



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

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

Self Assessment Report

2007

Program Self Assessment Team

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INTRODUCTION

In Pakistan, women play an important role in agriculture, education, rural development and other nation building activities. Therefore to upgrade the education and skill of women and teachers, particularly in arid areas, initially it was focused to initiate programmes for social and economic empowerment of women and teachers by imparting informal education to community, in general and to provide them education, training and skills.

A women development project entitled “Women Training Institute for Cottage Industries” sponsored by the Ministry of Women Development, was established in 1989. This programme offered a number of short-term income generating courses for women of the area. These courses were widely appreciated and became very popular among the community. With up-gradation of Agricultural College to the University, demand for women education increased and to exclusively cater this need, a Division of Continuing Education, Home Economics and Women Development was created in accordance with the University Act, 1995.

In the context of continuing education the Division also initiated teachers’ education programmes at B.Ed. and M.Ed. level, as the teachers in arid areas faced difficulties in improving their qualifications, because they had to take long study leave, sometimes without pay. With the initiation of this teacher education programme, the facility became available to them at their doorsteps and M.Ed. course was started in 1997.

So far, a number of short duration certificate courses have been conducted in almost 25 fields. The feedback confirms that a significant number of students have benefited by these skills and have improved their economic conditions. The Division also plans to offer useful short course of Women Development, In-service Teachers Training, B.Ed. (Hons) and B.Ed. and M.Ed. morning programmes.

This report consists of eight sections and each section is based on criteria which speaks the position of department, its contribution and highlights the weaknesses and the ways to improve. Section 1 explores criteria of program mission, objectives and outcomes, section 2 addresses the curriculum design and organization, section 3 explores the laboratories and

computer facilities, section 4 addresses the student support and guidance perspectives, section 5 is related to control process, section 6 is about the faculty position, section 7 is about institutional facilities available to the department and section 8 addresses the institutional support and related matters.

SECTION 1

Components of Self Assessment Process:

This Self Assessment has been prepared on the basis of following eight criteria as described in Self Assessment Manual.

Criterion-1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

Delivery capabilities of the Division of Continuing Education and its support to students and trainees are aimed at upgrading school and classroom productivity. It is in the community's interest that teachers obtain high-quality Diploma in Education, B.Ed. M.Ed. As a result they teach more effectively; as Heads, lead better schools; and as administrators, run systems that support schools more effectively and as female member of society uplift their social and economic conditions.

The 21st century teachers need to learn to break through their isolation, to cooperate with colleagues, parents, other members of the community and, last but not least, with the pupils. A teacher must be able and ready to change methods and to take part in innovation in the interest of the school and the children. This can not be done, however, without a considerable allocation of time, talent and resources to the teachers' pre-service and in-service education and training. Therefore Division run its services for the community to meet the needs related to teachers and women empowerment.

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

Mission Statement of the Division

Developing leaders in education in terms of subject knowledge, behavioural change and skill development, integrated with student characteristics and local educational conditions for promoting quality education.

PROGRAM OBJECTIVES

1. To provide students a strong foundation in Continuing Education and methods of teaching at elementary and secondary level classes.
2. To provide students the basic and applied knowledge of teaching learning process specially Educational Psychology, Philosophy, Class Management and other areas of Education.
3. To provide students guidance in internship experience and conduct of research work.
4. To provide students ability to integrate the educational activities with other areas of subject matter.
5. To provide students oral and written communication skills which are required to enter the workplace well prepared.
6. To provide the students action research experience and its implication for teaching learning situations.

Strategic objectives of the department are as below:

- Providing practical experience in the school system, together with a core of subjects including research for the academic enhancement of the individual.

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

Main elements of strategic plan to achieve mission and objectives

- Developing a sound teaching system based on the experience and vision gathered from teaching institutions.
- Designing and constantly updating the curricula involving core subjects, elective subjects, specialized areas, internship programs and teaching practice through micro teaching.
- Designing curricula directly related to teaching methodology and provision of practical classroom teaching learning skills.
- Arranging women development related tasks and its training for their uplift of economic conditions.
- Developing action research behavior among pupil teachers to further reflect it into practical situation and field.

Program Outcomes:

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

1. Students shall have an ability to apply knowledge of teaching-learning to field based problems.
2. Students shall have an ability to identify, analyze and resolve the practical teaching-learning problems.
3. Students shall have an ability to act as pupil teacher and have maximum opportunities for this practice.
4. Students shall have an ability to use modern methods of teaching, recognize other modes and deices for continuous school assessment.
5. Students shall have an ability to communicate in written and oral forms and use timely audio visual teaching aids.
6. Students shall have an ability to work collaboratively to solve the class control, discipline and behavioral problems.
7. Students shall have an understanding of the professional and ethical responsibilities of teachers.
8. Students shall have action research approach to observe and control the field matters.
9. Students shall have an ability to comprehend women development skills in short duration of course.

TABLE-1: PROGRAM OBJECTIVES ASSESSMENT

S. #	Objective	How Measured	When Measured	Improvement Identified	Improvement made
1	To provide foundation knowledge of teaching as a discipline	On the basis of course evaluation & content organization	It is a continuous process as per requirement	Teaching method needed to be improved	Teaching method was revised on modern lines
2	To impart basic and applied knowledge to the graduates at B.Ed., M.Ed. and Women Development Clientele	Back ground information and status of knowledge of students through graduating students surveys	At the time of admission and/or completion of semester	Some basic courses need to be included in the curriculum	Revision and updating the curriculum as per requirement
3	Guidance to students in B.Ed./ research / internship	Assessing interest of students, students feed back	Before and after Teaching Practice / Internship/Research	Students to make lesson plans in field teaching/Lack of research interest	Introducing practice teaching through micro teaching /Motivating for research
4	Integration of related fields	Through entry tests, interviews suggestions by students	At presentations, Discussion panels	Related subjects to be recommended or studies	Enhancement of knowledge and vision
5	Provision of modern oral and communication skills	Through self assessment survey	Continuous activity	Presentation and management skills improvements	Record the presentation activities and panel discussions
6	Anticipation of Action Research behavior	Through course evaluation and Alumni feed back	Continuous activity	Identification of contemporary issue	Improving discussion among pupil teachers

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

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

TABLE 2: OBJECTIVES VS OUTCOMES

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

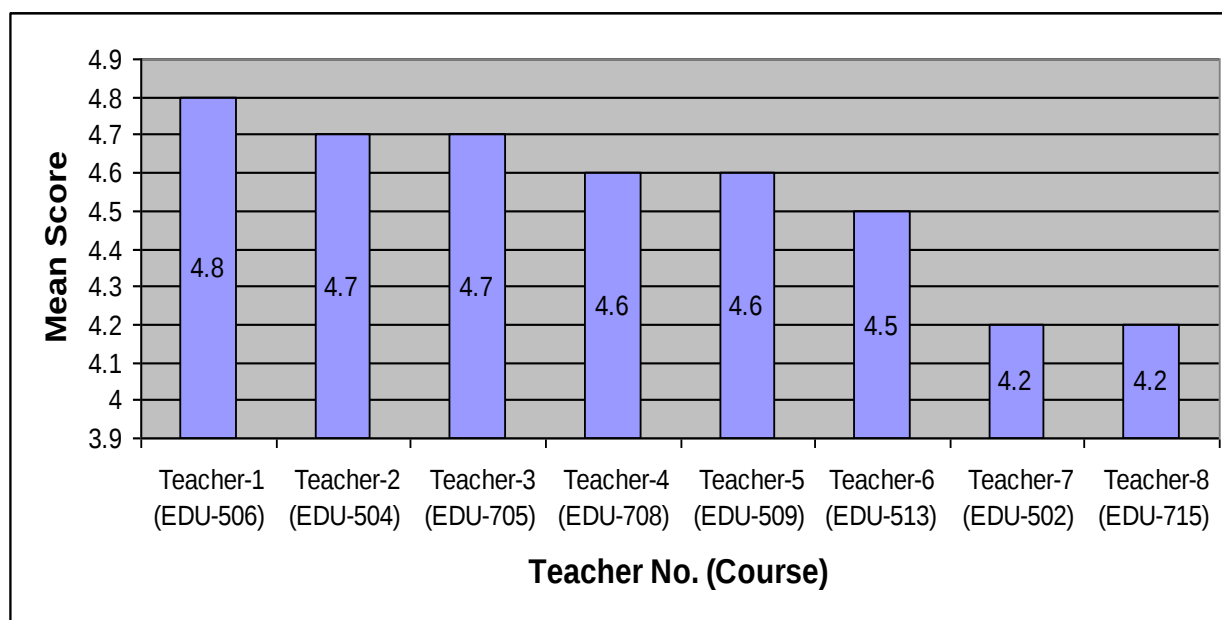
The program outcomes are fully supportive to program objectives mentioned above. Outcomes are based on actual details obtained from department documents.

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

PROGRAM ASSESSMENT RESULTS:

Teachers' Evaluation

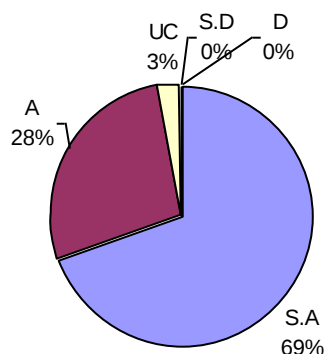
The teachers were evaluated by the students at the end of the semester in accordance with Proforma-10 (Annexure X). The results are shown in graph given below. In the graph the teachers are represented as 1, 2, 3..., instead of mentioning their names. The overall compiled results showed that teacher-1 is on the top scoring 4.8 mean score while teacher-7 and teacher-8 are at the bottom securing 4.2 scores each. The scores of other teachers can be seen from the graph.



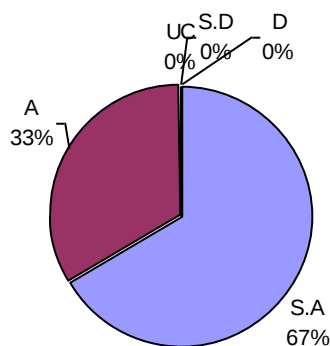
There were eight teachers, their individual evaluation is presented under the following sets of graphs as per Teacher Evaluation Form (Annexure-X).

Teacher-1 Evaluation (a)

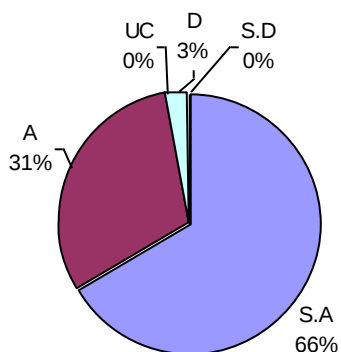
Instructor is Prepared for each class



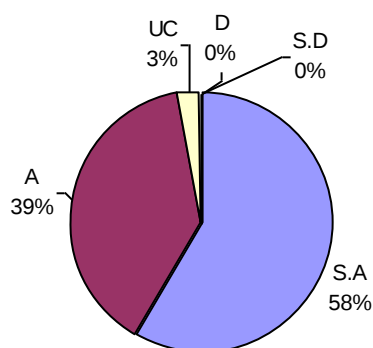
Demonstrates knowledge of the subject



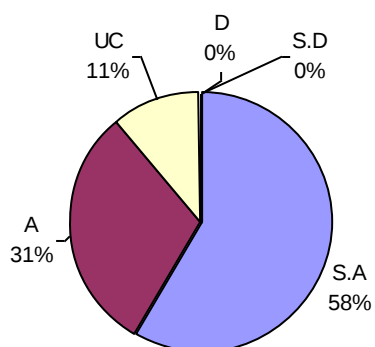
Completed the whole course



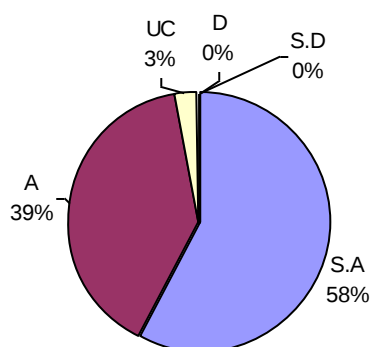
Provides additional material apart from text



Gives citations in Pakistani context



Communicates subject matter effectively

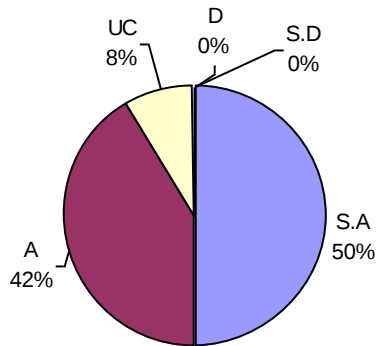


■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

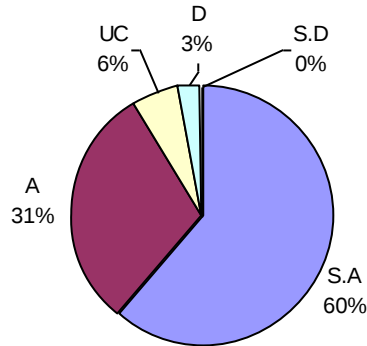
Above set of graphs shows the six aspects of Teacher-1. More than fifty percent students strongly agreed with these aspects. Whereas 3% were uncertain that teacher was prepared for each class, 3% disagreed that course was completed and same percent were uncertain to declare that teacher communicated the subject matter effectively.

Teacher-1 Evaluation (b)

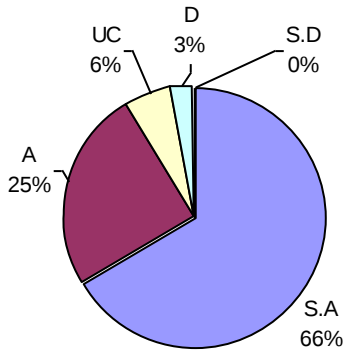
Respects students, encourages participation



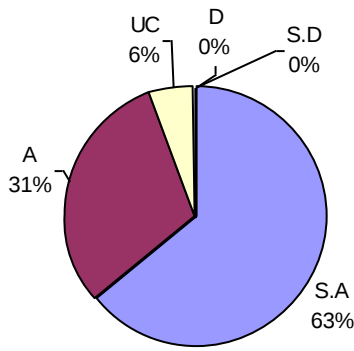
Maintains environment conducive to learning



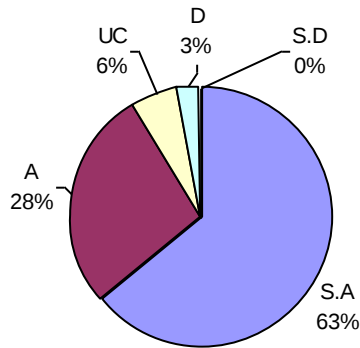
Arrives on time



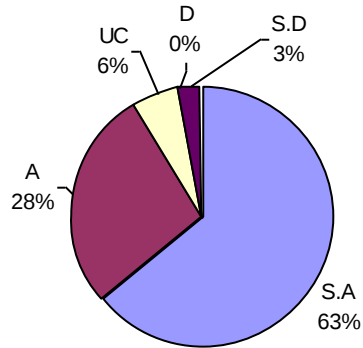
Leaves on time



Instructor is fair in examination



Returns the grades in time

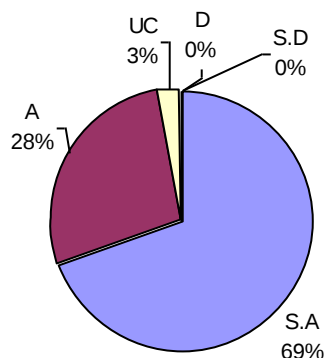


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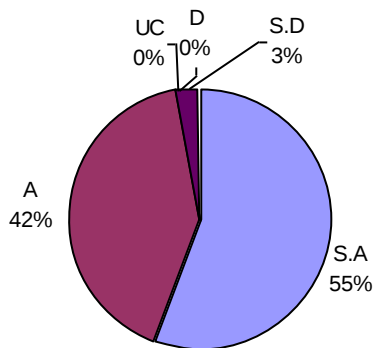
Six aspects of teacher-1 are presented in above graphs. It is obvious that 3% disagreed that teacher maintained an environment which was conducive to learning, teacher arrived on time and that he was fair in examination. Whereas above fifty percent responses lies in strongly agree position for all above six aspects.

Teacher-1 Evaluation (c)

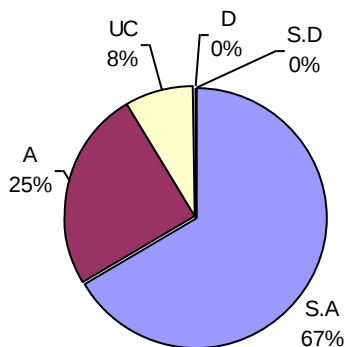
Available in office hours and after class



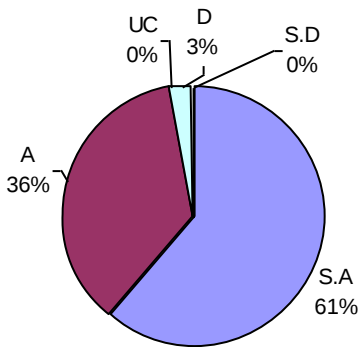
Subject matter has increased knowledge



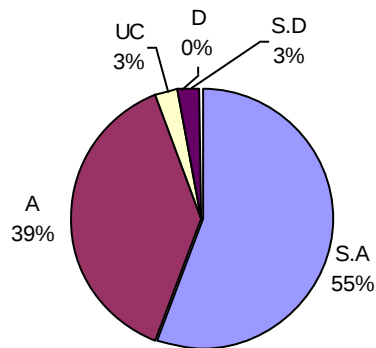
Clear objectives, grading criteria in syllabus



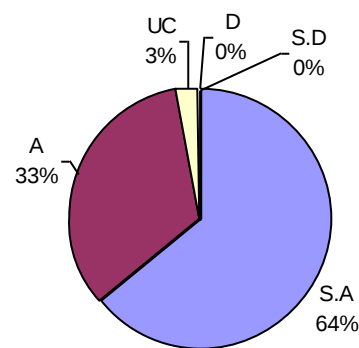
Course integrates theory into applications



Exams covered the materials presented



Course material is modern and updated

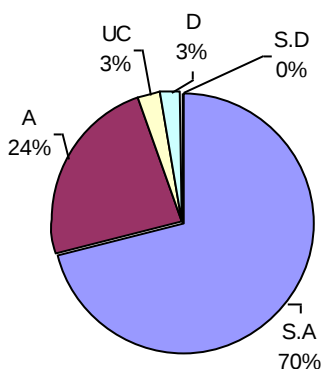


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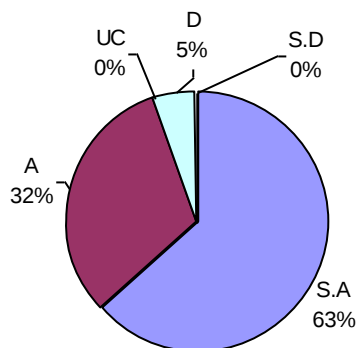
Above set of graphs indicates the six aspects of teacher-1 evaluation in which more than fifty percent responses are in strongly agreed position. Whereas 3% students strongly disagreed that subject matter has increased their knowledge and that exam covered the material presented. 3 % students disagreed that course integrated theory into application.

Teacher-2 Evaluation (a)

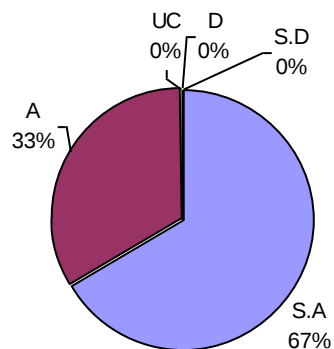
Respects students, encourages participation



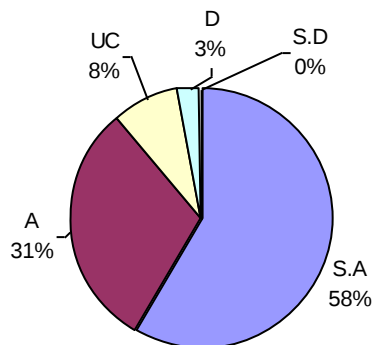
Maintains environment conducive to learning



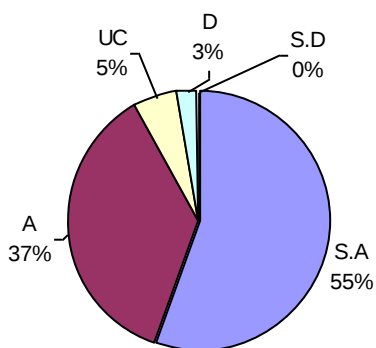
Arrives on time



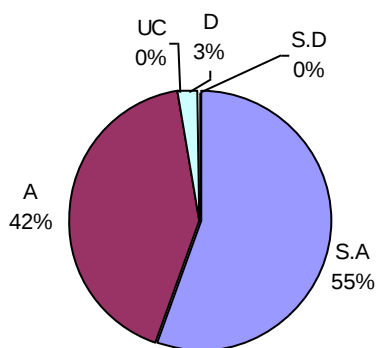
Leaves on time



Instructor is fair in examination



Returns the grades in time

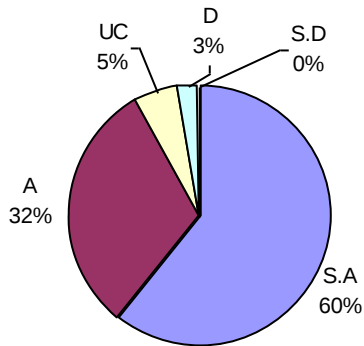


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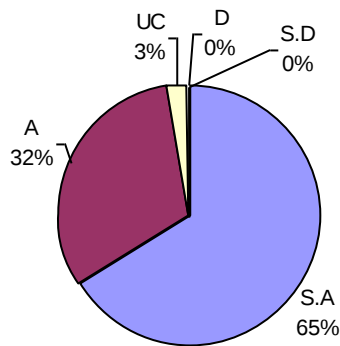
More than fifty percent of the students in all above six aspects respond to strongly agreed position. Whereas 8% students were uncertain to declare that teacher leaves class on time, 3% disagreed that the instructor was fair in examination and 3% disagreed that he returns grades in time.

Teacher-2 Evaluation (b)

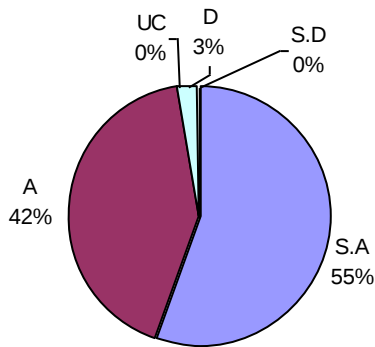
Instructor is Prepared for each class



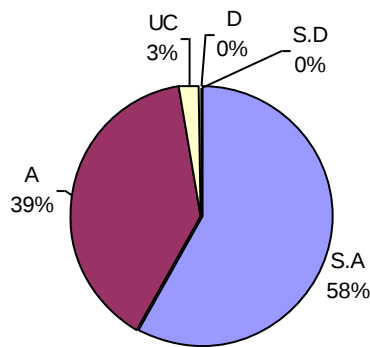
Demonstrates knowledge of the subject



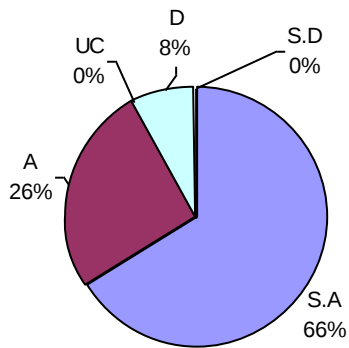
Completed the whole course



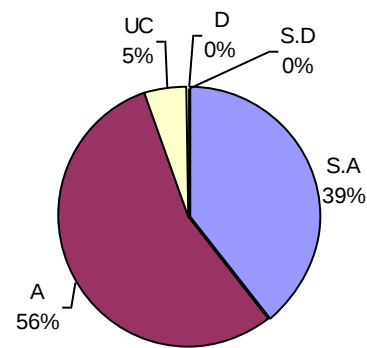
Provides additional material apart from text



Gives citations in Pakistani context



Communicates subject matter effectively

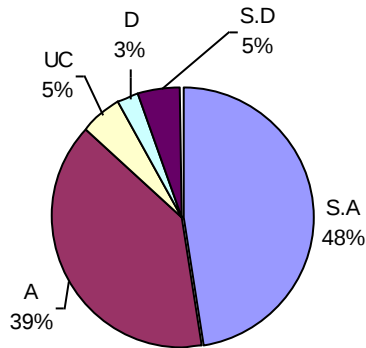


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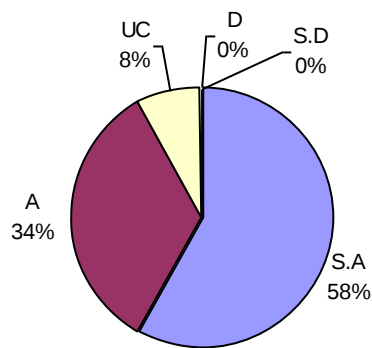
Above set of graphs shows that 3% students were uncertain that the instructor demonstrates knowledge of the subject and provides additional material apart from text, 8% disagreed that the teacher give citations in Pakistan context.

Teacher-2 Evaluation (c)

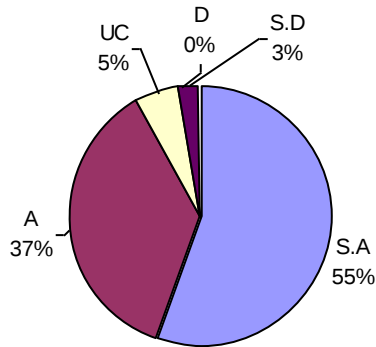
Available in office hours and after class



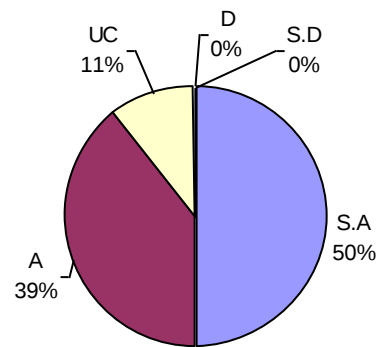
Subject matter has increased knowledge



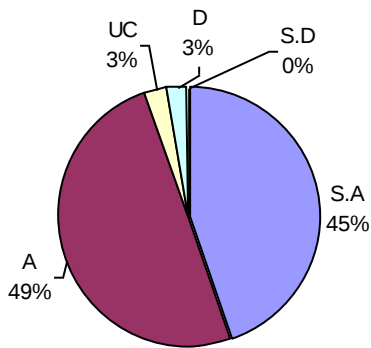
Clear objectives, grading criteria in syllabus



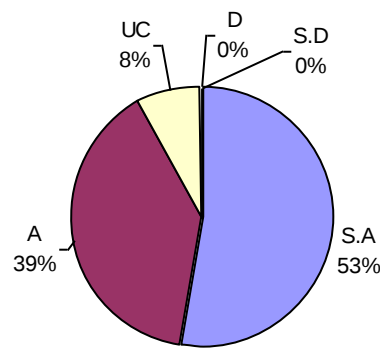
Course integrates theory into applications



Exams covered the materials presented



Course material is modern and updated

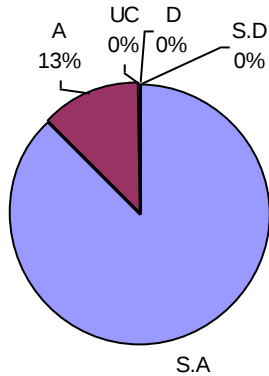


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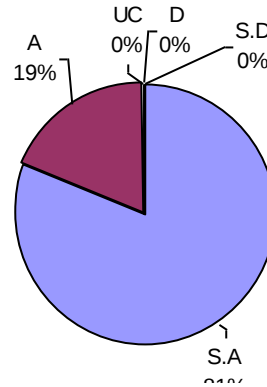
The above set of graphs indicates that 48% students strongly agreed that the instructor was available in office hours and after class while 5% strongly disagreed on the same aspect, 3% disagreed that the exams taken by the teacher covered the material presented and 8% were uncertain to declare that course material was modern and updated

Teacher-3 Evaluation (a)

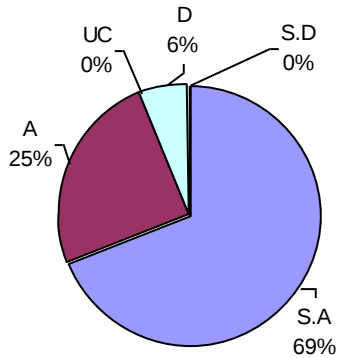
Instructor is Prepared for each class



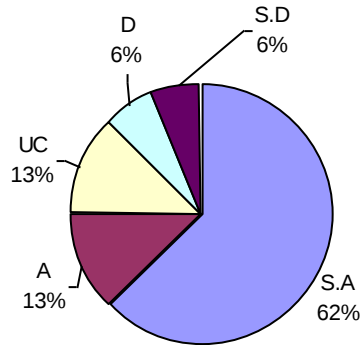
Demonstrates knowledge of the subject



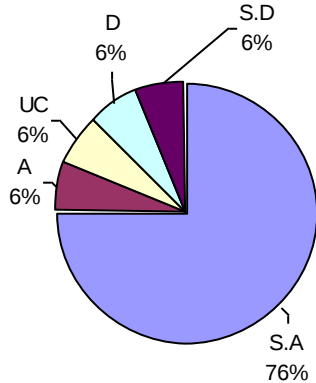
Completed the whole course



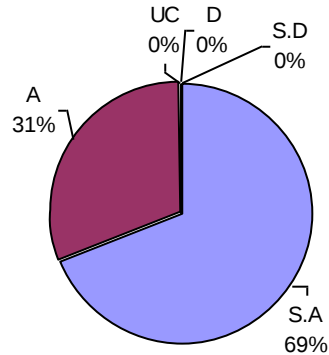
Provides additional material apart from text



Gives citations in Pakistani context



Communicates subject matter effectively

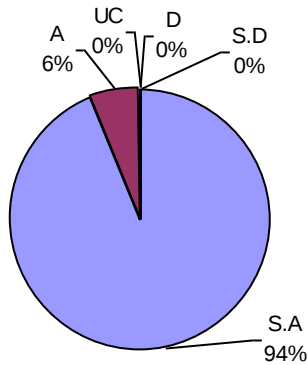


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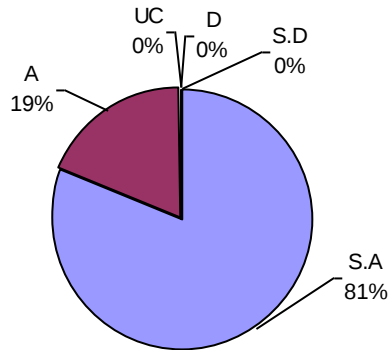
The graphical presentations show that more than 50% students strongly agreed with all above aspects of the teacher evaluation while 6% disagreed that the course was completed, 6% disagreed that teacher gave citations in Pakistani context.

Teacher-3 Evaluation (b)

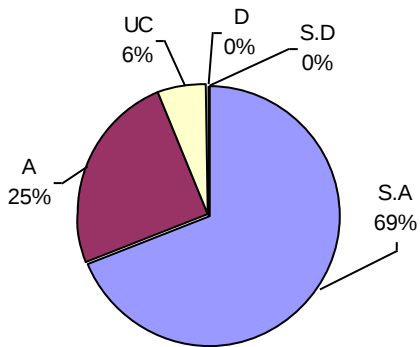
Respects students, encourages participation



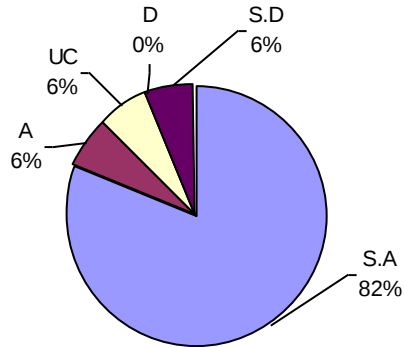
Maintains environment conducive to learning



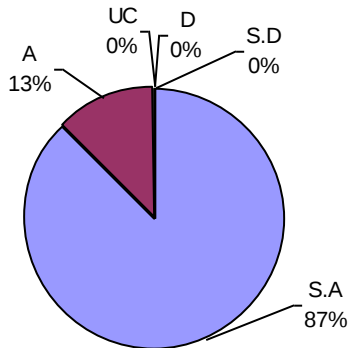
Arrives on time



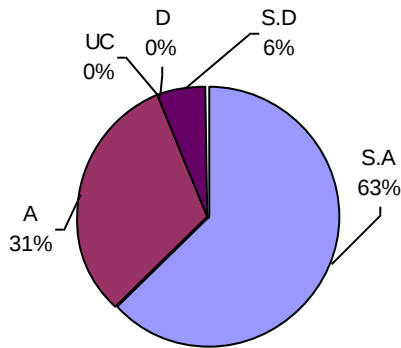
Leaves on time



Instructor is fair in examination



Returns the grades in time

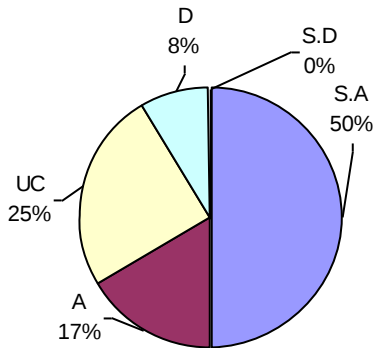


▣ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

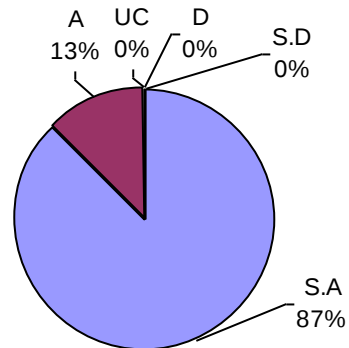
It is obvious from the above graphs that 94% of the students strongly agreed that the instructor respects students & encourages their participation. 6% were uncertain to show that the teacher arrives on time while no one was there to disagree with all these aspects.

Teacher-3 Evaluation (c)

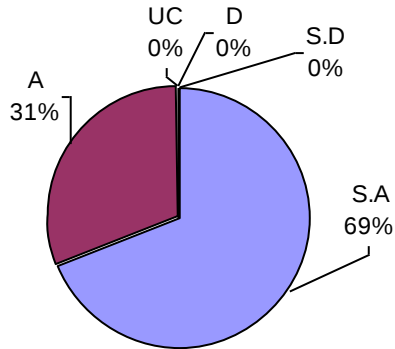
Available in office hours and after class



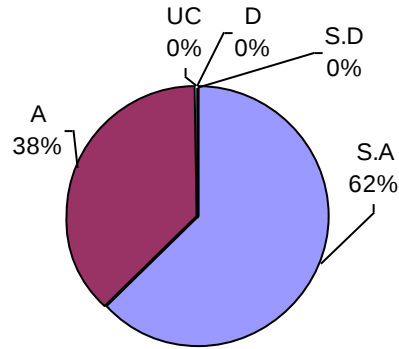
Subject matter has increased knowledge



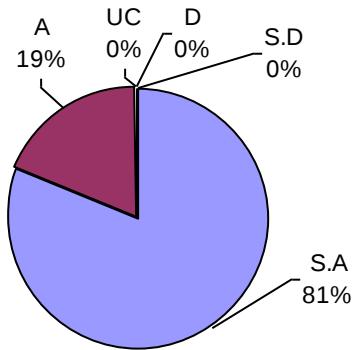
Clear objectives, grading criteria in syllabus



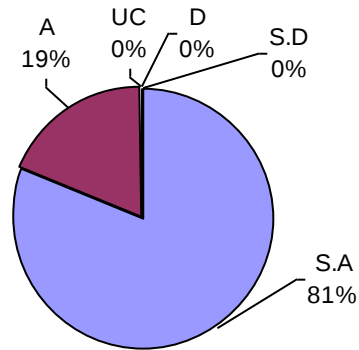
Course integrates theory into applications



Exams covered the materials presented



Course material is modern and updated

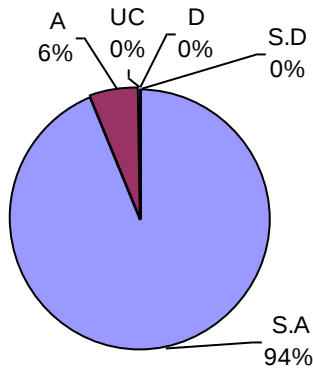


▣ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

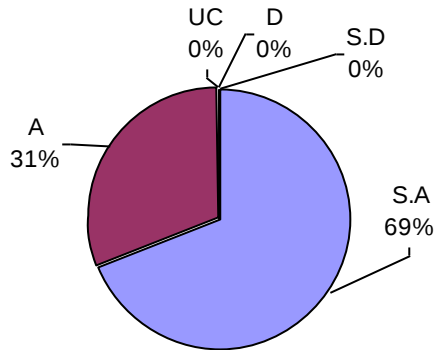
Certain aspects of teacher-3 are presented in the above graphs which describe that more than 50% students strongly disagreed with all above six aspects, 8% students disagreed that teacher was available in office and after class, 25% were uncertain about same aspect.

