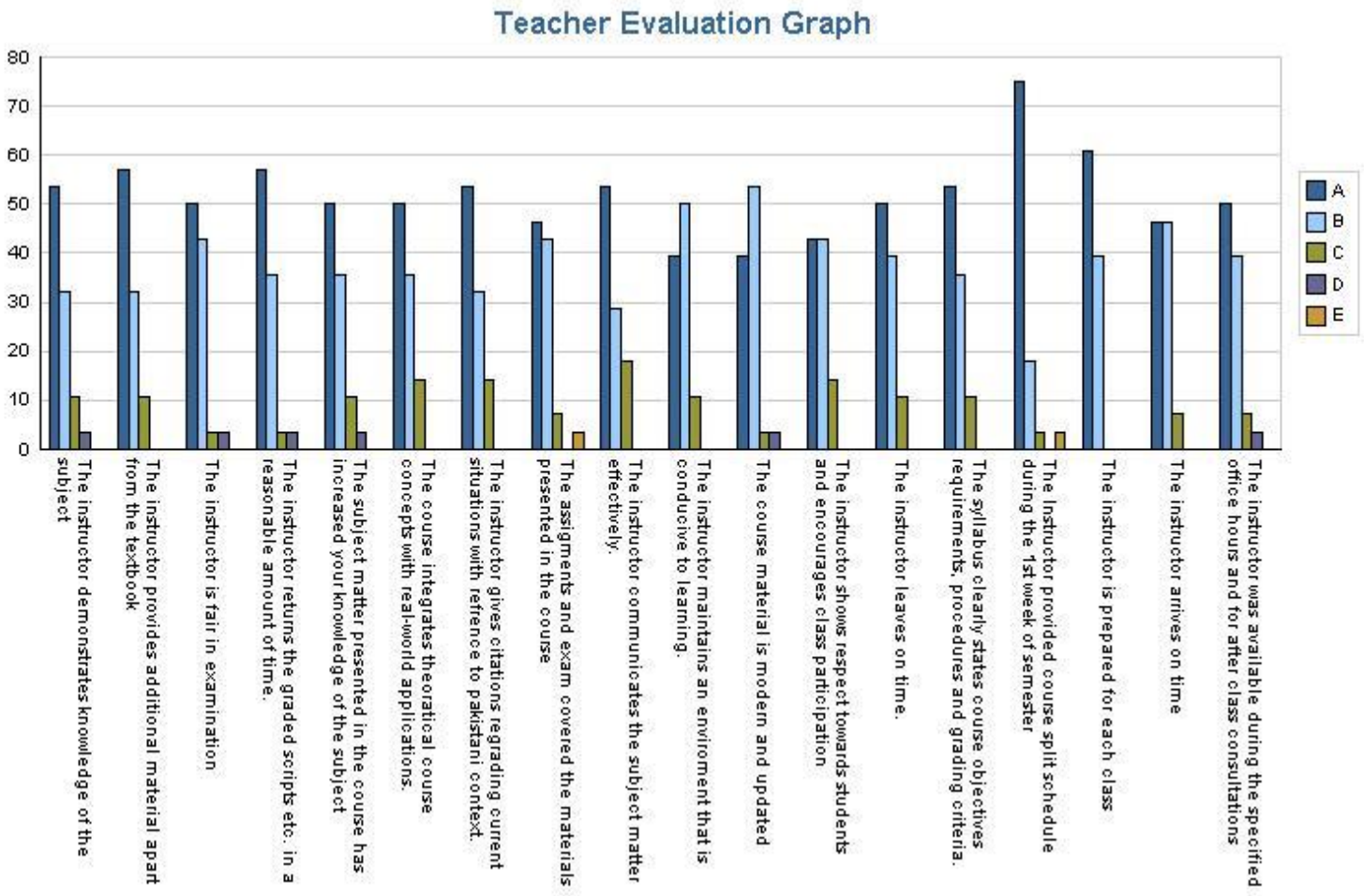
Data was collected from 40 students of M.Sc. Morning. About 82% were strongly agreed that the course work load was manageable and 42% were agreed that the material was well organized and presented. About 10% were uncertain regarding the material in practical was useful. 4% were disagreed that the pace of the course was appropriate and 2% were strongly disagreed that the instructor was responsible to student needs and problems.

Session Name: **SPRING-13**

Teacher Name: **Muhammad Hanif**

Course Name: **Econometrics-II**

Section: **A** **M/E: E** **Semester#: 4**



Data was collected from 40 students of M.Sc Morning. About 76% were strongly agreed regarding the questions that the instructor provides course split schedule during the 1st week of semester and 32% were agreed that the instructor demonstrates knowledge of the subject. About 10% were uncertain about the instructor provides additional material apart from the textbook. About 4% were disagreed that the instructor is fair in examination and 2% were strongly disagreed that the assignment and exams covered the materials presented in the course..

Performa 1

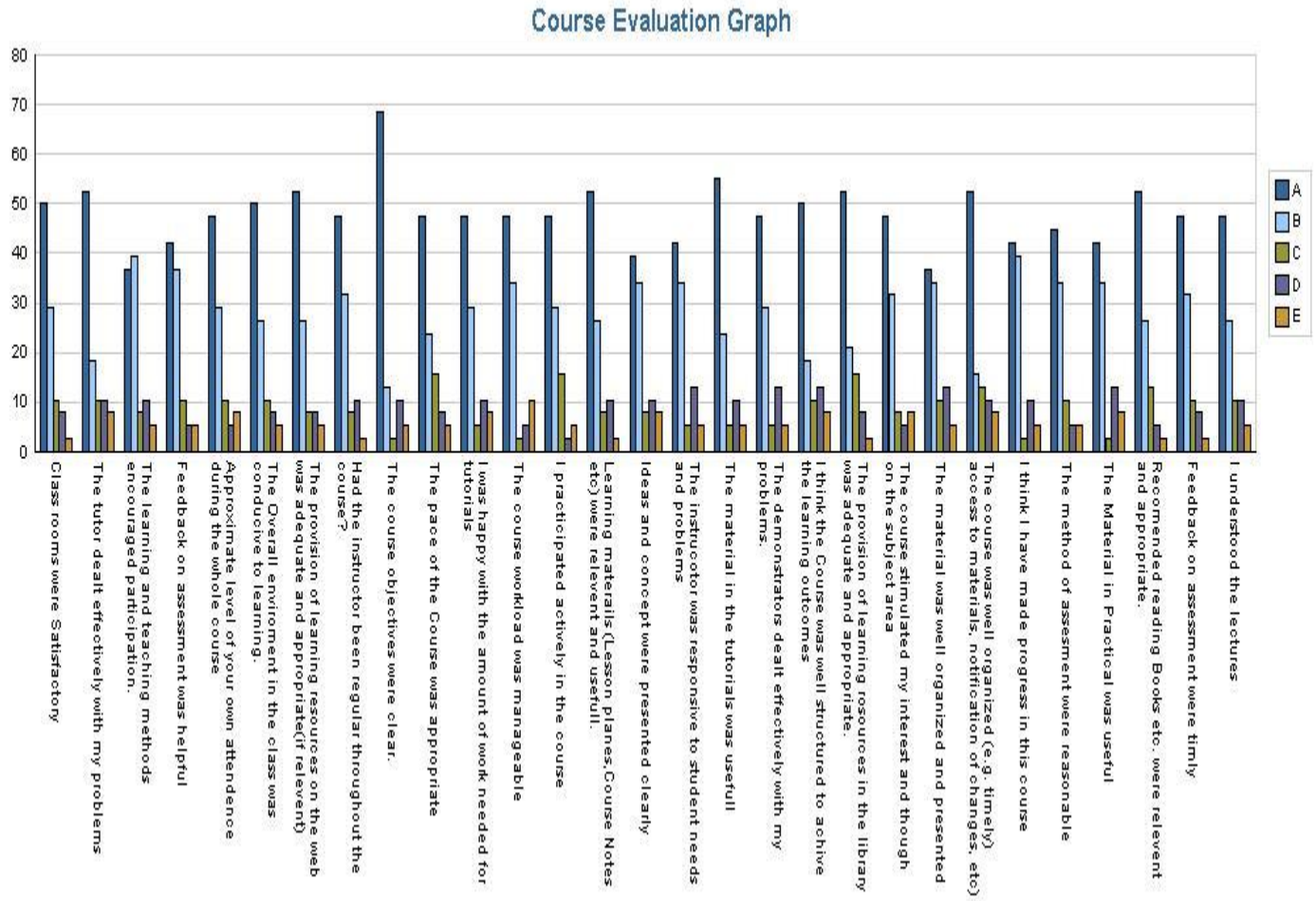
Session Name: **SPRING-13**

Teacher Name: **Saima Mustafa**

Course Name: **Calculus-I**

Section: **A** **M/E:** **M** **Semester#** **2**

Class: **M.Sc (Statistics)**



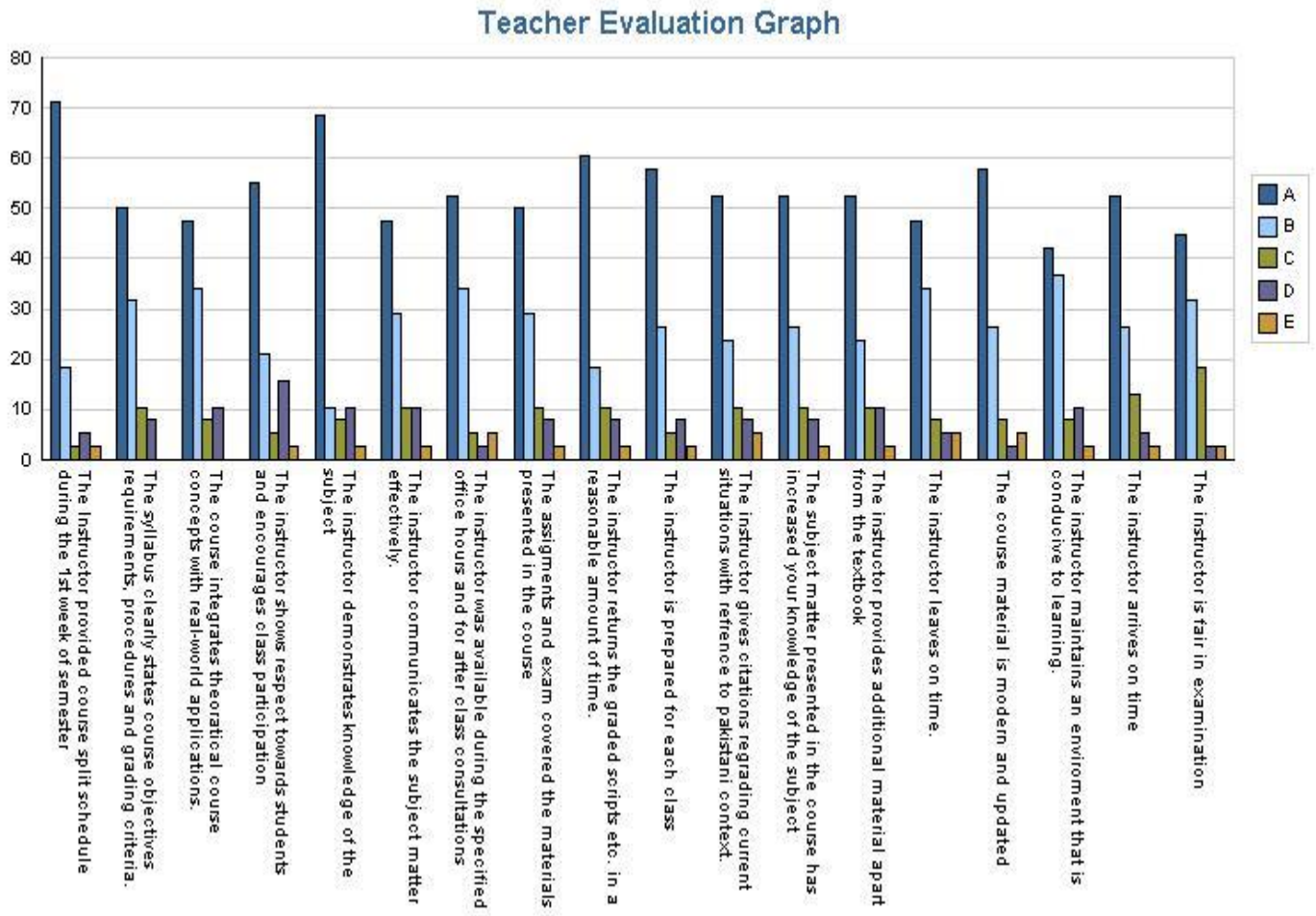
Data has been collected from 40 students of M.Sc morning. About 71% were strongly agreed regarding the questions that course split was provided during 1st week of semester, approximately 37% were agreed the question that the instructor maintain an environment that is conductive to learning. About 3% were strongly disagreed that instructor is prepared for each class.

Session Name: **SPRING-13**

Teacher Name: **Saima Mustafa**

Course Name: **Calculus-I**

Section: **A** **M/E: M** **Semester#: 2**



Data has been collected from 40 students of M.Sc morning. About 71% were strongly agreed regarding the questions that course split was provided during 1st week of semester, approximately 37% were agreed the question that the instructor maintain an environment that is conductive to learning. About 3% were strongly disagreed that instructor is prepared for each class

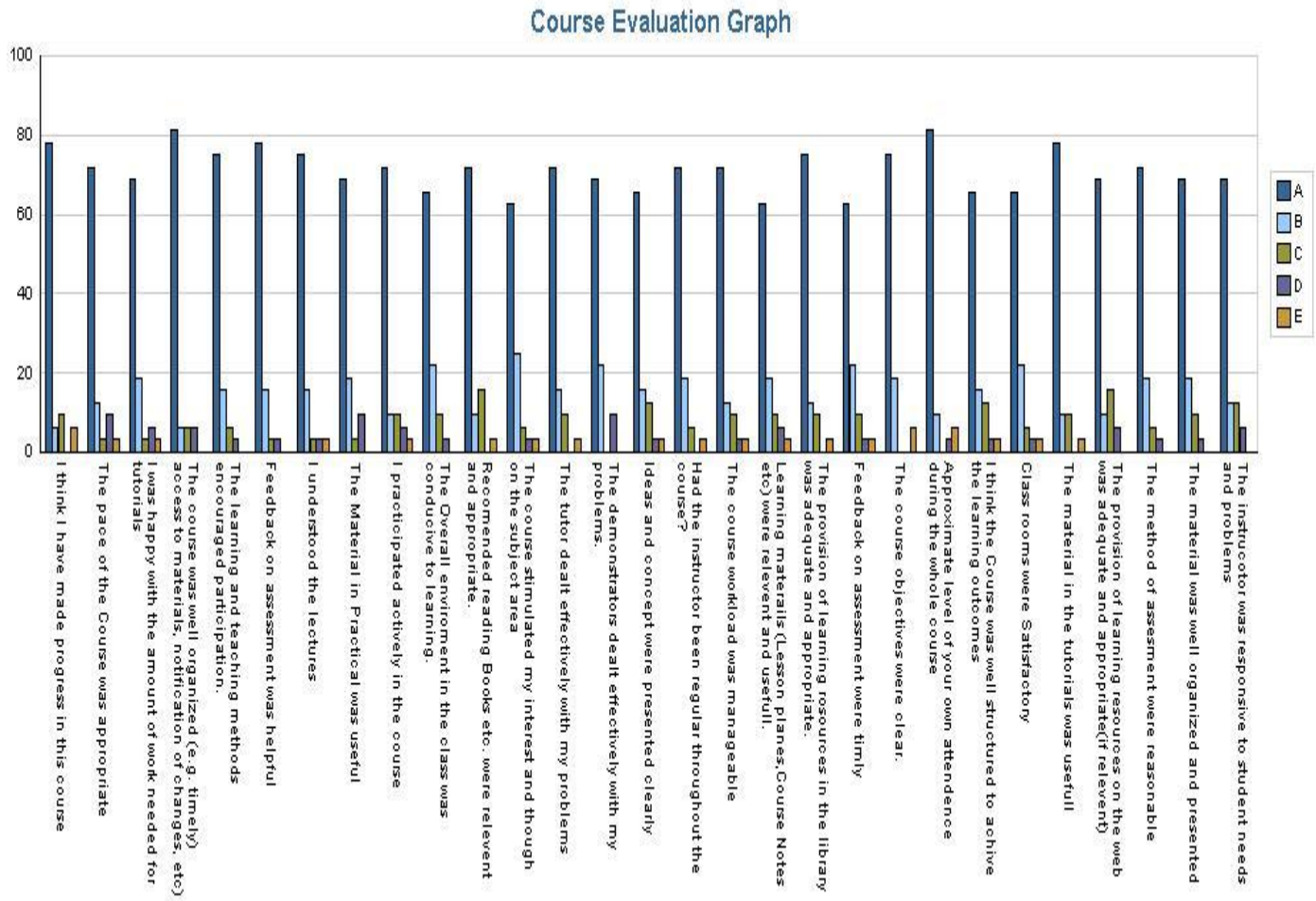
Session Name: **SPRING-13**

Teacher Name: **Saima Mustafa**

Course Name: **Calculus-I**

Section: **A** **M/E:** **E** **Semester#** **2**

Class: **M.Sc (Statistics)**



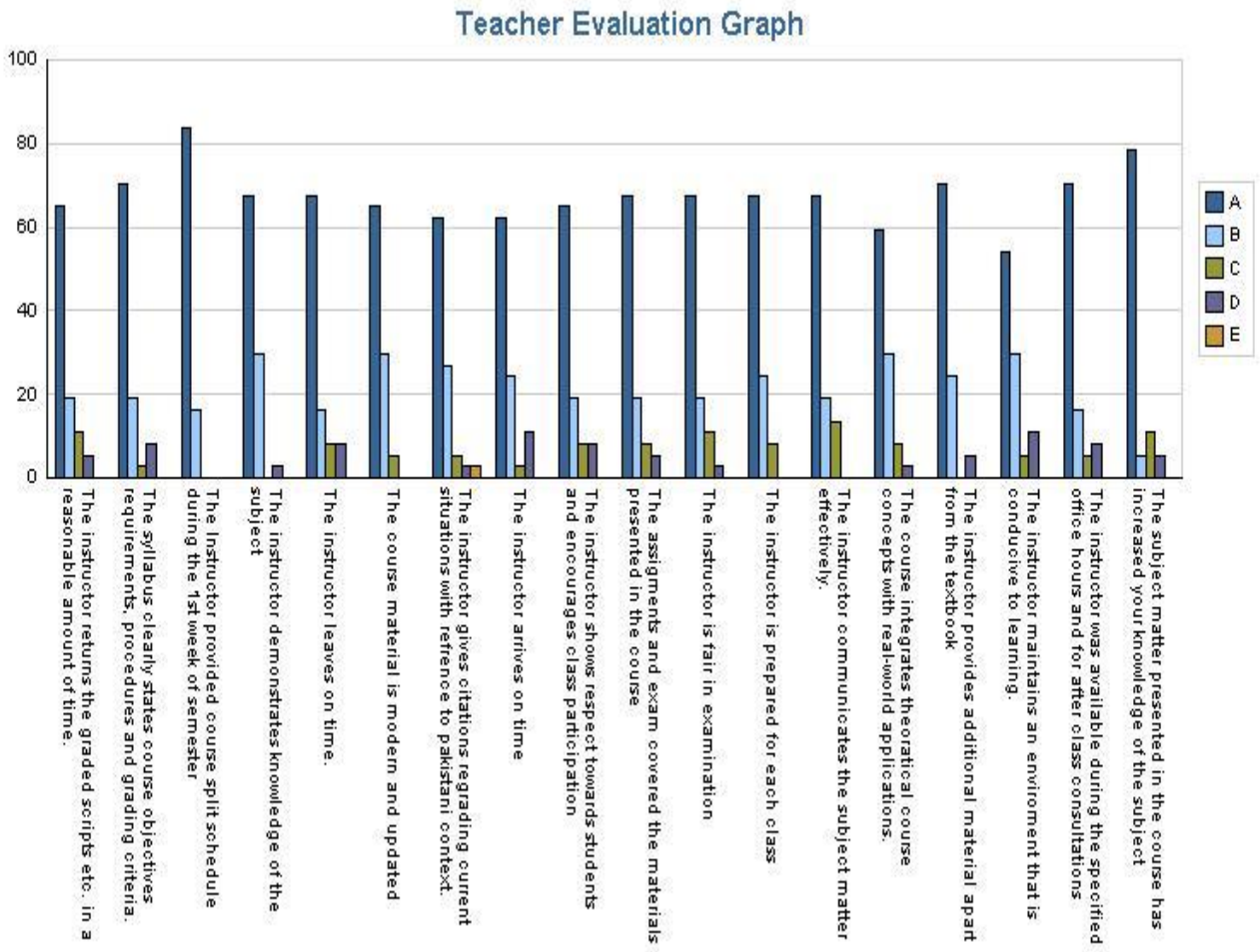
Data has been collected from 40 students of M.Sc. Evening. About 81% were strongly agreed regarding the questions that the course was well organized (e. g, timely) access to materials, notifications of change etc. About 25% were agreed that course was simulated interest and though on the subject area, 6% were uncertain that the classroom were satisfactory. About 3% were disagreed that the feedback on assessment was helpful. About 3% were strongly disagreed about the pace of the course was appropriate.

Session Name: **SPRING-13**

Teacher Name: **Saima Mustafa**

Course Name: **Calculus-I**

Section: **A** **M/E: E** **Semester#: 2**



Data has been collected from 40 students of M.Sc. Evening. About 84% were strongly agreed regarding the questions that course split was provided during 1st week of semester, course concepts were clear and applicable. About 30% were agreed that the instructor maintain an environment that is conductive to learning. About 8% were uncertain that about instructor show respect towards students and 3% were disagreed that the instructor demonstrates knowledge of the subject.

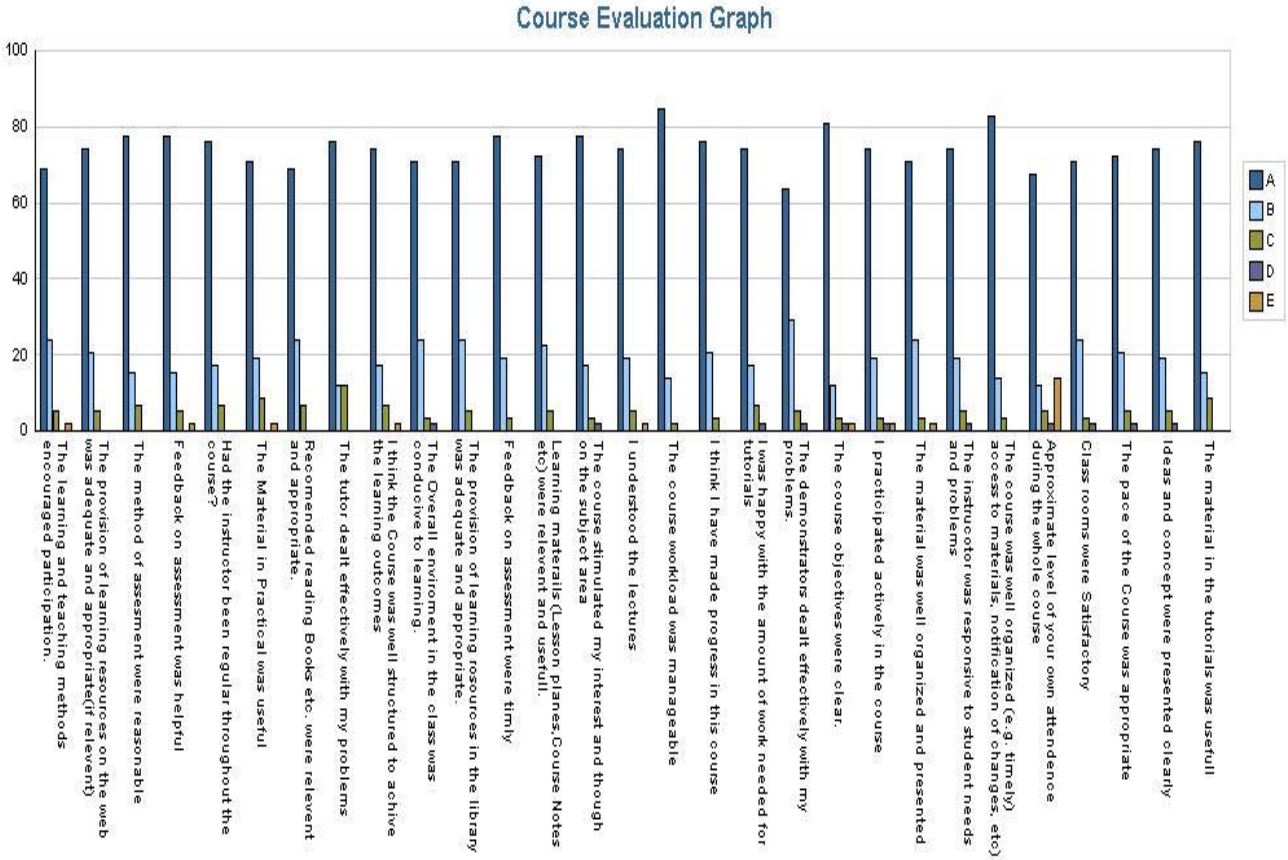
Session Name: **SPRING-13**

Teacher Name: **Saima Mustafa**

Course Name: **Operations Research**

Section: **A** **M/E:** **M** **Semester#** **4**

Class: **M.Sc (Statistics)**



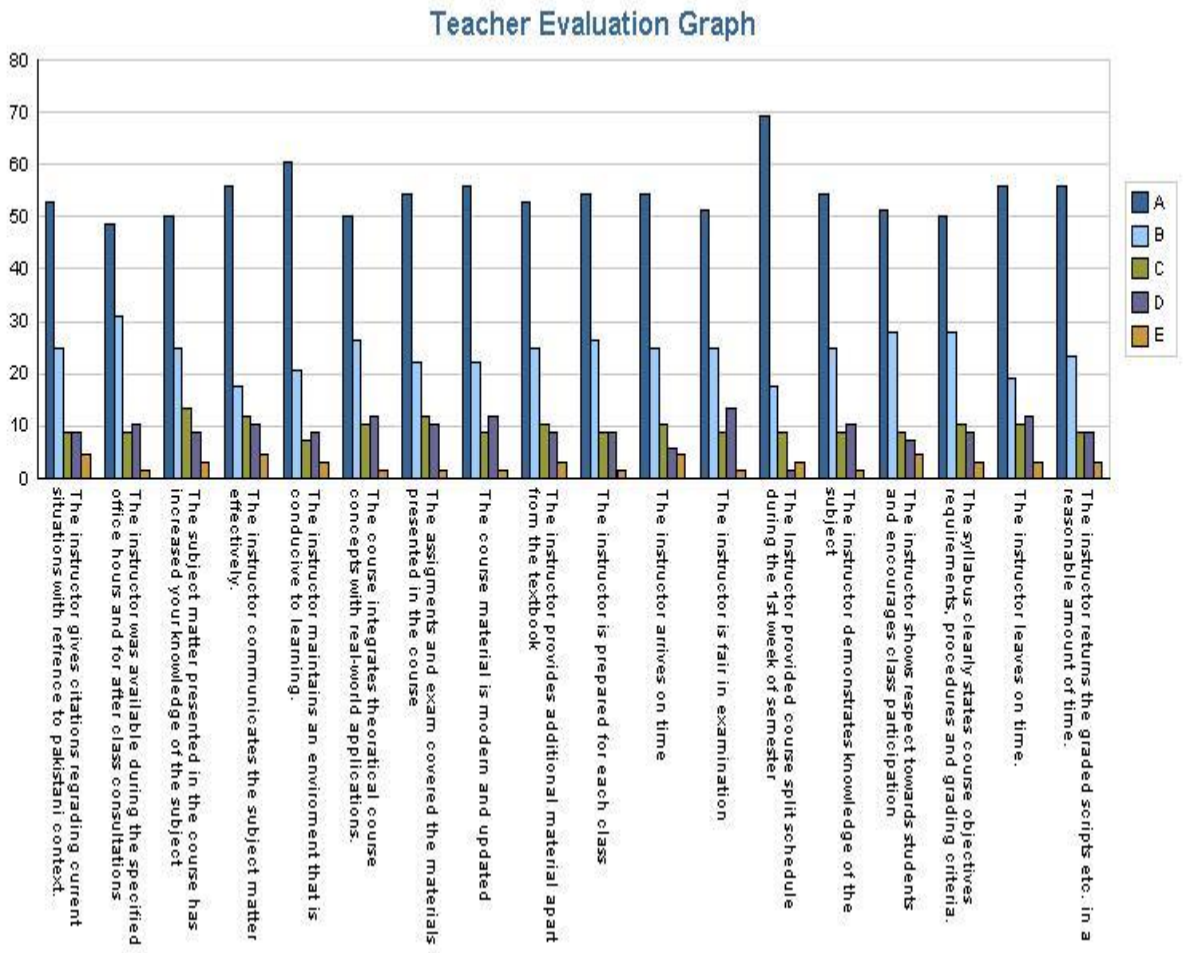
Data has been collected from 40 students of M.Sc. Morning. About 68% were strongly agreed regarding the questions that the course was well organized, access to material , notification of changes etc. about 26% were agreed that the tutor dealt effectively with my problem. About 12% were uncertain that the pace of course was appropriate. About 5% were strongly disagreed about the material in the tutorials was useful.

Session Name: **SPRING-13**

Teacher Name: **Saima Mustafa**

Course Name: **Operations Research**

Section: **A** **M/E: M** **Semester#: 4**



Data has been collected from 40 students of M.Sc. Morning. About 69% were strongly agreed regarding the questions that course split was provided during 1st week of semester, syllabus clearly states course objectives.26% were agreed that the instructor is prepared for each class. 9% were disagree that instructor was prepared for class.

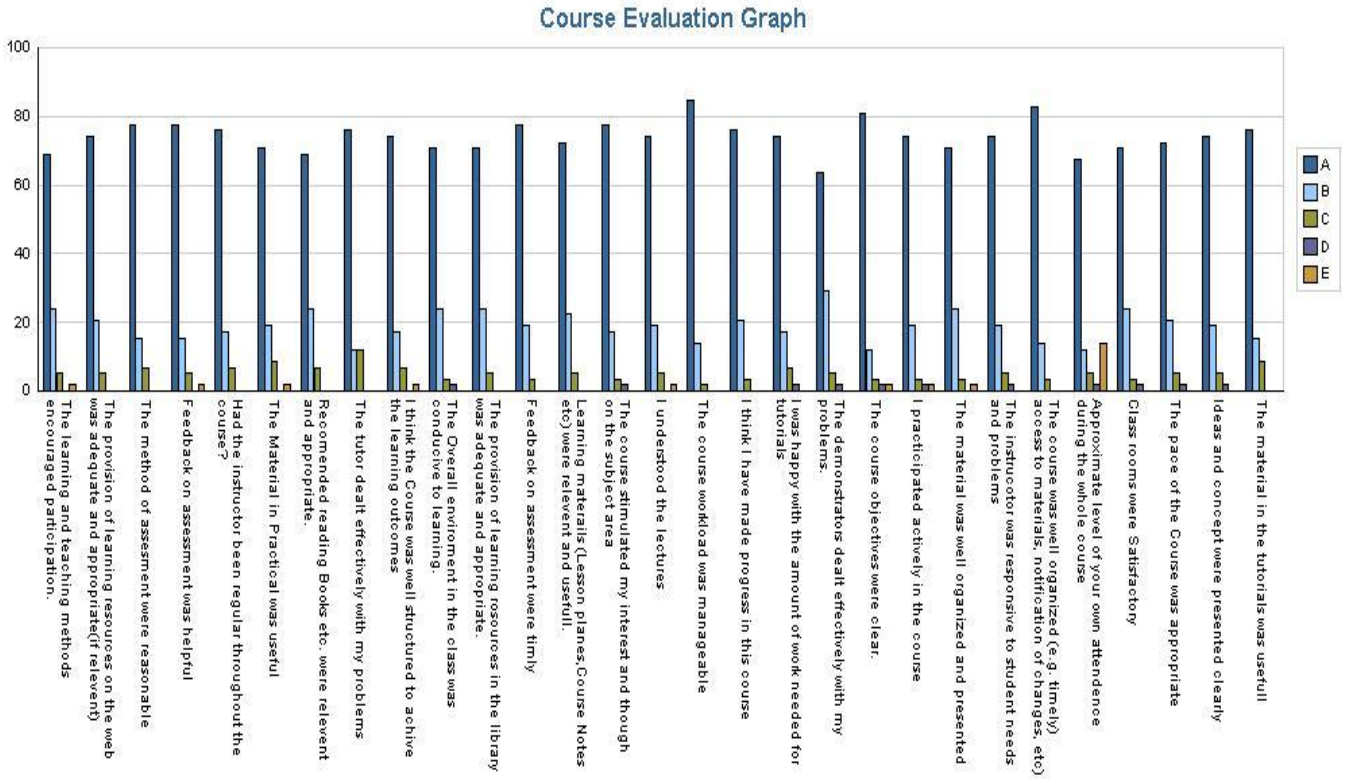
Session Name: **SPRING-13**

Teacher Name: **Saima Mustafa**

Course Name: **Operations Research**

Section: **A** **M/E:** **E** **Semester#** **4**

Class: **M.Sc (Statistics)**



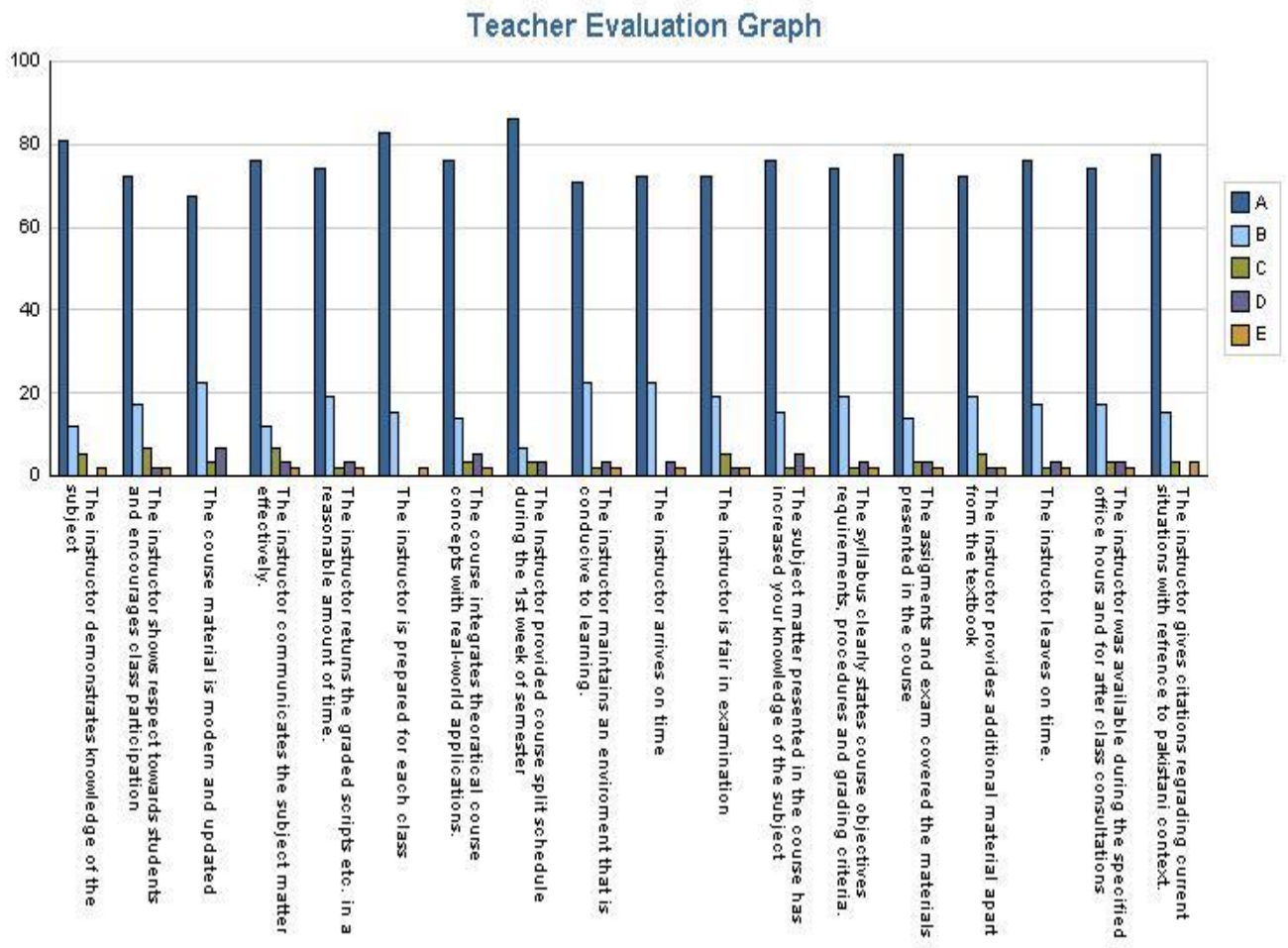
Data has been collected from 40 students of M.Sc Evening. About 70% were strongly agreed regarding that the material was useful. About 89% were agreed that the material was well organized and presented, 7% were uncertain that the pace of the course was appropriate. About 7% were disagreed that the class room were satisfactory.

Session Name: **SPRING-13**

Teacher Name: **Saima Mustafa**

Course Name: **Operations Research**

Section: **A** **M/E: E** **Semester#: 4**



Data has been collected from 40 students of M.Sc Evening. About 80% were strongly agreed regarding the questions that course split was provided during 1st week of semester and course concepts were clear and applicable. About 29% were agreed that the instructor was available during the specified office hour and for after class consultations. About 7% were uncertain that the course material is modern and updated.

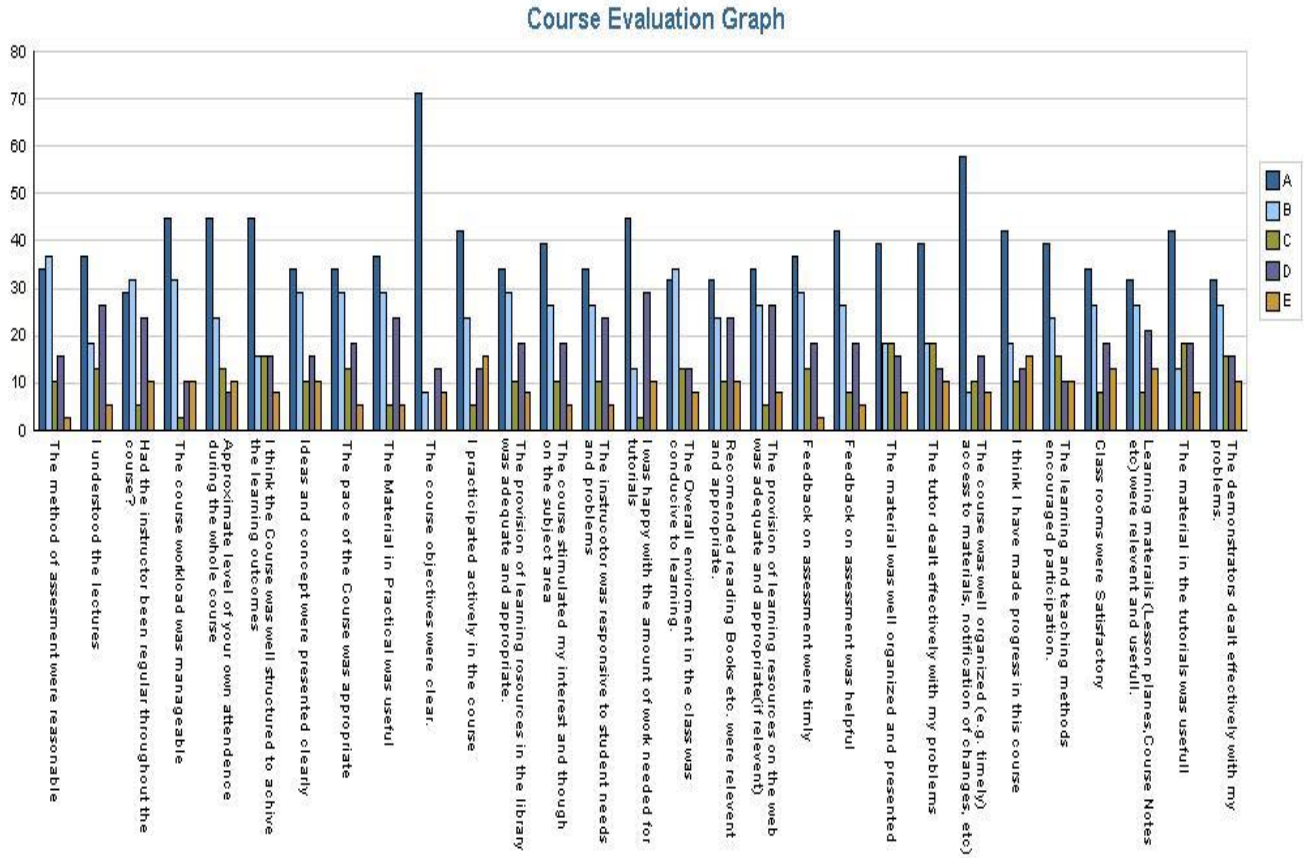
Session Name: **SPRING-13**

Teacher Name: **Nasir Jamal**

Course Name: **Population Analysis**

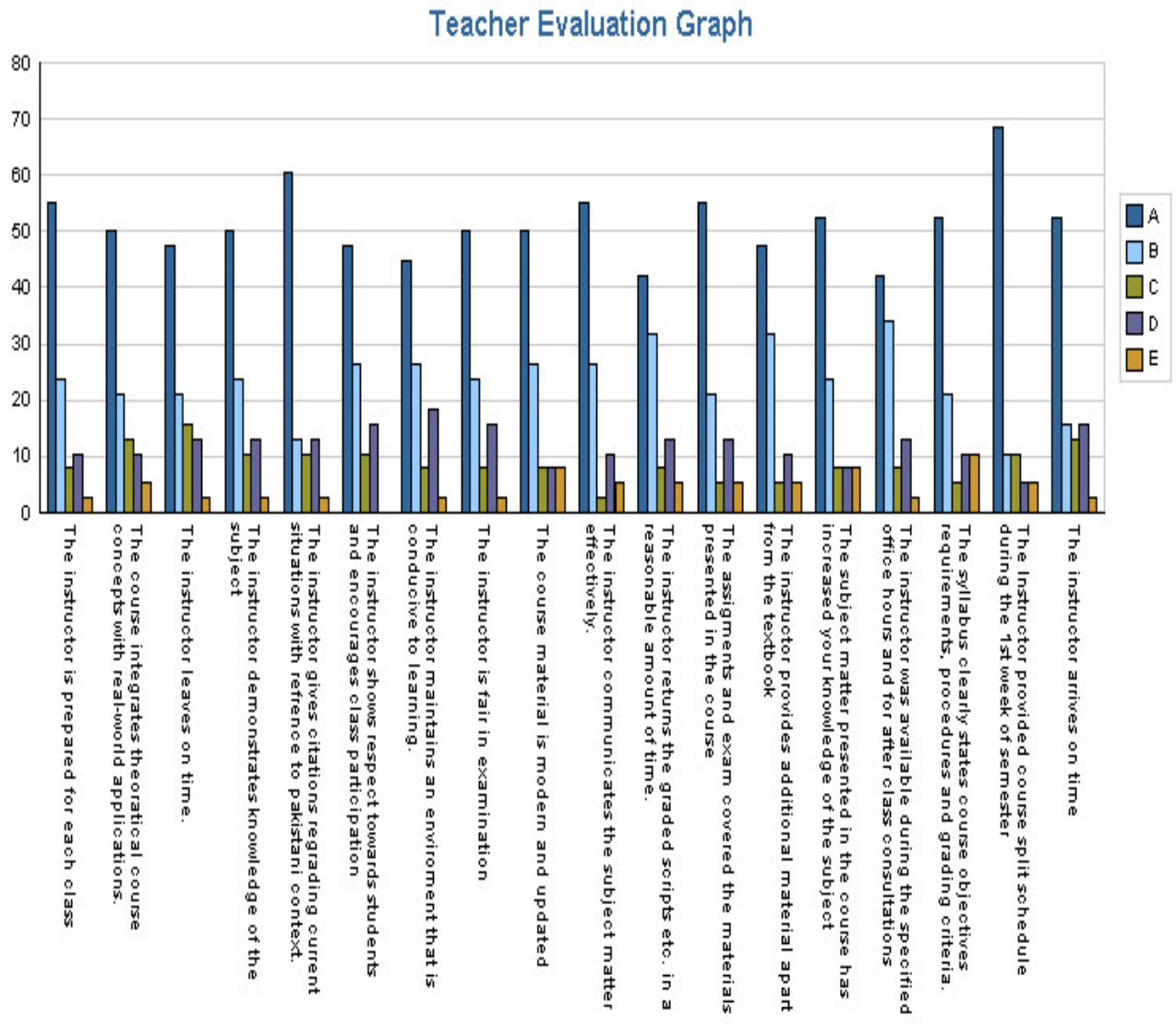
Section: **A** **M/E:** **M** **Semester#** **2**

Class: **M.Sc (Statistics)**



Data was collected from 40 students of M.Sc. 55 % were strongly agreed regarding the questions that the course work load was manageable and 38% were agreed that the method of assessment were reasonable.8% were uncertain that the learning material was relevant and useful. About 13%were disagreed that the overall environment in the class was conductive to learning and about 12% were strongly disagreed that the class room were satisfactory.

Session Name: SPRING-13
Teacher Name: Nasir Jamal
Course Name: Population Analysis
Section: A **M/E: M** **Semester#: 2**



The data has been collected from 80 students of M.Sc. About 55% were strongly agreed regarding the questions that the instructor communicates the subject matter effectively and about 28% were agreed that the course material is modern and updated. About 9% were uncertain that the instructor is fair in examination. About 19% were disagreed that the instructor maintains an environment that is conductive to learning and 5% were strongly disagreed that the instructor provides additional materials apart from the textbook.

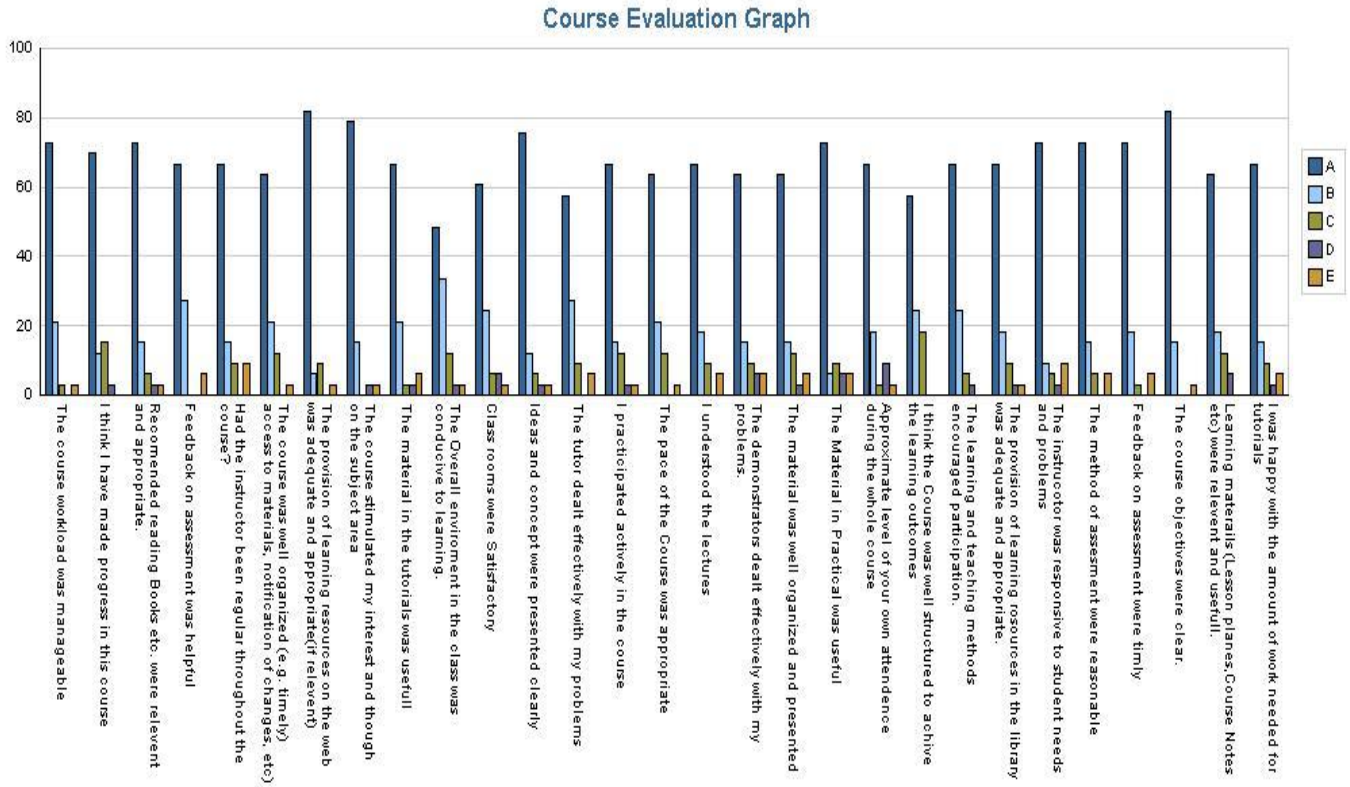
Session Name: **SPRING-13**

Teacher Name: **Nasir Jamal**

Course Name: **Population Analysis**

Section: **A** **M/E:** **E** **Semester#** **2**

M.Sc (Statistics)



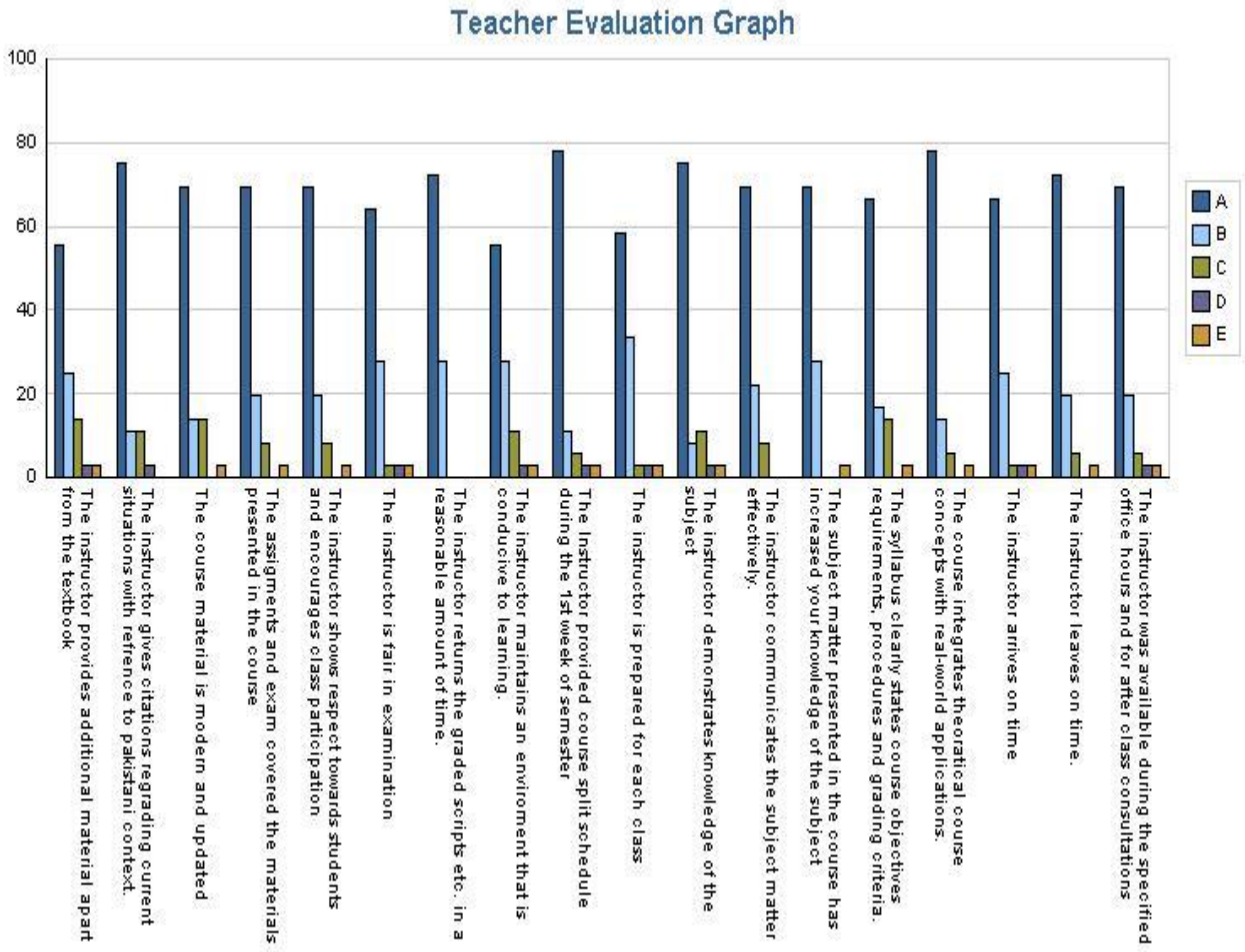
Data has been collected from 40 students of M.Sc. About 61% were strongly agreed regarding the questions of class room were satisfactory, course was well organized and instructor been regular throughout the course and 23% were agreed that on the method of assessment were reasonable and the course was well structured to achieve the learning outcomes. About 3% uncertain that feedback assessment were timely. 6% were disagreed that material in practical was useful and 3% were strongly disagreed that the learning material were relevant.

Session Name: **SPRING-13**

Teacher Name: **Nasir Jamal**

Course Name: **Population Analysis**

Section: **A** **M/E: E** **Semester#: 2**



Data has been collected from 80 students of M.Sc. About 56% were strongly agreed regarding the questions of instructor leaves on time and communicates the subject matter effectively. 18% were uncertain that the syllabus clearly states course objectives requirement, procedures and grading criteria. About 24% were agreed that instructor demonstrates knowledge of subject and fair in examination. about 4% were disagreed that the instructor maintains an environment that is conductive to learning and 2% were strongly disagreed that the instructor provided course split schedule during 1st week of semester.

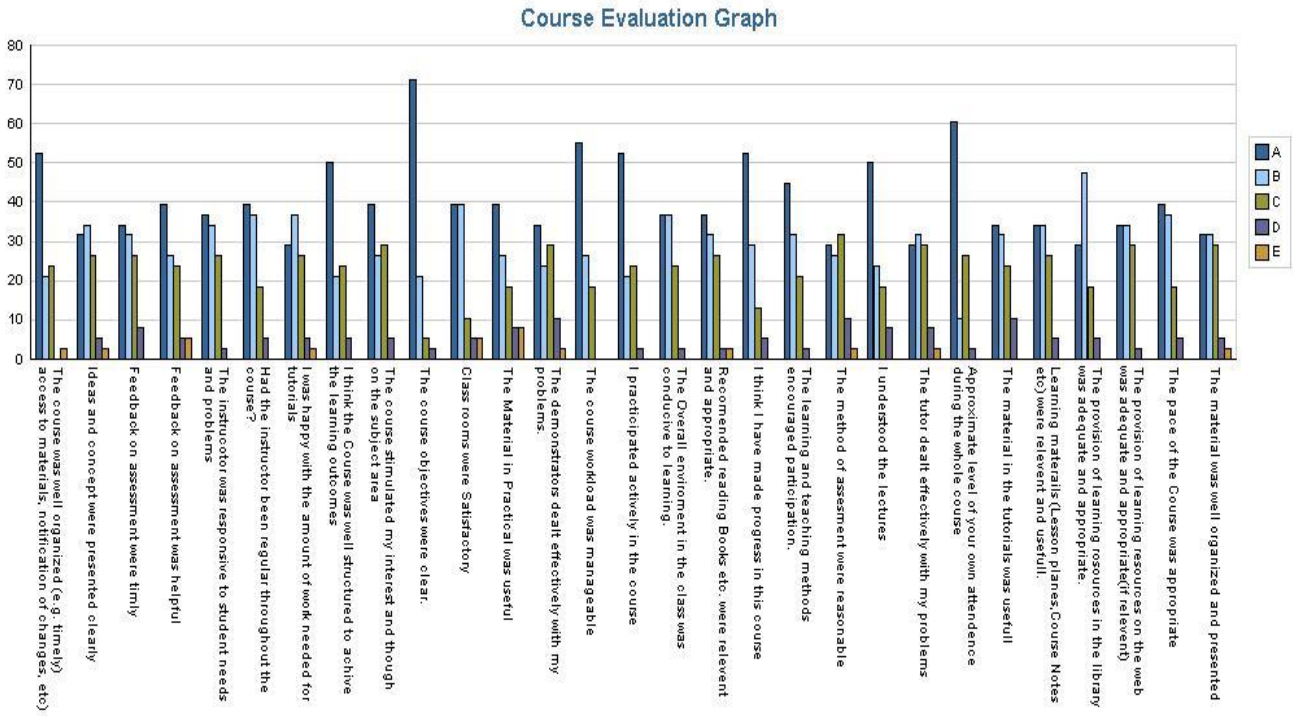
Session Name: **SPRING-13**

Teacher Name: **Nasir Jamal**

Course Name: **Multivariate Analysis**

Section: **A** **M/E:** **M** **Semester#** **4**

Class: **M.Sc (Statistics)**



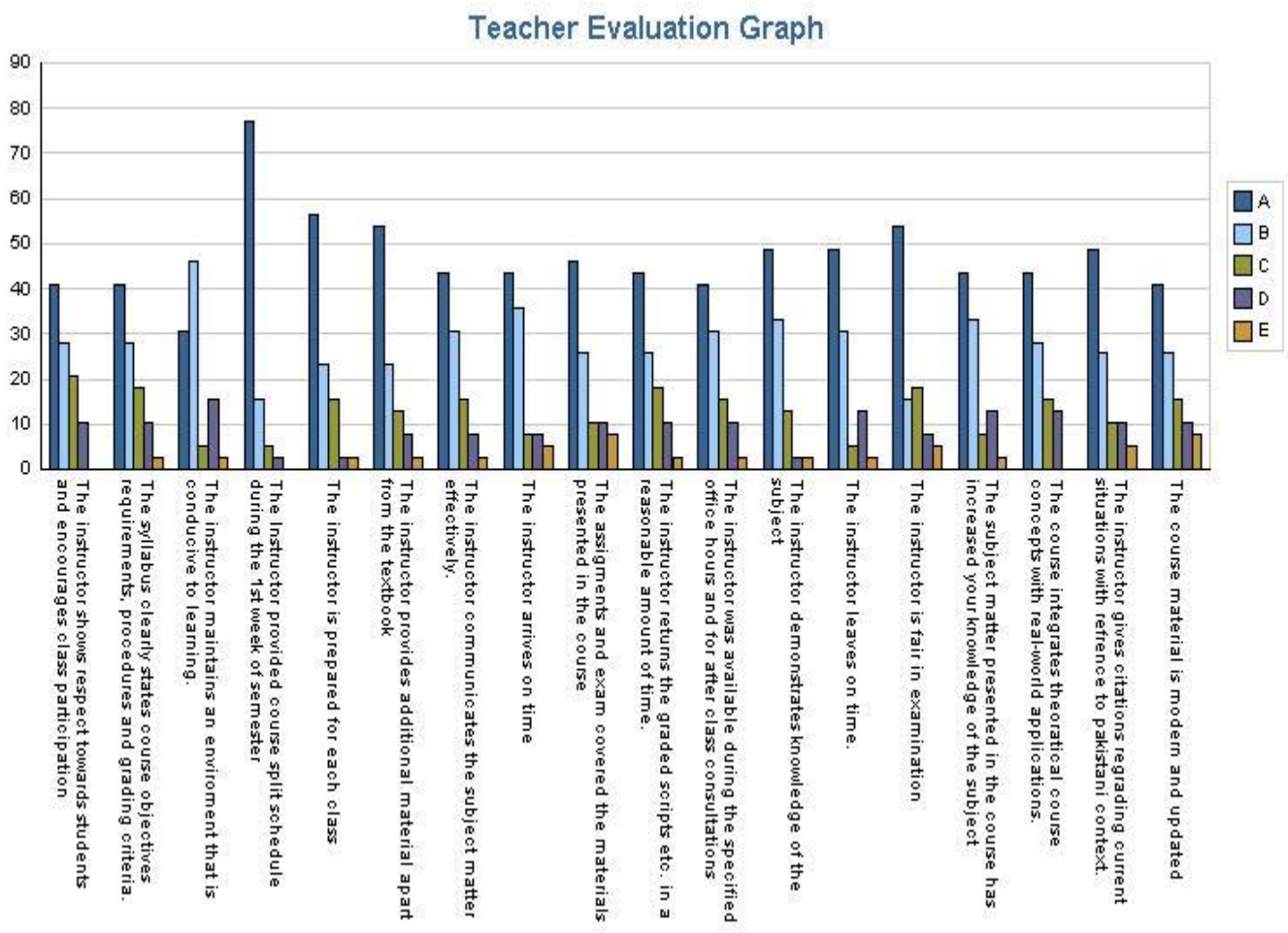
Data was collected from 40 students of M.Sc. About 79% were strongly agreed regarding the questions that the course objective were clear and 21% of the students were agreed that the material in the tutorial was useful. About 10% were uncertain about the tutor dealt effectively with my problems. 2% of the students were disagreed that the material in practical was useful and 2% were strongly disagreed that the course was well structured to achieve the learning outcomes.

Session Name: **SPRING-13**

Teacher Name: **Nasir Jamal**

Course Name: **Multivariate Analysis**

Section: **A** **M/E: M** **Semester#: 4**



Data has been collected from 15 students of M.Phil. About 50% were strongly agreed regarding the questions that the instructor demonstrates knowledge of the subject and 29% were agreed that the instructor communicate the subject matter effectively. About 4% were uncertain that the instructor leaves on time. About 1% were disagreed that the instructor is prepared for each class and 0% were strongly disagreed that the instructor arrives on time.

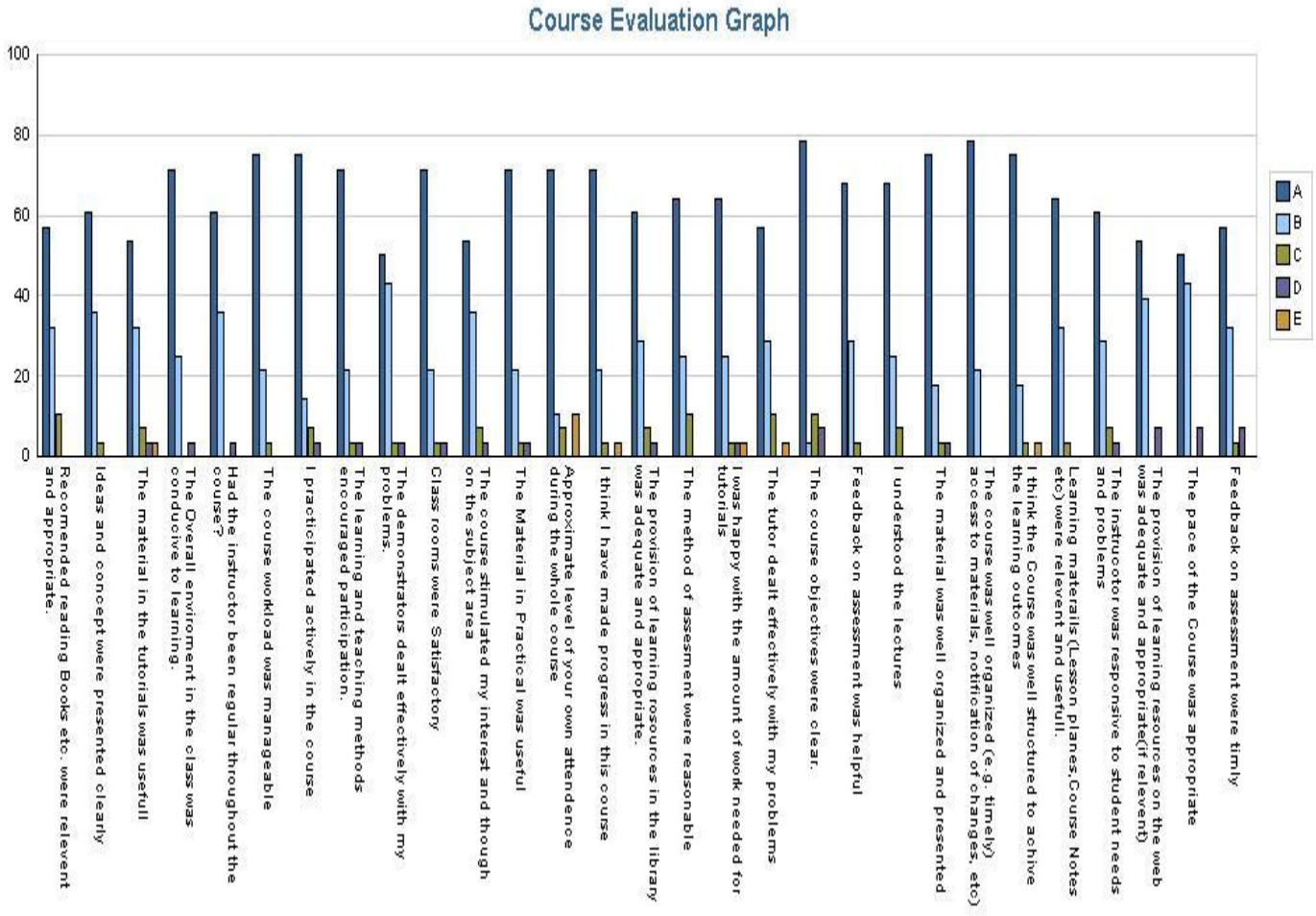
Session Name: **SPRING-13**

Teacher Name: **Nasir Jamal**

Course Name: **Multivariate Analysis**

Section: **A** **M/E:** **E** **Semester#** **4**

Class: **M.Sc (Statistics)**



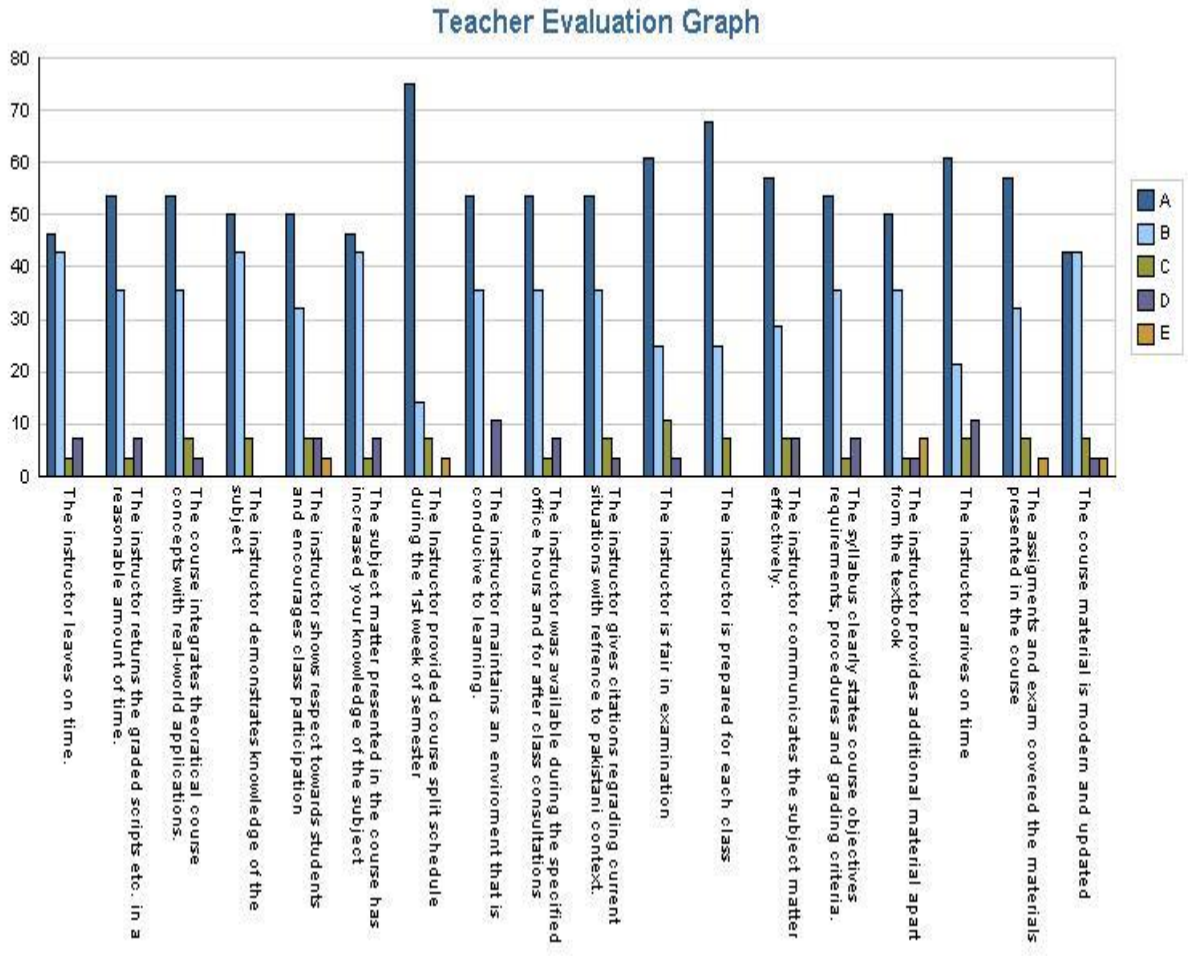
Data was collected from40 students of M.sc. About 56% were strongly agreed that the course work load was manageable and 33% were agreed that the material was well organized and presented. About 18% were uncertain regarding the material in practical was useful. 3 were disagreed that the pace of the course was appropriate and 1% were strongly disagreed that the instructor was responsible and students needs and problems

Session Name: **SPRING-13**

Teacher Name: **Nasir Jamal**

Course Name: **Multivariate Analysis**

Section: **A** **M/E: E** **Semester#: 4**



Data was collected from 40 students of M.SC. About 78% were strongly agreed regarding the questions that the instructor provides course split schedule during the 1st week of semester and 32% were agreed that the instructor demonstrates knowledge of the subject. About 13% were uncertain about the instructor provides additional material apart from the textbook. About 8% were disagreed that the instructor is fair in examination and 8% were strongly disagreed that the assignment and exams covered the materials presented in the course.