Teacher-4 Evaluation (a)

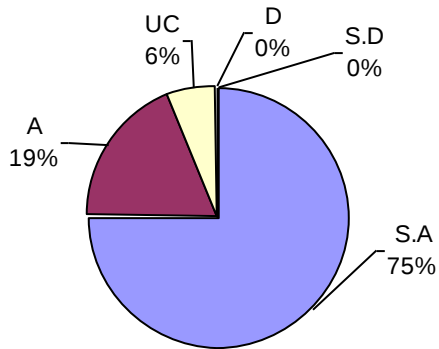
Instructor is Prepared for each class



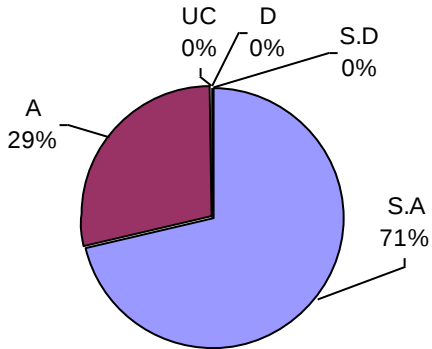
Demonstrates knowledge of the subject



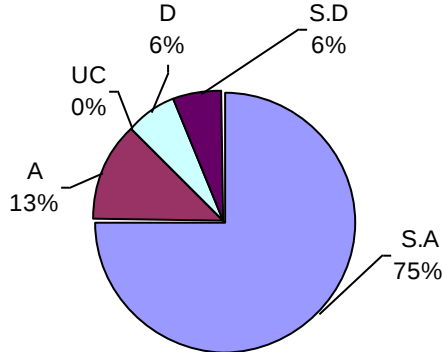
Completed the whole course



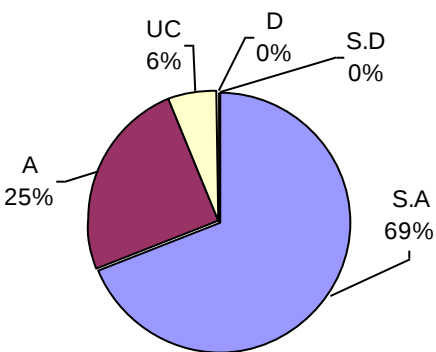
Provides additional material apart from text



Gives citations in Pakistani context



Communicates subject matter effectively

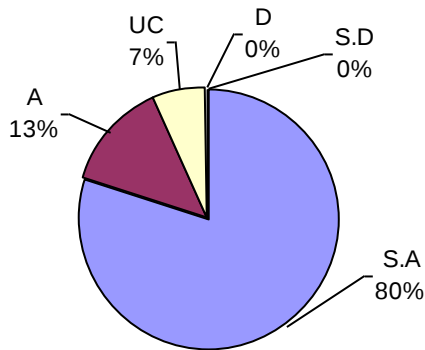


▣ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

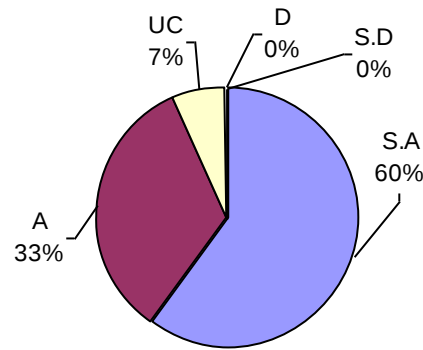
It is indicated by the above graphical presentations that 69% students strongly agreed that the instructor communicates subject matter effectively. 6% disagreed that he/she gave citation in Pakistani context and the same percent strongly disagreed the same matter. 6% students were uncertain to declare that teacher communicated subject matter effectively.

Teacher-4 Evaluation (b)

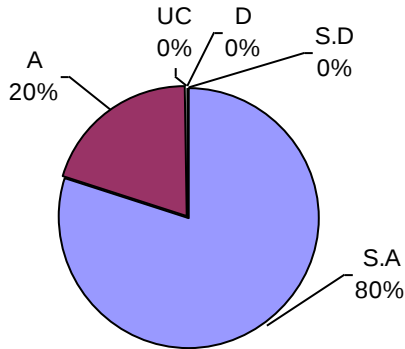
Respects students, encourages participation



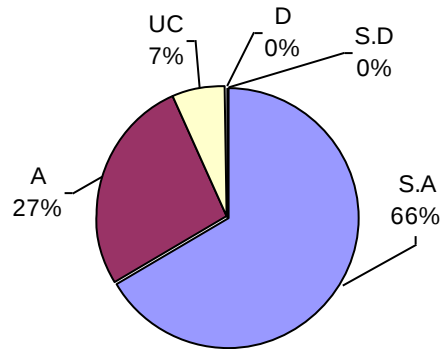
Maintains environment conducive to learning



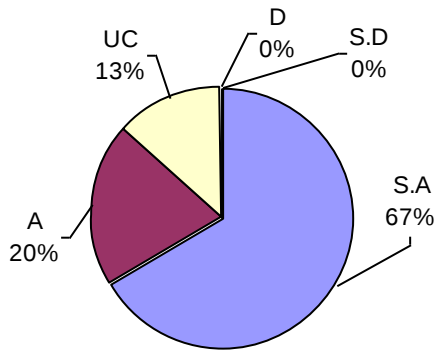
Arrives on time



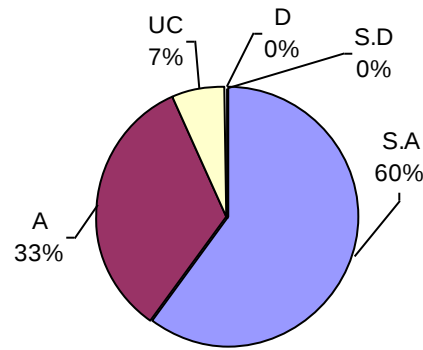
Leaves on time



Instructor is fair in examination



Returns the grades in time

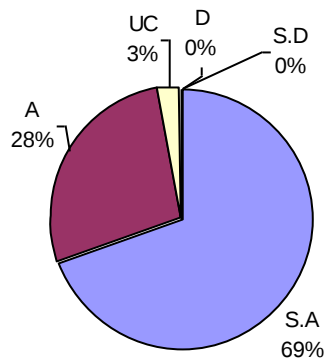


▣ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

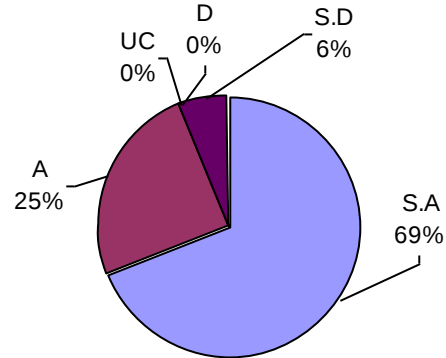
In the continuation of teacher-4 evaluation, the above set of graphs show that 20% students agreed that the instructor was fair in examination and arrived the class on time, 7% were uncertain that instructor leaves on time and that he returned the grades in time, while there was no one to show disagreement toward above aspects.

Teacher-4 Evaluation (c)

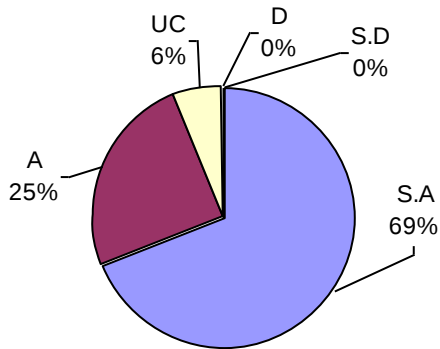
Available in office hours and after class



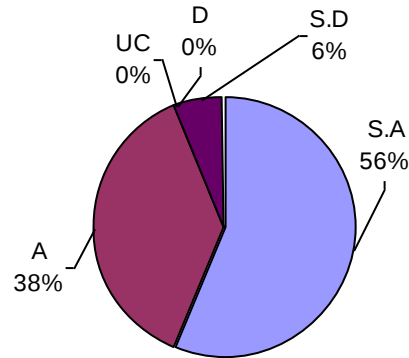
Subject matter has increased knowledge



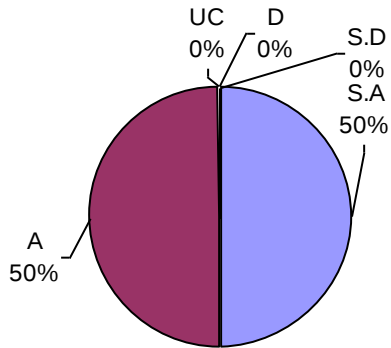
Clear objectives, grading criteria in syllabus



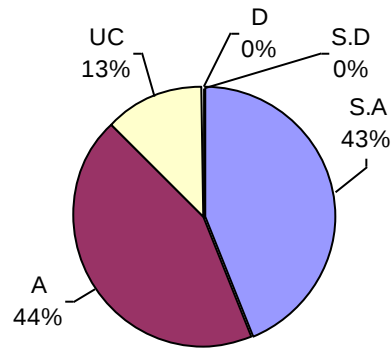
Course integrates theory into applications



Exams covered the materials presented



Course material is modern and updated

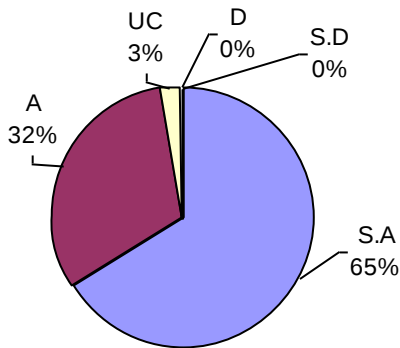


▣ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

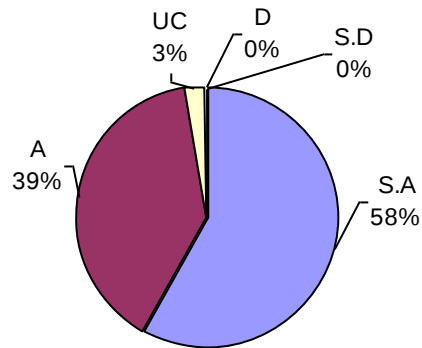
The graphical presentations indicates that 69% students strongly agreed that the teacher has clear objectives, grading criteria in syllabus and that he is available in office hours and after class. There was no disagreement for above mentioned aspects of teacher.

Teacher-5 Evaluation (a)

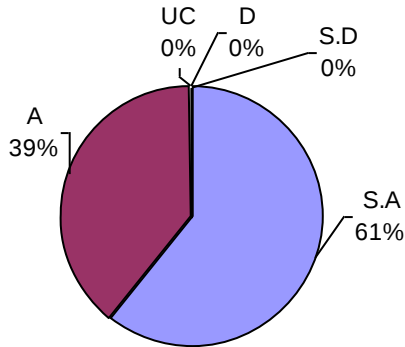
Instructor is Prepared for each class



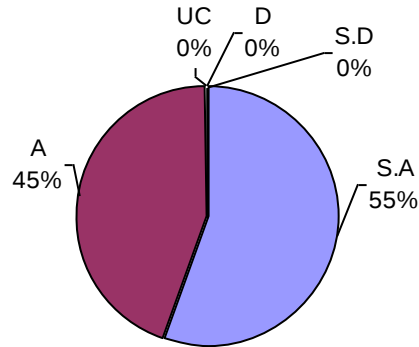
Demonstrates knowledge of the subject



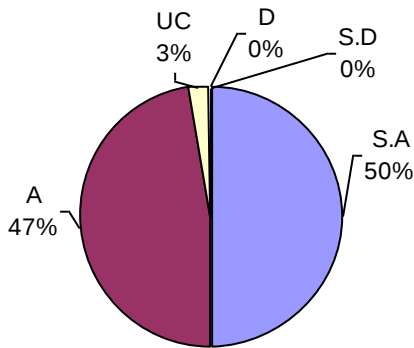
Completed the whole course



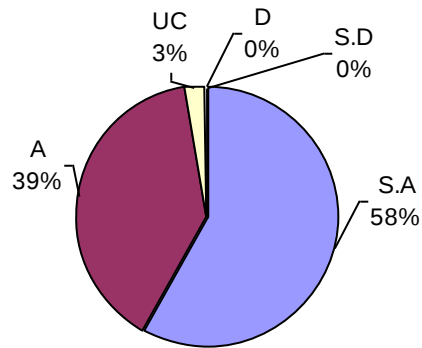
Provides additional material apart from text



Gives citations in Pakistani context



Communicates subject matter effectively

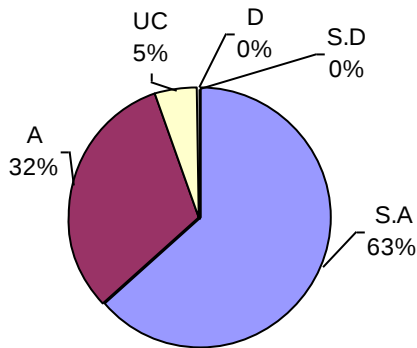


▣ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

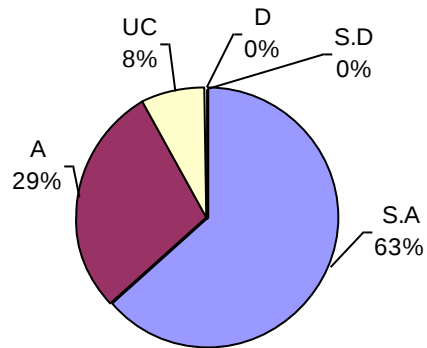
Six aspects of teacher-5 are graphically presented above. It shows that more than 50% students were strongly agreed with all aspects of the teacher, 3% were uncertain that the teacher gives citations in Pakistani context and demonstrates knowledge of the subject and 45% agreed that instructor provides additional material apart from text. .

Teacher-5 Evaluation (b)

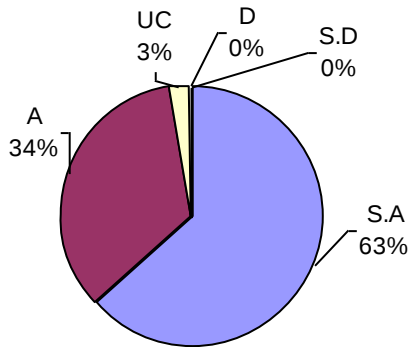
Respects students, encourages participation



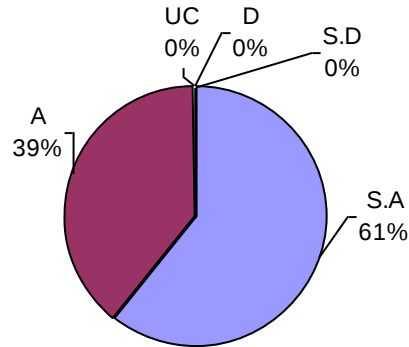
Maintains environment conducive to learning



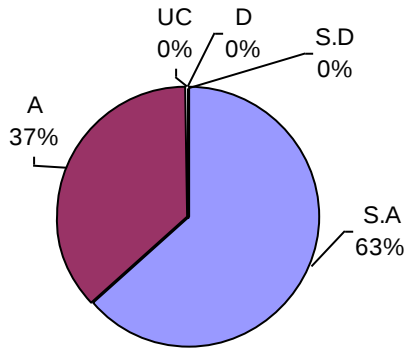
Arrives on time



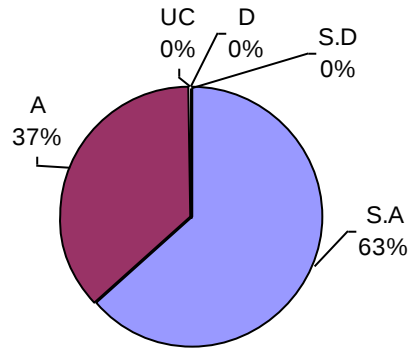
Leaves on time



Instructor is fair in examination



Returns the grades in time

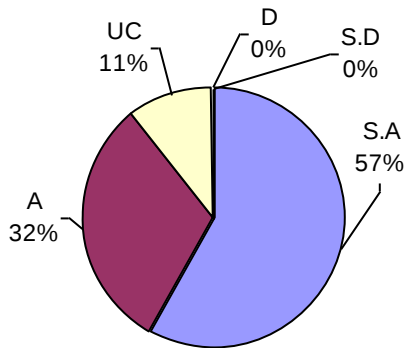


▣ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

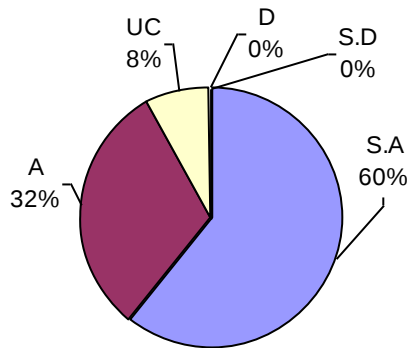
It is presented by above graphs that 42% students agreed that the instructor has clear objectives; grading criteria in syllabus available 55% students strongly disagreed with the same aspect. 5% were uncertain that course material was modern and updated. No disagreement was reported by students in all above six aspects.

Teacher-5 Evaluation (c)

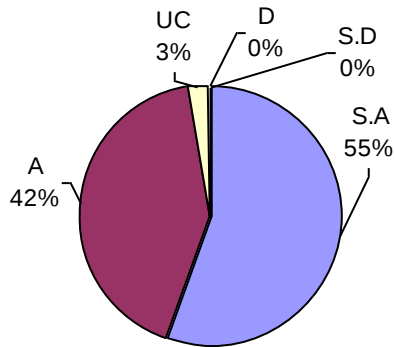
Available in office hours and after class



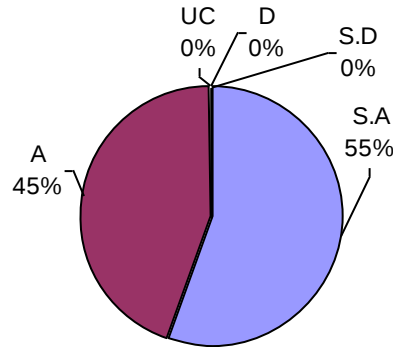
Subject matter has increased knowledge



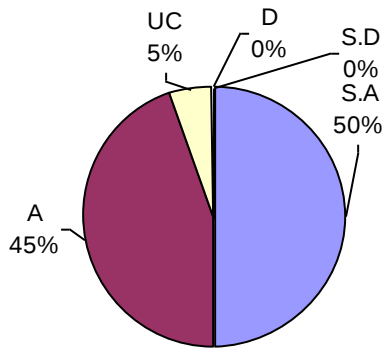
Clear objectives, grading criteria in syllabus



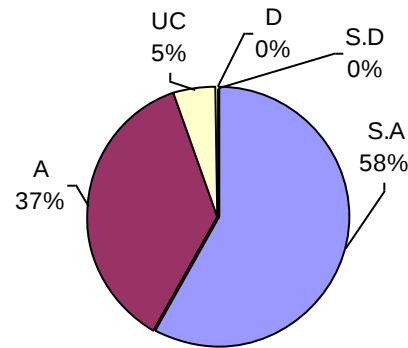
Course integrates theory into applications



Exams covered the materials presented



Course material is modern and updated

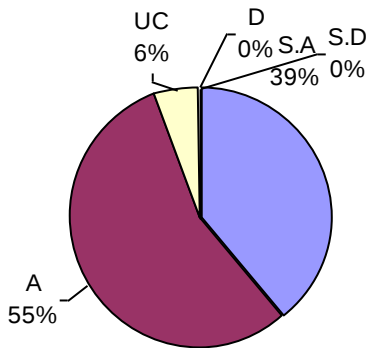


▣ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

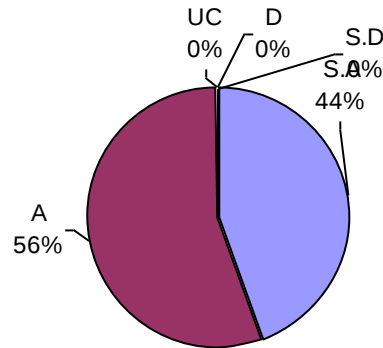
Above set of graphs indicates the six aspects of teacher-5 evaluation, in which more than fifty percent responses are in strongly agreed position. 42% students agreed that the instructor has clear objectives, grading criteria in syllabus. No disagreement was reported by students in above mentioned aspects.

Teacher-6 Evaluation (a)

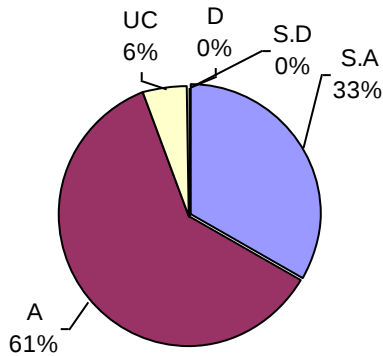
Instructor is Prepared for each class



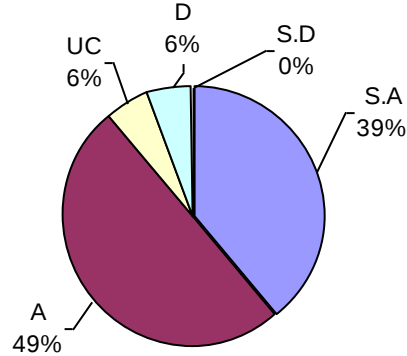
Demonstrates knowledge of the subject



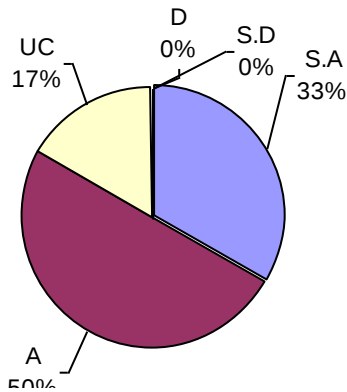
Completed the whole course



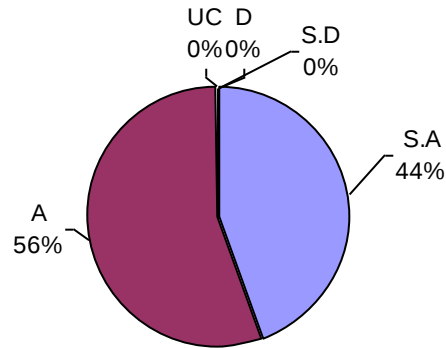
Provides additional material apart from text



Gives citations in Pakistani context



Communicates subject matter effectively

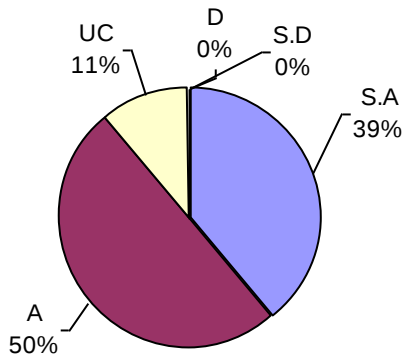


■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

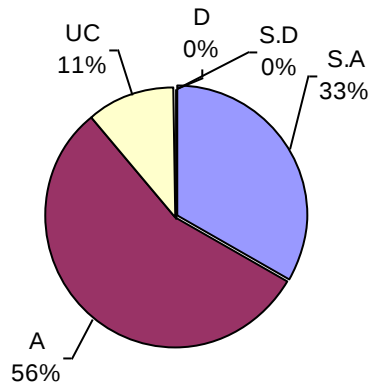
Six aspects of teacher-6 are presented in above graphs. It is obvious that 17% were uncertain that the instructor gives citation in Pakistani context. 6% were uncertain that teacher provides additional material apart from text and same percentage reported that whole course was completed by teacher.

Teacher-6 Evaluation (b)

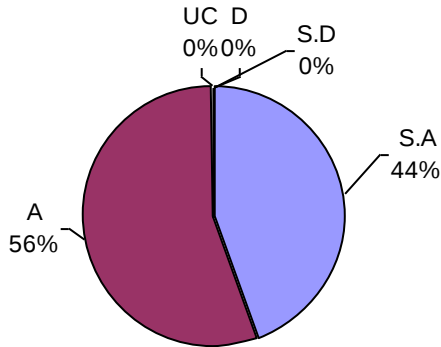
Respects students, encourages participation



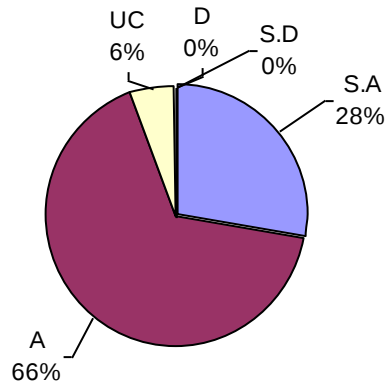
Maintains environment conducive to learning



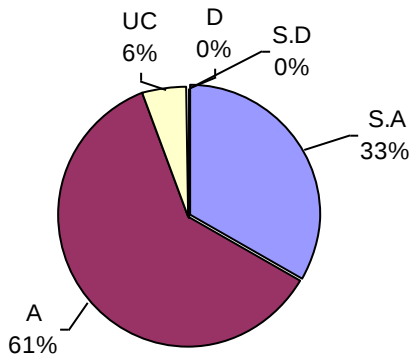
Arrives on time



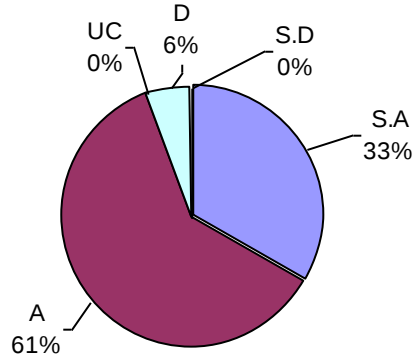
Leaves on time



Instructor is fair in examination



Returns the grades in time

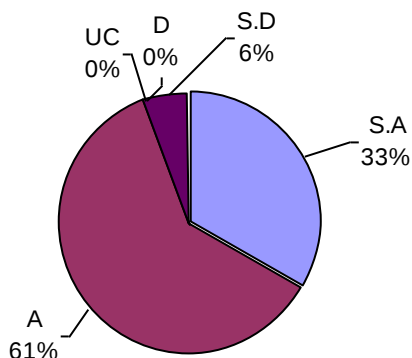


▣ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

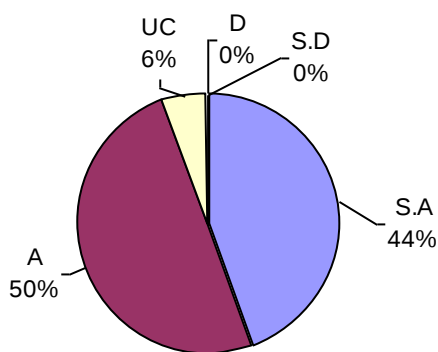
The above graphs indicate that 56% students agreed that teacher arrives on time and 66% agreed that he leaves class on time. 61% students agreed that teacher was fair in exams and same percentage of respondents agreed that grades were returned in time by concerned teacher.

Teacher-6 Evaluation (c)

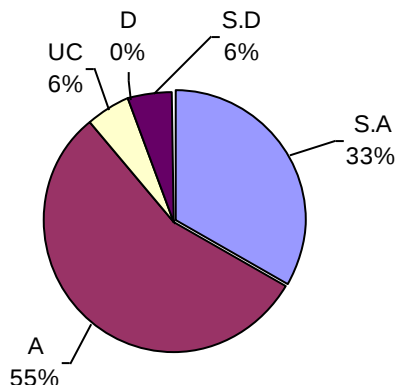
Available in office hours and after class



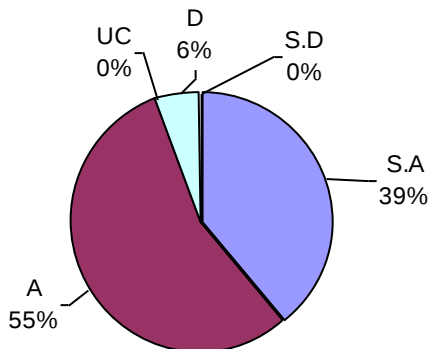
Subject matter has increased knowledge



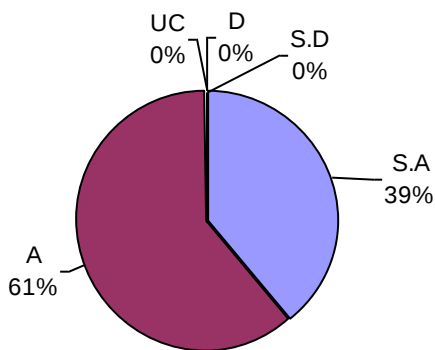
Clear objectives, grading criteria in syllabus



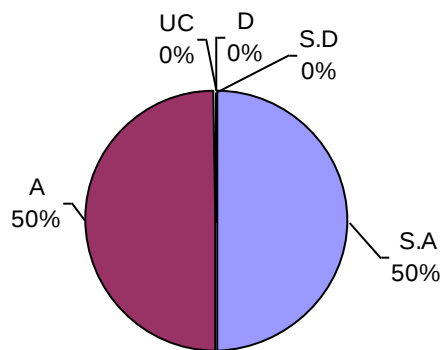
Course integrates theory into applications



Exams covered the materials presented



Course material is modern and updated

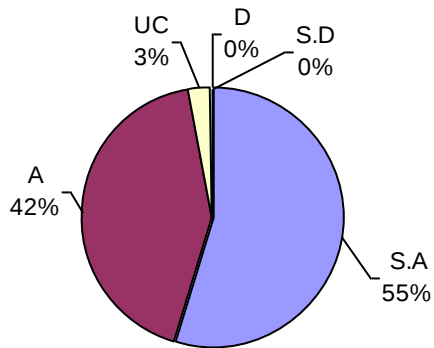


▣ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

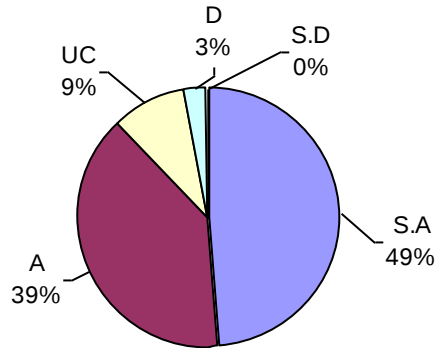
It is shown by the graphs that 50% or above than showed their responses in agreed position for all the above mentioned aspects. Whereas 6% strongly disagreed that clear objectives, grading criteria was there in syllabus. 6% disagreed that course integrates theory into applications, and same number of students strongly disagreed that teacher was available in office hours and after class.

Teacher-7 Evaluation (a)

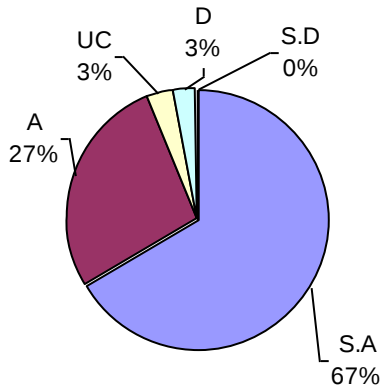
Instructor is Prepared for each class



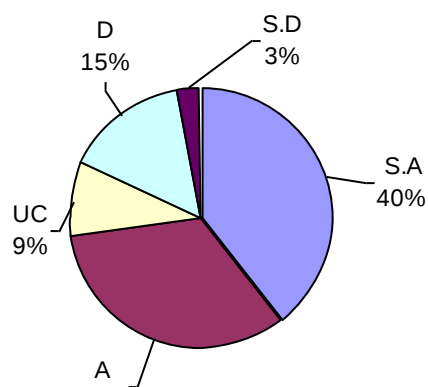
Demonstrates knowledge of the subject



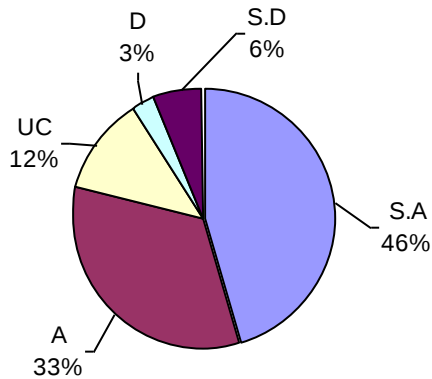
Completed the whole course



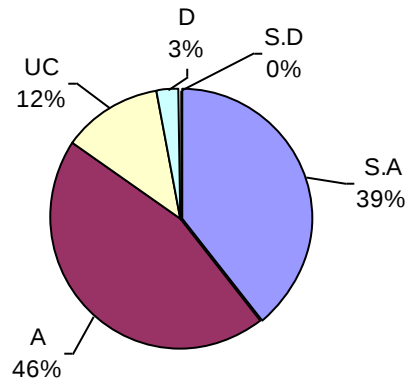
Provides additional material apart from text



Gives citations in Pakistani context



Communicates subject matter effectively

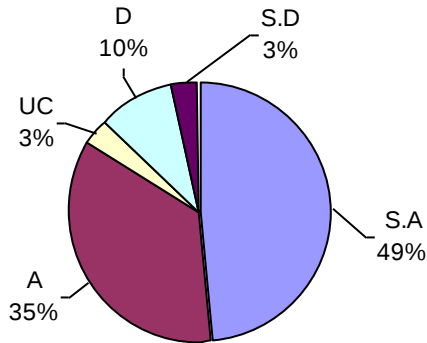


■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

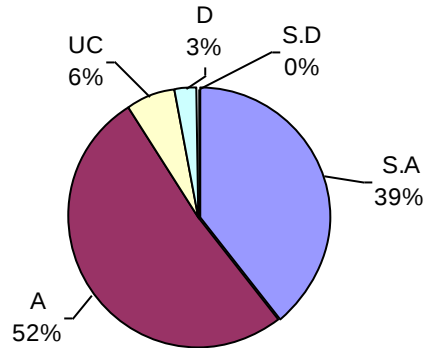
Above set of graphs shows that 67% students strongly agreed that the whole course was completed whereas 3% disagreed in this regard. 3% students strongly disagreed and 15% disagreed that instructor provided additional material apart from text. 3% disagreed that the teacher gave citations in Pakistani context and that he communicates subject matter efficiently.

Teacher-7 Evaluation (b)

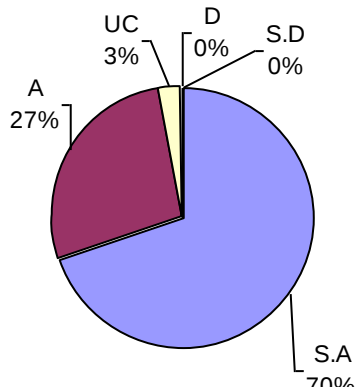
Respects students, encourages participation



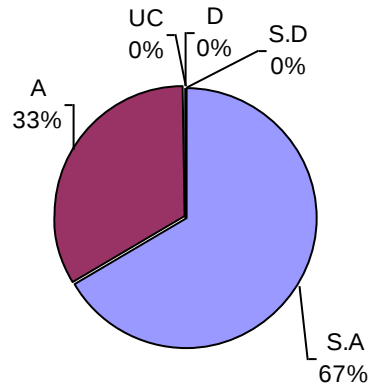
Maintains environment conducive to learning



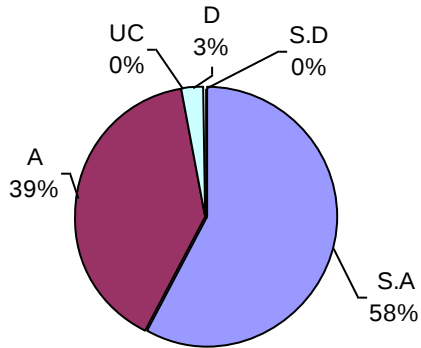
Arrives on time



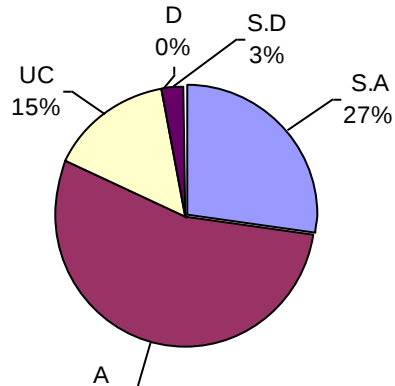
Leaves on time



Instructor is fair in examination



Returns the grades in time

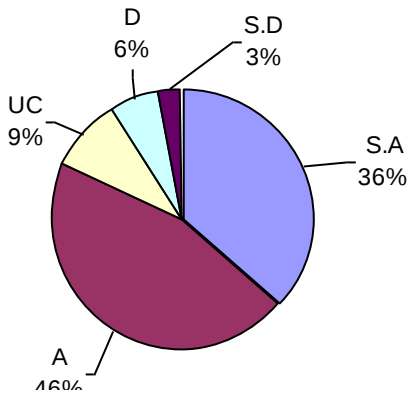


▣ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

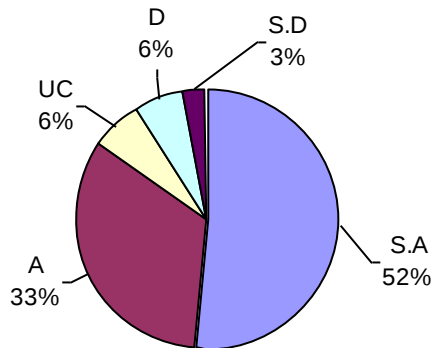
It is obvious that more than 50% students were strongly agreed that the instructor was fair in examination and that he arrived the class on time. 15% were uncertain that the teacher returns the grades in time and 10% were disagreed that the instructor respects the students and encourages their participation.