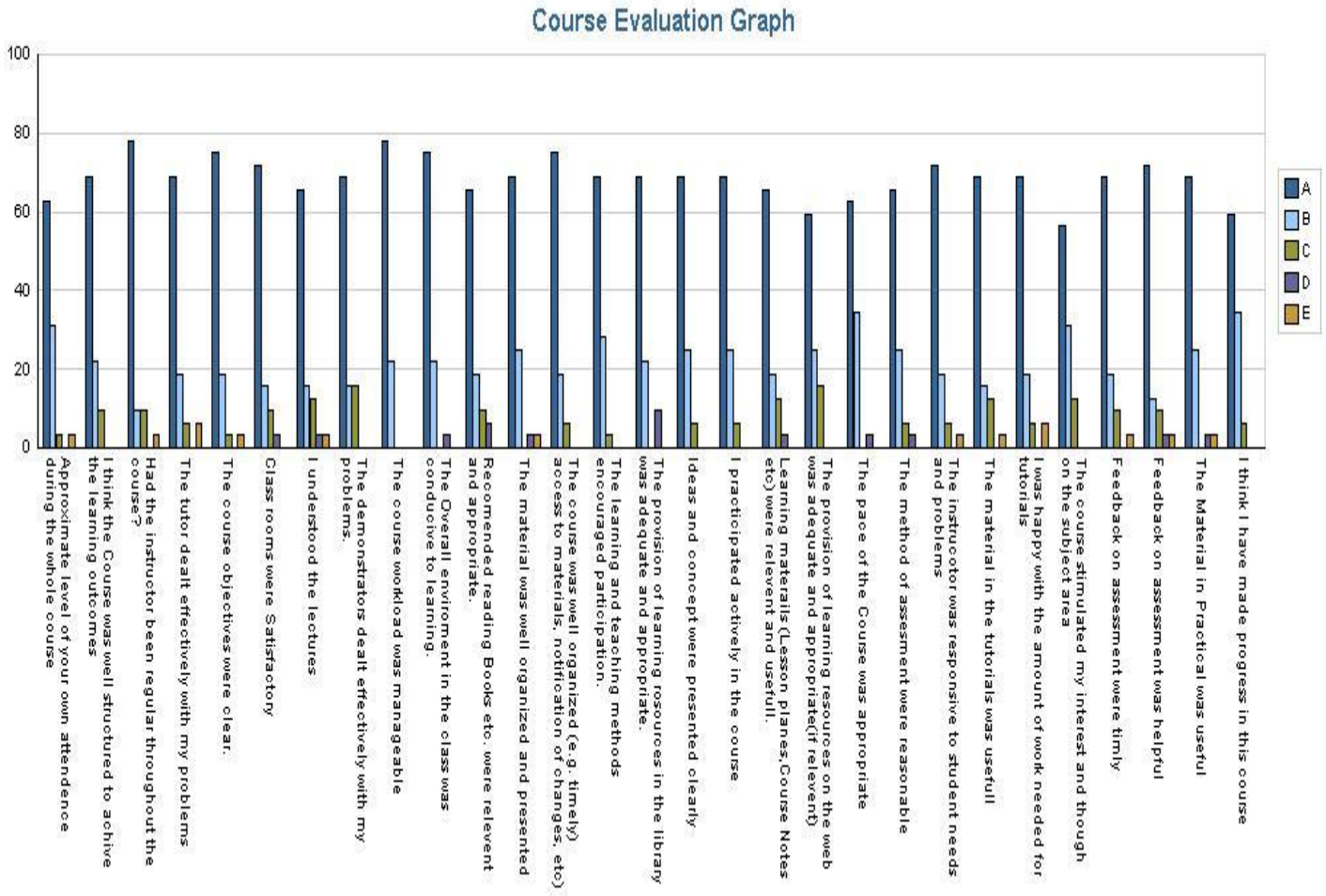
Session Name: **SPRING-13**

Teacher Name: **Nasir Jamal**

Course Name: **Sampling Techniques-II**

Section: **A** **M/E:** **E** **Semester#** **2**

Class: **M.Sc (Statistics)**



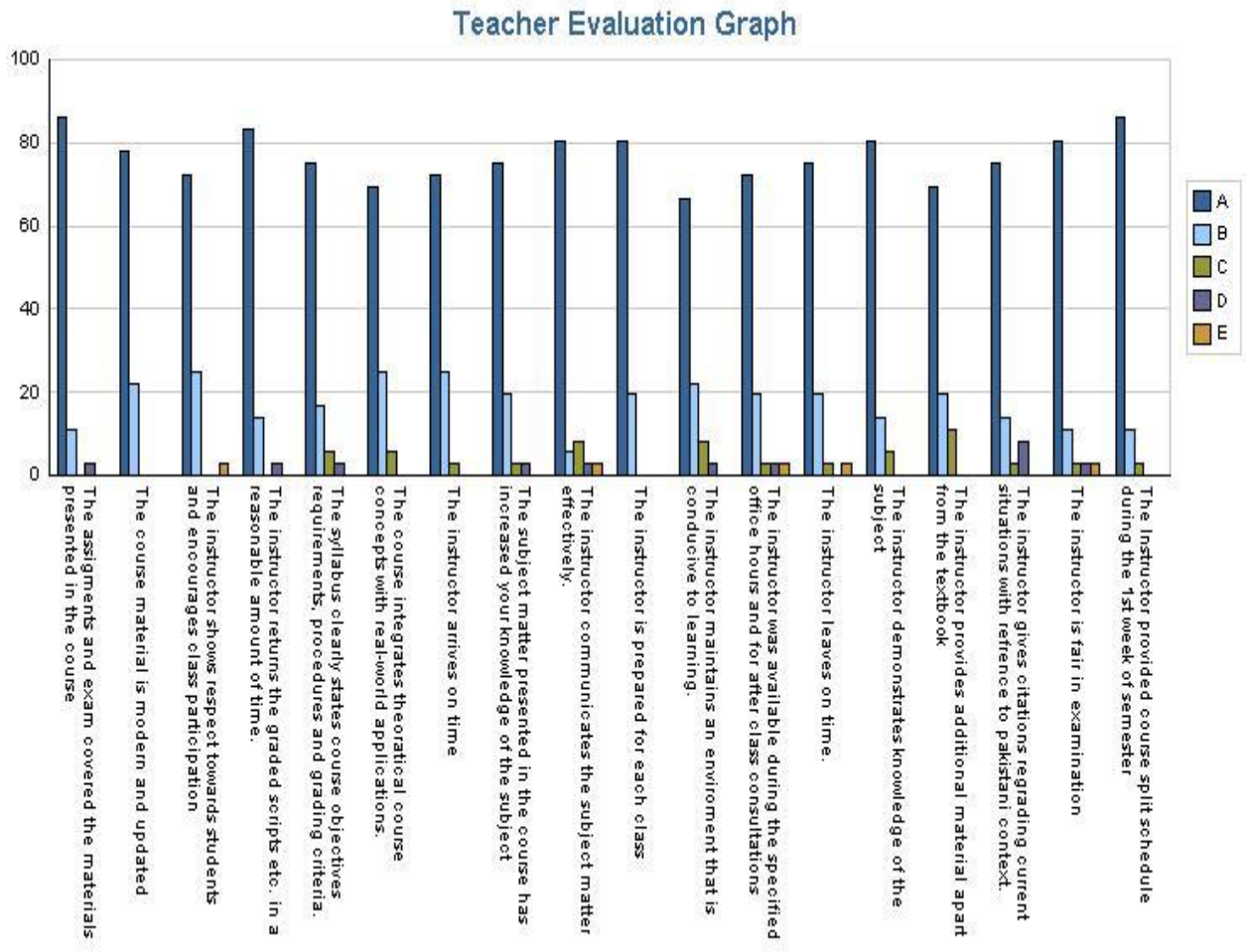
Data has been collected from 40 students of MSc evening. About 78% were strongly agreed that course workload was manageable and instructor had been regular throughout the course. 19% were agreed regarding the questions that assessments were timely.13% were uncertain that the material in the tutorial was helpful.3% were strongly disagreed that the instructor was responsive to student need.

Session Name: **SPRING-13**

Teacher Name: **Nasir Jamal**

Course Name: **Sampling Techniques-II**

Section: **A** **M/E: E** **Semester#: 2**



Data has been collected from 40 students of MSc evening. 86% were strongly agreed regarding the questions that course split was provided during 1st week of semester. About 17% were agreed that the syllabus clearly stated course objectives.3% were uncertain about that the instructor was available during the specified office hours.3% were strongly disagree that instructor was fair in examination.

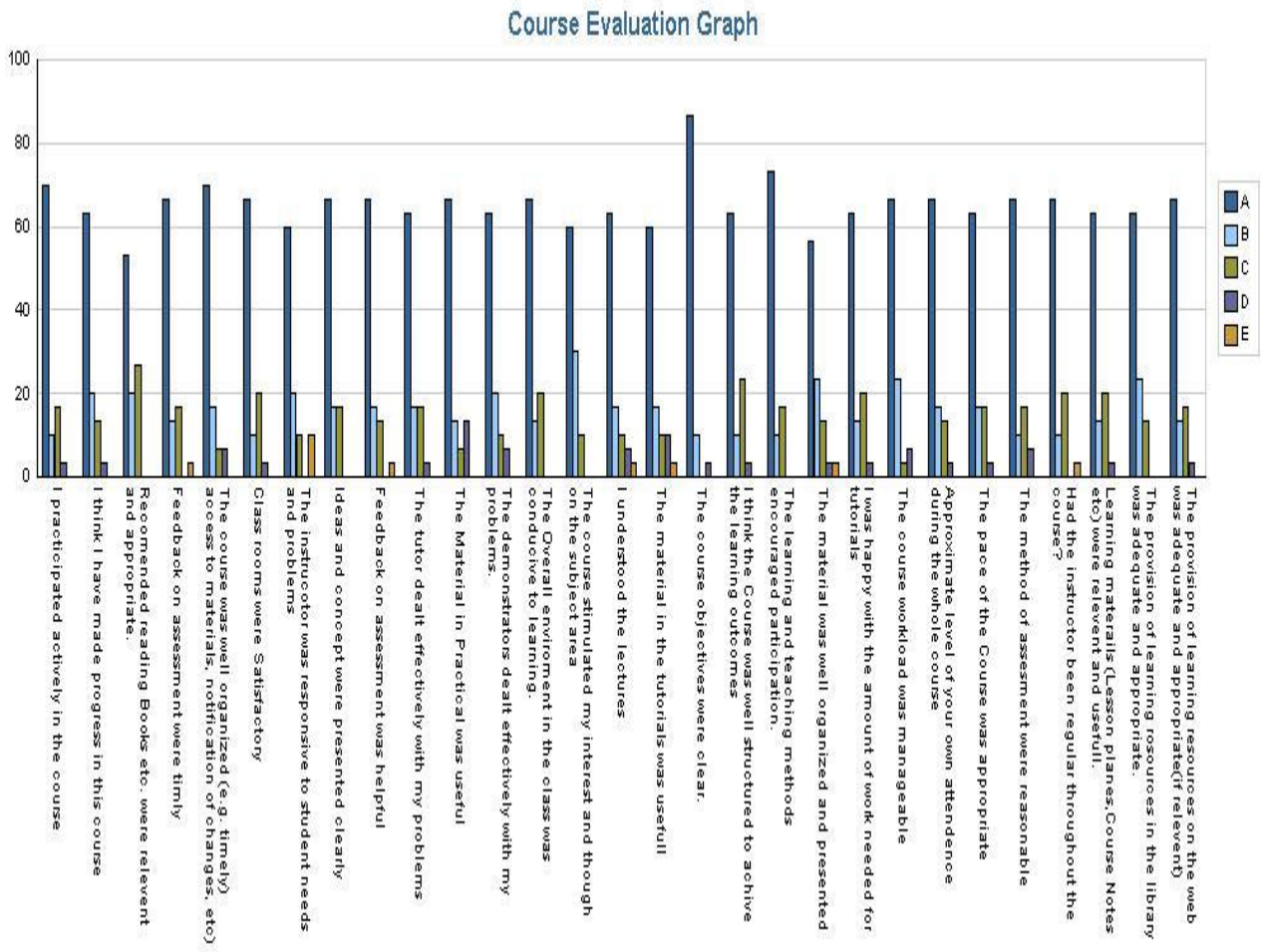
Session Name: **SPRING-13**

Teacher Name: **Nasir Ali**

Course Name: **Elements of Statistics and Biometry**

Section: **A** **M/E:** **M** **Semester#** **2**

Class: **Supporting Courses**



Data has been collected from 40 students of MSc morning. About 87% students were strongly agreed regarding the question that the course objectives were clear. About 70% students were strongly agreed that they have participated actively in course and the course was well organized. 27% were uncertain when they were asked about the appropriateness of recommended books.10% strongly disagreed that instructor was responsive to the student problems.

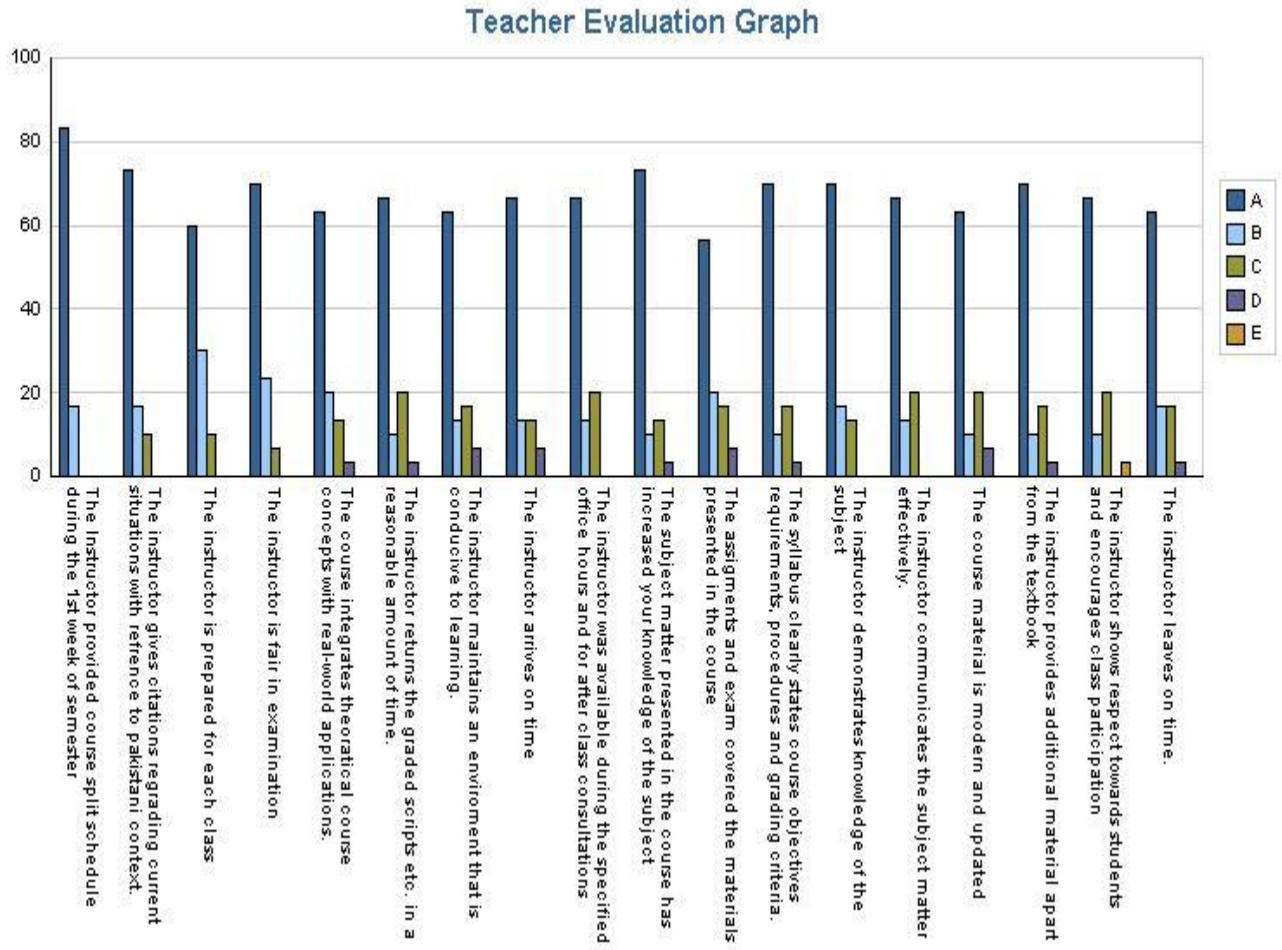
Session Name: **SPRING-13**

Teacher Name: **Nasir Ali**

Course Name: **Elements of Statistics and Biometry**

Section: **A** **M/E:** **M** **Semester#** **2**

Class: **Supporting Courses**



Data was collected from 40 students of MSc morning. About 83% were strongly agreed regarding the question that course split was provided during 1st week of semester. About 70% were strongly agreed that instructor was fair in examination and instructor provided extra material in class. 17% were uncertain regarding the question that the instructor maintained class environment.

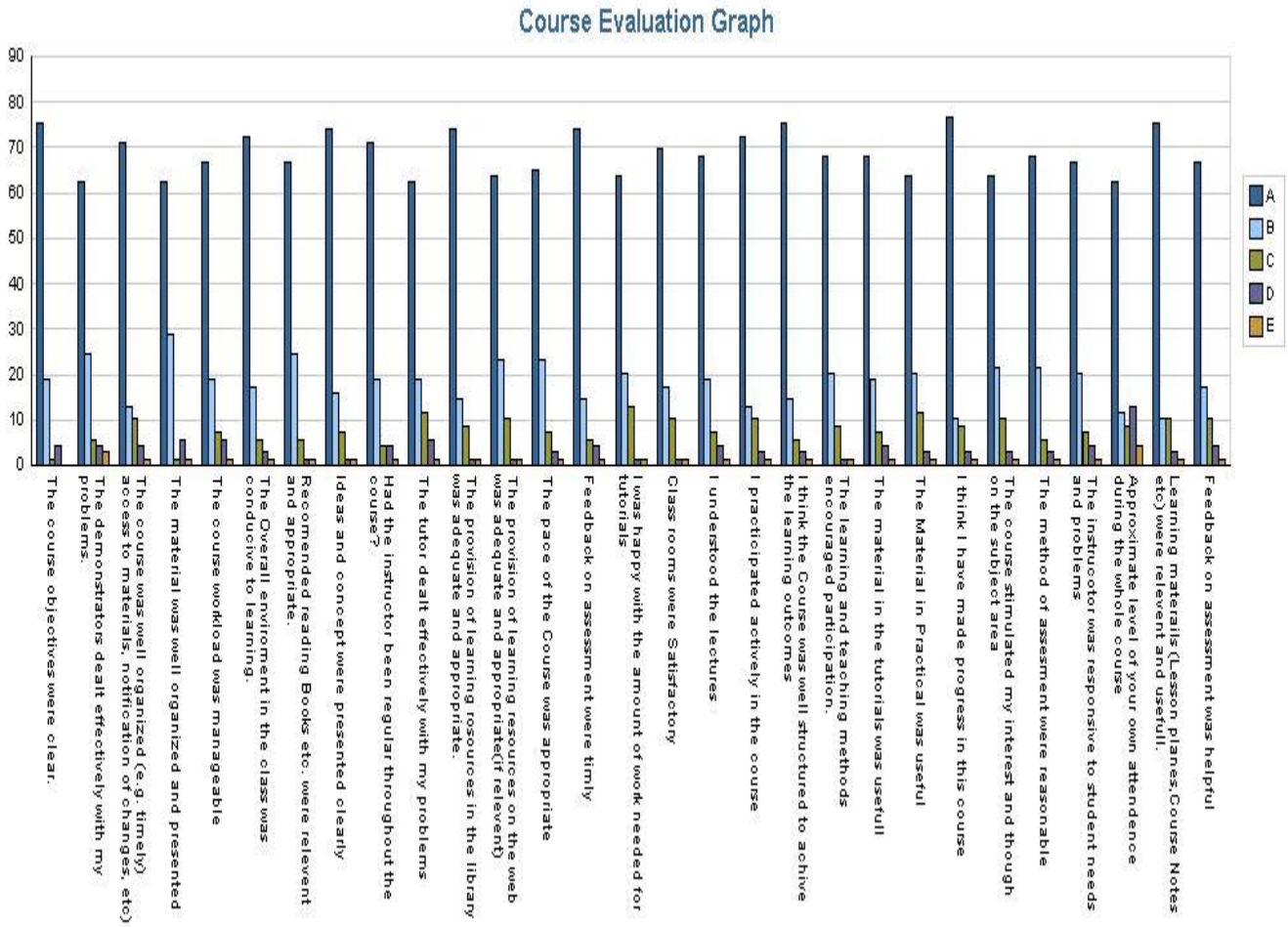
Session Name: **SPRING-13**

Teacher Name: **Nasir Ali**

Course Name: **Experimental Statistics**

Section: **B** **M/E:** **M** **Semester#** **2**

Class: **Supporting Courses**



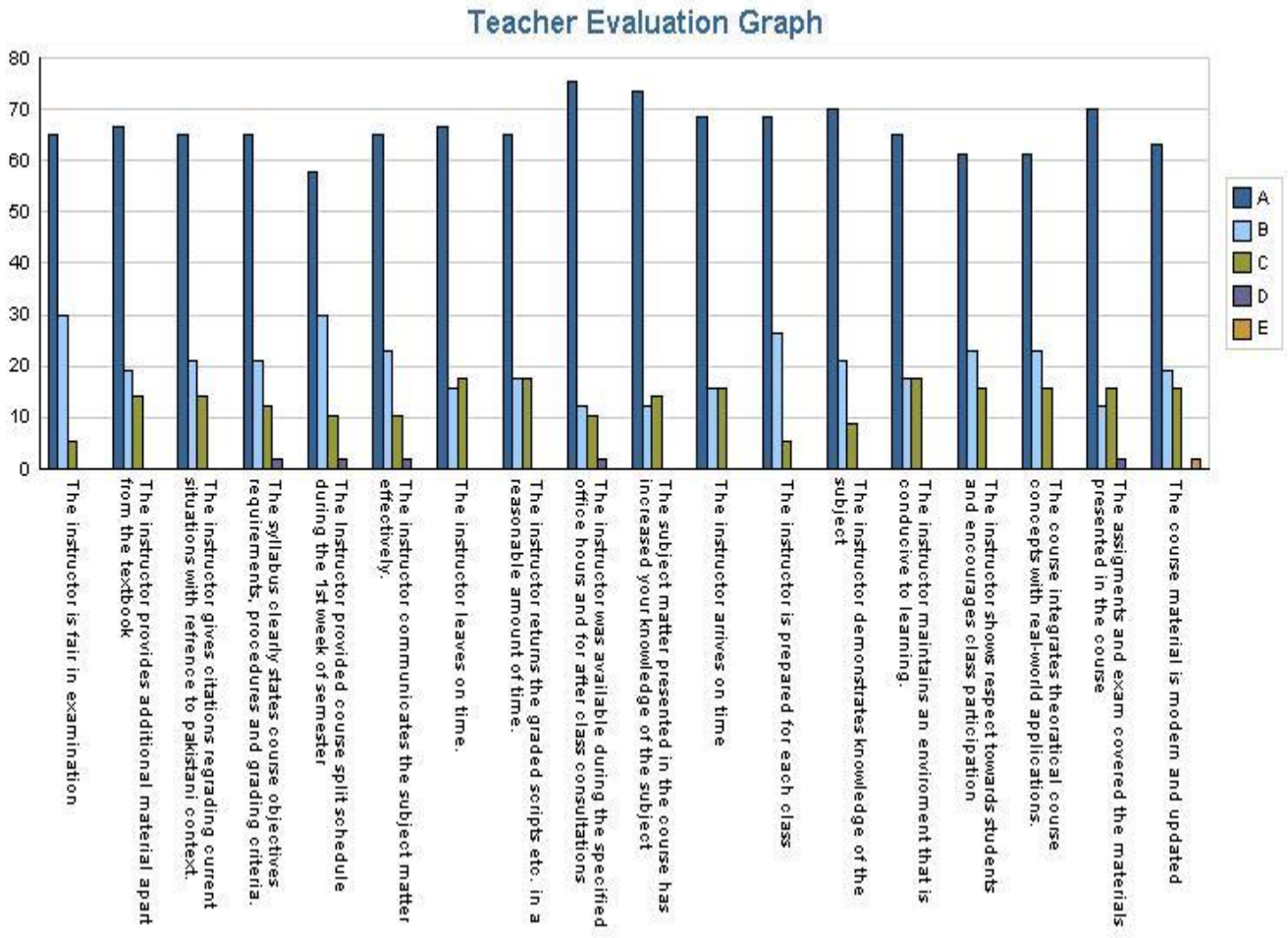
Data has been collected from 40students of MSc morning. About 74% students were strongly agreed regarding the provision of appropriate recourses in library.22% agreed that course simulated their interest on subject area. About 12% students were uncertain about the practical usefulness of provided material.6% were disagreed that course workload was manageable.

Session Name: **SPRING-13**

Teacher Name: **Nasir Ali**

Course Name: **Experimental Statistics**

Section: **B** **M/E: M** **Semester#: 2**



Data has been collected from 40 students of MSc morning. About 63% were strongly agreed that course material was modern and updated.30% were agreed that the instructor provided course split during 1st week of the semester. 16% were uncertain that instructor showed respect towards students.

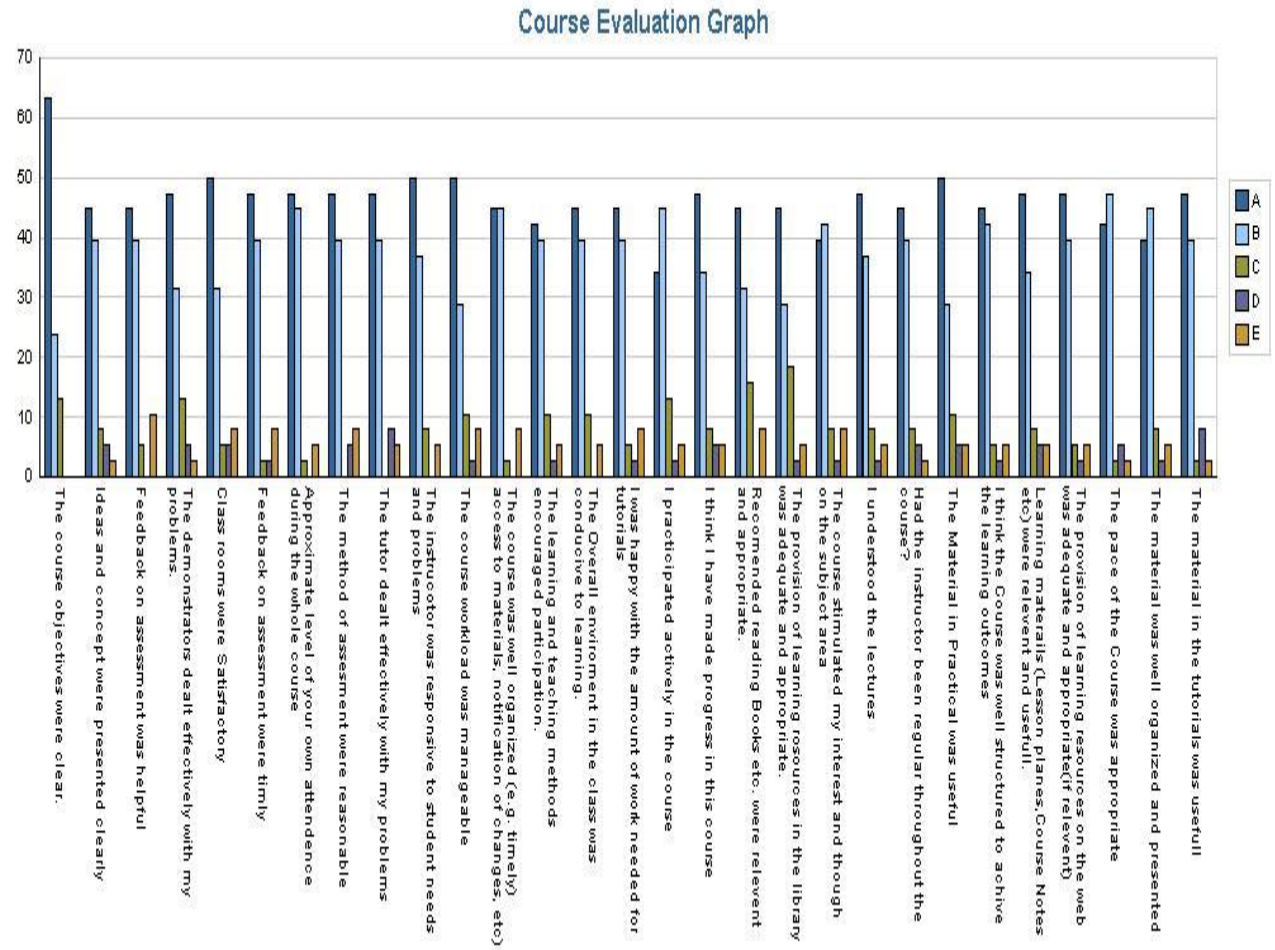
Session Name: **SPRING-13**

Teacher Name: **Nasir Ali**

Course Name: **Statistics and Biometry**

Section: **A** **M/E:** **M** **Semester#** **2**

Class: **Supporting Courses**



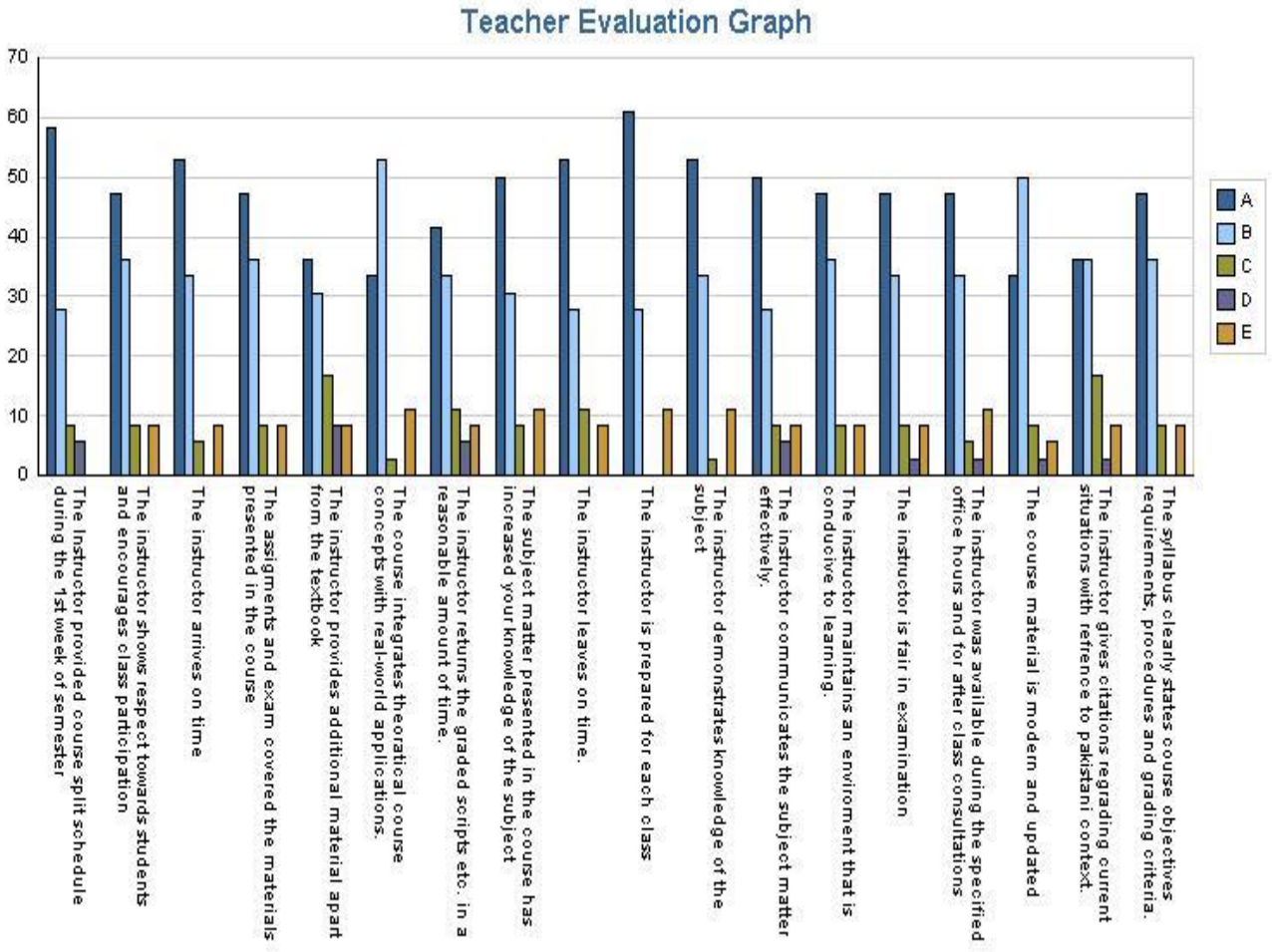
Data was collected from 40 students of MSc morning. About 34% were strongly agreed that they have participated actively in the course,39% agreed that this course has simulated their interest on the subject area and assessments were timly.About37% agreed that they understood the lectures. 13% were uncertain that demonstrators dealt effectively.8% were strongly disagreed about the appropriateness of recommended books.

Session Name: **SPRING-13**

Teacher Name: **Nasir Ali**

Course Name: **Statistics and Biometry**

Section: **A** **M/E: M** **Semester#: 2**



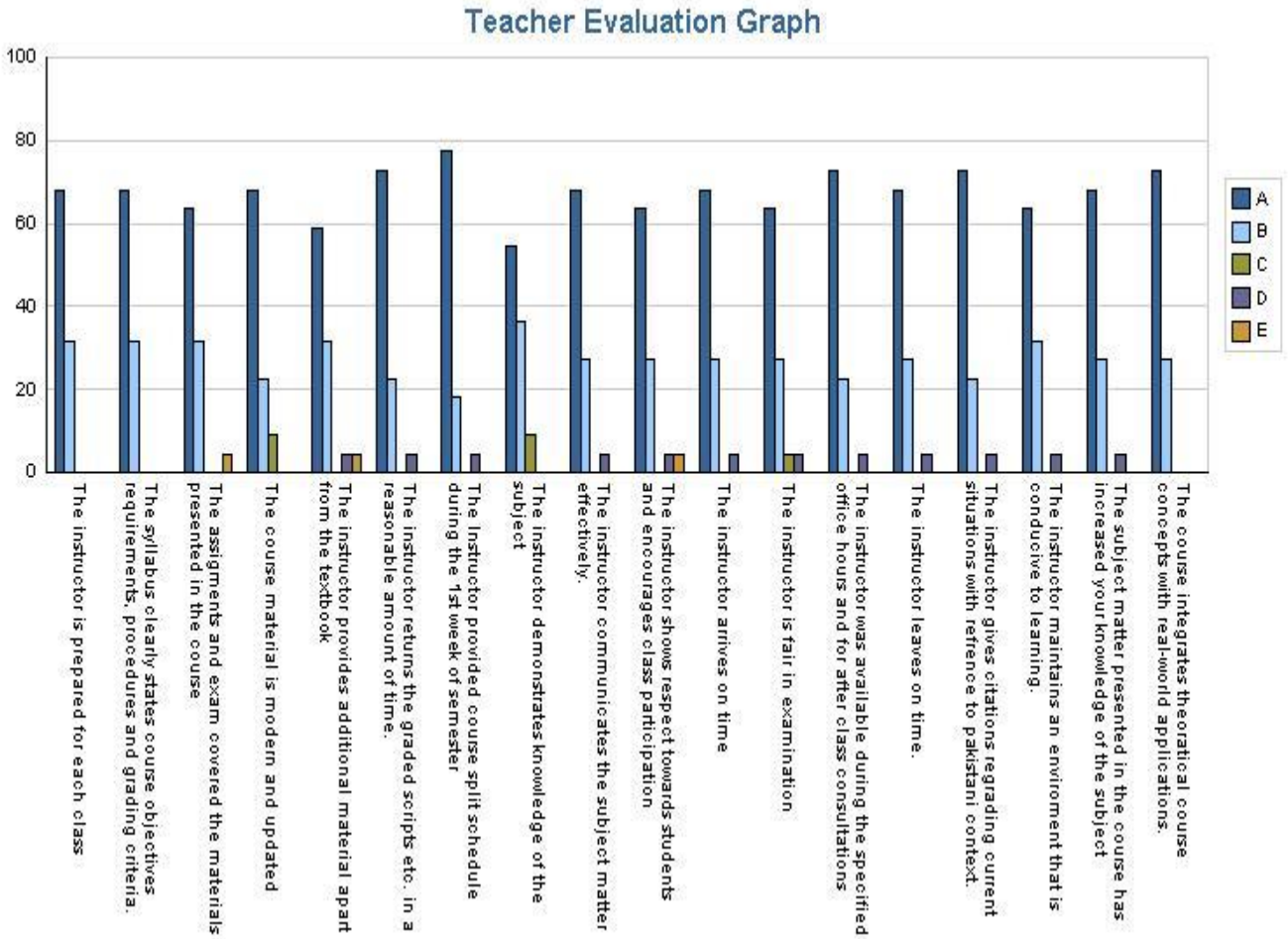
Data has been collected from 40 students of MSc morning. Data shows that about 58% were strongly agreed regarding the question that course split was provided during 1st week of semester.50% were agreed that course material was up-to-date and 31% agreed that the subject matter presented in the course has increased student's knowledge. About8% of the students were uncertain that the instructor was fair in examination.

Session Name: **SPRING-13**

Teacher Name: **Nasir Ali**

Course Name: **Introduction to Statistics**

Section: **A** **M/E: M** **Semester#: 2**



Data has been collected from 40 students of M.Sc. Morning. About 77% were strongly agreed regarding the questions that course split was provided during 1st week of semester.27% were agreed that the instructor showed respect towards students. 5% were uncertain that instructor was fair in examination. 5% of the students strongly disagreed that instructor provided additional material apart from books.

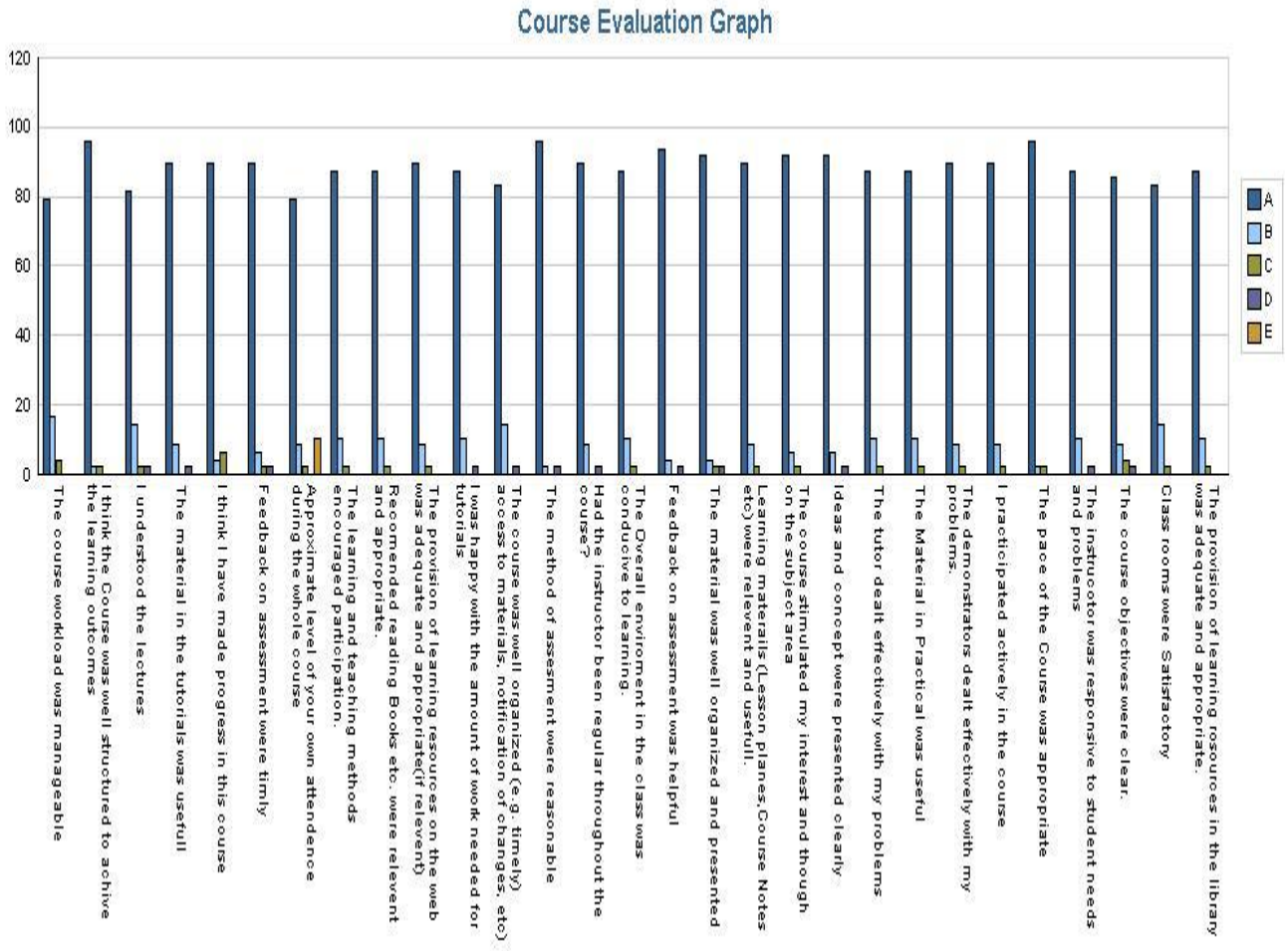
Session Name: **SPRING-13**

Teacher Name: **Beenish Shakir**

Course Name: **Mathematics-II**

Section: **A** **M/E:** **M** **Semester#** **2**

Class: **B.Sc. (Hons.) Agriculture**



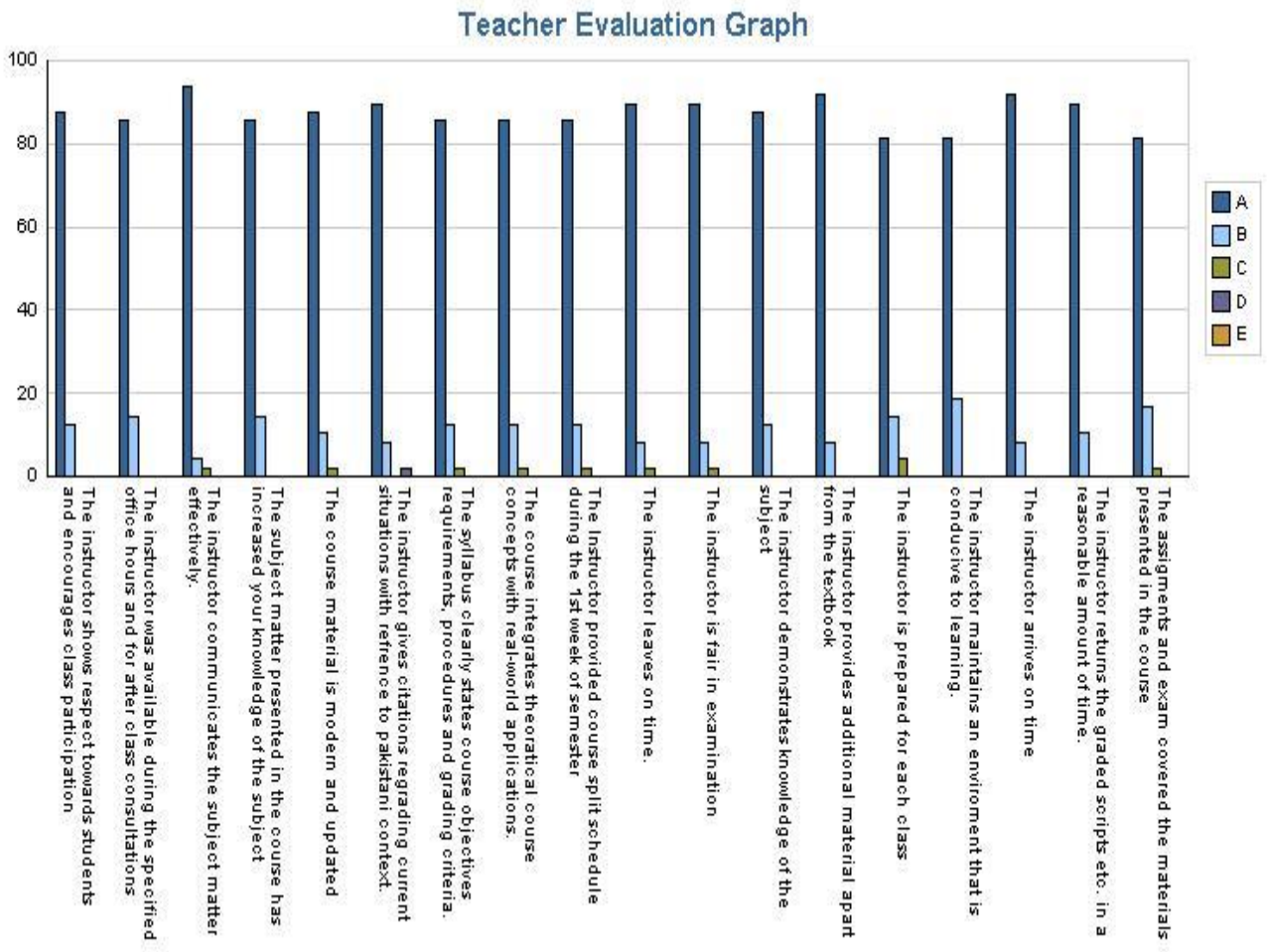
Data were collected from 70 students of B.Sc. (Hons) evening; about 88% were strongly agreed and 13% were agreed regarding the questions that assessment was timely. 90% were strongly agreed, 8% were agreed and 2% were uncertain that course was progressive. About 85% were strongly agreed and 15% were agreed that objectives were clear. About 90% were strongly agreed and 10% were agreed that workload was manageable. About 83% were strongly agreed and about the pace of the course was appropriate. 17% were agreed

Session Name: **SPRING-13**

Teacher Name: **Beenish Shakir**

Course Name: **Mathematics-II**

Section: **A** **M/E: M** **Semester#: 2**



Data were collected from 70 students of B.Sc. (Hons) evening; About 84% were strongly agreed and 16% were agreed regarding the questions that course split was provided during 1st week of semester. 94% were strongly agreed, 4% were agreed and 2% were strongly disagreed that course concepts were clear and applicable. About 92% were strongly agreed, 4% were agreed and 4% were strongly disagreed that course material was up-to-date. 90% were strongly agreed, 8% were agreed and 2% were disagreed that instructor was prepared for class. 90% were strongly agreed, 8% were agreed and 8% were strongly disagreed about instructor showed respect towards students. About 86% were strongly agreed, 8% were agreed, 2% were disagreed and 4% were strongly disagreed that instructor was available during the specified office hours and after for class consultation.

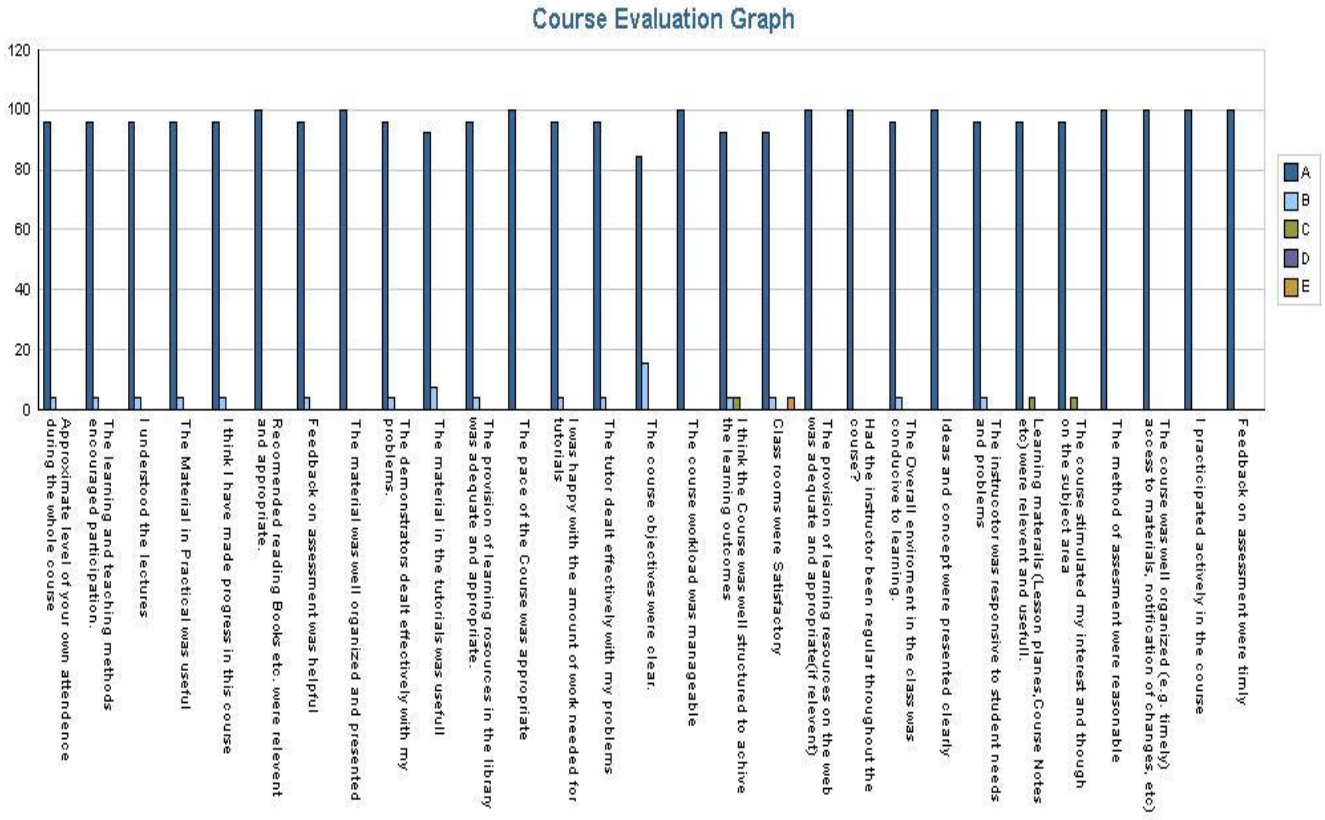
Session Name: **SPRING-13**

Teacher Name: **Beenish Shakir**

Course Name: **Mathematics-II**

Section: **C** **M/E: M** **Semester# 2**

Class: **Supporting Courses**



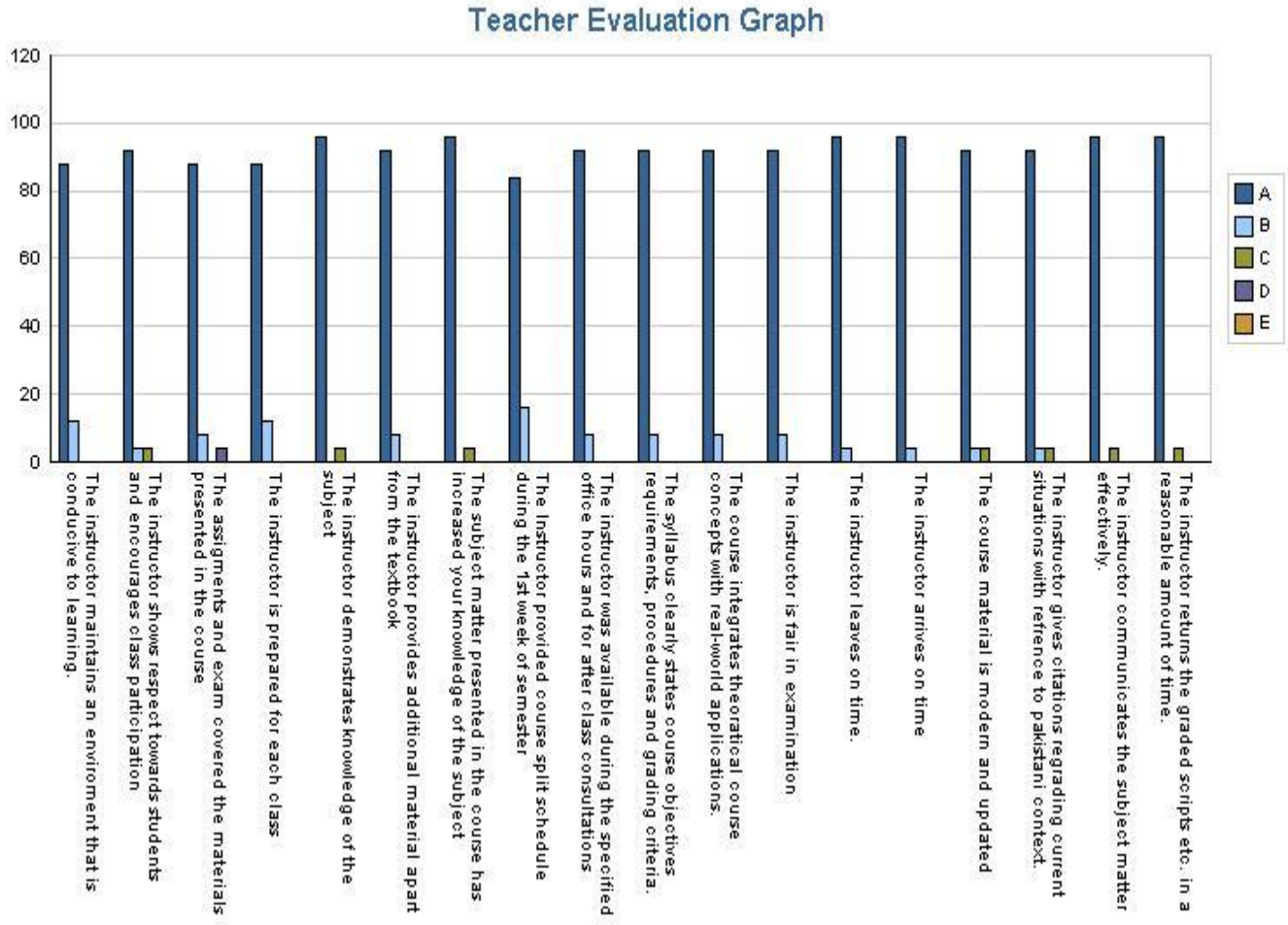
Data were collected from 70 students of B.Sc. (Hons) Morning; about 100% were strongly agreed regarding the questions that assessment was timely. About 96% were strongly agreed, 4% were agreed that course was progressive. 85% were strongly agreed and 15% were agreed that objectives were clear. About 100% was strongly agreed that workload was manageable. 100% were strongly agreed about the pace of the course was appropriate.

Session Name: **SPRING-13**

Teacher Name: **Beenish Shakir**

Course Name: **Mathematics-II**

Section: **C** **M/E: M** **Semester#: 2**



Data were collected from 20 students of B.Sc. (Hons) Morning; About 84% were strongly agreed 16% were agreed regarding the questions that course split was provided during 1st week of semester. 92% were strongly agreed and 8% were agreed that course concepts were clear and applicable. 92% were strongly agreed, 4% were agreed, 4% were uncertain that course material was up-to-date. 88% were strongly agreed, 12% were agreed that instructor was prepared for class. 92% were strongly agreed, 4% were agreed and 4% were uncertain about instructor showed respect towards students. About 92% were strongly agreed and 8% were agreed that instructor was available during the specified office hours and after for class consultation.

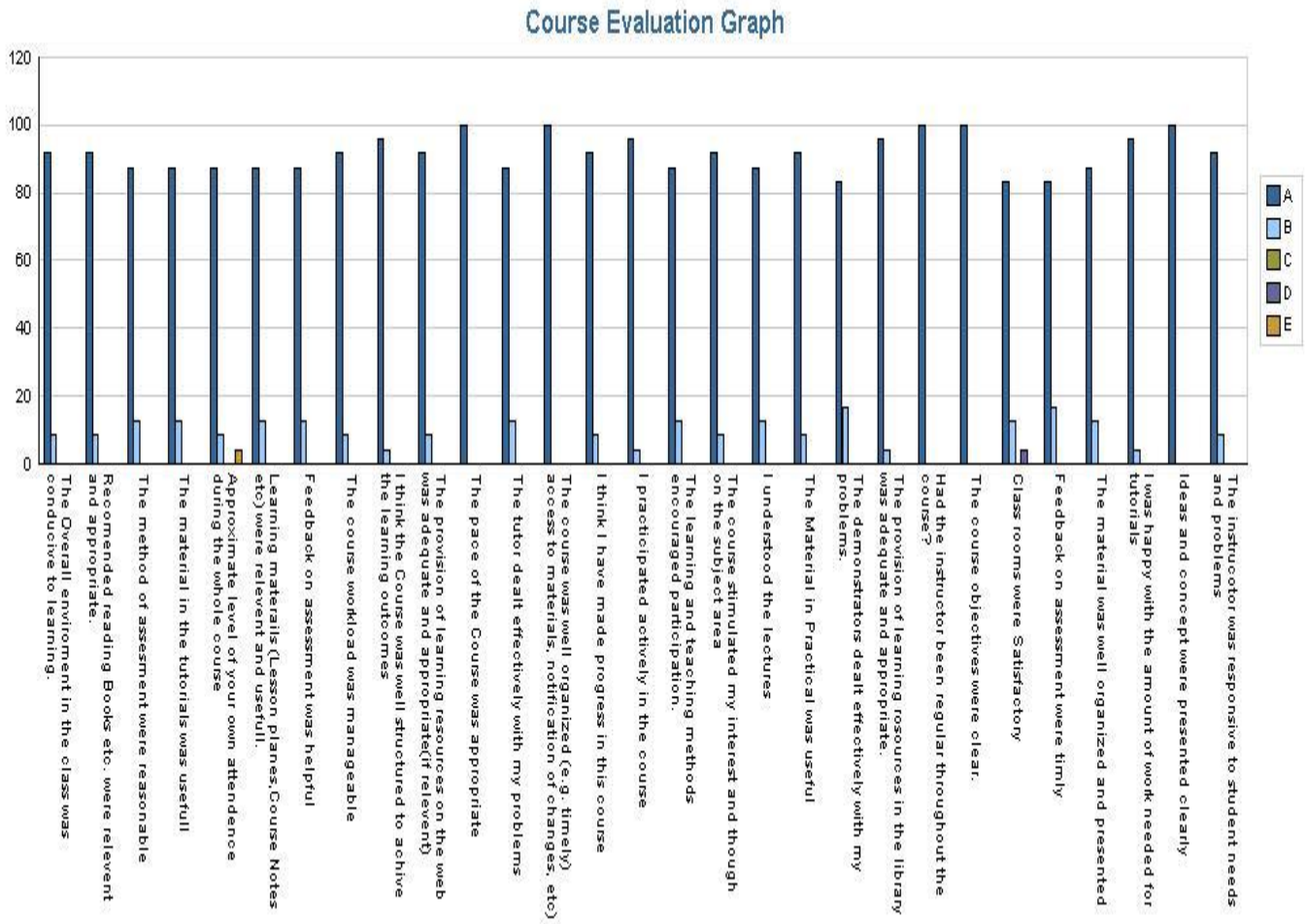
Session Name: **SPRING-13**

Teacher Name: **Beenish Shakir**

Course Name: **Differential equations**

Section: **A** **M/E:** **M** **Semester#** **4**

Class: **Supporting Courses**



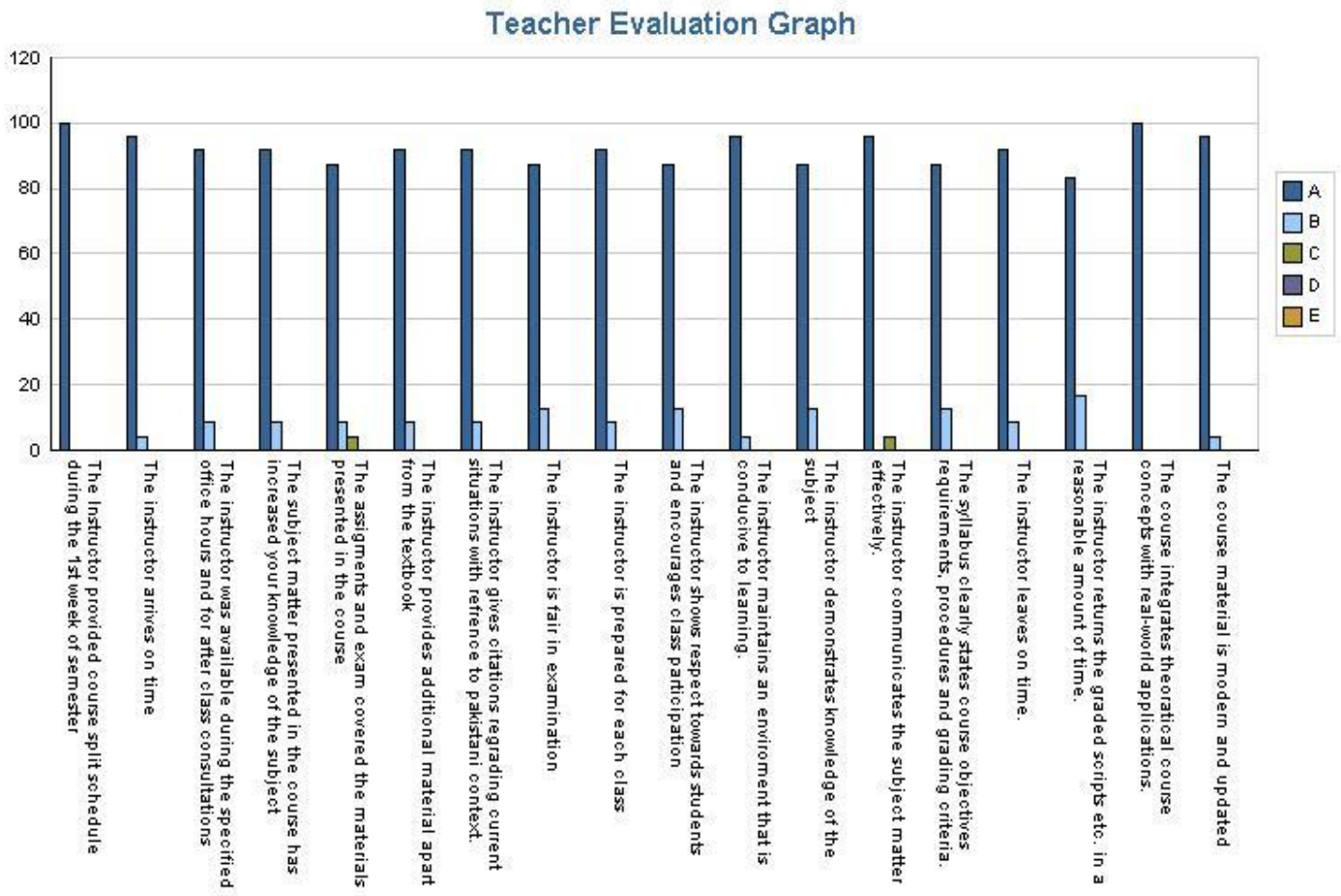
Data were collected from 40 students of B.Sc (Eco). Morning; about 96% were strongly agreed and 4% were agreed regarding the questions that assessment was timely. 80% were agreed that course was progressive. 70% were strongly agreed that objectives were clear. 96% were strongly agreed and 4% were agreed that workload was manageable. 86% were strongly agreed and 4% were agreed about the pace of the course was appropriate.

Session Name: **SPRING-13**

Teacher Name: **Beenish Shakir**

Course Name: **Differential equations**

Section: **A** **M/E: M** **Semester#: 4**



Data were collected from 40 students of B.Sc. (Eco) Morning; About 88% were strongly agreed and 12% were agreed regarding the questions that course split was provided during 1st week of semester. 96% were strongly agreed that course concepts were clear and applicable. 92% were strongly agreed and 8% were agreed that course material was up-to-date. 96% were strongly agreed and 4% were agreed that instructor was prepared for class. 90% were strongly agreed about instructor showed respect towards students. 96% were strongly agreed that instructor was available during the specified office hours and after for class consultation.

Program Assessment Results

Fall 2013-14

According to the Performa 1 and Performa 10, the teachers have been evaluated by the students for the semester Fall 2013.

1. Dr Muhammad Hanif
2. Dr Saima Mustafa
3. Mr. Nasir Jamal
4. Mr. Nasir Ali
5. Ms Beenish Shakir

Performa 1 titled **Student Course Evaluation.**

Performa 10 titled **Teacher Course Evaluation.**

Individual statements of the Performa's are also summarized in the following Figures.

Performa 1

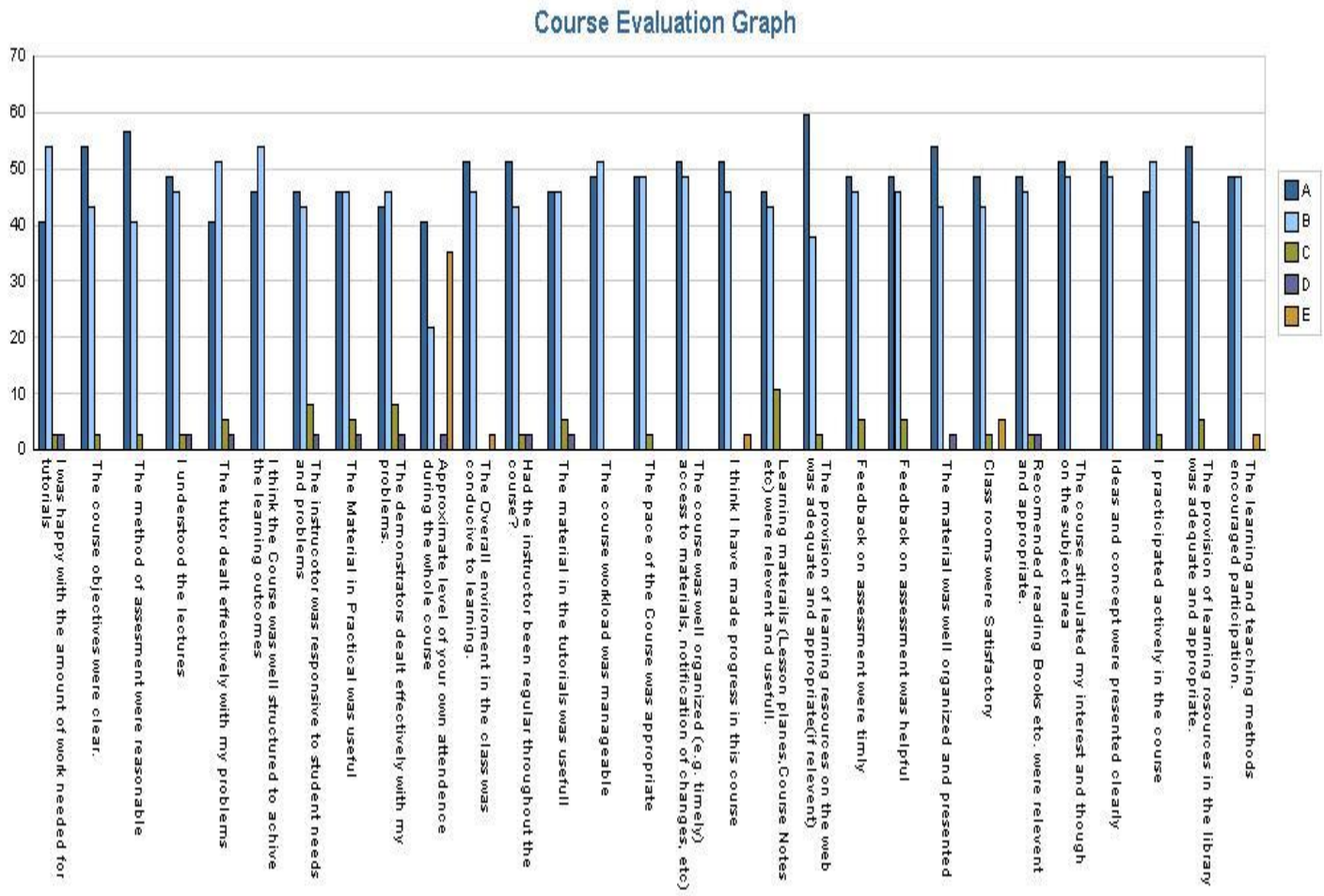
Session Name: **FALL-13**

Teacher Name: **Muhammad Hanif**

Course Name: **Probability-I**

Section: **A** **M/E:** **M** **Semester#** **1**

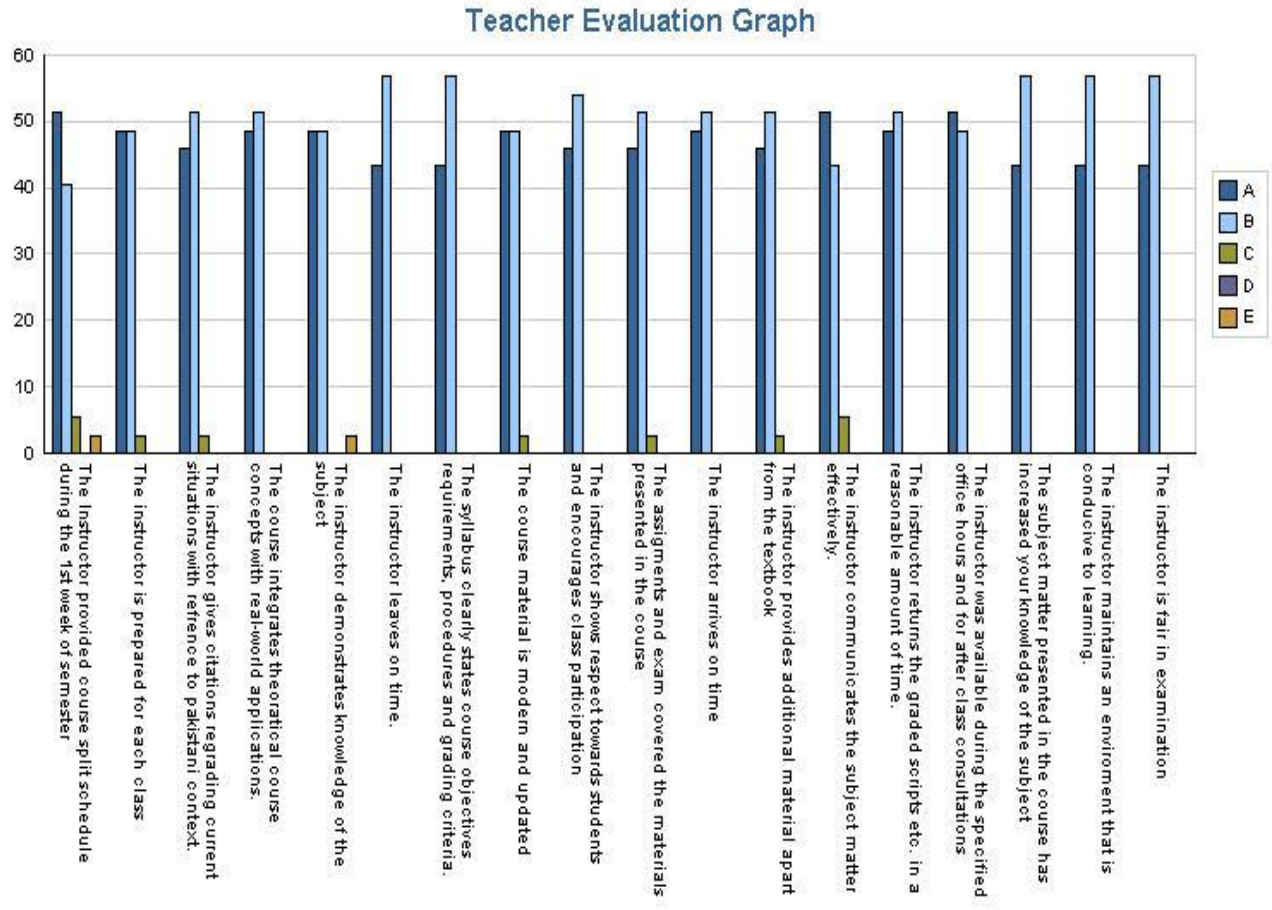
Class: **M.Sc (Statistics)**



Data were collected from 40 students of M.Sc Statistics Morning; about 49% were strongly agreed, 46% were agreed, 5% were uncertain, 0% was disagreed and 0% was strongly disagreed regarding the questions that assessment was timely. 51% were strongly agreed, 46% were agreed, 0% were uncertain, 0% were disagreed and 3% were strongly disagreed that course was progressive. 54% were strongly agreed, 43% were agreed, 3% were uncertain, 0% were disagreed and 0% were strongly disagreed that objectives were clear. 49% were strongly agreed, 51% were agreed, 0% were uncertain, 0% were disagreed and 0% were strongly disagreed that workload was manageable. 49% were strongly agreed, 49% were agreed, 3% were uncertain, 0% was disagreed and 0% was strongly disagreed about the pace of the course was appropriate.