Teacher-7 Evaluation (c)

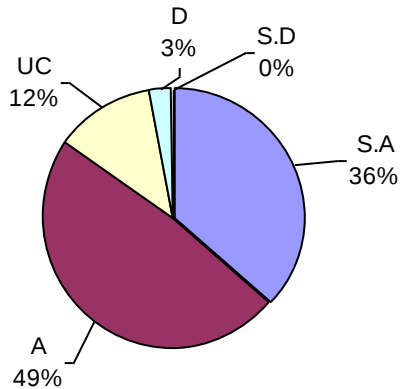
Available in office hours and after class



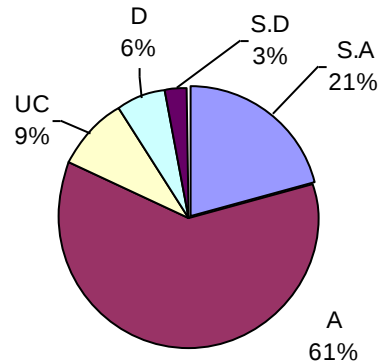
Subject matter has increased knowledge



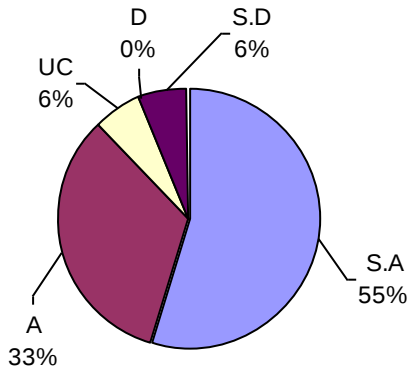
Clear objectives, grading criteria in syllabus



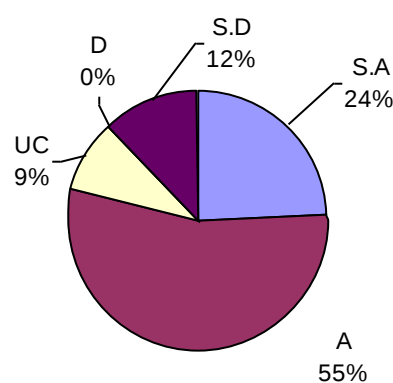
Course integrates theory into applications



Exams covered the materials presented



Course material is modern and updated

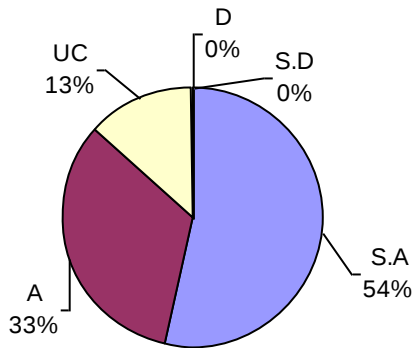


▣ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

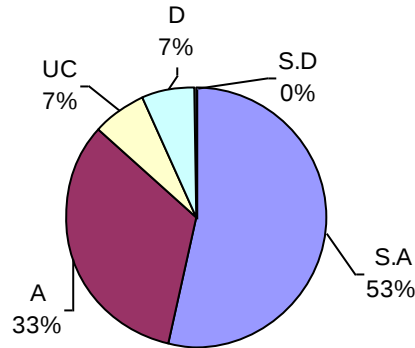
Above set of graphs indicate further aspects of teacher-7 evaluation. It can be observed that disagreement was reported against above all items by the students. 6% students disagreed instructor was available in office hours and after class and same percentage disagreed that course integrates theory into applications. 12% students strongly disagreed that the course material was modern and updated.

Teacher-8 Evaluation (a)

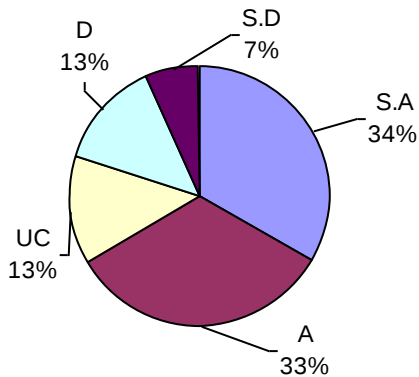
Instructor is Prepared for each class



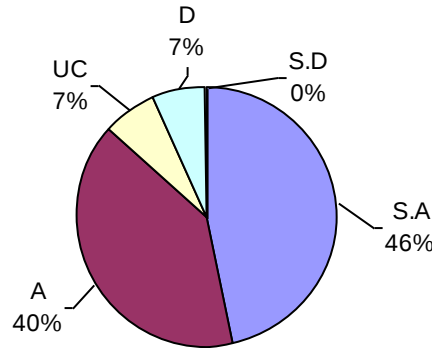
Demonstrates knowledge of the subject



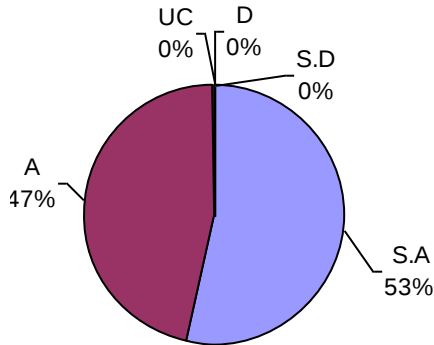
Completed the whole course



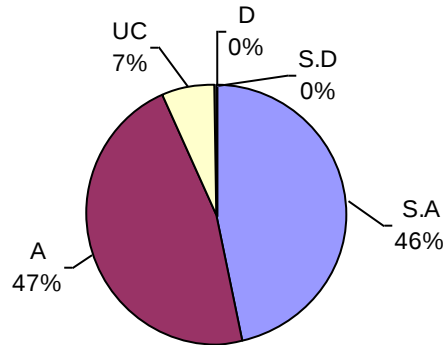
Provides additional material apart from text



Gives citations in Pakistani context



Communicates subject matter effectively

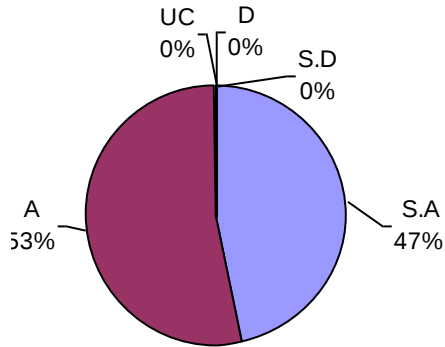


▣ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

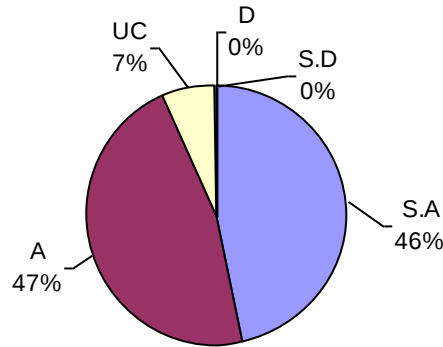
The above graphical presentation indicates that 46% students strongly agreed that the instructor provided additional material apart from text and same percentage also strongly agreed that teacher communicates subject matter effectively. 13% students disagreed that the whole course was completed, whereas 13% were found uncertain in this regard.

Teacher-8 Evaluation (b)

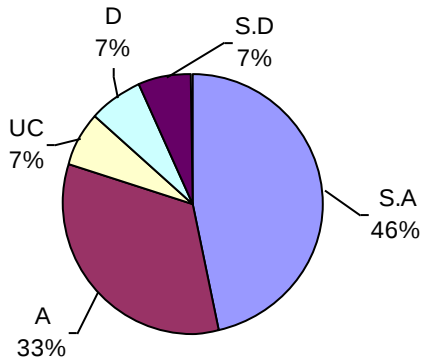
Respects students, encourages participation



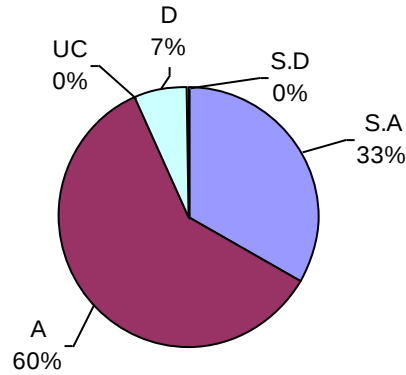
Maintains environment conducive to learning



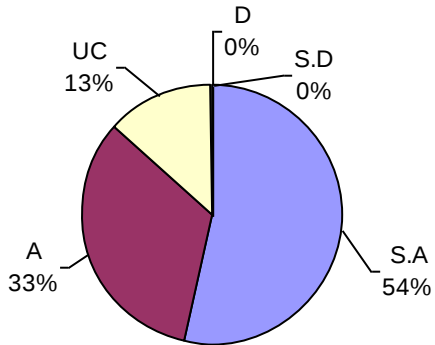
Arrives on time



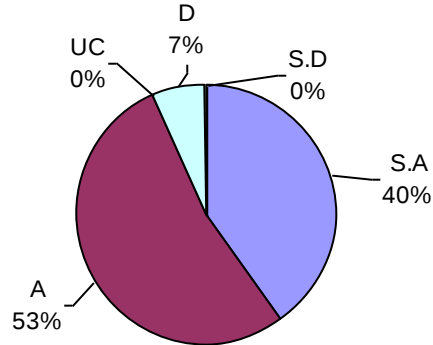
Leaves on time



Instructor is fair in examination



Returns the grades in time

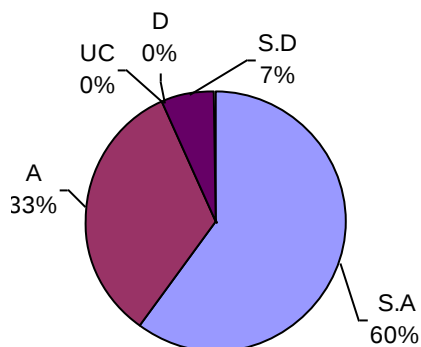


▣ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

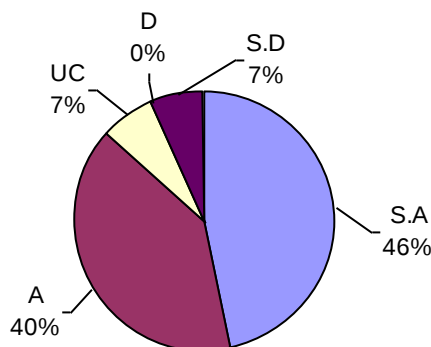
Above set of graphs contains the aspects of teacher-8 evaluation. It is obvious from graphs that 7% students strongly disagreed, same disagreed and also were uncertain to declare that teacher arrived on time. &% students disagreed that teacher leaves on time. 13% were uncertain to declare that instructor was fair in examination.

Teacher-8 Evaluation (c)

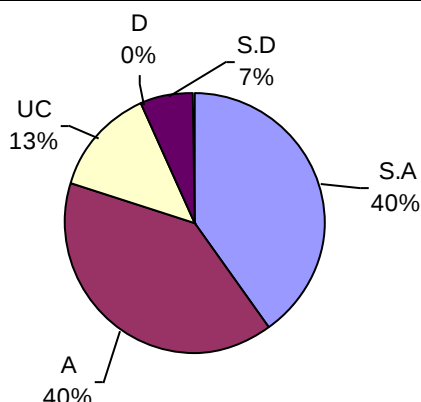
Available in office hours and after class



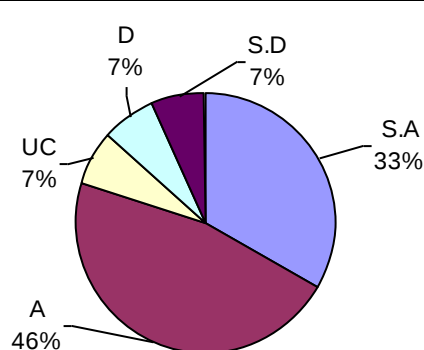
Subject matter has increased knowledge



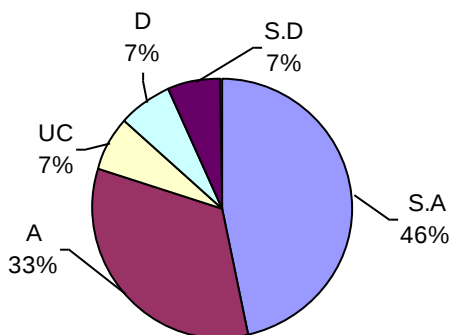
Clear objectives, grading criteria in syllabus



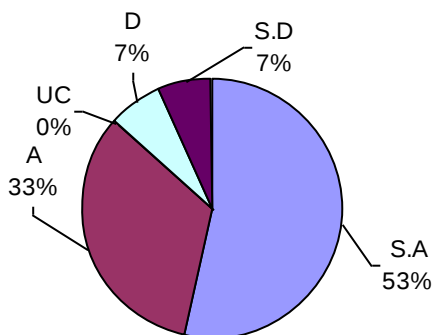
Course integrates theory into applications



Exams covered the materials presented



Course material is modern and updated

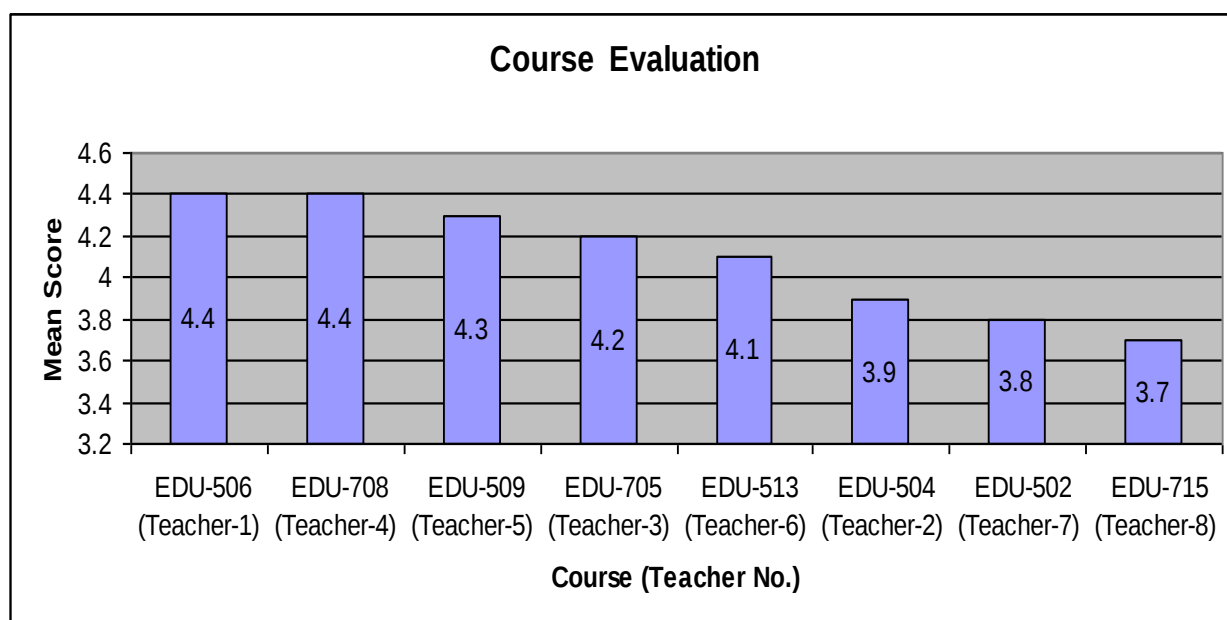


▣ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

Six aspects of teacher -8 are presented graphically above. It can be observed that 7% students strongly disagreed with all the above mentioned aspects of teacher evaluation. 7% students disagreed that exam covered the materials provided and same percentage disagreed that course material was modern and updated.

Student Course Evaluation

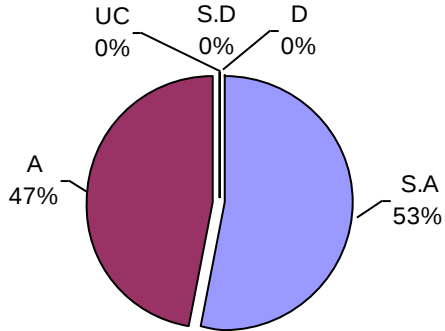
The courses of the respective teachers were also evaluated as per Proforma-1 (Annexure II). The results are shown in graph below. It is clear from the graph that the course EDU-506 “Measurement and Evaluation” taught by the teacher-1 and the course EDU-708 “Computer in Education” taught by teacher-4 are on the top securing 4.4 points by each and the course EDU-509 “Teaching of English” of teacher-5 is in second number securing 4.3 points. The course EDU-705 “Advanced Methods of Teaching” taught by teacher-3 got 4.2 points as mean score. The scores of other courses like EDU-513 “Teaching of Islamiat” taught by teacher-6 got 4.1 points, course EDU-504 “School Administration and Classroom Management” taught by teacher-2 obtained 3.9 points, course EDU-502 “Functional Urdu” taught by teacher-7 got 3.8 points and the course EDU-715 “Special Education” taught by teacher-8 remind at bottom by securing 3.7 mean score.



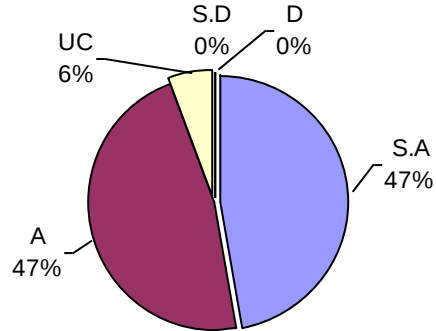
There were eight teaches and so eight courses were taught, individual evaluation of each course is presented as follows:

Course Evaluation
Course Code: EDU-506 (B.Ed.) **Part (a)**
Course Title: Educational Measurement and Evaluation

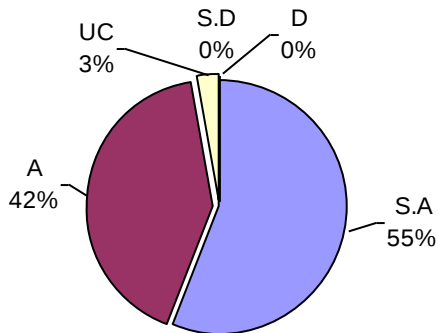
Course objectives were clear



Course workload was manageable

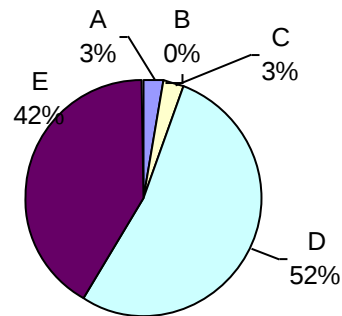


Course was well organized

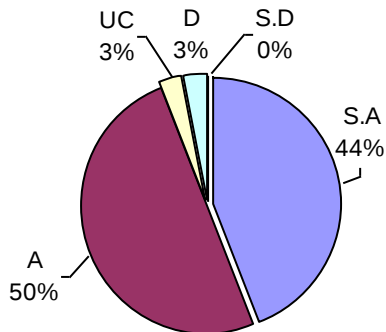


Level of students' attendance

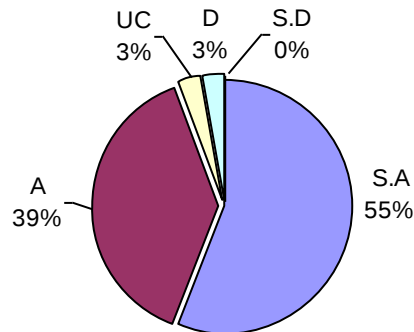
A=< 20%, B= 21-40%, C=41-60%, D= 61-80%, E= >81%



Students' active participation in the course

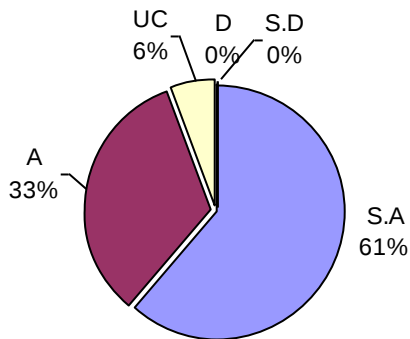
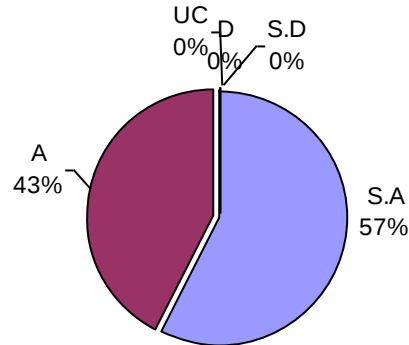
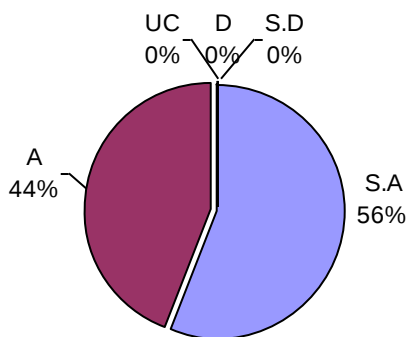
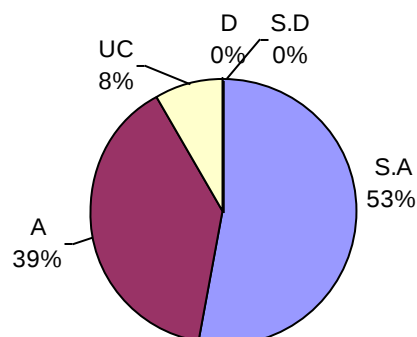
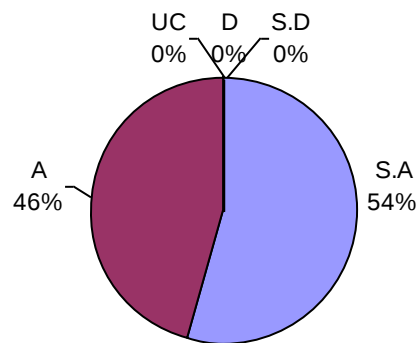
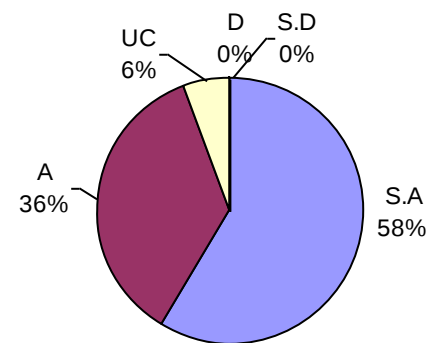


Made progress in this course



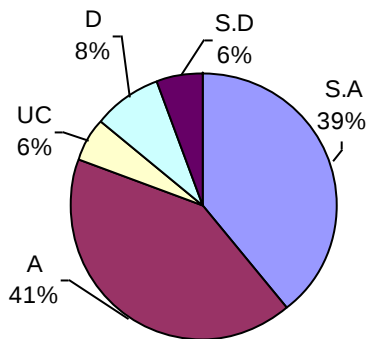
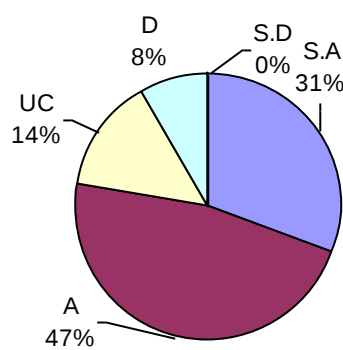
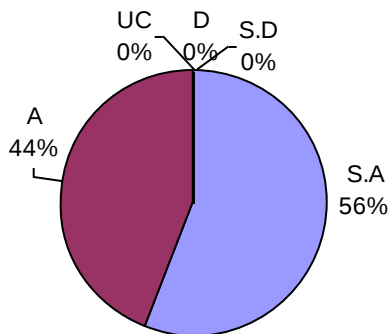
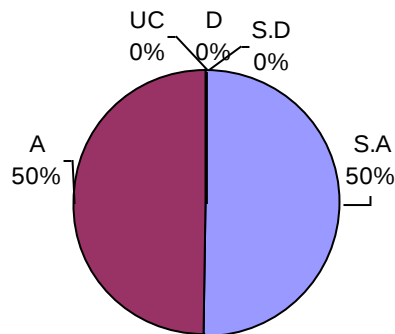
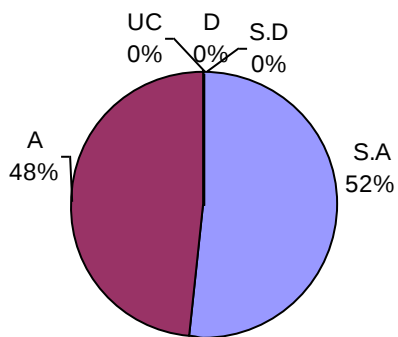
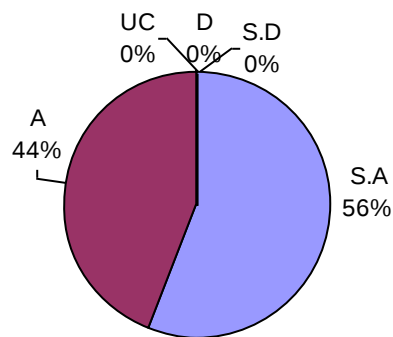
■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

The above set of Graphs shows the Course evaluation aspects related to B.Ed. level Course EDU-506 'Education Measurement and Evaluation' taught by Teacher-1. 6% students were uncertain to declare that course workload was manageable, 3% disagreed that there was students' active participation and that they made progress in said course.

Course well constructed to achieve outcomesteaching methods encouraged participation.class environment conducive to learningClassrooms were satisfactoryLearning materials were relevant and usefulRecommended relevant, appropriate books

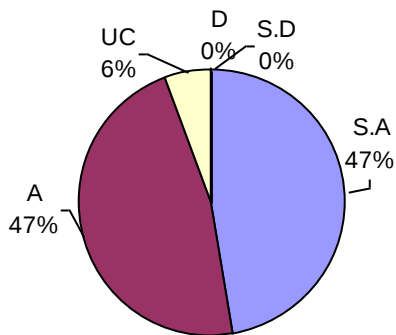
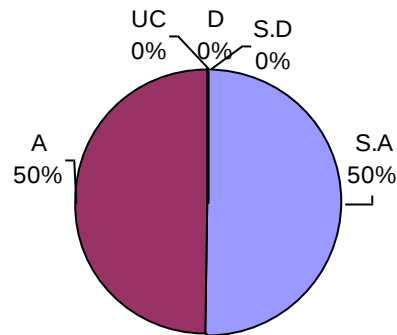
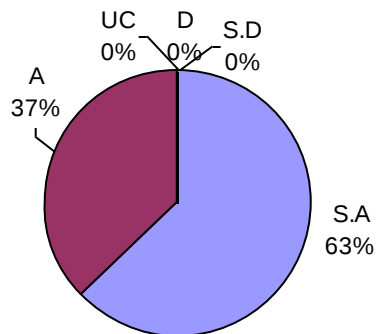
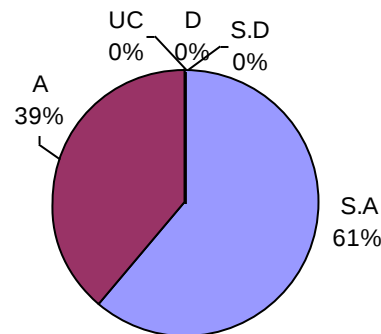
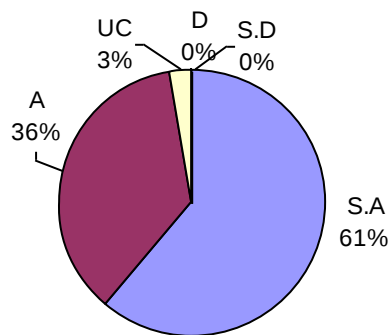
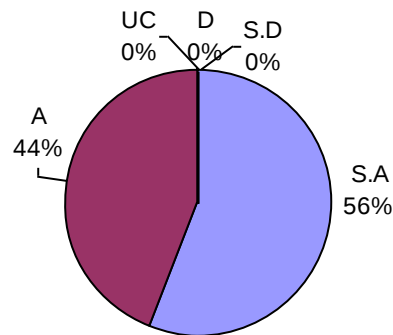
■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

Six other aspects of course EDU-506 are presented in above set of graphs, which indicates that more than fifty percent students strongly agreed with these aspects. Whereas only 6% were uncertain to report that course was well constructed to achieve the learning outcomes and that relevant books were recommended in said course.

Adequate learning resources in libraryAdequate learning resources on the webCourse stimulated by interest and thoughtPace of the course was appropriateIdeas and concepts were presented clearlyMethod of assessment were reasonable

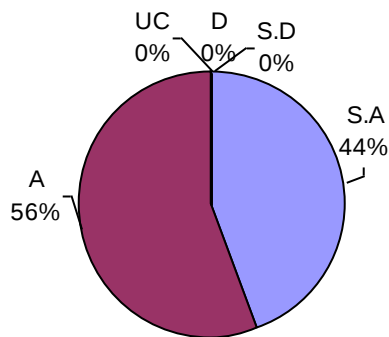
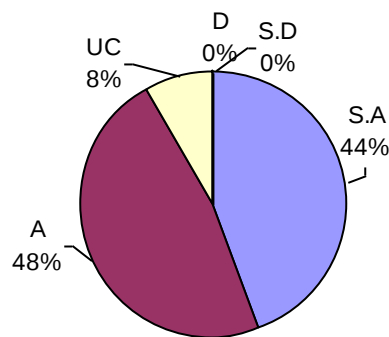
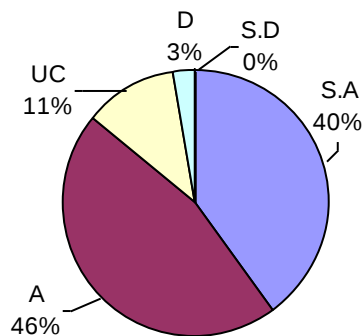
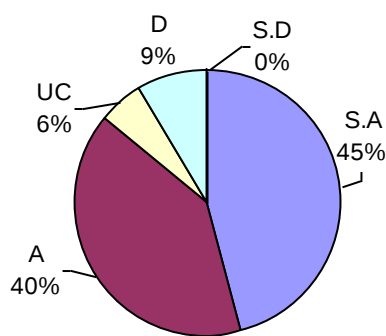
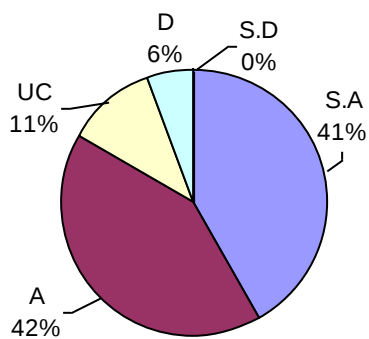
■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

Above set of graphs shows the course evaluation for EDU-506 and concludes that 8% students disagreed that there were adequate learning resources in library, and that adequate learning resources on the web were there related to the said course.

Feedback on assessment was timely**Feedback on assessment was helpful****Students understood the lectures****Material was well organized and presented****Instructor was responsive to student needs****Instructor was regular throughout the course**

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

Six other aspects of course evaluation of EDU-506 are presented above. 6% students were found uncertain that feedback on assessment was timely and 3% were uncertain to declare that instructor was responsive to students' needs. Best features of course were that feedback on assessment was helpful and that material was well organized and well presented as all students' responses in these categories fall in agreed and strongly agreed options.

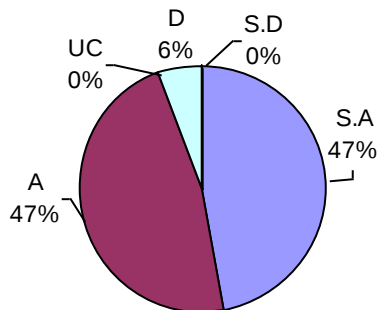
material in the tutorials was usefulHappy with the amount of work in tutorialsTutor dealt effectively with problemsMaterials in practical was usefulDemonstrators dealt problems effectively

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

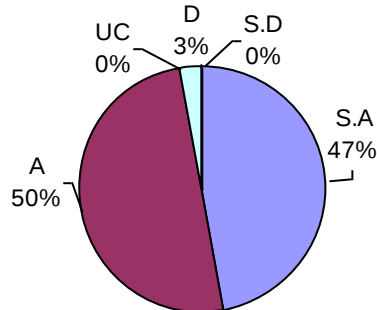
There are five more aspects presented in above graphs for evaluation of course EDU-506, which indicates that 8% students were uncertain to declare that they were happy with the amount of work in tutorials, 11% uncertainly declared that tutor dealt effectively with problems. Some disagreement is shown about practical and demonstrations work by the students, whereas no practical work was involved in said course.