Performa 10

Session Name: FALL-13
Teacher Name: Muhammad Hanif
Course Name: Probability-I
Section: A M/E: M Semester#: 1



. Data were collected from 40 students of M.Sc Statistics Morning; About 51% were strongly agreed 41% were agreed, 5% were uncertain, 0% were disagreed and 3% were strongly disagreed regarding the questions that course split was provided during 1st week of semester. 49% were strongly agreed, 51% were agreed, 0% were uncertain, 0% were disagreed and 0% were strongly disagreed that course concepts were clear and applicable. 49% were strongly agreed, 49% were agreed, 3% was uncertain, 0% was disagreed and 0% were strongly disagreed that course material was up-to-date. 49% were strongly agreed, 49% were agreed, 3% were uncertain, 0% were disagreed and 0% were strongly disagreed that instructor was prepared for class. 46% were strongly agreed, 54% were agreed, 0% were uncertain, 0% was disagreed and 0% were strongly disagreed about instructor showed respect towards students. 51% were strongly agreed, 49% were agreed, 0% were uncertain, 0% were disagreed and 0% was strongly disagreed that instructor was available during the specified office hours and after for class consultation.

Performa 1

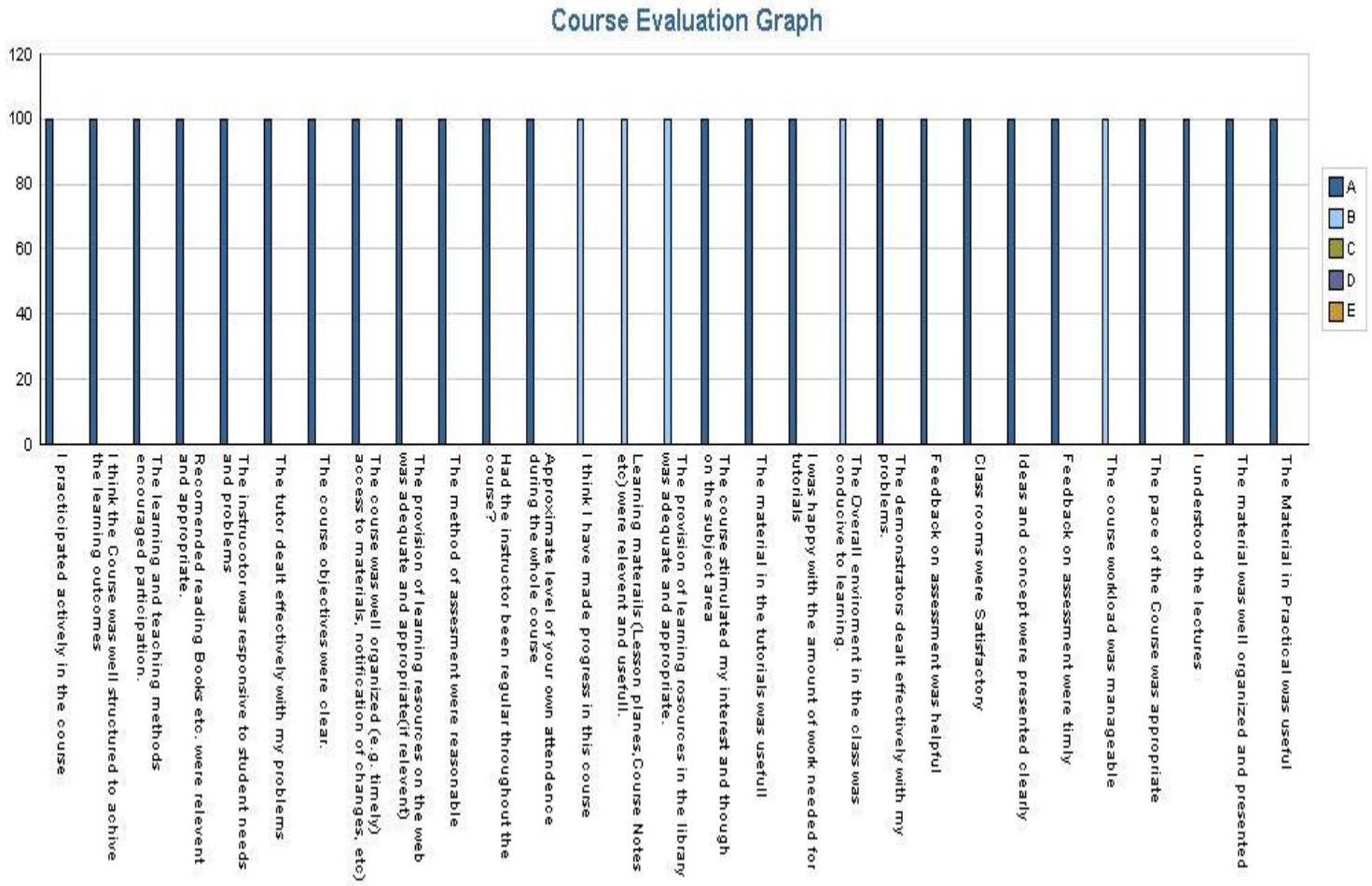
Session Name: **FALL-13**

Teacher Name: **Muhammad Hanif**

Course Name: **Probability-I**

Section: **A** **M/E:** **E** **Semester#** **1**

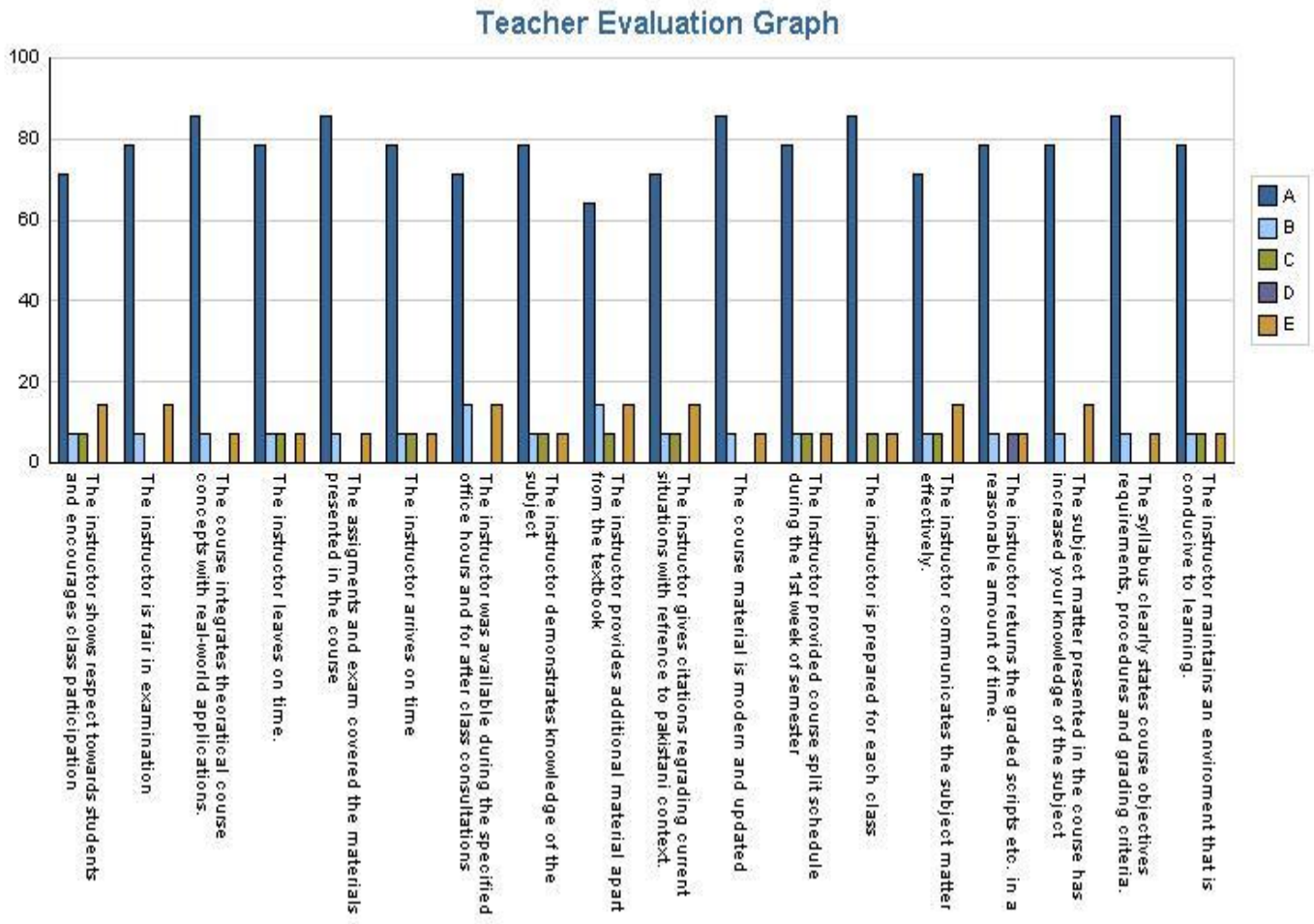
Class: **M.Sc (Statistics)**



Data were collected from 40 students of M.Sc Statistics Evening; about 100% were strongly agreed, 0% were agreed, 0% were uncertain, 0% was disagreed and 0% was strongly disagreed regarding the questions that assessment was timely. 0% were strongly agreed, 100% were agreed, 0% were uncertain, 0% were disagreed and 0% were strongly disagreed that course was progressive. 100% were strongly agreed, 0% were agreed, 0% were uncertain, 0% were disagreed and 0% were strongly disagreed that objectives were clear. 0% were strongly agreed, 100% were agreed, 0% were uncertain, 0% were disagreed and 0% were strongly disagreed that workload was manageable. 100% were strongly agreed, 0% were agreed, 0% were uncertain, 0% was disagreed and 0% was strongly disagreed about the pace of the course was appropriate

Performa 10

Session Name: FALL-13
Teacher Name: Muhammad Hanif
Course Name: Probability-I
Section: A M/E: E Semester#: 1



Data were collected from 40 students of M.Sc Statistics Evening; About 79% were strongly agreed 7% were agreed, 7% were uncertain, 0% were disagreed and 7% were strongly disagreed regarding the questions that course split was provided during 1st week of semester. 86% were strongly agreed, 7% were agreed, 0% were uncertain, 0% were disagreed and 7% were strongly disagreed that course concepts were clear and applicable. 86% were strongly agreed, 7% were agreed, 0% was uncertain, 0% was disagreed and 7% were strongly disagreed that course material was up-to-date. 86% were strongly agreed, 0% were agreed, 7% were uncertain, 0% were disagreed and 7% were strongly disagreed that instructor was prepared for class. 71% were strongly agreed, 7% were agreed, 7% were uncertain, 0% was disagreed and 14% were strongly disagreed about instructor showed respect towards students. 71% were strongly agreed, 14% were agreed, 0% were uncertain, 0% were disagreed and 14% was strongly disagreed that instructor was available during the specified office hours and after for class consultation.

Performa 1

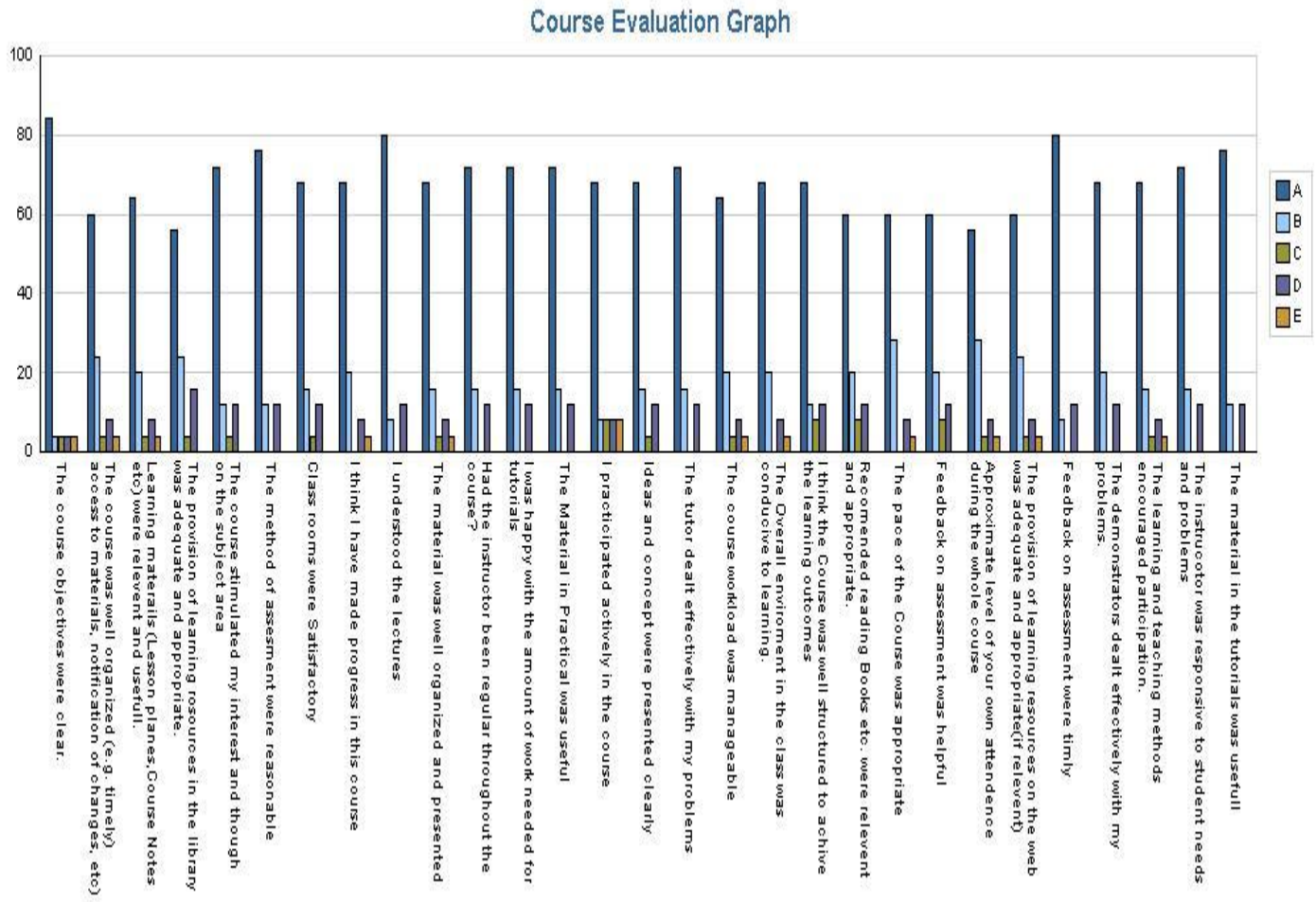
Session Name: **FALL-13**

Teacher Name: **Muhammad Hanif**

Course Name: **Statistical Inference-I**

Section: **A** **M/E:** **M** **Semester#** **3**

Class: **M.Sc (Statistics)**



Data were collected from 40 students of M.Sc Statistics Morning; about 80% were strongly agreed, 8% were agreed, 0% were uncertain, 12% was disagreed and 0% was strongly disagreed regarding the questions that assessment was timely. 68% were strongly agreed, 20% were agreed, 0% were uncertain, 8% were disagreed and 4% were strongly disagreed that course was progressive. 84% were strongly agreed, 4% were agreed, 4% were uncertain, 4% were disagreed and 4% were strongly disagreed that objectives were clear. 64% were strongly agreed, 20% were agreed, 4% were uncertain, 8% were disagreed and 4% were strongly disagreed that workload was manageable. 60% were strongly agreed, 28% were agreed, 0% were uncertain, 8% was disagreed and 4% was strongly disagreed about the pace of the course was appropriate.

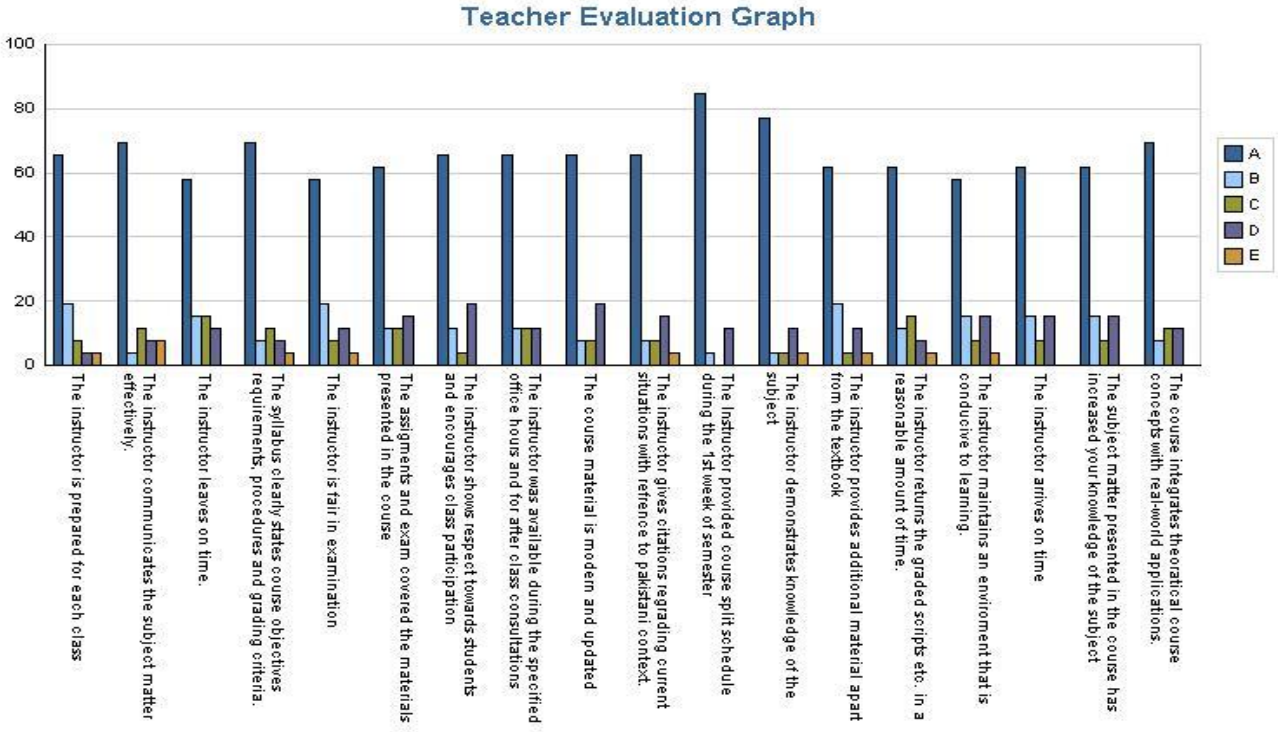
Performa 10

Session Name: FALL-13

Teacher Name: Muhammad Hanif

Course Name: Statistical Inference-I

Section: A M/E: M Semester#: 3



Data were collected from 40 students of M.Sc Statistics Morning; About 85% were strongly agreed 4% were agreed, 0% were uncertain, 12% were disagreed and 0% were strongly disagreed regarding the questions that course split was provided during 1st week of semester. 69% were strongly agreed, 8% were agreed, 12% were uncertain, 12% were disagreed and 0% were strongly disagreed that course concepts were clear and applicable. 65% were strongly agreed, 8% were agreed, 8% was uncertain, 19% was disagreed and 0% were strongly disagreed that course material was up-to-date. 65% were strongly agreed, 19% were agreed, 8% were uncertain, 4% were disagreed and 4% were strongly disagreed that instructor was prepared for class. 65% were strongly agreed, 12% were agreed, 4% were uncertain, 19% was disagreed and 0% were strongly disagreed about instructor showed respect towards students. 65% were strongly agreed, 12% were agreed, 12% were uncertain, 12% were disagreed and 0% was strongly disagreed that instructor was available during the specified office hours and after for class consultation.

Performa 1

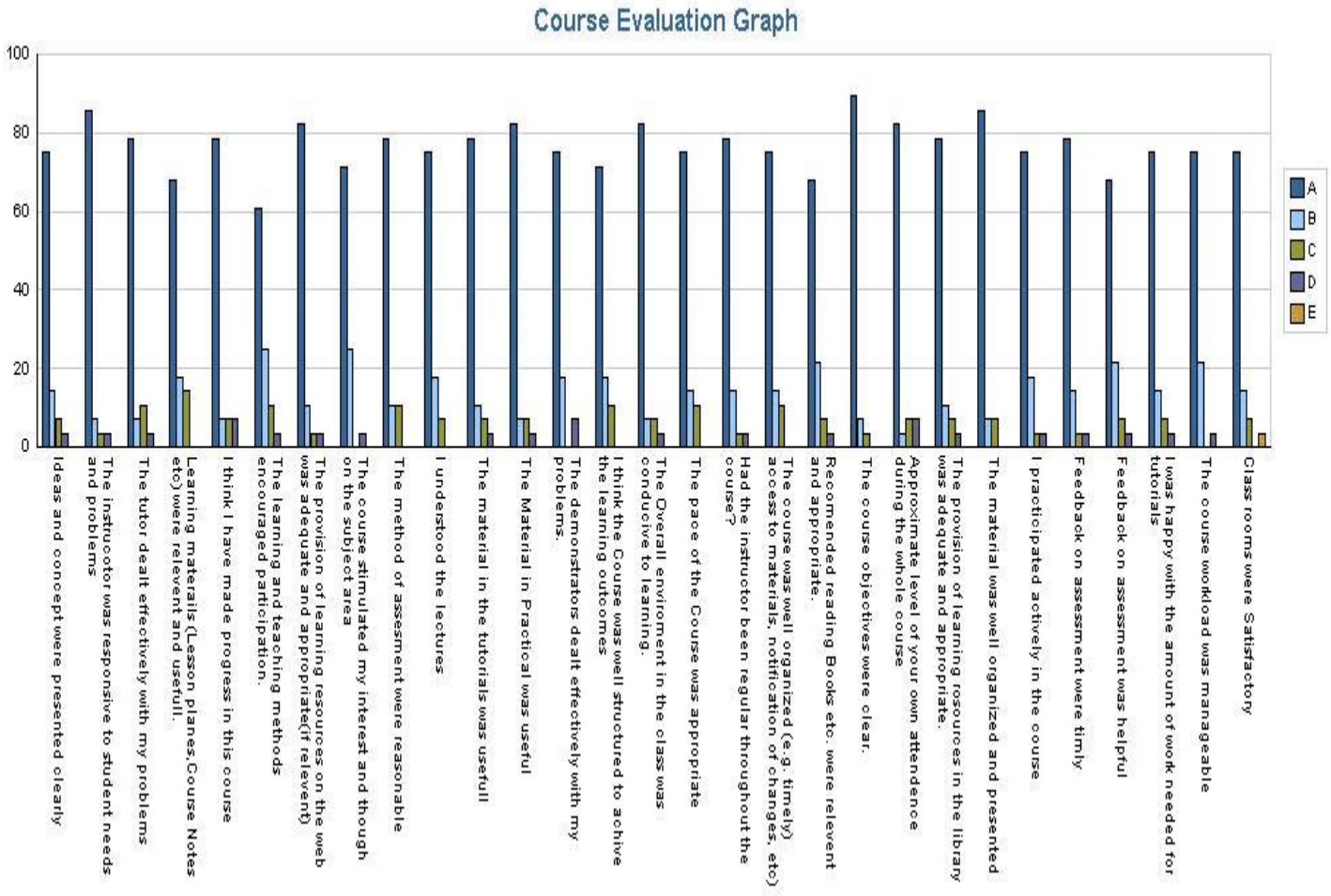
Session Name: **FALL-13**

Teacher Name: **Muhammad Hanif**

Course Name: **Statistical Inference-I**

Section: **A** **M/E:** **E** **Semester#** **3**

Class: **M.Sc (Statistics)**

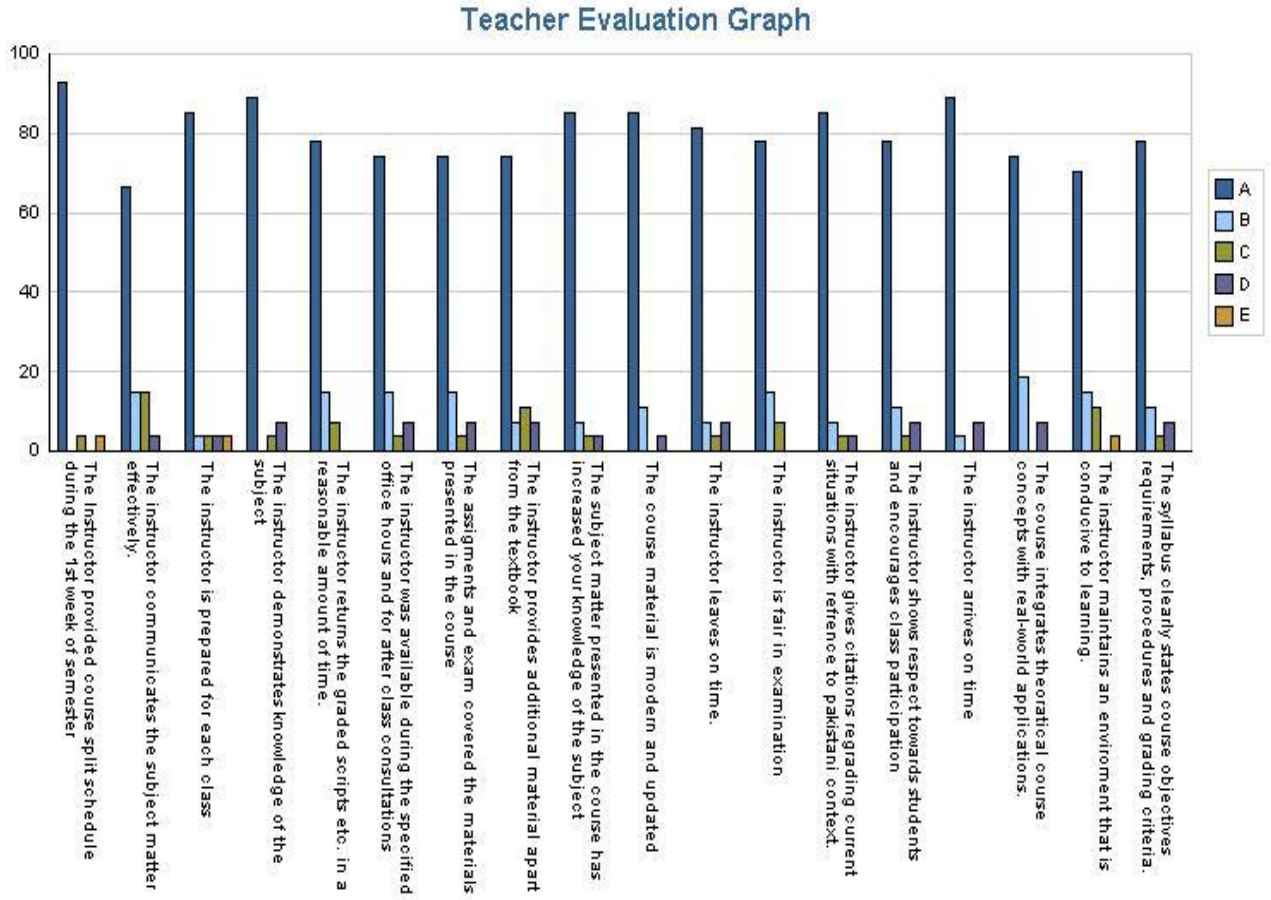


Data were collected from 40 students of M.Sc Statistics Evening; about 79% were strongly agreed, 14% were agreed, 4% were uncertain, 4% was disagreed and 0% was strongly disagreed regarding the questions that assessment was timely. 79% were strongly agreed, 7% were agreed, 7% were uncertain, 7% were disagreed and 0% were strongly disagreed that course was progressive. 89% were strongly agreed, 7% were agreed, 4% were uncertain, 0% were disagreed and 0% were strongly disagreed that objectives were clear. 75% were strongly agreed, 21% were agreed, 0% were uncertain, 4% were disagreed and 0% were strongly disagreed that workload was manageable. 75% were strongly agreed, 14% were agreed, 11% were uncertain, 0% was disagreed and 0% was strongly disagreed about the pace of the course was appropriate.

Performa 10

Session Name: FALL-13
Teacher Name: Muhammad Hanif
Course Name: Statistical Inference-I

Section: A M/E: E Semester#: 3



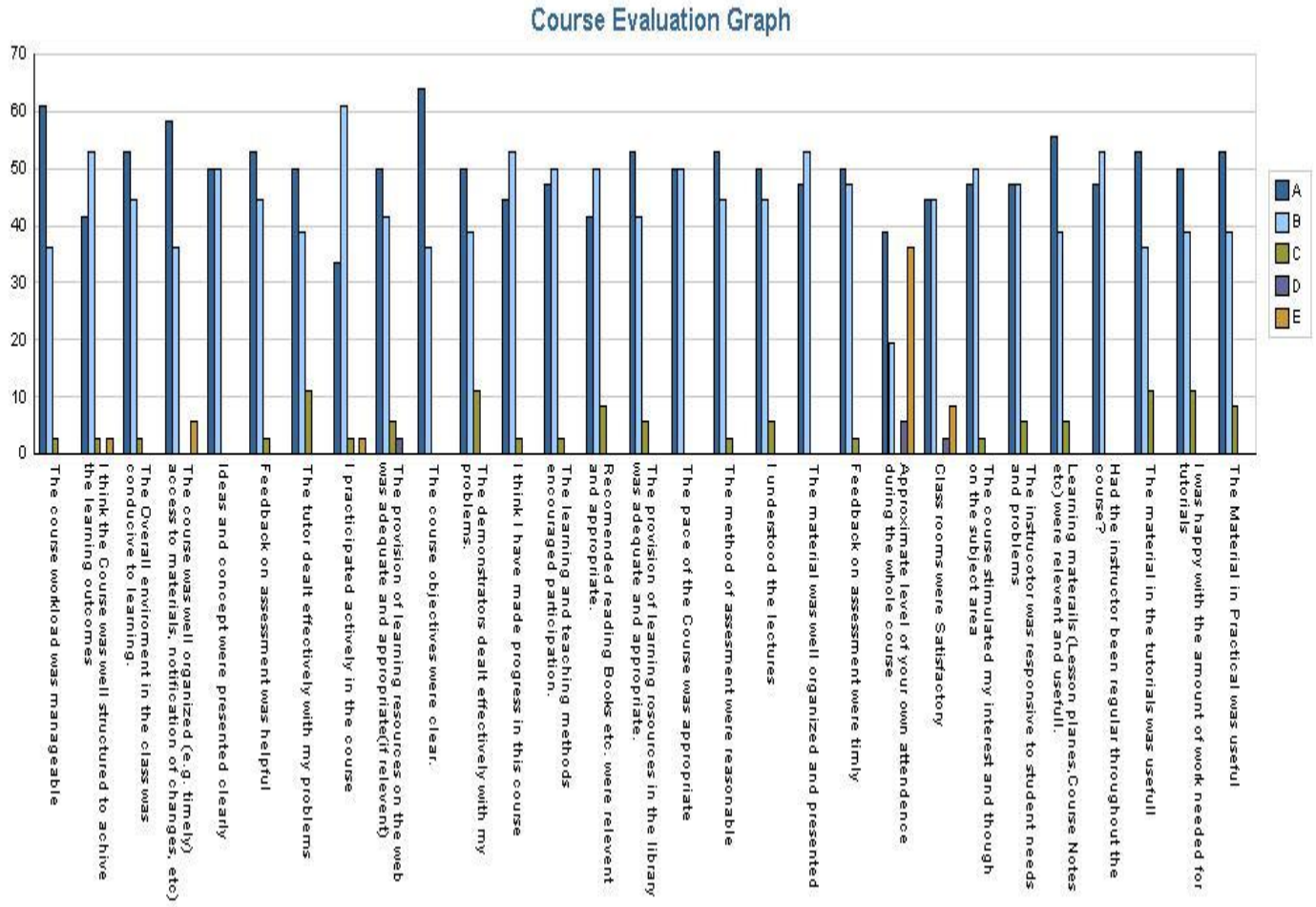
Data were collected from 40 students of M.Sc Statistics Evening; About 93% were strongly agreed 0% were agreed, 4% were uncertain, 0% were disagreed and 4% were strongly disagreed regarding the questions that course split was provided during 1st week of semester. 74% were strongly agreed, 19% were agreed, 0% were uncertain, 7% were disagreed and 0% were strongly disagreed that course concepts were clear and applicable. 85% were strongly agreed, 11% were agreed, 0% was uncertain, 4% was disagreed and 0% were strongly disagreed that course material was up-to-date. 85% were strongly agreed, 4% were agreed, 4% were uncertain, 4% were disagreed and 4% were strongly disagreed that instructor was prepared for class. 78% were strongly agreed, 11% were agreed, 4% were uncertain, 7% was disagreed and 0% were strongly disagreed about instructor showed respect towards students. 74% were strongly agreed, 15% were agreed, 4% were uncertain, 7% were disagreed and 0% was strongly disagreed that instructor was available during the specified office hours and after for class consultation.

Performa 1

Session Name: **FALL-13**
Teacher Name: **Saima Mustafa**
Course Name: **Theory of Matrices and Numerical Analysis**

Section: **A** **M/E:** **M** **Semester#** **1**

Class: **M.Sc (Statistics)**



Data were collected from 40 students of supporting courses morning session; about 44% students were agreed that the classrooms are satisfactory while 8% are strongly disagreed with it. 50% of students were strongly agreed that they understood the lectures while 44% were agreed with this statement. 53% of students were agreed that course was well organized and they made progress in it. 61% of students strongly agreed that the course workload were manageable and the demonstrator dealt effectively. 50% of students were agreed that ideas and concepts were presented clearly. 11% of students were uncertain about the usability of course. 47% of students were strongly agreed with the question regarding that the instructor was responsive to student needs and problems. 53% students were strongly agreed that the method of assessment were reasonable and 47% students were strongly agreed that the material was well organized.

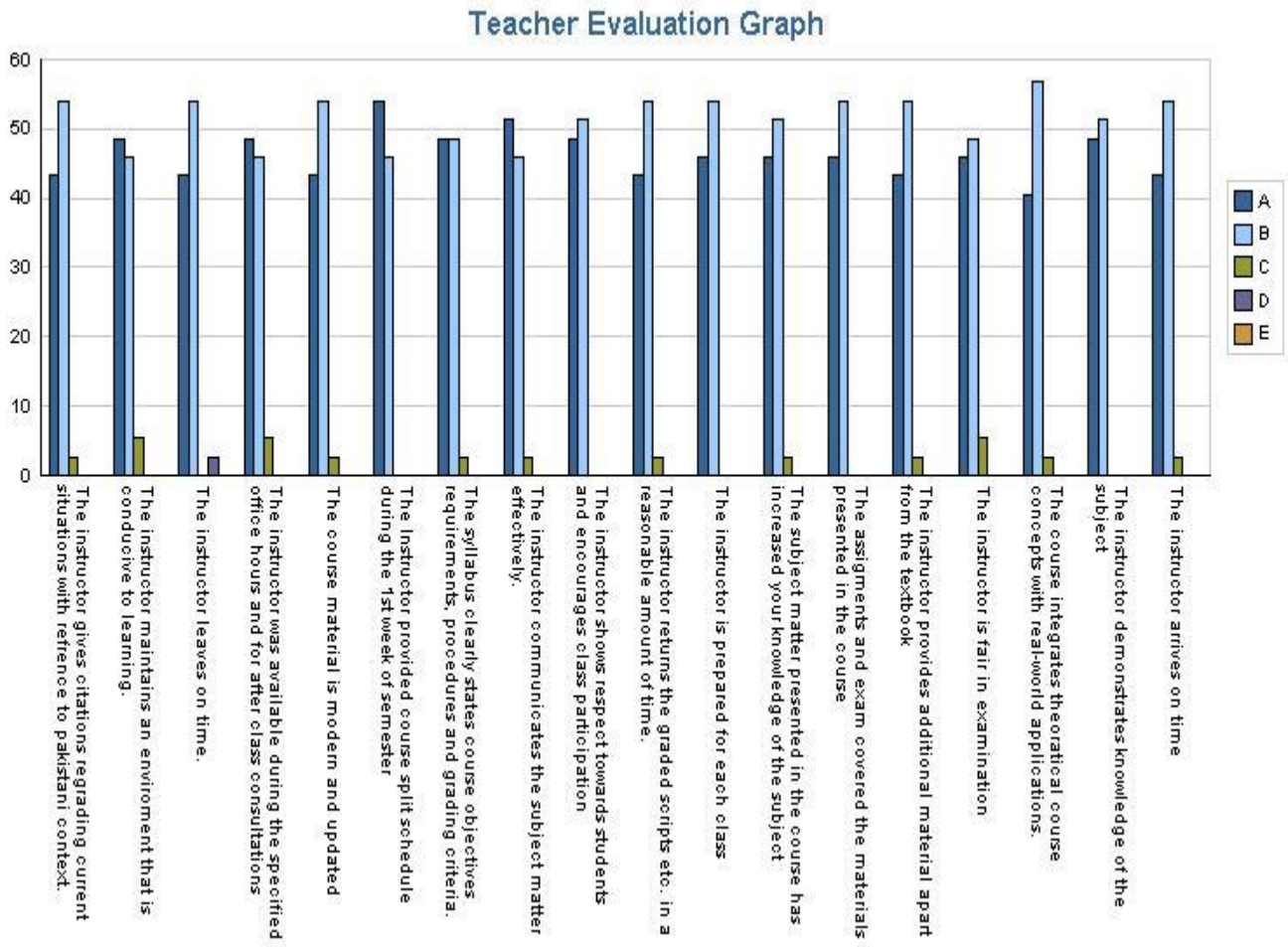
Performa 10

Session Name: **FALL-13**

Teacher Name: **Saima Mustafa**

Course Name: **Theory of Matrices and Numerical Analysis**

Section: **A** **M/E: M** **Semester#: 1**

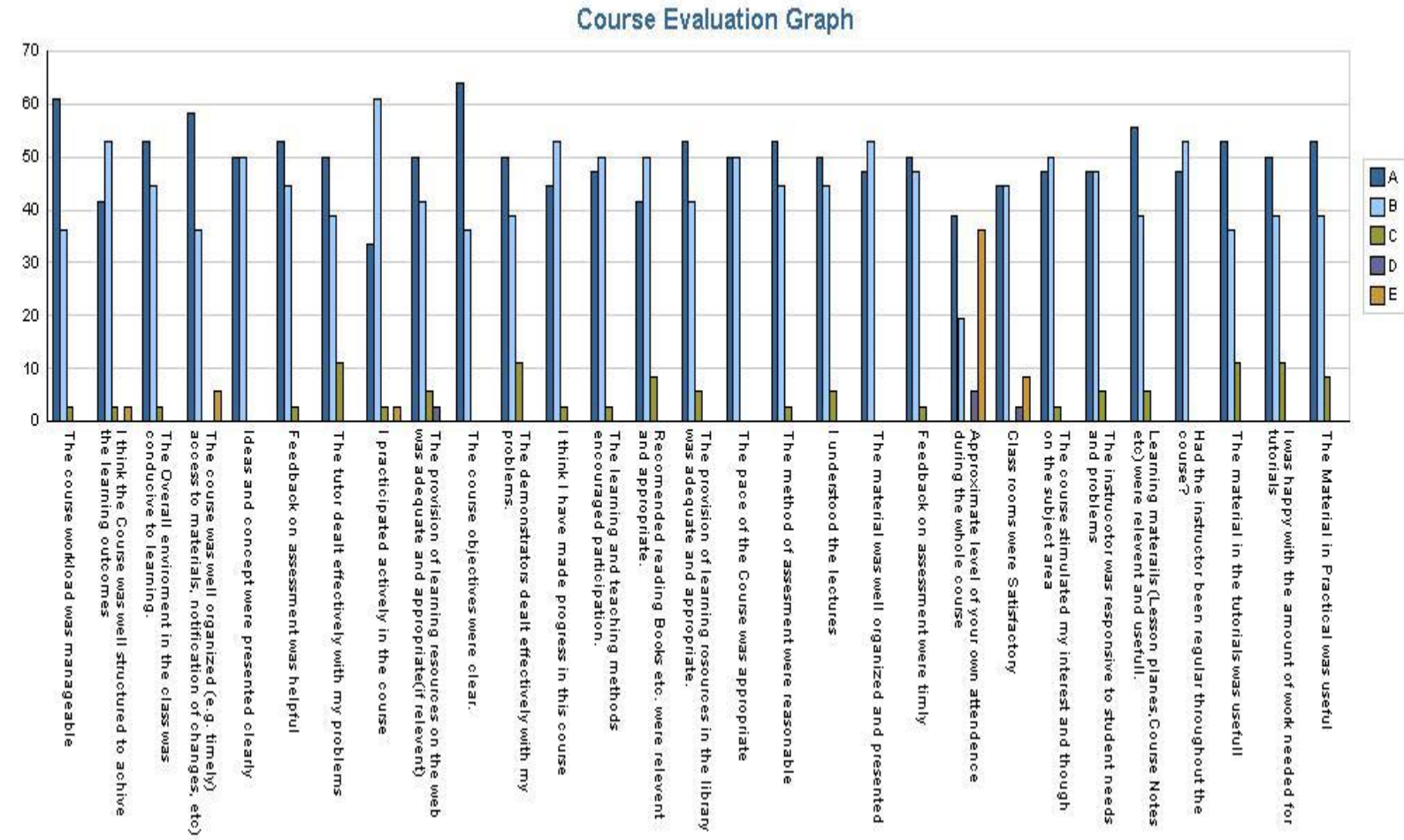


Data were collected from 40 students of supporting M.Sc Statistics morning session About 54% students were strongly agreed regarding the questions that course split was provided during 1st week of semester. 41% students were strongly agreed that course concepts were clear, applicable. 49% students were strongly agreed that instructor show respect towards students, available during the specified office hours and syllabus clearly states course objectives. 43% students agreed that the course material was up-to-date. 54% students were strongly agreed about instructor arrives on time and 43% are strongly agreed that instructor leaves on time.

Performa 1

Session Name: **FALL-13**
Teacher Name: **Saima Mustafa**
Course Name: **Theory of Matrices and Numerical Analysis**
Section: **A** **M/E:** **E** **Semester#** **1**

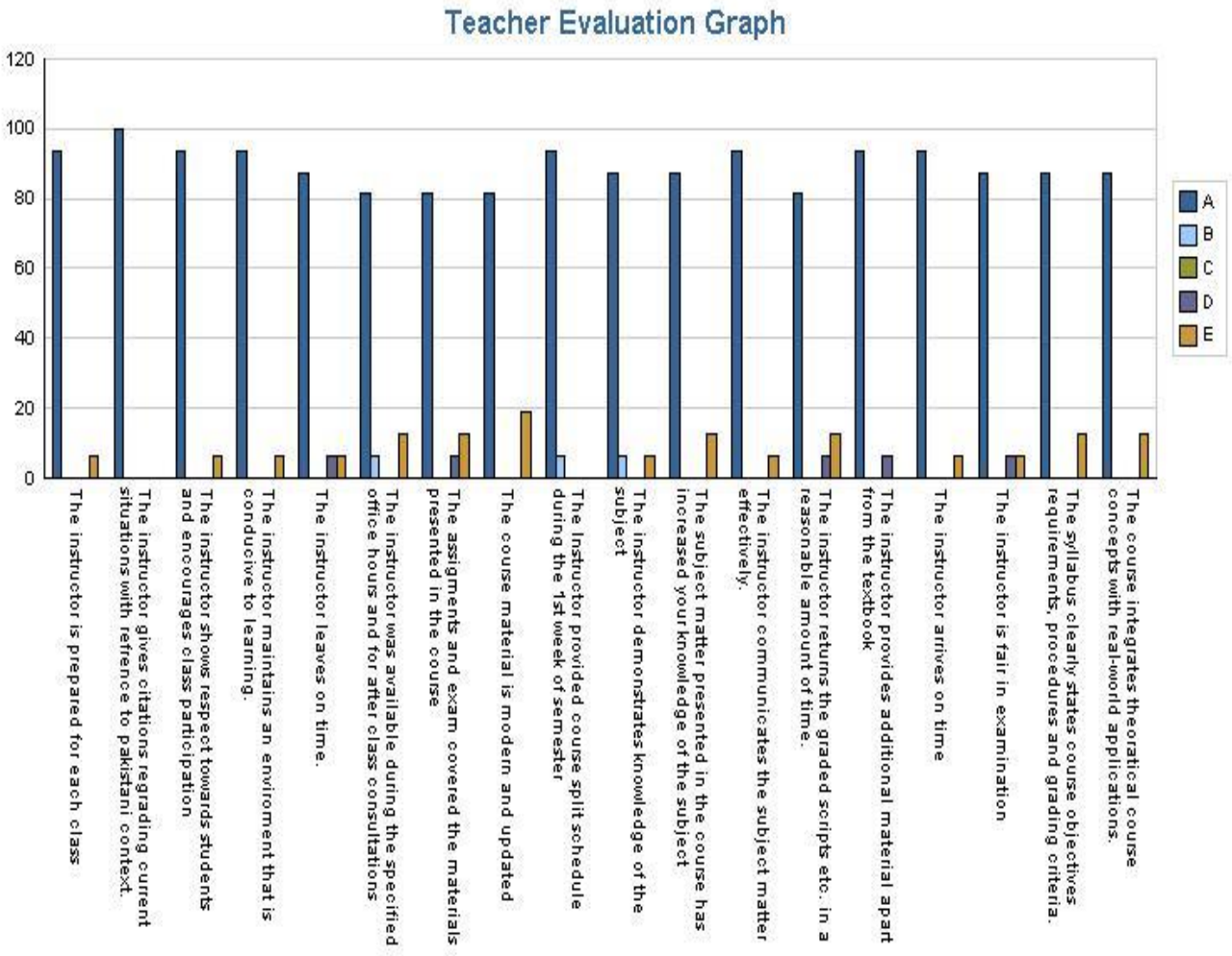
Class: **M.Sc (Statistics)**



Data were collected from 40 students of supporting courses evening session; about 64% students were agreed that the classrooms are satisfactory while 10% are strongly disagreed with it. 50% of students were strongly agreed that they understood the lectures while 44% were agreed with this statement. 53% of students were agreed that course was well organized and they made progress in it. 71% of students strongly agreed that the course workload were manageable and the demonstrator dealt effectively. 50% of students were agreed that ideas and concepts were presented clearly. 11% of students were uncertain about the usability of course. 57% of students were strongly agreed with the question regarding that the instructor was responsive to student needs and problems. 53% students were strongly agreed that the method of assessment were reasonable and 47% students were strongly agreed that the material was well organized.

Performa 10

Session Name: FALL-13
Teacher Name: Saima Mustafa
Course Name: Theory of Matrices and Numerical Analysis
Section: A M/E: E Semester#: 1



Data were collected from 40 students of M.Sc Statistics (evening). About 94% were strongly agreed that the instructor provided course split schedule during the first week of semester. About 88% were strongly agreed that the instructor integrates theoretical concepts with the real life applications while 13% strongly disagreed with it. Students were 100% strongly agreed that instructor gives citations regarding current situation with reference to Pakistani context. 6% percent students were disagreed that instructor is fair in examination while 88% were strongly agreed with this statement. 94% students were strongly agreed about the question regarding that instructor is prepared for each class and provides additional material apart from the textbook. 88% students were strongly agreed with this statement that the course has increased their knowledge and the syllabus clearly states course objectives.

Performa 1

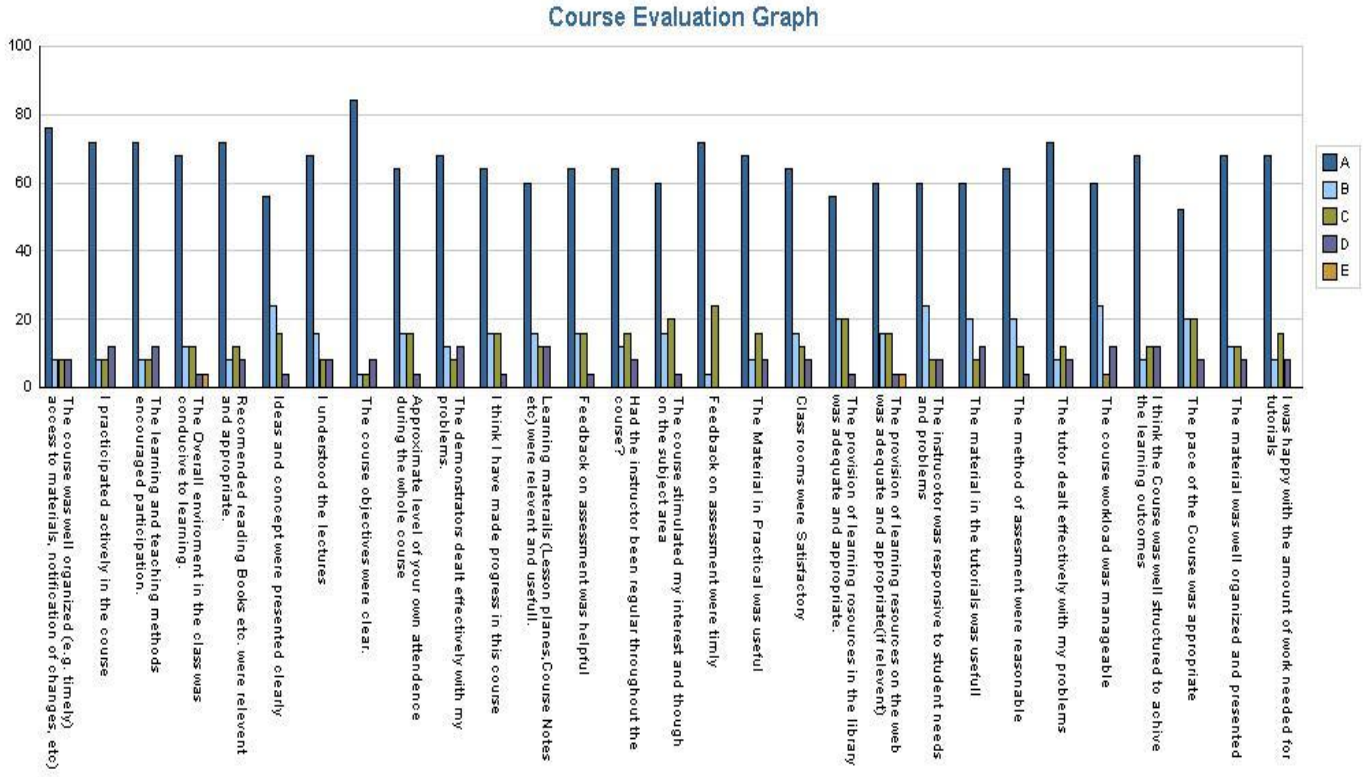
Session Name: **FALL-13**

Teacher Name: **Saima Mustafa**

Course Name: **Computer Applications Software**

Section: **A** **M/E:** **M** **Semester#** **3**

Class: **M.Sc (Statistics)**



Data were collected from 40 students of supporting courses morning session; about 64% students were agreed that the classrooms are satisfactory while 4% were disagreed with it. 68% of students were strongly agreed that they understood the lectures while 16% were agreed with this statement. 64% of students were agreed that course was well organized and they made progress in it. 60% of students strongly agreed that the course workload were manageable and the demonstrator dealt effectively. 56% of students were agreed that ideas and concepts were presented clearly while 16% were uncertain about it. 8% of students were uncertain about the usability of course while 60% students were strongly agreed that the course was usefull. 60% of students were strongly agreed with the question regarding that the instructor was responsive to student needs and problems. 64% students were strongly agreed that the method of assessment were reasonable while 4% were disagreed with it. 68% students were strongly agreed that the material was well organized.

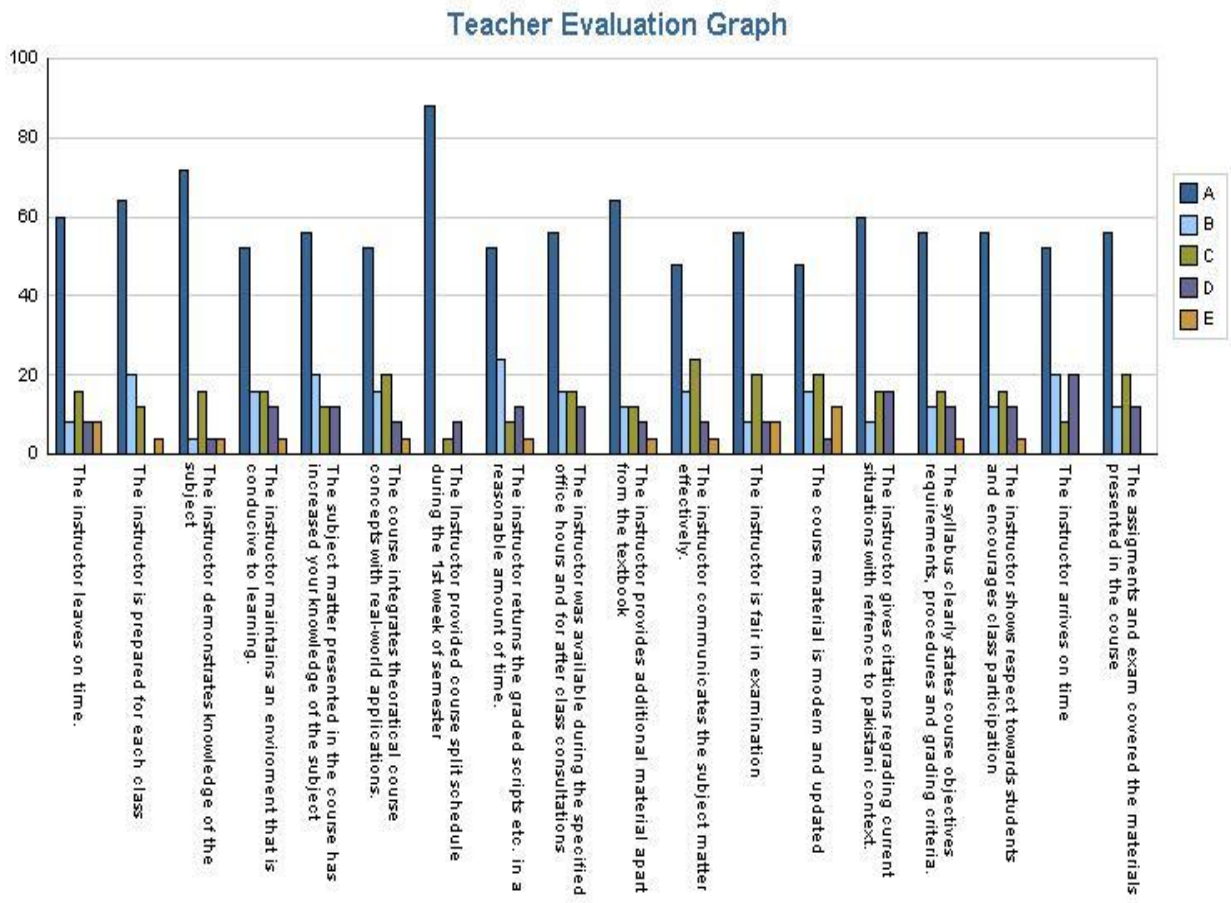
Performa 10

Session Name: **FALL-13**

Teacher Name: **Saima Mustafa**

Course Name: **Computer Applications Software**

Section: **A** **M/E: M** **Semester#: 3**



Data were collected from 40 students of supporting M.Sc Statistics morning session About 88% students were strongly agreed regarding the questions that course split was provided during 1st week of semester while 8% were strongly disagreed with it. 52% students were strongly agreed that course concepts were clear, applicable while 20% students were uncertain. 56% students were strongly agreed that instructor show respect towards students. 16% students were agreed that the instructor was available during the specified office hours and syllabus clearly states course objectives. 48% students were strongly agreed that the course material was up-to-date. 52% students were strongly agreed about instructor arrives on time and 60% are strongly agreed that instructor leaves on time.

Performa 1

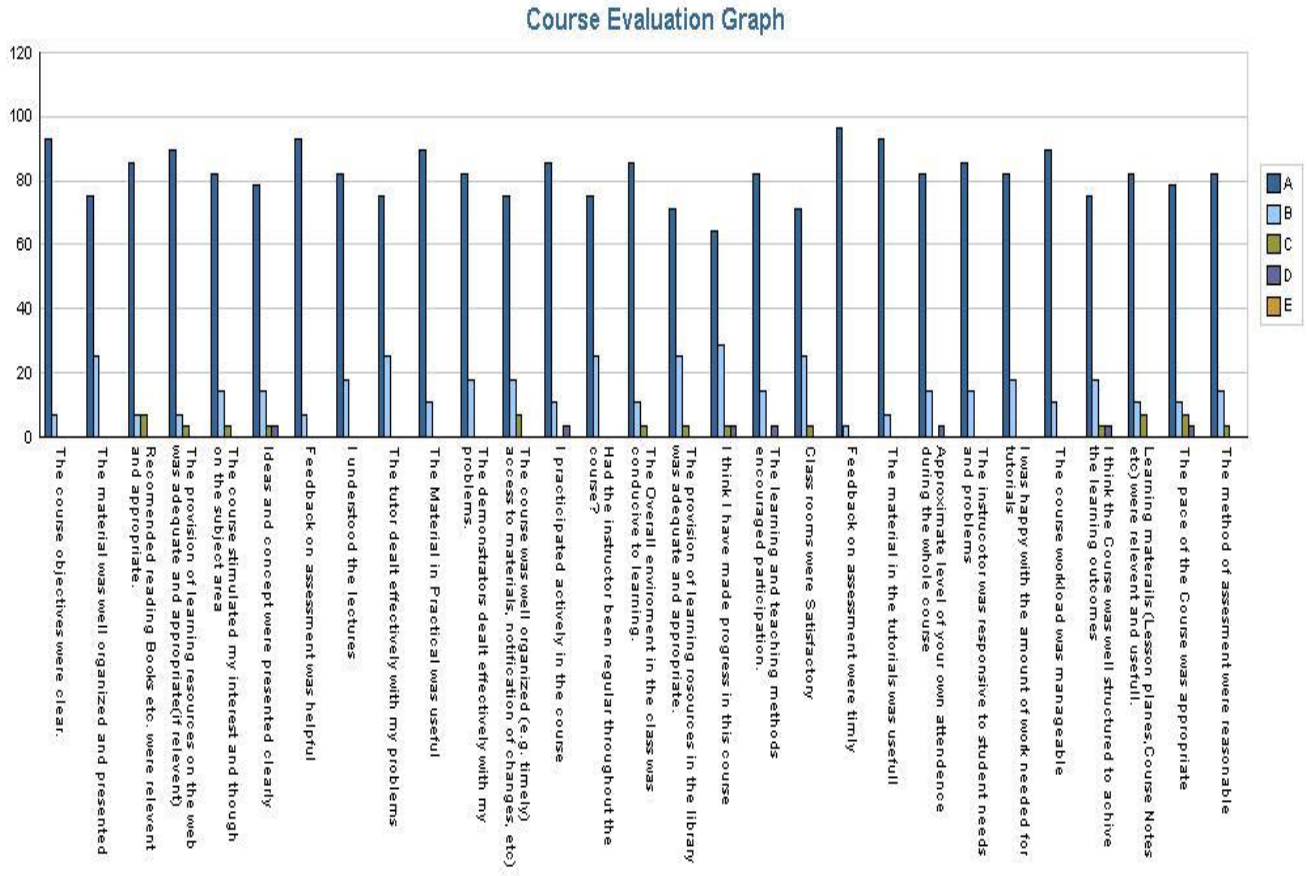
Session Name: **FALL-13**

Teacher Name: **Saima Mustafa**

Course Name: **Computer Applications Software**

Section: **A** **M/E:** **E** **Semester#** **3**

Class: **M.Sc (Statistics)**



Data were collected from 40 students of supporting M.Sc Statistics evening session, about 71% students were strongly agreed that the classrooms are satisfactory. 82% of students were strongly agreed that they understood the lectures while 59% agree with this statement. 64% of students were agreed that course was well organized and they made progress in it. 84% of students strongly agreed that the course workload were manageable. 82% were strongly agreed that the demonstrator dealt effectively their problems. 79% of students were agreed that ideas and concepts were presented clearly while 4% were disagreed with it. 7% of students were uncertain about the usability of course. 86% of students were strongly agreed with the question regarding that the instructor was responsive to student needs and problems. 75% students were strongly agreed that the method of assessment were reasonable and the material was well organized.

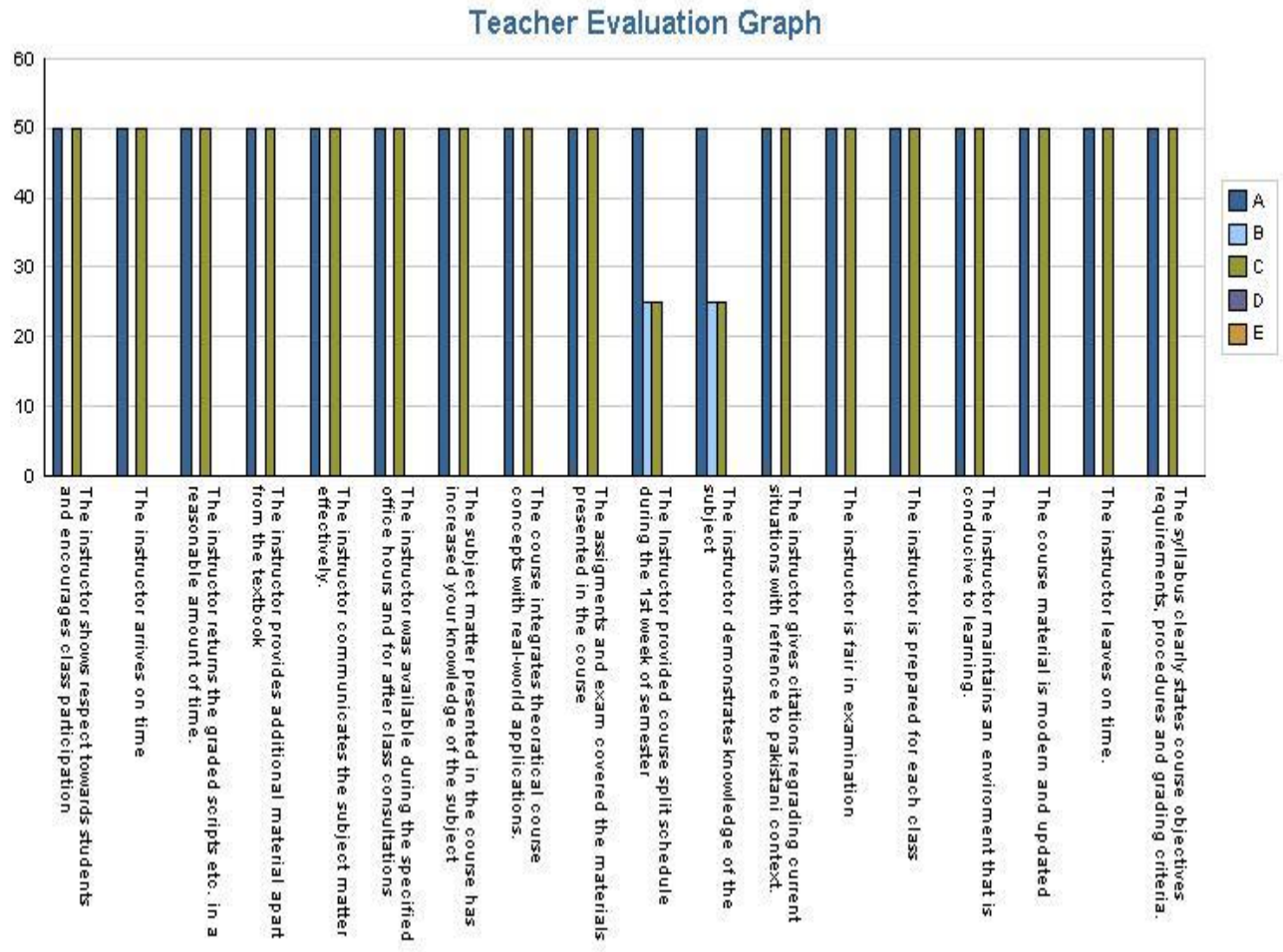
Performa 10

Session Name: FALL-13

Teacher Name: Saima Mustafa

Course Name: Applied Numerical Analysis

Section: A M/E: M Semester#: 1



Data were collected from 40 students of supporting M.Sc Statistics evening session About 96% students were strongly agreed regarding the questions that course split was provided during 1st week of semester while 4% were uncertain about it. 89% students were strongly agreed that course concepts were clear, applicable. 81% students were strongly agreed that instructor show respect towards students, available during the specified office hours and syllabus clearly states course objectives also course material was up-to-date. 89% students were strongly agreed about instructor arrives on time and 85% are strongly agreed that instructor leaves on time.

Performa 1

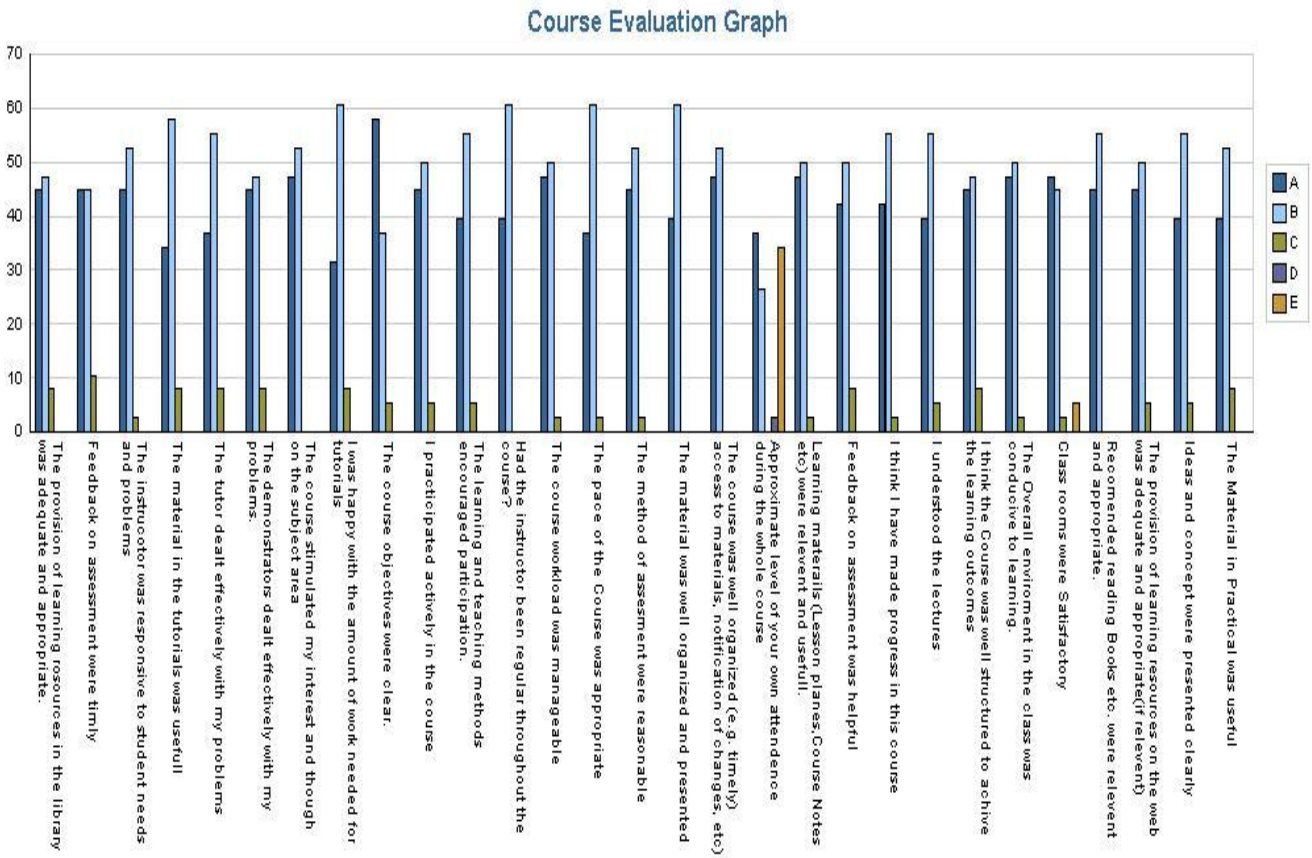
Session Name: **FALL-13**

Teacher Name: **Nasir Jamal**

Course Name: **Sampling Techniques-I**

Section: **A** **M/E:** **M** **Semester#** **1**

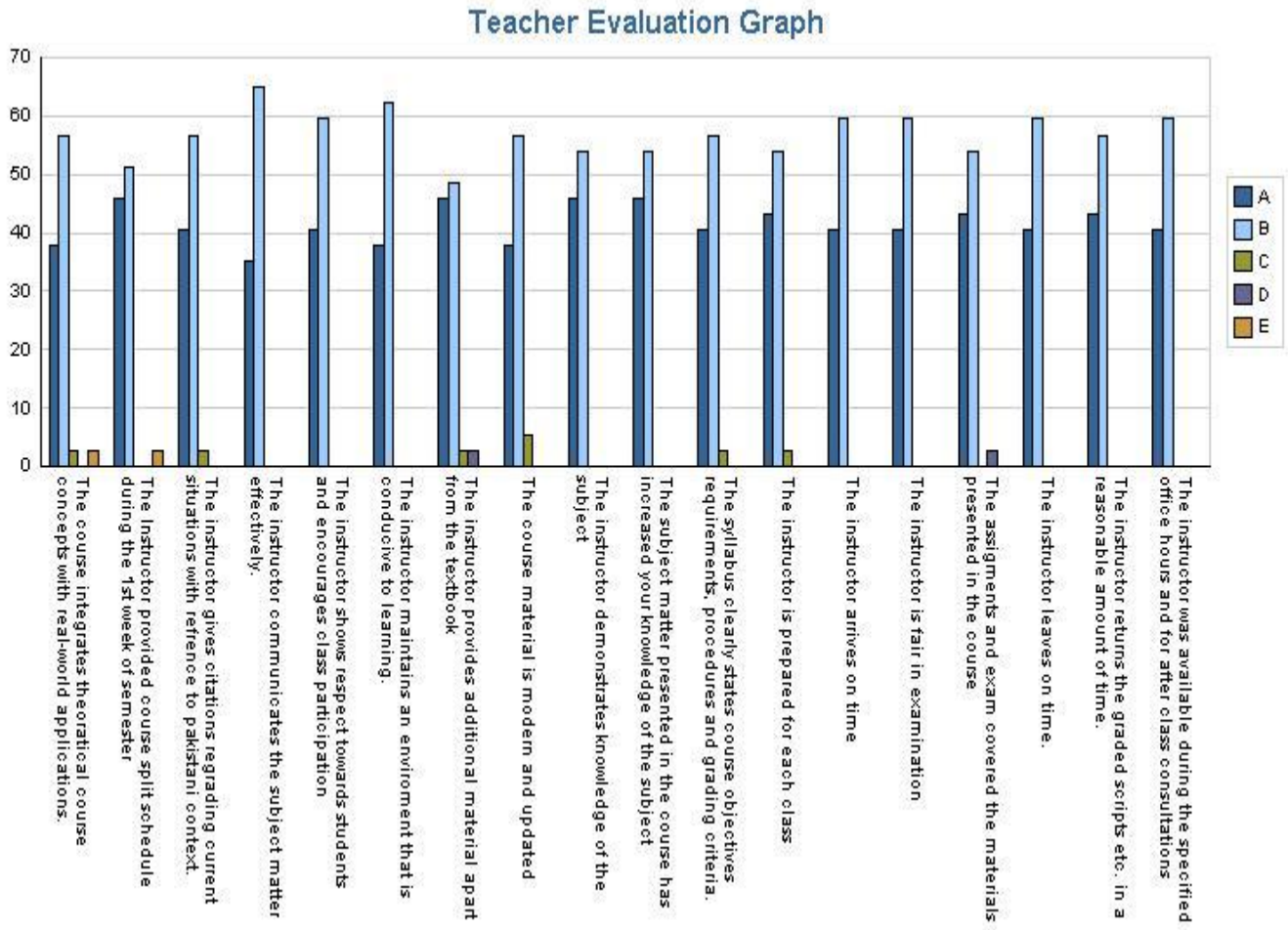
Class: **M.Sc (Statistics)**



Data were collected from 40 students of M.Sc Statistics Morning; about 45% were strongly agreed, 45% were agreed, 11% were uncertain, 0% was disagreed and 0% was strongly disagreed regarding the questions that assessment was timely. 42% were strongly agreed, 55% were agreed, 3% were uncertain, 0% were disagreed and 0% were strongly disagreed that course was progressive. 58% were strongly agreed, 37% were agreed, 5% were uncertain, 0% were disagreed and 0% were strongly disagreed that objectives were clear. 47% were strongly agreed, 50% were agreed, 3% were uncertain, 0% were disagreed and 0% were strongly disagreed that workload was manageable. 37% were strongly agreed, 61% were agreed, 3% were uncertain, 0% was disagreed and 0% was strongly disagreed about the pace of the course was appropriate.

Performa 10

Session Name: FALL-13
Teacher Name: Nasir Jamal
Course Name: Sampling Techniques-I
Section: A M/E: M Semester#: 1



Data were collected from 40 students of M.Sc Statistics Morning; About 46% were strongly agreed 51% were agreed, 0% were uncertain, 0% were disagreed and 3% were strongly disagreed regarding the questions that course split was provided during 1st week of semester. 38% were strongly agreed, 57% were agreed, 3% were uncertain, 0% were disagreed and 3% were strongly disagreed that course concepts were clear and applicable. 38% were strongly agreed, 57% were agreed, 3% was uncertain, 0% was disagreed and 3% were strongly disagreed that course material was up-to-date. 43% were strongly agreed, 54% were agreed, 3% were uncertain, 0% were disagreed and 0% were strongly disagreed that instructor was prepared for class. 41% were strongly agreed, 59% were agreed, 0% were uncertain, 0% was disagreed and 0% were strongly disagreed about instructor showed respect towards students. 41% were strongly agreed, 59% were agreed, 0% were uncertain, 0% were disagreed and 0% was strongly disagreed that instructor was available during the specified office hours and after for class consultation.

Performa 1

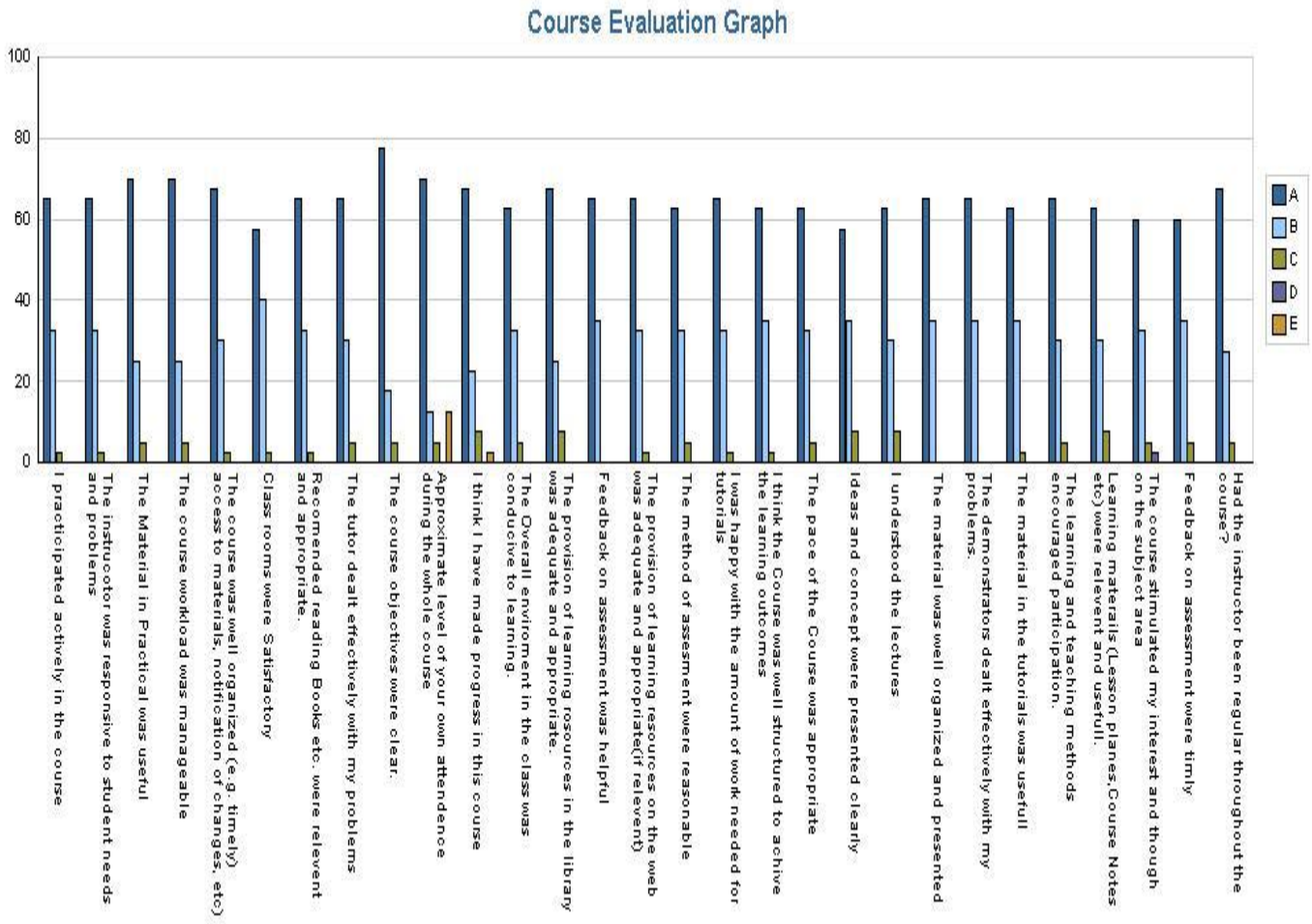
Session Name: **FALL-13**

Teacher Name: **Nasir Jamal**

Course Name: **Biostatistical Analysis**

Section: **A** **M/E:** **M** **Semester#** **1**

Class: **Supporting Courses**



Data were collected from 40 students of Morning Session 1st semester; about 60% were strongly agreed, 35% were agreed, 5% were uncertain, 0% was disagreed and 0% was strongly disagreed regarding the questions that assessment was timely. 68% were strongly agreed, 23% were agreed, 8% was uncertain, 0% were disagreed and 3% were strongly disagreed that course was progressive. 78% were strongly agreed, 18% were agreed, 5% were uncertain, 0% were disagreed and 0% were strongly disagreed that objectives were clear. 70% were strongly agreed, 25% were agreed, 5% were uncertain, 0% were disagreed and 0% were strongly disagreed that workload was manageable. 63% were strongly agreed, 33% were agreed, 5% were uncertain, 0% was disagreed and 0% was strongly disagreed about the pace of the course was appropriate.

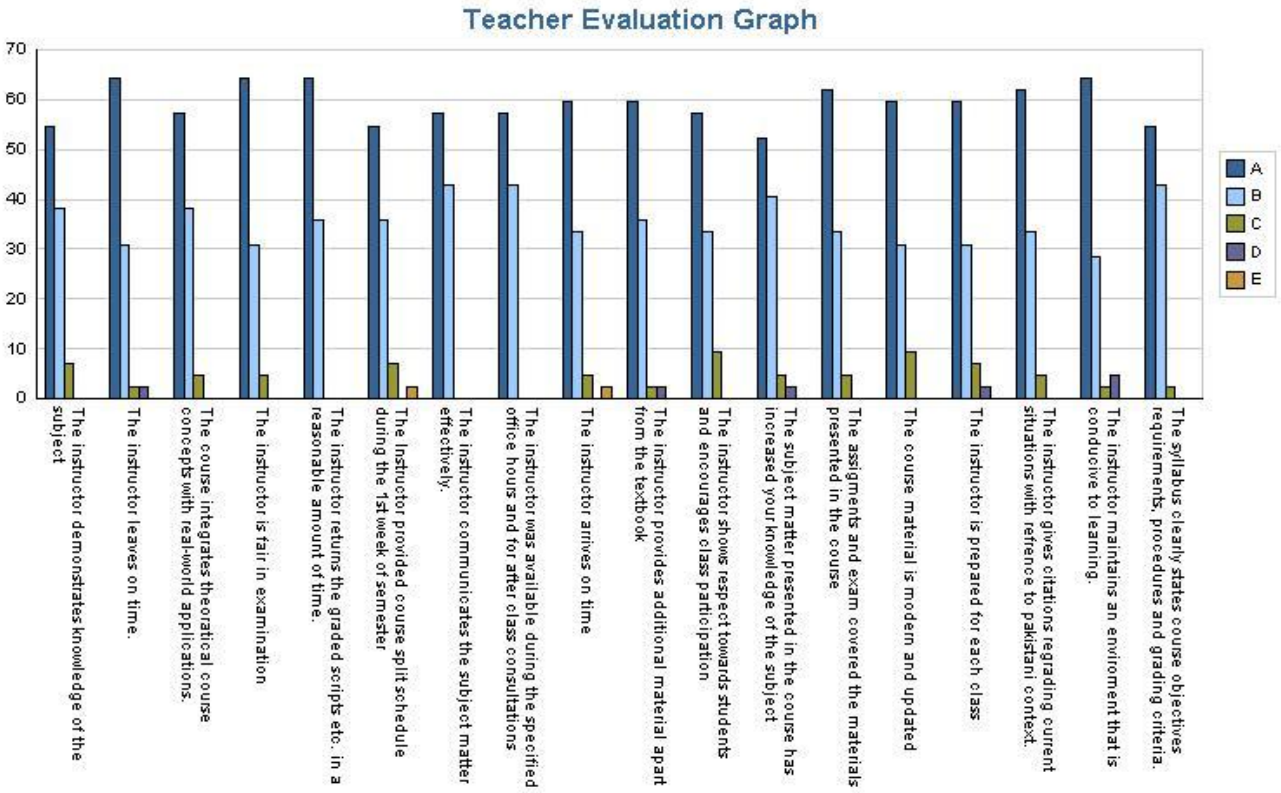
Performa 10

Session Name: **FALL-13**

Teacher Name: **Nasir Jamal**

Course Name: **Biostatistical Analysis**

Section: **A** **M/E: M** **Semester#: 1**



Data were collected from 40 students of Morning Session 1st semester; About 55% were strongly agreed 36% were agreed, 7% were uncertain, 0% were disagreed and 2% were strongly disagreed regarding the questions that course split was provided during 1st week of semester. 57% were strongly agreed, 38% were agreed, 5% were uncertain, 0% were disagreed and 0% were strongly disagreed that course concepts were clear and applicable. 60% were strongly agreed, 31% were agreed, 10% was uncertain, 0% was disagreed and 0% were strongly disagreed that course material was up-to-date. 60% were strongly agreed, 31% were agreed, 7% were uncertain, 2% were disagreed and 0% were strongly disagreed that instructor was prepared for class. 57% were strongly agreed, 33% were agreed, 10% were uncertain, 0% was disagreed and 0% were strongly disagreed about instructor showed respect towards students. 57% were strongly agreed, 43% were agreed, 0% were uncertain, 0% were disagreed and 0% was strongly disagreed that instructor was available during the specified office hours and after for class consultation.

Performa 1

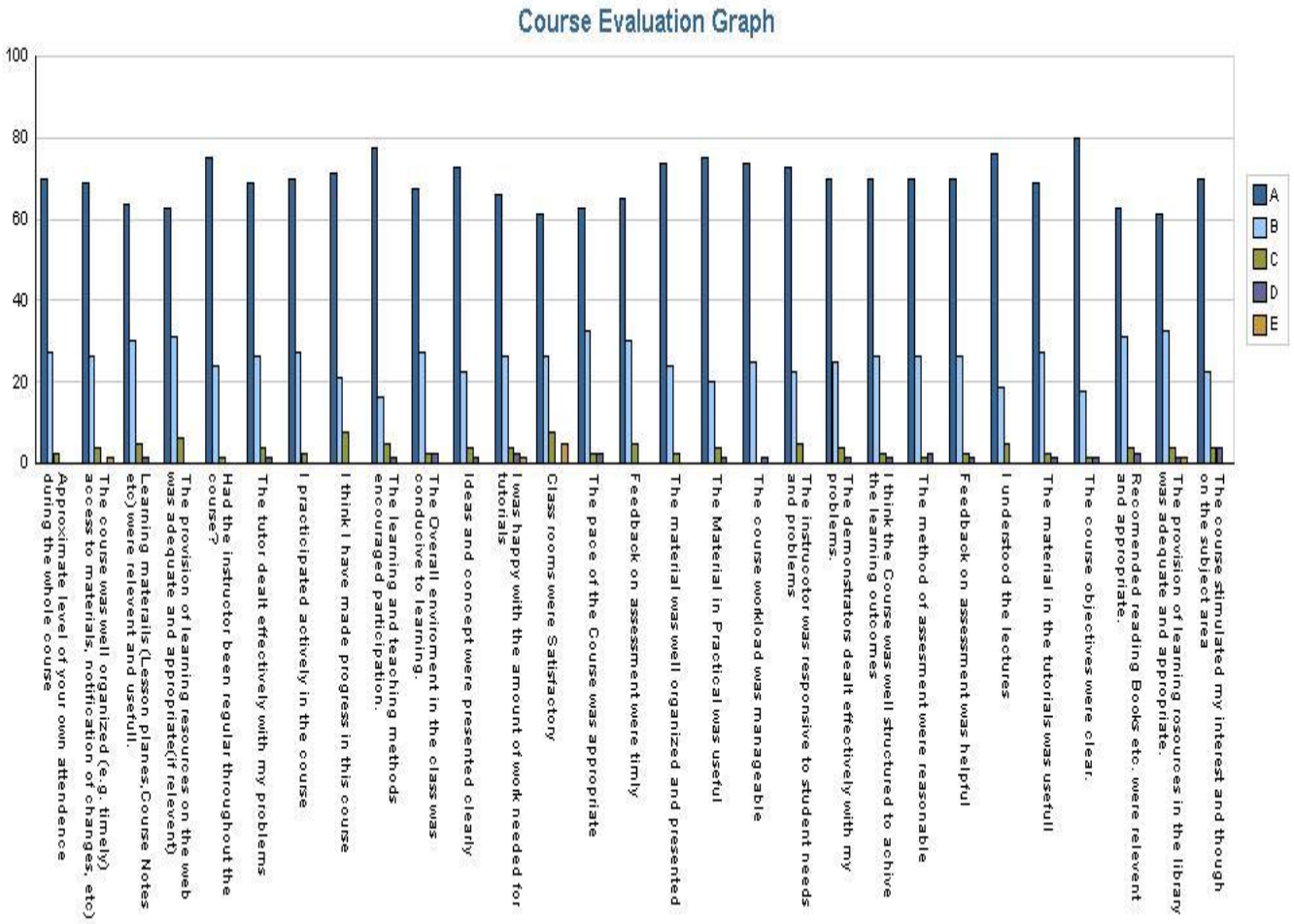
Session Name: **FALL-13**

Teacher Name: **Nasir Ali**

Course Name: **Elements of Statistics and Biometry**

Section: **A** **M/E:** **M** **Semester#** **1**

Class: **Supporting Courses**

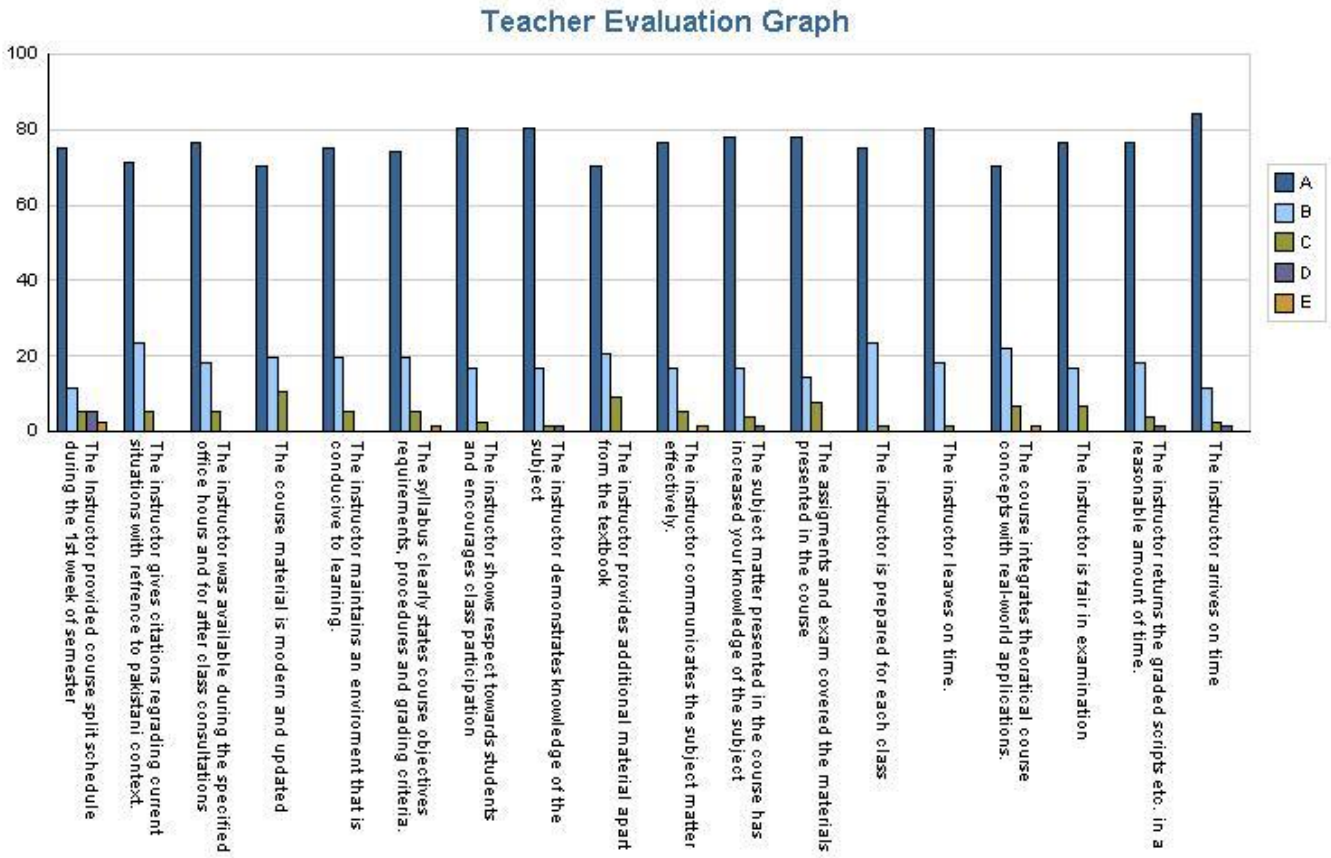


Data were collected from 40 students of Morning Session 1st semester Sec A; about 65% were strongly agreed, 30% were agreed, 5% were uncertain, 0% was disagreed and 0% was strongly disagreed regarding the questions that assessment was timely. 71% were strongly agreed, 21% were agreed, 8% was uncertain, 0% were disagreed and 0% were strongly disagreed that course was progressive. 80% were strongly agreed, 18% were agreed, 1% were uncertain, 1% were disagreed and 0% were strongly disagreed that objectives were clear. 74% were strongly agreed, 25% were agreed, 0% were uncertain, 1% were disagreed and 0% were strongly disagreed that workload was manageable. 63% were strongly agreed, 33% were agreed, 3% were uncertain, 3% was disagreed and 0% was strongly disagreed about the pace of the course was appropriate.

Performa 10

Session Name: FALL-13
Teacher Name: Nasir Ali
Course Name: Elements of Statistics and Biometry

Section: A M/E: M Semester#: 1



Data were collected from 40 students of Morning Session 1st semester Sec A; about 65% were strongly agreed, 30% were agreed, 5% were uncertain, 0% was disagreed and 0% was strongly disagreed regarding the questions that assessment was timely. 71% were strongly agreed, 21% were agreed, 8% was uncertain, 0% were disagreed and 0% were strongly disagreed that course was progressive. 80% were strongly agreed, 18% were agreed, 1% were uncertain, 1% were disagreed and 0% were strongly disagreed that objectives were clear. 74% were strongly agreed, 25% were agreed, 0% were uncertain, 1% were disagreed and 0% were strongly disagreed that workload was manageable. 63% were strongly agreed, 33% were agreed, 3% were uncertain, 3% was disagreed and 0% was strongly disagreed about the pace of the course was appropriate.

Performa 1

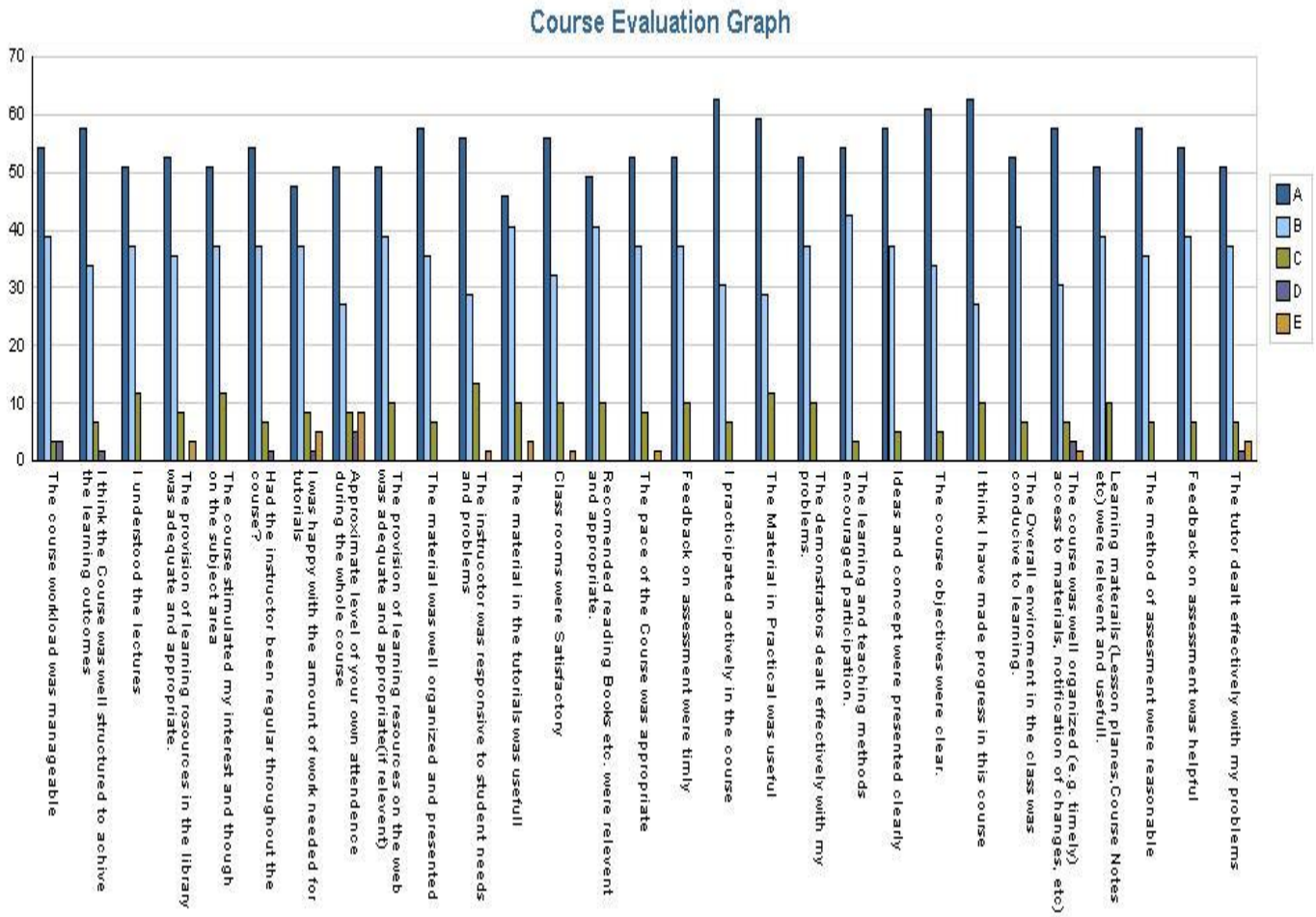
Session Name: **FALL-13**

Teacher Name: **Nasir Ali**

Course Name: **Experimental Statistics**

Section: **A** **M/E:** **M** **Semester#** **1**

Class: **Supporting Courses**



Data were collected from 40 students of Morning Session 1st semester Sec A; about 53% were strongly agreed, 37% were agreed, 10% were uncertain, 0% was disagreed and 0% was strongly disagreed regarding the questions that assessment was timely. 63% were strongly agreed, 27% were agreed, 10% was uncertain, 0% were disagreed and 0% were strongly disagreed that course was progressive. 61% were strongly agreed, 34% were agreed, 5% were uncertain, 0% were disagreed and 0% were strongly disagreed that objectives were clear. 54% were strongly agreed, 39% were agreed, 3% were uncertain, 3% were disagreed and 0% were strongly disagreed that workload was manageable. 53% were strongly agreed, 37% were agreed, 8% were uncertain, 0% was disagreed and 2% was strongly disagreed about the pace of the course was appropriate.

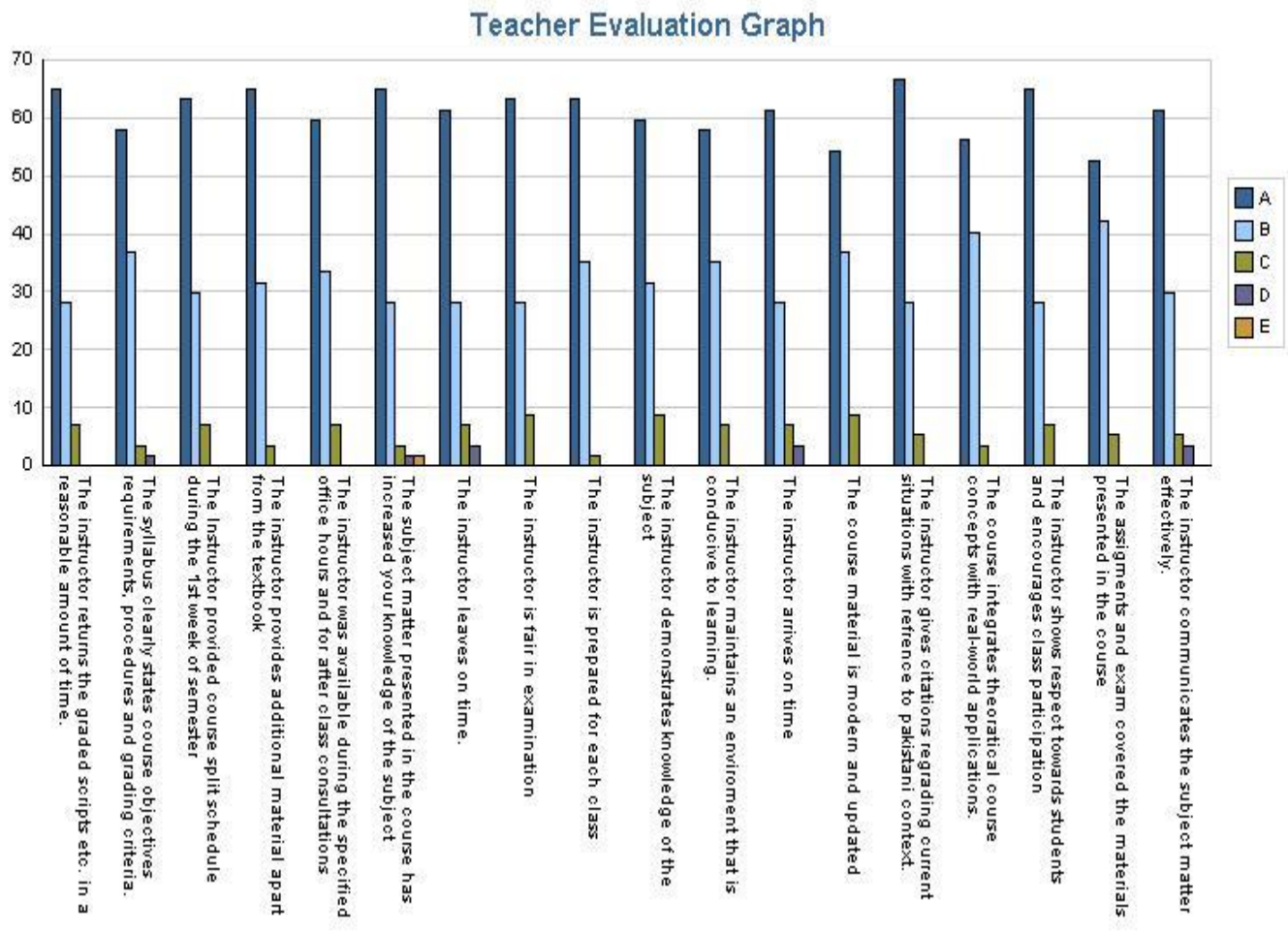
Performa 10

Session Name: **FALL-13**

Teacher Name: **Nasir Ali**

Course Name: **Experimental Statistics**

Section: **A** **M/E: M** **Semester#: 1**



Data were collected from 40 students of Morning Session 1st semester Sec A; About 63% were strongly agreed 30% were agreed, 7% were uncertain, 0% were disagreed and 0% were strongly disagreed regarding the questions that course split was provided during 1st week of semester. 56% were strongly agreed, 40% were agreed, 4% were uncertain, 0% were disagreed and 0% were strongly disagreed that course concepts were clear and applicable. 54% were strongly agreed, 37% were agreed, 9% was uncertain, 0% was disagreed and 0% were strongly disagreed that course material was up-to-date. 63% were strongly agreed, 35% were agreed, 2% were uncertain, 0% were disagreed and 0% were strongly disagreed that instructor was prepared for class. 65% were strongly agreed, 28% were agreed, 7% were uncertain, 0% was disagreed and 0% were strongly disagreed about instructor showed respect towards students. 60% were strongly agreed, 33% were agreed, 7% were uncertain, 0% were disagreed and 0% was strongly disagreed that instructor was available during the specified office hours and after for class consultation

Performa 1

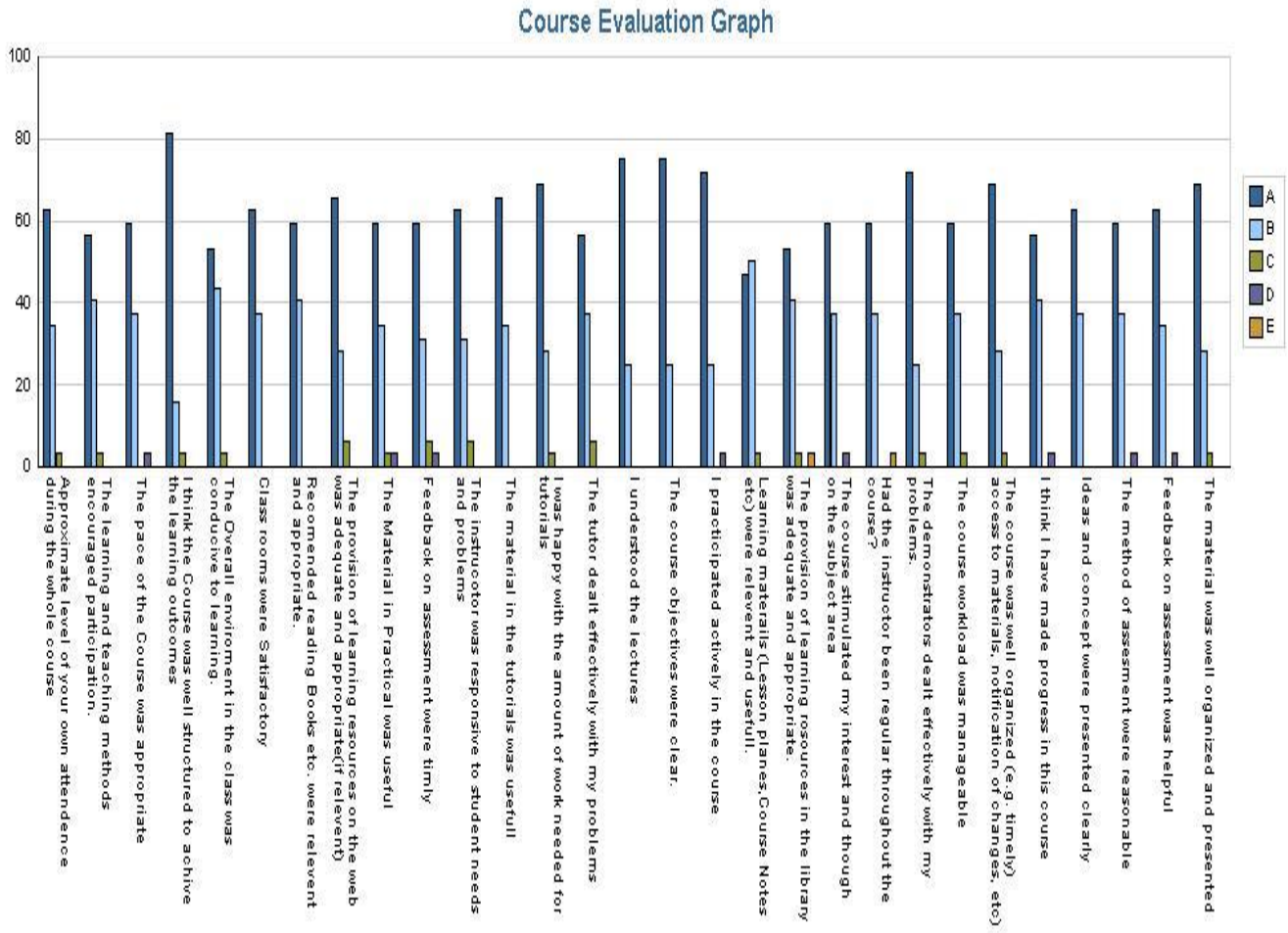
Session Name: **FALL-13**

Teacher Name: **Nasir Ali**

Course Name: **Elements of Statistics and Biometry**

Section: **B** **M/E:** **E** **Semester#** **1**

Class: **Supporting Courses**



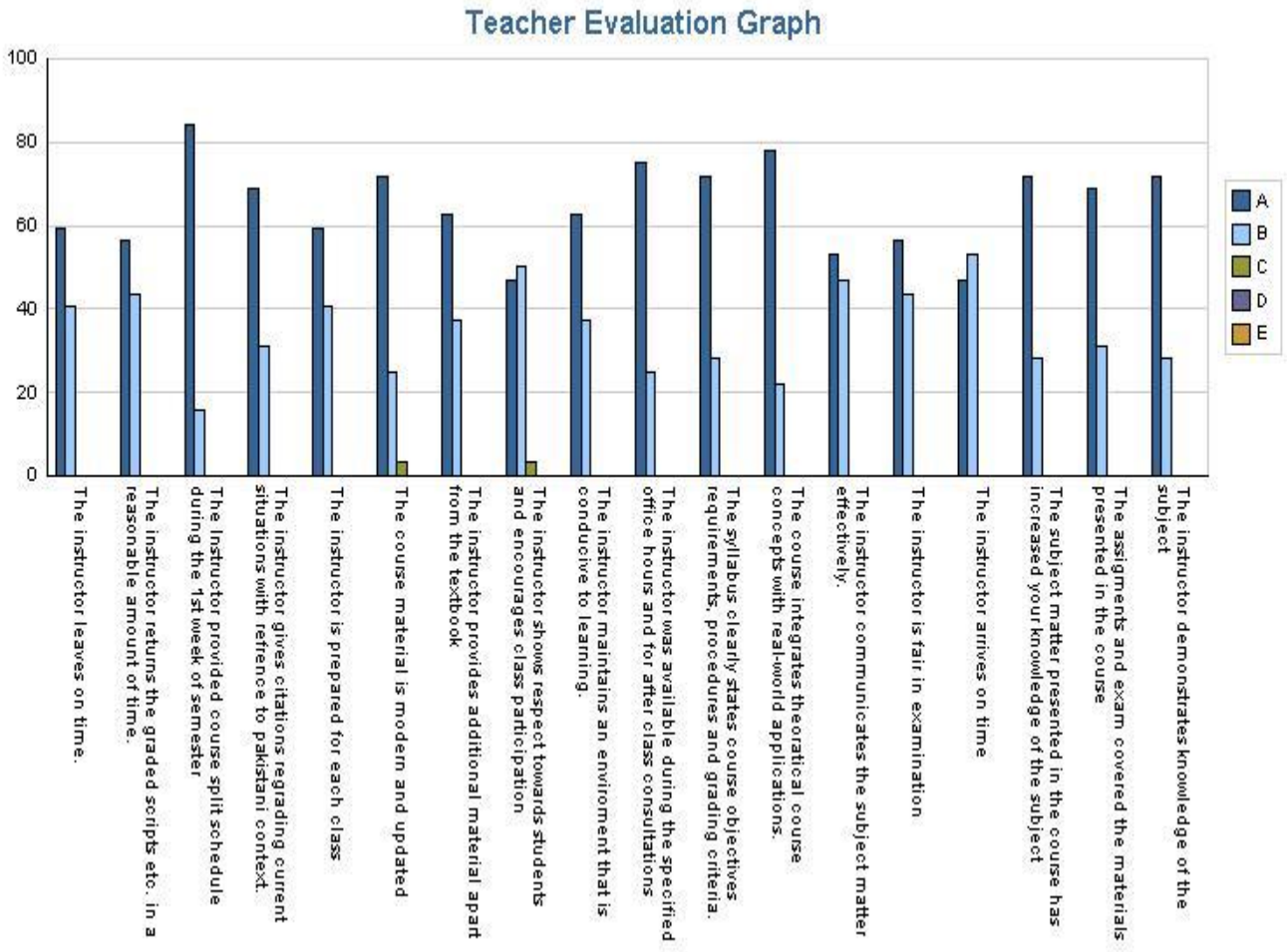
Data were collected from 40 students of Evening Session 1st semester Sec C; about 74% were strongly agreed, 11% were agreed, 5% were uncertain, 5% was disagreed and 5% was strongly disagreed regarding the questions that assessment was timely. 76% were strongly agreed, 13% were agreed, 0% was uncertain, 5% were disagreed and 5% were strongly disagreed that course was progressive. 79% were strongly agreed, 3% were agreed, 5% were uncertain, 8% were disagreed and 5% were strongly disagreed that objectives were clear. 79% were strongly agreed, 8% were agreed, 0% were uncertain, 8% were disagreed and 5% were strongly disagreed that workload was manageable. 68% were strongly agreed, 16% were agreed, 0% were uncertain, 5% was disagreed and 11% was strongly disagreed about the pace of the course was appropriate.

Performa 10

Session Name: FALL-13

Teacher Name: Nasir Ali
Course Name: Elements of Statistics and Biometry

Section: B M/E: E Semester#: 1



Data were collected from 40 students of Evening Session 1st semester Sec C; About 81% were strongly agreed 10% were agreed, 5% were uncertain, 2% were disagreed and 2% were strongly disagreed regarding the questions that course split was provided during 1st week of semester. 76% were strongly agreed, 17% were agreed, 2% were uncertain, 2% were disagreed and 2% were strongly disagreed that course concepts were clear and applicable. 79% were strongly agreed, 14% were agreed, 5% was uncertain, 0% was disagreed and 2% were strongly disagreed that course material was up-to-date. 79% were strongly agreed, 19% were agreed, 0% were uncertain, 0% were disagreed and 2% were strongly disagreed that instructor was prepared for class. 76% were strongly agreed, 17% were agreed, 0% were uncertain, 5% was disagreed and 2% were strongly disagreed about instructor showed respect towards students. 76% were strongly agreed, 17% were agreed, 0% were uncertain, 2% were disagreed and 5% was strongly disagreed that instructor was available during the specified office hours and after for class consultation.

Performa 1

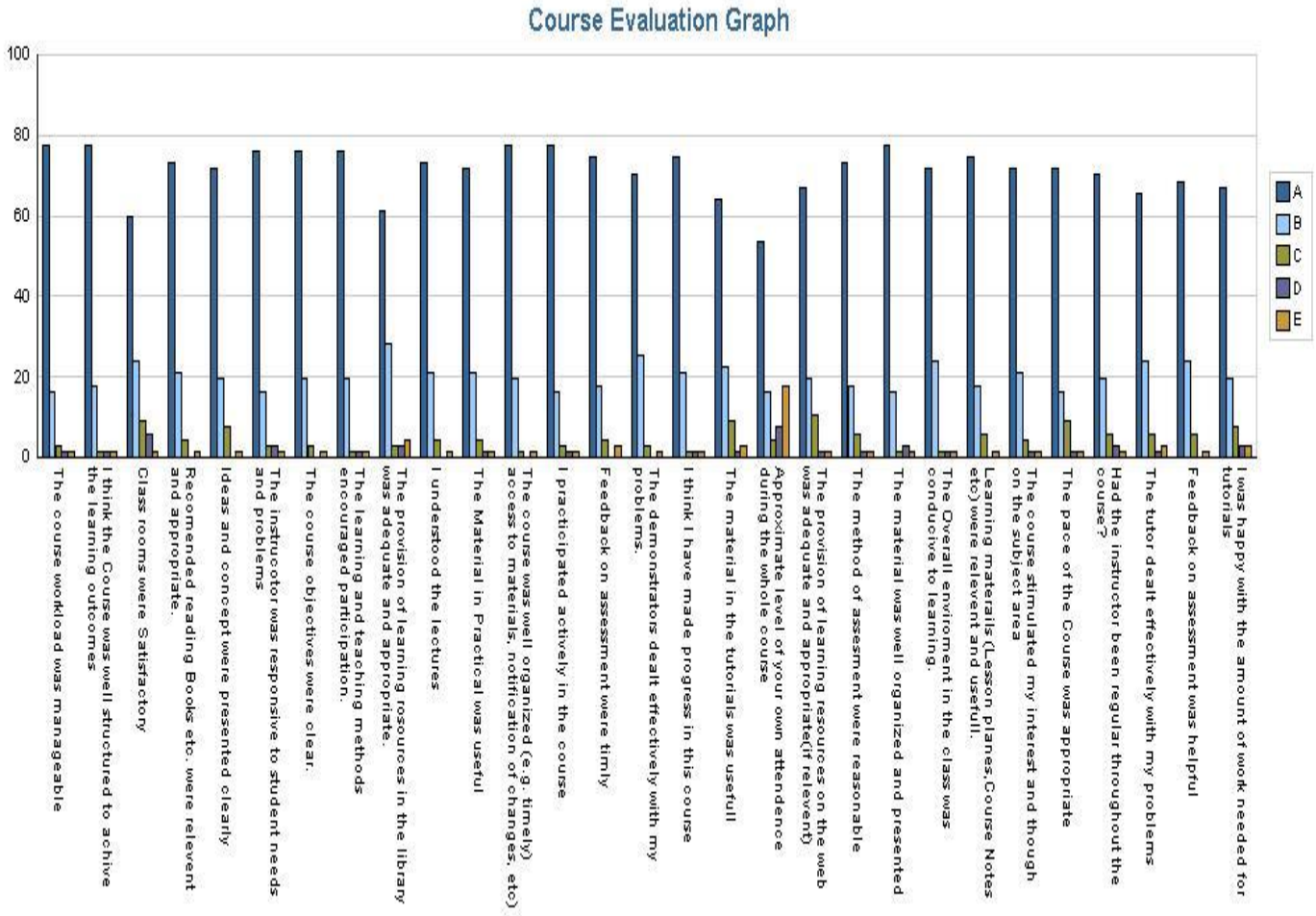
Session Name: **FALL-13**

Teacher Name: **Nasir Ali**

Course Name: **Experimental Statistics**

Section: **B** **M/E:** **M** **Semester#** **1**

Class: **Supporting Courses**

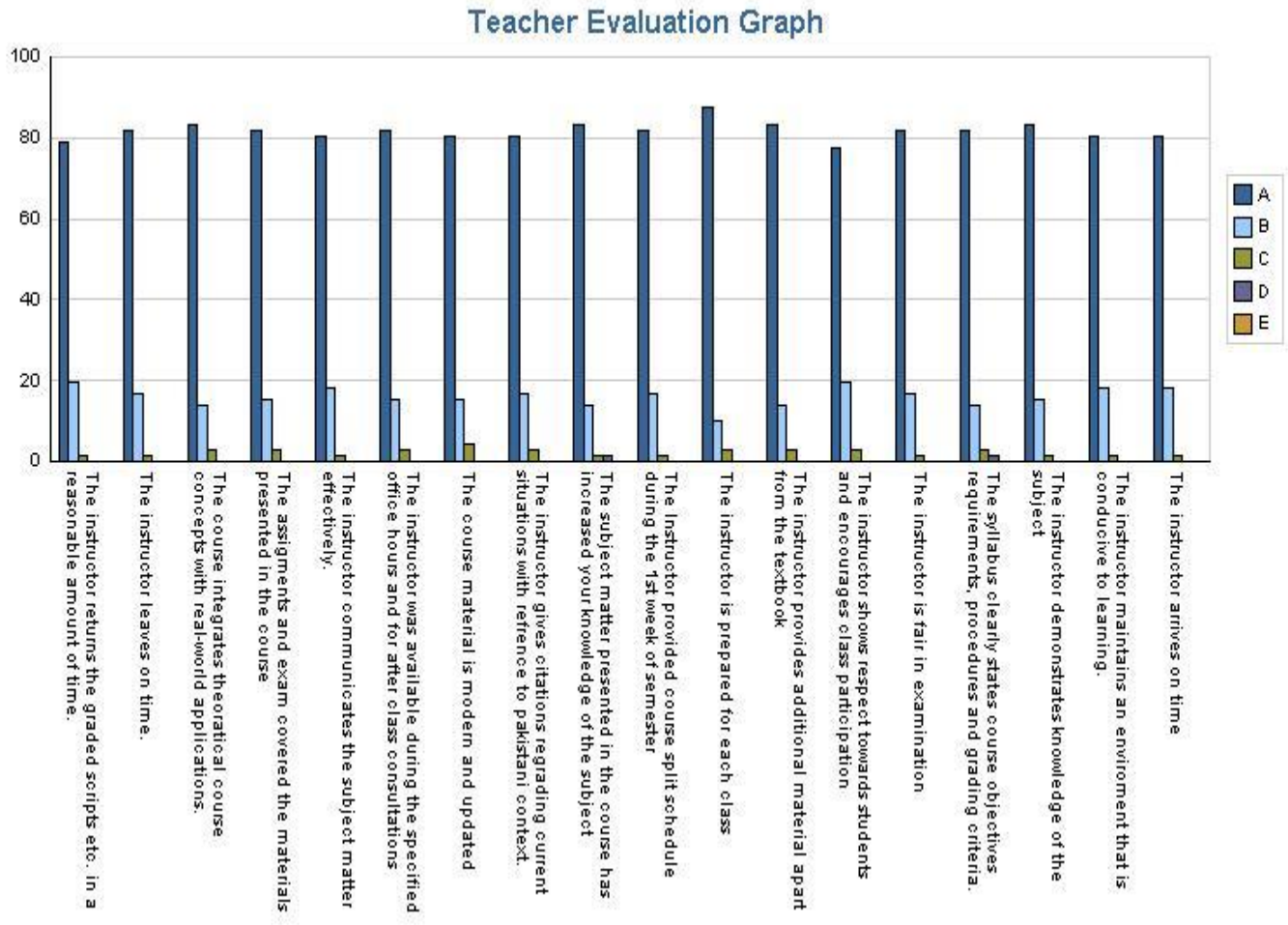


Data were collected from 40 students of Morning Session 1st semester Sec A; about 53% were strongly agreed, 37% were agreed, 10% were uncertain, 0% was disagreed and 0% was strongly disagreed regarding the questions that assessment was timely. 63% were strongly agreed, 27% were agreed, 10% was uncertain, 0% were disagreed and 0% were strongly disagreed that course was progressive. 61% were strongly agreed, 34% were agreed, 5% were uncertain, 0% were disagreed and 0% were strongly disagreed that objectives were clear. 54% were strongly agreed, 39% were agreed, 3% were uncertain, 3% were disagreed and 0% were strongly disagreed that workload was manageable. 53% were strongly agreed, 37% were agreed, 8% were uncertain, 0% was disagreed and 2% was strongly disagreed about the pace of the course was appropriate.

Performa 10

Session Name: FALL-13
Teacher Name: Nasir Ali
Course Name: Experimental Statistics

Section: B M/E: M Semester#: 1



Data were collected from 40 students of Morning Session 1st semester Sec A; About 63% were strongly agreed 30% were agreed, 7% were uncertain, 0% were disagreed and 0% were strongly disagreed regarding the questions that course split was provided during 1st week of semester. 56% were strongly agreed, 40% were agreed, 4% were uncertain, 0% were disagreed and 0% were strongly disagreed that course concepts were clear and applicable. 54% were strongly agreed, 37% were agreed, 9% was uncertain, 0% was disagreed and 0% were strongly disagreed that course material was up-to-date. 63% were strongly agreed, 35% were agreed, 2% were uncertain, 0% were disagreed and 0% were strongly disagreed that instructor was prepared for class. 65% were strongly agreed, 28% were agreed, 7% were uncertain, 0% was disagreed and 0% were strongly disagreed about instructor showed respect towards students. 60% were strongly agreed, 33% were agreed, 7% were uncertain, 0% were disagreed and 0% was strongly disagreed that instructor was available during the specified office hours and after for class consultation.

Performa 1

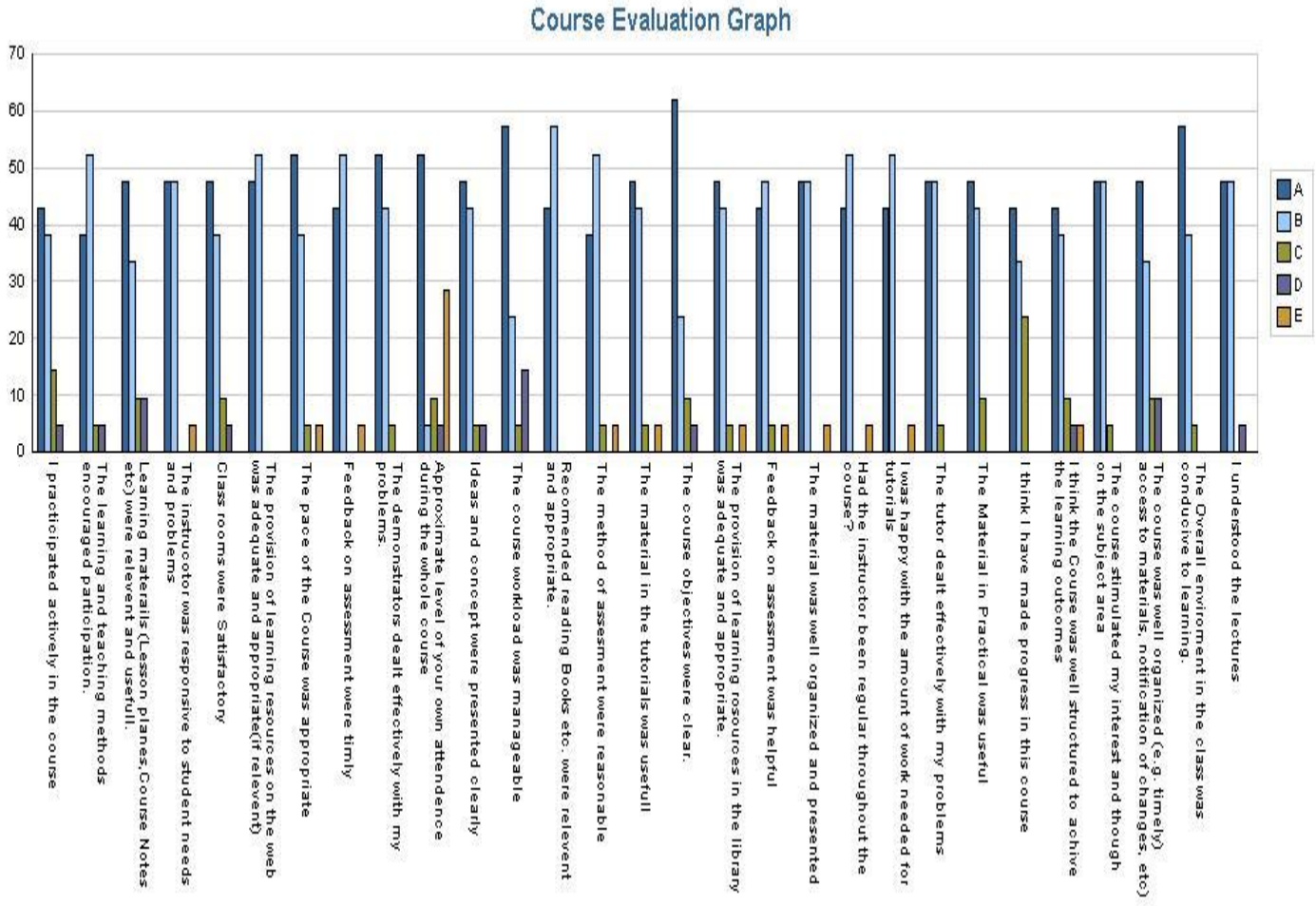
Session Name: **FALL-13**

Teacher Name: **Nasir Ali**

Course Name: **Introduction to Statistics**

Section: **A** **M/E:** **M** **Semester#** **3**

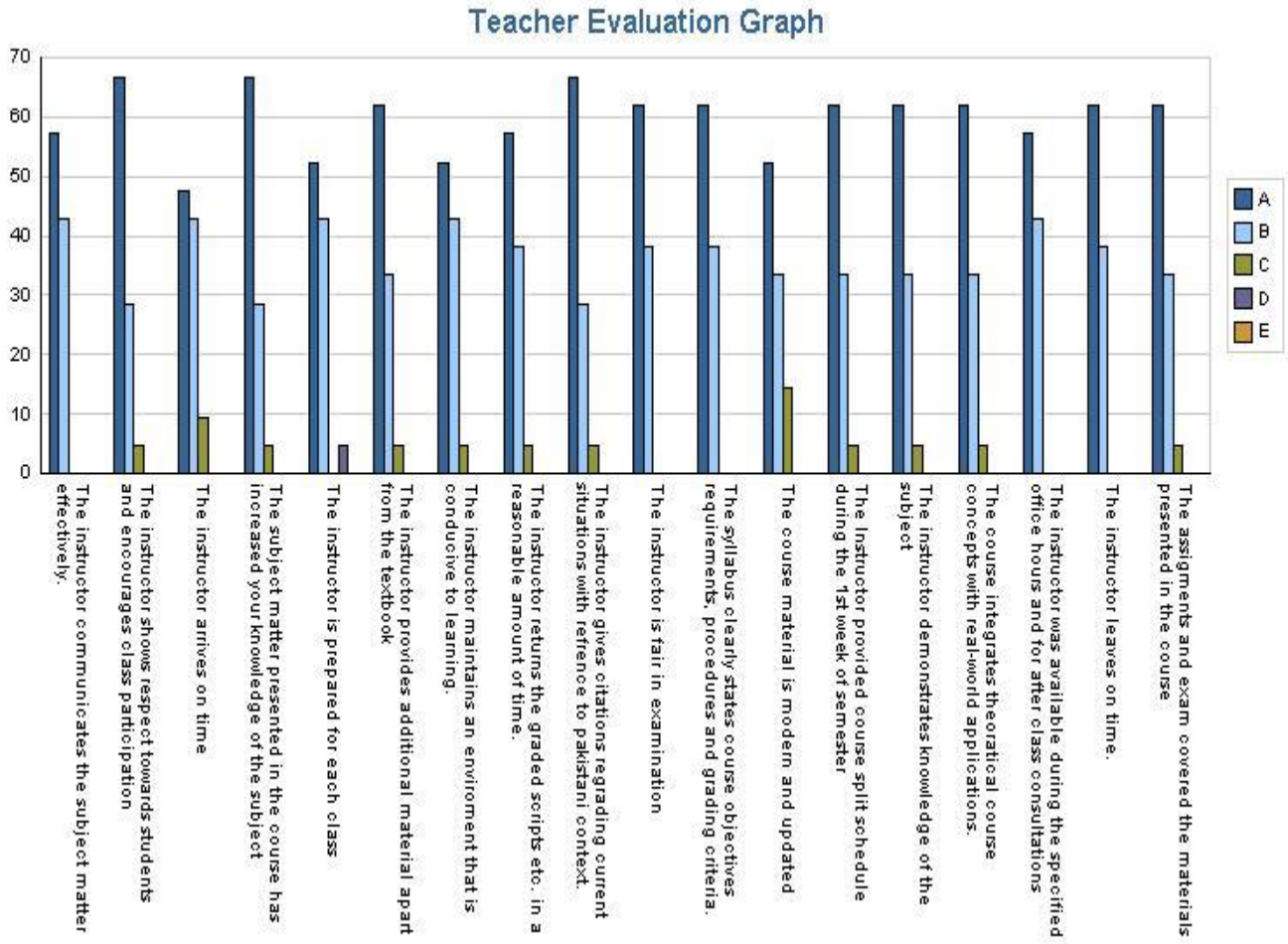
Class: **BS(Forestry)**



Data were collected from 40 students of Morning Session 3rd semester; about 43% were strongly agreed, 52% were agreed, 0% were uncertain, 0% was disagreed and 5% were strongly disagreed regarding the questions that assessment was timely. 43% were strongly agreed, 33% were agreed, 24% was uncertain, 0% was disagreed and 0% were strongly disagreed that course was progressive. 62% were strongly agreed, 24% were agreed, 10% were uncertain, 5% were disagreed and 0% were strongly disagreed that objectives were clear. 57% were strongly agreed, 24% were agreed, 5% were uncertain, 14% were disagreed and 0% were strongly disagreed that workload was manageable. 52% were strongly agreed, 38% were agreed, 5% were uncertain, 0% was disagreed and 5% was strongly disagreed about the pace of the course was appropriate.

Performa 10

Session Name: FALL-13
Teacher Name: Nasir Ali
Course Name: Introduction to Statistics
Section: A M/E: M Semester#: 3



Data were collected from 40 students of Morning Session 3rd semester; About 62% were strongly agreed 33% were agreed, 5% were uncertain, 0% were disagreed and 0% were strongly disagreed regarding the questions that course split was provided during 1st week of semester. 62% were strongly agreed, 33% were agreed, 5% were uncertain, 0% were disagreed and 0% were strongly disagreed that course concepts were clear and applicable. 52% were strongly agreed, 33% were agreed, 14% was uncertain, 0% was disagreed and 0% were strongly disagreed that course material was up-to-date. 52% were strongly agreed, 43% were agreed, 0% were uncertain, 5% were disagreed and 0% were strongly disagreed that instructor was prepared for class. 67% were strongly agreed, 29% were agreed, 5% were uncertain, 0% was disagreed and 0% were strongly disagreed about instructor showed respect towards students. 57% were strongly agreed, 43% were agreed, 0% were uncertain, 0% were disagreed and 0% was strongly disagreed that instructor was available during the specified office hours and after for class consultation.

Performa 1

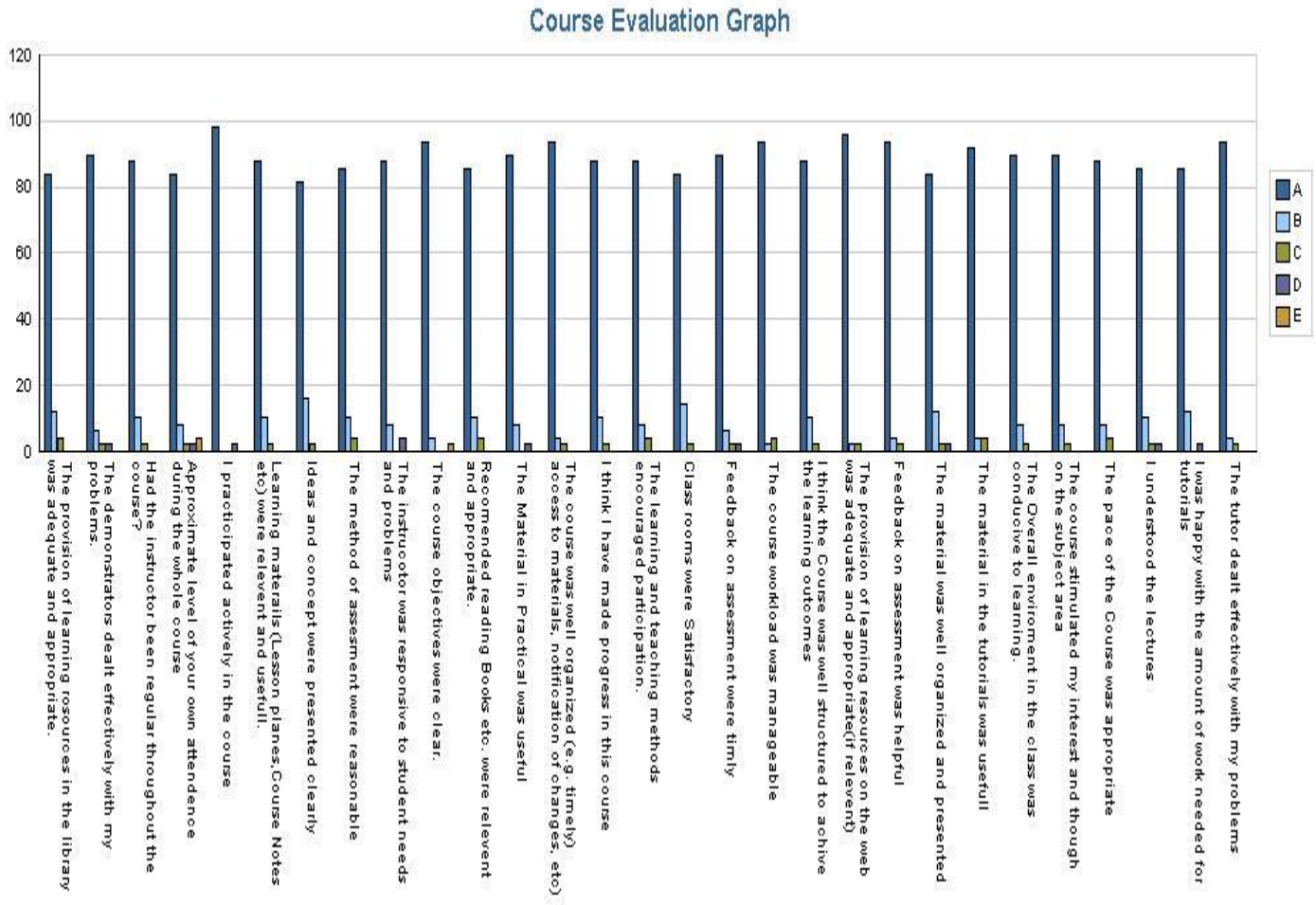
Session Name: **FALL-13**

Teacher Name: **Beenish Shakir**

Course Name: **Mathematics-I**

Section: **A** **M/E:** **M** **Semester#** **1**

Class: **B.Sc. (Hons.) Agriculture**



Data has been collected from 80 students of B.Sc. (Hons.) Agriculture morning (section- B). About 88% are strongly agreed regarding the questions that assessment is timely and demonstrators dealt effectively. 10% agreed that ideas are presented clearly and learning material are relevant and helpful. 2% are uncertain about the course is well organized and workload is manageable. 5% strongly agreed that approximate level of your own attendance during the whole course.

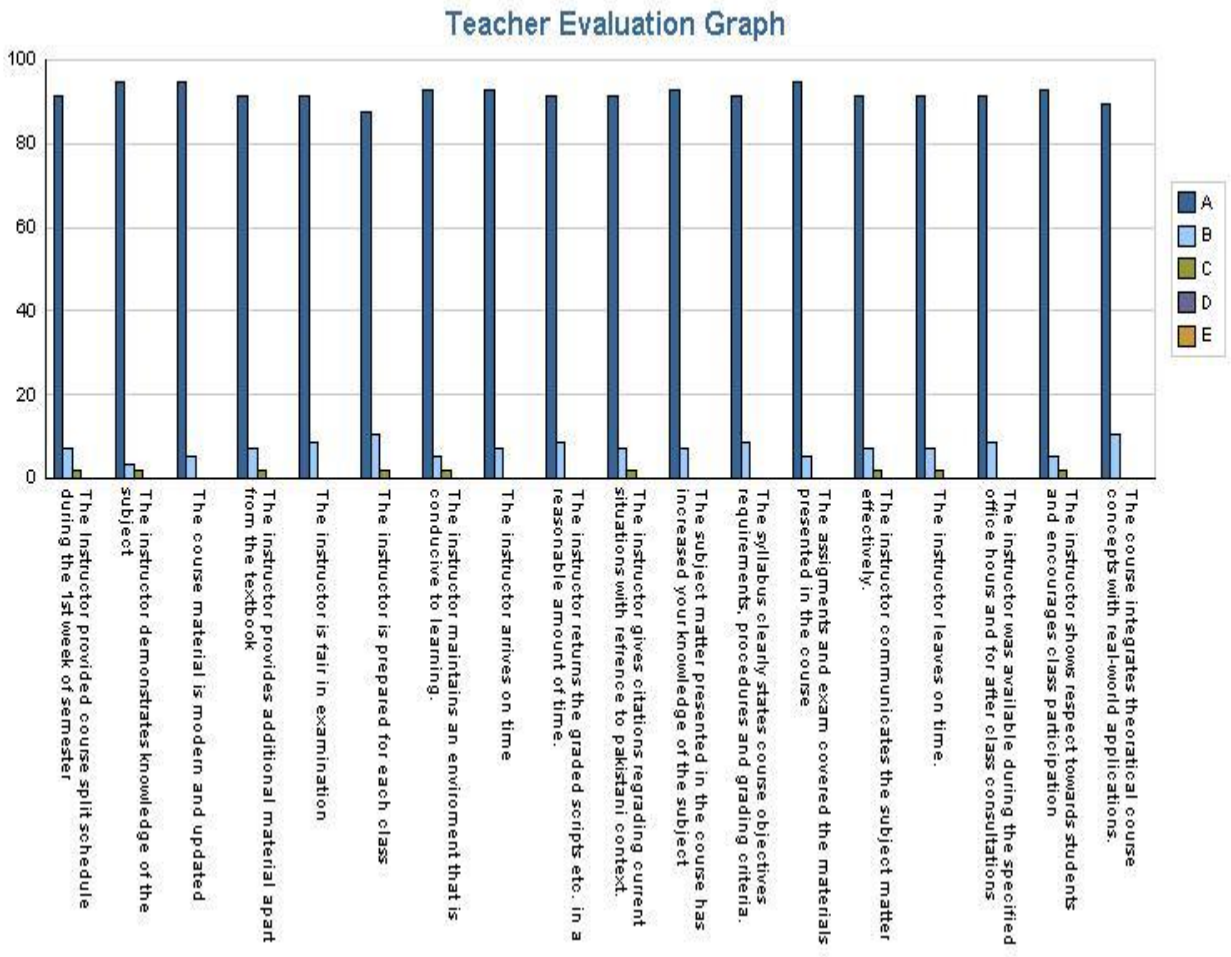
Performa 10

Session Name: FALL-13

Teacher Name: Beenish Shakir

Course Name: Mathematics-I

Section: A M/E: M Semester#: 1



Data has been collected from 80 students of B.Sc. (Hons.) Agriculture morning (section- B). About 87% are strongly agreed that course material is is modern and updated, instructor is prepared for each class. 9% are agreed that instructor shows respect toward students and syllabus clearly states course objectives. 2% strongly disagreed regarding the questions that course split is provided during 1st week of semester.