Course Code: EDU-504 (B.Ed.) Part (a)
Course Title: Classroom Management & School Organization

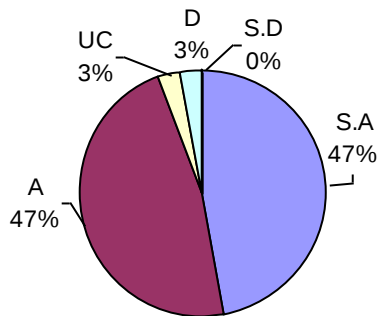
Course objectives were clear



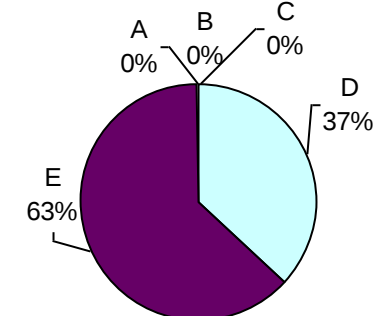
Course workload was manageable



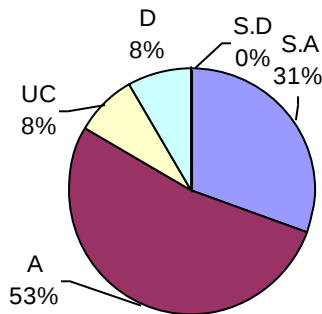
Course was well organized



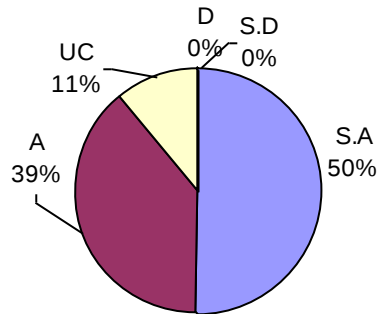
Level of students' attendance
A=< 20%, B= 21-40%, C=41-60%, D= 61-80%, E= >81%



Students' active participation in the course

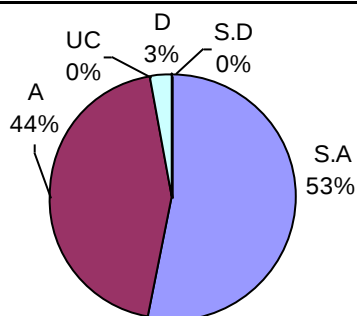
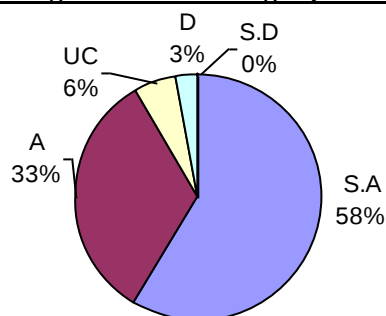
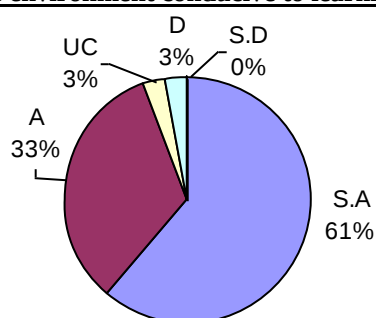
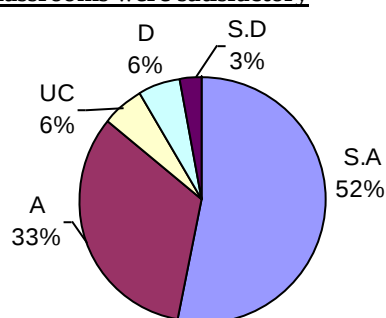
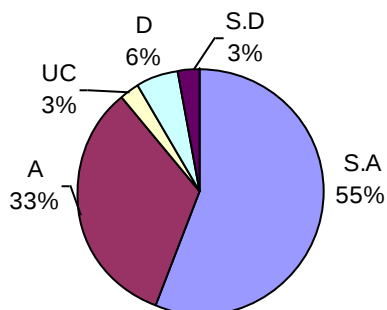
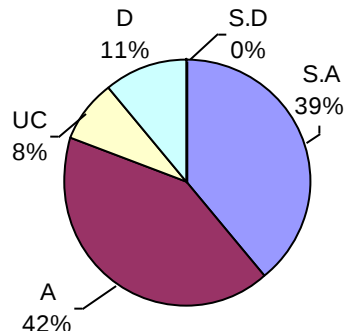


Made progress in this course



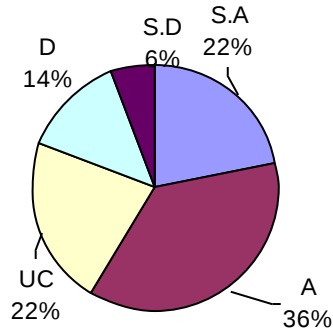
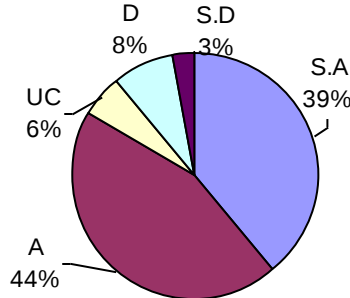
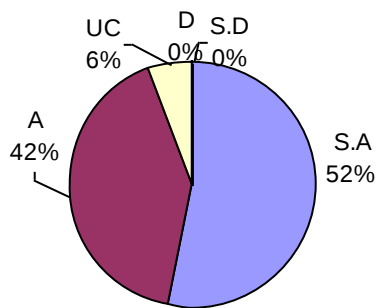
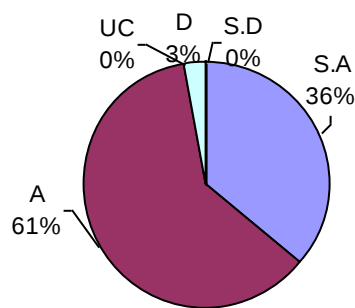
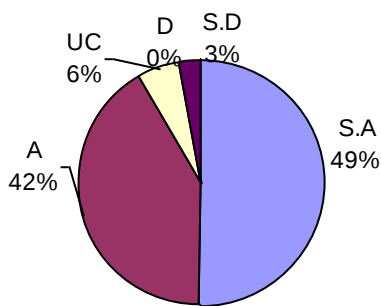
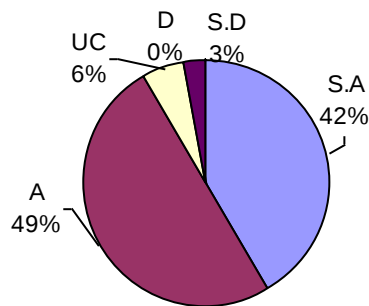
■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

The above set of graphs shows six aspects of course evaluation related to B.Ed. level course EDU-504 'Classroom Management and School Organization' taught by Teacher-2.. 6% students disagreed that course objectives were clear, 3% showed their disagreement that course workload was manageable, and that it was well organized. Level of uncertainty was found among 11% for item that they had made progress in said course, and 8% for the item about their active participation in the course.

Course well constructed to achieve outcomesteaching methods encouraged participation.Class environment conducive to learningClassrooms were satisfactoryLearning materials were relevant and usefulRecommended relevant, appropriate books

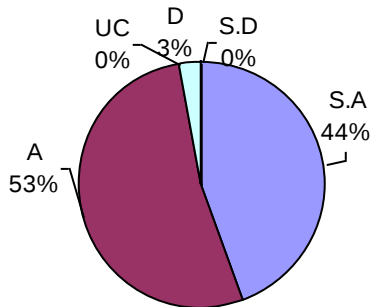
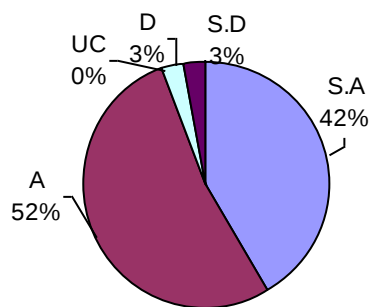
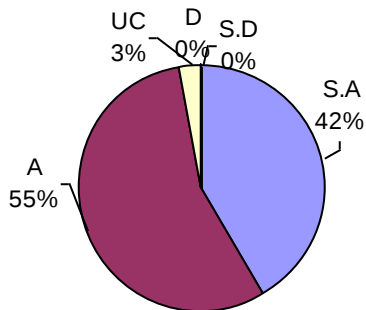
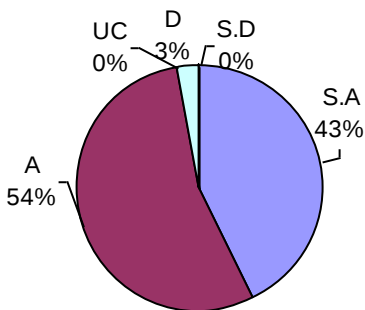
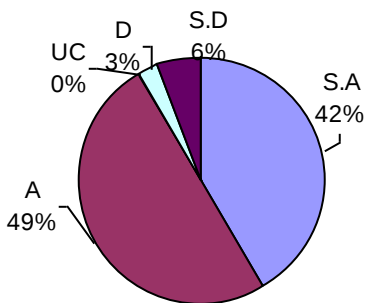
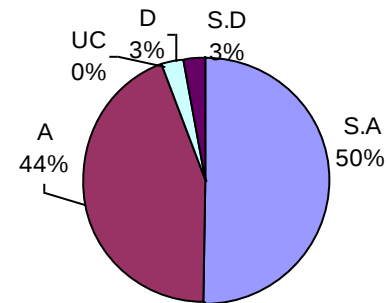
SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

Above set of graphs (part b) indicates that 3% students disagreed that course was well constructed to achieve the outcomes and that teaching methods encouraged their participation. To declare that classroom was conducive to learning; 61% strongly agreed, 33% agreed and 3% disagreed. There were 11% students who disagreed that, relevant and appropriate books were recommended among the said course.

Adequate learning resources in libraryAdequate learning resources on the webCourse stimulated by interest and thoughtPace of the course was appropriateIdeas and concepts were presented clearlyMethod of assessment were reasonable

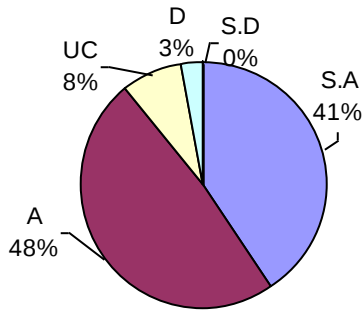
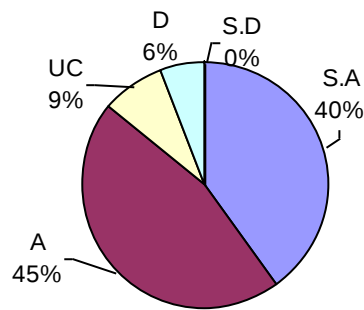
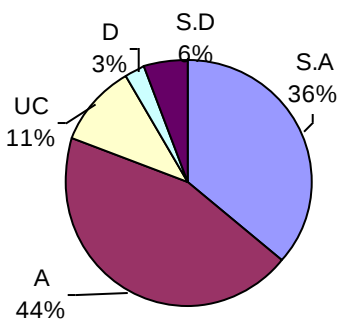
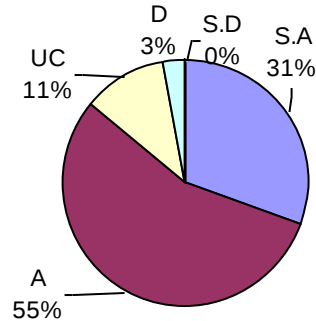
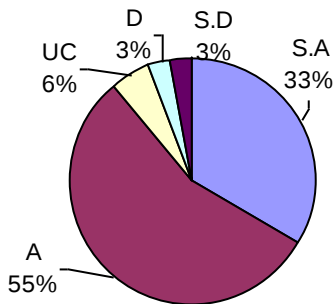
■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

Part (c) of course evaluation EDU-504 shows the other six aspects. It is clear from diagrams that 6% students strongly disagreed and 14% disagreed that adequate learning resources were there in library related to course. 3% disagreed that pace of course was appropriate, 3% strongly disagreed that method of assessment were reasonable.

Feedback on assessment was timelyFeedback on assessment was helpfulStudents understood the lecturesMaterial was well organized and presentedInstructor was responsive to student needsInstructor was regular throughout the course

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

Six aspects of course EDU-504 are shown in above set of graphs, which declare that 3% students disagreed that feedback on assessment was timely and it was helpful. Same percentage showed their disagreement against two items that instructor was responsive to students' needs and also about his regularity.

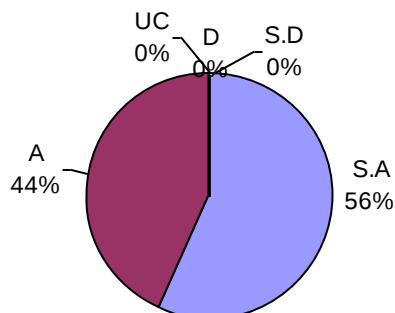
material in the tutorials was useful**Happy with the amount of work in tutorials****Tutor dealt effectively with problems****Materials in practical was useful****Demonstrators dealt problems effectively**

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

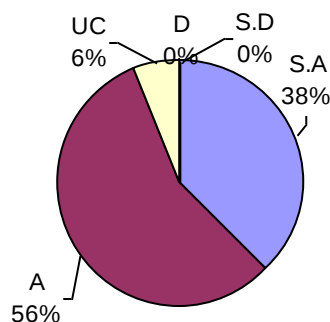
Five aspects are shown under part (c) for course evaluation EDU-504. It is clear that sufficient level of agreement is reported for each item. Although 3% disagreed that material in tutorials was useful, 6% disagreed with the amount of work in tutorials. 6% strongly disagreed that tutor dealt effectively with problems and 3% strongly disagreed that demonstrators dealt problems effectively.

Course Code: EDU-705 (M.Ed.) Part (a)
Course Title: Advanced Methods of Teaching

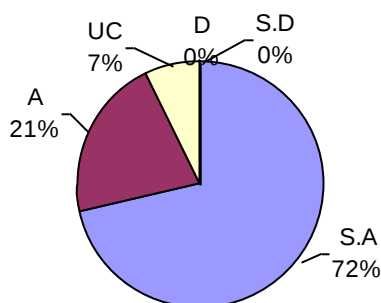
Course objectives were clear



Course workload was manageable

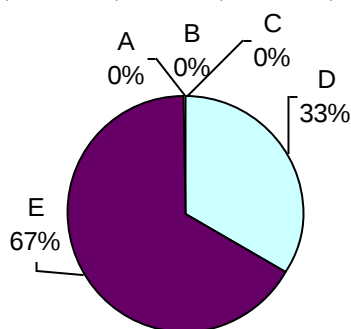


Course was well organized

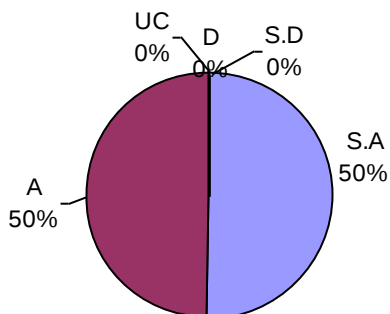


Level of students' attendance

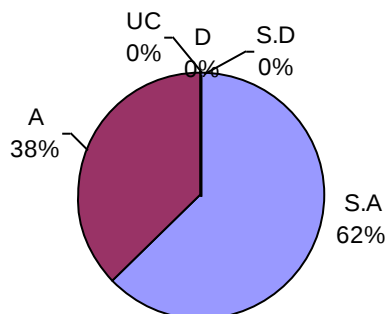
A=< 20%, B= 21-40%, C=41-60%, D= 61-80%, E= >81%



Students' active participation in the course

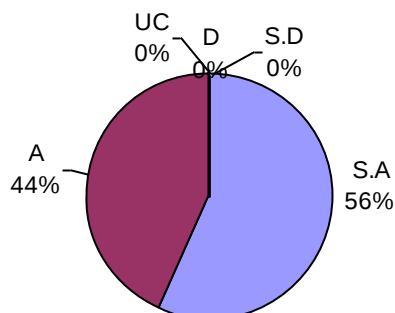
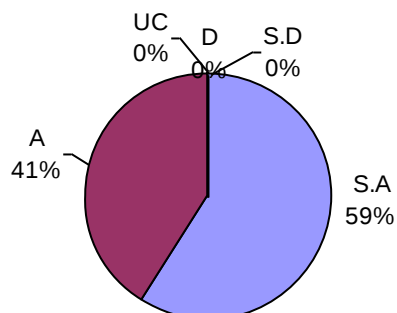
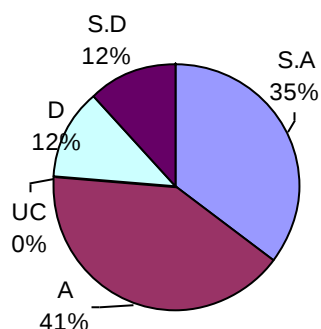
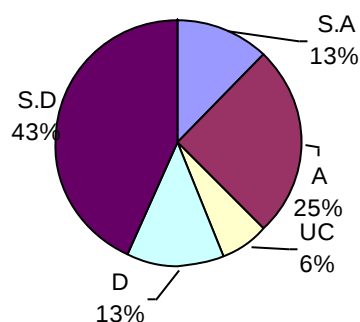
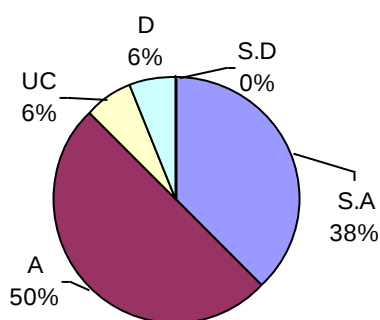
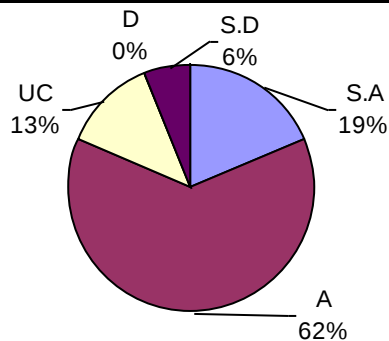


Made progress in this course



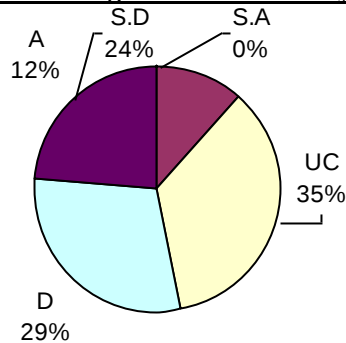
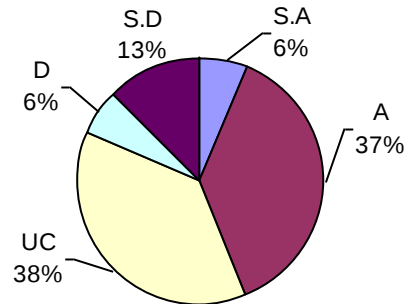
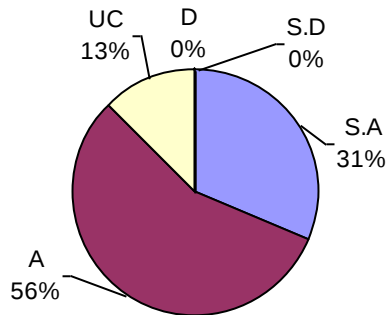
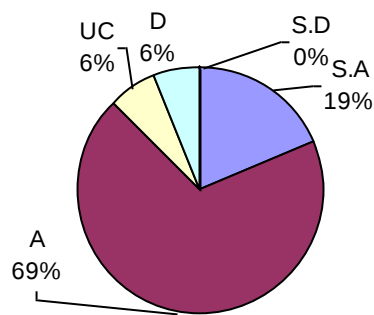
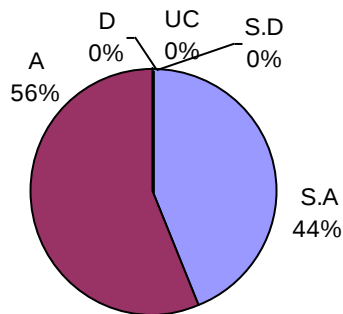
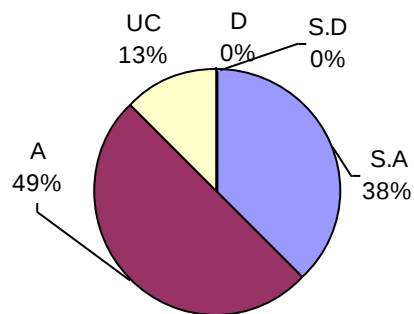
▣ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

Course evaluation aspects related to M.Ed. level Course EDU-705 'Advanced Methods of Teaching' taught by Teacher-3 are presented among above set of graphs. There was no one to show disagreement with these aspects, whereas 7% students were uncertain to show that course was well organized. 33% students were found at 61-80% level of attendance and 67% at greater than 81% level of attendance.

Course well constructed to achieve outcomesteaching methods encouraged participation.Class environment conducive to learningClassrooms were satisfactoryLearning materials were relevant and usefulRecommended relevant, appropriate books

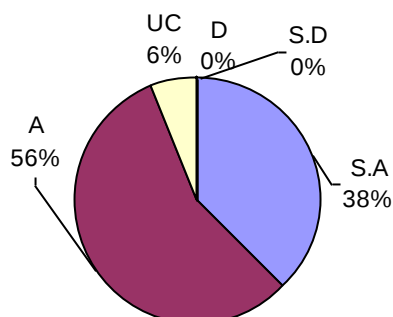
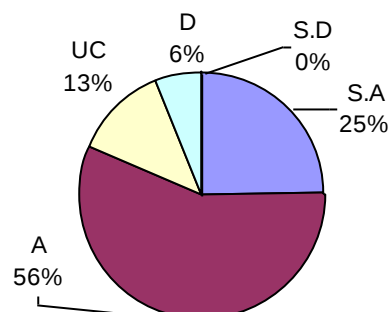
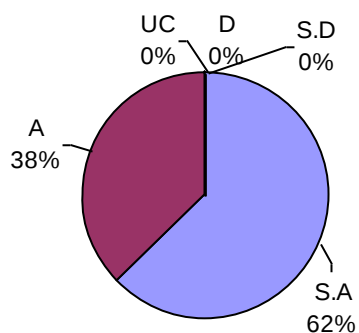
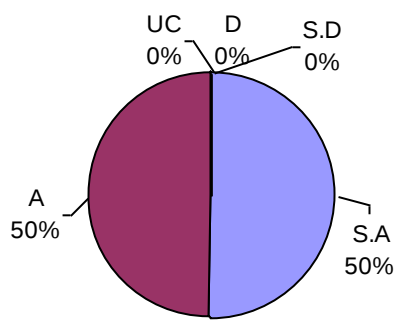
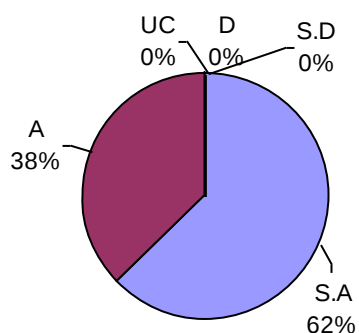
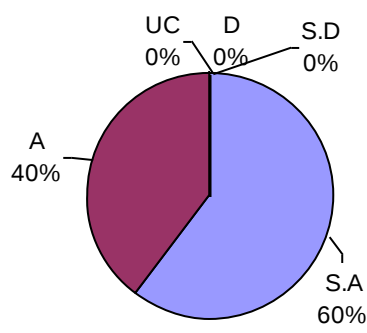
■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

Part (b) of course evaluation EDU-705 is presented for other six aspects. Special attention is reflected against two items for which 43% students strongly disagreed that classrooms were satisfactory and 12% strongly and same number disagreed that class environment was conducive to learning. The reason behind this disagreement is that M.Ed. class was arranged at examination hall, which remained disturbed by visitors and weather conditions.

Adequate learning resources in library**Adequate learning resources on the web****Course stimulated by interest and thought****Pace of the course was appropriate****Ideas and concepts were presented clearly****Method of assessment were reasonable**

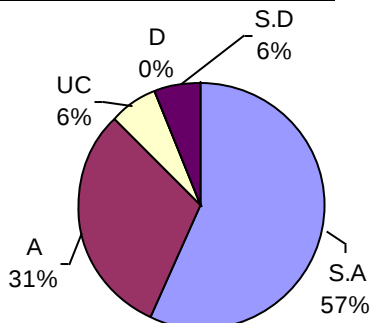
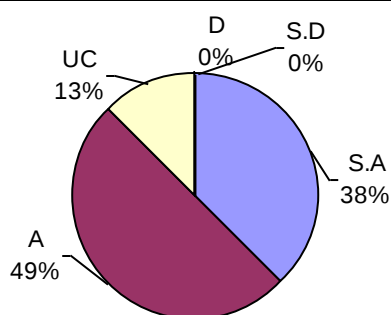
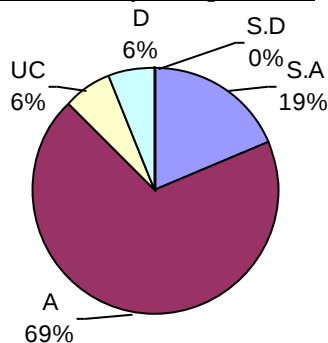
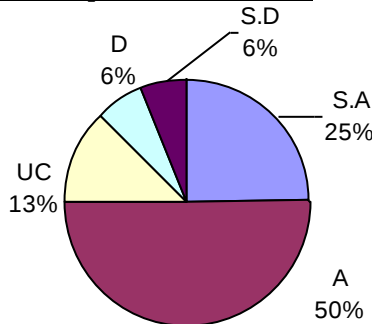
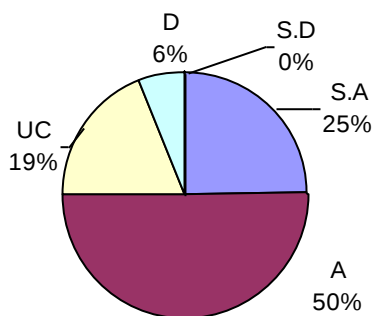
■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

Part (c) of course evaluation EDU-705 shows the other six aspects. It is clear from diagrams that 6% students strongly disagreed and 14% disagreed that adequate learning resources were there in library related to course. 3% disagreed that pace of course was appropriate, 3% strongly disagreed that method of assessment were reasonable.

Feedback on assessment was timely**Feedback on assessment was helpful****Students understood the lectures****Material was well organized and presented****Instructor was responsive to student needs****Instructor was regular throughout the course**

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

Part (d) of course evaluation EDU-705 contains the six other aspects, in which level of agreement prevails dominant. Whereas 6% students disagreed that feedback on assessment was timely and same number of respondents also disagreed that this feedback was helpful.

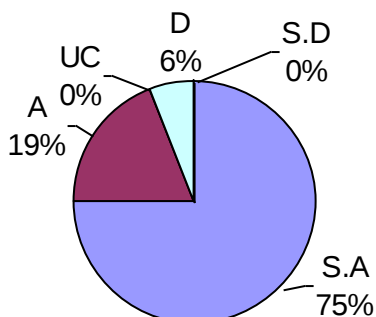
material in the tutorials was usefulHappy with the amount of work in tutorialsTutor dealt effectively with problemsMaterials in practical was usefulDemonstrators dealt problems effectively

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

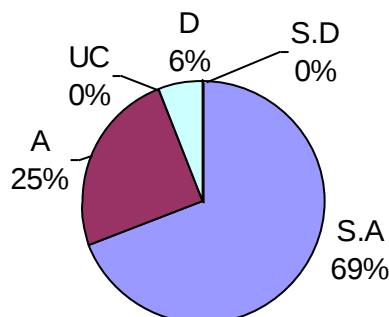
In the continuation of course evaluation EDU-705, part (e) contains five aspects, which further conveys that 6% students strongly disagreed that material in the tutorial was useful and that material in practical was useful. It should be noted that no practical work was involved in course yet some students have marked their disagreement against these items.

Course Code: EDU-708 (M.Ed.) Part (a)
Course Title: Computer in Education

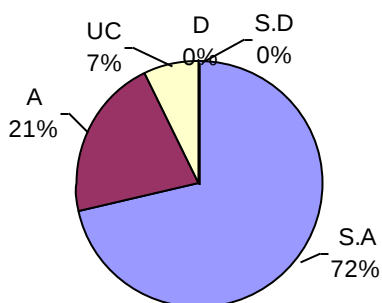
Course objectives were clear



Course workload was manageable

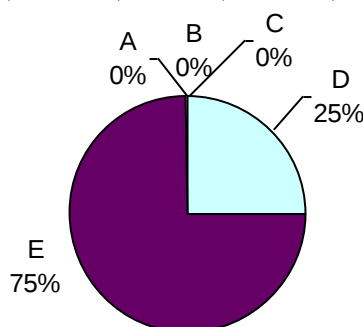


Course was well organized

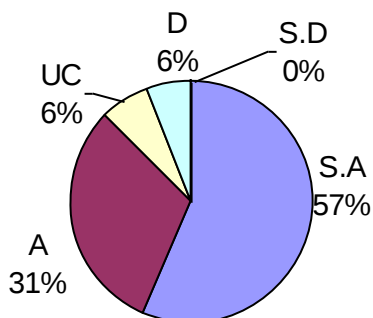


Level of students' attendance

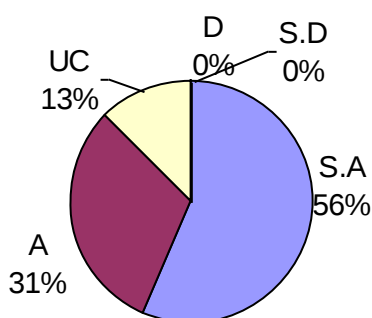
A=< 20%, B= 21-40%, C=41-60%, D= 61-80%, E= >81%



Students' active participation in the course

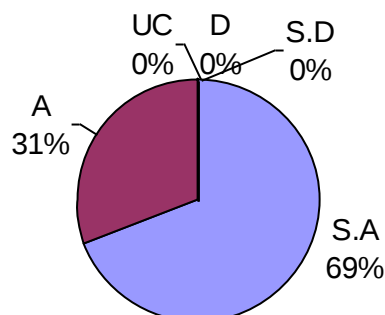
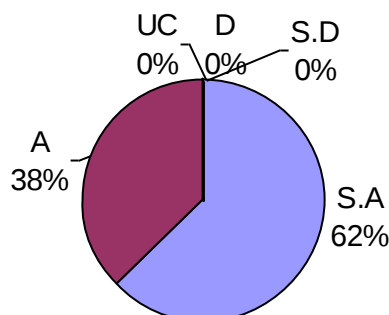
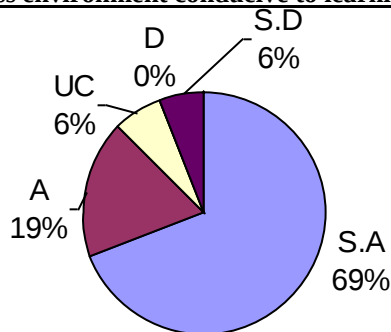
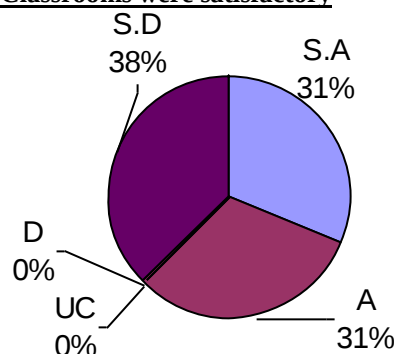
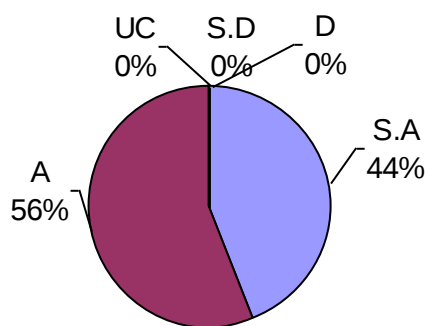
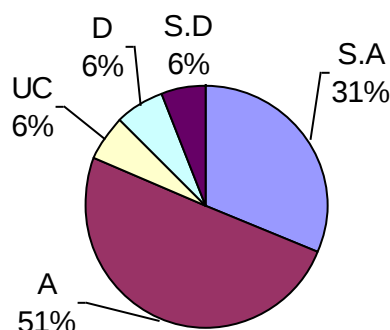


Made progress in this course



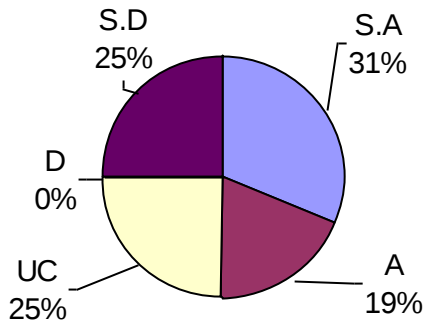
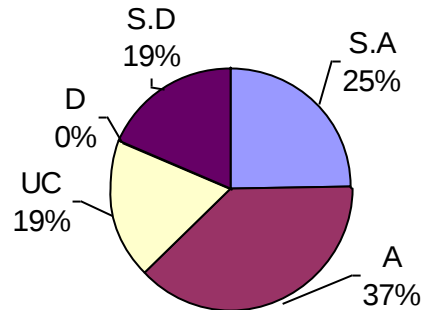
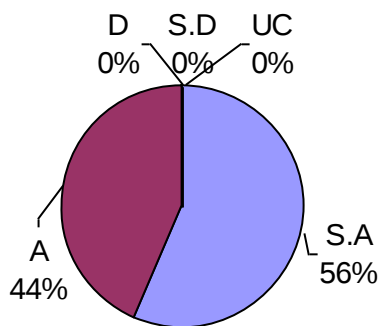
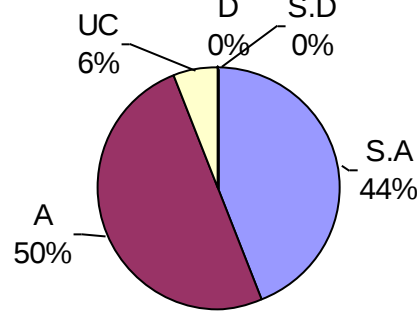
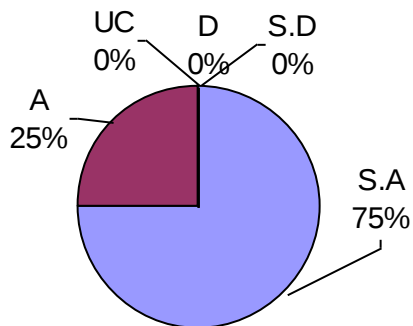
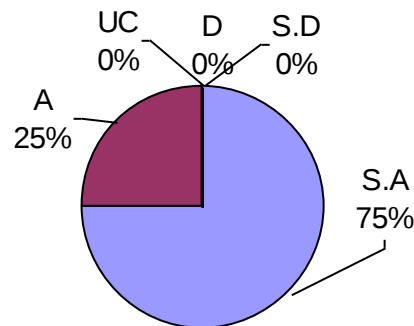
■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

The above set of Graphs shows the Course evaluation aspects related to M.Ed. level Course EDU-708 'Computer in Education' taught by Teacher-4. There are three aspects, where 6% students disagreed, that course objectives were clear, course workload was manageable and that there was students' active participation in the course. 75% students' level of attendance in course was more than 81%, and remaining students' level of attendance was between 61-80%.

Course well constructed to achieve outcomesteaching methods encouraged participation.Class environment conducive to learningClassrooms were satisfactoryLearning materials were relevant and usefulRecommended relevant, appropriate books

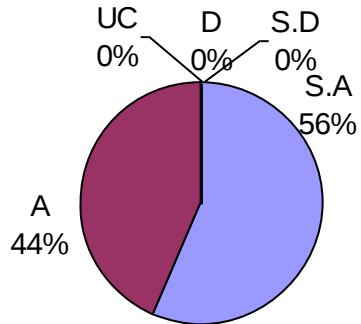
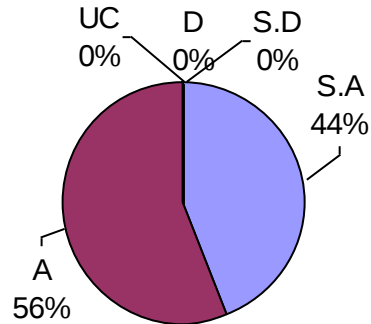
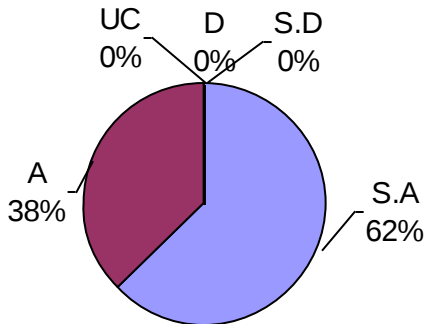
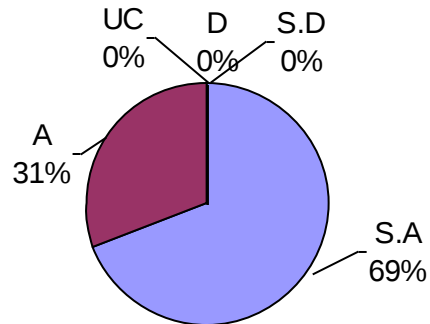
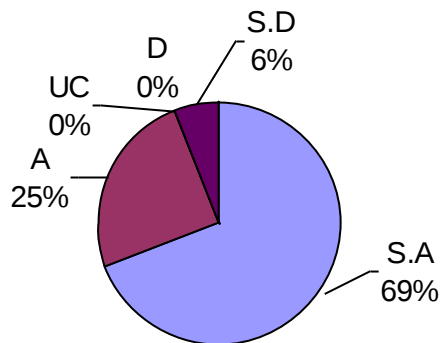
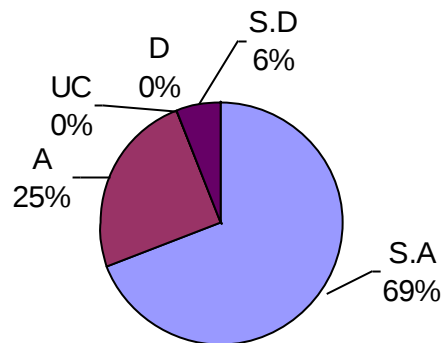
■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

Part (b) of course evaluation EDU-708 is presented for other six aspects. It is obvious that 38% students strongly disagreed that classrooms were satisfactory; the reason behind this disagreement is that M.Ed. class was arranged at examination hall, which remained disturbed by visitors and weather conditions. 6% students disagreed, strongly disagreed and same were uncertain to declare that relevant and appropriate books were recommended in said course.

Adequate learning resources in libraryAdequate learning resources on the webCourse stimulated by interest and thoughtPace of the course was appropriateIdeas and concepts were presented clearlyMethod of assessment were reasonable

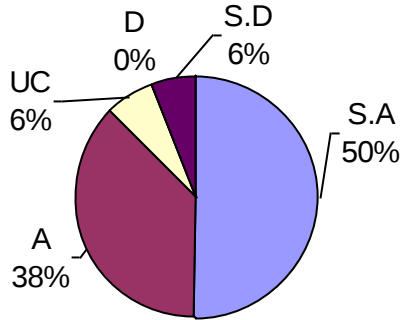
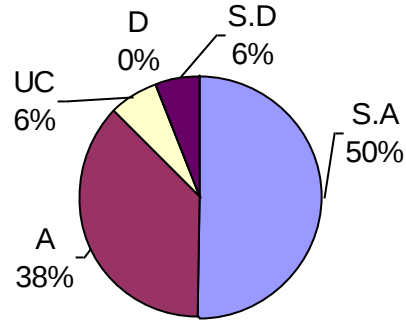
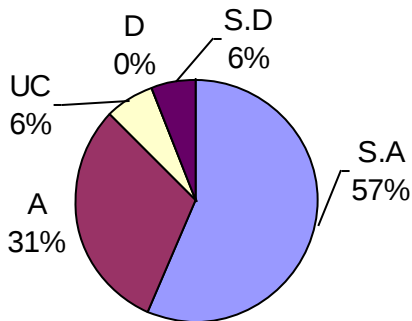
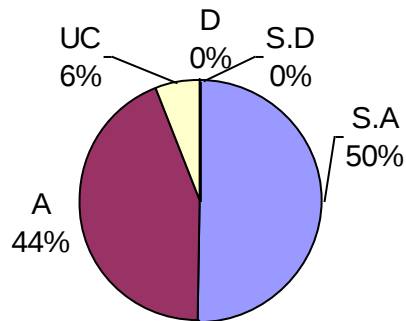
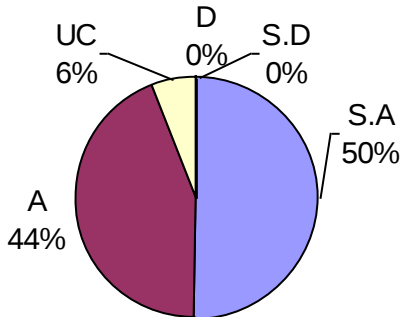
■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

It is clear from above set of graphs that for the item that adequate learning resources were in library, 25% students strongly disagreed and same numbers of students were uncertain in this regard. 19% strongly disagreed that adequate learning resources were there on the web related to course.

Feedback on assessment was timelyFeedback on assessment was helpfulStudents understood the lecturesMaterial was well organized and presentedInstructor was responsive to student needsInstructor was regular throughout the course

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

Part (d) of course evaluation contains six other aspects of course EDU-708, where level of agreement prevails dominant. There are two aspects for which 6% students strongly disagreed that instructor was response and that he was regular throughout the course.

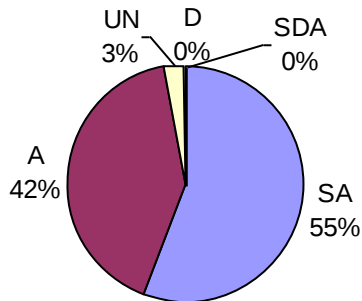
material in the tutorials was usefulHappy with the amount of work in tutorialsTutor dealt effectively with problemsMaterials in practical was usefulDemonstrators dealt problems effectively

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

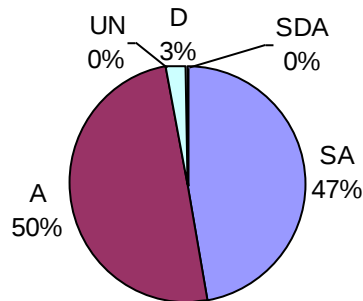
five aspects of course evaluation EDU-708 are shown in part(e) which conveys that 6% students strongly disagreed that material and amount of work in tutorials, and that tutor dealt effectively with problems. 6% student were uncertain in their response to shown that demonstrators dealt problems effectively.

Course Code: EDU-509 (B.Ed.) Part (a)
Course Title: Teaching of English

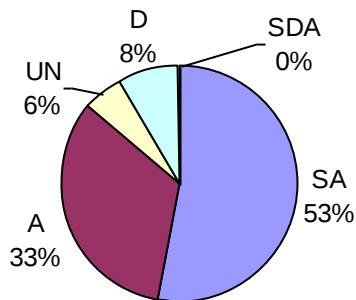
Course objectives were clear



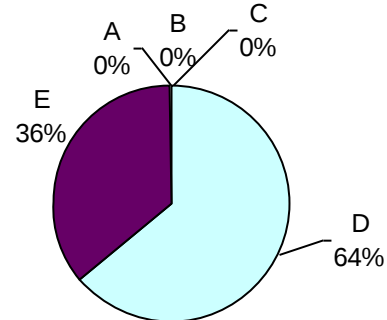
Course workload was manageable



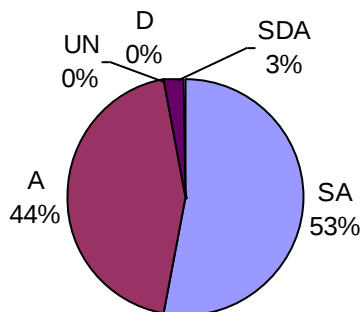
Course was well organized



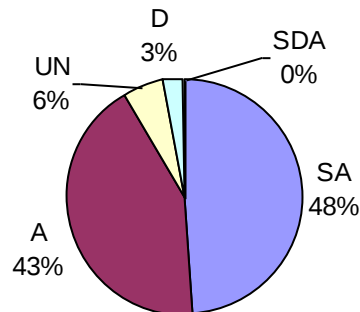
Level of students' attendance
A=< 20%, B= 21-40%, C=41-60%, D= 61-80%, E= >81%



Students' active participation in the course

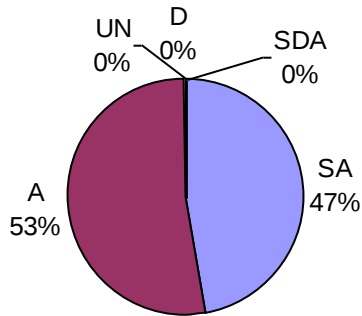
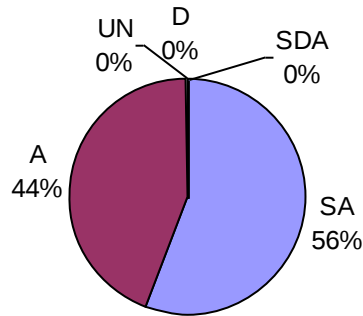
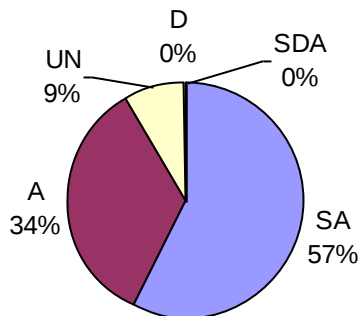
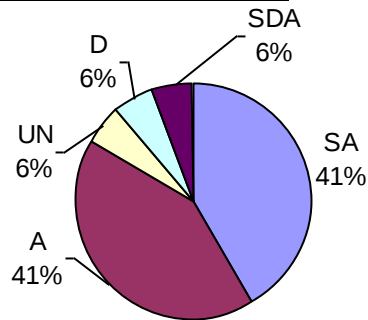
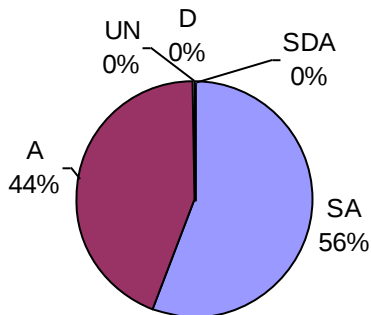
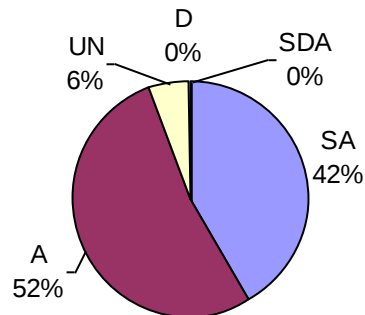


Made progress in this course



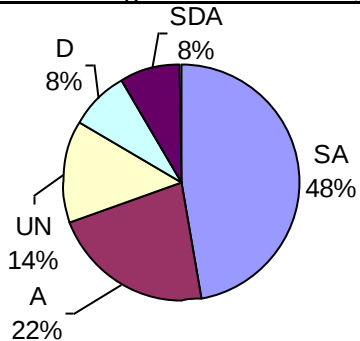
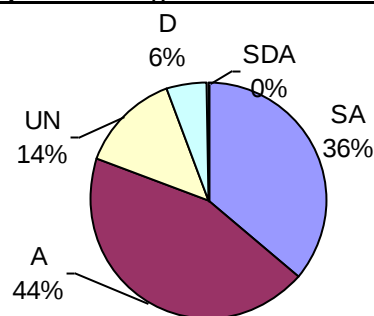
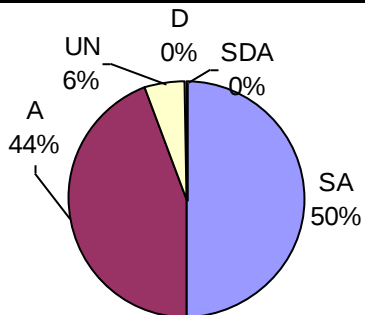
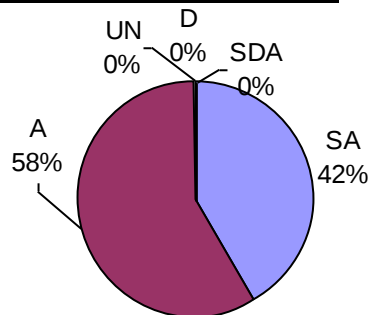
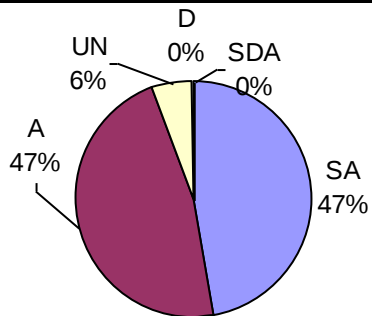
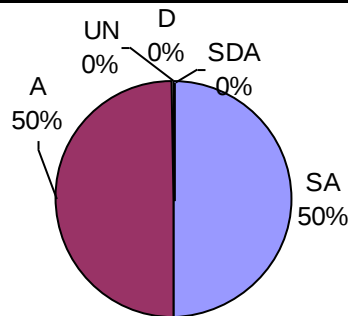
■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

The above set of Graphs shows the Course evaluation aspects related to B.Ed. level Course EDU-509 'Teaching of English' taught by Teacher-5. it can be observed from graphs that 3% students strongly disagreed that there was active participation in course. 6% were uncertain that they had made progress in the course.

Course well constructed to achieve outcomesteaching methods encouraged participation.Class environment conducive to learningClassrooms were satisfactoryLearning materials were relevant and usefulRecommended relevant, appropriate books

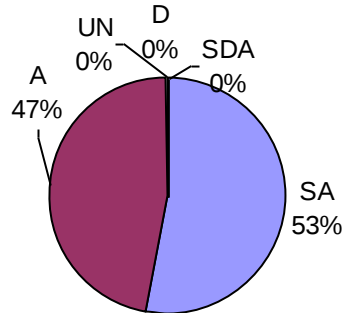
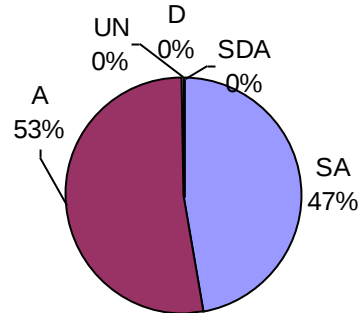
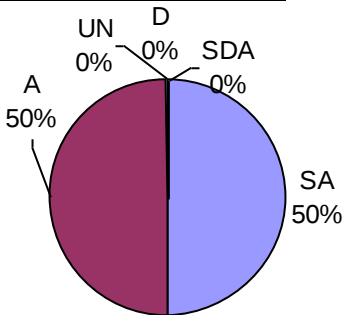
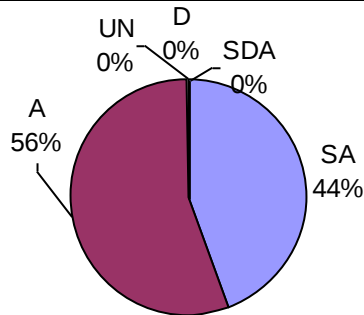
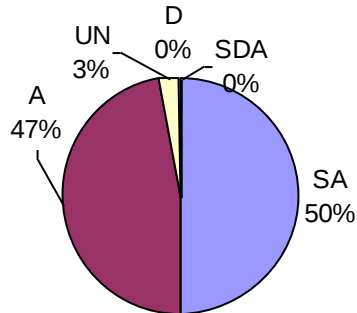
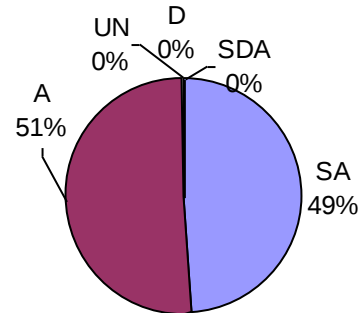
■ SA = Strongly Agree, A = Agree, UN = Uncertain, D = Disagree, SD = Strongly Disagree

In continuation of course evaluation EDU-509, six other aspects are graphically presented in part(b), where level of agreement prevails dominant. There is only one related to satisfactory classrooms, for which 6% students strongly disagreed and same number disagreed.

Adequate learning resources in library**Adequate learning resources on the web****Course stimulated by interest and thought****Pace of the course was appropriate****Ideas and concepts were presented clearly****Method of assessment were reasonable**

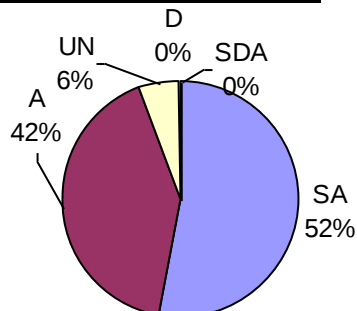
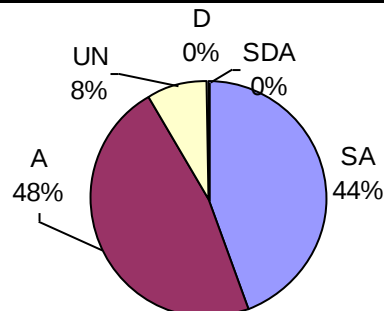
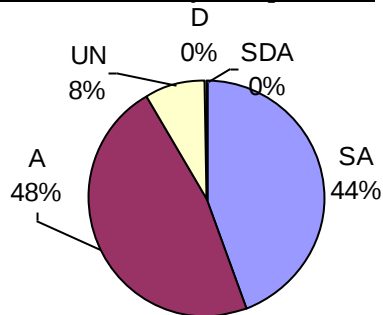
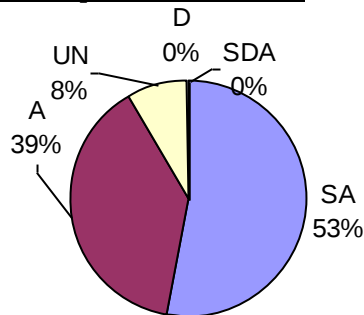
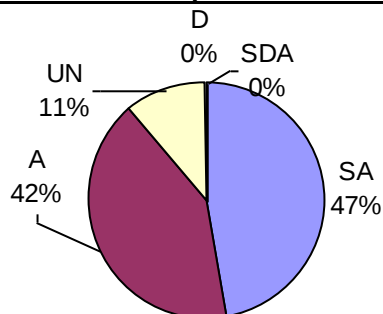
▣ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

Part(c) of course evaluation EDU-509 shows that 8% students showed their disagreement for adequate learning resources in library and 6% for resources on the web. Whereas 6% students showed their uncertainty to declare that course stimulated interest and thought and that ideas and concepts were presented clearly.

Feedback on assessment was timely**Feedback on assessment was helpful****Students understood the lectures****Material was well organized and presented****Instructor was responsive to student needs****Instructor was regular throughout the course**

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

Six further aspects of course evaluation EDU-509 are graphically presented in part(d), where level of agreement is obvious against each item. There is only one aspect that either instructor was responsive to students' needs where 3% student showed their uncertainty.

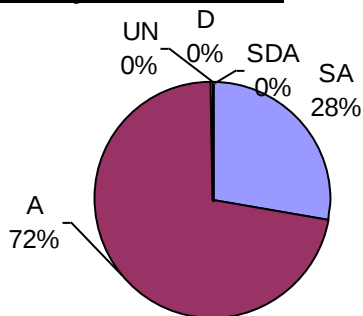
material in the tutorials was useful**Happy with the amount of work in tutorials****Tutor dealt effectively with problems****Materials in practical was useful****Demonstrators dealt problems effectively**

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

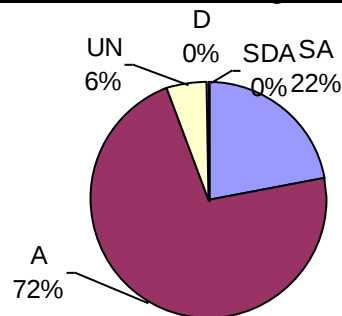
It is clear from above set of graphs that there are no one to disagree with five aspects of course evaluation EDU-509. Students were found uncertain for each item and it is clear that 6% were uncertain to show that material in the tutorials was useful and 8% with the amount of work in tutorials. 11% showed their uncertainty that demonstrator dealt problem effectively.

Course Code: EDU-513 (B.Ed.) Part (a)
Course Title: Teaching of Islamiat

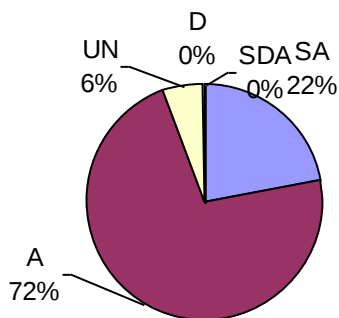
Course objectives were clear



Course workload was manageable

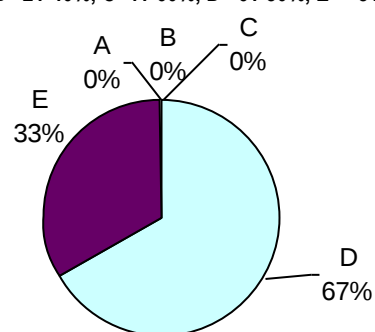


Course was well organized

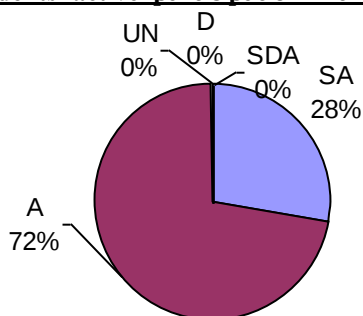


Level of students' attendance

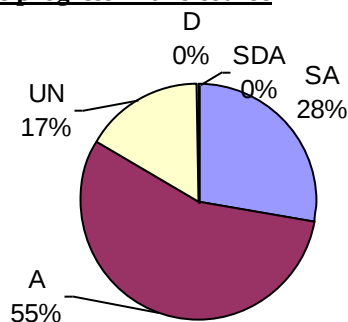
A=< 20%, B= 21-40%, C=41-60%, D= 61-80%, E= >81%



Students' active participation in the course

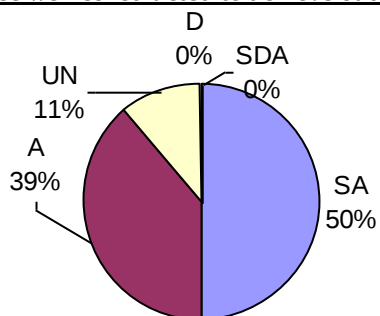
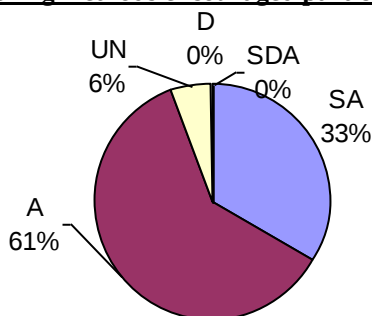
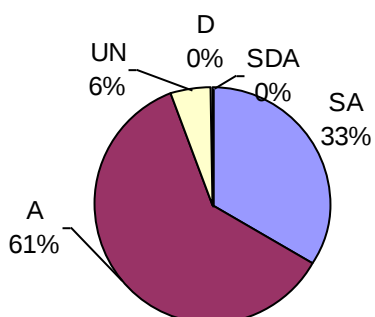
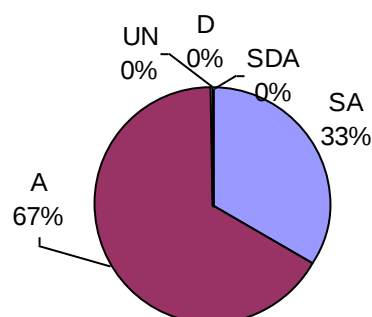
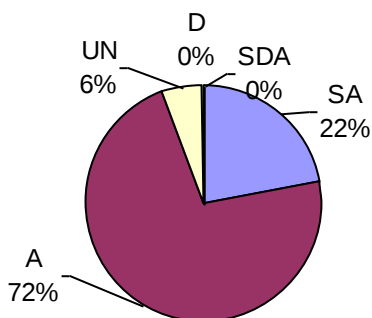
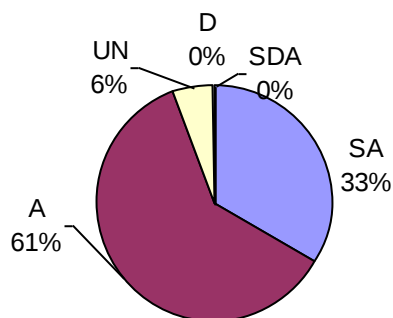


Made progress in this course



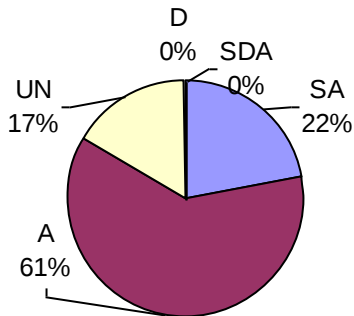
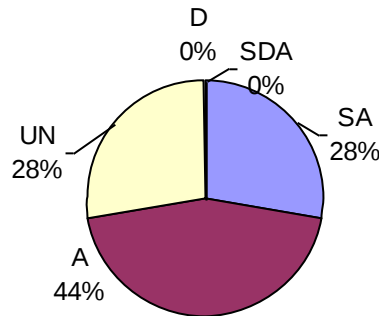
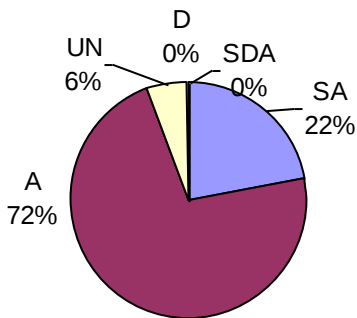
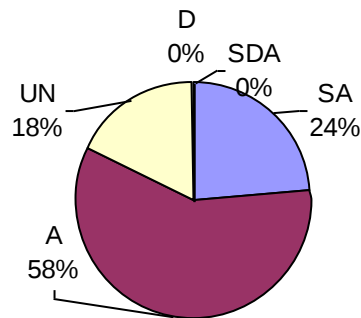
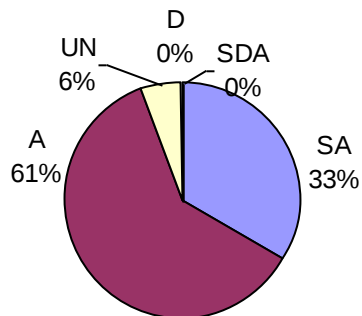
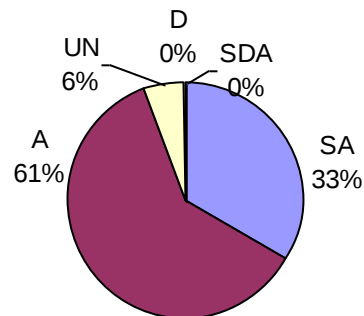
□ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

The above set of Graphs shows the Course evaluation aspects related to B.Ed. level Course EDU-513 'Teaching of Islamiat' taught by Teacher-6. six aspects are shown in above graphs, where level of agreement prevails dominant. There is only one aspect that students had made progress in the course, for which 17% students were uncertain in their responses.

Course well constructed to achieve outcomesteaching methods encouraged participation.Class environment conducive to learningClassrooms were satisfactoryLearning materials were relevant and usefulRecommended relevant, appropriate books

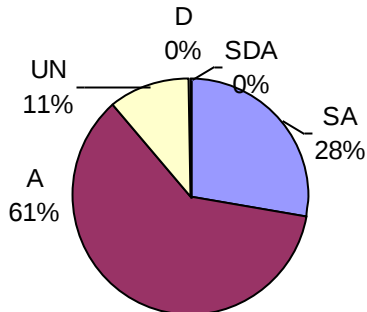
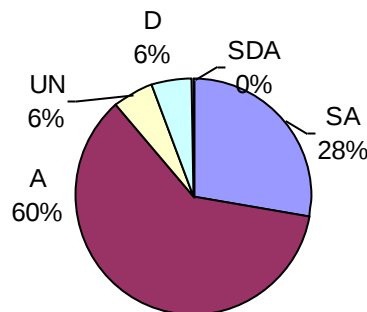
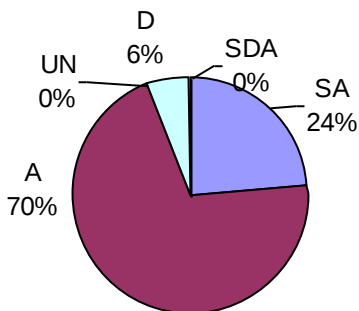
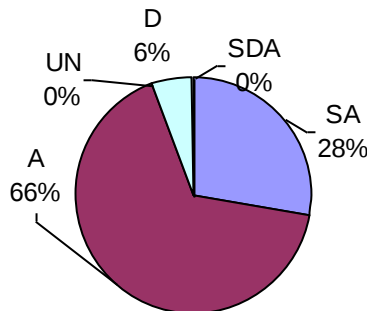
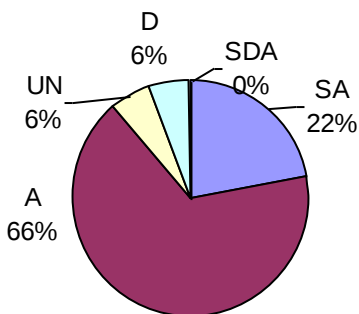
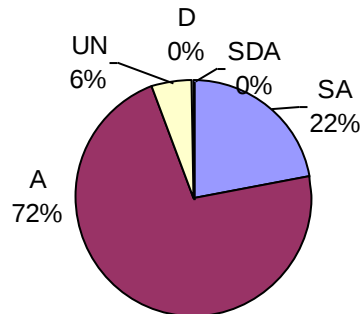
■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

In the continuation of course evaluation EDU-513, part (b) contains other six aspects. It is obvious from above set of graphs that no one disagreed with these six aspects. 11% were uncertain that course was well constructed to achieve the outcomes, 6% were uncertain to declare that class environment was conducive to learning and that learning materials were relevant and useful.

Adequate learning resources in libraryAdequate learning resources on the webCourse stimulated by interest and thoughtPace of the course was appropriateIdeas and concepts were presented clearlyMethod of assessment were reasonable

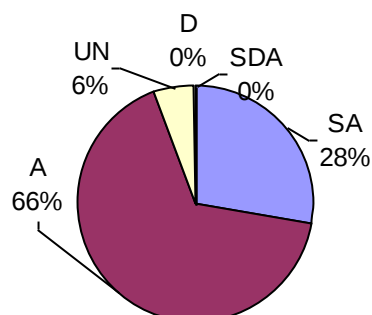
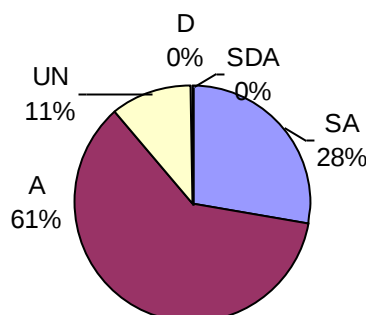
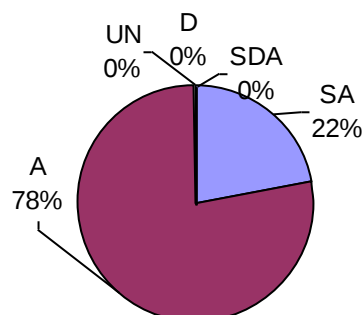
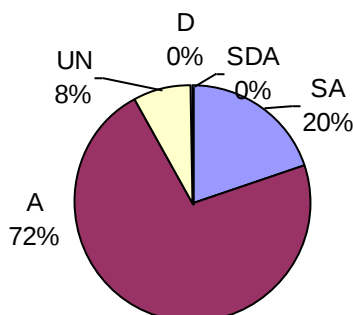
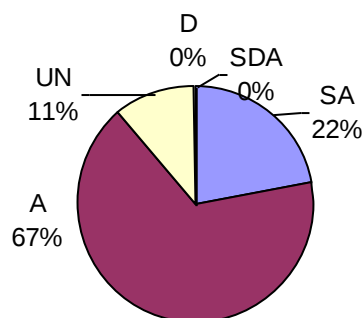
■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

Part (c) of course evaluation contains other six aspects of course EDU-513, where no disagreement is found by students. 17% were uncertain to declare that adequate learning resources were there in library and 28% were uncertain to declare that there were adequate resources on the web related to course.

Feedback on assessment was timelyFeedback on assessment was helpfulStudents understood the lecturesMaterial was well organized and presentedInstructor was responsive to student needsInstructor was regular throughout the course

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

Part (d) of course evaluation shows six other aspects for course EDU-513. It is obvious from graphs that 6% students disagreed that feedback on assessment was helpful, same number of students disagreed that they understood the lectures and that material was well organized and presented. 6% students were uncertain to declare that instructor was regular throughout the course.

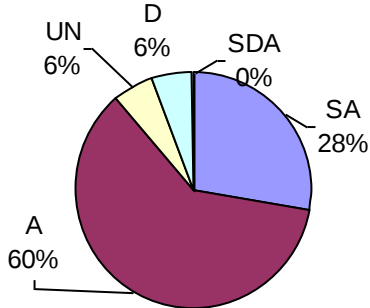
material in the tutorials was usefulHappy with the amount of work in tutorialsTutor dealt effectively with problemsMaterials in practical was usefulDemonstrators dealt problems effectively

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

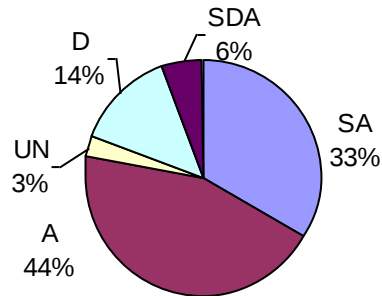
it is obvious from above set of graphs with respect to course evaluation EDU-513, that there was no disagreement reported by students about above mentioned aspects of the course whereas 11% students were uncertain to shown that they were happy with the amount of work in tutorials and 8% were also uncertain to declare that materials in practical were useful.

Course Code: EDU-502 (B.Ed.) Part (a)
Course Title: Functional Urdu

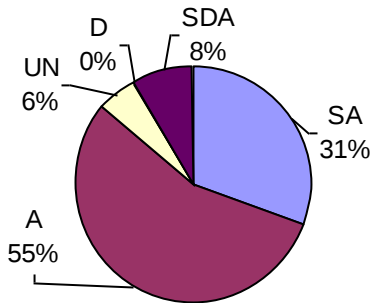
Course objectives were clear



Course workload was manageable

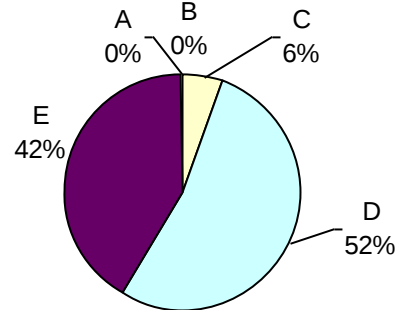


Course was well organized

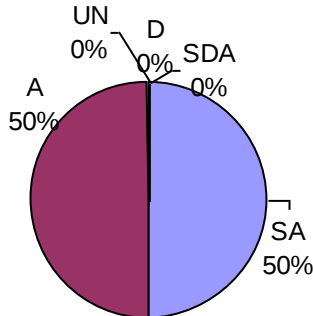


Level of students' attendance

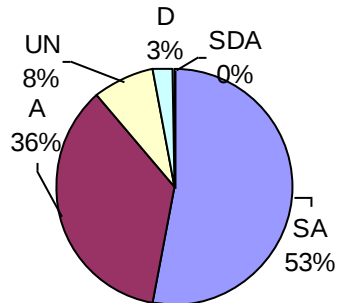
A=< 20%, B= 21-40%, C=41-60%, D= 61-80%, E= >81%



Students' active participation in the course

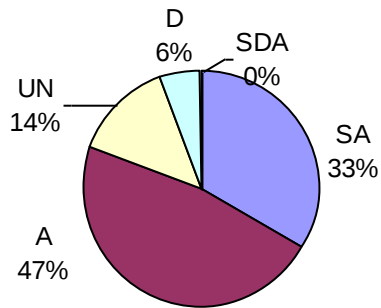
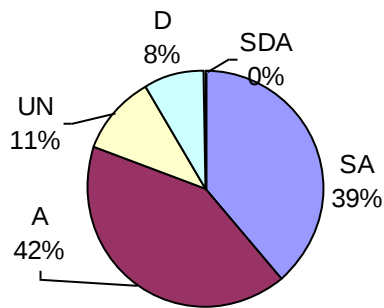
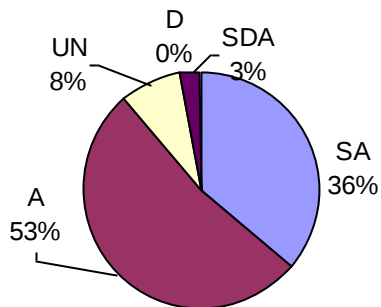
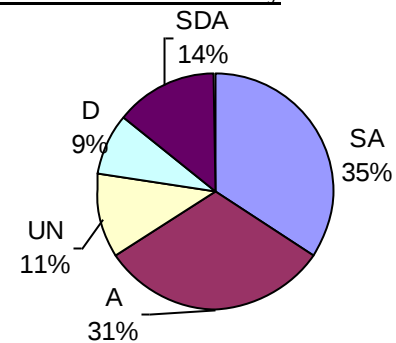
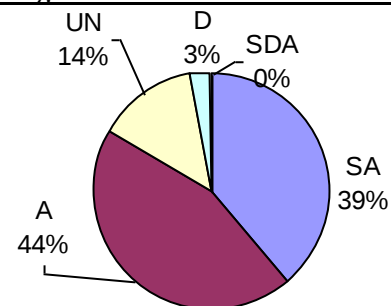
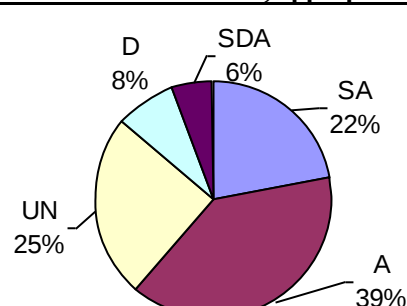


Made progress in this course



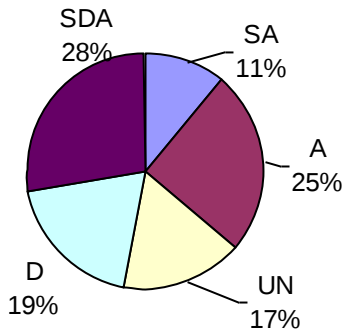
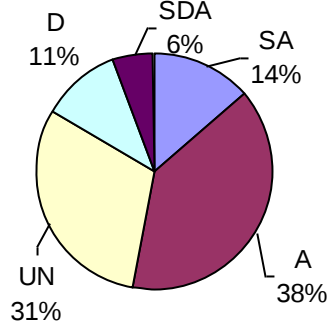
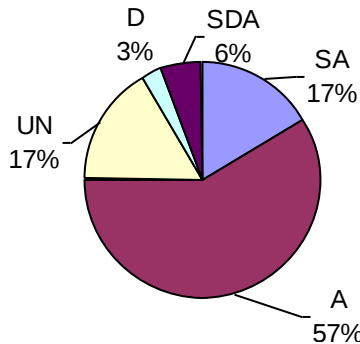
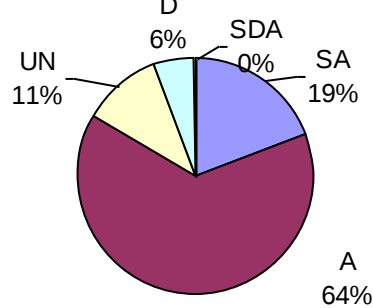
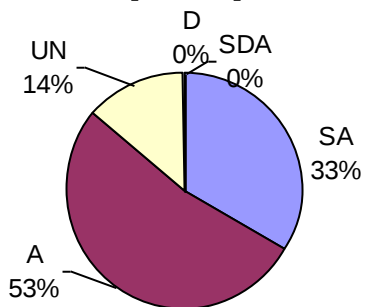
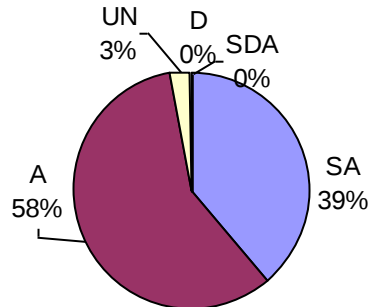
■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

The above set of Graphs shows the Course evaluation aspects related to B.Ed. level Course EDU-502 'Functional Urdu' taught by Teacher-7. it is clear from above graphs that 6% students Disagreed that course workload was manageable.3% students showed their disagreement that they had made progress in said course.