Performa 1

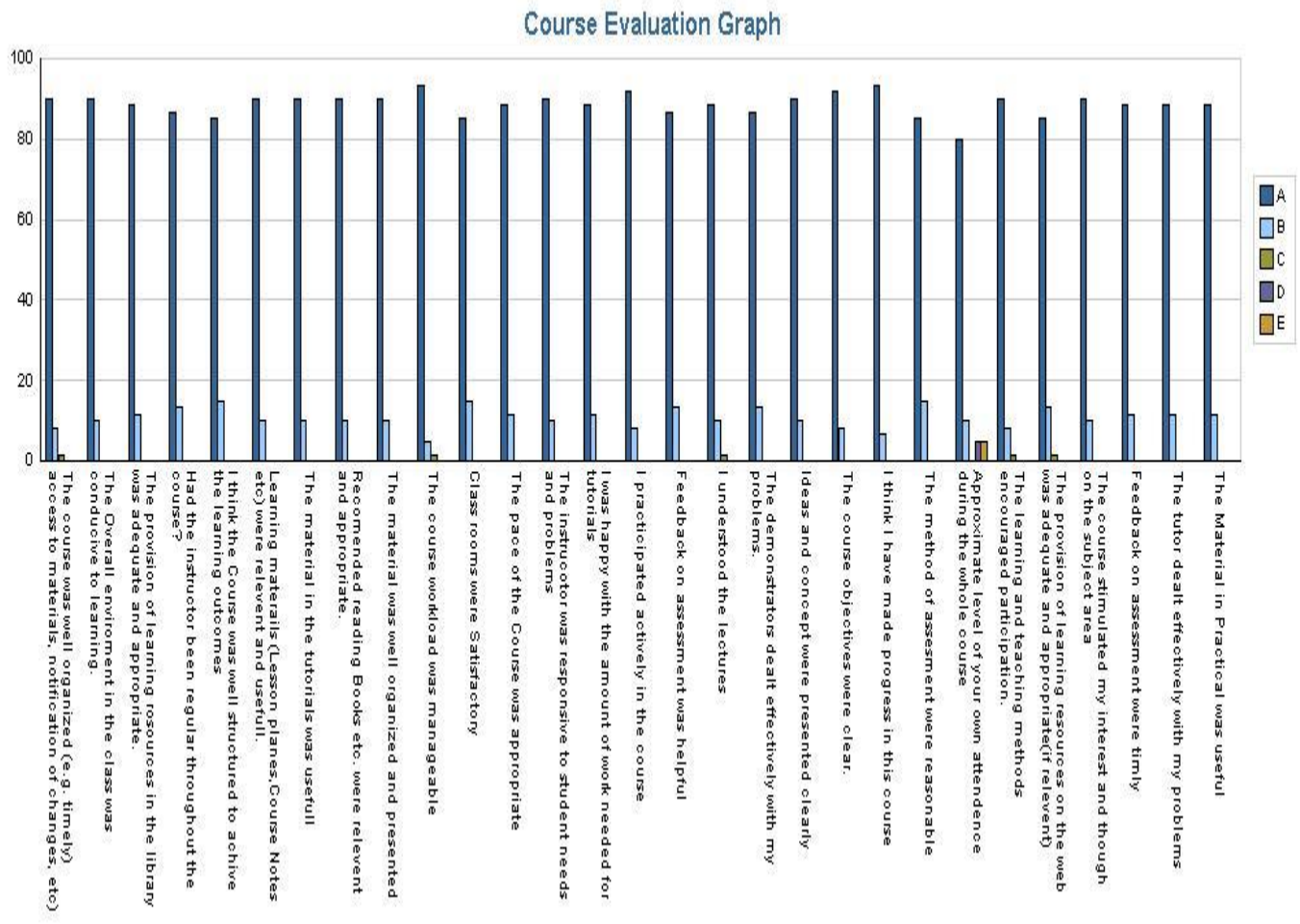
Session Name: **FALL-13**

Teacher Name: **Beenish Shakir**

Course Name: **Mathematics-I**

Section: **B** **M/E:** **M** **Semester#** **1**

Class: **B.Sc. (Hons.) Agriculture**



Data has been collected from 80 students of B.Sc. (Hons.) Agriculture Evening (section-B). About 99% are strongly agreed regarding the questions that assessment is timely, classrooms is satisfactory and workload is manageable. 4% are uncertain that objectives are clear. 1% are disagreed that workload is manageable. 10% strongly disagreed that approximate level of your own attendance during the whole course.

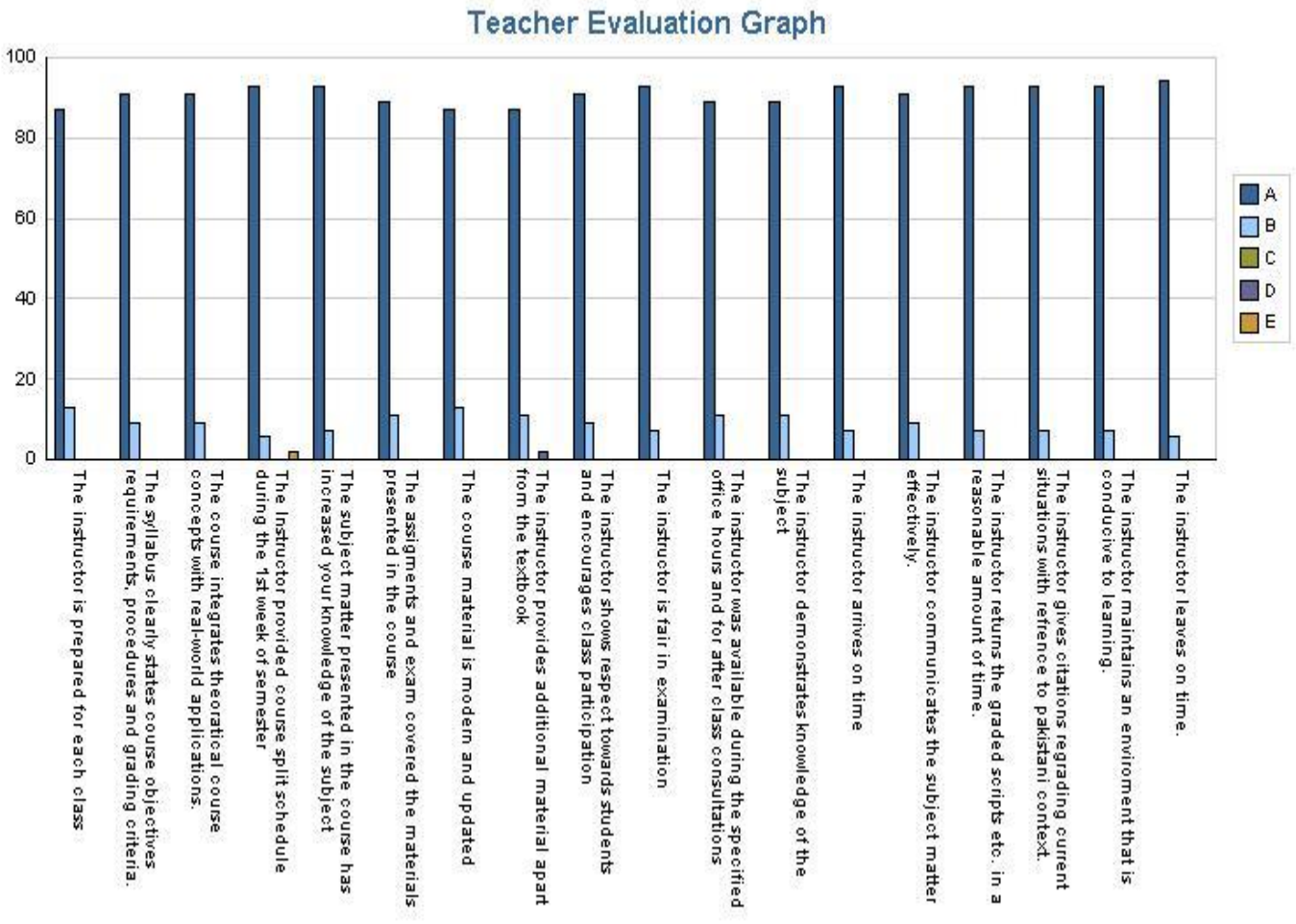
Performa 10

Session Name: FALL-13

Teacher Name: Beenish Shakir

Course Name: Mathematics-I

Section: B M/E: M Semester#: 1



Data has been collected from 80 students of B.Sc. (Hons.) Agriculture Evening (section- B). About 89% are strongly agreed regarding the questions that course split is provided during 1st week of semester. 3% agree that instructor leaves on time, instructor is available during the specified office hours, instructor is prepared for each class and instructor arrives on time. 3% are uncertain about syllabus clearly states course objectives, course material is up-to-date. 2% disagreed about instructor provides additional material apart from the textbook.

Performa 1

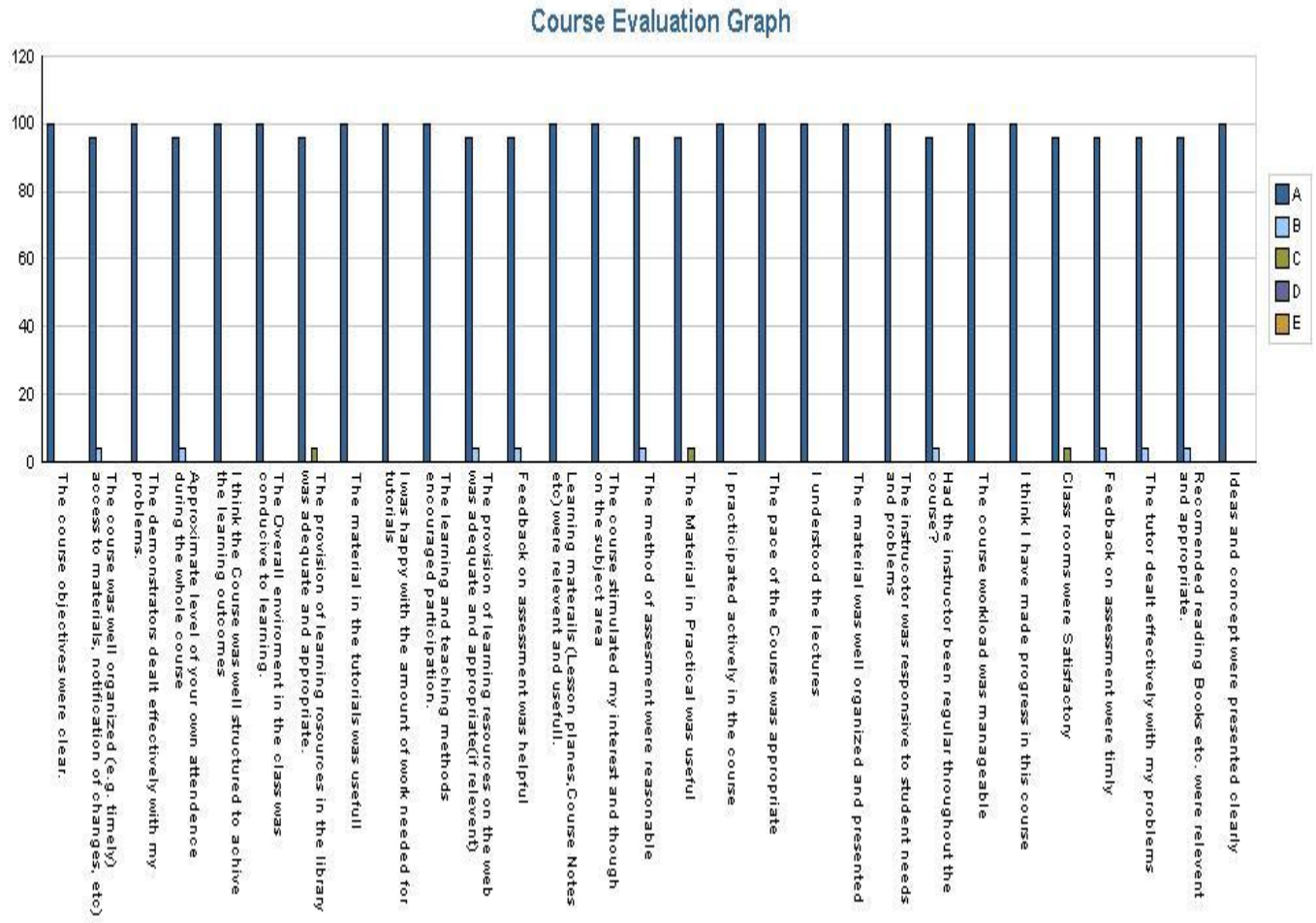
Session Name: **FALL-13**

Teacher Name: **Beenish Shakir**

Course Name: **Mathematics-I**

Section: **A** **M/E:** **M** **Semester#** **1**

Class: **BS(Forestry)**



Data has been collected from 60 students of BS Forestry Morning (section- A). About 96% are strongly agreed regarding the questions that assessment is timely, course is well organized and classrooms is satisfactory. 4% agreed that approximate level of your own attendance during the whole course, recommended books are relevant and appropriate. 4% are uncertain that material in practice is useful.

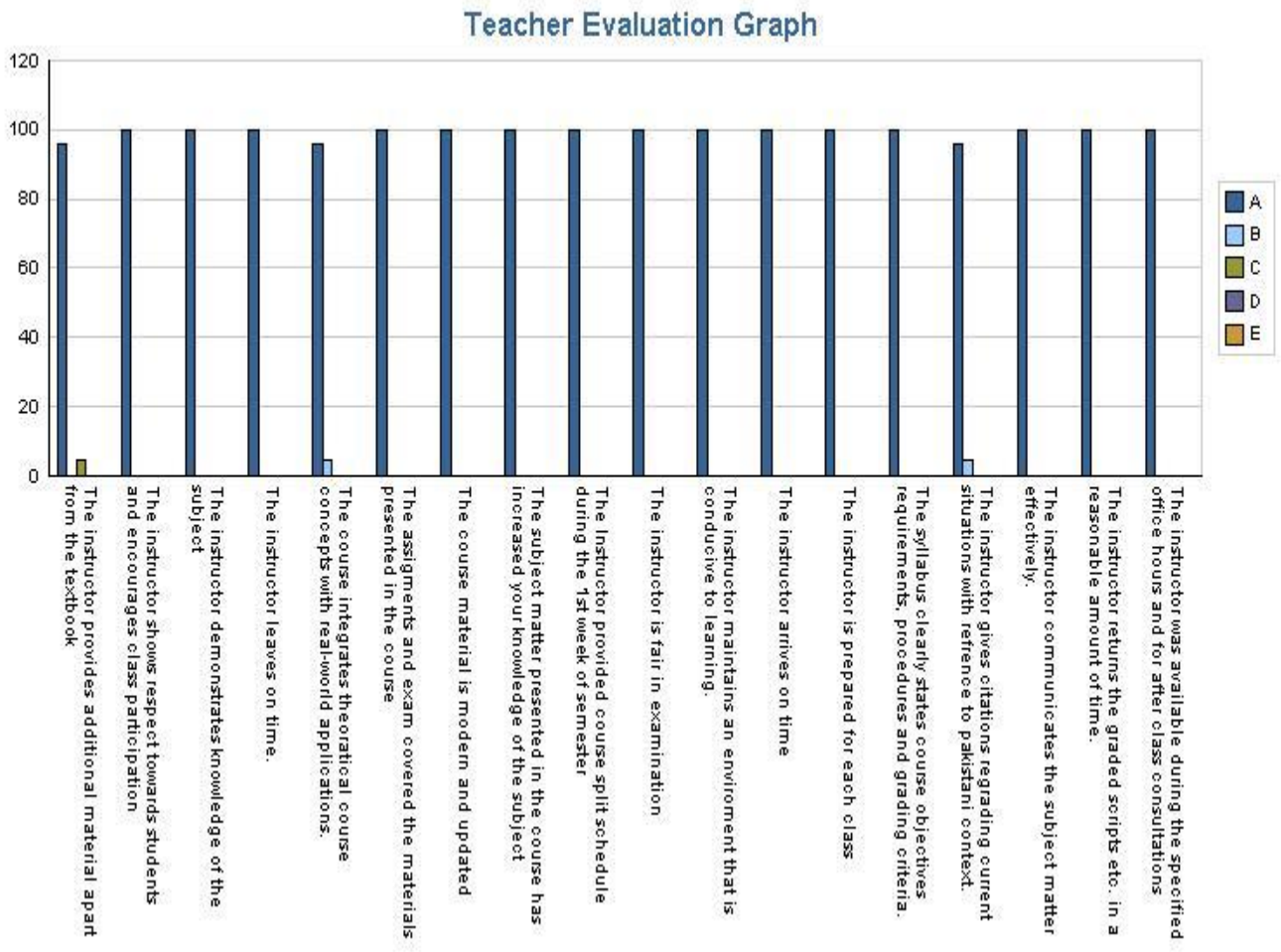
Performa 10

Session Name: FALL-13

Teacher Name: Beenish Shakir

Course Name: Mathematics-I

Section: A M/E: M Semester#: 1



Data has been collected from 60 students of BS Forestry Morning (section- A). About 100% are strongly agreed regarding the questions that course split is provided during 1st week of semester, instructor arrives on time and leaves on time. 4% agree that instructor gives citations regarding current situations with reference to Pakistani context. 4% are uncertain about instructor provides additional material apart from the textbook.

Performa 1

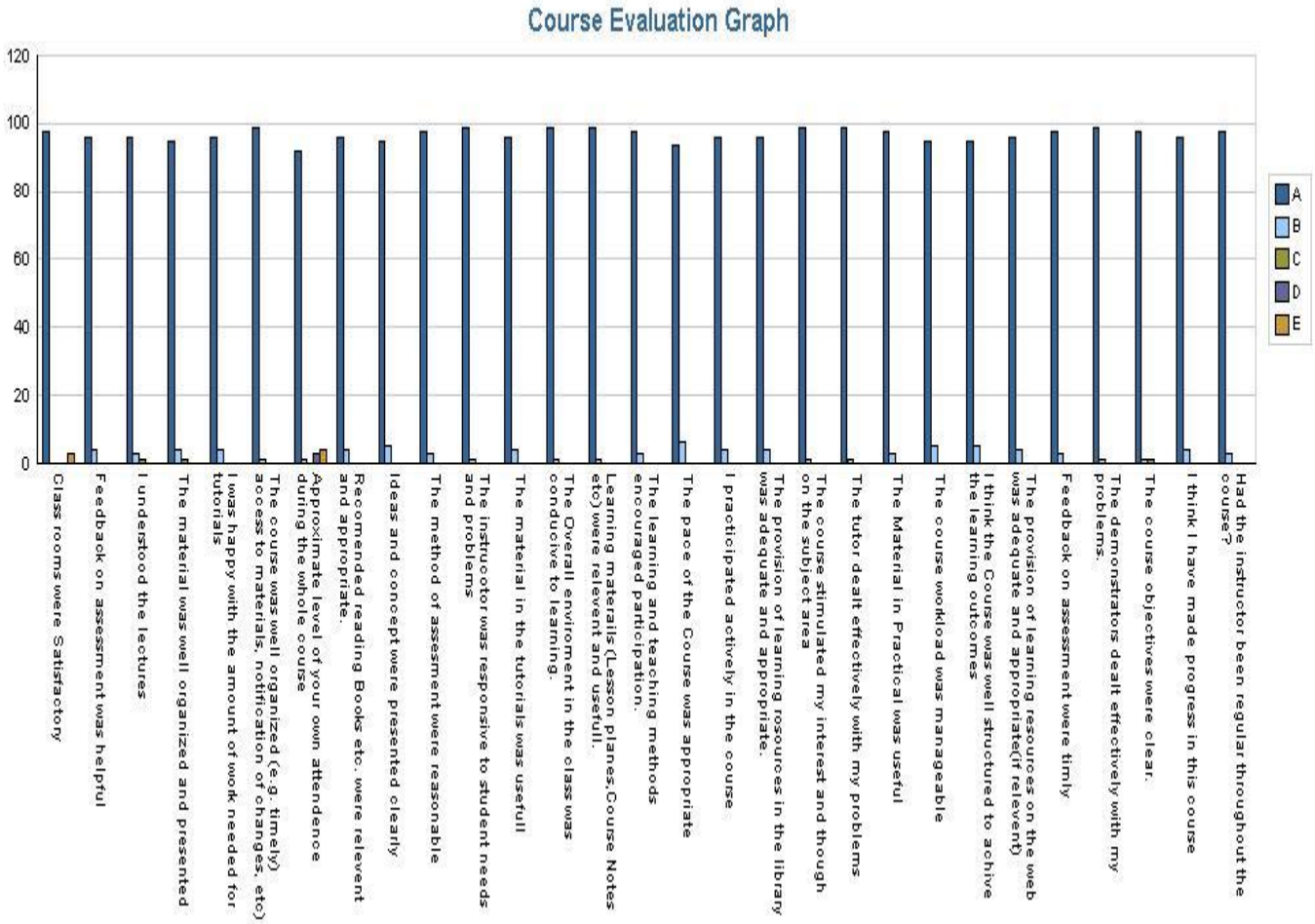
Session Name: **FALL-13**

Teacher Name: **Beenish Shakir**

Course Name: **Mathematics-I**

Section: **A** **M/E:** **E** **Semester#** **1**

Class: **B.Sc. (Hons.) Agriculture**



Data has been collected from 80 students of B.Sc. (Hons.) Agriculture Evening (section- A). About 97% are strongly agreed regarding the questions that assessment is timely and classrooms is satisfactory. 5% are agreed that workload is manageable. 1% are uncertain that objectives are clear. 4% strongly disagreed that approximate level of your own attendance during the whole course.

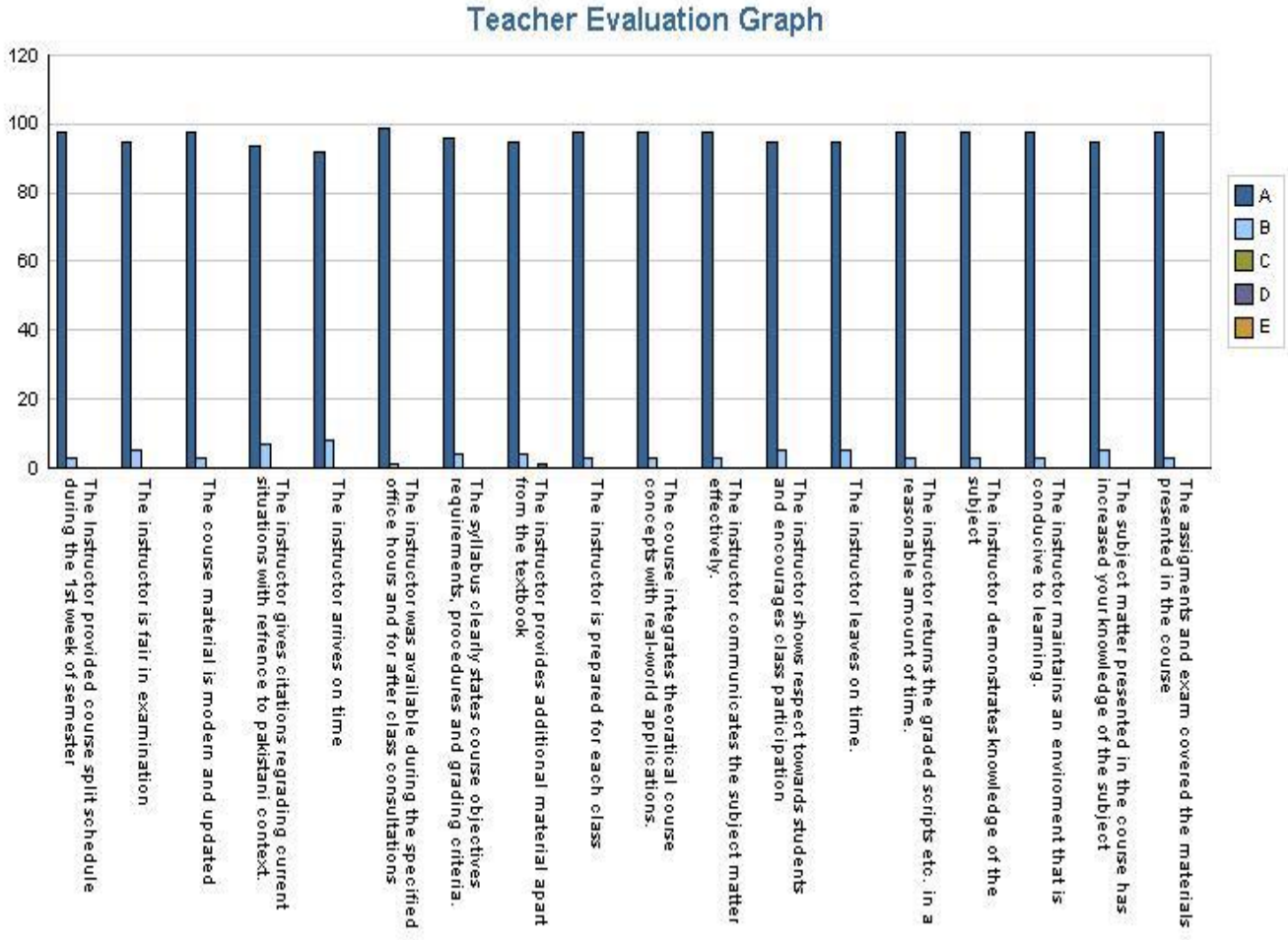
Performa 10

Session Name: FALL-13

Teacher Name: Beenish Shakir

Course Name: Mathematics-I

Section: A M/E: E Semester#: 1



Data has been collected from 80 students of B.Sc. (Hons.) Agriculture Evening (section- A). About 97% are strongly agreed regarding the questions that course split is provided during 1st week of semester. 5% agree that instructor leaves on time and instructor leaves on time. 1% disagreed about instructor provides additional material apart from the textbook.

Performa 1

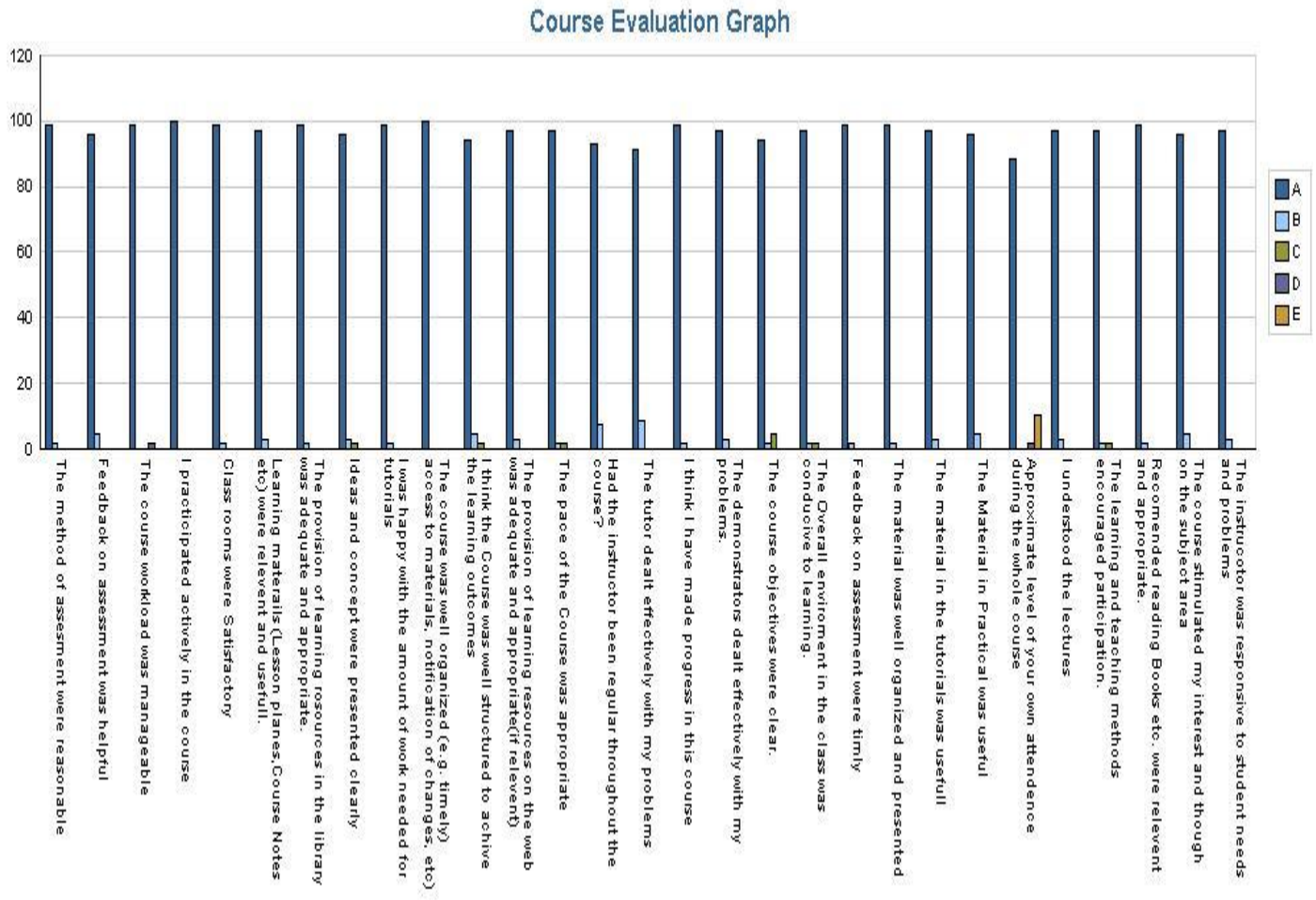
Session Name: **FALL-13**

Teacher Name: **Beenish Shakir**

Course Name: **Mathematics-I**

Section: **B** **M/E:** **E** **Semester#** **1**

Class: **B.Sc. (Hons.) Agriculture**



Data has been collected from 80 students of B.Sc. (Hons.) Agriculture Evening (section- B). About 99% are strongly agreed regarding the questions that assessment is timely, classrooms is satisfactory and workload is manageable. 4% are uncertain that objectives are clear. 1% are disagreed that workload is manageable. 10% strongly disagreed that approximate level of your own attendance during the whole course.

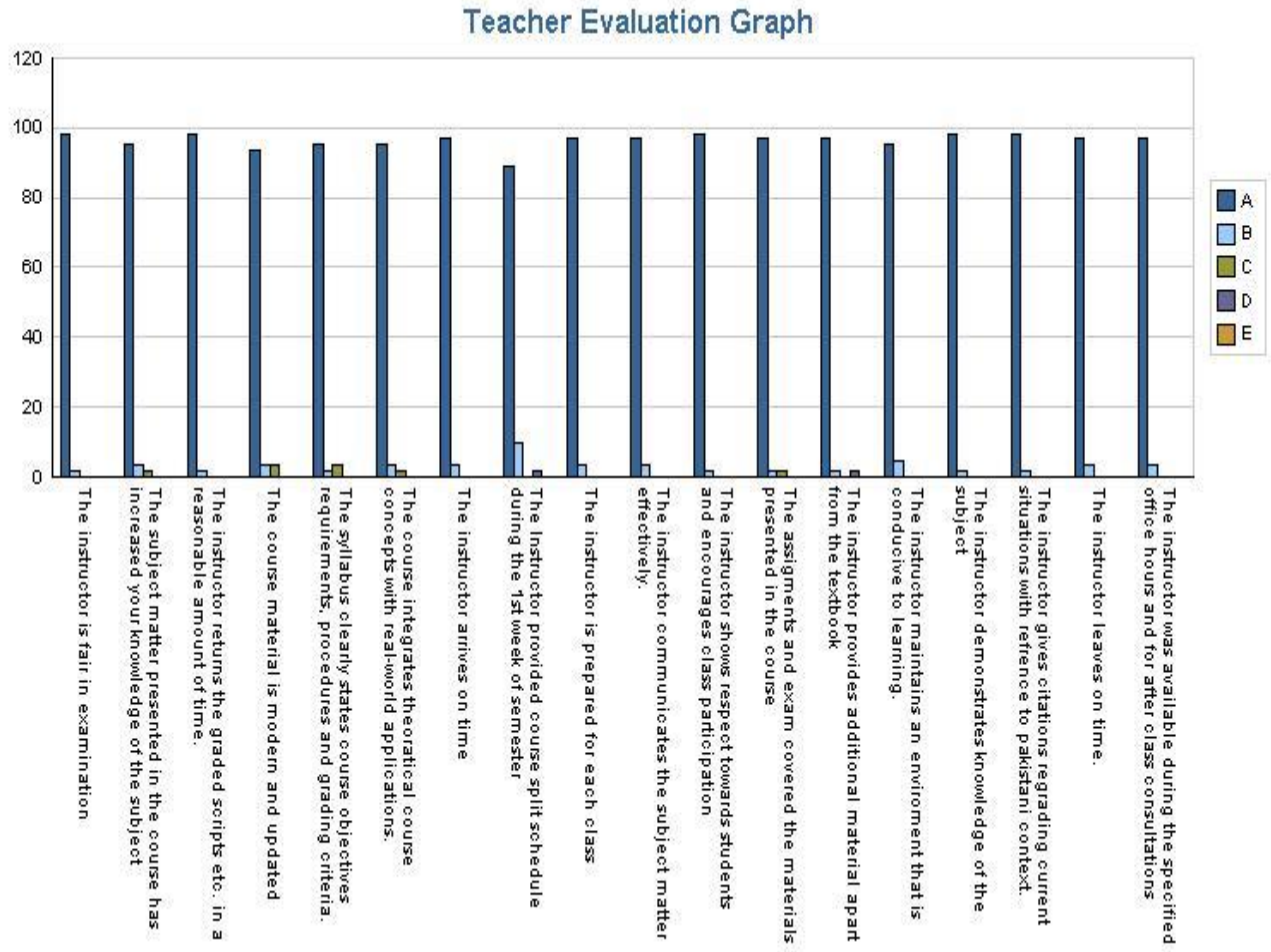
Performa 10

Session Name: **FALL-13**

Teacher Name: **Beenish Shakir**

Course Name: **Mathematics-I**

Section: **B** **M/E: E** **Semester#: 1**



Data has been collected from 80 students of B.Sc. (Hons.) Agriculture Evening (section- B). About 89% are strongly agreed regarding the questions that course split is provided during 1st week of semester. 3% agree that instructor leaves on time, instructor is available during the specified office hours, instructor is prepared for each class and instructor arrives on time. 3% are uncertain about syllabus clearly states course objectives, course material is up-to-date. 2% disagreed about instructor provides additional material apart from the textbook.

Program Assessment Results

Spring 2014

According to the Performa 1 and Performa 10, the teachers have been evaluated by the students for the semester Spring 2014.

1. Dr Muhammad Hanif
2. Dr Saima Mustafa
3. Mr. Nasir Jamal
4. Mr. Nasir Ali
5. Ms Beenish Shakir

Performa 1 titled **Student Course Evaluation.**

Performa 10 titled **Teacher Course Evaluation.**

Individual statements of the Performa's are also summarized in the following Figures.

Performa 1

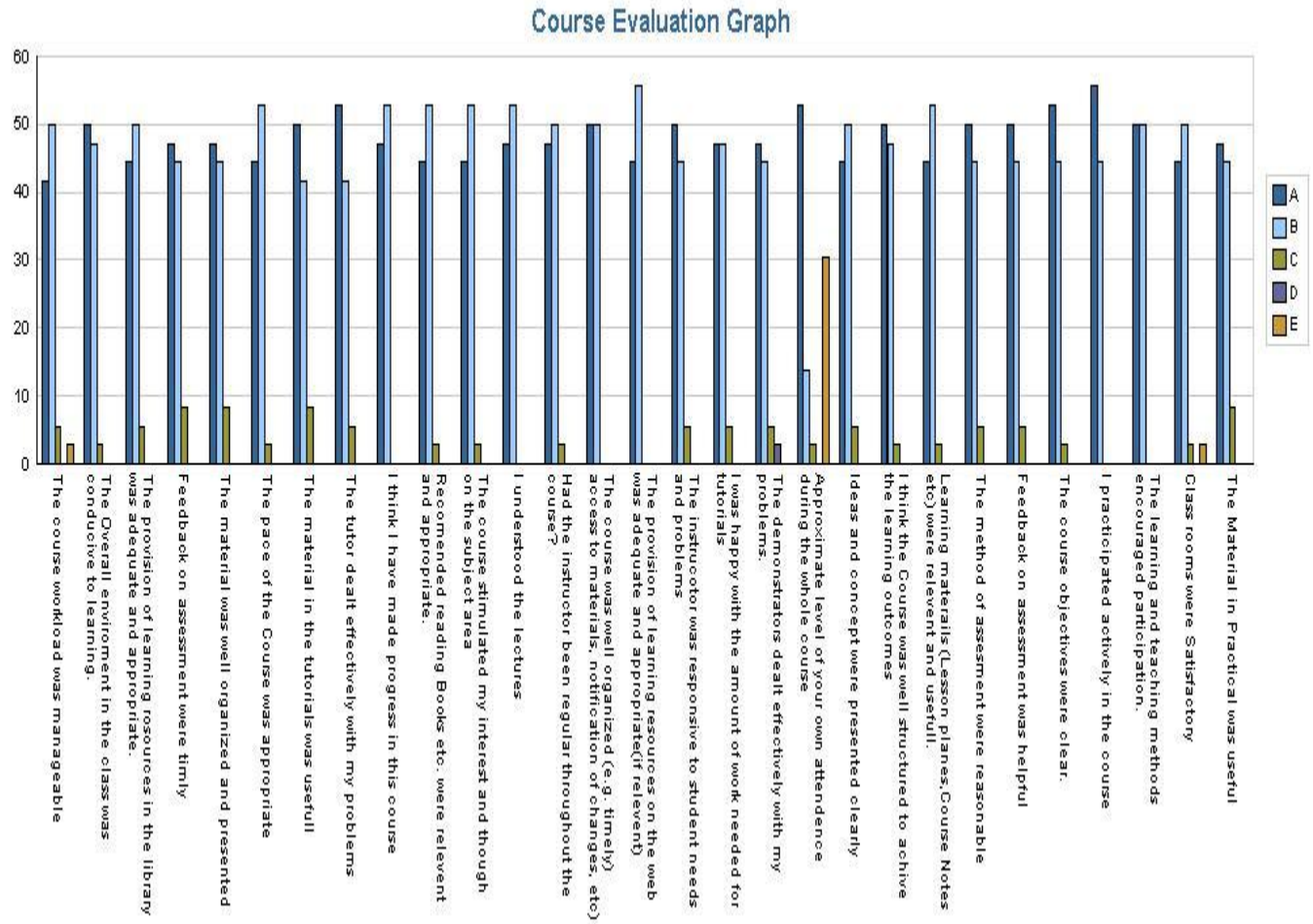
Session Name: **SPRING-14**

Teacher Name: **Muhammad Hanif**

Course Name: **Probability-II**

Section: **A** **M/E:** **M** **Semester#** **2**

Class: **M.Sc (Statistics)**



Data has been collected from 40 students of M.Sc. Morning. About 47% were strongly agreed regarding the questions that assessment was timely and instructor being regular for class. 53% were agreed that course was progressive and recommended books were relevant and appropriate. 6% were uncertain that workload was manageable and demonstrators dealt effectively. 3% were strongly disagreed about classroom were satisfactory.

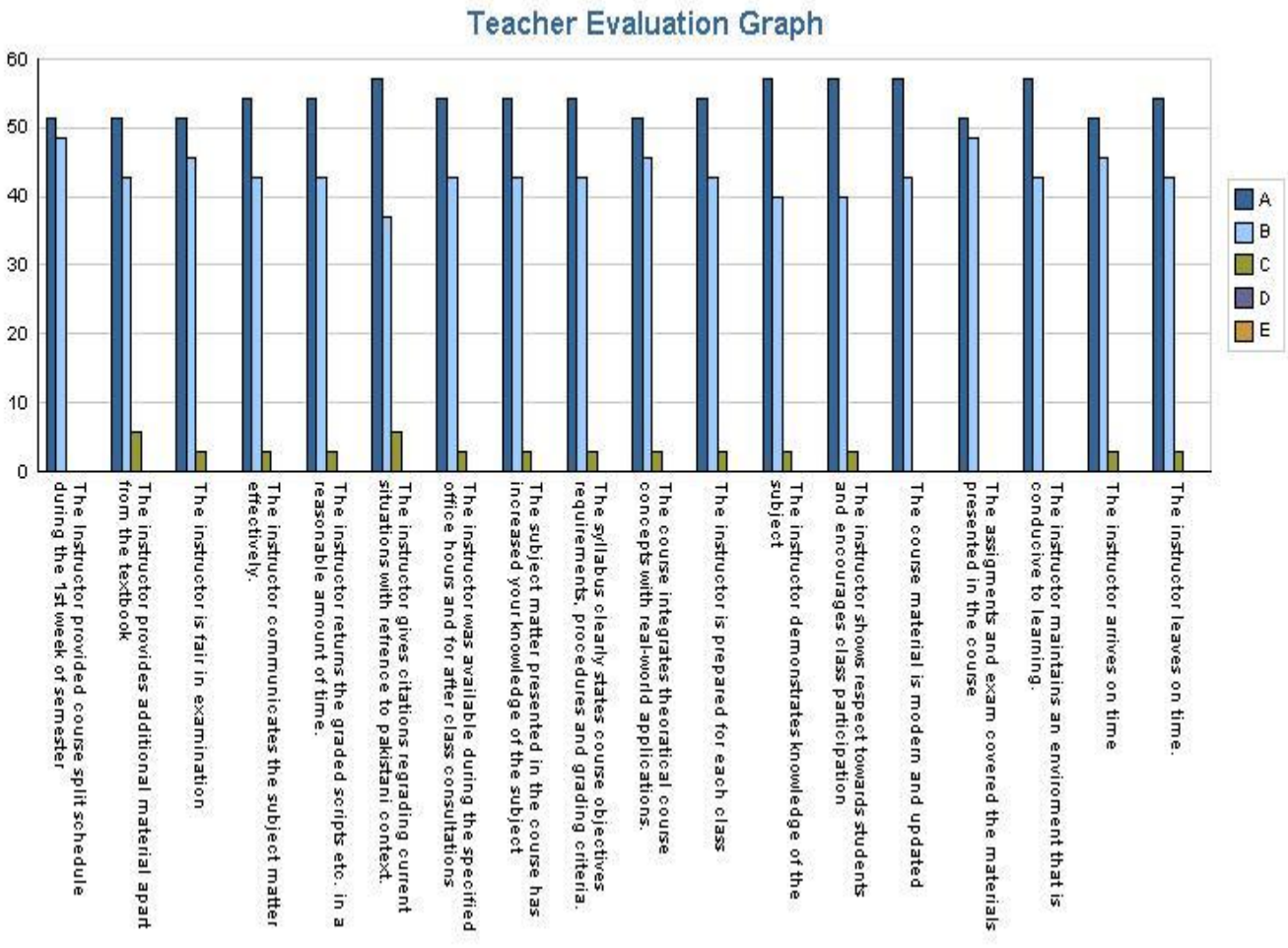
Performa 10

Session Name: SPRING-14

Teacher Name: Muhammad Hanif

Course Name: Probability-II

Section: A M/E: M Semester#: 2



Data has been collected from 40 students of M.Sc. Morning. About 51% were strongly agreed regarding the questions that course split was provided during 1st week of semester and course concepts were applicable. 43% were agreed that course material was up-to-date, instructor was available during the specified office hours and syllabus clearly states course objectives. 3% were uncertain that instructor show respect towards students and instructor was prepared for class.

Performa 1

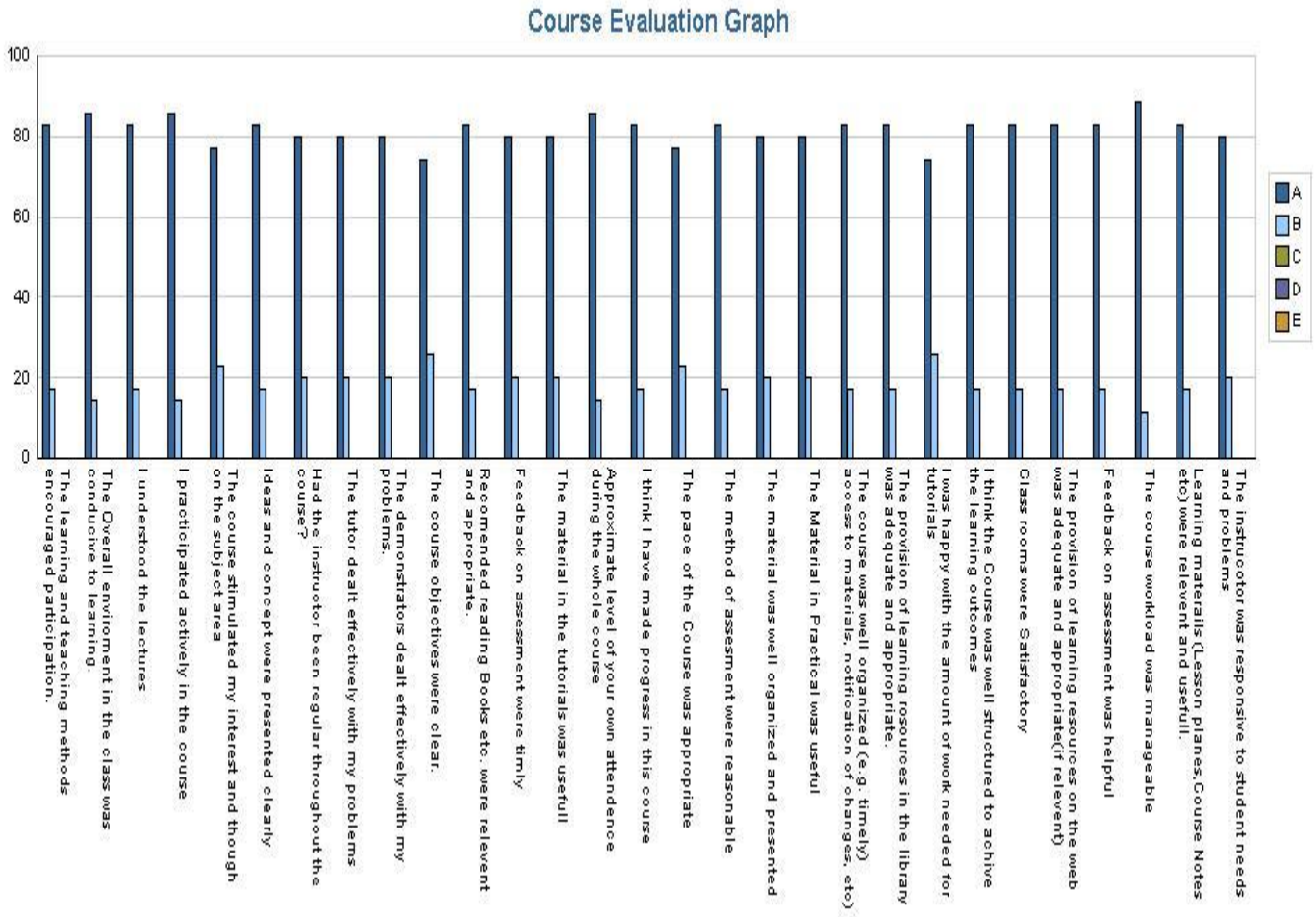
Session Name: **SPRING-14**

Teacher Name: **Muhammad Hanif**

Course Name: **Probability-II**

Section: **A** **M/E:** **E** **Semester#** **2**

Class: **M.Sc (Statistics)**



Data has been collected from 40 students of M.Sc. Evening; about 80% were strongly agreed regarding the questions that assessment was timely, demonstrators dealt effectively. 17% agreed that course was progressive, course was well organized, class room was satisfactory, feedback was helpful and ideas were presented clearly.

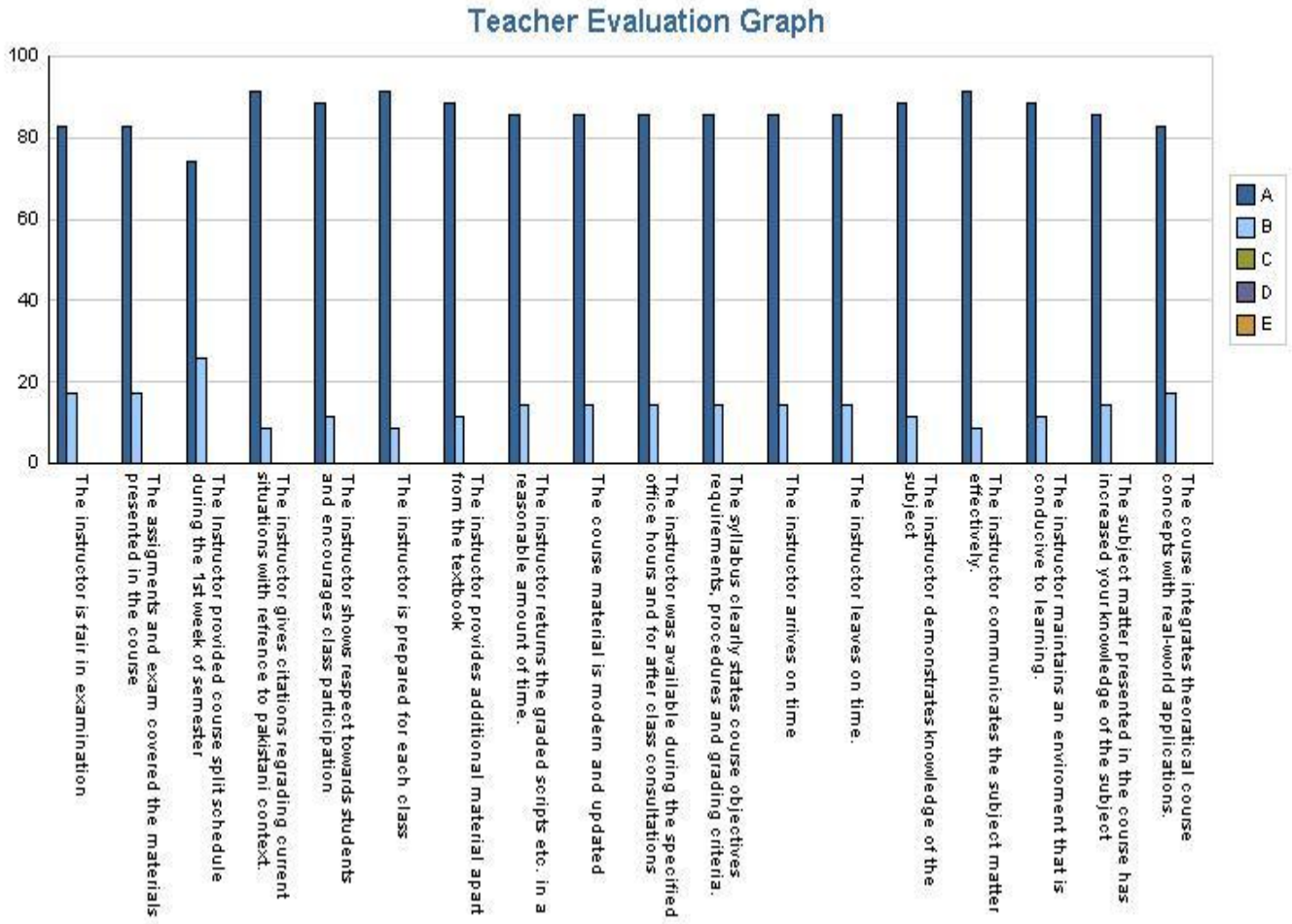
Performa 10

Session Name: SPRING-14

Teacher Name: Muhammad Hanif

Course Name: Probability-II

Section: A M/E: E Semester#: 2



Data has been collected from 40 students of M.Sc. Evening. About 86% were strongly agreed that course material was up-to-date, instructor was available during the specified office hours, instructor leaves on time and syllabus clearly states course objectives. 26% agreed regarding the questions that course split was provided during 1st week of semester.

Performa 1

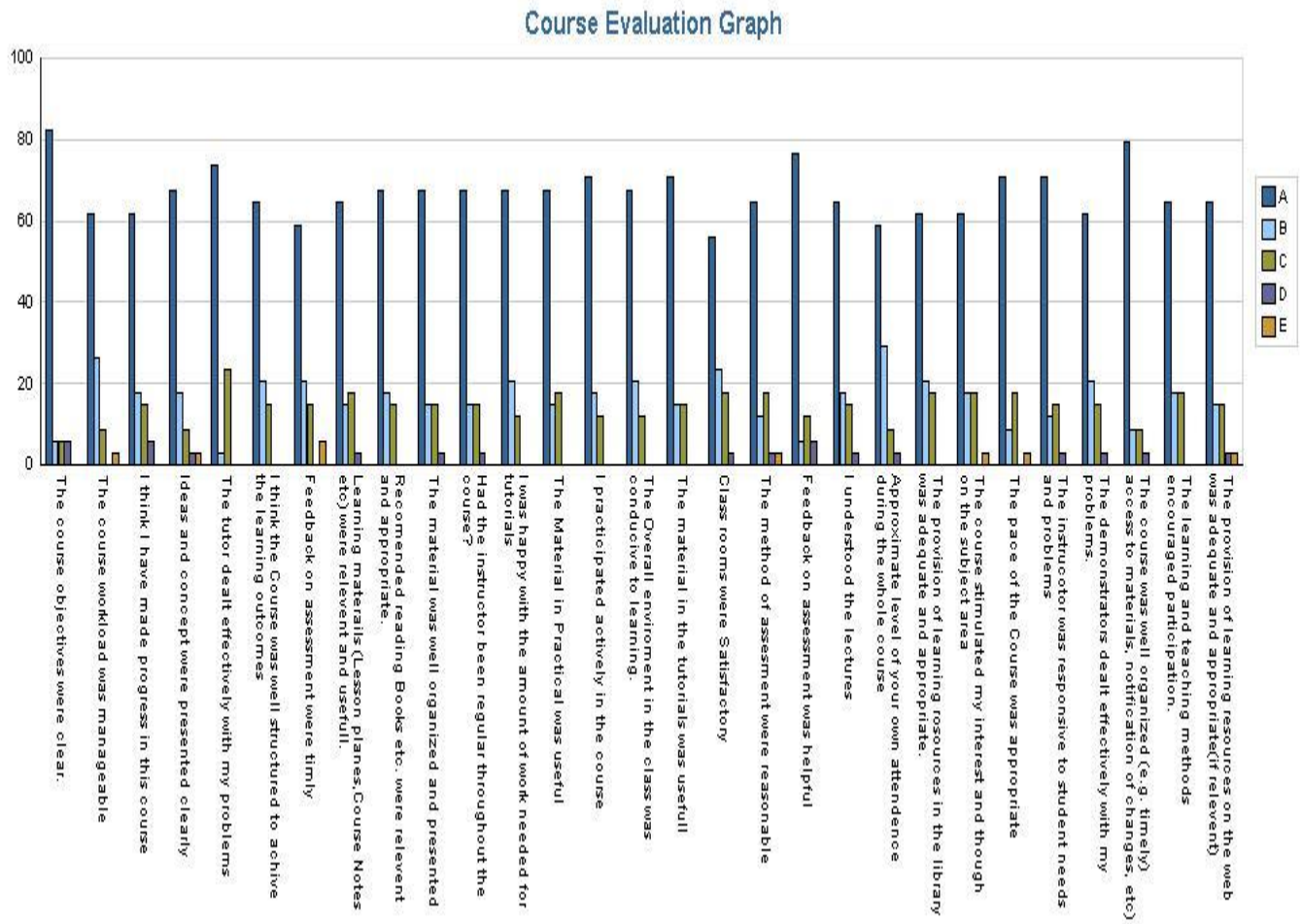
Session Name: **SPRING-14**

Teacher Name: **Muhammad Hanif**

Course Name: **Statistical Inference-II**

Section: **A** **M/E:** **M** **Semester#** **4**

Class: **M.Sc (Statistics)**



Data has been collected from 40 students of M.Sc. Morning. About 62% were strongly agreed that course was progressive, workload was manageable, demonstrators dealt effectively. 21% were agreed regarding the questions that assessment was timely. 6% were uncertain that objectives were clear. 3% were strongly disagreed about the pace of the course was appropriate.

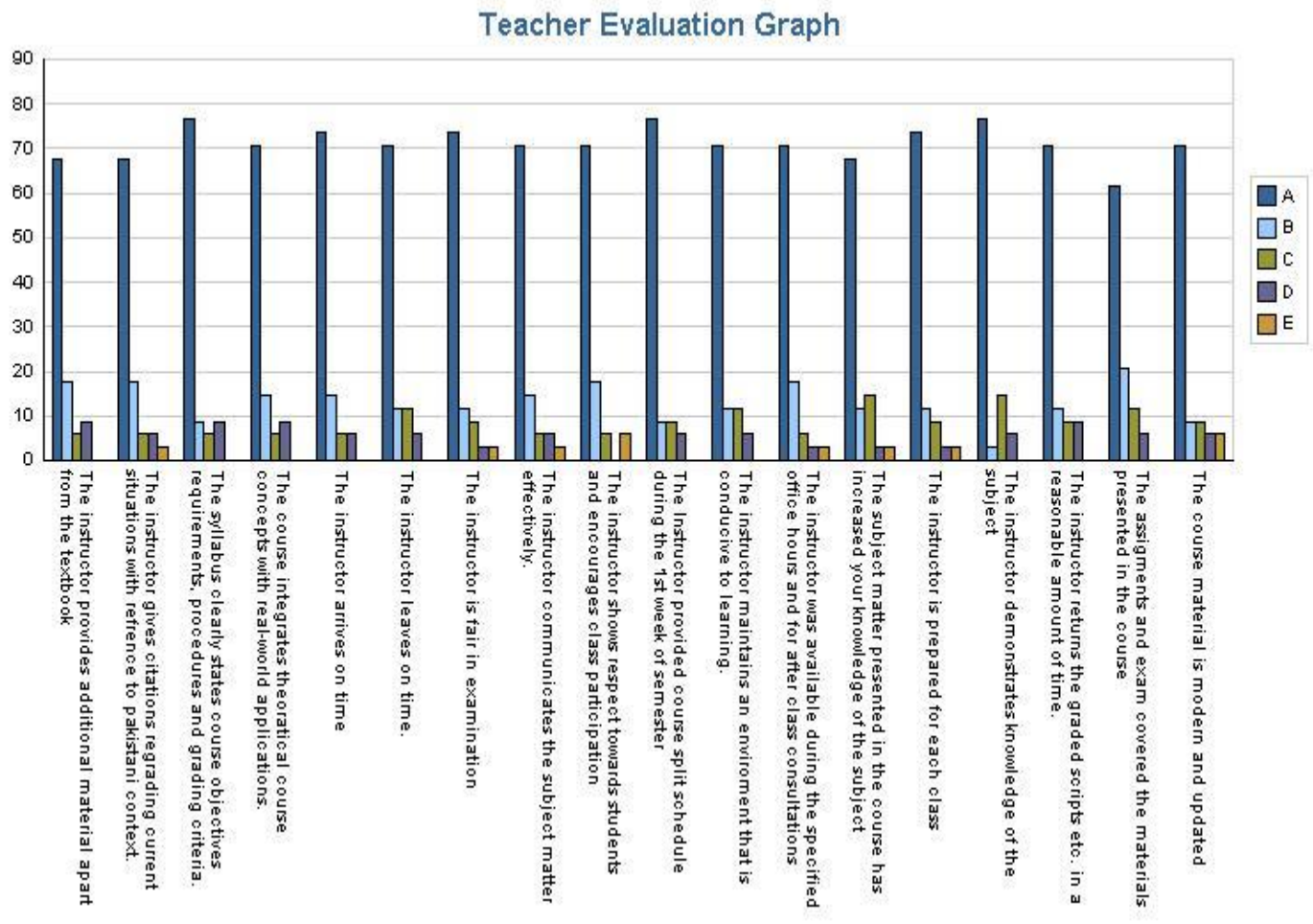
Performa 10

Session Name: SPRING-14

Teacher Name: Muhammad Hanif

Course Name: Statistical Inference-II

Section: A M/E: M Semester#: 4



Data has been collected from 40 students of M.Sc. Morning. 71% were strongly agreed that course concepts were clear and applicable, course material was up-to-date instructor show respect towards students. About 9% were agreed regarding the questions that course split was provided during 1st week of semester and syllabus clearly states course objectives. 6% were uncertain about instructor was available during the specified office hours. 3% were strongly disagree that instructor was prepared for class.

Performa 1

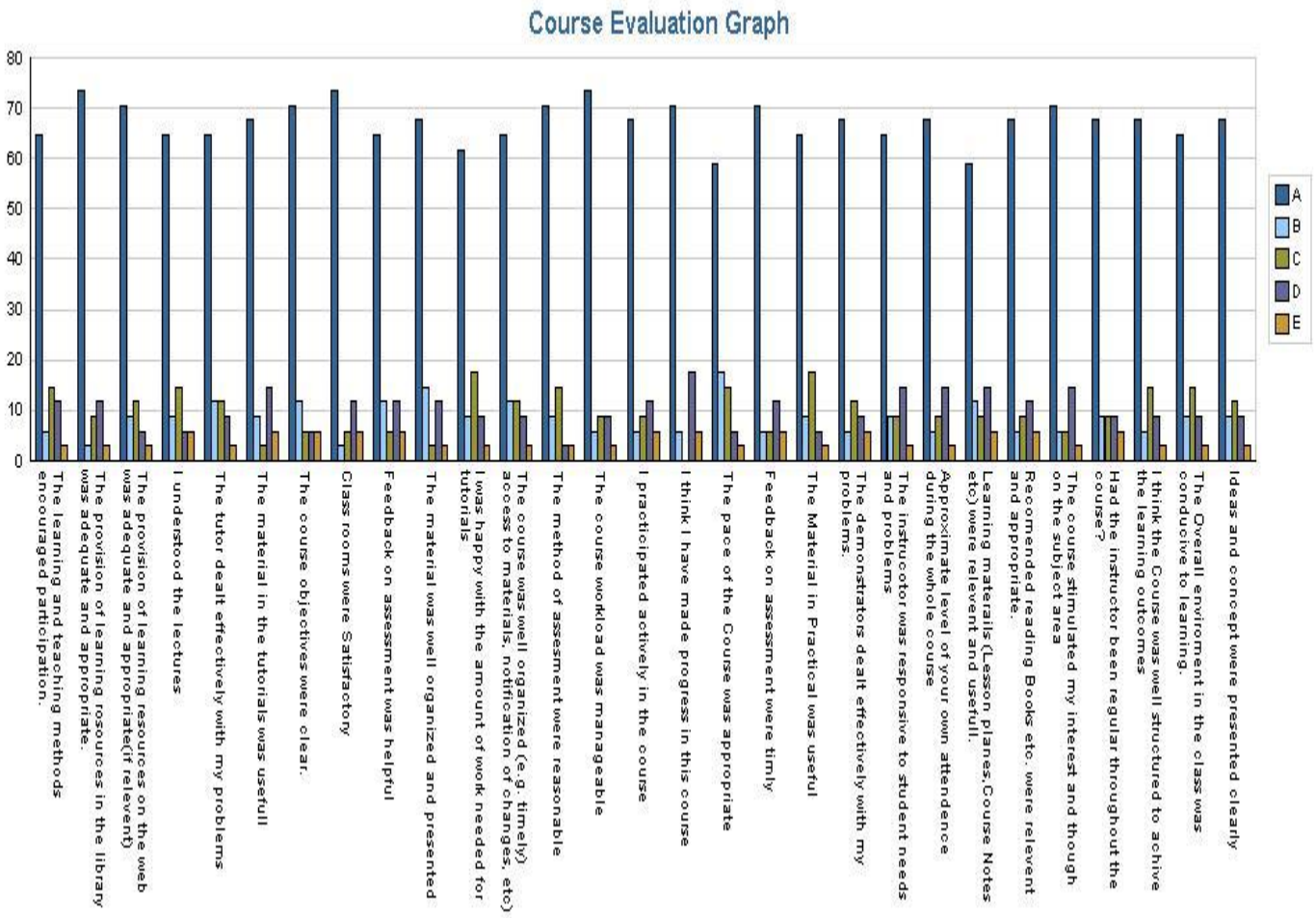
Session Name: **SPRING-14**

Teacher Name: **Muhammad Hanif**

Course Name: **Statistical Inference-II**

Section: **A** **M/E:** **E** **Semester#** **4**

Class: **M.Sc (Statistics)**



Data has been collected from 40 students of M.Sc. Evening. About 71% were strongly agreed regarding the questions that assessment was timely. 12% were agreed that objectives were clear. 9% were uncertain that workload was manageable. 18% were disagreed that course was progressive. 6% strongly disagreed that demonstrators dealt effectively and material in the tutorials was useful.

Performa 10

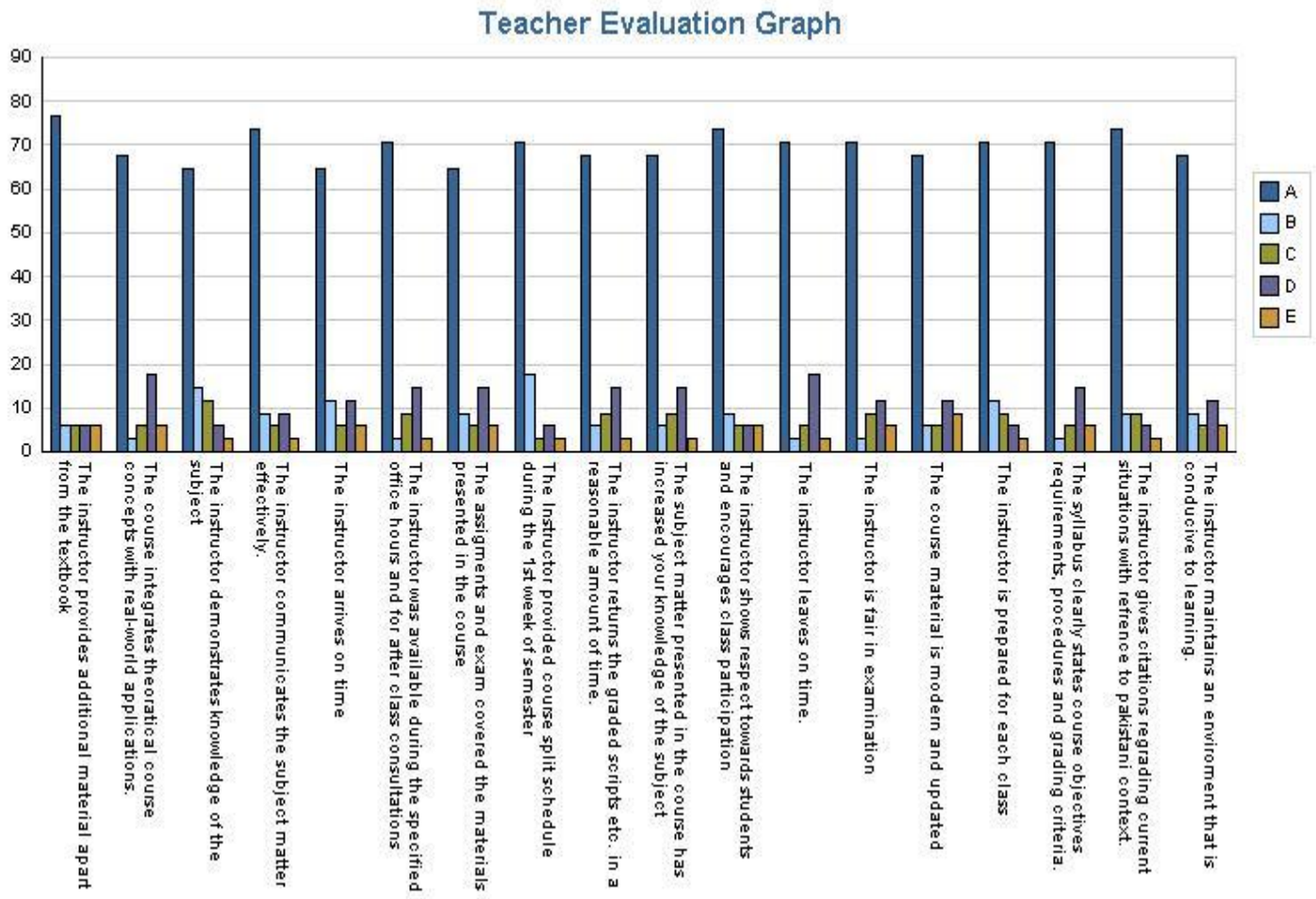
Session Name: **SPRING-14**

Teacher Name: **Muhammad Hanif**

Course Name: **Statistical Inference-II**

Section: **A** **M/E:** **E** **Semester#** **4**

Class: **M.Sc (Statistics)**



Data has been collected from 40 students of M.Sc. Evening. About 71% were strongly agreed regarding the questions that course split was provided during 1st week of semester, instructor leaves on time and instructor was prepared for class. 9% were uncertain about instructor was available during the specified office hours. 12% were disagreed that course material was up-to-date and instructor arrives on time. 6% strongly disagreed about instructor show respect towards students and syllabus clearly states course objectives.