Course well constructed to achieve outcomesteaching methods encouraged participation.Class environment conducive to learningClassrooms were satisfactoryLearning materials were relevant and usefulRecommended relevant, appropriate books

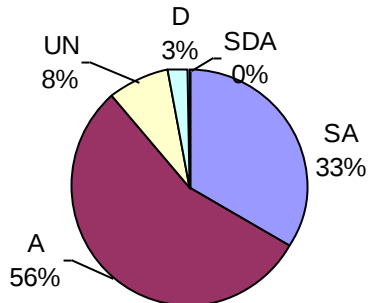
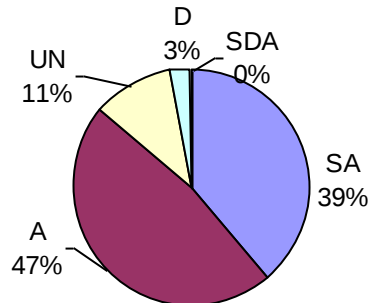
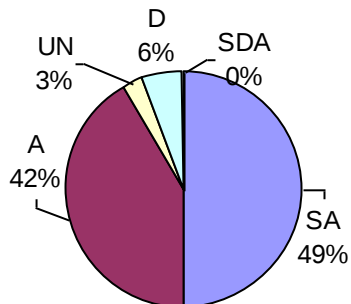
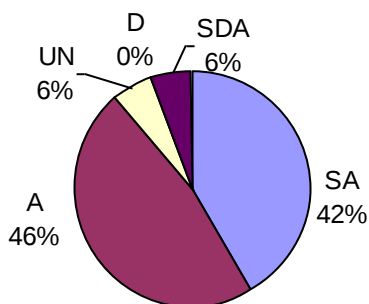
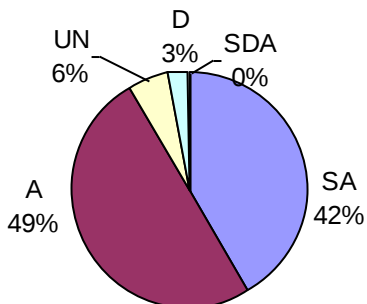
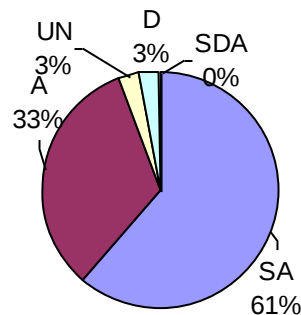
■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

Part (b) of course evaluation for EDU-502 contains further six aspects. It is observable from graphs that disagreement element is found in each item by student. 6% disagreed that course was well constructed to achieve outcomes. 8% disagreed that teaching methods encouraged their participation. 14% strongly disagreed with the matter that classrooms were satisfactory and 6% strongly disagreed alongwith 8% disagreed that relevant books were recommended.

Adequate learning resources in library**Adequate learning resources on the web****Course stimulated by interest and thought****Pace of the course was appropriate****Ideas and concepts were presented clearly****Method of assessment were reasonable**

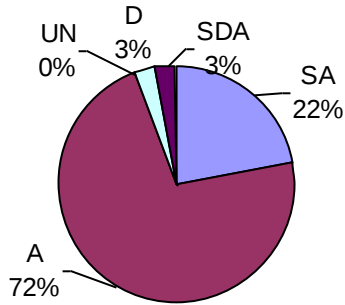
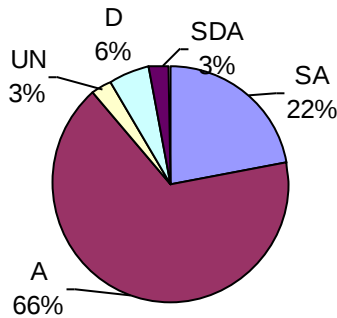
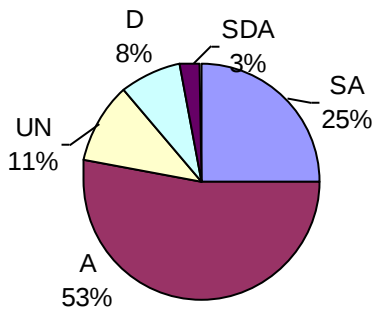
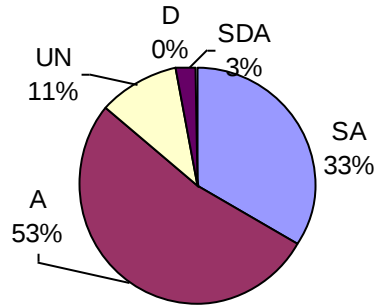
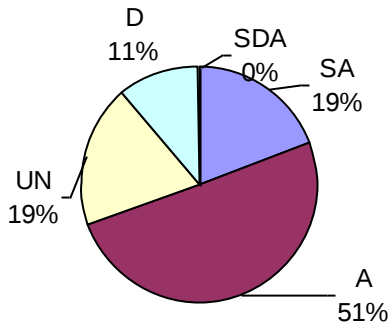
■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

Part (c) of course evaluation EDU-502 contains six further aspects. 6% students disagreed that pace of course was appropriate. 6% strongly disagreed and 3% disagreed with the matter that course stimulated their interest and thought. 14% students were found uncertain to shown their ideas and concepts were presented clear in said course.

Feedback on assessment was timely**Feedback on assessment was helpful****Students understood the lectures****Material was well organized and presented****Instructor was responsive to student needs****Instructor was regular throughout the course**

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

Above set of graphs contains six aspects of course evaluation EDU-502, which shows some disagreement among all six aspects. 3% students disagreed that feedback on assessment was timely and that it was helpful. 6% disagreed that they understood that instructor was regular throughout the course.

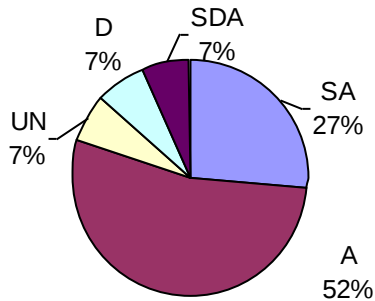
material in the tutorials was usefulHappy with the amount of work in tutorialsTutor dealt effectively with problemsMaterials in practical was usefulDemonstrators dealt problems effectively

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

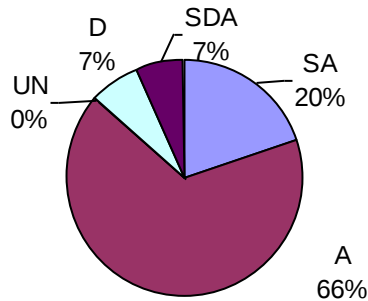
Part (e) of course evaluation contain the graph related to five aspects of course EDU-502. it is clear that 6% students disagreed and 3% strongly disagreed to the matter that they were happy with the amount of work in tutorials. 8% disagreed that tutor dealt effectively with the problems. 11% disagreed that demonstrator dealt their problems effectively.

Course Code: EDU-715 (M.Ed.) Part (a)
Course Title: Special Education

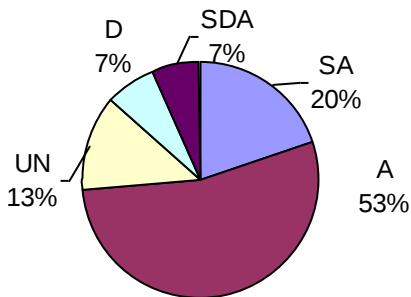
Course objectives were clear



Course workload was manageable

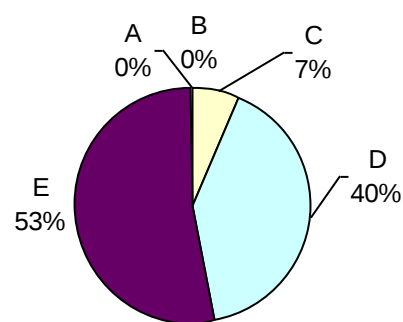


Course was well organized

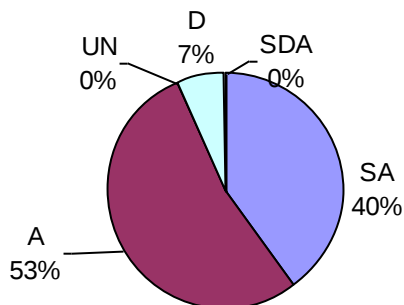


Level of students' attendance

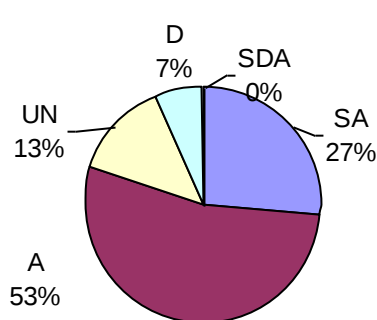
A=< 20%, B= 21-40%, C=41-60%, D= 61-80%, E= >81%



Students' active participation in the course

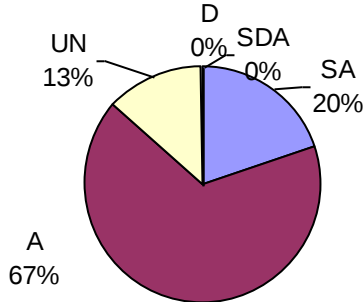
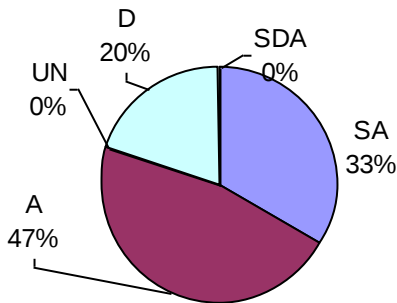
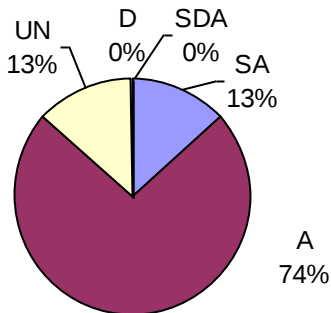
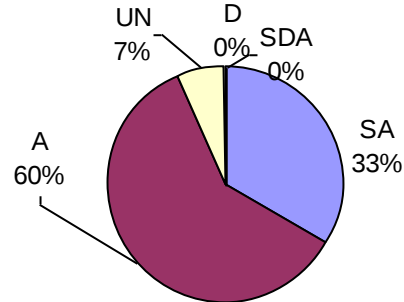
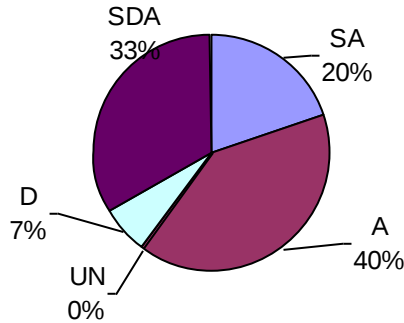
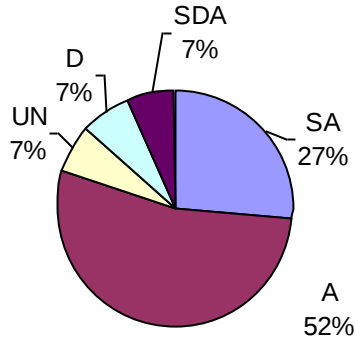


Made progress in this course



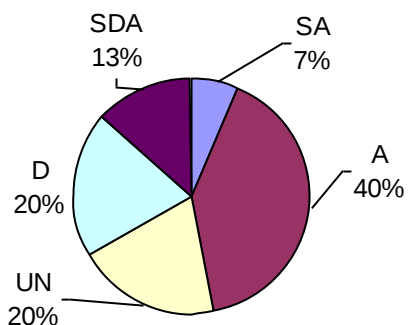
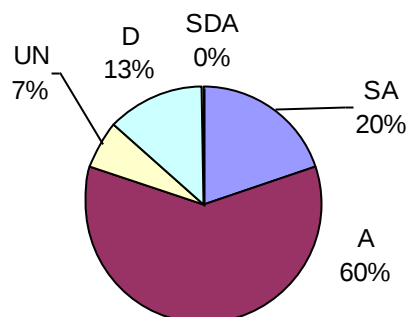
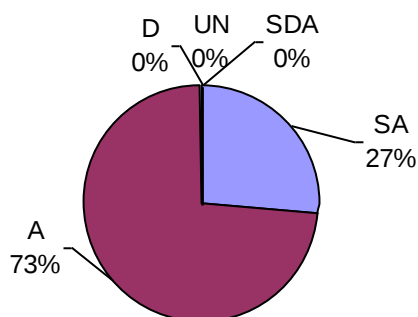
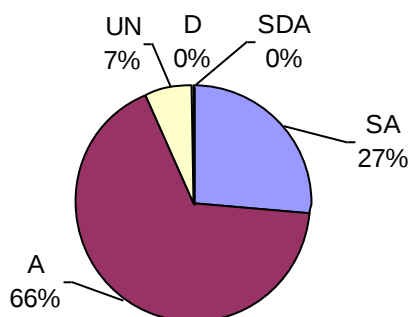
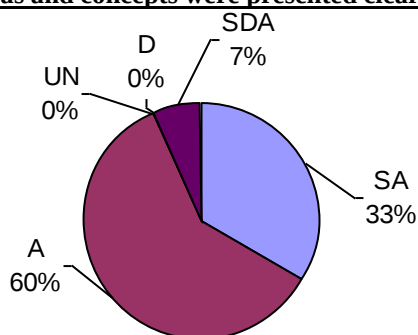
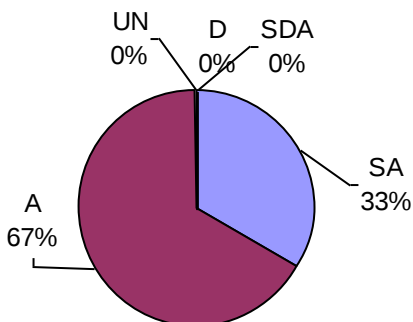
▣ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

The above set of Graphs shows the Course evaluation aspects related to M.Ed. level Course EDU-715 'Special Education' taught by Teacher-8. it is clear from graphs that disagreement is reported among all above aspects presented in part(a) b the students. 7% students strongly disagreed alongwith 7% who disagreed that course was well organized.

Course well constructed to achieve outcomesClass environment conducive to learningLearning materials were relevant and usefulteaching methods encouraged participation.Classrooms were satisfactoryRecommended relevant, appropriate books

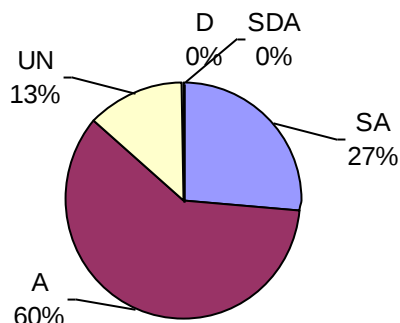
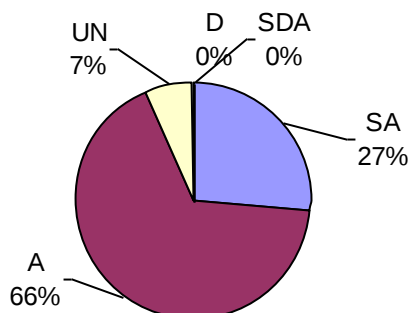
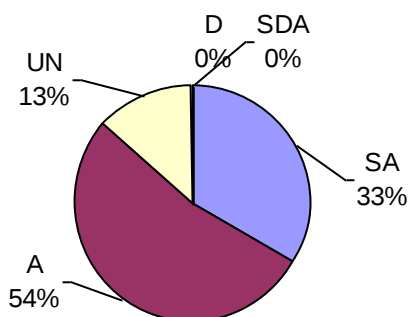
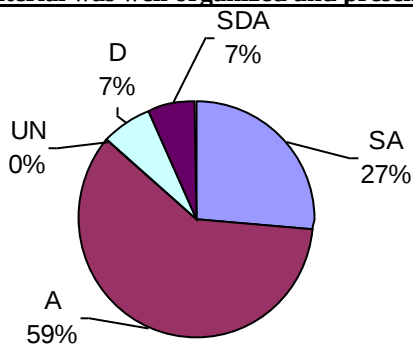
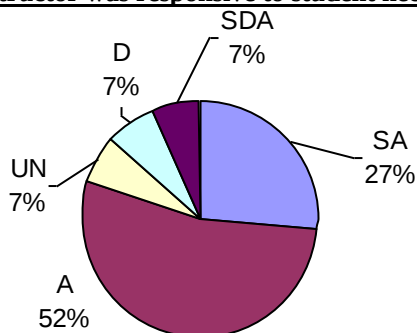
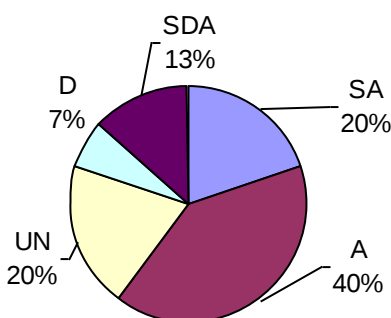
■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

Part (b) of course evaluation contains further six aspects of course EDU-715. it is obvious that 33% students strongly disagreed that classrooms were satisfactory and 20% disagreed that class environment was conducive to learning. 7% students strongly disagreed along with 7% who disagreed with the matter that relevant books were recommended.

Adequate learning resources in libraryAdequate learning resources on the webCourse stimulated by interest and thoughtPace of the course was appropriateIdeas and concepts were presented clearlyMethod of assessment were reasonable

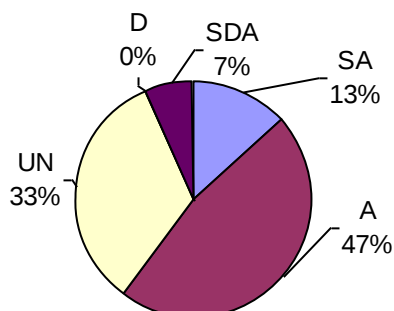
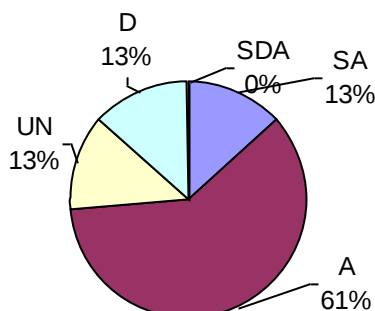
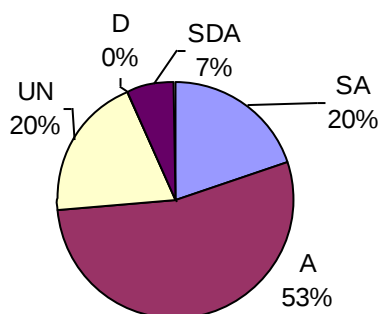
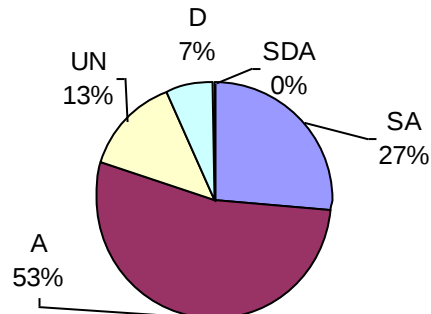
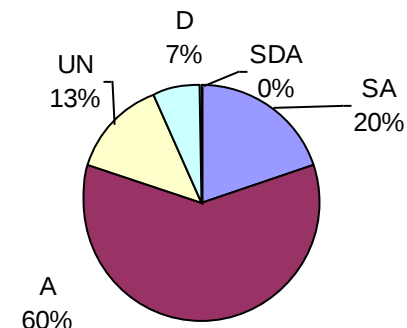
□ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

Part (c) contains six other aspects of course evaluation EDU-715. it can be observed that 13% students strongly disagreed that adequate learning resource were there in library related to course. 7% strongly disagreed that ideas and concepts were presented clearly and 7% students were uncertain to declare that pace of course was manageable.

Feedback on assessment was timely**Feedback on assessment was helpful****Students understood the lectures****Material was well organized and presented****Instructor was responsive to student needs****Instructor was regular throughout the course**

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

Above mentioned part (d) contains six further aspects of course evaluation EDU-715. 13% were uncertain to shown that they understood the lectures. 7% students strongly disagreed and same disagreed also that instructor was responsive to students' needs. 13% strongly disagree and 7% disagreed to the matter that instructor was regular throughout the course.

material in the tutorials was usefulHappy with the amount of work in tutorialsTutor dealt effectively with problemsMaterials in practical was usefulDemonstrators dealt problems effectively

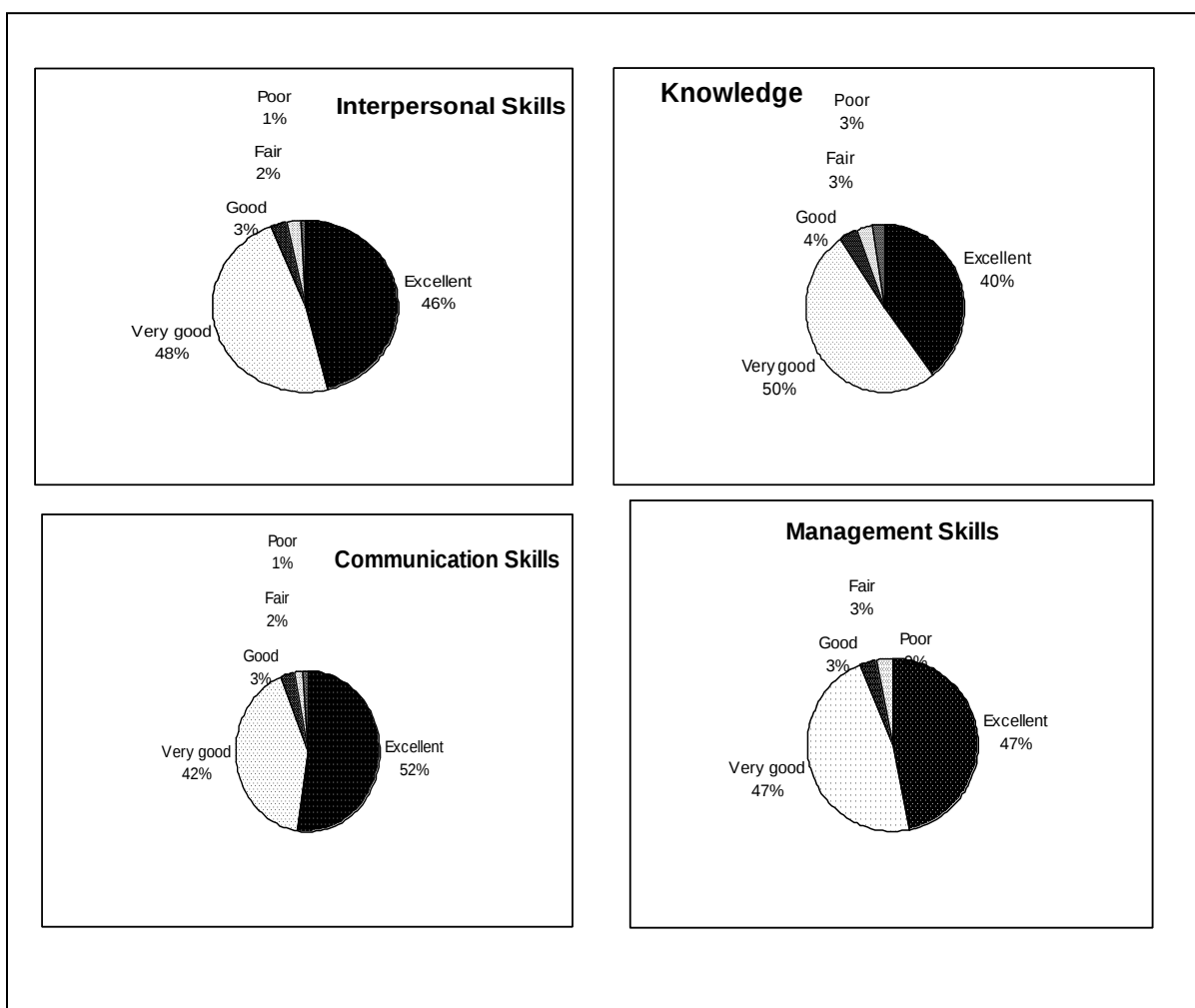
■ SA = Strongly Agree, A = Agree, UC = Uncertain, D = Disagree, SD = Strongly Disagree

Part (e) contains the five aspects of course evaluation related to EDU-715, which conveys that disagreement is reported among all above mentioned aspects by the students. 7% students disagreed that material in the tutorial was useful. 7% strongly disagreed that tutor dealt effectively with problems. 7% students disagreed that demonstrators dealt their problems effectively and that material in practical was useful.

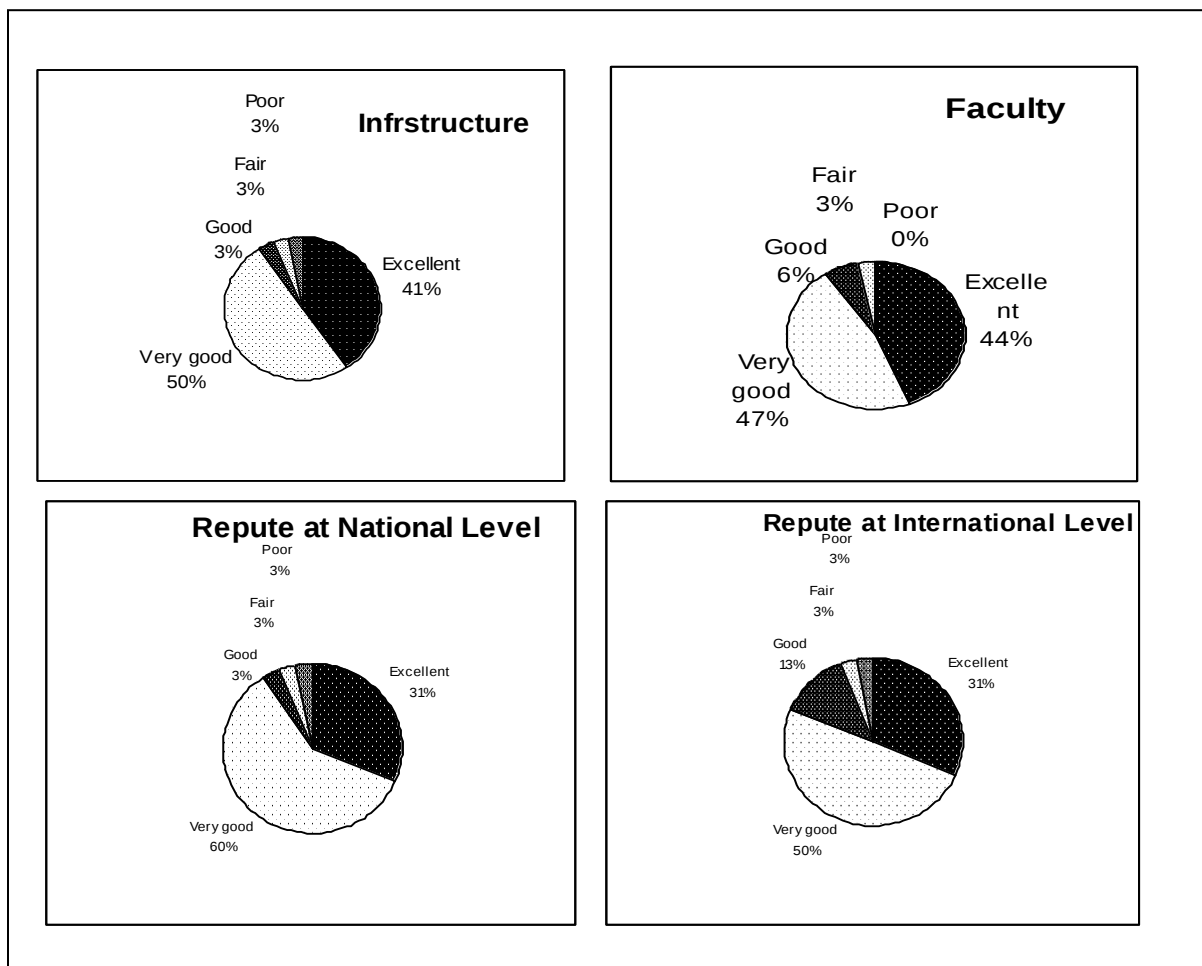
Alumni survey results

Since majority of the graduates enter educational institutions like elementary schools, secondary schools, higher secondary schools, inter colleges and universities, questionnaires were sent to them for their feedback. The Alumni survey was conducted as per Proforma-7 (Annexure VII). A total number of thirty two Alumni were available to complete the Proforma of related survey.

The overall results of program assessment by the Alumni are presented in the following pie graphs, first block explains the responses about four areas of quality of academic program completed by respective Alumni, and these are the Knowledge, Communication Skills, Interpersonal Skills and Management/Leadership Skills.



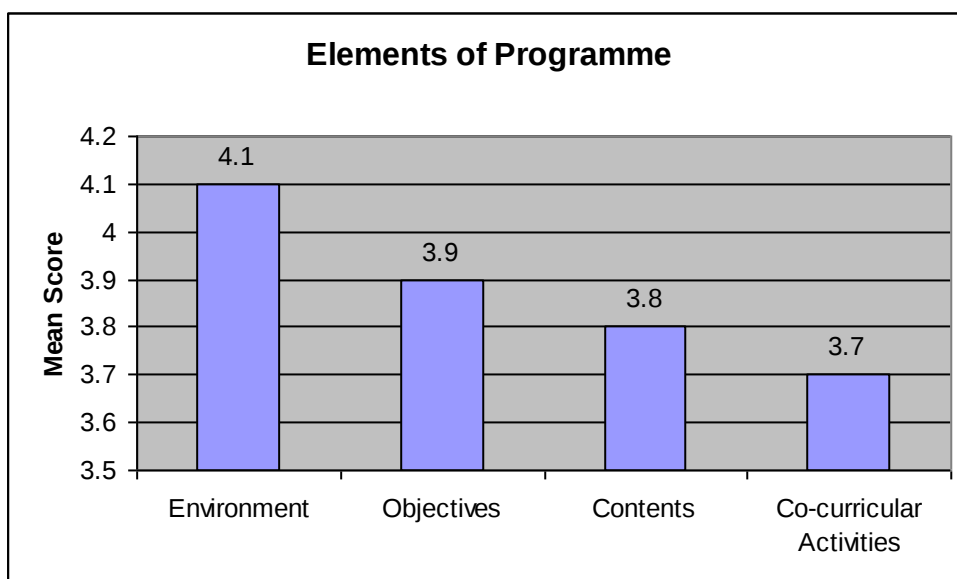
The pie chart pertaining the aspect of knowledge reflected that 40% of the Alumni declared the Knowledge area as Excellent, 50% considered it as Very Good, 04% declared it as Good, and 03% considered it Fair and 03% declared it as Poor. The chart regarding communications skills showed that 52% Alumni declared this area as Excellent, 42% considered it Very Good, 03% considered it Good, 02% declared it Fair and 01% declared it as Poor. The chart regarding interpersonal skills showed that 46% Alumni considered it as Excellent 48%. Considered it Very Good, 03% considered it Good, 02% declared it Fair and only 01% declared it Poor. Management/ leadership skills chart revealed that 47% Alumni considered it Excellent and same percentage i.e. 47% declared it Very Good, 03% declared it Good, 03% considered it Fair and no one was there to rate it as Poor.



Regarding Infrastructure pie charts have shown that 30% of the Alumni declared the Infrastructure as Excellent, 60% considered it as Very Good, 10% declared it as Good. The chart regarding Faculty showed that 40% Alumni declared this area as Excellent, 50% considered it Very Good and 10% declared it as Very Good and 10 % declared it Good. The chart regarding Repute at National level showed that 90% Alumni considered it Excellent and 10% declared it Good. Whereas repute at International Level was declared Very Good by 60% Alumni, and 40% considered it Good.

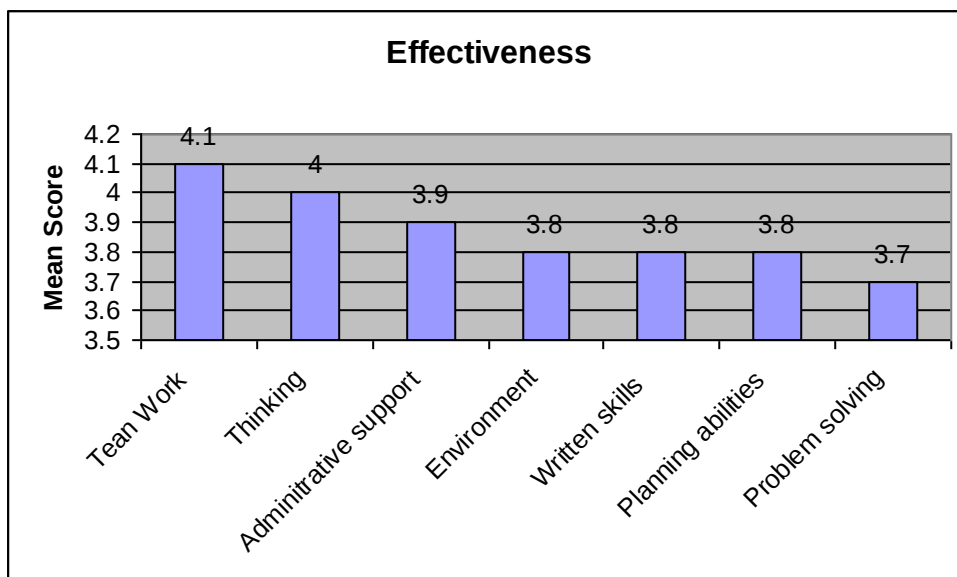
Survey of Graduating Students

Information was collected through graduating students who were available at time of convocation to collect their degree through Questionnaire No.3 (Annexure IV) for Survey of Graduating Students.

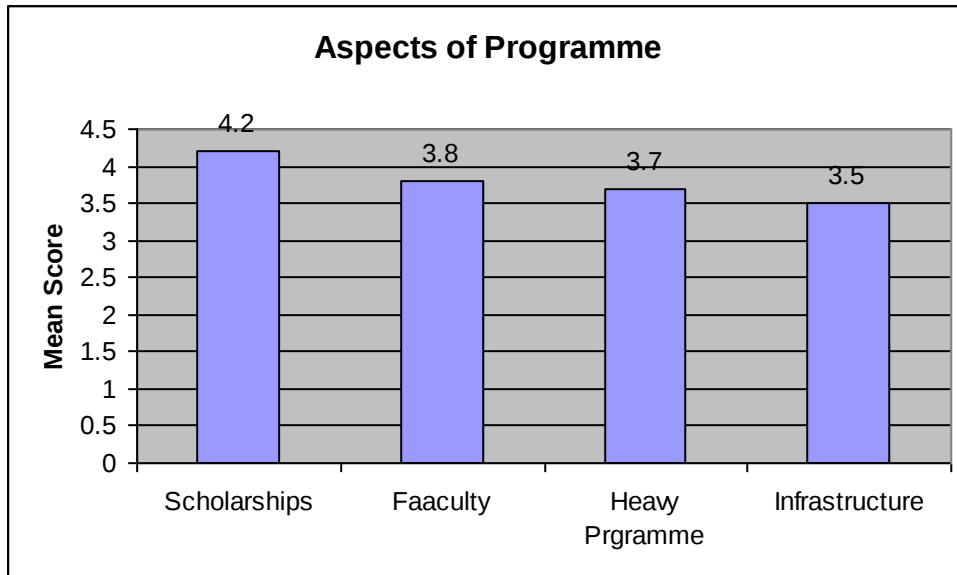


It is obvious from the graph that different elements of Programme were rated by graduating students vide Profirma-3 containing information about Environment, Objectives,

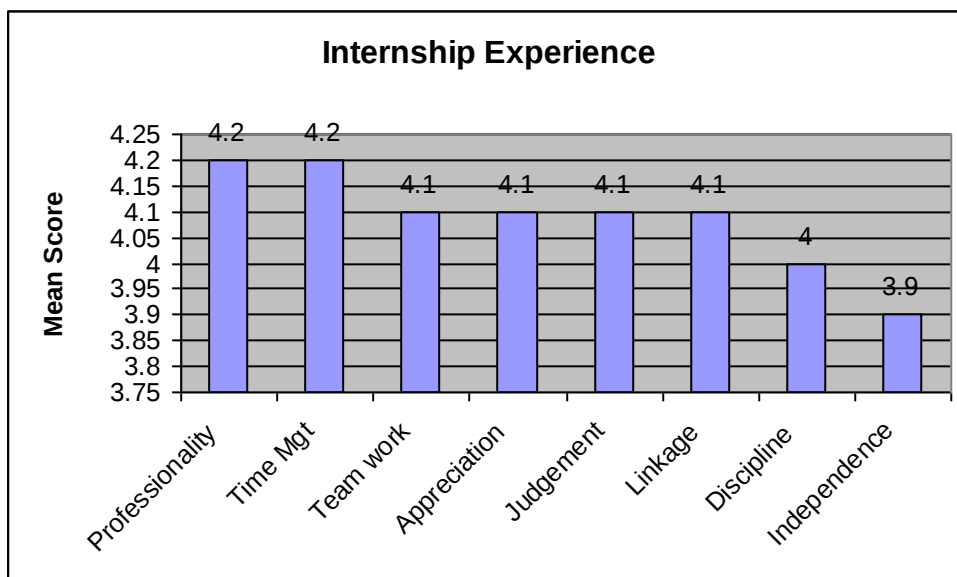
Contents and Co-Curricular activities at the department. Item No. 11 of the Proforma about Environment got 4.1 mean score, mean score calculated for Objectives was 3.9; mean score for contents was 3.8, whereas 3.7 mean score was for Co-Curricular Activities. It very much demands that Co-Curricular activities require more attention to be arranged for students in future. The programmes offered by Division are Evening programmes, and a number of co-curricular activities arranged by University are morning scheduled, so students of Division feel it difficult to manage these activities in morning timings. Therefore is needed to organize some co-curricular activities for evening students separately.



Seven items included in above Graph can convey the Programme's effectiveness in enhancing different aspects like team work, in-depth thinking, administrative support, written skill, planning abilities and problem solving. The mean score obtained range within 3.7 to 4.1. Maximum number of graduating students reported that programme was effective in supporting team-working abilities (mean score 4.1).



Above graph indicates the aspects of programme in term of scholarships, faculty, heavy programme and its infrastructure. The graduating students indicated the grants or scholarships were available in case of hardship (mean score 4.2), ability of faculty to meet the objectives was rated by mean score 3.8, whereas infrastructure was rated at mean score of 3.5. The reason behind it may be that there was not proper classroom for one class which was arranged at open examination hall. The same was reported by students against open ended questions for improvements.

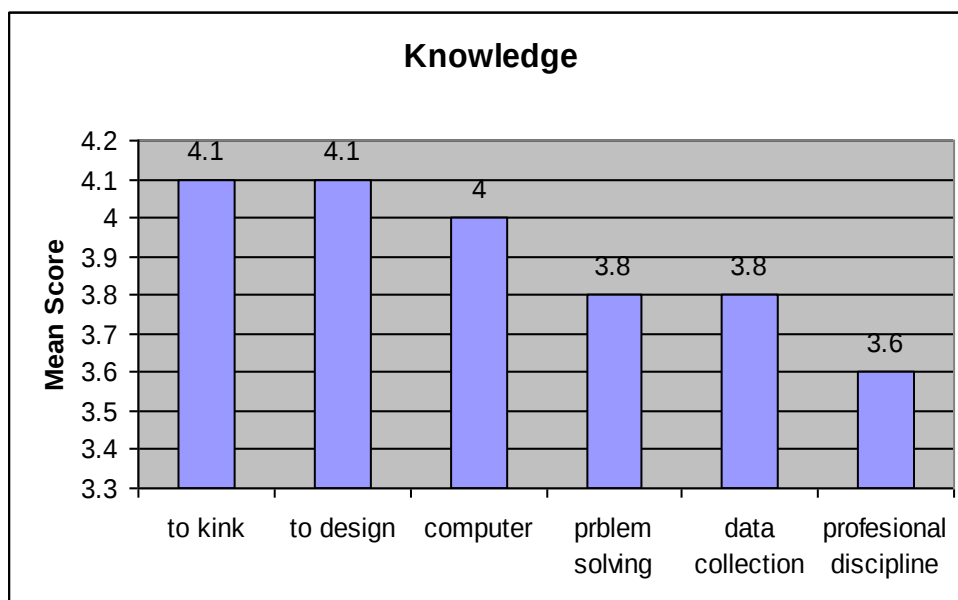


It is obvious that graduating students were satisfied with internship experience offered by program with mean score greater than 3.5. Aspect of professionalism in internship was scored at top (mean score 4.2). Other aspects can be observed in the graph, the aspect of independence got mean score 3.9.

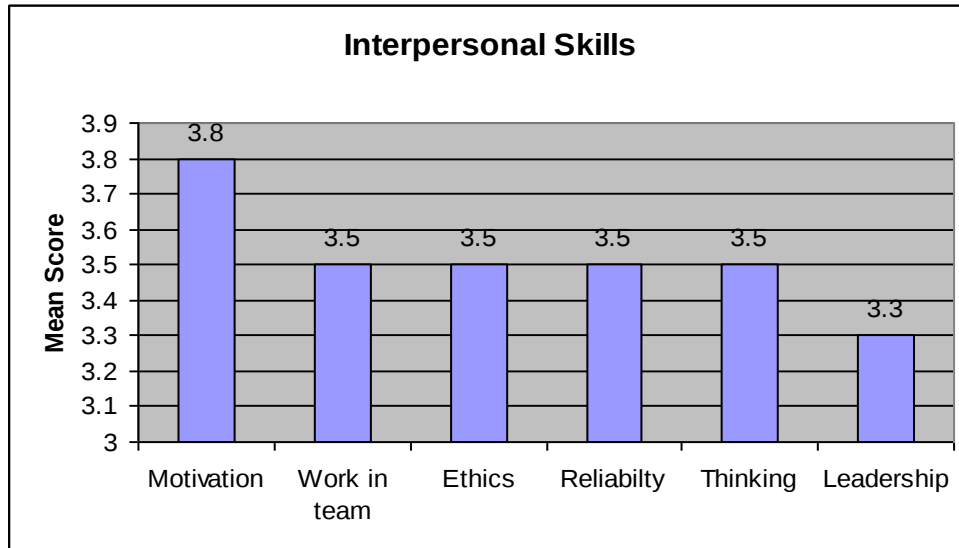
The internship is offered by sending students to different schools, as the schools administration is directly involved at this aspect, whereas the aspect of independent thinking among students needs to be improved. Overall the remaining aspects of internship programme like time management skills, ability to work in teams, appreciation of ethical values, judgement, the link between theory and practice were reported satisfactory with range of mean score from 4.1 to 4.2.

Employer Survey

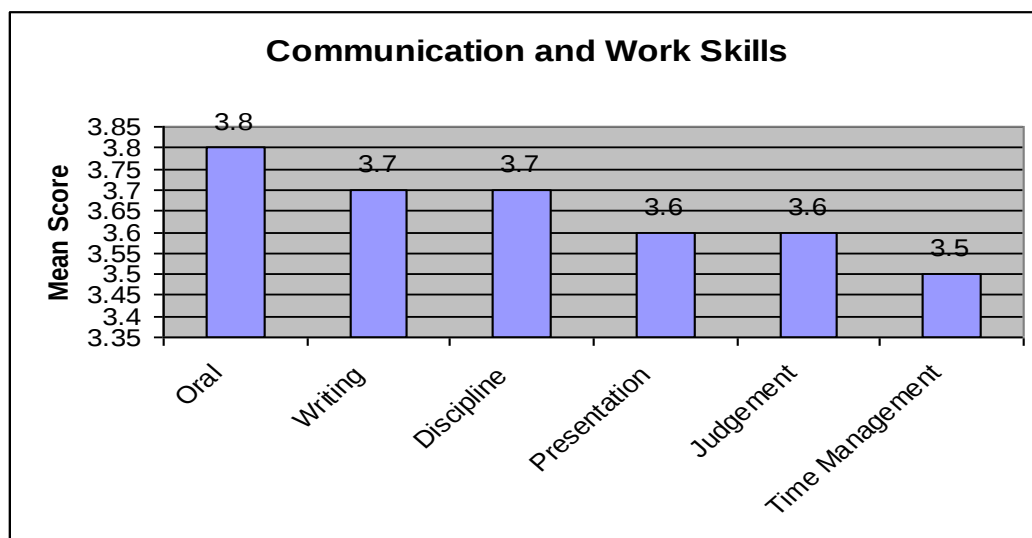
Employer survey was conducted through Proforma-8 (Annexure VIII). The main emphasis of this survey was to collect information about the quality of academic program. The graduates of Division were employed in different educational organizations. The rate of return of proforma was very low, yet eleven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



The above graph shows the rating of knowledge area on the basis of mean scores. The graduates' ability to link theory to practice was rated first with mean score 4.1, same mean score was for ability to design a system component or process. The mean score for Computer knowledge was 4.0, the knowledge of Maths, Science, Humanities and professional discipline obtained 3.6 mean score.



Above graph shows the mean scores for six categories of Interpersonal skills. Motivation was found with mean score 3.8, ability to work in team got mean score 3.5 and the same mean score was available for ethical values, reliability and independent thinking. Leadership was at bottom with mean score 3.3.



The above graph shows the rating of employers about communication and work skills produced in graduates. Oral skill was rated at mean score 3.8, report writing got mean score 3.7, presentation skill was found at mean score 3.6, same was for judgement skills. Time management skills was rated at bottom with mean score 3.5.

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

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

Skills and Capabilities Reflected in Performance as Trained Teachers:

Students develop ability to apply knowledge of Continuing Education and to work as professionals, to build confidence and communicate effectively in writing, oral and demonstration to use modern teaching techniques and skills for their profession, and to work effectively in a team and perform their services in community schools as trained teachers, head teachers, administrators and community development partner.

Strength of the Department:

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

Weakness Identified in the Program:

Advanced teaching and research is being handicapped due to short duration of programs. There is shortage of Journals of Education, as there is not a single HEC recognized journal in the field of education at National level. There is a need for short term foreign training to faculty members. There is also need to establish/affiliate some laboratory schools for teaching practice of pupil teachers. Basic necessities like lecture rooms, wash rooms, computer lab, Home Economics Labs are needed.

Regular morning programs of B.Ed., M.Ed. B.Ed. (Hons.), M.Ed. (Hons.), M.Sc. and M.Phil. programs need to be initiated. Full time Director of the Division in the relevant subject and experience is required to observe and plan long term policies and implementation. One post of Associate Professor is still vacant; the new faculty needs be hired on permanent basis by launching new programmes of Teacher Education upto Ph.D. level. Proper morning programmes should be initiated, which are required to develop the Division in its real spirit of research and development.

Major Future Improvement Plans:

- To impart quality education in Continuing Education through audio visual aids and modern tools along with provision of latest literature, journals, books, reviews and access to internet.
- To initiate B.Ed. Hons. 4 years programme.
- To offer B.Ed., M.Ed. 1 year morning programmes along with evening programmes.
- To offer INSETs (In-service Education of Teachers) short courses.
- To strengthen and reorganize the short courses for Women Development.

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

TABLE-3: QUANTITATIVE ASSESSMENT OF THE DEPARTMENT (Last three years)

Sr. #	Particular	No.	Remarks
i	B.Ed.	116	50% of them joined M.Ed, 30% got employment and 20% did not continue their education.
ii	M.Ed.	72	70% were already employed, 5 students enrolled in M.Phil. programmes at various Universities, 20 students moved to higher ranks in their organizations
iii	Students: Faculty rates	10:1	
iv	Technical : No Technical ratio	3:1	
v	Average grade point	3	Fulfils HEC criteria

The evaluation process indicated high efficiency of system and satisfactory impact of outcomes. Majority of the graduates got jobs in various organizations (provincial education department, private schools, colleges, Universities and some other well reputed organizations).

TABLE- 4: PRESENT PERFORMANCE MEASURES FOR RESEARCH ACTIVITIES

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

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

The Department is providing following community Services:

- Advisory services to the teachers as and when desired.
- Advisory services to women for their economic and social uplift.
- Guidance and supervision of students of various departments (Sociology and Anthropology, Economics and Extension Education).
- Supervision of B.Ed. students on internship in various schools.
- Advisory services to school administrators for improvements in their educational system.
- Recommending graduates for placement in educational institutions and competitive examinations.

SECTION 2:

Criterion 2: CURRICULUM DESIGN AND ORGANIZATION

Degree Title: Bachelors of Education (B.Ed.) and Master of Education (M.Ed.).

Intent: All the courses for degree program were developed by a committee constituted by the Higher Education Commission, Pakistan. The committee consists of experts and learned professors, subject-matter specialists from other universities and research organization from Pakistan. When and if needed, curriculum for the B.Ed. and M.Ed. is revised/updated through different bodies. All the courses are approved by the University Academic Council.

Definition of Credit Hour:

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

Degree Plan:

Presently two degree programs are organized by the Division; B.Ed. and M.Ed. Both the programs consist of two semesters or one year duration.

B.Ed.

Pre-requisites

Minimum Academic Requirements:

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

Matric	10%
Intermediate	15%
B.A./B.Sc.	35%
Entry test	40%

Degree Requirements:

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

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

Semester	CGPA
First	1.50
Second	2.50

Examination & Weightage:

a) Theory

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

Mid Examination	30%
Assignments	10%
Final Examination	60%

b) Practical

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

Eligibility for Examination:

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

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

S. No.	Code.	Course Title	Credit Hours
1.	EDU-501	Functional English	3(3-0)
2.	EDU-502	Functional Urdu	3(3-0)
3.	SSH-501	Pakistan Studies	2(2-0)
4.	IS-502	Islamiyat	2(2-0)
5.	EDU-503	Perspectives of Education in Pakistan	3(3-0)
6.	EDU-504	School Organization & Class Room Management	3(3-0)
7.	EDU-505	Human Development & Learning	3(3-0)
8.	EDU-506	Measurement & Evaluation	3(3-0)
9.	EDU-507	Research Techniques & Teaching Projects	3(3-0)
10.	EDU-508	Curriculum Development & Teaching Methods	3(3-0)
11.	EDU-520	Teaching practice and observation	6(0-12)

PARTP-II (ANY ONE Group) (06 Credits)**a) Humanities group (any two courses)**

1.	EDU-509	Teaching of English	3(2-2)
2.	EDU-510	Teaching of Urdu	3(2-2)
3.	EDU-511	Teaching of General Science	3(2-2)
4.	EDU-512	Teaching of Pakistan Studies	3(2-2)
5.	EDU-513	Teaching of Islamiyat	3(2-2)
6.	EDU-514	Teaching of Agriculture	3(2-2)

b) Science group (any two courses)

7.	EDU-515	Teaching of Mathematics	3(2-2)
8.	EDU-516	Teaching of Physics	3(2-2)
9.	EDU-517	Teaching of Chemistry	3(2-2)
10.	EDU-518	Teaching of Biology	3(2-2)
11.	EDU-519	Teaching of Computer Skills	3(2-2)

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

M.Ed.

Pre-requisites

Minimum Academic Requirements:

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

Matric	10%
Intermediate	15%
B.A./B.Ed.	35%
Entry test	40%

Degree Requirements:

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

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

Semester	CGPA
First	1.50
Second	2.50

Examination & Weightage:

In theory paper, students' evaluation is done by mid-term examination, assignments/quizzes and final examination. Both the mid-term and final examinations are compulsory. A student, who misses the mid-term examination, is not allowed a make-up

examination and is awarded zero marks in that examination. In case a student does not appear in the final examination of a course, he shall be deemed to have failed in that course. In theory, weightage to each component of examination is as prescribed here under:

Mid Examination	30%
Assignments	10%
Final Examination	60%

Eligibility for Examination:

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

TABLE -6: SCHEME OF STUDIES MASTER OF EDUCATION (M.ED)

S. No.	Code.	Course Title	Credit Hours
1.	EDU-701	Curriculum Development	3(3-0)
2.	EDU-702	Educational Planning and Management	4(4-0)
3.	EDU-703	Educational Psychology and Guidance	4(4-0)
4.	EDU-704	Educational Measurement and Evaluation	4(4-0)
5.	EDU-705	Advance Methods of Teaching	4(4-0)
6.	EDU-706	Techniques of Research and Statistics	2(4-0)
7.	EDU-707	Philosophy of Education	4(4-0)
8.	EDU-708	Computer in Education	3(2-2)

Select Group A or B

Candidates opted for thesis program are to select Research Thesis and those opted for non-thesis program will select two courses from the following (Other than Research Thesis), subject to their availability of necessary resources and approval of the university.

Group A: (Select two Courses)

1.	EDU-709	Elementary Education in Pakistan	3(3-0)
2.	EDU-710	Secondary Education in Pakistan	3(3-0)
3.	EDU-711	Higher Education in Pakistan	3(3-0)
4.	EDU-712	Teacher Education in Pakistan	3(3-0)
5.	EDU-713	Women Education in Pakistan	3(3-0)
6.	EDU-714	Adult and Continuing Education	3(3-0)
7.	EDU-715	Special Education	3(3-0)

Group B:

8..	EDU-716	Research Thesis	6(0-12)
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Detailed course contents of M.Ed. schemes of studies are given in annexure-I

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

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

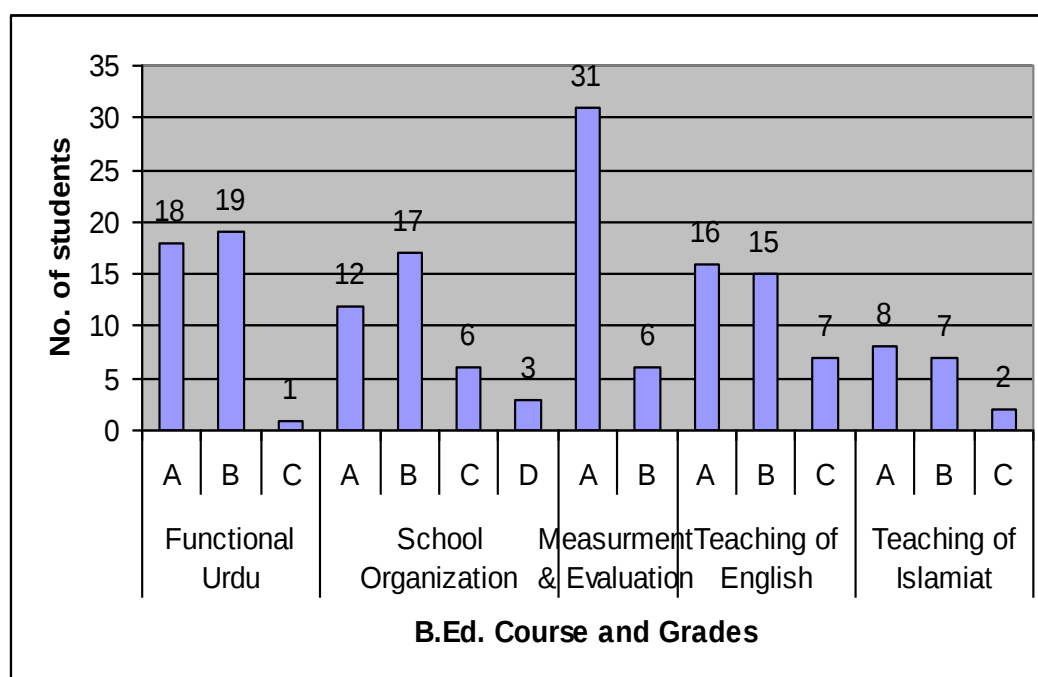
TABLE-7: COURSES VS PROGRAM OUTCOMES

COURSES/GROUP OF COURSES	OUTCOMES								
	1	2	3	4	5	6	7	8	9
Core EDU-501, EDU-502, SSH-501, IS-502, EDU-505, EDU-504, EDU-505, EDU-506, EDU-507, EDU-508, EDU-520, EDU_701, EDU-702, EDU-703, EDU-704, EDU-705, EDU-706, EDU-707, EDU-708	X	X	XXXX	XXX	XX	XX	XX	XX	XX
Elective EDU-509, EDU-510, EDU-512, EDU-523, EDU-514, EDU-515, EDU-516, EDU-517, EDU-518, EDU-519, EDU-709, EDU-710, EDU-712, EDU-713, EDU-714, EDU-715, EDU-716	X	X	X	X	XXX	X	X	XX	XX
Short Courses English Language, Computer Applications	X					X			

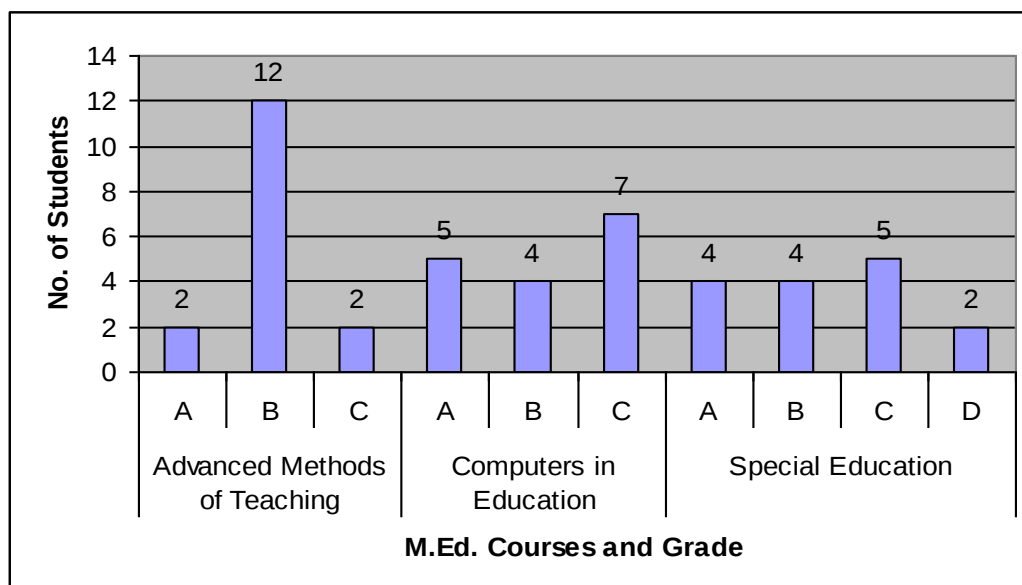
X = Relevant & Satisfactory
 XX = Relevant & Very satisfactory
 XXX = Very relevant & Satisfactory
 XXXX = Very relevant & very satisfactory

Faculty Course Review

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



The above graph shows the grades earned by students of B.Ed. in respective courses taught by teachers. There was no student to obtain F grade or who failed in any course, range of grades varies between grades A to grade C for all the courses of B.Ed.



The above graph shows the grades earned by students of M.Ed. There was also no one who failed or obtained F grade. Overall grades range in Grade A to Grade D.

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

Items 1: About Students Course Evaluation Questionnaires

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

Item 2: About External Examiners or Moderators

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

Item 3: About Student/Staff Consultative Committee

This column was also not applicable to any teacher.

Item 4: About Curriculum

Course content were declared appropriate and adequate and also that Division was following uniform curricula compliance with HEC approved guidelines.

Item 5: About Assessment

Effectiveness of method of assessment in relation to the intended learning outcomes was declared satisfactory whereas two teachers indicated to introduce more proportionate to objective type items.

Item 6: About Enhancement

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

Item 7: About changes

Changes for future delivery or structure of Course were proposed by teachers. It was indicated to change it on modern lines and to base it upon field experiences and to use advanced technology within instruction.

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

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

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

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

TABLE -8: COURSES CONTAINING SIGNIFICANT PORTION OF THEORETICAL BACKGROUNDS, PROBLEM ANALYSIS AND SOLUTION DESIGN

Elements	Courses
Theoretical backgrounds	SSH-501, IS-502, EDU-503, EDU-508, EDU-509, EDU-513, EDU-512, EDU-701, EDU-707, EDU-709, EDU-710, EDU-711, EDU-712, EDU-713, EDU-715
Problem analysis	EDU-501, EDU-502, EDU-504, EDU-505, EDU-506, EDU-507, EDU-509, EDU-511, EDU-702, EDU-703, EDU-704, EDU-705, EDU-706, EDU-708
Solution design	EDU-505, EDU-506, EDU-507, EDU-509, EDU-520, EDU-511, EDU-704, EDU-706, EDU-708

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

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

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

The curriculum satisfies the major requirements for the program as specified by HEC, and The Accreditation Council of Teacher Education. The degree is recognized by all the agencies, like Federal public service commission, Provisional public service commissions and others.

Standard 2-5: The curriculum must satisfy general education, arts, and professional and other discipline requirements for the program, as specified by the respective accreditation body / council.

The curriculum satisfied the general arts and professional and other discipline required for the program according to demands and requirements set by the Pakistan Higher Education Commission.

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

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

- Computer in Education 3(2-2) credit hours course has been included in core courses for M.Ed. This includes fifty percent practical duration.
- Course of Statistics based ; Measurement & Evaluation (B.Ed.) and Educational Measurement & Evaluation (M.Ed.) are included in core courses.
- Research technique & Individual Projects (B.Ed.) and Techniques of Research and Statistics (M.Ed.) provides integrated concepts of IT use in Education. Students presentations also involve this component fully.

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

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

SECTION 3:

Criterion 3: LABORATORIES AND COMPUTER FACILITIES

There is no laboratory in the department. Yet computer lab is needed to provide basic knowledge and skills to students. An audio visual language lab is also needed alongwith other women development course related labs.

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

Not applicable

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

Not applicable

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

The University shares inter-department Labs and facilities. This is an integrated University, where the facilities of one department are utilized by the other on mutual understanding and working out the schedule of work. The University has full flag computer Labs of computer technology at other departments. Division can share this Lab facility on demand for M.Ed. programme as well as short courses.

With growing enrolment and with little distance location, in the long run it would be prudent that the Division should have its own computer lab within its own premises. It will facilitate a great deal to develop its own computer unit for its regular programme as well as increased demand for short term courses.

- **Shortcoming in computing infrastructure** Computing facilities and support *are not* available to all faculty members and students. Whereas Internet facilities are available with slow speed yet students have limited access through main library service.

SECTION 4:

Criterion 4: STUDENT SUPPORT AND ADVISING

Our University organizes support programs for students and provide information regarding admission, scholarship schemes etc. Department in its own capacity arranges orientation and guided tours of the department. Director Students Affairs is also there and arranges various cultural activities and solves the students' problems. However currently there is no Parent/Teacher association.

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

- Courses are taught as per criteria of HEC.
- At undergraduate level subjects/ courses are offered as per scheme of study provided by the HEC and approved by Academic Council. Postgraduate level courses are however offered according to the availability of the teacher and number of students.
- Elective courses are offered as per policy of HEC and the University.
- For post graduate programs, a variety of courses is 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.

To ensure effective interaction between students, faculty and teaching assistants, at the time of course formulation both theoretical and field/practical aspects are focused. Theoretical problems are explained and assignments are also given to the students whereas Teaching Practice

is carried at Community Schools. Study tours and Excursion Trips are arranged on totally self-supporting basis to keep them update on the latest developments in the area and to stimulate them for discussion through teacher/student interaction and to provide them recreation.

- Courses are structured and decided in the board of studies meeting.
- At the commencement of the semester, faculty members interact frequently among themselves and with students. Students are welcome to ask question in class and even after the class.
- Emphasis is always given for an effective interaction between B.Ed. and M.Ed. classes to share their experiences.

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

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

- Students are informed about the program requirement through the office of the head of the department.
- Through the personal communication of the teachers with the students.
- Monthly meetings are organized by the head of the department for counseling of the students. In addition, students can also contact with the relevant teachers whenever they face any problem.
- It is necessary for the students to participate in the monthly meeting.
- In case of some problem Director Student Affairs appointed by the university, helps the students. Tutorial System in all departments has also been introduced. However, there is no such counseling Cell in the department.
- Realizing the need for exploring job opportunities for the university graduates, Directorate of Placement Bureau has been established.

SECTION 5:

Criterion 5: PROCESS CONTROL

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

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

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

Standard 5.2: The process by which students are registered in the program and monitoring of students progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

- The student name, after completion of the admission process, is forwarded to the Registrar Office for proper registration in the specific program and the registration number is issued to the student.
- Students are evaluated through Mid, Final and Practical exams (if applicable) and through Assignments.

- Registration is done for one time for each degree but evaluation is done through the result of each semester. Only those students who fulfill the criteria of the University, they are promoted to the next semester.

Standard 5.3: The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

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

- Vacant and newly created positions 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 experience, qualification, publications and other qualities/activities as determined by the University.
- The candidates are interviewed by the University Selection Board and Principal and alternate candidates are selected.
- Selection of candidates is approved by the Syndicate for issuing orders to join within a specified period.
- Induction of new candidates depends upon the number of approved vacancies.
- Standard set by HEC are followed.

Standard 5-4: The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.

- To provide high quality teaching, department periodically revises the curriculum depending upon requirements, innovations and new technology.
- With the emergence of new fields, new courses are introduced, and included in the curriculum.

- Students usually buy cheap Asian editions books. These are also available in the University library, where documentation, photo stat and internet facilities are available.
- Notes are also prepared by some teachers and given to the students.
- Most of the lectures are supplemented by overheads, slides and pictures.
- All efforts are made that the courses and knowledge imparted meet the objectives and outcome. The progress is regularly reviewed in the staff meetings.

Standard 5.5: The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

- The controller of examinations announces the dates of commencement of examination. After each semester, the controller office notifies the results of the students. The evaluation procedure consists of quizzes, mid and final examinations, practicals, assignments and reports, oral and technical presentations. The minimum pass marks for each course is 40% for undergraduate and Master degree in theory and practical separately.
- In theory, weightage to each component of examination is as prescribed here under:

Mid Examination	30%
Assignments	10%
Final Examination	60%

- Grade points are as follows

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

- Gold medals are awarded to the students who secure highest marks. Degrees are awarded to the students on the annual convocation that is held late every year.

SECTION 6

Criterion 6: FACULTY

Standard 6.1: Full Time Faculty

TABLE-9: FACULTY DISTRIBUTION BY PROGRAM

Program area of specialization	Courses in the area and average number of sections per year	Number of faculty members in each area	Number of faculty with Ph.D. degree
B.Ed.	13,1	02 regular + visiting	01
M.Ed.	10,1	02	01

LIST OF PUBLICATIONS:

Ms. Almas Kiani, Assistant Professor

1. Kiani, A. (1999). Student perceptions about Scientists and Relevancy of Science to Student Daily Lives. *Minara-Tul-IIm* Vol-I, Government Degree College for Women, Muslim Town, Rawalpindi,,pp.31-32.
2. Kiani, A. (1999). Environmental Education. *Minara-Tul-IIm* Vol-I, Government Degree College for Women, Muslim Town, Rawalpindi,,pp.29-30.

Conference Papers

1. Kiani, A. (1997). “ Survey of Student Environmental Knowledge and their attitude towards Environmental Problems at Secondary Level” *International Conference of*

Association for Science Education (ICASE), United Nations Educational and Scientific Council Organization (UNESCO), Pakistan Association for Science Education (PASE), pp.205-210.

2. Kiani, A. (1997). “Why the River dying? Helping living things to survive in a stream” created in an *International Association for Science Education (ICASE)*, University of Philippines, Institute of Science and Mathematic Education Development (UP-ISMED) workshop, University of Philippines Mainila, 4-9th November, pp.121-139.
3. Kiani, A. (1997). An overview of the National Program in Science and Technology Education at Primary and Secondary Level in Pakistan” *International Conference of Association for Science Education (ICASE)*, United Nations, Educational and Scientific Council Organization (UNESCO), University of Philippines, Institute of Science and Mathematic Education Development (UP-ISMED) Workshop, University of Philippines, Manila, 4-9th November, pp 29-30.

Dr. Muhammad Imran Yousuf

1. Yousuf, M.I. (2001). Need and importance of lesson planning for teachers *Gujranwala Board Educational Gazette, BISE* Vol.3. Gujranwala. pp.20-23
2. Yousuf, M.I. (2007). Using Experts’ Opinions through Delphi Technique *Practical Assessment Research & Evaluation*, Vol 12 No.4, USA. pp.1-8
3. Yousuf, M.I. (2007). Effectiveness of Mobile Learning in Distance Education. *Turkish Online Journal of Distance Education*, Volume 8, No.4, Turkey. pp.114-124
4. Yousuf, M.I (2007). School Age Experiences of University Students for Transition towards Higher Education *Revista International Interdisciplinar INTERthesis*, Volume 4 , No.2, North America. pp.17-31.

Experience

There are two permanent faculty members; one has ten years of experience whereas other has two years of experience at University level teaching. All other visiting faculty have more than five years teaching experience.

Research Interest

Major areas of interest of faculty members are Education Research, Curriculum, Educational Guidance and Counseling, Mentoring, Islamic System of Education, Languages and School Community Relationships.

Standard 6.2: All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place.

- Professional training and availability of adequate research and academic facilities are provided to the faculty members according to the available resources.
- Currently one faculty member has completed M.Phil. Degree.
- Existing facilities include mainly internet access, which is available through networking system in addition to library facility with latest books is also available.
- An effective program for faculty development has been just introduced in University and series of lectures have been introduced for which visiting resource person of Division has delivered lecture voluntarily.

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

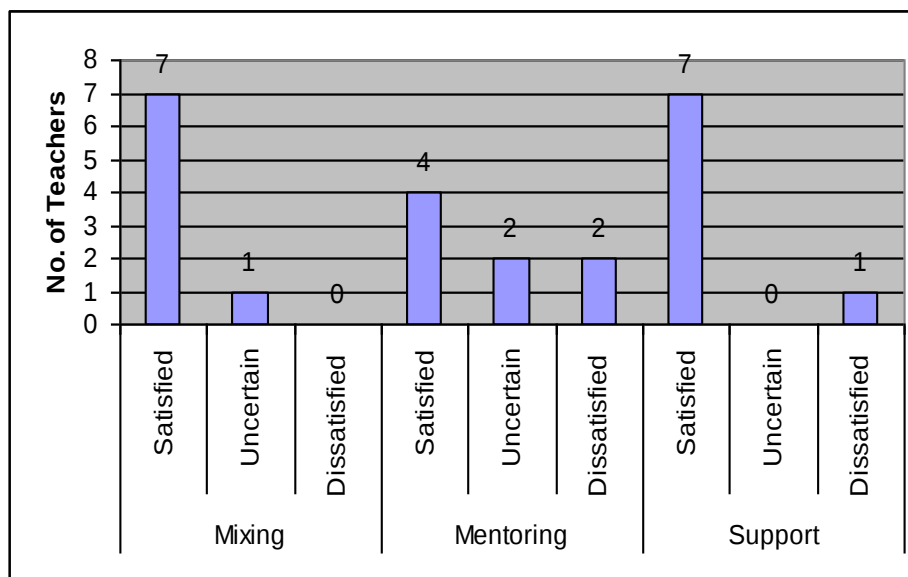
- Time to time provision of enthusiasm to the young faculty by the Director and Administration.