Performa 1

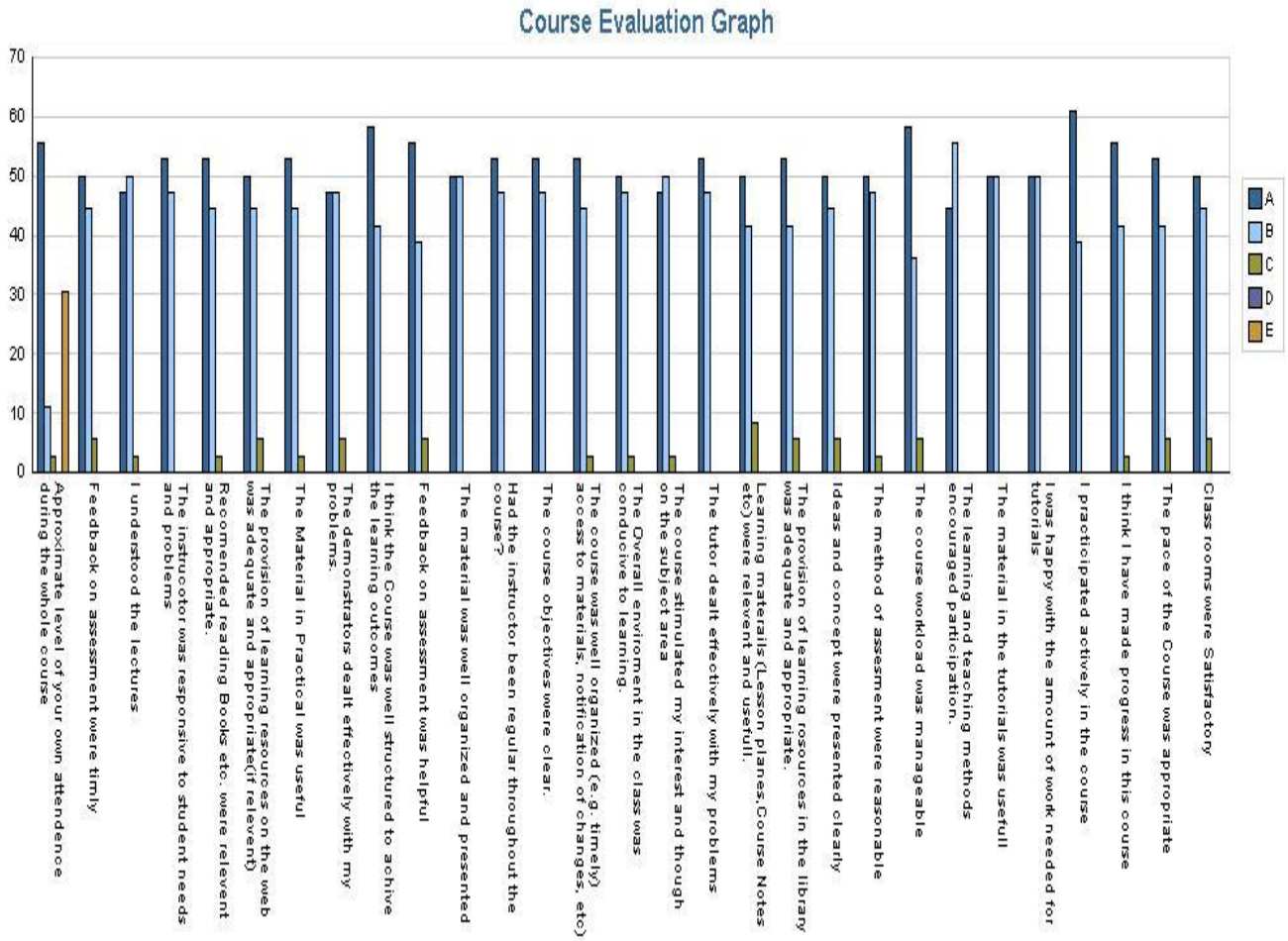
Session Name: **SPRING-14**

Teacher Name: **Saima Mustafa**

Course Name: **Calculus-I**

Section: **A** **M/E:** **M** **Semester#** **2**

Class: **M.Sc (Statistics)**



Data is collected from 40 students of M.Sc. Morning. About 50% were strongly agreed 44% agreed 6% certain regarding the questions that assessment was timely, 56% were strongly agreed 42% agreed 3% certain that course was progressive, 53% were strongly agreed 47% agreed that objectives were clear. 58% strongly agreed 36% agreed 6% certain that workload was manageable and 47% strongly agreed that demonstrators dealt effectively. 53% were strongly agreed 42% agreed 6% certain about the pace of the course was appropriate.

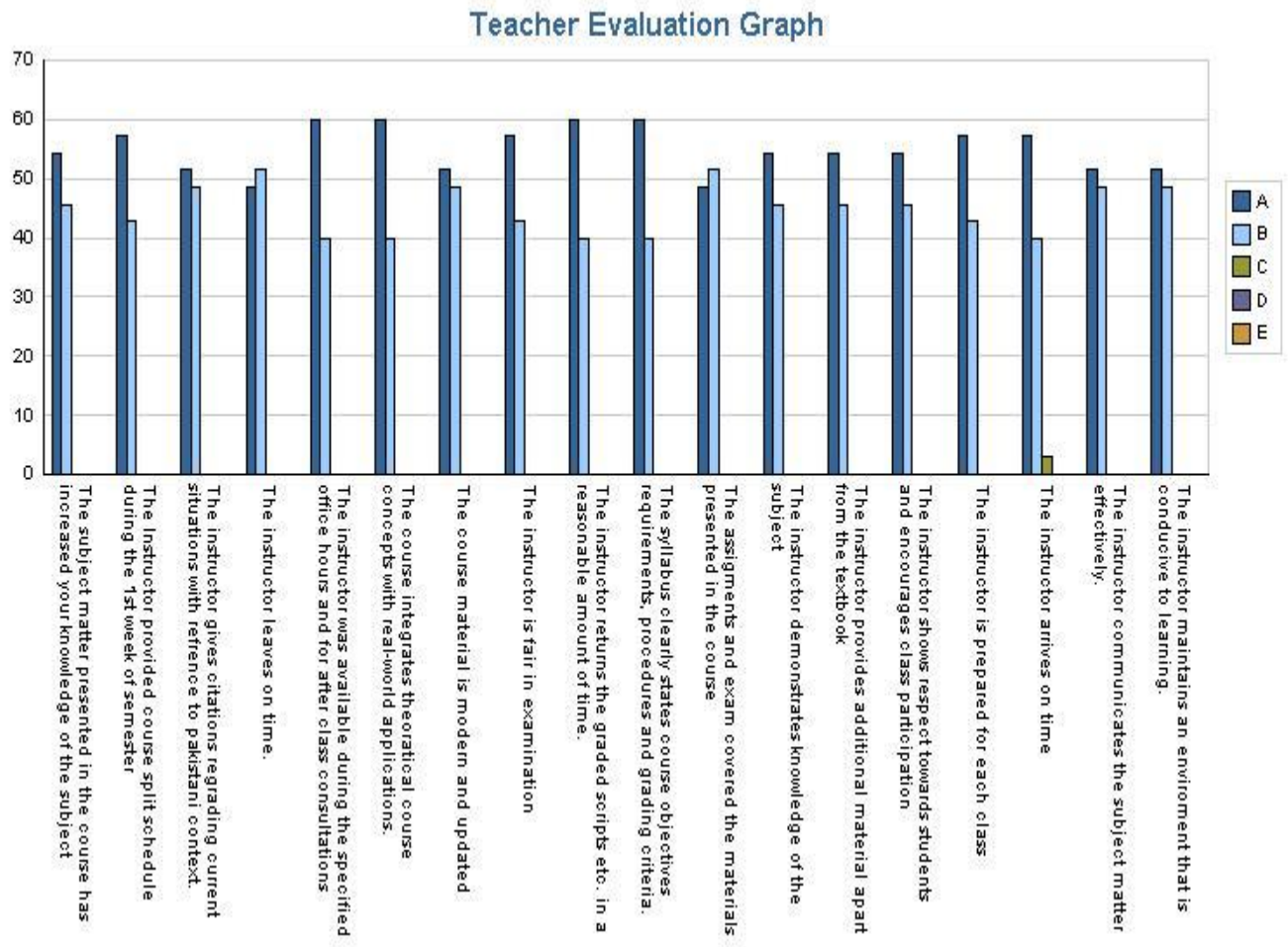
Performa 10

Session Name: **SPRING-14**

Teacher Name: **Saima Mustafa**

Course Name: **Calculus-I**

Section: **A** **M/E: M** **Semester#: 2**



Data is collected from 40 students of M.Sc. Morning. About 57% were strongly agreed 43% agreed regarding the questions that course split was provided during 1st week of semester, 60% were strongly agreed 40% agreed that course concepts were clear and applicable, 51% were strongly agreed 49% agreed that course material was up-to-date. 57% strongly agreed 43% agreed said that instructor was prepared for class. 54% were strongly agreed 46% agreed about instructor show respect towards students, 60% were strongly agreed 40% agreed that instructor was available during the specified office hours and 60% were strongly agreed 40% agreed that syllabus clearly states course objectives

Performa 1

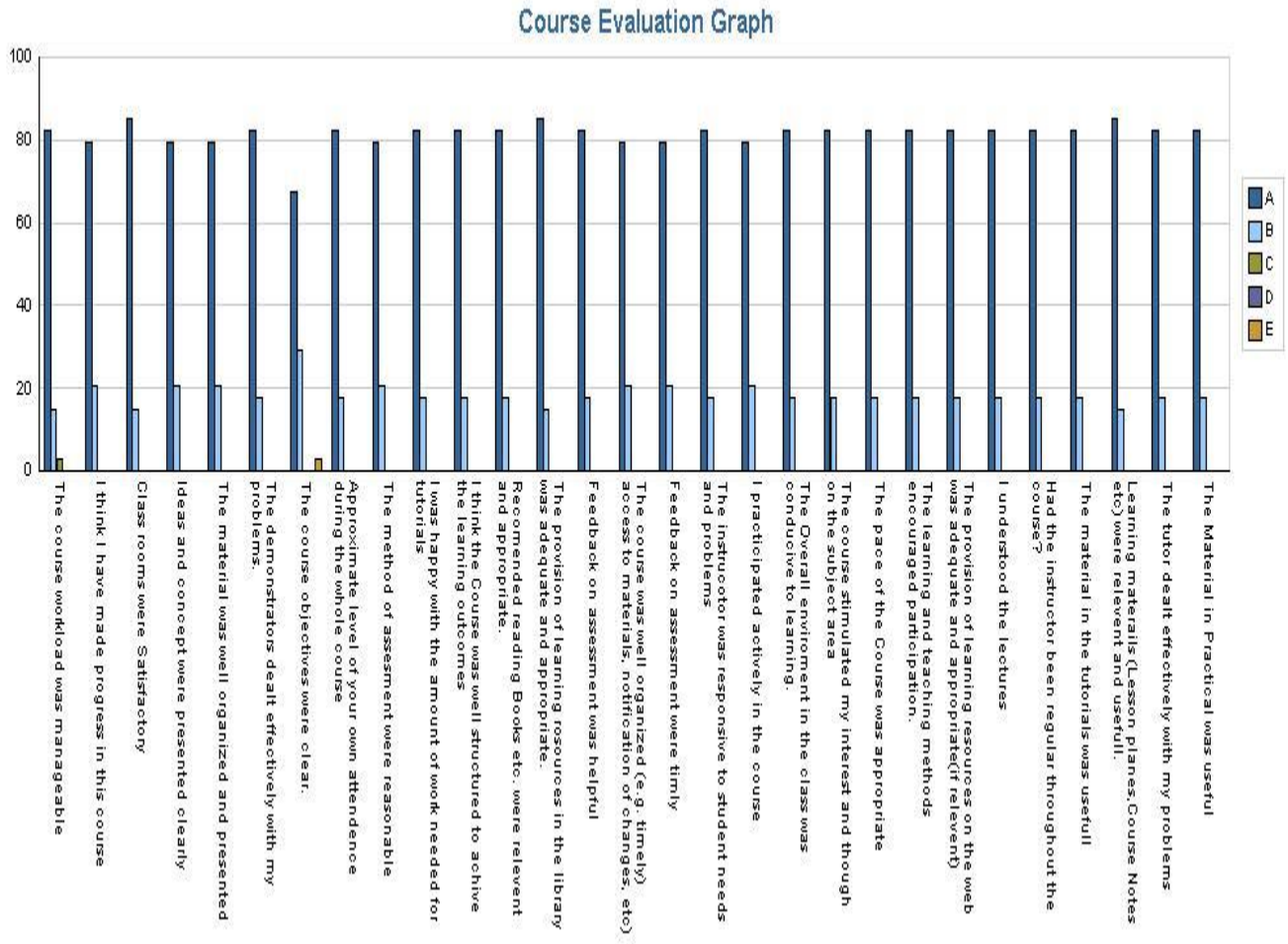
Session Name: **SPRING-14**

Teacher Name: **Saima Mustafa**

Course Name: **Calculus-I**

Section: **A** **M/E:** **E** **Semester#** **2**

Class: **M.Sc (Statistics)**



Data is collected from 40 students of M.Sc. Evening. About 79% were strongly agreed 21% agreed regarding the questions that assessment was timely, 79% were strongly agreed 21% agreed that course was progressive, 68% were strongly agreed 29% agreed 3% strongly disagree that objectives were clear. 82% strongly agreed 15% agreed 3% certain that workload was manageable and 82% strongly agreed 18% agreed that demonstrators dealt effectively. 82% were strongly agreed 18% agreed about the pace of the course was appropriate.

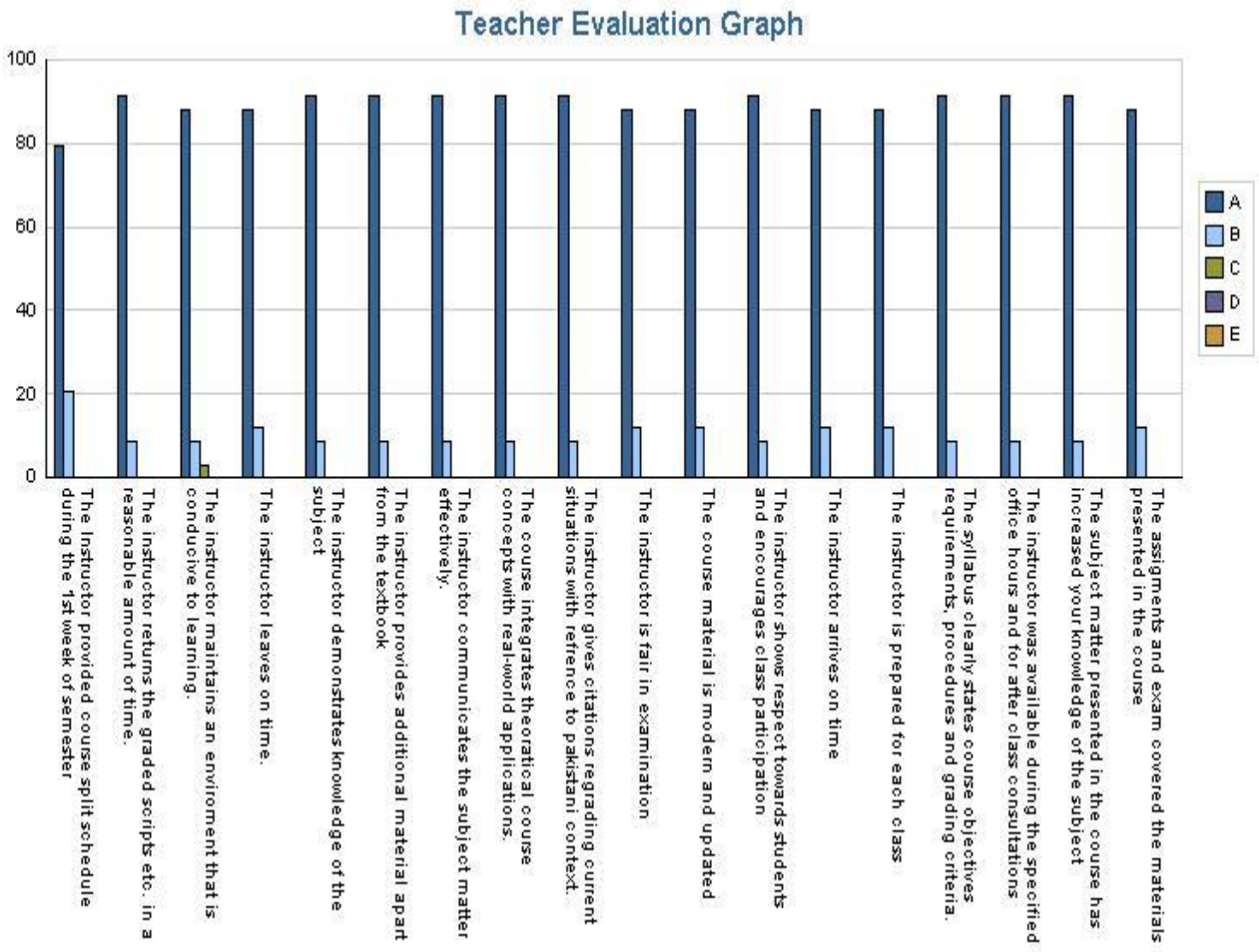
Performa 10

Session Name: **SPRING-14**

Teacher Name: **Saima Mustafa**

Course Name: **Calculus-I**

Section: **A** **M/E: E** **Semester#: 2**



Data is collected from 40 students of M.Sc. Evening. About 79% were strongly agreed 21% agreed regarding the questions that course split was provided during 1st week of semester, 91% were strongly agreed 9% agreed that course concepts were clear and applicable, 88% were strongly agreed 12% agreed that course material was up-to-date. 88%strongly agreed 12% agreed said that instructor was prepared for class.91% were strongly agreed 9% agreed about instructor show respect towards students, 91% were strongly agreed 9% agreed that instructor was available during the specified office hours and 91% were strongly agreed 9% agreed that syllabus clearly states course objectives.

Performa 1

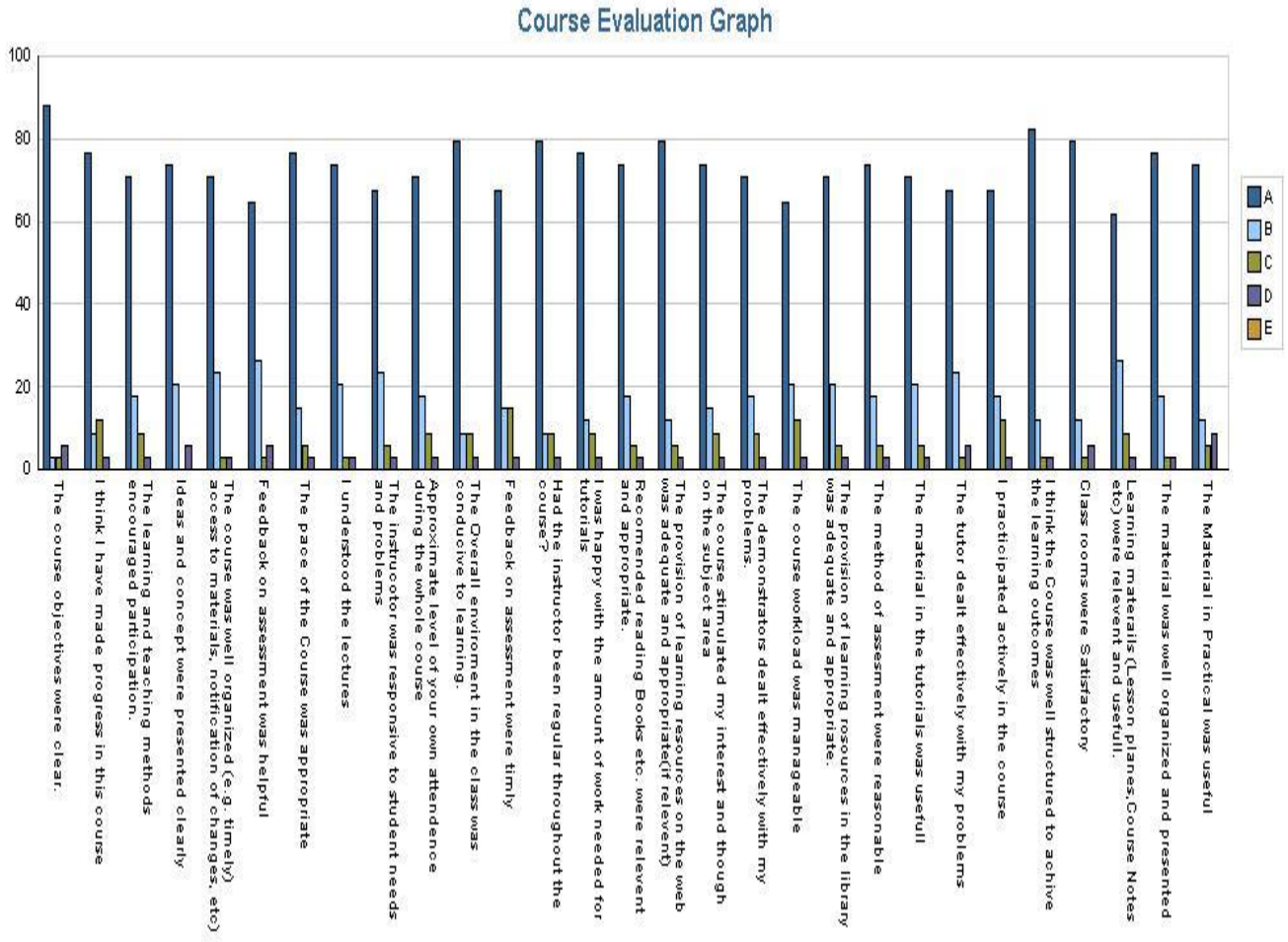
Session Name: **SPRING-14**

Teacher Name: **Saima Mustafa**

Course Name: **Operations Research**

Section: **A** **M/E:** **M** **Semester#** **4**

Class: **M.Sc (Statistics)**



Data is collected from 40 students of M.Sc. Morning, about 68% were strongly agreed 15% agreed 15% certain 3% disagree regarding the questions that assessment was timely, 76% were strongly agreed 9% agreed 12% certain 3% disagree that course was progressive, 88% were strongly agreed 3% agreed 3% certain 6% disagree that objectives were clear. 65% strongly agreed 21% agreed 12% certain 3% disagree that workload was manageable and 76% strongly agreed 18% agreed 9% certain 3% disagree that demonstrators dealt effectively. 76% were strongly agreed 15% agreed 6% certain 3% disagreed about the pace of the course was appropriate.

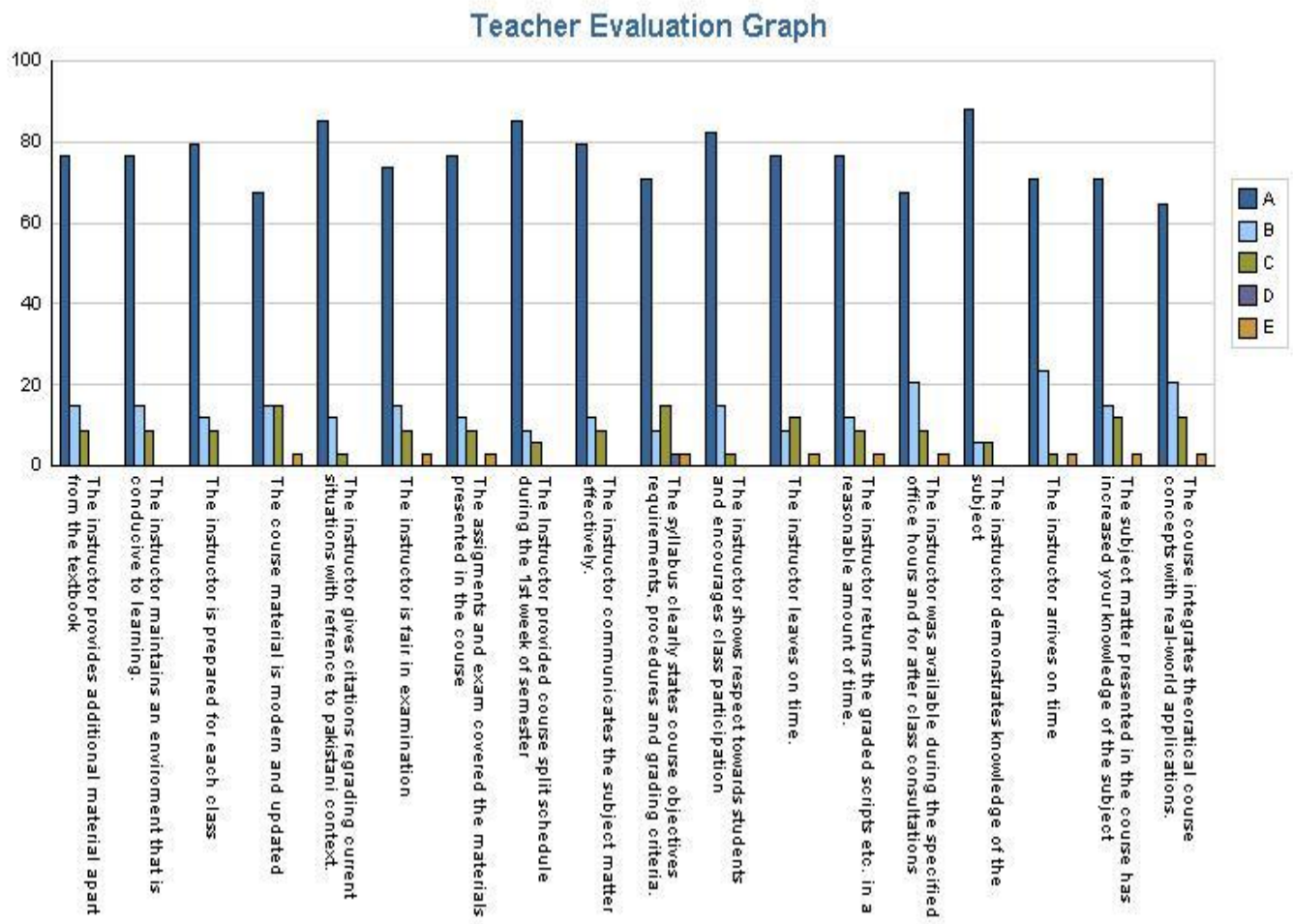
Performa 10

Session Name: **SPRING-14**

Teacher Name: **Saima Mustafa**

Course Name: **Operations Research**

Section: **A** **M/E: M** **Semester#: 4**



Data is collected from 40 students of M.Sc. Morning. About 85% were strongly agreed 9% agreed 6% certain regarding the questions that course split was provided during 1st week of semester, 65% were strongly agreed 21% agreed 12% certain 3% disagree that course concepts were clear and applicable, 68% were strongly agreed 15% agreed 15% certain 3% disagree that course material was up-to-date. 79% strongly agreed 12% agreed 9% certain said that instructor was prepared for class. 82% were strongly agreed 15% agreed 3% certain about instructor show respect towards students, 68% were strongly agreed, 21% agreed ,9% certain and 3% disagreed that instructor was available during the specified office hours and 71% were strongly agreed 9% agreed 15% certain 3% disagreed 3% strongly disagreed that syllabus clearly states course objectives.

Performa 1

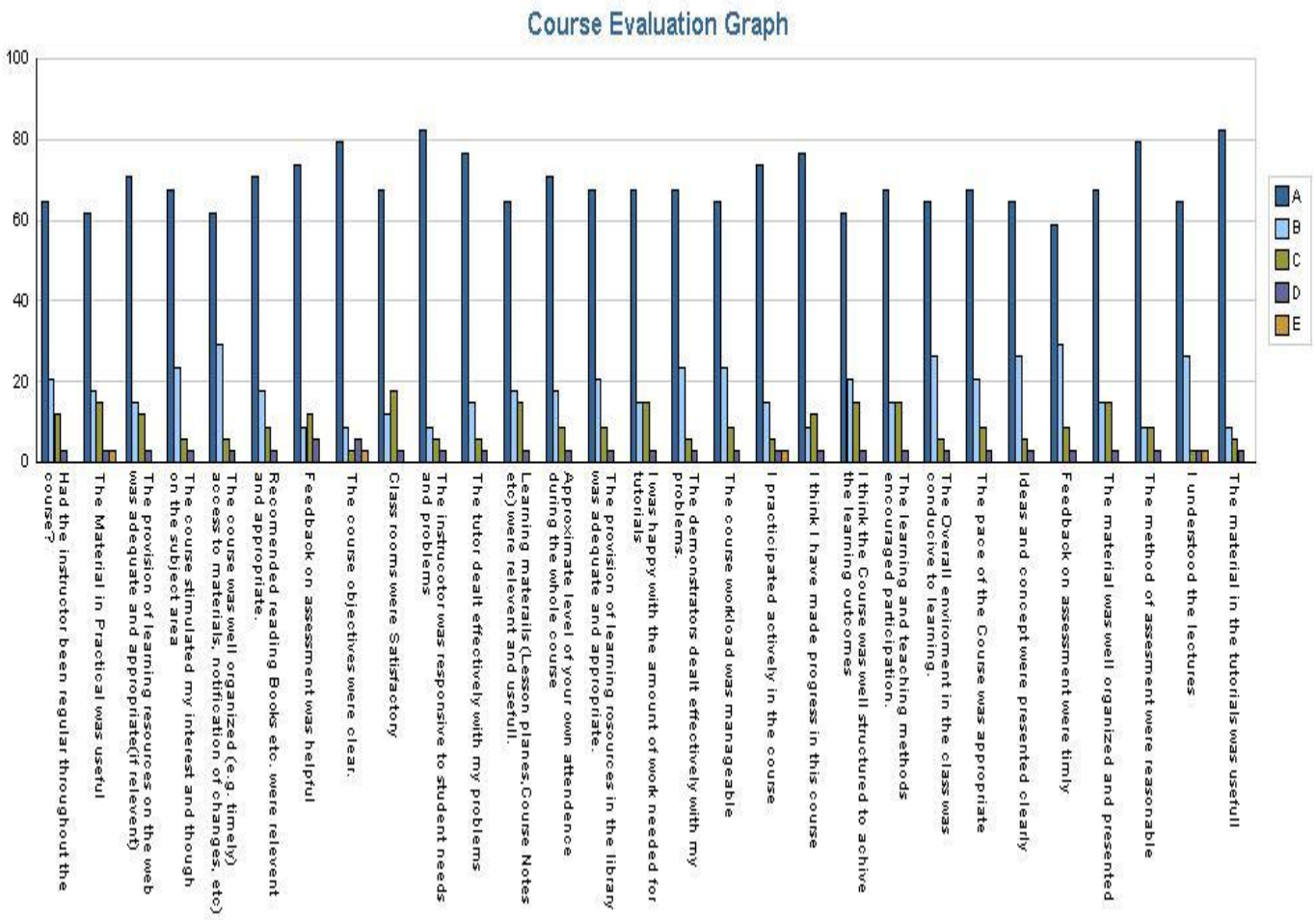
Session Name: **SPRING-14**

Teacher Name: **Saima Mustafa**

Course Name: **Computer Programming**

Section: **A** **M/E:** **M** **Semester#** **4**

Class: **M.Sc (Statistics)**



Data is collected from 40 students of M.Sc. Morning. About 59% were strongly agreed 29% agreed 9% certain 3% disagree regarding the questions that assessment was timely, 76% were strongly agreed 9% agreed12% certain 3% that course was progressive, 79% were strongly agreed 9% agreed 3% certain 6%disagree and 3% that objectives were clear. 65% strongly agreed 24% agreed 9% certain 3% disagree that workload was manageable and demonstrators dealt effectively. 68% were strongly agreed 21% agreed 9% certain 3% about the pace of the course was appropriate.

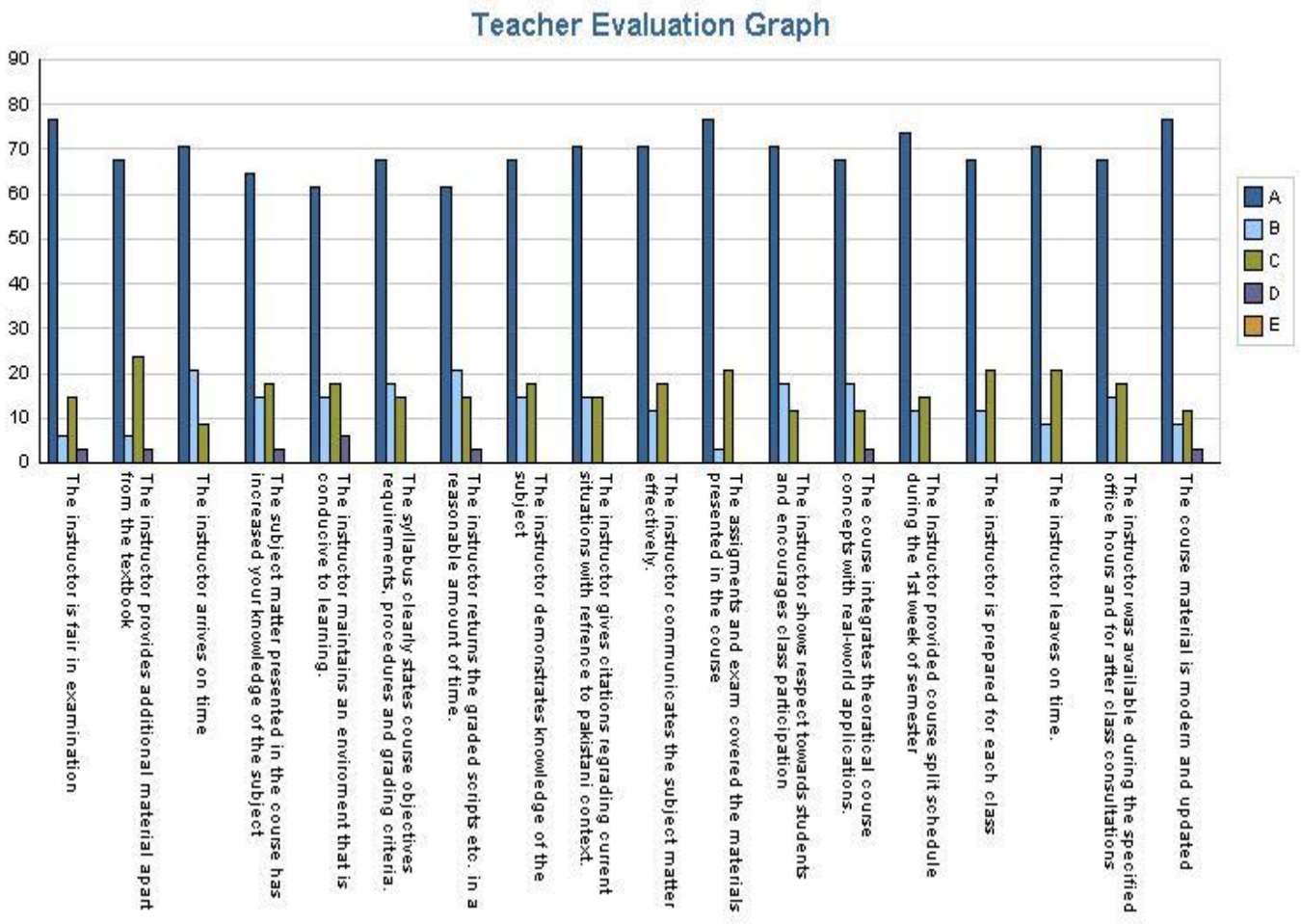
Performa 10

Session Name: **SPRING-14**

Teacher Name: **Saima Mustafa**

Course Name: **Computer Programming**

Section: **A** **M/E: M** **Semester#: 4**



Data is collected from 40 students of M.Sc. Morning. About 74% were strongly agreed 12% agreed 15% certain regarding the questions that course split was provided during 1st week of semester, instructor show respect towards students, course concepts were clear and applicable, 76% were strongly agreed 9% agreed 12% certain 3% disagree that course material was up-to-date. 68% were strongly agreed 15% agreed 18% certain that instructor was available during the specified office hours, instructor was prepared for class and syllabus clearly states course objectives.

Performa 1

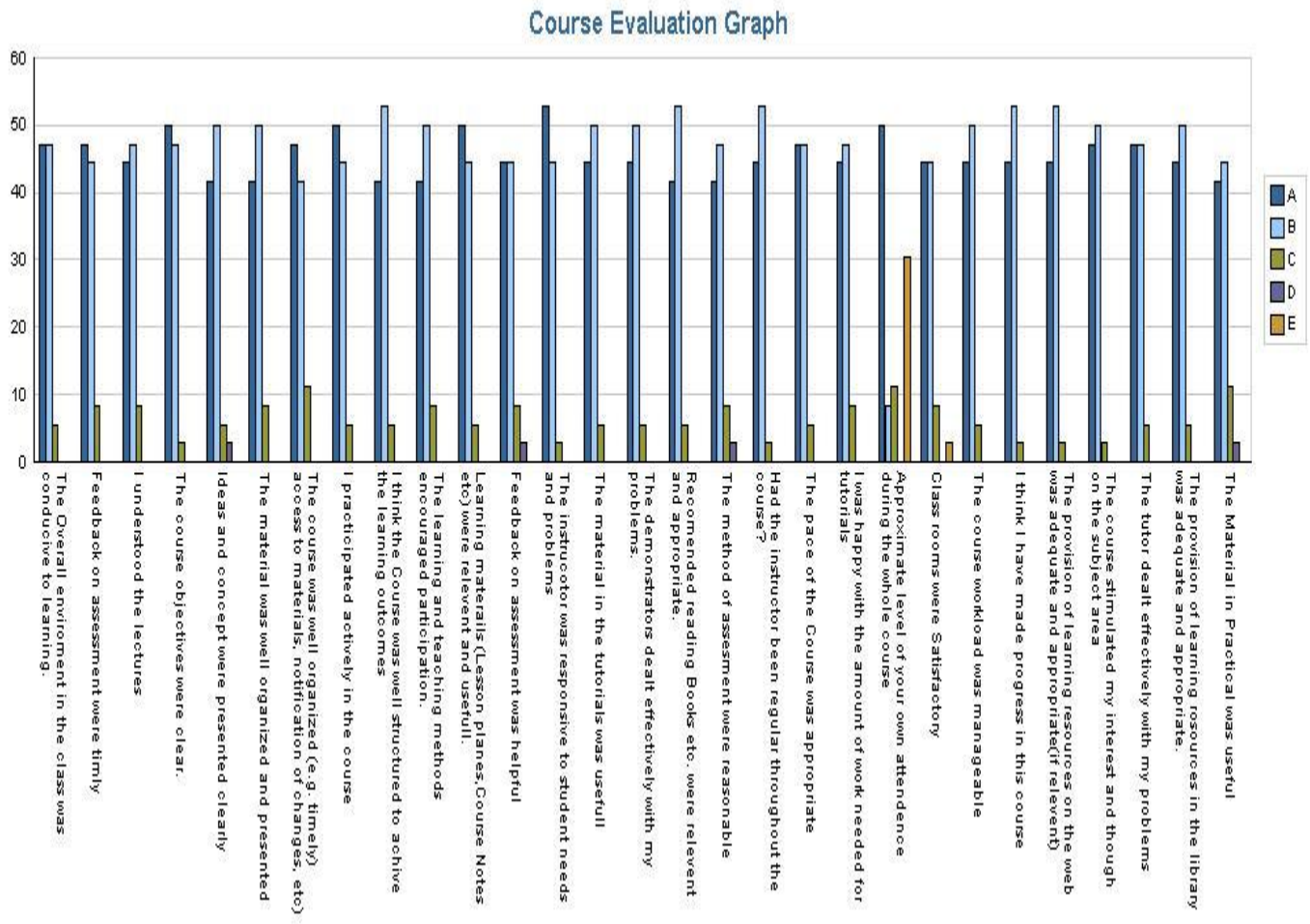
Session Name: **SPRING-14**

Teacher Name: **Nasir Jamal**

Course Name: **Sampling Techniques-II**

Section: **A** **M/E:** **M** **Semester#** **2**

Class: **M.Sc (Statistics)**

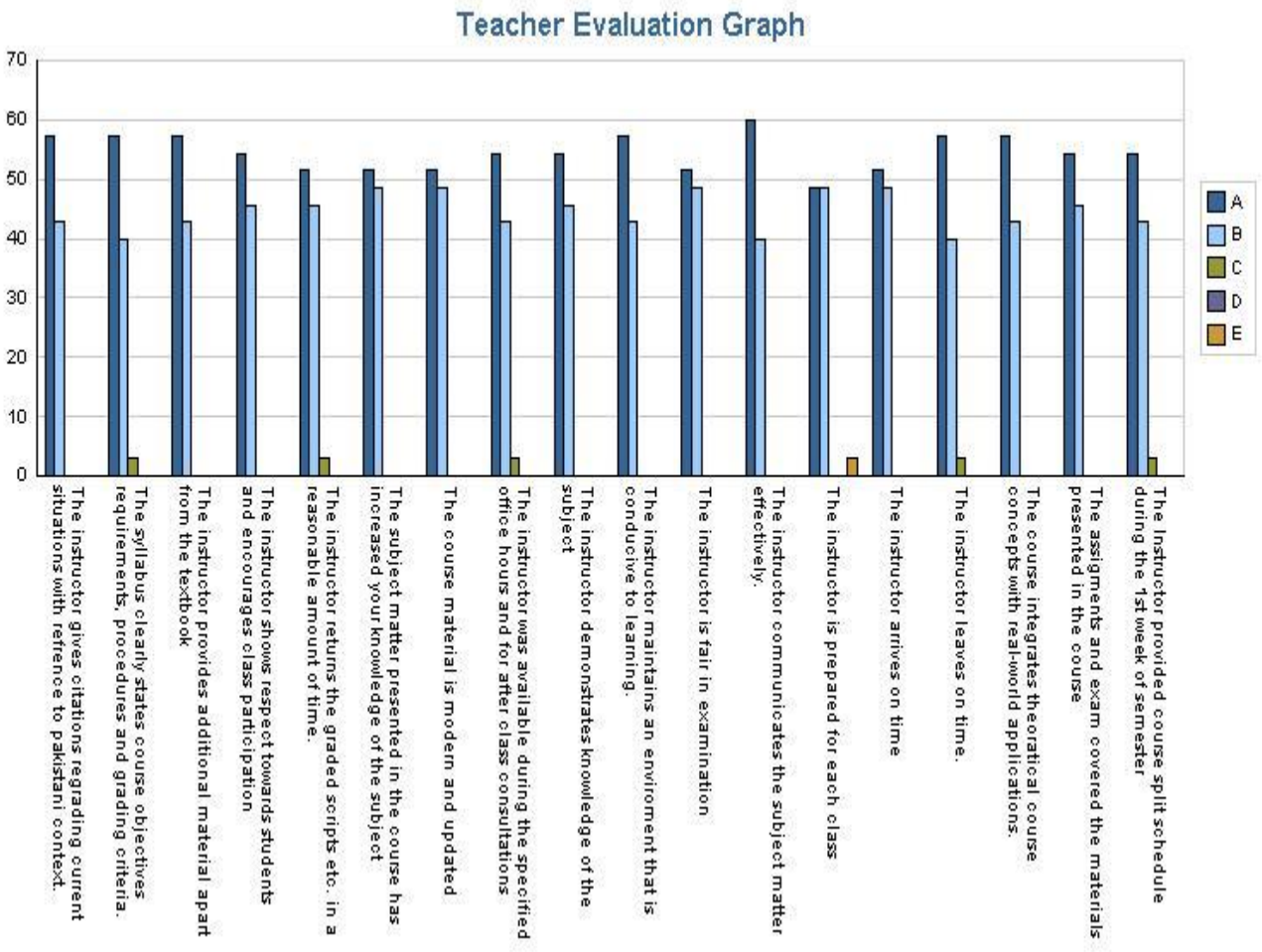


Data were collected from 40 students of M.Sc Statistics Morning; about 47% were strongly agreed, 44% were agreed, 8% were uncertain, 0% was disagreed and 0% was strongly disagreed regarding the questions that assessment was timely. 44% were strongly agreed, 53% were agreed, 3% were uncertain, 0% were disagreed and 0% were strongly disagreed that course was progressive. 50% were strongly agreed, 47% were agreed, 3% were uncertain, 0% were disagreed and 0% were strongly disagreed that objectives were clear. 44% were strongly agreed, 50% were agreed, 6% were uncertain, 0% were disagreed and 0% were strongly disagreed that workload was manageable. 47% were strongly agreed, 47% were agreed, 6% were uncertain, 0% was disagreed and 0% was strongly disagreed about the pace of the course was appropriate.

Performa 10

Session Name: SPRING-14
Teacher Name: Nasir Jamal
Course Name: Sampling Techniques-II

Section: A M/E: M Semester#: 2



Data were collected from 40 students of M.Sc Statistics Morning; About 54% were strongly agreed 43% were agreed, 3% were uncertain, 0% were disagreed and 0% were strongly disagreed regarding the questions that course split was provided during 1st week of semester. 57% were strongly agreed, 43% were agreed, 0% were uncertain, 0% were disagreed and 0% were strongly disagreed that course concepts were clear and applicable. 51% were strongly agreed, 49% were agreed, 0% was uncertain, 0% was disagreed and 0% were strongly disagreed that course material was up-to-date. 49% were strongly agreed, 49% were agreed, 0% were uncertain, 0% were disagreed and 3% were strongly disagreed that instructor was prepared for class. 54% were strongly agreed, 46% were agreed, 0% were uncertain, 0% was disagreed and 0% were strongly disagreed about instructor showed respect towards students. 54% were strongly agreed, 43% were agreed, 3% were uncertain, 0% were disagreed and 0% was strongly disagreed that instructor was available during the specified office hours and after for class consultation.

Performa 1

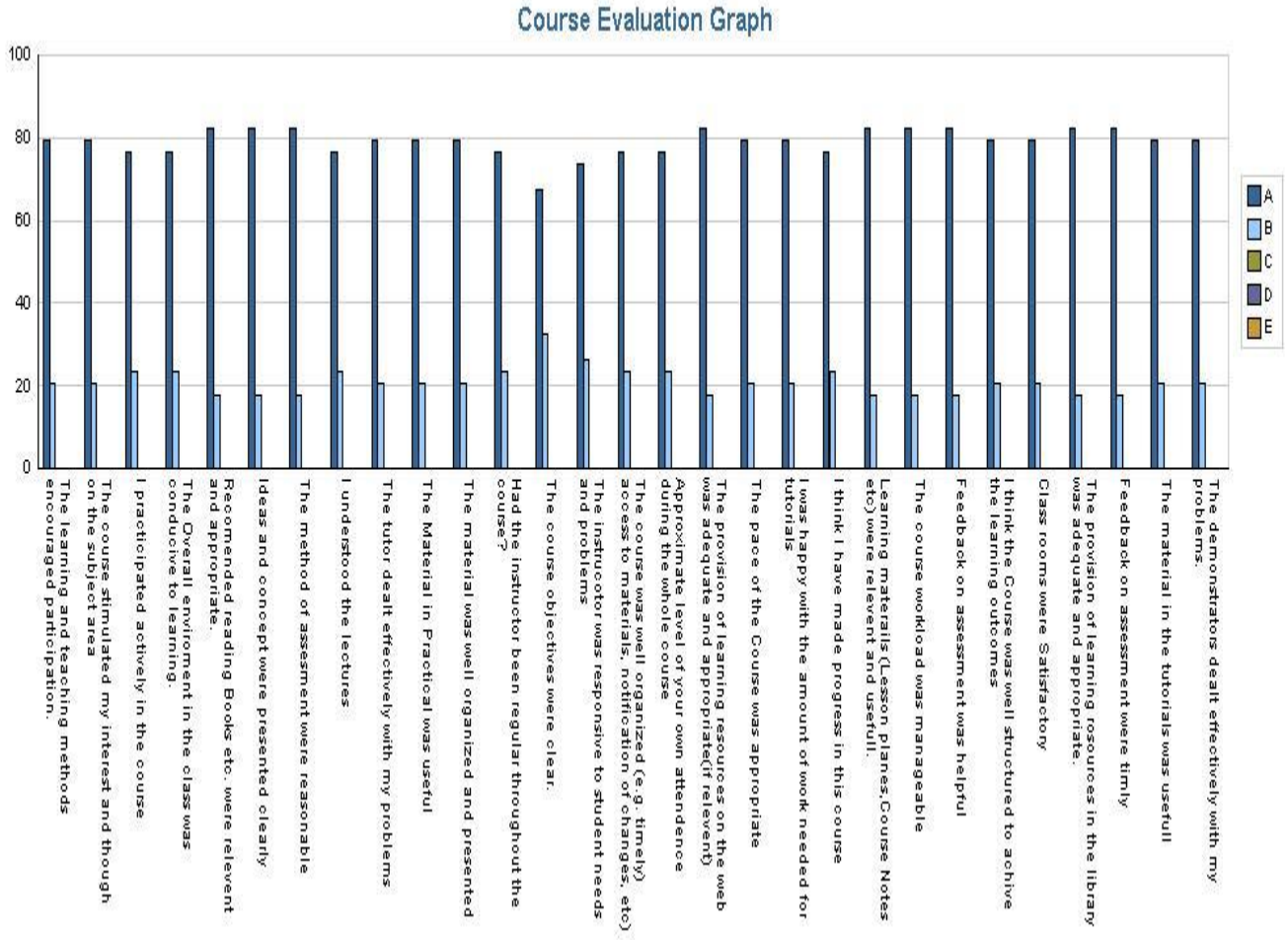
Session Name: **SPRING-14**

Teacher Name: **Nasir Jamal**

Course Name: **Sampling Techniques-II**

Section: **A** **M/E:** **E** **Semester#** **2**

Class: **M.Sc (Statistics)**

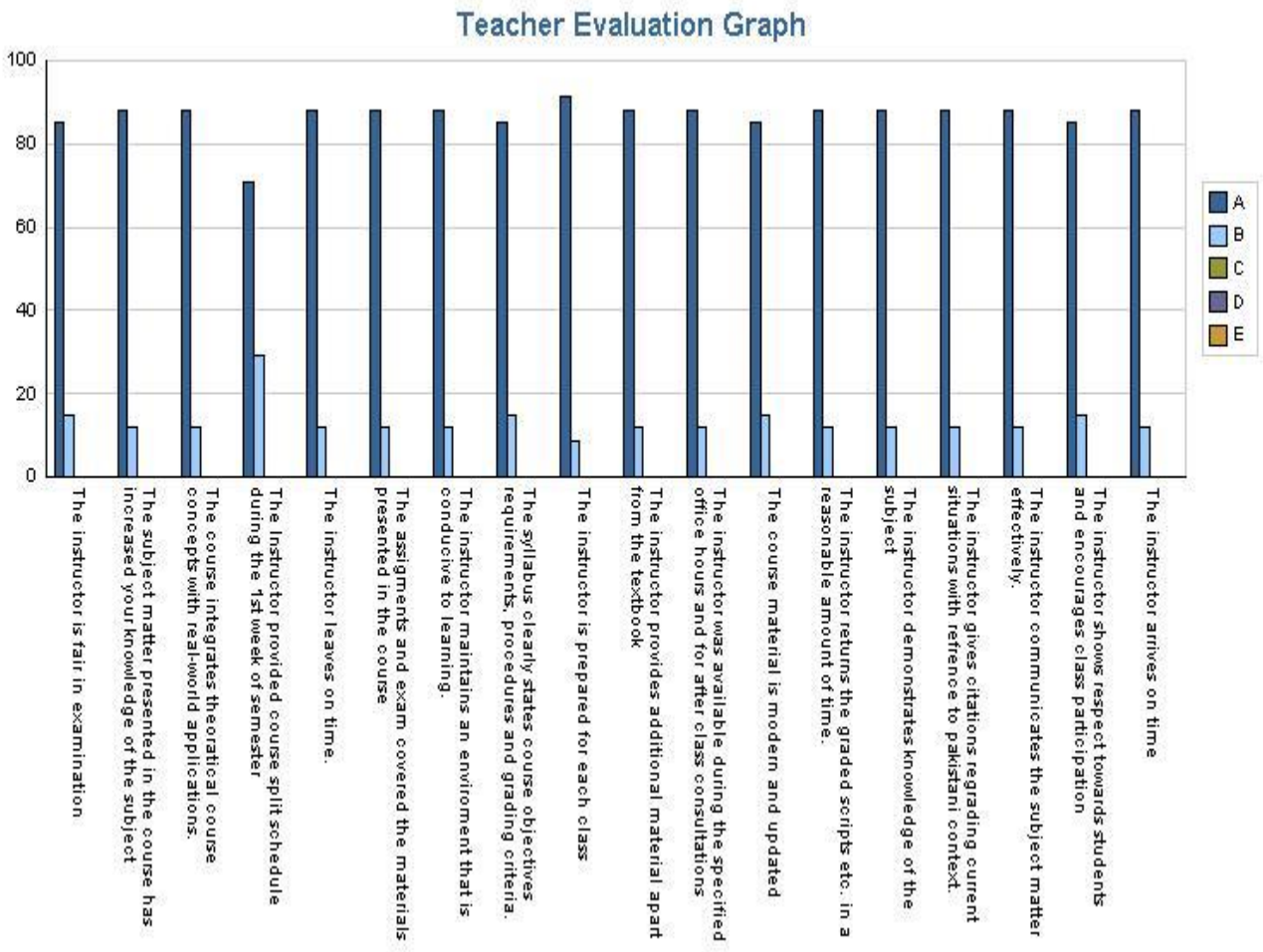


Data were collected from 40 students of M.Sc Statistics Evening; about 82% were strongly agreed, 18% were agreed, 0% were uncertain, 0% was disagreed and 0% was strongly disagreed regarding the questions that assessment was timely. 76% were strongly agreed, 24% were agreed, 0% were uncertain, 0% were disagreed and 0% were strongly disagreed that course was progressive. 68% were strongly agreed, 32% were agreed, 0% were uncertain, 0% were disagreed and 0% were strongly disagreed that objectives were clear. 82% were strongly agreed, 18% were agreed, 0% were uncertain, 0% were disagreed and 0% were strongly disagreed that workload was manageable. 79% were strongly agreed, 21% were agreed, 0% were uncertain, 0% was disagreed and 0% were strongly disagreed about the pace of the course was appropriate.

Performa 10

Session Name: SPRING-14
Teacher Name: Nasir Jamal
Course Name: Sampling Techniques-II

Section: A M/E: E Semester#: 2



Data were collected from 40 students of M.Sc Statistics Evening; About 71% were strongly agreed 29% were agreed, 0% were uncertain, 0% were disagreed and 0% were strongly disagreed regarding the questions that course split was provided during 1st week of semester. 88% were strongly agreed, 12% were agreed, 0% were uncertain, 0% were disagreed and 0% were strongly disagreed that course concepts were clear and applicable. 85% were strongly agreed, 15% were agreed, 0% was uncertain, 0% was disagreed and 0% were strongly disagreed that course material was up-to-date. 91% were strongly agreed, 9% were agreed, 0% were uncertain, 0% were disagreed and 0% were strongly disagreed that instructor was prepared for class. 85% were strongly agreed, 15% were agreed, 0% were uncertain, 0% was disagreed and 0% were strongly disagreed about instructor showed respect towards students. 88% were strongly agreed, 12% were agreed, 0% were uncertain, 0% were disagreed and 0% was strongly disagreed that instructor was available during the specified office hours and after for class consultation.

Performa 1

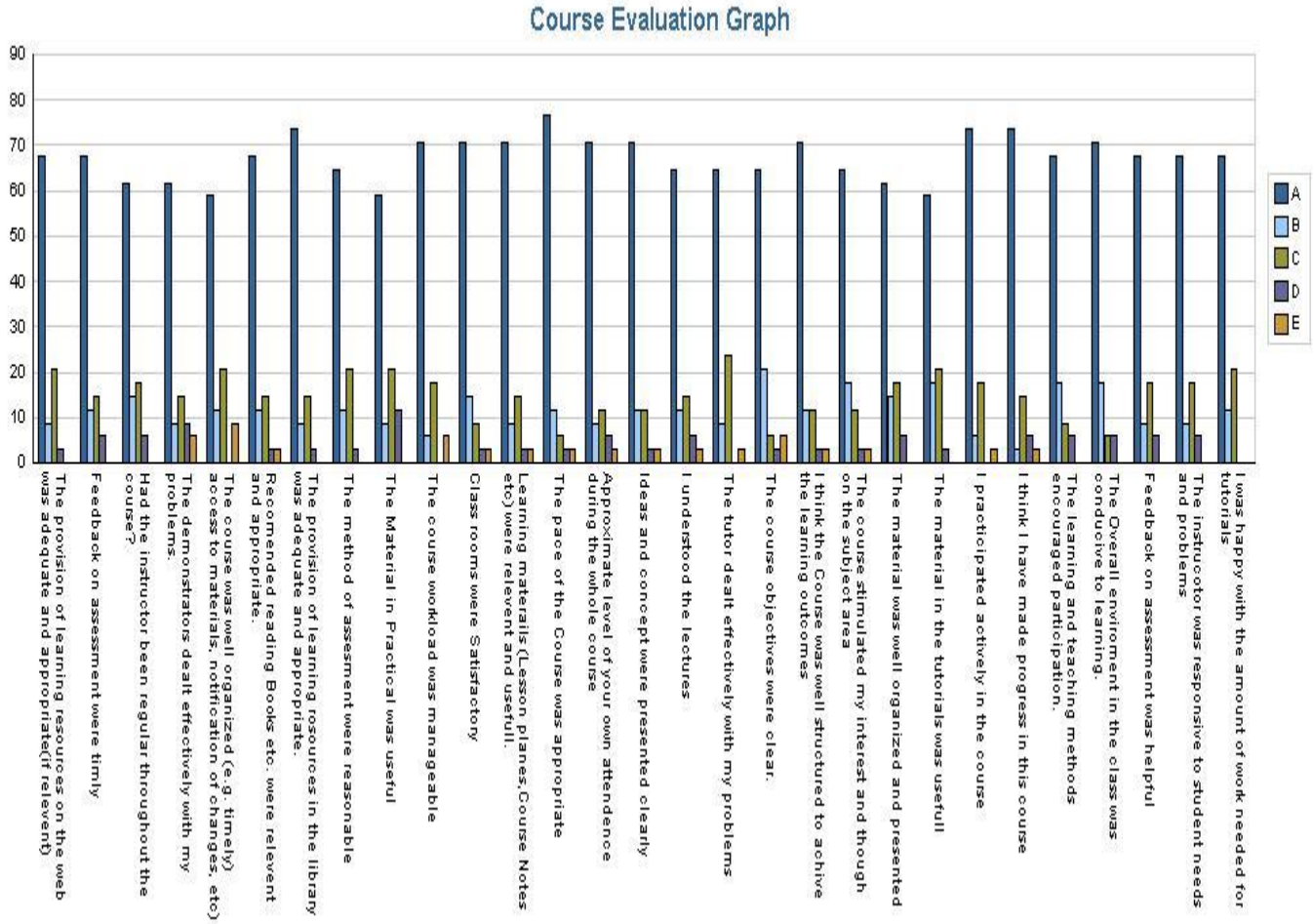
Session Name: **SPRING-14**

Teacher Name: **Nasir Jamal**

Course Name: **Multivariate Analysis**

Section: **A** **M/E:** **E** **Semester#** **4**

Class: **M.Sc (Statistics)**

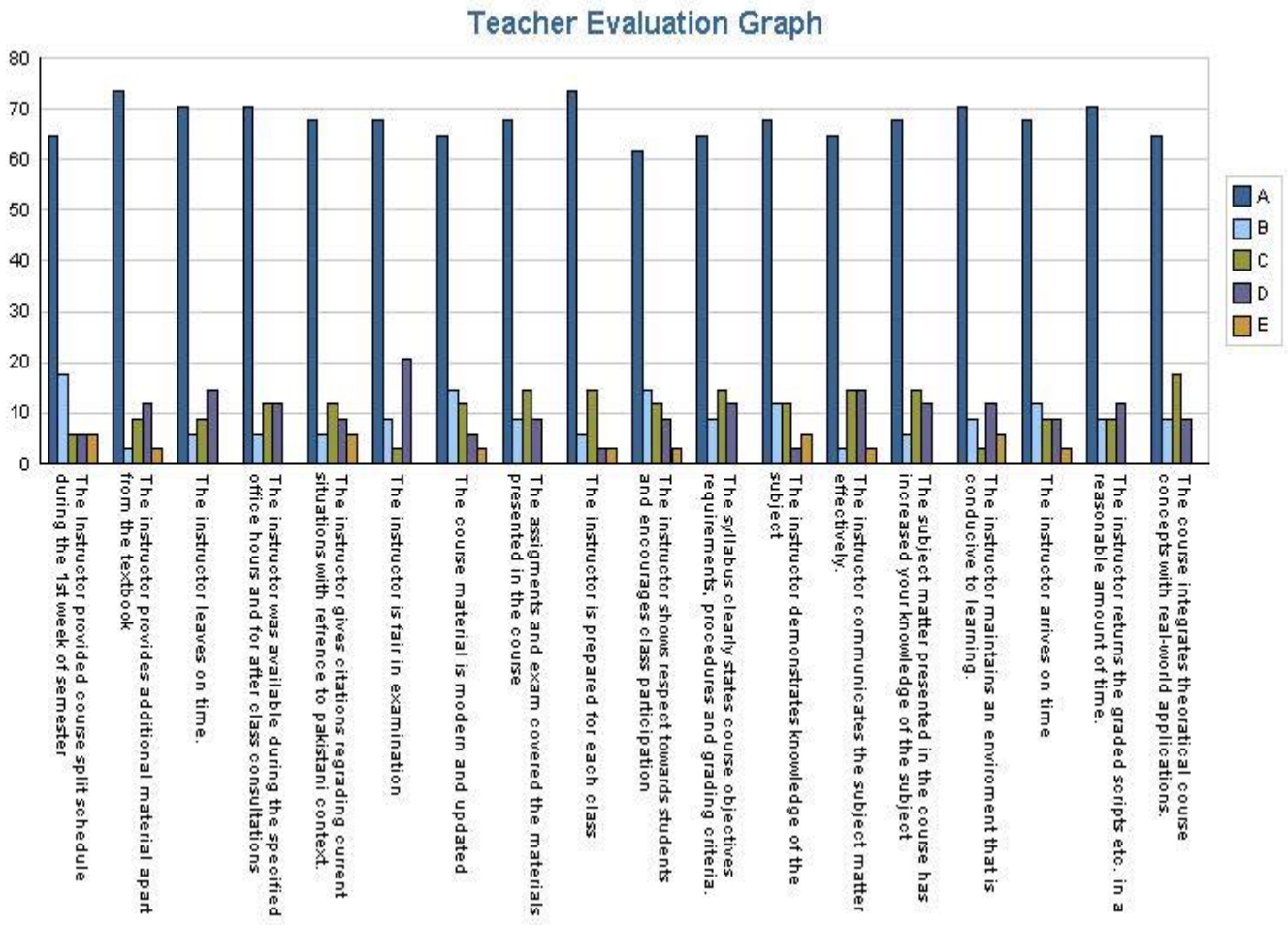


Data were collected from 15 students of M.Phil Statistics Evening ; about 53% were strongly agreed, 33% were agreed, 13% were uncertain, 0% was disagreed and 1% was strongly disagreed regarding the questions that assessment was timely. 53% were strongly agreed, 33% were agreed, 7% were uncertain, 0% were disagreed and 7% were strongly disagreed that course was progressive. 53% were strongly agreed, 33% were agreed, 7% were uncertain, 0% were disagreed and 7% were strongly disagreed that objectives were clear. 60% were strongly agreed, 27% were agreed, 13% were uncertain, 0% were disagreed and 0% were strongly disagreed that workload was manageable. 73% were strongly agreed, 27% were agreed, 0% were uncertain, 0% was disagreed and 0% were strongly disagreed about the pace of the course was appropriate.

Performa 10

Session Name: SPRING-14
Teacher Name: Nasir Jamal
Course Name: Multivariate Analysis

Section: A M/E: E Semester#: 4



Data were collected from 15 students of M.Phil Statistics Evening; About 69% were strongly agreed 23% were agreed, 0% were uncertain, 0% were disagreed and 8% were strongly disagreed regarding the questions that course split was provided during 1st week of semester. 85% were strongly agreed, 8% were agreed, 7% were uncertain, 0% were disagreed and 0% were strongly disagreed that course concepts were clear and applicable. 85% were strongly agreed, 7% were agreed, 8% was uncertain, 0% was disagreed and 0% were strongly disagreed that course material was up-to-date. 69% were strongly agreed, 23% were agreed, 0% were uncertain, 0% were disagreed and 8% were strongly disagreed that instructor was prepared for class. 62% were strongly agreed, 23% were agreed, 8% were uncertain, 0% was disagreed and 8% were strongly disagreed about instructor showed respect towards students. 69% were strongly agreed, 15% were agreed, 8% were uncertain, 0% were disagreed and 8% were strongly disagreed that instructor was available during the specified office hours and after for class consultation

Performa 1

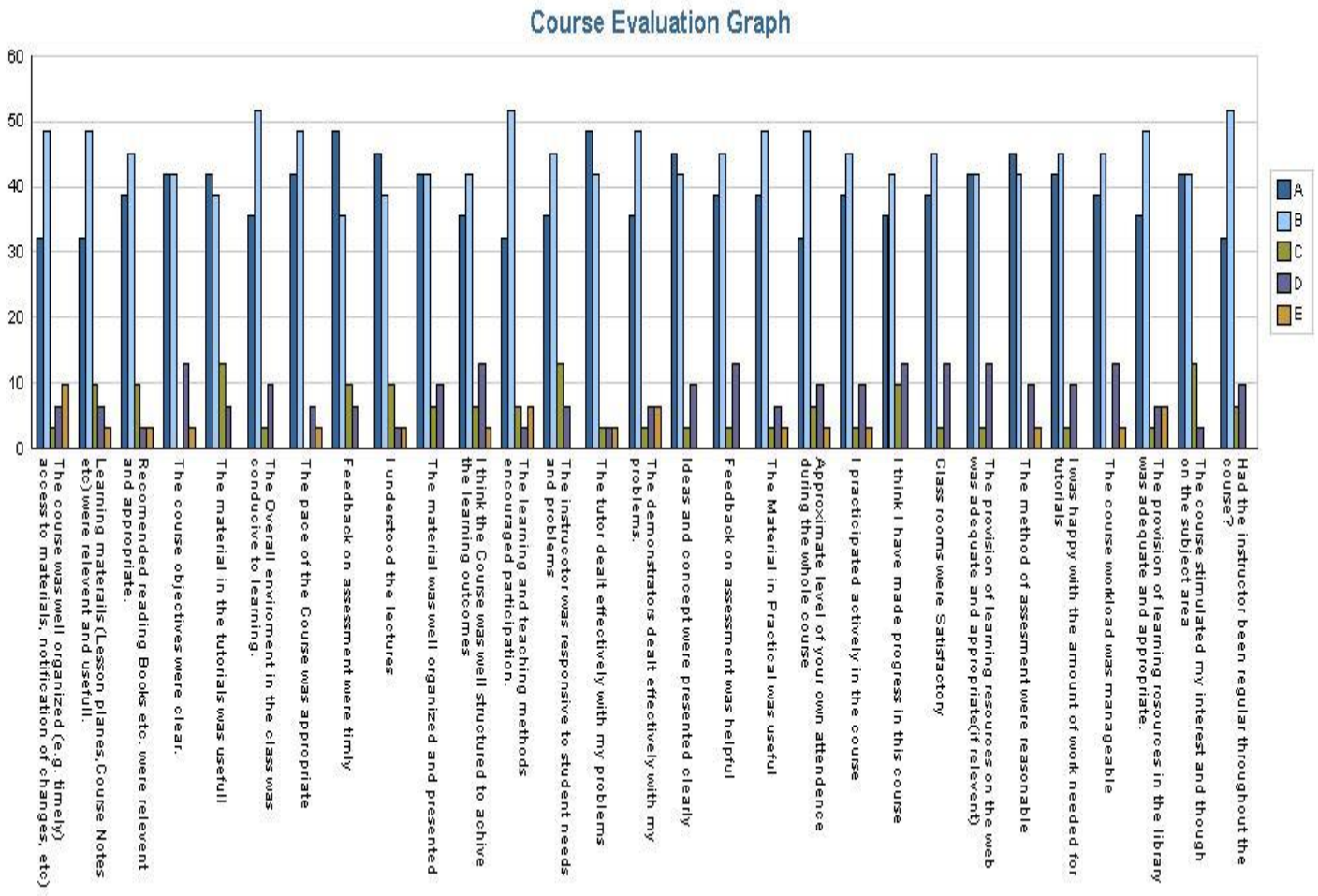
Session Name: **SPRING-14**

Teacher Name: **Nasir Ali**

Course Name: **Elements of Statistics and Biometry**

Section: **A** **M/E:** **M** **Semester#** **2**

Class: **Supporting Courses**



Data were collected from 40 students of Morning Session 1st semester Sec A; about 65% were strongly agreed, 30% were agreed, 5% were uncertain, 0% was disagreed and 0% was strongly disagreed regarding the questions that assessment was timely. 71% were strongly agreed, 21% were agreed, 8% was uncertain, 0% were disagreed and 0% were strongly disagreed that course was progressive. 80% were strongly agreed, 18% were agreed, 1% were uncertain, 1% were disagreed and 0% were strongly disagreed that objectives were clear. 74% were strongly agreed, 25% were agreed, 0% were uncertain, 1% were disagreed and 0% were strongly disagreed that workload was manageable. 63% were strongly agreed, 33% were agreed, 3% were uncertain, 3% was disagreed and 0% was strongly disagreed about the pace of the course was appropriate.

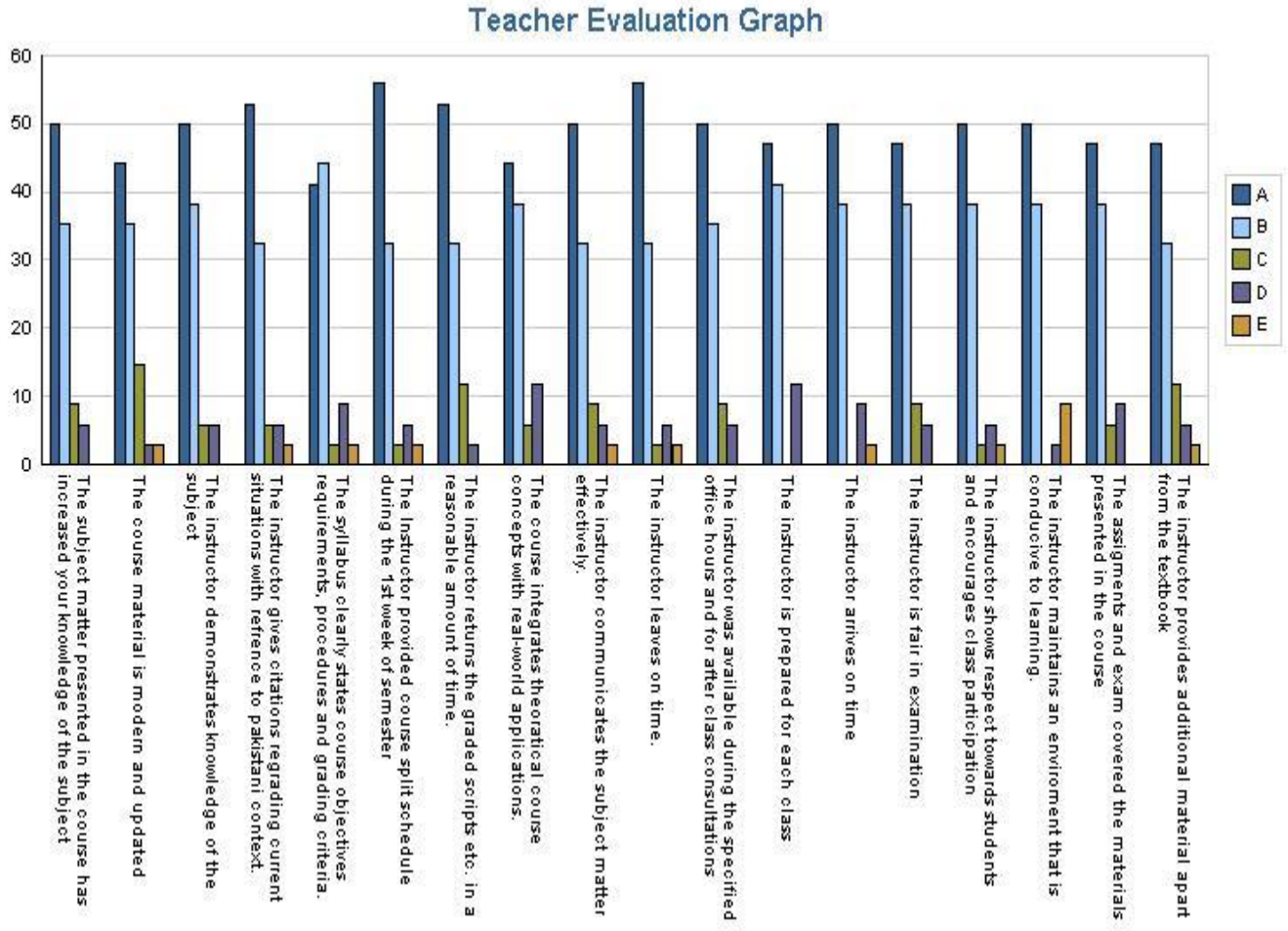
Performa 10

Session Name: SPRING-14

Teacher Name: Nasir Ali

Course Name: Elements of Statistics and Biometry

Section: A M/E: M Semester#: 2



Data were collected from 40 students of Morning Session 1st semester Sec A; About 75% were strongly agreed 12% were agreed, 5% were uncertain, 5% were disagreed and 3% were strongly disagreed regarding the questions that course split was provided during 1st week of semester. 70% were strongly agreed, 22% were agreed, 6% were uncertain, 0% were disagreed and 1% were strongly disagreed that course concepts were clear and applicable. 70% were strongly agreed, 19% were agreed, 10% was uncertain, 0% was disagreed and 0% were strongly disagreed that course material was up-to-date. 75% were strongly agreed, 23% were agreed, 1% were uncertain, 0% were disagreed and 0% were strongly disagreed that instructor was prepared for class. 81% were strongly agreed, 17% were agreed, 3% were uncertain, 0% was disagreed and 0% were strongly disagreed about instructor showed respect towards students. 77% were strongly agreed, 18% were agreed, 5% were uncertain, 0% were disagreed and 0% was strongly disagreed that instructor was available during the specified office hours and after for class consultation.

Performa 1

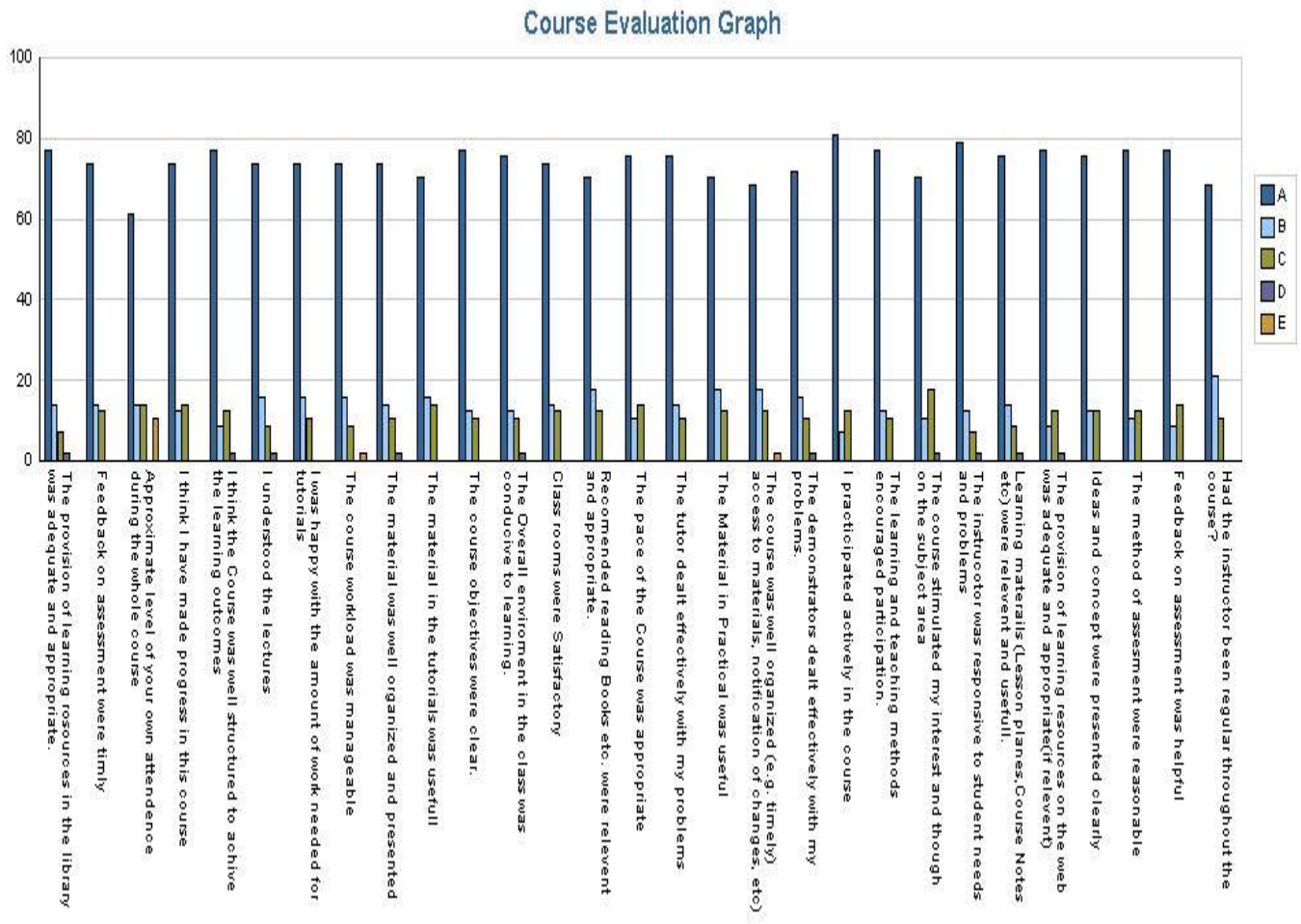
Session Name: **SPRING-14**

Teacher Name: **Nasir Ali**

Course Name: **Experimental Statistics**

Section: **A** **M/E:** **M** **Semester#** **2**

Class: **Supporting Courses**

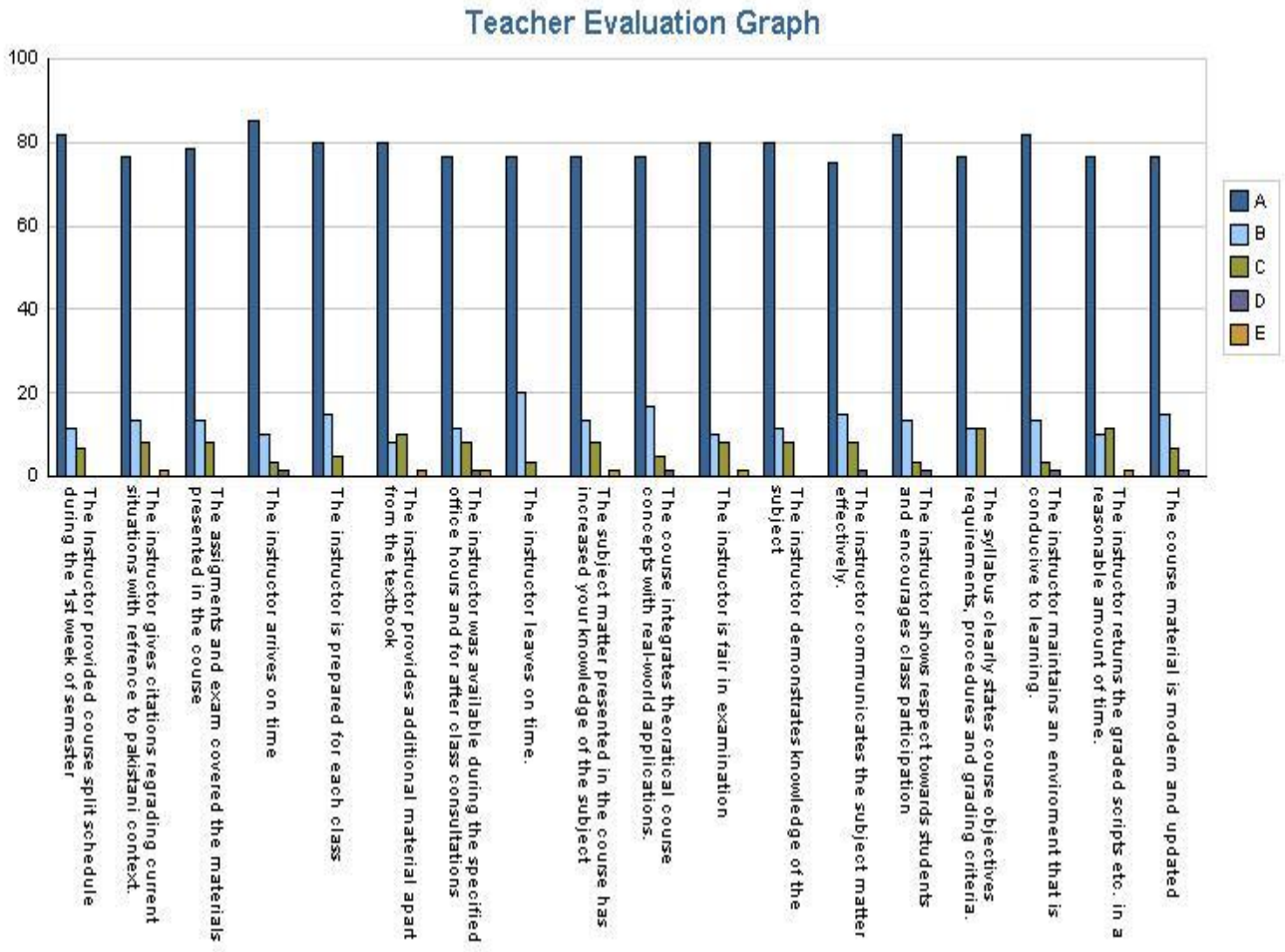


Data were collected from 40 students of Morning Session 1st semester Sec A; about 53% were strongly agreed, 37% were agreed, 10% were uncertain, 0% was disagreed and 0% was strongly disagreed regarding the questions that assessment was timely. 63% were strongly agreed, 27% were agreed, 10% was uncertain, 0% were disagreed and 0% were strongly disagreed that course was progressive. 61% were strongly agreed, 34% were agreed, 5% were uncertain, 0% were disagreed and 0% were strongly disagreed that objectives were clear. 54% were strongly agreed, 39% were agreed, 3% were uncertain, 3% were disagreed and 0% were strongly disagreed that workload was manageable. 53% were strongly agreed, 37% were agreed, 8% were uncertain, 0% was disagreed and 2% was strongly disagreed about the pace of the course was appropriate.

Performa 10

Session Name: SPRING-14
Teacher Name: Nasir Ali
Course Name: Experimental Statistics

Section: A M/E: M Semester#: 2



Data were collected from 40 students of Morning Session 1st semester Sec A; About 63% were strongly agreed 30% were agreed, 7% were uncertain, 0% were disagreed and 0% were strongly disagreed regarding the questions that course split was provided during 1st week of semester. 56% were strongly agreed, 40% were agreed, 4% were uncertain, 0% were disagreed and 0% were strongly disagreed that course concepts were clear and applicable. 54% were strongly agreed, 37% were agreed, 9% was uncertain, 0% was disagreed and 0% were strongly disagreed that course material was up-to-date. 63% were strongly agreed, 35% were agreed, 2% were uncertain, 0% were disagreed and 0% were strongly disagreed that instructor was prepared for class. 65% were strongly agreed, 28% were agreed, 7% were uncertain, 0% was disagreed and 0% were strongly disagreed about instructor showed respect towards students. 60% were strongly agreed, 33% were agreed, 7% were uncertain, 0% were disagreed and 0% was strongly disagreed that instructor was available during the specified office hours and after for class consultation.

Performa 1

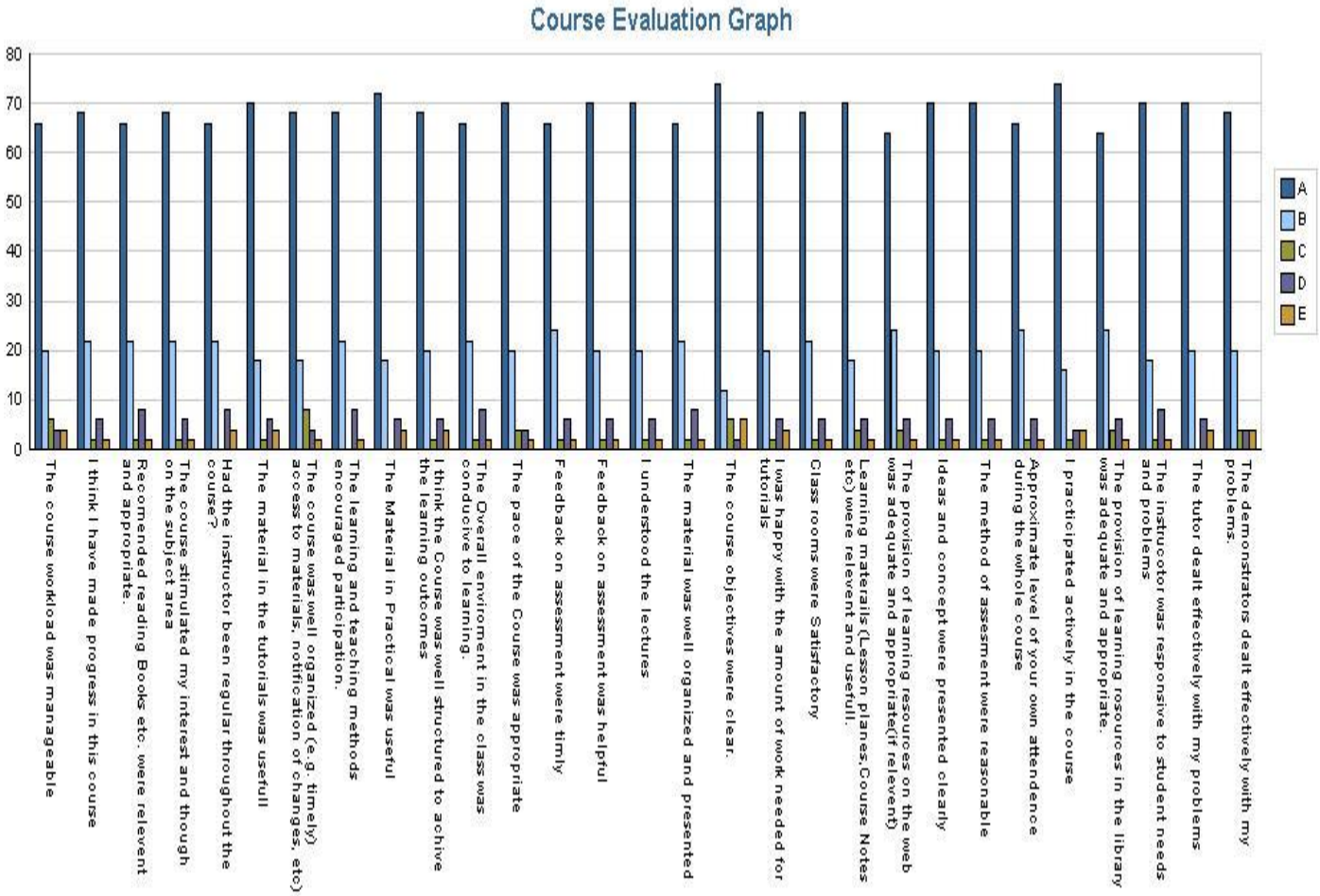
Session Name: **SPRING-14**

Teacher Name: **Nasir Ali**

Course Name: **Biostatistical Analysis**

Section: **A** **M/E:** **M** **Semester#** **2**

Class: **Supporting Courses**

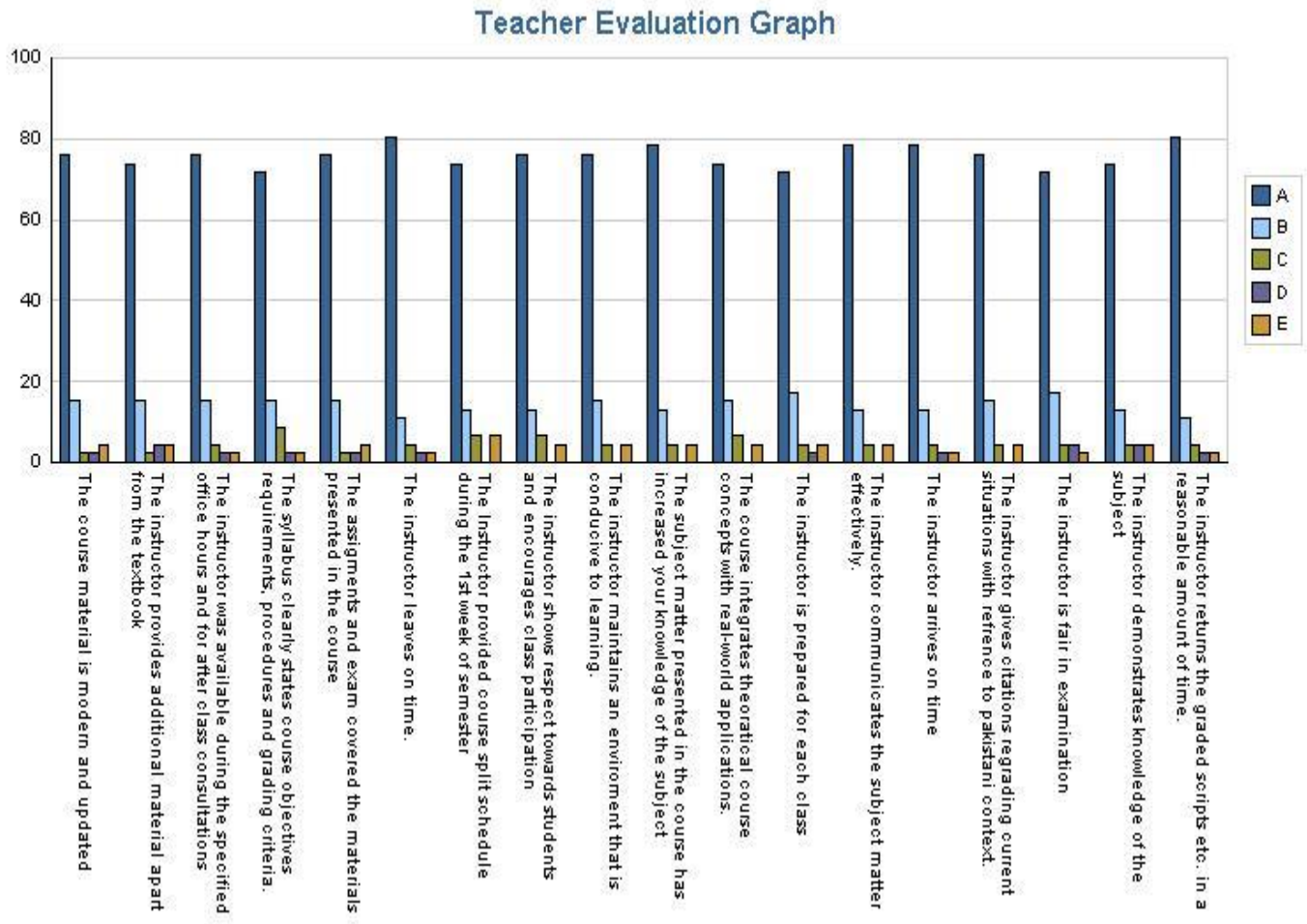


Data were collected from 40 students of Morning Session 1st semester; about 60% were strongly agreed, 35% were agreed, 5% were uncertain, 0% was disagreed and 0% was strongly disagreed regarding the questions that assessment was timely. 68% were strongly agreed, 23% were agreed, 8% was uncertain, 0% were disagreed and 3% were strongly disagreed that course was progressive. 78% were strongly agreed, 18% were agreed, 5% were uncertain, 0% were disagreed and 0% were strongly disagreed that objectives were clear. 70% were strongly agreed, 25% were agreed, 5% were uncertain, 0% were disagreed and 0% were strongly disagreed that workload was manageable. 63% were strongly agreed, 33% were agreed, 5% were uncertain, 0% was disagreed and 0% was strongly disagreed about the pace of the course was appropriate.

Performa 10

Session Name: SPRING-14
Teacher Name: Nasir Ali
Course Name: Biostatistical Analysis

Section: A M/E: M Semester#: 2



Data were collected from 40 students of Morning Session 1st semester; About 55% were strongly agreed 36% were agreed, 7% were uncertain, 0% were disagreed and 2% were strongly disagreed regarding the questions that course split was provided during 1st week of semester. 57% were strongly agreed, 38% were agreed, 5% were uncertain, 0% were disagreed and 0% were strongly disagreed that course concepts were clear and applicable. 60% were strongly agreed, 31% were agreed, 10% was uncertain, 0% was disagreed and 0% were strongly disagreed that course material was up-to-date. 60% were strongly agreed, 31% were agreed, 7% were uncertain, 2% were disagreed and 0% were strongly disagreed that instructor was prepared for class. 57% were strongly agreed, 33% were agreed, 10% were uncertain, 0% was disagreed and 0% were strongly disagreed about instructor showed respect towards students. 57% were strongly agreed, 43% were agreed, 0% were uncertain, 0% were disagreed and 0% was strongly disagreed that instructor was available during the specified office hours and after for class consultation.

Performa 1

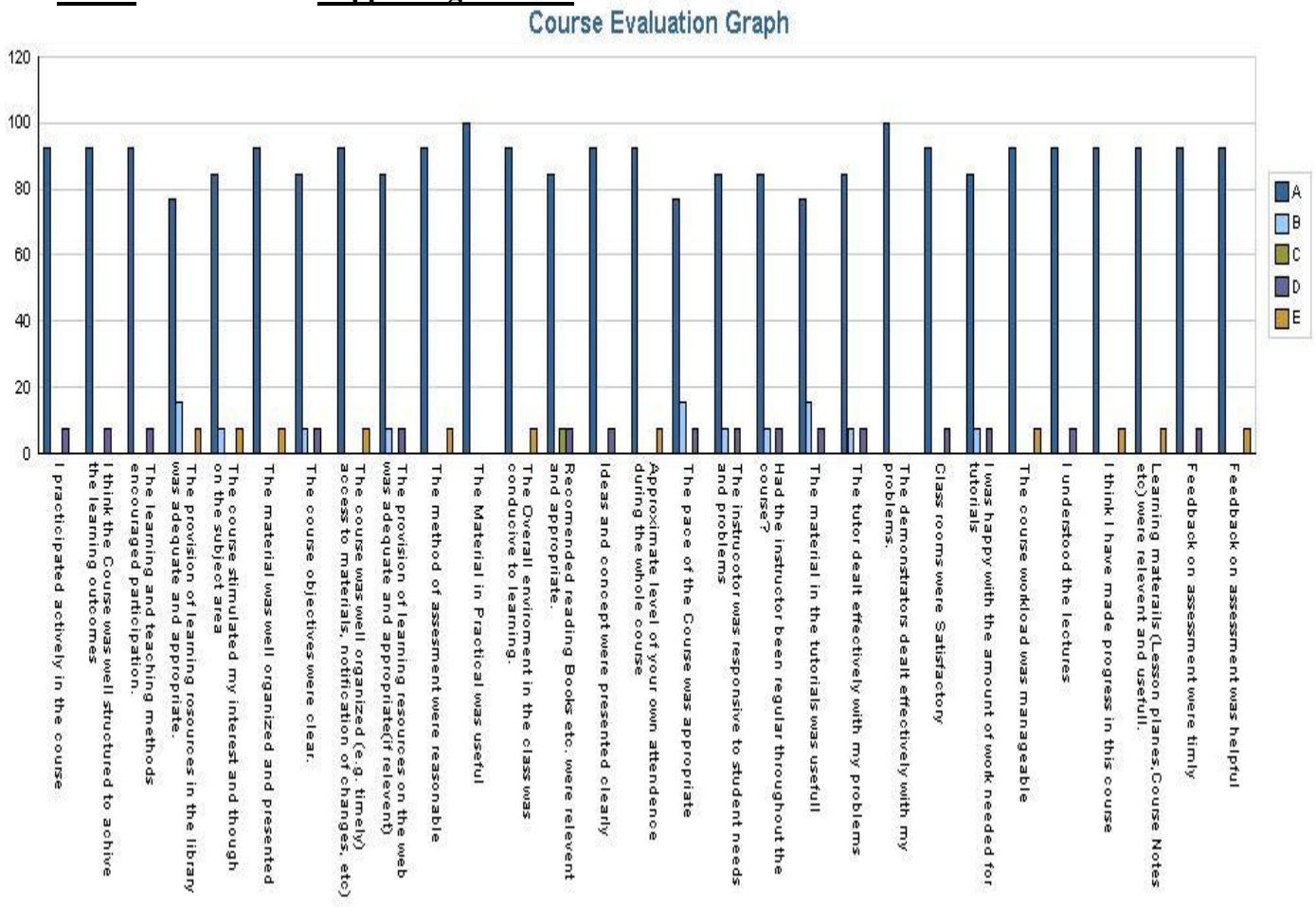
Session Name: **SPRING-14**

Teacher Name: **Nasir Ali**

Course Name: **Introduction to Statistics**

Section: **A** **M/E:** **M** **Semester#** **4**

Class: **Supporting Courses**

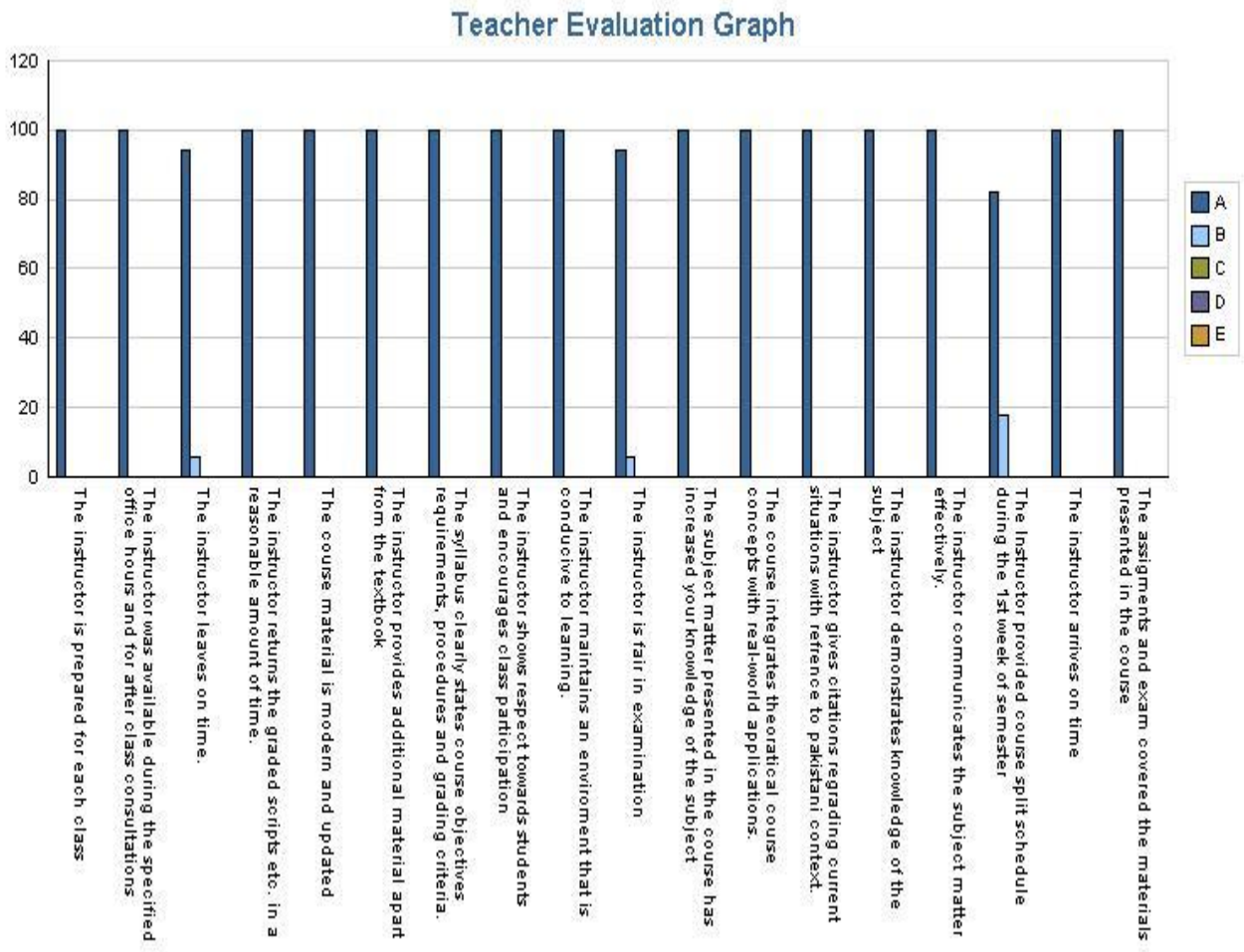


Data were collected from 40 students of Morning Session 3rd semester; about 43% were strongly agreed, 52% were agreed, 0% were uncertain, 0% was disagreed and 5% were strongly disagreed regarding the questions that assessment was timely. 43% were strongly agreed, 33% were agreed, 24% was uncertain, 0% was disagreed and 0% were strongly disagreed that course was progressive. 62% were strongly agreed, 24% were agreed, 10% were uncertain, 5% were disagreed and 0% were strongly disagreed that objectives were clear. 57% were strongly agreed, 24% were agreed, 5% were uncertain, 14% were disagreed and 0% were strongly disagreed that workload was manageable. 52% were strongly agreed, 38% were agreed, 5% were uncertain, 0% was disagreed and 5% was strongly disagreed about the pace of the course was appropriate.

Performa 10

Session Name: SPRING-14
Teacher Name: Nasir Ali
Course Name: Introduction to Statistics

Section: A M/E: M Semester#: 4



Data were collected from 40 students of Morning Session 3rd semester; About 62% were strongly agreed 33% were agreed, 5% were uncertain, 0% were disagreed and 0% were strongly disagreed regarding the questions that course split was provided during 1st week of semester. 62% were strongly agreed, 33% were agreed, 5% were uncertain, 0% were disagreed and 0% were strongly disagreed that course concepts were clear and applicable. 52% were strongly agreed, 33% were agreed, 14% was uncertain, 0% was disagreed and 0% were strongly disagreed that course material was up-to-date. 52% were strongly agreed, 43% were agreed, 0% were uncertain, 5% were disagreed and 0% were strongly disagreed that instructor was prepared for class. 67% were strongly agreed, 29% were agreed, 5% were uncertain, 0% was disagreed and 0% were strongly disagreed about instructor showed respect towards students. 57% were strongly agreed, 43% were agreed, 0% were uncertain, 0% were disagreed and 0% was strongly disagreed that instructor was available during the specified office hours and after for class consultation.

Performa 1

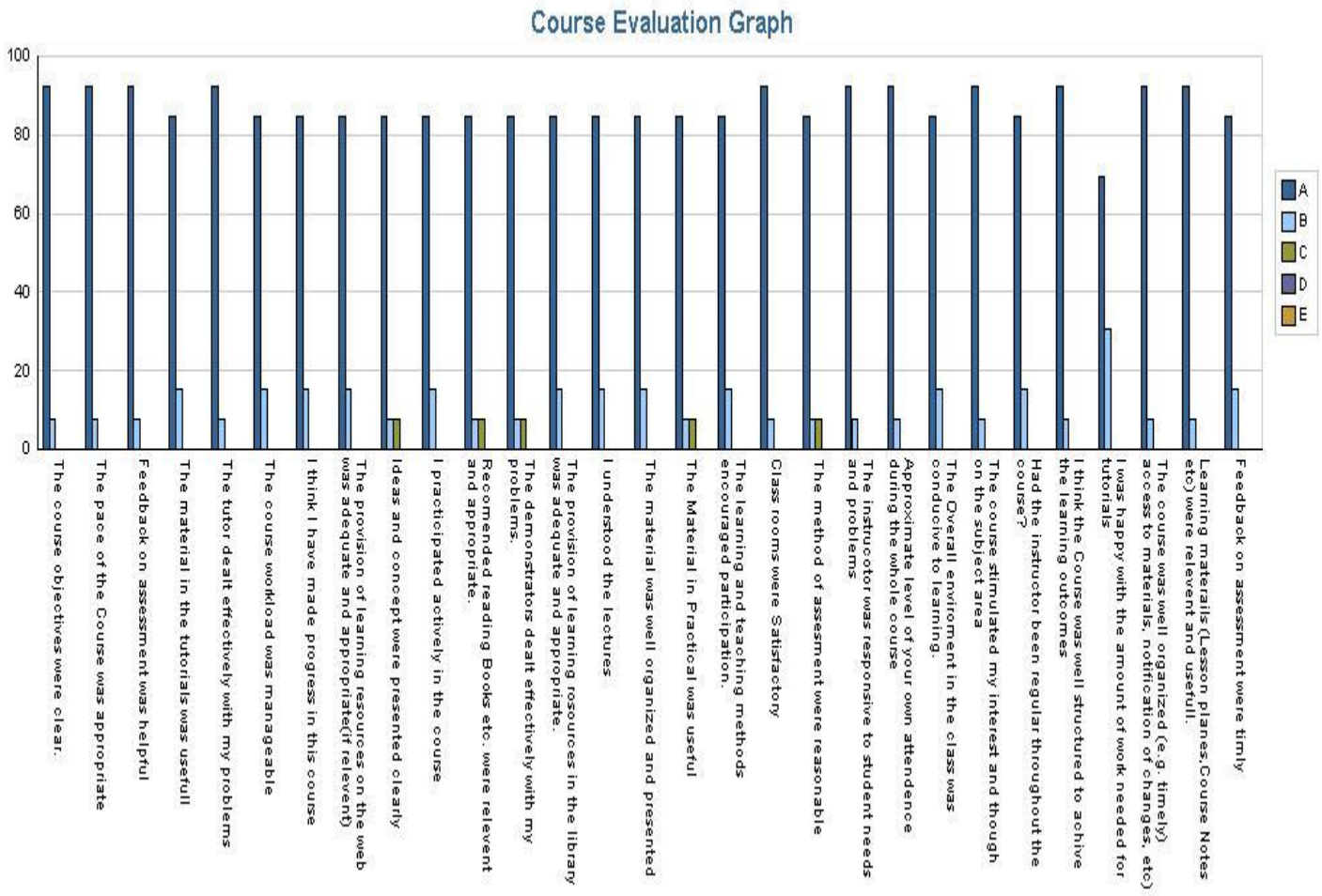
Session Name: **SPRING-14**

Teacher Name: **Nasir Ali**

Course Name: **Introduction to Statistics**

Section: **A** **M/E:** **E** **Semester#** **2**

Class: **Supporting Courses**

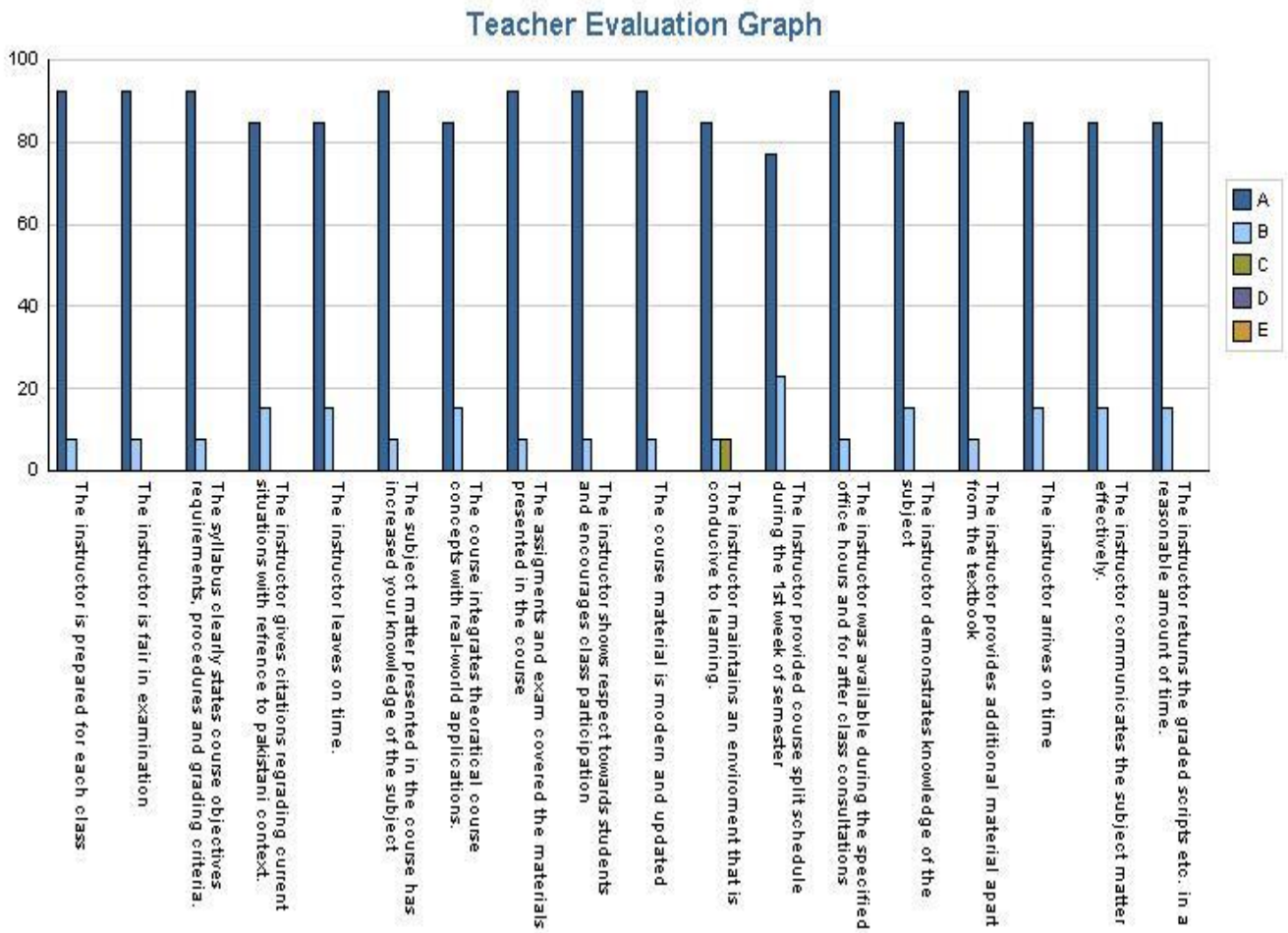


Data were collected from 40 students of Evening Session 1st semester; about 97% were strongly agreed, 3% were agreed, 0% were uncertain, 0% was disagreed and 0% was strongly disagreed regarding the questions that assessment was timely. 97% were strongly agreed, 0% were agreed, 0% was uncertain, 0% was disagreed and 3% were strongly disagreed that course was progressive. 94% were strongly agreed, 6% were agreed, 0% were uncertain, 0% were disagreed and 0% were strongly disagreed that objectives were clear. 94% were strongly agreed, 6% were agreed, 0% were uncertain, 0% were disagreed and 0% were strongly disagreed that workload was manageable. 97% were strongly agreed, 3% were agreed, 0% were uncertain, 0% was disagreed and 0% was strongly disagreed about the pace of the course was appropriate.

Performa 10

Session Name: SPRING-14
Teacher Name: Nasir Ali
Course Name: Introduction to Statistics

Section: A M/E: E Semester#: 2



Data were collected from 40 students of Evening Session 1st semester; About 85% were strongly agreed 15% were agreed, 0% were uncertain, 0% were disagreed and 0% were strongly disagreed regarding the questions that course split was provided during 1st week of semester. 92% were strongly agreed, 4% were agreed, 4% were uncertain, 0% were disagreed and 0% were strongly disagreed that course concepts were clear and applicable. 88% were strongly agreed, 8% were agreed, 4% was uncertain, 0% was disagreed and 0% were strongly disagreed that course material was up-to-date. 85% were strongly agreed, 12% were agreed, 4% were uncertain, 0% were disagreed and 0% were strongly disagreed that instructor was prepared for class. 100% were strongly agreed, 0% were agreed, 0% were uncertain, 0% was disagreed and 0% were strongly disagreed about instructor showed respect towards students. 92% were strongly agreed, 4% were agreed, 4% were uncertain, 0% were disagreed and 0% was strongly disagreed that instructor was available during the specified office hours and after for class consultation.

Performa 1

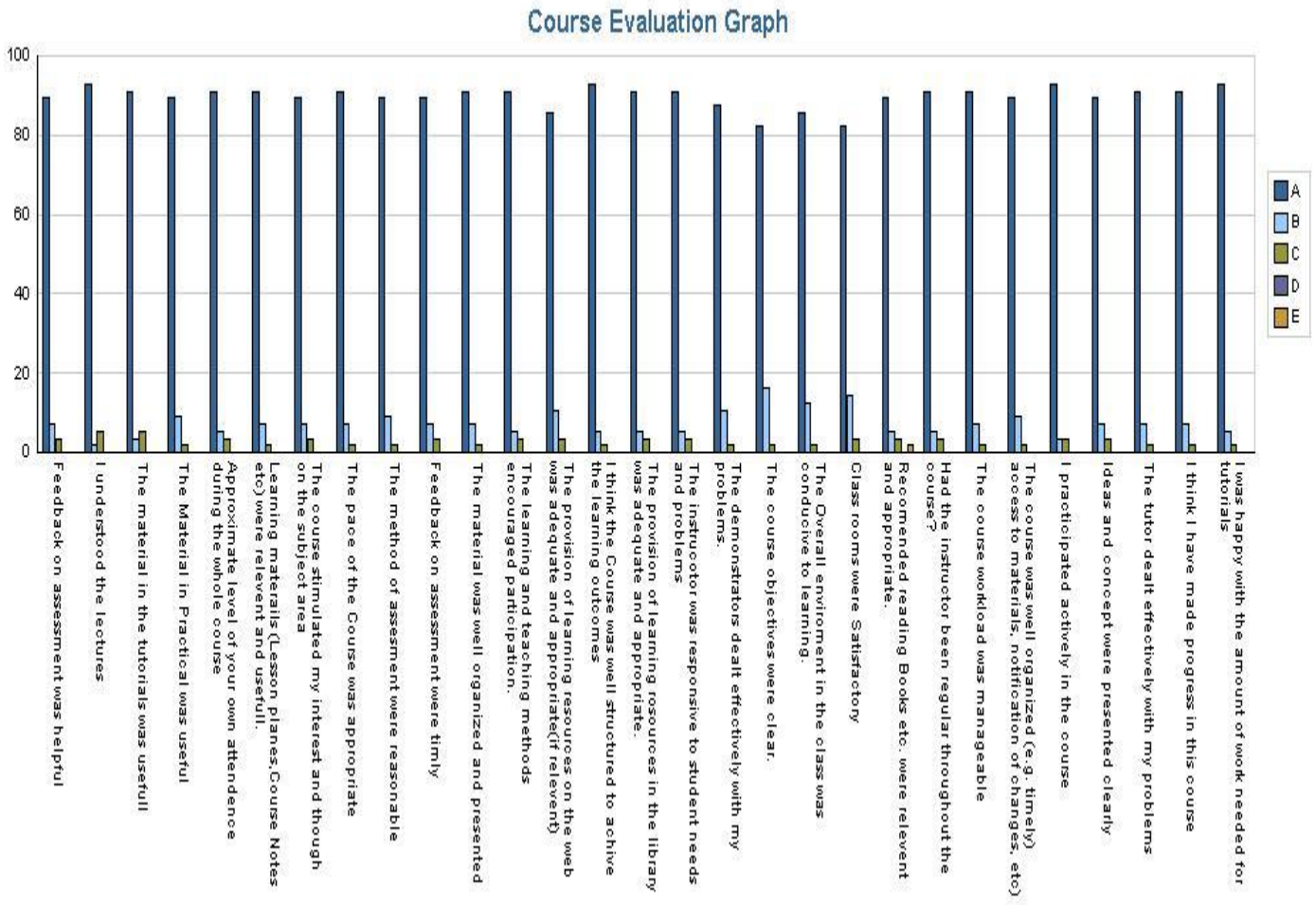
Session Name: **SPRING-14**

Teacher Name: **Beenish Shakir**

Course Name: **Mathematics-II**

Section: **A** **M/E:** **M** **Semester#** **2**

Class: **B.Sc. (Hons.) Agriculture**



Data has been collected from 80 students of B.Sc. (Hons.) Agriculture morning. About 93% are strongly agreed regarding the questions that their participation in the course is active, course organization is well structured and the amount of work needed for tutorials is appropriate. 7% agreed that workload is manageable and concept are presented clearly. 2% are uncertain that demonstrators dealt effectively and material in the tutorials is useful. 2% are disagreed that recommended books are relevant and appropriate.

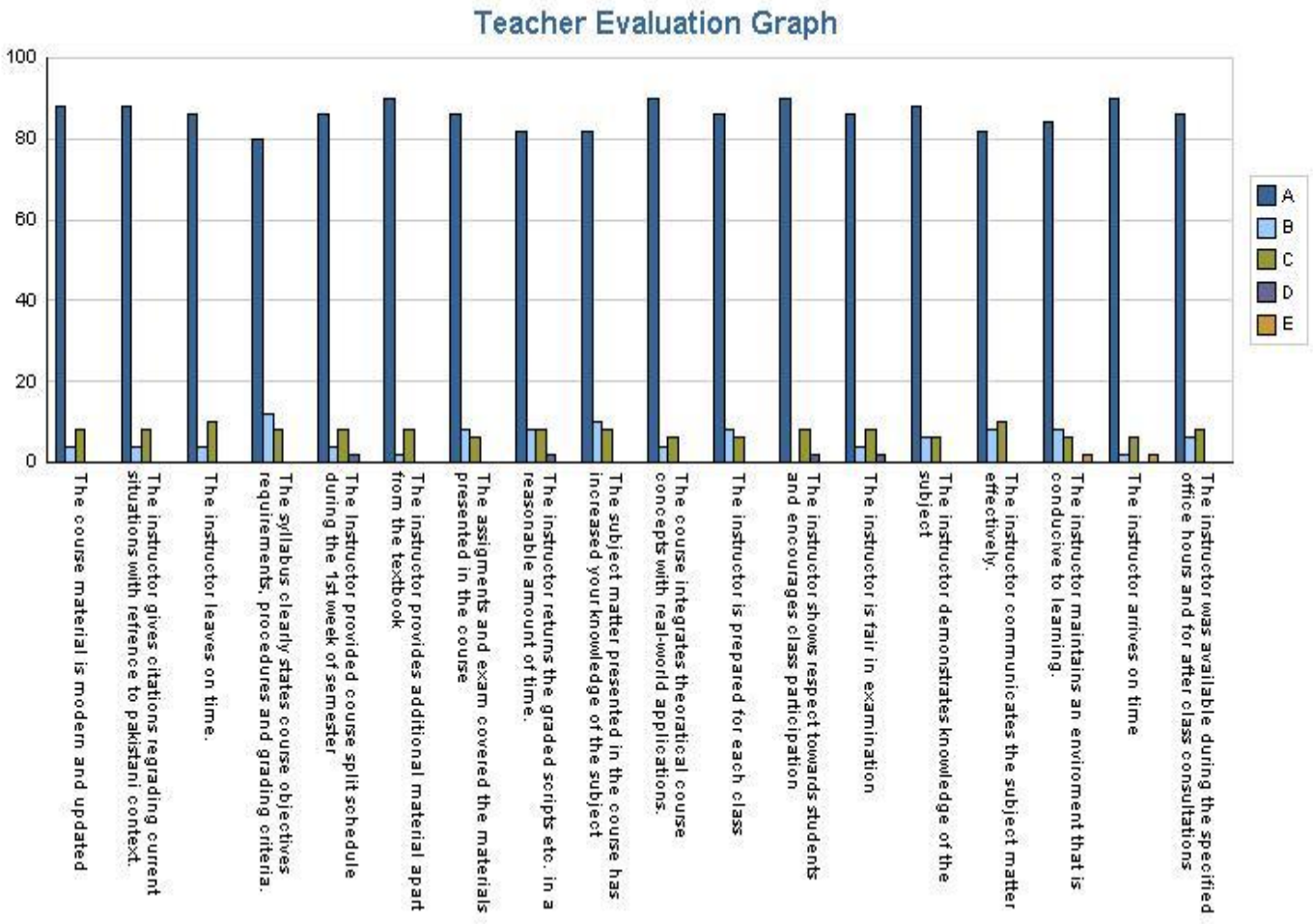
Performa 10

Session Name: SPRING-14

Teacher Name: Beenish Shakir

Course Name: Mathematics-II

Section: A M/E: M Semester#: 2



Data has been collected from 80 students of B.Sc. (Hons.) Agriculture morning. About 86% are strongly agreed regarding the questions that course split is provided during 1st week of semester, instructor's preparation for class, leaves on time and course concepts are applicable.. 8% are agreed that availability during the specified office hours. 8% are uncertain about the objectives also course material is up-to-date, instructor's respecters towards students and cleared syllabus course. 2% are disagree about instructor's fairness in examination. 2% are strongly disagreed about instructor's arriveness on time and instructor maintains an environment that is conductive to learning.

Performa 1

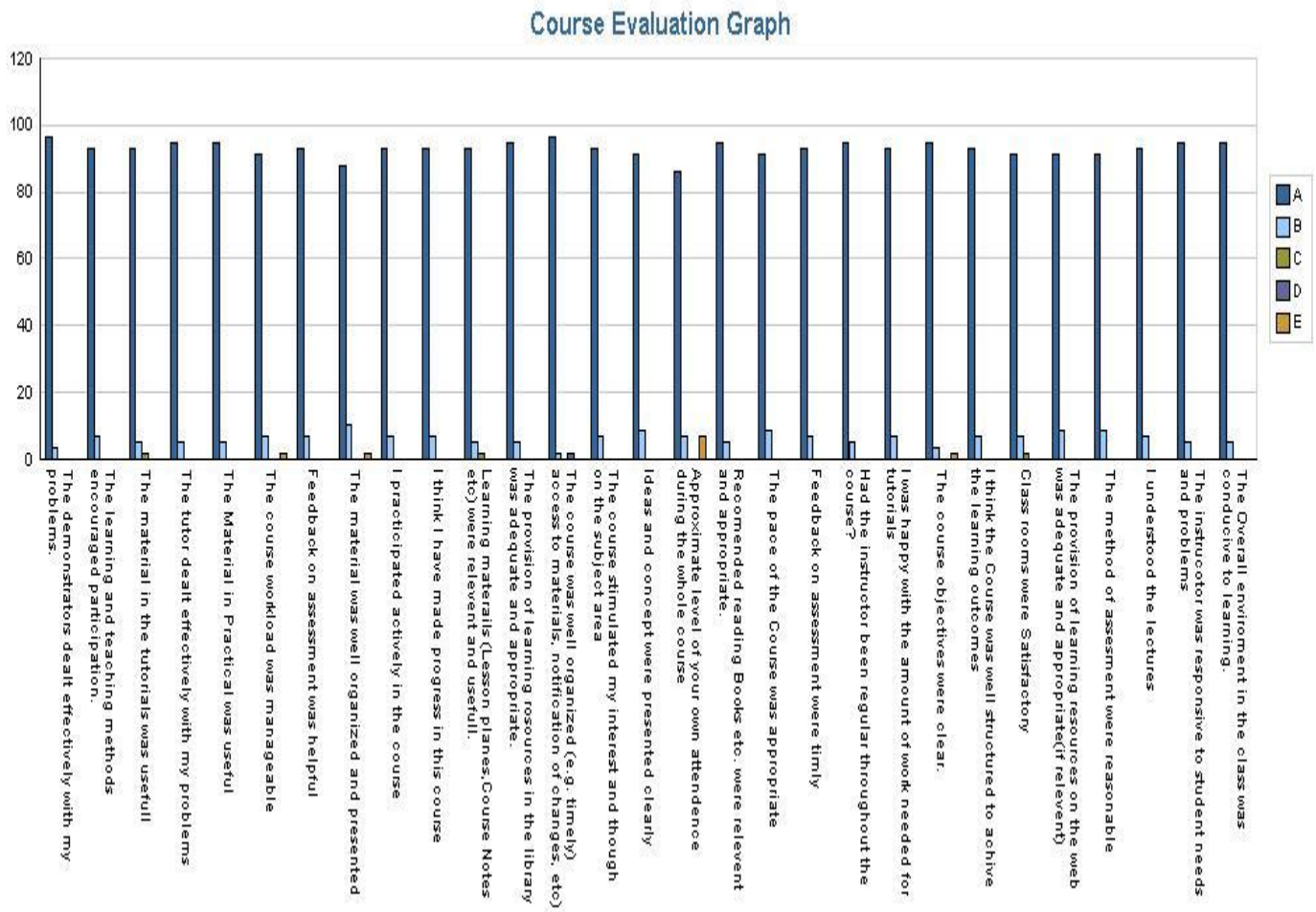
Session Name: **SPRING-14**

Teacher Name: **Beenish Shakir**

Course Name: **Mathematics-II**

Section: **B** **M/E:** **M** **Semester#** **2**

Class: **B.Sc. (Hons.) Agriculture**



Data has been collected from 80 students of supporting courses morning. About 96% are strongly agreed regarding the questions that assessment is timely and workload is manageable. 12% agreed that objectives are clear. 4% are uncertain about the material in the tutorial is useful and tutor dealt effectively with my problems.

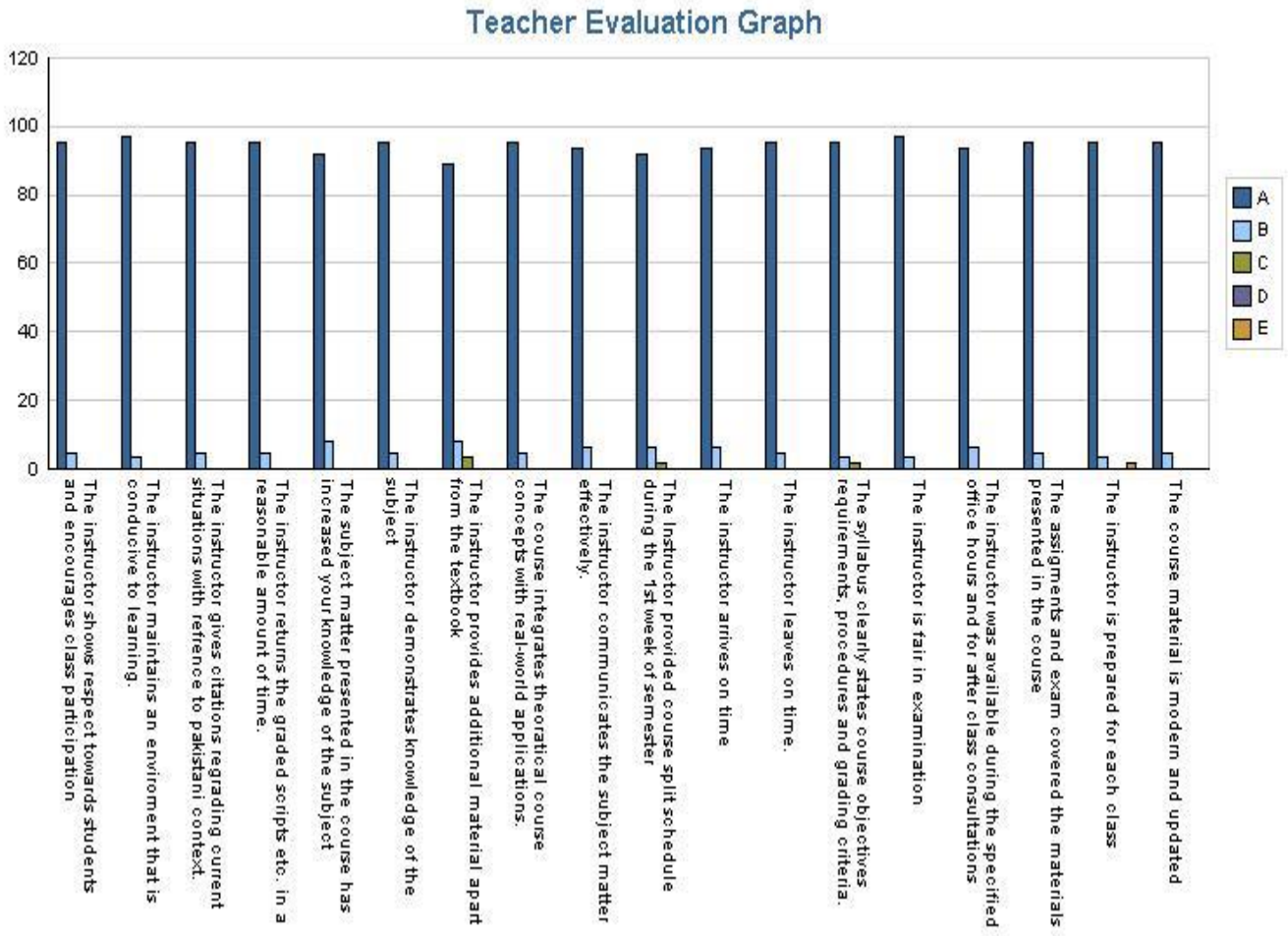
Performa 10

Session Name: **SPRING-14**

Teacher Name: **Beenish Shakir**

Course Name: **Mathematics-II**

Section: **B** **M/E: M** **Semester#: 2**



Data has been collected from 80 students of supporting courses morning. About 81% are strongly agreed regarding the questions that course split is provided during 1st week of semester. 14% are agreed that instructor show respect towards students. 5% are uncertain that syllabus clearly states course objectives. 5% are disagreed that course concepts are applicable and instructor is available during the specified office hours.

Performa 1

Session Name: **SPRING-14**

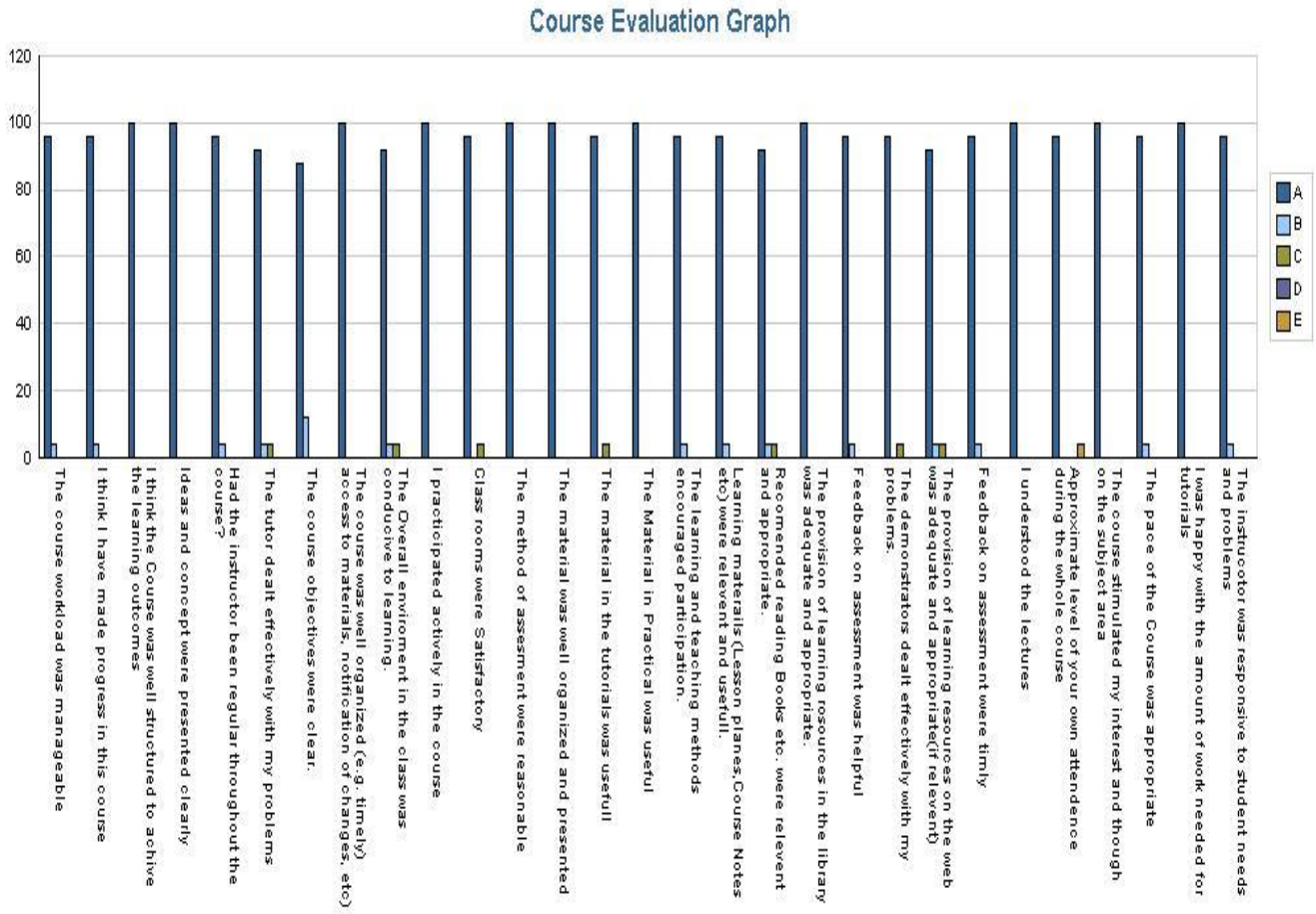
Teacher Name: **Beenish Shakir**

Course Name: **Mathematics-II**

Section: **D** **M/E:** **M** **Semester#** **2**

Class: **Supporting Courses**

s



Data has been collected from 80 students of B.Sc. (Hons.) Agriculture morning. About 92% are strongly agreed regarding the pace of the course is appropriate. 11% agreed that course objectives are clear. 2% are uncertain regarding questions that assessment is timely and demonstrators dealt effectively. 2% are disagreed that course workload is manageable.

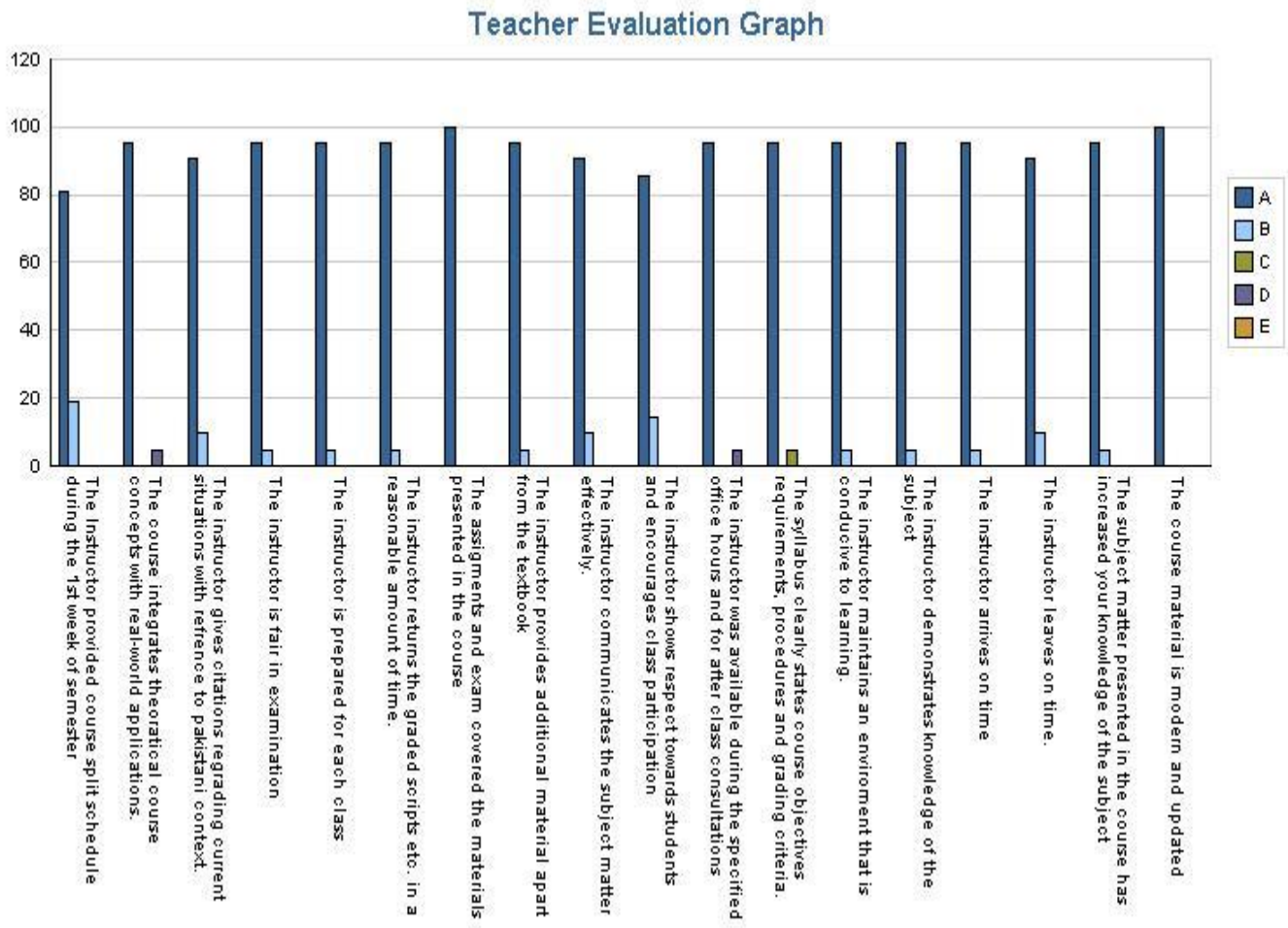
Performa 10

Session Name: **SPRING-14**

Teacher Name: **Beenish Shakir**

Course Name: **Mathematics-II**

Section: **D** **M/E: M** **Semester#: 2**



Data has been collected from 80 students of B.Sc. (Hons.) Agriculture morning. About 80% are strongly agreed regarding the questions that course split is provided during 1st week of semester. 7% are agreed about course concepts are applicable. 2% uncertain are that instructor shows respect towards students. 2% are strongly disagreed about instructor is prepared for class and instructor is available during the specified office hours.

Performa 1

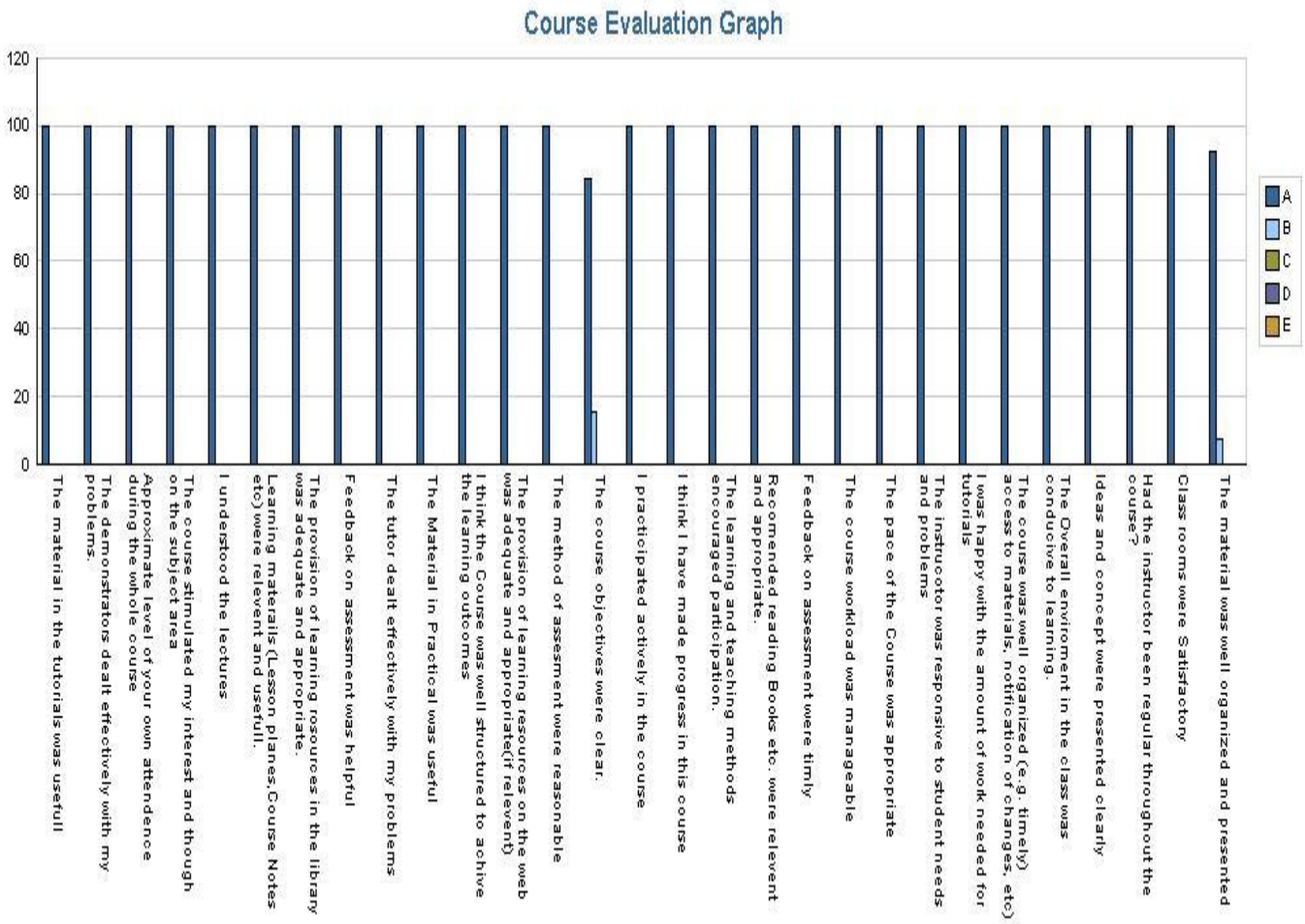
Session Name: **SPRING-14**

Teacher Name: **Beenish Shakir**

Course Name: **Differential equations**

Section: **A** **M/E:** **M** **Semester#** **4**

Class: **Supporting Courses**



Data has been collected from 80 students of supporting courses morning. About 100% are strongly agreed regarding the questions that timely assessment, workload is manageable, the pace of the course is appropriate and course is progressive. 15% are agreed that learnedness of objectives.

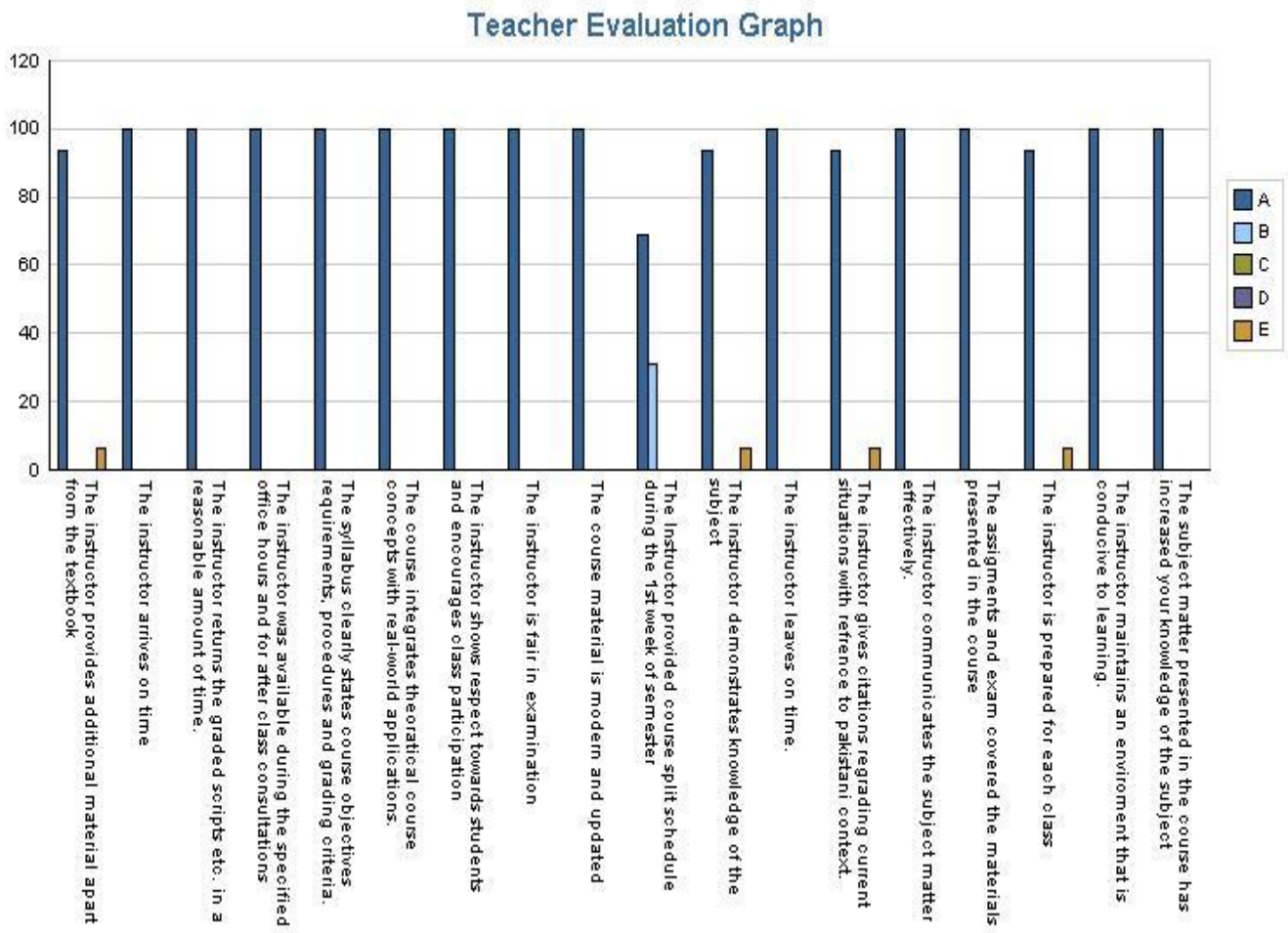
Performa 10

Session Name: SPRING-14

Teacher Name: Beenish Shakir

Course Name: Differential equations

Section: A M/E: M Semester#: 4



Data has been collected from 80 students of supporting courses morning. About 100% are strongly agreed that course concepts are applicable, instructor shows respect towards students, availability during the specified office hours and syllabus clearly states course objectives also course material is up-to-date. 31% are agreed regarding the questions that course split is provided during 1st week of semester. 6% are uncertain about instructor is prepared for each class, provide additional material apart from the textbook, instructor demonstrates knowledge of the subject.

Performa 1

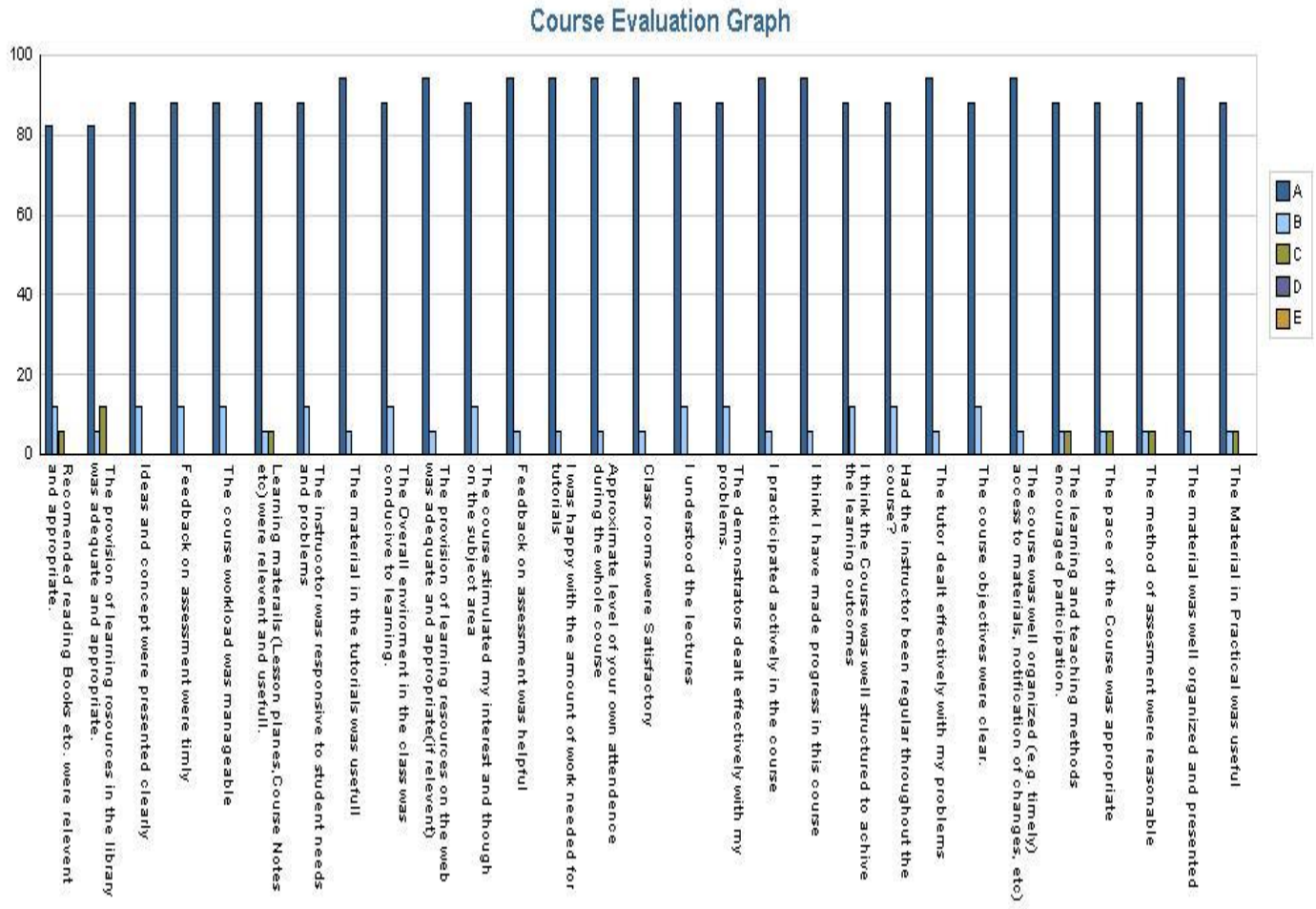
Session Name: **SPRING-14**

Teacher Name: **Beenish Shakir**

Course Name: **Differential equations**

Section: **A** **M/E:** **E** **Semester#** **4**

Class: **Supporting Courses**



Data has been collected from 80 students of supporting courses evening. About 94% are strongly agreed that course is progressive and classrooms are satisfactory. 12% are agreed regarding the questions that workload is manageable, assessment is timely and objectives are clear. 6% are uncertain that about the learning material are relevant and useful, material in practice is useful, pace of the course is appropriate

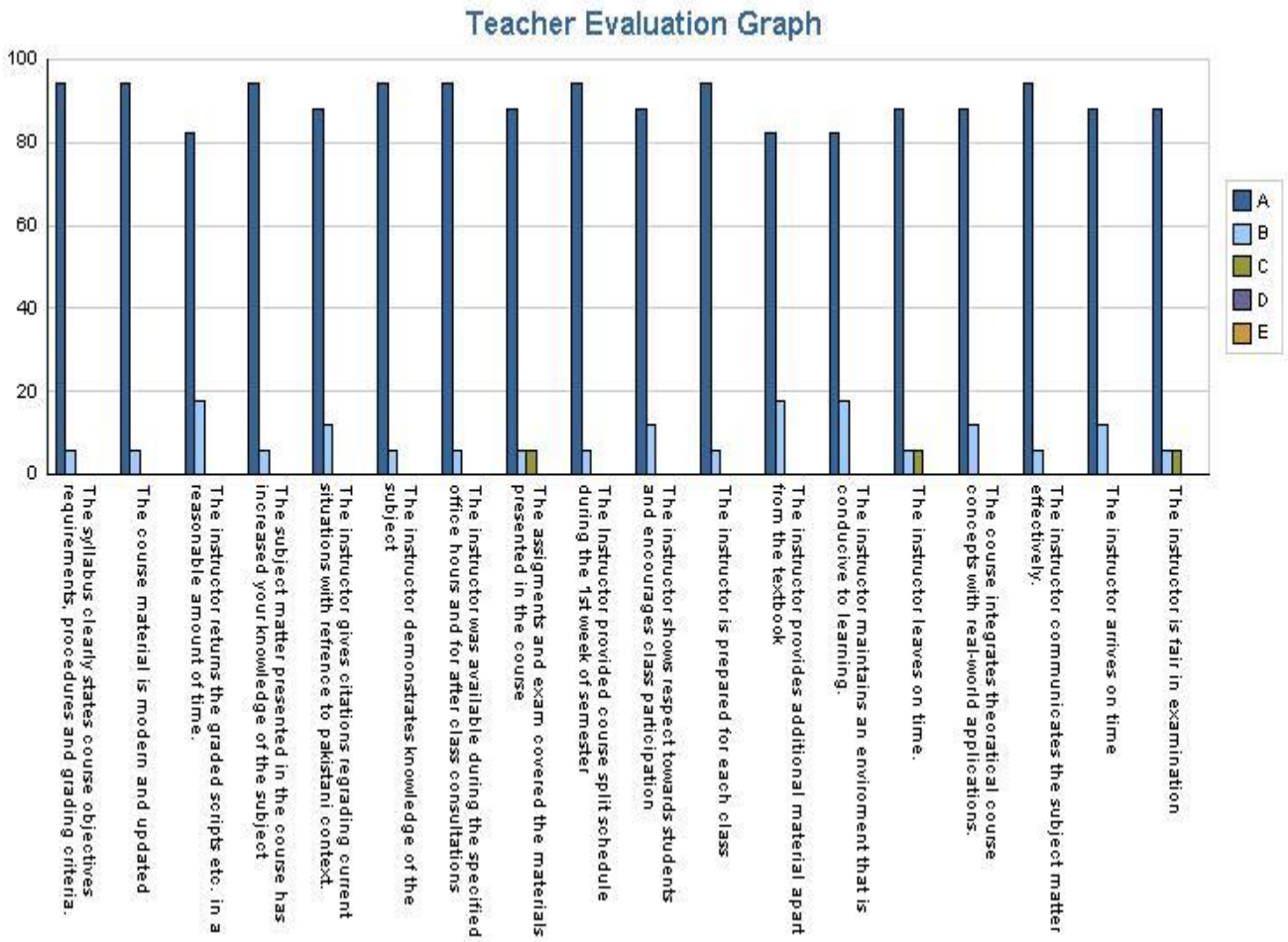
Performa 10

Session Name: SPRING-14

Teacher Name: Beenish Shakir

Course Name: Differential equations

Section: A M/E: E Semester#: 4



Data has been collected from 80 students of supporting courses evening. About 94% are strongly agreed that course is progressive and classrooms are satisfactory. 12% are agreed regarding the questions that workload is manageable, assessment is timely and objectives are clear. 6% are uncertain that about the learning material are relevant and useful, material in practice is useful, pace of the course is appropriate

Performa 2
Faculty Course Review Report

S. No	Course Code	Title	Teacher Name	Semester	Credit Hours	No. of Stud-nts	comments on curriculum	Any change for future in course	%Grade				
									A	B	C	D	F
1.	STAT-761	Probability and Stochastic Process	Dr. M. Hanif	Fall-2012-13	3(3-0)	15	Well and updated as per HEC criteria	No	13.33	73.33	13.33		3.44
2.	STAT-714(M)	Econometrics-I	Dr. M. Hanif	Fall-2012-13	3(3-0)	38	Well and updated as per HEC criteria	No	26.32	57.89	15.79		
3.	STAT-714(E)	Econometrics-I	Dr. M. Hanif	Fall-2012-13	3(3-0)	28	Well and updated as per HEC criteria	No	10.34	79.31	6.8		
4.	STAT-705(M)	Probability-I	Dr. M. Hanif	Fall-2012-13	3(3-0)	39	Well and updated as per HEC criteria	No	26.83	39.02	26.83	2.43	2.439
5.	STAT-705(E)	Probability-I	Dr. M. Hanif	Fall-2012-13	3(3-0)	40	Well and updated as per HEC criteria	No	7.143	50	33.33		
6.	STAT-702	Biostatistical Analysis	Dr. M. Hanif	Fall-2012-13	3(3-0)	74	Well and updated as per HEC criteria	No	33.33	40.48	13.10	1.19	
7.	STAT-401	Introduction to Statistics	Dr. M. Hanif	Fall-2012-13	3(3-0)	49	Well and updated as per HEC criteria	No	29.17	43.75	22.92	2.08	2.08
8.	STAT-700	Elements of Statistics and Biometry	Dr. M. Hanif	Fall-2012-13	3(3-0)	67	Well and updated as per HEC criteria	No	39.71	35.29	22.06	1.4	1.4
9.	MATH-704	Theory of Matrices and Numerical Analysis(M)	Dr Saima Mustafa	Fall-2012-2013	3(3-0)	37	Well and updated as per HEC criteria	No	1	13	23	5	0

10.	MATH-704	Theory of Metrics and Numerical Analysis(E)	Dr Saima Mustafa	Fall-2012-2013	3(3-0)	37	Well and updated as per HEC criteria	No	1	5	25	6	0
11.	MATH-772	Applied Numerical Analysis(M)	Dr Saima Mustafa	Fall-2012-2013	3(3-0)	15	Well and updated as per HEC criteria	No	2	6	7	0	0
12.	MATH-772	Applied Numerical Analysis(E)	Dr Saima Mustafa	Fall-2012-2013	3(3-0)	20	Well and updated as per HEC criteria	No	0	5	15	0	0
13.	STAT-717(M)	Non Parametric Statistics	Mr Nasir Jamal	Fall-2012-2013	2(2-0)	39	Well and updated as per HEC criteria	No	49	16	7	0	0
14.	STAT-717(E)	Non Parametric Statistics	Mr Nasir Jamal	Fall-2012-2013	2(2-0)	39	Well and updated as per HEC criteria	No	25	42	23	0	3
15.	STAT-756	Applied Survey Sampling	Mr Nasir Jamal	Fall-2012-2013	3(2-2)	14	Well and updated as per HEC criteria	No	33	53	7	0	0
16.	MATH-708	Computer Application Software	Mr Nasir Jamal	Fall-2012-2013	4(2-4)	40	Well and updated as per HEC criteria	No	28	51	17	0	0
17.	STAT-401	Introduction to Statistics	Mr Nasir Ali	Fall-2012-2013	3(3-0)	35	Well and updated as per HEC criteria	No	33.33	22.22	19.44	11.11	11.11
18.	MATH-301	Mathematics-I	Ms Beenish Shakir	Fall-2012-2013	3(3-0)	28	Well and updated as per HEC criteria	No	36.67	23.33	16.67	13.33	6.667
19.	MATH-301(E)	Mathematics-I	Ms Beenish Shakir	Fall-2012-2013	3(3-0)	33	Well and updated as per HEC criteria	No	38.24	26.47	14.71	5.882	11.76
20.	MATH-201(B)	Mathematics	Ms Beenish Shakir	Fall-2012-2013	2(2-0)	26	Well and updated as per HEC criteria	No	37.04	22.22	18.52	3.704	14.81
21.	MATH-201(A)	Mathematics	Ms Beenish Shakir	Fall-2012-2013	2(2-0)	24	Well and updated as per HEC criteria	No	44	32	20	0	0

22.	MATH-303	General Mathematics	Ms Beenish Shakir	Fall-2012-2013	3(3-0)	42	Well and updated as per HEC criteria	No	50	14.58	8.333	14.58	0
23.	MATH-301(H)	Mathematics-I	Ms Beenish Shakir	Fall-2012-2013	3(3-0)	28	Well and updated as per HEC criteria	No	30	13.33	20	13.33	16.67
24.	MATH-301(A)	Mathematics-I	Ms Beenish Shakir	Fall-2012-2013	3(3-0)	52	Well and updated as per HEC criteria	No	28.33	20	16.67	13.33	8.333
25.	MATH-301(B)	Mathematics-I	Ms Beenish Shakir	Fall-2012-2013	3(3-0)	71	Well and updated as per HEC criteria	No	12.99	22.08	20.78	24.68	11.69
26.	STAT-760	Regression Analysis	Dr. M Hanif	Spring-2013	3(3-0)	14	Well and updated as per HEC criteria	No	7.143	71.43	14.29	0	7.143
27.	STAT-715	Econometrics-II	Dr M Hanif	Spring-2013	3(3-0)	28	Well and updated as per HEC criteria	No	32.14	64.29	3.571	0	0
28.	STAT-706	Probability-II(M)	Dr M Hanif	Spring-2013	3(3-0)	39	Well and updated as per HEC criteria	No	46.15	43.59	7.692	2.564	0
29.	STAT-711	Advanced Experimental Design with Data Processing	Dr M Hanif	Spring-2013	3(2-2)	39	Well and updated as per HEC criteria	No	27.5	70	0	0	2.5
30.	STAT-720	Seminar	Dr. M Hanif	Spring-2013	3(3-0)	38	Well and updated as per HEC criteria	No	47.37	52.63	0	0	0
31.	STAT-706	Probability-II(M)	Dr M Hanif	Spring-2013	3(3-0)	36	Well and updated as per HEC criteria	No	8.333	72.22	16.67	0	2.778
32.	MATH-706	Calculus-I(M)	Dr Saima Mustafa	Spring-2013	2(2-0)	39	Well and updated as per HEC criteria	No	11	17	11	0	0
33.	MATH-706	Calculus-I(E)	Dr Saima Mustafa	Spring-2013	2(2-0)	36	Well and updated as per HEC criteria	No	4	17	15	0	0

34.	MATH-705	Operations Research(M)	Dr Saima Mustafa	Spring-2013	3(3-0)	78	Well and updated as per HEC criteria	No	19	54	5	0	0
35.	MATH-705	Operations Research(E)	Dr Saima Mustafa	Spring-2013	3(3-0)	59	Well and updated as per HEC criteria	No	2	32	66	0	0
36.	STAT-712(M)	Multivariate Analysis	Mr Nasir Jamal	Spring-13	3(3-0)		Well and updated as per HEC criteria	No	61	29	11	0	0
37.	STAT-721(E)	Population Analysis	Mr Nasir Jamal	Spring-13	2(2-0)		Well and updated as per HEC criteria	No	11	28	53	8	0
38.	STAT-721(M)	Population Analysis	Mr Nasir Jamal	Spring-13	2(2-0)		Well and updated as per HEC criteria	No	33	28	33	5	0
39.	STAT-402(E)	Introduction to Statistics	Mr Nasir Ali	Spring-13	3(3-0)	27	Well and updated as per HEC criteria	No	11.11	25.93	29.63	25.93	7.407
40.	STAT-301	Statistics and Biometry	Mr Nasir Ali	Spring-13	2(2-0)	42	Well and updated as per HEC criteria	No	37.21	32.56	25.58	0	2.326
41.	STAT-700(B)	Elements of Statistics and Biometry	Mr Nasir Ali	Spring-13	3(3-0)	31	Well and updated as per HEC criteria	No	35.48	45.16	16.13	3.226	0
42.	STAT-700(A)	Elements of Statistics and Biometry	Mr Nasir Ali	Spring-13	3(3-0)	21	Well and updated as per HEC criteria	No	19.05	61.90	19.05	0	0
43.	STAT-701(B)	Experimental Statistics	Mr Nasir Ali	Spring-13	3(3-0)	74	Well and updated as per HEC criteria	No	9.091	22.08	37.66	19.48	9.091
44.	STAT-701(A)	Experimental Statistics	Mr Nasir Ali	Spring-13	3(3-0)	64	Well and updated as per HEC criteria	No	24.62	30.77	24.62	13.85	4.615
45.	STAT-402(M)	Introduction to Statistics	Mr Nasir Ali	Spring-13	3(3-0)	23	Well and updated as per HEC criteria	No	29.17	25	20.83	12.5	12.5

46.	MATH-302(M)D	Mathematics-II	Ms Beenish Shakir	Spring-13	3(3-0)	27	Well and updated as per HEC criteria	No	32.14	32.14	7.143	21.43	3.571
47.	MATH-415(M)	Differential equations	Ms Beenish Shakir	Spring-13	3(3-0)	23	Well and updated as per HEC criteria	No	37.5	20.83	25	8.333	4.167
48.	MATH-302(E)C	Mathematics-II	Ms Beenish Shakir	Spring-13	3(3-0)	27	Well and updated as per HEC criteria	No	35.71	17.86	14.29	10.71	17.86
49.	MATH-302(M)A	Mathematics-II	Ms Beenish Shakir	Spring-13	3(3-0)	51	Well and updated as per HEC criteria	No	26.32	15.79	14.04	14.04	22.81
50.	MATH-302(E)B	Mathematics-II	Ms Beenish Shakir	Spring-13	3(3-0)	54	Well and updated as per HEC criteria	No	21.43	12.5	10.71	26.79	25
51.	MATH-701(M)	Computer Applications in Statistics	Ms Beenish Shakir	Spring-13	3(1-4)	31	Well and updated as per HEC criteria	No	46.88	50	0	0	0
52.	STAT-705(E)	Probability-I	Dr M Hanif	Fall-2013-14	3(3-0)	37	Well and updated as per HEC criteria	No	17.5	50	20	2.5	7.5
53.	STAT-720	Seminar	Dr M Hanif	Fall-2013-14	1(1-0)	15	Well and updated as per HEC criteria	No	46.67	53.33	0	0	0
54.	STAT-705(M)	Probability-I	Dr M Hanif	Fall-2013-14	3(3-0)	37	Well and updated as per HEC criteria	No	47.5	35	10	0	5
55.	STAT-723	Statistical Inference-I	Dr M Hanif	Fall-2013-14	3(3-0)	39	Well and updated as per HEC criteria	No	76.92	17.95	5.128	0	0
56.	STAT-720	Seminar-I	Dr M Hanif	Fall-2013-14	1(1-0)	20	Well and updated as per HEC criteria	No	25	75	0	0	0
57.	STAT-761(M)	Probability and Stochastic Process	Dr M Hanif	Fall-2013-14	3(3-0)	15	Well and updated as per HEC criteria	No	73.33	26.67	0	0	0

58.	STAT-761(E)	Probability and Stochastic Process	Dr M Hanif	Fall-2013-14	3(3-0)	20	Well and updated as per HEC criteria	No	50	35	15	0	0
59.	STAT-722	Mathematical Statistics	Dr M Hanif	Fall-2013-14	3(3-0)	2	Well and updated as per HEC criteria	No	100	0	0	0	0
60.	STAT-723	Statistical Inference-I	Dr M Hanif	Fall-2013-14	3(3-0)	36	Well and updated as per HEC criteria	No	47.22	52.78	0	0	0
61.	MATH-704	Theory of Matrices and Numerical Analysis(M)	Dr Saima Mustafa	Fall-2013-14	3(3-0)	37	Well and updated as per HEC criteria	No	13	23	4	0	0
62.	MATH-704	Theory of Matrices and Numerical Analysis(E)	Dr Saima Mustafa	Fall-2013-14	3(3-0)	37	Well and updated as per HEC criteria	No	1	5	25	6	0
63.	MATH-772	Applied Numerical Analysis(M)	Dr Saima Mustafa	Fall-2013-14	3(3-0)	15	Well and updated as per HEC criteria	No	2	6	7	0	0
64.	MATH-772	Applied Numerical Analysis(E)	Dr Saima Mustafa	Fall-2013-14	3(3-0)	20	Well and updated as per HEC criteria	No	0	5	15	0	0
65.	STAT-701(A)	Experimental Statistics	Mr Nasir Ali	Fall-2013-14	3(3-0)	61	Well and updated as per HEC criteria	No	14.52	37.10	32.26	9.677	6.452
66.	STAT-301(M)	Basics of Statistics	Mr Nasir Ali	Fall-2013-14	2(2-0)	37	Well and updated as per HEC criteria	No	13.16	18.42	34.21	18.42	15.79
67.	STAT-700(C)	Elements of Statistics and Biometry	Mr Nasir Ali	Fall-2013-14	3(3-0)	49	Well and updated as per HEC criteria	No	10.71	19.64	30.36	10.71	23.21
68.	STAT-700(B)	Elements of Statistics and Biometry	Mr Nasir Ali	Fall-2013-14	3(3-0)	35	Well and updated as per HEC criteria	No	13.16	31.58	28.95	15.79	5.263
69.	STAT-700(A)	Elements of Statistics and Biometry	Mr Nasir Ali	Fall-2013-14	3(3-0)	80	Well and updated as per HEC criteria	No	23.46	28.40	32.10	13.58	3.704

70.	MATH-301(M)A	Mathematics-I	Ms Beenish Shakir	Fall-2013-14	3(3-0)	73	Well and updated as per HEC criteria	No	32.95	12.5	11.36	17.05	10.23
71.	MATH-301(E)A	Mathematics-I	Ms Beenish Shakir	Fall-2013-14	3(3-0)	87	Well and updated as per HEC criteria	No	23.91	16.30	16.30	21.74	16.30
72.	MATH-301(E)B	Mathematics-I	Ms Beenish Shakir	Fall-2013-14	3(3-0)	76	Well and updated as per HEC criteria	No	28.24	22.35	16.47	15.29	16.47
73.	MATH-301(M)Forestry	Mathematics-I	Ms Beenish Shakir	Fall-2013-14	3(3-0)	30	Well and updated as per HEC criteria	No	43.33	26.67	13.33	6.667	10
74.	MATH-301(M)C	Mathematics-I	Ms Beenish Shakir	Fall-2013-14	3(3-0)	67	Well and updated as per HEC criteria	No	36.84	19.74	19.74	5.263	6.579
75.	MATH-301(M)B	Mathematics-I	Ms Beenish Shakir	Fall-2013-14	3(3-0)	76	Well and updated as per HEC criteria	No	40	16.25	18.75	8.75	11.25
76.	MATH-301(B)M Agri. Eng	Linear Algebra & Calculus	Ms Beenish Shakir	Fall-2013-14	3(3-0)	37	Well and updated as per HEC criteria	No	52.63	31.58	7.895	5.263	0
77.	MATH-201(M)B	Mathematics	Ms Beenish Shakir	Fall-2013-14	2(2-0)	33	Well and updated as per HEC criteria	No	57.58	18.18	15.15	9.091	0
78.	MATH-201(M)A	Mathematics	Ms Beenish Shakir	Fall-2013-14	2(2-0)	30	Well and updated as per HEC criteria	No	29.03	32.26	22.58	6.452	6.452
79.	STAT-724(M)	Statistical Inference-II	Dr M Hanif	Spring-14	3(3-0)	37	Well and updated as per HEC criteria	No	2.564	58.97	30.77	2.564	0
80.	STAT-720(E)	Seminar-II	Dr M Hanif	Spring-14	1(1-0)	19	Well and updated as per HEC criteria	No	30	35	30	0	0
81.	STAT-720(M)	Seminar-II	Dr M Hanif	Spring-14	1(1-0)	15	Well and updated as per HEC criteria	No	60	40	0	0	0

82.	STAT-760(E)	Regression Analysis	Dr M Hanif	Spring-14	3(3-0)	18	Well and updated as per HEC criteria	No	30	25	30	5	5
83.	STAT-760(M)	Regression Analysis	Dr M Hanif	Spring-14	3(3-0)	15	Well and updated as per HEC criteria	No	6.667	93.33	0	0	0
84.	STAT-724(E)	Statistical Inference-II	Dr M Hanif	Spring-14	3(3-0)	36	Well and updated as per HEC criteria	No	2.778	58.33	36.11	2.778	0
85.	STAT-706(E)	Probability-II	Dr M Hanif	Spring-14	3(3-0)	36	Well and updated as per HEC criteria	No	2.778	25	63.89	8.333	0
86.	STAT-706(M)	Probability-II	Dr M Hanif	Spring-14	3(3-0)	36	Well and updated as per HEC criteria	No	21.62	35.14	29.73	10.81	0
87.	STAT-711(Agri Eng)	Advance Experimental Design & Data Processing	Dr M Hanif	Spring-14	3(2-2)	6	Well and updated as per HEC criteria	No	28.57	42.86	14.29	0	0
88.	STAT-711	Advance Experimental Design & Data Processing	Dr M Hanif	Spring-14	3(2-2)	67	Well and updated as per HEC criteria	No	16.18	69.12	13.24	0	0
89.	MATH-706	Calculus-I(M)	Dr Saima Mustafa	Spring-2014	2(2-0)	36	Well and updated as per HEC criteria	No	20	13	1	0	0
90.	MATH-706	Calculus-I(E)	Dr Saima Mustafa	Spring-2014	2(2-0)	32	Well and updated as per HEC criteria	No	15	0	0	0	0
91.	MATH-705	Operations Research(M)	Dr Saima Mustafa	Spring-2014	3(3-0)	90	Well and updated as per HEC criteria	No	41	37	0	0	0
92.	MATH-709	Computer Programming(M)	Dr Saima Mustafa	Spring-14	3(3-0)	37	Well and updated as per HEC criteria	No	21	23	1	0	0
93.	MATH-773	Operations Research Model(M)	Dr Saima Mustafa	Spring-14	3(3-0)	15	Well and updated as per HEC criteria	No	11	1	0	0	0
94.	MATH-773	Operations Research Model(E)	Dr Saima Mustafa	Spring-14	3(3-0)	20	Well and updated as per HEC criteria	No	11	5	1	0	0

95.	STAT-754(M)	Bayesian Analysis	Mr Nasir Jamal	Spring-14	3(3-0)		Well and updated as per HEC criteria	No	47	53	0	0	0
96.	STAT-720(E)	Seminar	Mr Nasir Jamal	Spring-14	1(1-0)		Well and updated as per HEC criteria	No	42	58	0	0	0
97.	STAT-720(M)	Seminar	Mr Nasir Jamal	Spring-14	1(1-0)		Well and updated as per HEC criteria	No	67	28	0	0	0
98.	STAT-402(M)	Introduction to Statistics	Mr Nasir Ali	Spring-14	3(3-0)	28	Well and updated as per HEC criteria	No	20.69	31.03	17.24	13.79	17.24
99.	STAT-702(M)	Biostatistical Analysis	Mr Nasir Ali	Spring-14	3(3-0)	57	Well and updated as per HEC criteria	No	13.11	49.18	24.59	4.918	1.639
100.	STAT-701(A)E	Experimental Statistics	Mr Nasir Ali	Spring-14	3(3-0)	44	Well and updated as per HEC criteria	No	6.383	23.40	38.30	19.15	6.383
101.	STAT-701(A)M	Experimental Statistics	Mr Nasir Ali	Spring-14	3(3-0)	3	Well and updated as per HEC criteria	No	0	25	25	0	25
102.	STAT-701(B)M	Experimental Statistics	Mr Nasir Ali	Spring-14	3(3-0)	68	Well and updated as per HEC criteria	No	5.634	9.859	35.21	28.17	19.72
103.	STAT-700(A)E	Elements of Statistics and Biometry	Mr Nasir Ali	Spring-14	3(3-0)	36	Well and updated as per HEC criteria	No	10.53	31.58	36.84	13.16	2.632
104.	STAT-700(A)M	Elements of Statistics and Biometry	Mr Nasir Ali	Spring-14	3(3-0)	39	Well and updated as per HEC criteria	No	22.5	45	17.5	5	7.5
105.	STAT-402(A)E	Introduction to Statistics	Mr Nasir Ali	Spring-14	3(3-0)	28	Well and updated as per HEC criteria	No	3.448	24.14	20.69	13.79	37.93
106.	STAT-701(A)M	Experimental Statistics	Mr Nasir Ali	Spring-14	3(3-0)	73	Well and updated as per HEC criteria	No	18.99	31.65	29.11	7.595	11.39

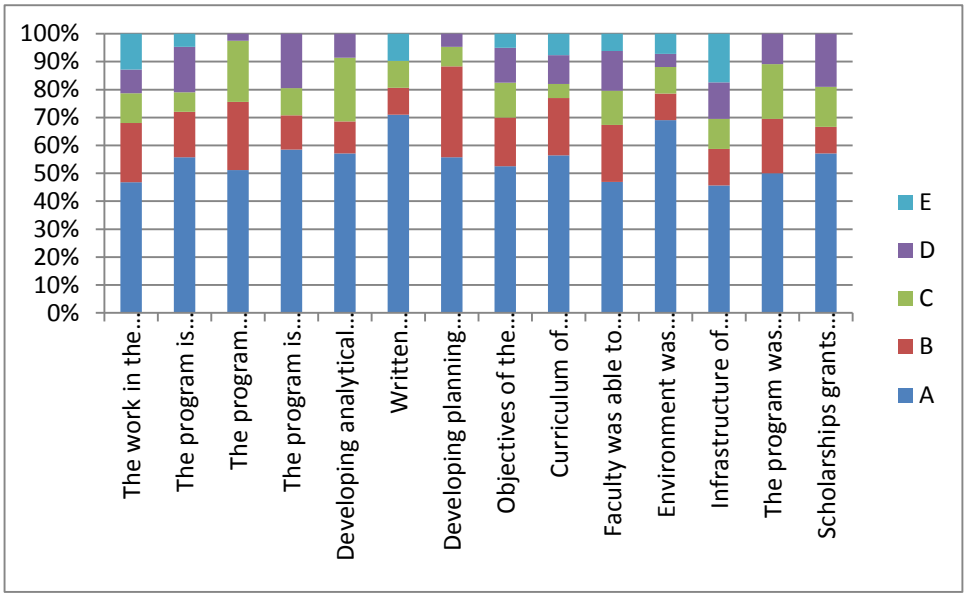
107.	MATH-415(M)	Differential equations	Ms Beenish Shakir	Spring-14	3(3-0)	29	Well and updated as per HEC criteria	No	37.93	24.14	13.79	13.79	10.34
108.	MATH-415(E)	Differential equations	Ms Beenish Shakir	Spring-14	3(3-0)	31	Well and updated as per HEC criteria	No	29.41	5.882	20.59	26.47	8.824
109.	MATH-302(M)B	Mathematics-II	Ms Beenish Shakir	Spring-14	3(3-0)	77	Well and updated as per HEC criteria	No	28.40	20.99	17.28	19.75	13.58
110.	MATH-302(M)D	Mathematics-II	Ms Beenish Shakir	Spring-14	3(3-0)	33	Well and updated as per HEC criteria	No	47.22	8.333	25	11.11	0
111.	MATH-302(M)A	Mathematics-II	Ms Beenish Shakir	Spring-14	3(3-0)	76	Well and updated as per HEC criteria	No	32.5	10	10	20	22.5
112.	MATH-302(M)C	Mathematics-II	Ms Beenish Shakir	Spring-14	3(3-0)	69	Well and updated as per HEC criteria	No	22.86	25.71	17.14	27.14	7.143
113.	STAT-714	Econometrics-I	Mr Nasir Jamal	FALL 2010-2011	3(3-0)	38	Well and updated as per HEC criteria	No	10	21	7	0	0
114.	STAT-717	Non Parametric Statistics	Mr Nasir Jamal	FALL 2010-2011	3(2-2)	69	Well and updated as per HEC criteria	No	15	23	26	3	0
115.	STAT-713	Statistical Quality Control and Reliability	Mr Nasir Ali	FALL 2010-2011	3(2-2)	65	Well and updated as per HEC criteria	No	10	20	18	11	6
116.	STAT-707	Sampling Techniques-I	Mr Nasir Ali	FALL 2010-2011	3(3-0)	80	Well and updated as per HEC criteria	No	17	23	25	8	7
117.	MATH-706	Calculus-I	Dr Saima Mustafa	Spring 2011	2(2-0)	63	Well and updated as per HEC criteria	No	16	37	10	0	3
118.	STAT-715	Econometrics-II	Mr Nasir Jamal	Spring 2011	3(3-0)	38	Well and updated as per HEC criteria	No	10	21	7	0	0

119.	STAT-716	Survey and Research Report	Mr Nasir Jamal	Spring 2011	4(2-4)	88	Well and updated as per HEC criteria	No	15	54	18	0	5
120.	MATH-705	Operations Research	Mr Nasir Ali	Spring 2011	3(3-0)	132	Well and updated as per HEC criteria	No	10	38	55	27	2
121.	STAT-708	Sampling Techniques-II	Mr Nasir Ali	Spring 2011	3(3-0)	65	Well and updated as per HEC criteria	No	16	18	15	10	6
122.	STAT-721	Population Analysis	Mr Nasir Ali	Spring 2011	3(3-0)	66	Well and updated as per HEC criteria	No	9	16	33	4	4
123.	STAT-714	Econometrics-I	Dr M. Hanif	FALL 2011-12	3(3-0)	62	Well and updated as per HEC criteria	No	24	37	1	0	0
124.	STAT-705	Probability-I	Dr M. Hanif	FALL 2011-12	3(3-0)	68	Well and updated as per HEC criteria	No	15	52	1	0	0
125.	MATH-704	Theory of Matrices and Numerical Analysis	Dr. Saima Mustafa	FALL 2011-12	3(3-0)	78	Well and updated as per HEC criteria	No	9	41	25	3	0
126.	STAT-707	Sampling Techniques-I	Mr Nasir Jamal	FALL 2011-12	3(3-0)	81	Well and updated as per HEC criteria	No	14	44	18	4	3
127.	STAT-706	Probability-II	Dr M. Hanif	SPRING-2012	3(3-0)	68	Well and updated as per HEC criteria	No	21	35	11	1	0
128.	STAT-715	Econometrics-II	Dr M. Hanif	SPRING-2012	3(3-0)	64	Well and updated as per HEC criteria	No	20	44	0	0	0
129.	STAT-724	Statistical Inference-II	Dr M. Hanif	SPRING-2012	2(2-0)	28	Well and updated as per HEC criteria	No	12	16	0	0	0
130.	MATH-706	Calculus-I	Dr. Saima Mustafa	SPRING-2012	2(2-0)	67	Well and updated as per HEC criteria	No	3	32	32	0	0

131.	STAT-708	Sampling Techniques-II	Mr Nasir Jamal	SPRING-2012	3(3-0)	36	Well and updated as per HEC criteria	No	8	20	7	1	0
132.	STAT-712	Multivariate Analysis	Mr Nasir Jamal	SPRING-2012	3(3-0)	63	Well and updated as per HEC criteria	No	29	31	3	0	0
133.	STAT-721	Population Analysis	Mr Nasir Jamal	SPRING-2012	2(2-0)	67	Well and updated as per HEC criteria	No	22	29	13	3	0

Performa 3
Survey of Graduating Students

Data were collected from 80 students. The objective of this survey was to obtain the input on the quality of education they received in their program and level of preparation they had at the university. The results were shown as follows.



The chart shows that 50% of the students were very satisfied that the program was compromised of curriculum and extracurricular activities, 70% were answered that environment in the university was conductive to learning and 10% were certain about this. 60% were satisfied that program has developed analytical and problem solving skills. It is observed that majority of the graduating students have shown positive response in the current program, infrastructure and environment.

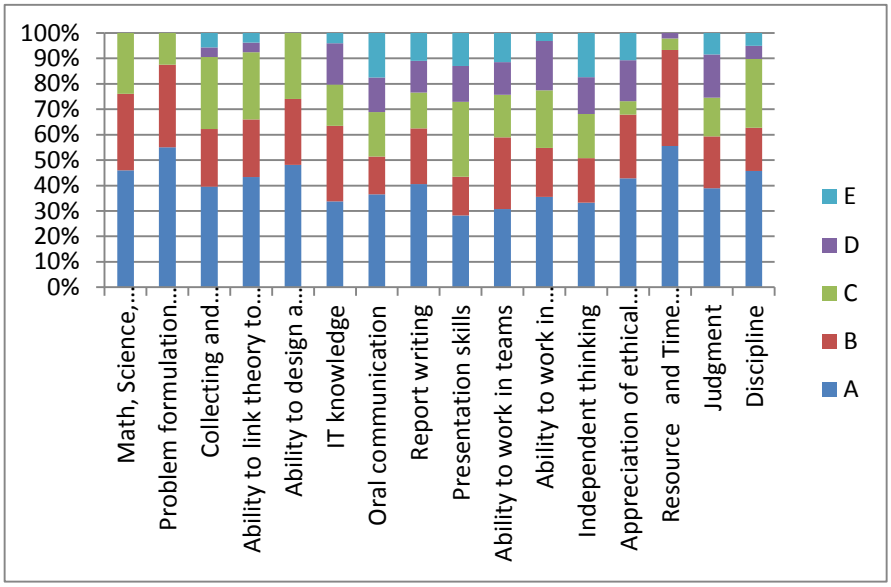
Performa 5: Faculty Survey Report

Brief summary of Results of Faculty Survey Report

The data were collected from five faculty members who answered the following responses regarding the different questionnaires. As concerned to job satisfaction level and promotion aspects, the faculty members responded that 70% of faculty members were very satisfied, 30% satisfied. Besides this, most of the faculty members were satisfied with the cooperation received from their colleague, job security and departmental environment. 20% faculty members are not very satisfied from administrative support from the department and their promotion and progress through ranks. Due to lack of faculty members in the department, extra work load was on current teachers and availability of more teachers are required in this regard.

Performa 7: Alumni Survey

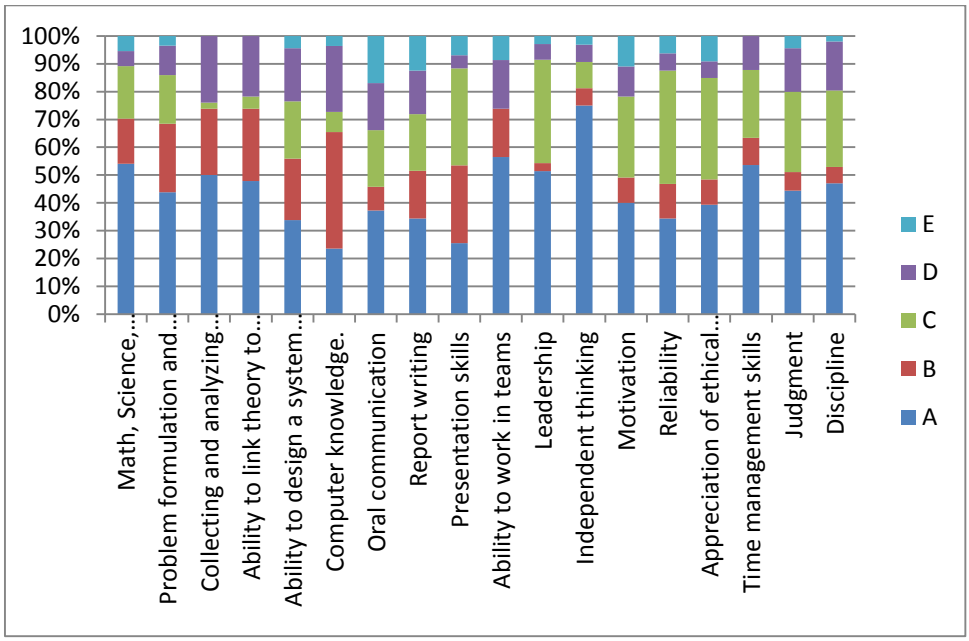
The purpose of this survey was to obtain alumni input on the quality of education, knowledge and communication and Interpersonal skills they received and the level of preparation they had at University. A total of 80% alumni were surveyed. The survey results were shown as follows.



It has been observed that 60% responded excellent regarding their abilities to problem formulation work. About 30% has reported excellent on Independent thinking and judgment skills. 20% answered good regarding their abilities to work in team and 20% agreed that department has improved their presentation skills. 40% has shown that their written skills such as report writing are improved /good but 10% responded poor about their oral communication skills.

Performa 8: Employer Survey

The objective of this survey was to obtain employers input on the quality of education, the department is providing and to assess the quality of the academic program. The survey included University graduates employed in different organizations. A total of 30 employers provided the data. The results were shown as follows.



The above chart shows the responses of the employers interest in Math, Science, Humanities and professional discipline are as 55% excellent, 10% responded very good . 70% were answered excellent on their independent thinking 30% were agreed on the improvement of leadership qualities. 50% were responded excellent on interpersonal skills and time management skills.

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION:

Degree Title: M.Sc. Statistics

Intent: All the courses for the degree program were developed by the committee constituted by the Higher Education Commission, Pakistan which consists of experts and learned professors, subject matters specialists from the universities research organizations from Pakistan when and if needed. Curriculum for the program of statistics is revised and updated through different bodies like the board of studies, which is comprised of senior faculty members, is responsible for updating the curriculum. The body is authorized to formulate syllabus and course contents. The Chairperson is the convener of this body. The courses are then sent to the Board of Faculty of approval. The Dean of the Faculty, who is also the convener, conducts the meeting. As per University Rules, after the approval of courses from the Faculty Board, these are placed before the University Academic Council for their approval. Finally formal approval of all the courses is accorded by the University Syndicate for implementation.

Definition of Credit Hour

A student must complete a definite number of credit hours. One credit hour is one theory lecture or two hours (practical work/weeks). One credit hour carries 20 marks. The semester is of 18 weeks.

Degree Plan

Presently one program is organized by the department that is of M.Sc. A minimum of four and maximum of six semester's duration program after bachelor's degree is carried out.

M. Sc (Statistics)

The M.Sc degree program consists of 02 academic years / 04 semesters. As a whole a student has to study 20 course/subjects to total credit hours. For Each course 10% marks are reserved for the assignments, 30% marks are for mid-term examination while 60% marks for final examination as per university rules. Degrees are awarded after completing the required number of credit hours (courses).

Standard 2-1: The curriculum must be consistent and support the Program's documented objectives.

The curriculum is designed according to HEC criteria. The Curriculum also fulfilled the general requirements of the degree and is well updated.

Standard 2-2: The curriculum supports the programs documented Objectives

The curriculum fits very well and satisfies the core requirements for the program's documented objectives.

Standard 2-3: Theoretical backgrounds, problem analysis and solution design must be stressed within the program's core material

Currently, the department is only offering the masters degree. The requirements for the degree are briefly discussed.

Table 6: Statistics Courses versus Program Outcome

	Elements		
	Theoretical Background	**Problem Analysis**	**Solution Design**
Courses	STAT-703, STAT-704, STAT-705, STAT-707, STAT-708, STAT-712, STAT-714, STAT-715, STAT-700, STAT -701, STAT-402, MATH-708, STAT-721, STAT-723, STAT-724, MATH-706, MATH-707, STAT-752, STAT-753, STAT-755, STAT-756	STAT-703, STAT-704, STAT-706, STAT-707, STAT-708, STAT-709, STAT-710, STAT-711, STAT-713, STAT-715, STAT-716, STAT-718, STAT-719, STAT-701, STAT-702, MATH-704, MATH-709, STAT-724, MATH-704, MATH-707, STAT-753, STAT-754	STAT-704, STAT-706, STAT-708, STAT-709, STAT-710, STAT-711, STAT-713, STAT-715, STAT-716, STAT-718, STAT-719, STAT-720, STAT-701, STAT-402, STAT-702, MATH-701, MATH-704, MATH-705, MATH-709, MATH-710, STAT-724

Standard 2-4: The curriculum satisfied the core requirement laid down by accreditation bodies

Not Applicable

Standard 2-5: The curriculum satisfied the major requirement laid down by HEC.

The curriculum satisfies the major requirement laid down by HEC.

Standard 2-6: The curriculum satisfied the general education, arts and Professional and other discipline requirement as laid by HEC

The important courses that indicate this component are included in the curriculum and are being carried out in all the current disciplines successfully and are being taught by technically qualified teachers. These courses include:

- MATH-701 Computer Applications in Statistics 3(1-4)
- MATH-704 Theory of Matrices and Numerical Analysis 3(3-0)
- MATH-705 Operations Research 3(3-0)
- MATH-706 Calculus-I 2(2-0)
- MATH-707 Calculus-II 2(2-0)

- MATH-708 Computer Applications Software 4(2-4)
- MATH-709 Computer Programming 3(2-2)
- MATH-710 Computational Analysis 3(1-4)
- STAT-711 Advanced Experimental Design with Data Processing 3(2-2)
- STAT-713 Statistical Quality Control and Reliability 3(2-2)

Standard 2-7: Information technology component of the curriculum must be integrated throughout the program.

The Practical oriented information technology courses are included in the curriculum. Highly qualified teachers teach these courses and help the students to improve their computer and communication skills.

- STAT-713 Statistical Quality Control and Reliability 3(2-2)
- STAT-716 Survey and Research Report 4(2-4)
- STAT-719 Special Problem 1(1-0)
- STAT-720 Seminar 1(1-0)

These courses help the students to do research not only in their curriculum problems but also make them to do social research, communicate with the society and describe the problems faced by the people statistically and find their solution.

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

There is only one Computer Laboratory with 25 computers. Computer Laboratory is used for practical exercise and demonstration to graduate and postgraduate students in their introductory and major courses. In addition to this advance research is nearly impossible without proper research facilities like high tech lab, access to international publications and research resources.

Location and Area:

Faculty of Sciences, Department of Statistics, 1st floor, New Academic Block.

Adequacy for instruction:

Instruction tools like multimedia are available.

Courses Taught:

- MATH-701 Computer Applications in Statistics 3(1-4)
- MATH-704 Theory of Matrices and Numerical Analysis 3(3-0)
- MATH-705 Operations Research 3(3-0)
- MATH-706 Calculus-I 2(2-0)
- MATH-707 Calculus-II 2(2-0)
- MATH-708 Computer Applications Software 4(2-4)
- MATH-709 Computer Programming 3(2-2)
- MATH-710 Computational Analysis 3(1-4)

Software Available:

- SPSS
- MSTAT
- Minitab
- Mathematica
- R-language

Safety Regulations:

Safety measures are unavailable against fire (extinguisher), minor hazards and accidents, injuries (First Aid Kit). However, the university maintains a Medical Dispensary for such incidents.

Standard-3.1: General Computer Labs

- Software Manuals of each subject are not available.
- The library is not established so far. However, individual teachers have prepared some manuals.

Standard-3.2: There must be support personal for instruction and maintaining the laboratories

Laboratories are maintained by only two Laboratory Attendant. No technical assistance is available.

Standard-3.3: The University computing infrastructure and facilities must be adequate to support program's objectives

- **Computing Facilities Support:** Available to all Faculty members and the post graduate students.
- **Safety arrangements:** There is no proper safety arrangement and no security plans are in the case of emergency. This program is being taught in class rooms that are located on the 1st floor; there is no emergency exit for the lab and classroom. No fire extinguishers have been installed in any laboratory. No first aid kits/ facilities provided in the laboratory.

CRITERION 4: STUDENT SUPPORT AND ADVISING

The faculty for the program of Statistics has always been of great support and help for the students. The teachers are always present for any kind of guidance to the students in any respect of life.

Standard-4.1: Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner

- All the courses including the courses at postgraduate level, the elective and supportive courses are taught as per policy of HEC.

- At postgraduate level Course subjects are offered as per scheme of study provided by HEC.

- Elective courses are offered as per strategy of HEC and the university. The courses from outside the department are also offered as per scheme of study provided by HEC.

- For post graduate Programs, a variety of courses are offered according to demand of the profession.

Standard-4.2: Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.

- In the Statistics program, normally for the courses consisting of theory as well as practical, same instructor is employed so that the problems can be minimized.

- To ensure effective interaction between students, faculty and teaching assistants at the time of course formulation both theoretical and practical aspects are focused.

- Theoretical problems are explained and assignment is also given to the students whereas practical are carried out in the lab.

- Emphasis is always given for an effective interaction between each section.

Standard-4.3: Guidance on how to complete the program must be available to all students and access to qualified advising must be available to make course decisions and career choices.

Several steps have been taken to provide students guidance such as:

- Many student support programs regarding admission, scholarship schemes, etc. are offered by the university.

- In its own capacity students arranges orientations, welcome and farewell get together, study visits and various cultural activities.

- The teachers prove to be a big parental support for the students and are helpful in solving students' problems, however currently there is no parent teacher association.

- Students are informed about the program requirement through the office of the chairman.

- Director, Student Affairs are appointed by university who is ready to help the students for tutorial and counseling for extracurricular activities. However there is no counseling cell.

- Realizing the need for exploring job opportunities for the university graduates, Directorate of placement bureau has been established.

Weaknesses:

- Student advisory committee should be formed at this level.

- There is no such arrangement of job fairs, seminars and other communication skills for students to interact with the outer world.

CRITERION 5: PROCESS CONTROL

The program exercises quality control in all the processes by which major functions are delivered. As the student becomes the responsibility right after the admission, the process starts from his admission and registration leading towards the end of the academic years and even after that. It is the duty to maintain quality control in every process of the education life of the student for which some standards should be met:

Standard-5.1: The process by which students are admitted to the program must be based on quantitative and qualitative criteria

- The applications of the candidates are accepted within the due date of admission announced by the university in an advertisement in the newspapers.
- Number of seats available in the discipline is approved by the Academic council.
- The candidate looking for admission must be resident of Punjab Barani areas except the children of university employees. Depending upon the availability of seats, the candidates from the areas outside from the Barani areas are also eligible.
- The student seeking admission to the degree of master of statistics must have passed the bachelor degree examination with 2nd division at least in a field of study relating to the subject. The process of admission is a reputable process and is followed as per rules and criteria set by the university. For this purpose an advertisement is given in the national newspapers by the Registrar office which announces the date of the merit lists.

- The lists are displayed right after the completion of whole processes. The selected students are offered register their names after paying the fee dues.

Standard-5.2: The process by which students are admitted to the program must be clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives

- After the submission of fee, the student names, after completion of the admission process, are forwarded to the registrar office for proper registration in the specific discipline and registration numbers are issued to the students.
- Students are evaluated through Mid, Final and Practical exams and through assignments and different research proposals. Subject Quizzes are also helpful for the evaluation of capabilities of students.
- Evaluation is done through the result of each semester, if the students fulfill criteria of the university; they are promoted to the next semester.
- In general, the students are registered on competition bases keeping in view the academic and research standards.

Standard-5.3: 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**

- Recruitment policy followed the university is recommended by HEC induction of all posts is done as per rule. Vacant and newly created posts are advertised in the national newspapers, applications are received by the registrar office.
- Call letters are issued to the short listed candidates on the basis of their experiences, qualification, publications and other qualities / activities as fixed by the university.
- The candidates are interviewed by the university selection Board. The candidates having any previous experience, publications or any additional qualification are entertained. Principal and alternate candidate are selected on merit.
- Syndicate meeting is held for further orders such as when to issue appointment letters to the employees.
- Induction of new candidates depends upon the number of approved vacancies.
- Standard set by HEC are considered.
- At present, no procedure exists for retaining highly qualified faculty members, however, the revised pay scales of structures is quite attractive.

- HEC also supports appointment of highly qualified members as foreign faculty professor, National Professors and deputes them in various departments of the university.

Standard-5.4: This process must be periodically evaluated to ensure that it is meeting its objectives.

- As it has already been mentioned that the department of statistics has excellent teachers who educate the students with the view of imparting true knowledge.
- The teachers teach in a friendly way and revise and update the curriculum as required.
- The students are taught with the help of overheads, slides, pictures etc.
- Although the subject books form the authentic authors are hardly available in the library but their cheap Asian editions are available in the markets. Teachers also provide the students with photo state copies of some important books, documents and notes.
- Teachers prepare their lectures from the books and updated knowledge available and deliver them to students. Students are also given small research assignments, which, the teachers know that they can go through with the help of literature and internet facility available in the university library
- Seminars are also being conducted at small level so that to motivate and guide the students to do research.
- The updating of knowledge is very important. With the emergence of new fields, new courses are being set and included in the curriculum

Standard-5.5: The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented

- The evaluation of the students' capabilities is a continuous process which carries on throughout the academic years. The evaluation procedure consists of quizzes, mid and final examinations, practical formulas, assignments and reports, oral and technical presentations.
- At the end of the academic years, the final examinations are held after which, the result is notified. The exams are taken to assess the capabilities of students by asking applied questions and problems about the different dimensions of the subject which help the students to be completely evaluated. Only the students passing this exam are awarded the degree.

- Candidates who secure 80% or more are awarded a gold medal are awarded to the students on the annual convocation that is held late every year.

CRITERION 6: FACULTY

Standard 6-1: There must be enough full time faculty who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability

Table 7: Faculty Distribution by Faculty Specialization

S. No.	Name	Position	Qualification	Specialization
1	Dr. Muhammad Hanif	Associate Professor	Ph.D	Probability and Stochastic Analysis
2	Dr. Saima Mustafa	Assistant Professor	Ph.D	Complex Analysis
3	Mr. Nasir Jamal	Assistant Professor	M.Phil	Statistical Methods, Survey Sampling,
4	Mr. Nasir Ali	Lecturer	M.Sc.	Sampling Techniques, Time Series Analysis
5	Ms Beenish Shakir	Lecturer	M.Phil	Numerical Analysis

The faculty currently consists of one Associate Professor, two Assistant Professors and two lecturers. Most of the faculty members are improving and updating their qualifications in different PhD research programs. However, the department is in short of teaching faculty as most of the members are on study leave.

Standard 6-2: The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses **and curricula.**

As mentioned earlier, most of the faculty members are busy in improving their qualifications. So far, one of the members has completed the PhD research and has joined back the department and two of them are busy in different research programs in renowned institutes both inside and outside the country. All the faculty members completing their researches were given study leaves and were fully accommodated by the department and university. Any faculty member if interested in improving his/her education can avail any and every available chance. Full accommodation form the department is provided.

The faculty members are being evaluated on regular basis by the students.

Standard 6-3: All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D in the discipline

Meanwhile, five regular faculty members are working in the program. The program activities are being carried out with the help of visiting faculty

As mentioned earlier, any faculty member if interested in any research or education improving program is fully and immediately supported.

There is excellent working environment for the faculty members. There is complete cooperation amongst them.

Teachers are being evaluated by the graduates to obtain the input on the quality of education university is providing and the results are satisfying. Teachers of the program are actively engaged in imparting quality education. So far, the faculty members of the Stats program have cooperated in every step taken by the university to obtain the program objectives. They are always interested in improving the quality of education.

CRITERION 7: INSTITUTIONAL FACILITIES

The university has one central library which is facilitated with books and literature about the subject.

Standard- 7.1: The institution must have the infrastructure to support new trends in learning such as e-learning

The subject of statistics shares number of fundamentals with mathematics, economics and computer science, so the subject needs a constant update of knowledge. To be updated in the different theories and methodologies, the facility of internet is an essential component.

The faculty members of the Stats department are always prepared to be innovative and experimental in their subject. They like to have access to new and authentic software which are helpful in studying theories and concepts of subject e.g. MSTAT, SPSS, Minitab and Eviews , R language etc.

Weaknesses:

- Recommended books of the program are not available to the students.
- The same facility should be provided to the faculty offices.
- A library should be established which should contain all the significant literature about the subject.

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 library has a computer lab consisting of 25 personal computers. The lab has been facilitated with the internet facility.

- The access to various web sites of prestigious research journals and publications e.g. Jstor, ACM and IEEE provided by HEC is also available in the lab. Electronic library books and journals are available for learning purpose via Higher Education Commission.

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

- There is one class room and one room is being shared up with program . As mentioned earlier, there is one computer lab is equipped with 25 personal computers.

- The faculty offices are also not sufficient to accomplish the requirements of all the faculty members.

Weaknesses:

- Insufficient classrooms available because of which we have to use the computer lab instead of classroom.
- Class rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibility.

CRITERION 8: INSTITUTIONAL SUPPORT

Although the institute is fully supportive and cooperative but the financial resources in this respect are insufficient. Let us study the standards to meet this aspect.

Standard 8.1: There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as faculty and scholars

- The university is always ready to provide every opportunity available to the faculty members to improve their qualifications and upsurge their careers.
- The environment is extremely friendly and comfortable. All the faculty members move with complete harmony and are very accommodative with each other. The courses are assigned with the total consent of the teacher.
- Faculty offices are well constructed, large and airy.

Weaknesses:

- There is a need of qualified teachers and scholars.
- Insufficient secretarial support, technical staff and office equipment.
- The number of faculty members is insufficient for the program.
- Due to unavailability of class rooms, classes are taken in the labs.

Standard 8.2: There must be an adequate number of high quality graduate students, research assistants and Ph.D students.

The number of graduates in the last two years is given as:

Table8: Quantitative Assessment of the Department (Last Two Year)

Sr. #	Particular	No	Remarks
1.	M. Sc. Degree awarded	Nearly 140	Mostly graduates got employment and is currently holding various positions.
2.	Students : Faculty ratio	1:40	Does not fulfill HEC criteria
3.	Technical : Non Technical ratio	1:2	Does not Fulfill HEC criteria
4.	High Quality Graduate Students, PhD students, Research Assistants		NA

Standard- 8.3: Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing.

The financial resources provided by the university to the program for stationary, the maintenance of the computer laboratory and purchase of consumable items and books for the years 2012-2014 are almost 50,000

SUMMARY

The quality assessment program of the M.Sc statistics program for the year 2012-2014 has been reported. The program is going on an excellent mod in most respects. Apart from the restrictions of the available resources program's mission and objectives are on the way of achievement. The highly proficient and skilled faculty is busy in betterment of program and is focusing on its educational mission. The program's progress and objectives are checked by program team through surveys on different aspects such as course evaluation, teacher evaluation, alumni survey, graduating student surveys and faculty survey and this will be done by collection of data on already designed Performa's of self assessment cell. After collection of data it is analyzed and presented in the form of graphs and tables. The charts of present report highlighted the different assessment performance of different teachers evaluated by the students. The evaluation of the teachers has been carried out using students' opinions. All the teachers have been evaluated for all the different criteria using Performa 1 and 10.It is good to know that all teachers have gained good repute in their subject grip and knowledge showing satisfactory result by the views of the students. It is good to know that students are showing their interest in research work because of program's instructor's encouragement. In addition to this student are happy because of the sound knowledge of every teacher in their subject, their concern towards their students, their classes and true picture of a student by their result.

Moreover some fruitful activities such as seminars etc are also arranged for students. But this is not the last mile still for program progress needs to be focused on many other things to improve its quality foe example the limited number of lecture rooms, infrastructure and access to various scientific journals are great hindrance in development of faculty. Also, there is limited budget for research purposes which cannot maintain computer laboratory and research activities. According to employer survey, the program has produced qualified statistician with great knowledge on modern lines and applied statistical techniques and with excellent career. As far as Faculty members are concerned, they are satisfied with their salaries but due to limited number of faculty they have severe concerns about the workload as most of them are agreed that they have very less time for themselves. The program can be flourished on modern lines if we take Professional training for faculty members' plays a vital role in improving grip in any subject and their expertise will be enhanced. At present there is no proper library for this there is need of proper allocation of sufficient funds and proper updation of computer lab is required..

Performa 9:

FACULTY RESUME

Name:	Dr. Muhammad Hanif
Personal:	Father Name: Siraj Din Marital Status: Married Nationality: Pakistani National ID: 35404-5292007-3 Email: hanif@uaar.edu.pk mhpuno@hotmail.com Phone: +92-51-9290016
Experience:	12 year
Honors and Awards	Chinese Govt Scholarship
Memberships	No
Graduate Students Postdocs Undergraduate Students Honor Students	Yes
Service Activity	Incharge of the department, Teaching, Research
Brief Statement of Research Interest	Limit theory in probability and large sample theory in statistics. Statistical Inference for Stochastic Processes
Publications	13
Research Grants and Contracts	No
Other Research or Creative Accomplishments	No
Selected Professional Presentations	No

FACULTY RESUME

Name:	Dr. Saima Mustafa
Personal:	P-1538 Asghar Mall Road Rwp. saimamustafa28@gmail.com 0333-5249362
Experience:	15 years
Honors and Awards	COMSATS Scholarship in PhD
Memberships	Board of Faculty (Sciences) Board of Study Department of statistics Admission Committee ,Department of Statistics Comprehensive Committee, Department of statistics
Graduate Students Postdocs Undergraduate Students Honor Students	M.phil Statistics Supervision = 11 students Co-supervision = 4 .
Service Activity	Teaching
Brief Statement of Research Interest	➢ Geometric Function Theory ➢ Complex Analysis ➢ Optimization Theory ➢ Numerical Analysis ➢ Operations Research
Publications	6
Research Grants and Contracts	-
Other Research or Creative Accomplishments	As described above
Selected Professional Presentations	Workshops, seminars

FACULTY RESUME

Name:	NASIR JAMAL
Personal:	Designation: Assistant Professor S/o Khalil-ur-Rehman, DOB: 11th January, 1963
Experience:	Survey and Research: 18 years, Teaching: 3 Years
Honors and Awards	No.
Memberships	11
Graduate Students Postdocs Undergraduate Students Honor Students	3 - -
Service Activity	Teaching
Brief Statement of Research Interest	Ridge Regression, Modeling,
Publications	1. Athar M. R., **Jamal N**., Illays S., Nawaz M., Batool A., Asghar S., Effect of Transformational and Transactional Leadership on Employee Performance; mediating role of Knowledge Management, Jokull Journal Vol 64, No. 5;May 2014 405
Research Grants and Contracts	No
Other Research or Creative Accomplishments	No
Selected Professional Presentations	No

FACULTY RESUME

Name:	Nasir Ali
Personal:	Father Name : Allah Yar Date of Birth : 7th May 1972 Religion : Islam Nationality : Pakistani NIC # : 33202-9018070-5 Marital Status : Married Address : Department of Statistics & Mathematics, Pir Mehr Ali Shah Mehr Ali Shah Arid Agriculture, University Rawalpindi, Pakistan. Contact No. : 051-9290016,+03345575112 E-mail : mnashamm@yahoo.com, Web Address : http://www.uaar.edu.pk
Experience:	06 years
Honors and Awards	Nil
Memberships	Member committees of research for graduate students of Sociology & Anthropology and Economics department.
Graduate Students Postdocs Undergraduate Students Honor Students	
Service Activity	**TEACHING RESPONSIBILITIES** ❖ **At the under graduate classes** ➢ Introduction to Statistics ❖ **At post graduate classes** ➢ Sampling Techniques ➢ Statistical Quality Control & Reliability ➢ Operations Research ➢ Population Analysis ➢ Theory of Matrices & numerical Analysis

	➢ Experimental Design **RESEARCH DUTIES** ❖ To assist the post graduate students to develop research design, data collection, analysis of data and in thesis writing.
Brief Statement of Research Interest	Sampling Techniques, Statistical Quality Control & Reliability, Operations Research, and Non parametric.
Publications	6
Research Grants and Contracts	Nil
Other Research or Creative Accomplishments	Nil
Selected Professional Presentations	Nil

FACULTY RESUME

Name:	Miss Beenish Shakir
Personal:	Department of Statistics & Mathematics, Pir Mehr Ali Shah Mehr Ali Shah Arid Agriculture, University Rawalpindi, Pakistan. beenishshakir@yahoo.com 0331-7240865
Experience:	3 years
Honors and Awards	Nil
Memberships	Admission Committee ,Department of Statistics and Mathematics, QEC member, Department of statistics
Graduate Students Postdocs Undergraduate Students Honor Students	Nil
Service Activity	Teaching
Brief Statement of Research Interest	➢ Numerical Analysis ➢ Analytic Dynamics ➢ Differential Equations
Publications	Nil
Research Grants and Contracts	-
Other Research or Creative Accomplishments	As described above
Selected Professional Presentations	-