Faculty survey

The faculty survey was conducted through Profrma-5 (Annexure VI) and the results are presented as under:

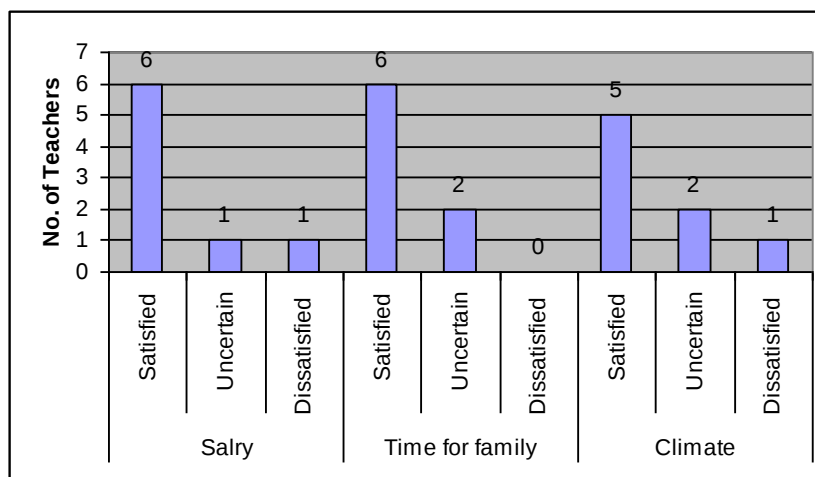
Faculty members were satisfied with the intellectual stimulation, their currently teaching, their interaction with students, cooperation received from colleagues and utilization of their experience by department. In all these aspects all the participants showed their response in

satisfaction. There are some other aspects in which other alternates like uncertain and dissatisfied were available are represented in following graphs.



The above graph shows that seven faculty members were satisfied with mixing research, teaching and community service, one was uncertain in this respect. Four members showed their satisfaction about availability of mentoring, two were uncertain and same number was dissatisfied with this aspect. Seven members were satisfied with administrative support and one was found dissatisfied in this regard.

In response to open ended questions about best programmes to motivate and job satisfaction were reported as Teaching Practice, Good Discussion and Computer in Education as a subject available at M.Ed. level. Some suggestions like improving research work, starting morning programmes, making more emphasis upon Statistics, Islamic Orientation and organization of seminars were also suggested.



The above graph shows that faculty members indicated that six were satisfied with available salary and compensation package, one was uncertain and one was found dissatisfied with it. Six had sufficient time for their family and two were uncertain in their response in this respect. Overall climate of department was reported satisfactory by five members, uncertain by two and dissatisfied by one member.

SECTION 7:

Criterion 7: INSTITUTIONAL FACILITIES

INSTITUTIONAL FACILITIES:

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

- The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel. In- sufficient library's technical collection of books, recommended books, relevant journals of the programs are not available to the students.
- These aspects need to be strengthened in number and space.

- Class rooms must be in desired numbers and offices must be adequate to enable faculty to carry out their responsibilities.

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

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

- The internet services provided by the university are poor. The speed of internet is slow and often internet does not work. The telephones are also connected with the internet and the services are often breached.
- Computers are not provided by the university, faculty members have arranged their own PCs at offices for their use. There is only one computer for office which remains restricted under pin code/password. Even for completion of this assessment report the Office Computer was not available. It is very much needed to spare this office computer for office activities and must be available at Main office instead of Faculty office and to be operated directly by Computer Assistant.
- Majority of the equipments for short courses is either out of order or outdated.
- Poor electric wiring produces short circuits and power failures.
- Lack of supporting staff.
- Fans and tube lights are out of order and are not properly and timely repaired.

Standard 7-2: The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.

The University Central Library has very limited number of books, journals and periodicals. It's a small library in term of space and facilities with no catalogue systems. It does not meet the standards of a University Library. However department itself owns few books.

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

Currently the class rooms are not enough and the space is not only limited but also some basic facilities are lacking. Multimedia are not available for the lecture halls. This affects the quality of teaching. The faculty offices are another serious problem of the department. One class is arranged at Examination Hall, which remains disturbed by movements of visitors at the office.

SECTION 8:

Criterion 8: INSTITUTIONAL SUPPORT

The university administration has been struggling hard to strengthen all the departments and up gradation of departments and establishing new faculties and Institutes. The university is also trying to attract highly qualified faculty.

Unfortunately, this aspect is very weak.

- Due to unavailability of desired number of class rooms, classes are also arranged in examination hall.
- Offices are inadequate and therefore main office is merged within store.
- Space limitation is the major constraint in the development and strengthening of discipline.

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

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

At present department is having a very meager financial resource to maintain the present needs of the department. The Division is presently working at Examination Hall Main Library Building; there are no proper classrooms; offices and other Labs for conduct of Women Development Courses like sewing, cooking, baking etc.

There is a dire need for increasing the financial resources allocated to the department to establish a library, laboratories and computer facilities. Suggestions and factors that can contribute to the motivation of the faculty are given as follows:

- Trainings should be arranged abroad to train the faculty members.
- Proper building and classrooms are required for smooth conduct of educational activities. Establishment of computer lab, audio-video language lab and Home Economics Labs are needed.

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

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

TABLE-10: ENROLLMENT IN DIFFERENT PROGRAMS FROM 2001-07

Discipline	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
B.Ed	07	48	42	42	27	41	48
M.Ed	14	07	16	30	20	17	35
Total	21	55	58	72	47	58	83

Research

Research as a course is offered at both levels of B.Ed. and M.Ed. whereas practical research in form of Thesis/Research is offered at only M.Ed. level. At M.Ed. level this Research/Thesis is offered as optional and majority of students select alternative subjects. Research student progress review was conducted through Profrma-4 (Annexure V), which indicates that there the single student enrolled in Research/Thesis at M.Ed. has submitted her

research report to Director Advice Studies for further process. The normal duration for completion of Research is one semester, as the entire course duration is two semesters. The student completed her research in fourth semester i.e. in maximum duration for completion of thesis at M.Ed. level. The students in next semesters must be encouraged to enroll themselves in Research Course/Thesis. The more permanent faculty members are required to supervise such research projects and develop research culture in department.

Standard 8-3: Financial Resources

Salaries of the staff are drawn directly by the University Accounts, whereas there is no contingency or other developmental budget available for the Division.

Prepared by:

(Dr. Muhammad. Imran Yousuf)
Assistant Professor

Checked by:

Director,
Women Division

Forwarded to
Director
Quality Enhancement Cell
Pir Mehr Ali Shah Arid Agric. University,
Rawalpindi

Part (I) DETAILED COURSE CONTENTS OF SCHEME OF STUDIES (B.ED.)**EDU-501 Functional English****(3-0)**

Asking and Answering questions, The Present Perfect, Guessing the meaning of words, Informal letters-beginnings and ending, Understanding Directions, Seeking agreement and confirmation, the present perfect and simple Past Tens, Guessing the meaning of words, joining sentences, listening to a narrative account

Seeking agreement and disagreeing, Reported speech, Predicting, Informal letters, Giving advice, Possibility/impossibility, Conditionals, Functions in the text, Informal letters, Listening to talk or a lecture, Certainty/uncertainty obligation, The Passive, Functions in the text, Formal Letters, Listening to an interview, Preferences/intentions, The “ing” form, Reading the main idea and supporting details, Formal Letters, Listening to a talk or a lecturer, Permission, The Past Perfect and Future Perfect Tenses, Classification, Applying for job, Listening to a radio broadcast, Appreciation regret, indifference, Relation classes, Note-taking, Listening to an argument, Suggesting/warning, Present Continuous and Simple Present Tenses, Facts and opinions, Summarizing, Listening to a story

BOOKS RECOMMENDATION

1. *Effective Techniques for English Conversation* Julia Dodsins (USSIS)
2. *Teaching Oral English*, Byrne (Longman)
3. *A handbook of practice in English grammar*. Thomson and Martinal (Oxford Univ.P.)
4. *Living English Structures*, S. Alters.
5. *Teaching of Structural words and lecture patterns* Hornby (Oxford University Press)
6. *Guide to patterns and uses in English*. Hornby (Oxford University Press).

EDU-503 Perspectives of Education in Pakistan**3(3-0)**

Historical Background, Muslim Education Movements During the British Rule in the Sub-continent, Study of Muslim educational movements: Deoband. Aligarh, Jamia, illia. Anjuman-e-Himayat-Islam- Sindh Madras tul Islam., Development of Education in Pakistan, **PHILOSOPHICAL PERSPECTIVE**, Imam Ghazali, Ibne Khuldun, Sir Syed Ahmed Khan, Allam Iqbal, Shah Waliullah, Syed Moudoodi, Selected Modern Philosophies of Education, Perennialism, Essentialism, Progressivism, Reconstructions, Role of Values in Education, Tradition and Change in Education, **IDEOLOGICAL PERSPECTIVE**, Religious Values, Promotion of Cultural Unity in Pakistan, **ECONOMIC PERSPECTIVE**, Education and Economic development, **SOCIAL PERSPECTIVE**, Social Issues and education, Drug abuse and its preventing, Environmental education, Population education, Education for peace, to

tolerance and human rights, Moral/religious education as response to modern crisis of values and international crimes (Hijacking, Drug, violence, violation of human rights etc.)

BOOKS RECOMMENDED

1. Aziz, M.A. (1965) *Education {Pyramid Re-inverted, Lahore: United Publishers*
2. Brameld Theodore, (1955) *philosophies of Education in Cultural Perspectives, New York: Henry Holt and Co.*
3. Farooq, R.A. (1994) *Education System in Pakistan: Issues and Problems, Islamabad: Asia Society for Promotion of Innovation and Reform in Education.*
4. Farooq, R.A. (1994) *Orientation of Educationists, Islamabad: Asia Society for Promotion of Innovation and Reform in Education.*
5. Malik, D.M., (1975) *Hanbook of philosophy of Education, Dera Ismail Khan: Institute of Education and Research, Gomal University.*
6. O' Connor, D.J., (1987) *An introduction to the Philosophy of Education, London: Rutledge Kegan Paul.*
7. Government of Pakistan,, (1947) *First Educational Conference, Karachi: Ministry of Education and Sciences.*
8. Government of Pakistan,, (1970) *New Educational Policy, Islamabad: Ministry of Education.*
9. Government of Pakistan, (1972) *The Educational Policy, Islamabad: Ministry of Education.*
10. Government of Pakistan, (1979) *The Educational Policy 1979 and Implementation Programme, Islamabad: Ministry of Education.*
11. Government of Pakistan,,(1992) *New education Policy, Islamabad: Ministry of Education.*
12. Qureshi, Ikram, (1993) *Tareekh-ul-Taleem, Lahore: Majeed Book Depot.*

EDU-504 School Organization & Class Room Management 3(3-0)

Principles of Organization, Types of School Administration and Supervision, School Organization and Human Relation, The School Discipline, Organization Structure of School System, Classroom Management, Student Classification, Physical environment of the classroom and its effects on learning, Management of physical Facilities and Learning Resources, Concept of physical facilities, Type of physical facilities and their function, Learning resources, Management of Co-Curricular Activities.

BOOK RECOMMENDED

1. Chambelain, Leo M. (1966) *The Teacher and School Organization, New Jersey: Prentice Hall Inc.*
2. Farooq, R. A. (1994) *Education System in Pakistan: Issues and Problems. Islamabad: Asia Society for Promotion of Innovation and Reform in Education.*
3. Hmilton, Norman K. (1975) *New Techniques for Effective School Administration, New York: Parker Publishing Company Inc.*
4. Neagely, Ross L. And N. Dean Evans. (1970) *Handbook for Effective supervision of Instruction, New Jersey: Prentice-Hall Inc.*

5. Nwanko, John I. (1984) *Educational Administration*. New Delhi: Vikas Publishing House Pvt. Ltd
6. Orlosky, Donald E. et al. (1984) *Educational Administration Today*, Columbus: Charles E. Meril Publishing Co.

EDU-505 HUMAN DEVELOPMENT & LEARNING

3(3-0)

Nature, functions and scope of Educational psychology, Aspects and stages of growth and development from birth to adolescence, their characteristics and educational implications. Nature and principles of learning, Learning theories: Association learning and cognitive learning., Factors of learning-Motivation, Attitude, Interest, Individual Differences in students, Mainstreaming students with special needs, Personality Development, Guidance in Schools.

BOOKS RECOMMENDED

1. Gibson J.T., *psychology for the classroom*, Prentice Hall.1981
2. Sprinthall, N.A. and Sprinthall, R.C. *Educational psychology:A Developmental Approach* McGraw Hill,1991
3. Alvi A.H. (1972) *Taleemi Tafsial* Sheikh Ghulam Ali, Lahore
4. Cheema, A.D. (1982) *Teleemi Nafsiat*, Lahore.
5. Crow, L.D. and Crow, A. (1958) *Human Development and Learning* American Book company New York.
6. Hurlock, E.B. (1970) *Child Development*
7. Lindgin, H.C. (1969) *Educational psychology in the classroom*

EDU-506 MEASUREMENT & EVALUATION

3(3-0)

Role of Measurement and Evaluation in Teaching- Evaluation, Measurement + Testing,, Principles of Evaluation; Evaluation and Instruction; Types of evaluation procedures., Observational techniques anecdotal record; checklists; rating scales; sociometric development attitude measurement., Qualities of a good measuring instrument- validity, reliability, adequacy, objectivity, differentiability., Test construction- planning, preparing, administering scoring, analyzing, recording., Giving meaning to the test score, types of score, interpretation. (Frequency Distribution; Central Tendency; Variability and relationship). , Assessment and Learning Objective- Selection of Instructional Objectives; Methods of stating instructional objectives; writing test-items. (The examples will be according to the level of instruction- Elementary/Secondary)

BOOK RECOMMENDED (FOR LECTURERS)

1. Aiken, L.R., (1985, *Psychological Testing Assessment*. Allya and Bacon Inc. London
2. Airasian, P.W., (1994) *Classroom Assessment* McGraw-Hill. N.Y.; U.S.A.

3. *Ebel, R.L., and Fribie, D.A., (1991), Essentials of Educational Measurement, Prentice Hall, New Jersey, U.S.A.*
4. *Gronlund, N.E. and Linn, R. (1990), Measurement and Evaluation in Teaching, Macmillan Company, New York, U. S.A.*
5. *Hopkins, K.D., and Sranley, J.C., (1981), Educational and psychological Measurement and Evaluation, Prentice Hall, New Jersey, U.S.A.*

EDU-507 RESEARCH TECHNIQUES & TEACHING PROJECTS

3(3-0)

Introduction to Research (definition, importance, scope), Identifying the Problem, Kinds of Hypotheses, Stating the Hypotheses, Literature Review, Sampling, Data Collection, Data Analysis, Use of Statistics, Presentation of data, Drawing findings and conclusions, Recommendations, Report writing, Type of Research, Qualitative vs. Quantitative, Procedure of Qualitative research, Descriptive, Historical, Experimental, Action Research, Areas of Research for Elementary Teachers, Child Development Studies, Aptitude studies, Interest and Motivational Studies, Socio-Metric Studies

BOOK RECOMMENDED (FOR LECTURER)

1. *Leedy, P. (1992). Practical Research Planning and Design: New York, Macmillan*
2. *Converse, J. M., Presser, S. (1986) Survey Questions: Handcrafting the standardized Questionnaire London, Sage*
3. *de Valolis, R. F. (1991) Scale Development Theory and Applications. (2nd Edition) London Sage.*
4. *Gilbert. N. (1992) Researching Sbcial Life. London Sage.*
5. *Robson, C. (1993) Real World Research: A resource for social scientist and practitioners-research, Oxford: Blackwell.*
6. *Allan. G., Skinner, C. (1991) Handbook for Research Students in Social Sciences. London, Routledge.*
7. *Taylor. D. and Bugdan, R. (1984) An Introduction to Qualitative Research .London. Willey.*
9. *Bryman A and Craner D(1994) Quantitative Data Analysis for Social Scientists revised edition London, Routledge.*
10. *Clegg F (1990) Simple Statistics: a course handbook for the social sciences. Cambridge University Press.*
11. *Gilbert N. (1993) Analysing Data: Lolinear and logistic models for social researchrs. London, UCL.*
12. *Marsh C (1998) Exploring Data: an introduction to data analysis for social scientists. Cambridge, Polity.*
13. *Wragg E c (1994) An introduction to Classroom Observation, London Routledge.*

EDU-508 CURRICULUM DEVELOPMENT & TEACHING METHODS 3(3-0)

Conceptual understanding of curriculum, Scope and importance, Elements of the curriculum- (objectives, content, teaching methods and evaluation). Interrelationship between these curriculum elements, Foundations of Curriculum, Types of Curriculum, Curriculum Design, The Process of Curriculum Development in Pakistan, Roles of the instructions of educational innovation-Curriculum Wing of the Ministry of Education, Provincial Bureaus of Curriculum, Directorate of Staff Development, Boards of Secondary and Intermediate Education, institutes of Education and research, Allma Iqbal Open University etc. **INSTRUCTION** , Instruction Techniques, Traditional Methods of Instruction, Modern strategies/approaches, Emerging Trends of Instructional Technology, Instructional Materials

DU-509 TEACHING OF ENGLISH 3(2-2)

Psychology of Learning and Language, Four Skills of Language Learning, Methods, Difference between methods and approach, Grammar-translation methods, Direct method, Audio lingual methods, Structural approach, Communicative approach, Elective approach, Grammar (Teaching of) Inductive, Deductive, Perceptive, Descriptive, Teaching grammar through context, Teaching of Poetry, Lesson Planning, Rationale, The classic format based on Herberton steps and the new approach based on” Title-Teacher Activity-Pupil Activity-Skill, Format (Preparation, presentation, Practice and Production), Assessment, Class Management.

BOOKS RECOMMENDED

Doff: Teaching English (Trainer’s Handbook), CUP
Brown: Listening to Spoken English. Longman
Byrne: Teaching Oral English. Longman.
Julia Dosin: Effective Techniques for English Conversation USIS.
Heator: Writing English Languages Tets.
Dakin: Language Learning and Language Laboratory.

EDU-511 TEACHING OF GENERAL SCIENCE 3(2-2)

The Nature of science, Science Technology and Society, Piagetian Theory of Cognitive Development Implications of Piaget’s facilitating learning of science, The process of learning according to Robert Gagne, David Ausubel and Bruner, Goals, Aims and Objectives of Teaching Science: Approaches to Teaching Elementary Science: The textbook approach: Rationales for using textbooks for teaching science, Important characteristics of textbooks: appearance, illustrations readability, contents, Presentation of textbook materials, Use of supplementary materials and material kits.

BOOKS RECOMMENDED

1. Joshi, S.R.(2005) Teaching of Science, A.P.H. Publishing Corporation, New Delhi
2. Yadav, M.S. (2000) Teaching of Science, Anmol Publication, New Delhi
3. The UNESCO Source Book for Science Teaching (1973), UNESCO, Paris.
4. Singh, U.K. and Nayak, A.K. (1997) Teaching of Science, Commonwealth Publishers, New Delhi
5. Saunders, H.N. (1995). The Teaching of General Science in Tropical Secondary School, Oxford University Press, London.
6. Rao, V.K. (2003) Science Education, APH Publishing Corporation, New Delhi.

EDU-512 TEACHING OF PAKISTAN STUDIES

3(2-2)

Objectives of teaching Pak/Social at Secondary level, Teaching Techniques/method, The Students and how she learn, Principles of learning, The issue of readiness and attitude towards Pak/Social Studies, Assessment of learning outcomes, Guidelines for effective evaluation, Evaluation techniques, Analyze the causes of the defeat of Muslim in the war of independence 1957, The impact of British occupation of Muslim India of the Muslim, Sir Syed Ahmad Khan's contribution in revival of Muslim Nationalism, Analyze the factor responsible for the establishment of all India Muslim league (1906), Critical review of Simla Agreement 1916 and onward events, Role of Congress Ministries under India Act 1935 and Muslim grievances, Causes leading to the creation of Pakistan on the basis of two-nation theory, Establishment of Pakistan, Early problems, Constitution making (a brief history), Land and people of Pakistan, Resources (human, industrial, mineral, agricultural, etc), Culture of Pakistan(customs, traditions, dress languages and literature, National Days etc), Pakistan- A welfare state (problem and Prospects)- Economic-Social unemployment, illiteracy, poverty, population, etc.

BOOKS RECOMMENDED

1. *Dr. S.A. Ikram: Modern Muslim India and the Birth of Pakistan*
2. *Stanley wall: Jinnah of Pakistan, Pert*
3. *Justice Syed Shamem Hussain Kadri: Creation of Pakistan, Karachi.*
4. *Ministry of Information and Broadcasting: Glimpses of Pakistan, 1985*
5. *Prof. Mohammad Khalil Ullah: Assas-e-Pakistan.*
6. *The Teaching of History in Secondary school, Cambridge University Press.*
7. *John Limel: Social studies in Elementary Education, Macmillan Co.*
8. *Shahid, S.M. Teaching of Pakistan Studies, Majeed Book Depot, Lahore*

Fundamental principles and institutions (Urban) of Islam and their implications on the life of a man, Revaluation of Holy Qur'an-background forms-nature-Prophet's experience- compilation of Holy Qur'an division., Islamic culture-distinctive features-religious places-Islamic traditions-unity of God-equality-brotherhood-purity., Life, mission and good conduct of the Holy Prophet (SAW), Life and characteristics of Khulafa-e-Rashidin-I-Rashidin, Imam Hussain, Imam Hussain, H.Khadijatul Kubra, Hazrat Aisha., Qur'an as a source of scientific inquiry and knowledge for mankind-reference of the Holy Qur'an and Hadith. Importance of teaching Islamiyat, Aims and objectives of teaching Islamiyat, Methods of teaching Islamiyat. a) Lecture b) Translation c) Discussion d) Demonstration e) Story telling f) Team teaching g) Micro teaching h) Gradual Computer to be used and explored i) Project j) Observation and trip. , Techniques of teaching to read Holy Qur'an correctly, Teaching methodology of the Holy Prophet (SAW).

BOOKS RECOMMENDED

AH, S. Ameer. *The Spirit of Islam*
 Modoodi, S.A.: *Towards Understanding Islam*.
 Hameedullah: *Introduction to Islam* pub: House Karachi
 Mansoor Puri: *Mohammad Suleman: Rahmatul-lil-Aalimin*
 Allama Iqbal Open University (for degree classes) Islamabad.
 Abdullah, Yousaf. *Quran with Commentary*.
 Allama, Waheedul Zama: *Shahee Bukhari, all volumes*.
 Jamahul Qur'an Hamid Book Depot. Lakha Bazar, Lahore.
 Abdula Hadi Suraayo: *Guldast-e-Qur'an*, Hadi publications Sindh.
 Quraishi, Minhaz Ahmad: *Tareekh-e- Taleem*, Sindh Text Board, Jamshoro.
 Cdoudhari Ghulam Sasool: *Mazharul Alam Ka Taqabli Jaiza*.
 Lighari, Main Bakhsh and co. *Tradris-e-Islamiyat for PTC*. Sindh Text Book Board Jamshoro.
 Allama Iqbal Open University: *Tradress-s- Islamiyat*, Islamabad.
 Encyclopaedia of Islam.
 Dr. Abdul Rahid: *Tadris-e-Islamiyat*, published by Karman-I-Abad, Multan

Definition of Agriculture, Branches of Agriculture, Crops, Livestock, Horticulture, Agriculture Economics, Use of Machines, Objectives of Agro-Technical Education and principles of education, Occupational analysis applied to agriculture, School farm management, School farm planning, Teaching methods applied in agriculture, Audio-visual aids, Science and technology of agriculture, Agriculture laboratory practice, Teaching practice

BOOKS RECOMMENDED

1. Government of Pakistan. 1972-80. *The Education Policy*. Ministry of Education, Islamabad.
2. Hugwarrer. 1967. *Vocational and Technical Education*. UNESCO
3. Jhon, G.B. 1966. *The New Technology and Human Values*. Wandsworth Publishing Co. California.
4. Government of Pakistan. 1974. *Draft Report on Agro-Technical Studies for Class VI.VIII*. Ministry of Education. Islamabad.
5. UNESCO. 1963. *Poly-Technical Education in USSR*. Monograph on Education

EDU-515

TEACHING OF MATHEMATICS

3(2-2)

The nature of Mathematics, Importance of Mathematics in curriculum, Educational values of Mathematics, Aims and objectives of Teaching Mathematics, History of Mathematics, The relation of Mathematics with other subjects, Curriculum in Mathematics, Methods of teaching Mathematics, Teaching aids and Mathematics laboratory, Mathematics library and text books, Techniques of teaching Mathematics, Concepts teaching in Mathematics, Misconception in Mathematics, Teaching Mathematics, Activities in teaching of Math's, Mathematics Education into the 21st century, Measurement of education in Mathematics, Learning difficulties in Mathematics at Secondary school level, The Mathematics teacher, Teaching Mathematics in Pakistan, Lesson plans in teaching if Mathematics, Teaching of algebra, Teaching of geometry, Teaching of trigonometry

BOOK RECOMMENDED

1. Sidhu, K.S. 1989. *The Teaching of Mathematics*. Sterling Publishers, New Delhi
2. Kumar, S. 1993. *Teaching of Mathematics*. Anmol Publishers, Pvt. Ltd. New Delhi
3. Souviney, R.J. 1989. *Learning to teach Mathematics*. Merril Publishing Co. A Bell and Howell Information Co. Melbourne
4. Fauvel, J. and J. Gray. (eds) 1990. *The History of Mathematics: A Reader*. MacMillan Press Ltd. London
5. Green, B. and G. Mulhern. 1989. *New Directions in Mathematics*. Routledge, New York.
6. Larcombe, A. 1985. *Mathematical Learning Difficulties in the Secondary School: Pupil Needs and Teacher Role*. Milton Keynes, England.
7. Bentley, C. and D. Malvern. 1983. *Guides to Assessment in Education Mathematics*. Macmillan Education, Basingstoke.

EDU-516

TEACHING OF PHYSICS

3(2-2)

The Nature of Science, Science Technology and Society, The Nature of Children and Science Teaching, Goals, aims and Objectives of Teaching Science: Different between goals, aims and objectives, Approaches to Teaching Elementary Science, Teaching Science through

Discovery, Teaching Strategies, Some Science Teaching Programmes, Instructional Planning, Instructional Technology for Effective Science Instruction, Type of Media, Science Projects, science fairs, field trips, science clubs, Evaluation of learning in science.

BOOKS RECOMMENDED

1. *Esler, W.K. 1973. Teaching Elementary Science. Belmont (California): Wadsworth Publishing Company, Inc.*
2. *Gega, Peter C. 1991. Concepts and Experiences in Elementary Science. New York: MacMillan Publishing Company.*
3. *Peterson, R., Bowyer, I., Butts, D., and Bybee, R. 1984. Science and society, Columbus (Ohio), Charles E. Merrill Publishing Company.*
4. *Houston, J.G. (1970) Principles of Objective Testing in Physics. Lahore: Heinemann.*
5. *UNESCO: New Trends in Physics Teaching. Vols. I-V, Paris: UNESCO Press.*
6. *UNESCO: New Trends in Chemistry Teaching. Vols. I-V, Paris: UNESCO Press.*
7. *UNESCO: New Trends in Biology Teaching. Vols. I-IV, Paris: UNESCO Press.*
8. *UNESCO: New Trends in School Science Equipment, Paris: UNESCO Press.*

EDU-517

TEACHING OF CHEMISTRY

3(2-2)

The Nature of Science, Science Technology and Society, The Nature of Science Teaching, Goals, aims and Objectives of Teaching Science: Different between goals, and objectives, Approaches to teaching Science, Teaching Science through Discovery, Teaching Strategies, The Discussion Method, The Recitation Method, Some Science Teaching Programmes, Instructional Planning, Instructional Technology for Effective Science Instruction, Type of Media, Models, Science Projects, science fairs field trips, science clubs, Evaluation of learning in science.

EDU-518

TEACHING OF BIOLOGY

3(2-2)

Introduction to Teaching Biological Sciences, Biological science education in 21st century, Recent Trends and approaches in Biological Science Teaching, Development of knowledge and information, Methods or process of science: Scientific skills: Attitude, interest, values and appreciation, Teaching Learning Resource Material, Teaching Approaches and Strategies, Teaching Strategies, Conducting practical activities, Modern achievements in biology and bio-Ethics, Variables that affect learning, Assessment of biology teaching and learning, How to assess? Type of exam activities, Planning Instruction in Biology, Resources and popularization of biology education, Content analysis, Observation of biology teaching in classroom situation, Analysis of examination and testing procedure in biology Education, Development of test items and its analysis, Assessment of practical activities with reference to concepts, scientific process, scientific skills, presentation, communication etc., Development of model lesson, Micro teaching, Development of low-cost material for two activities, Case-study of biology teacher

BOOKS RECOMMENDED

1. Robbins, W. 1964. *Botany*
2. Mackean. 1971. *Experimental work in Biology*
3. Muller, G.T. 1981. *Living in Environment*
4. Clarke. 1970. *Objectives and competition test, Cliff Wardsworth*
5. Green. 1963. *An introduction to human physiology*
6. Lee & Martin. 1968. *Experimental investigation*
7. Lee & Martin. 1963. *Practical biology*
8. IPSET. 1994. *Desired Learning competencies in biology. Islamabad*
9. UNESCO. 1972. *Source Book for Science Teaching*
10. UNESCO. 1972. *Teaching of Integrated Science Vol. II.*
11. Richardson, J. 1959. *Science Teaching Secondary Schools.*
12. Turner, W. 1959. *Teaching of Science Today*
13. Wittich, W. 1968. *Audio-Visual Material*

EDU-519

TEACHING OF COMPUTER SKILLS

3(2-2)

Historical Development of Computer, Computer Organization, Various parts of Computer, (Keyboard, Mouse, VDU/Screen/Display Unit, Printer, Memory Unit, CPU (AIU), Data Processing, Problem Defining and Flow Chart, Basic Processing Language, Variables, constants strings, Various Mathematical Operators used in BASIC, Input output Statements and Mathematical Expressions, Loops and Decision Making with IF,IF-THEN statement Shifting control within the programme, Arrays, Functions and Subroutine, Arithmetical, Mathematical and scientific problem solving using BASIC, Application of Graphics in BASIC.

BOOKS RECOMMENDED

1. Muhammad Tariq Siddique, "Computer Programming in BASIC" Bukhtiar sons Peshawar
2. Mohammad Abid "A Textbook of Computer studies" N.W.F.O. Textbook Board.
3. Thomas C. Bartee *Digital Computer Fundamentals* Mc Graw Hill Book Co.
4. Martin M. Lipschulz and Seymour Lipschulz, "Data Processing" McGraw Hill Book Co.

Part (II) SCHEME OF STUDIES MASTER OF EDUCATION (M.ED)

EDU-701 CURRICULUM DEVELOPMENT 3(3-0)

Concept, definition and scope of curriculum, Types of Curriculum, Philosophical/Ideological foundations, Historical Foundations, Psychological foundations, Socio-cultural foundations, Economic foundations, Curriculum Development Process, Curriculum Development Approaches, Curriculum and the World of Work, Curriculum Development in Pakistan, Evaluation of Curriculum

BOOK RECOMMENDED

1. Farooq, R.A. 1985. *Institutions of Pedagogy, Research and Curriculum Development in Pakistan (A Case Study conducted for UNESCO. Paris).* Islamabad: Academy of educational Planning and Management.
2. Farooq, R.A.. 1996 *Education System in Pakistan: Issue and Problems,* London: Minerva Press Publishers.
3. Farooq, R.A. 1996. *Orientation of Educationists,* London: Minerva Press Publishers.
4. Krug, E, 1957. *Curriculum Planning.* New York: Harper and Brother
5. Lawton, D. 1976. *Class, Culture and Curriculum.* London: Routledge and Kegan paul.
6. Oliver, A.I. 1965. *Curriculum Improvement: A guide to Problems, Principles and Procedures.* New York: Bodd, Mead & Co.
7. Government of Pakistan. 1956. *Proceeding of Educational Conference (4.5 December, 1951)* Karachi: Education Division.
8. Percent, A. 1969. *Principles of Teaching Methods.* London. George G. Harrap & Co. Ltd.
9. Print, M. 1993. *Curriculum Development and Design.* Sydney: Allen and Unwin.
10. AIOU. 2002. *Curriculum and Instruction.* Allama Iqbal Open University, Islamabad

EDU-702 EDUCATIONAL PLANNING AND MANAGEMENT 4(4-0)

Meaning of Educational Planning, Factors Affecting Educational Planning, Process of Educational Planning, Educational Planning Approaches and Methods, Educational Planning in Pakistan, Nature and Scope of Educational Management, Problems of Educational Management, Management of Education in Pakistan at various levels of Elementary education, Secondary education, Higher education, Teacher education, Technical and vocational education

BOOKS RECOMMENDED

1. Bertrand, O. 1992. *Planning Human Resources: Methods, Experiences and Practices* Paris. UNESCO, International Institute of Educational Planning.
2. Farooq R.A. 1996. *Orientation of Educationists.* London: Minerva Press Publishers.

3. Mohiyuddin, S. 1965 *School Organization and Management*. Lahore: West Pakistan Publishing Co.
4. UNESCO. 1968 *Manpower Aspect of Educational Planning*. Paris: International Institute for Educational planning.
5. Zaki, W. M. 1988. *Educational Planning*. Islamabad: Manza Printing Corp.
6. Zoll. A.A. 1991. *Dynamic Management of Education*. London: Addison, Wesley Publishing Company.
7. AIOU 2002, *Educational Administration and Management*, Allam Iqbal Open University, Islamabad.
8. Shahid, S.M. 2002. *Educational Planning and Management*, Majeed Book Depot.

EDU-703 EDUCATIONAL PSYCHOLOGY AND GUIDANCE

4(4-0)

Background of educational psychology, Learning Theories and Their Application, Factors of Learning, Concept of Intelligence its Measurement, Personality, Special Groups of Children and their Education, Child as a Developing Organism, Growth and development: meaning, principles and their educational implications, Physical and motor development, Emotional development, Social development, Intellectual development, Individual differences: range of individual differences and role of teacher in dealing with these differences.

BOOK RECOMMENDED

1. Biehler, R.F. 1972. *psychology Applied to Teaching* New York: Houghton Mifflin.
2. Blair, G.N., R.S. Jones and R.H. Simpson. 1968. *educational Psychology*, New Torks: MacMillan Co.
3. Gage, N.L. and D.C. Berliner. 1988. *Educational Psychology*. Boston: Mifflin Co.
4. Mouly, G.J. 1968. *Psychology for Efficient Teaching*. New York: Holt. Rinehart and Winstn Inc.
5. Pandy, K/P 1988. *Advanced educational Psychology*. New Delhi: Konark Publishers.
6. Papalin, D.E. and S.W. Olds. 1987. *A Child's World: infancy through Adolescence*. New York: MacGraw-Hill
7. Sperinthall , N.A. and R.C. Sprinthall, 1990. *Educational Psychology: A Development Approach*. New York: MacGraw-Hill.

EDU-704 EDUCATIONAL MEASUREMENT AND EVALUATION

4(4-0)

What are Measurement, Evaluation, Foundations of Measurement and Evaluation, Scope and Limitations of measurement and evaluation, Purpose and Classification of Measurement Devices, Purpose and Functions of Tests, Characteristics of a Test, Types Tests, Development of Tests, Elementary Statistical Concepts, Test of Ability, Grading and Reporting of Students Progress.

BOOK RECOMMENDED

1. Carey, L.M. 1998 *Measuring and Evaluation School Learning*. Boston: Allyn and Bacon Inc.
2. Farooq, R.A. 1994. *orientation of Educationists*, Islamabad: Asia Society for Promotion of Innovation and Reform in Education.
3. Gage, N.L. *The Nature of the Evaluation Process*. Paris: Institute of Education Planning.
4. Gay. L.R. 2005. *Educational Evaluation and Measurement: Competencies of Analysis and Application* Columbus: Charles, E. Merrill Publishing Co.
5. Mehrens, W.A. and I.J. Lehmann. 1984. *Measurement and Evaluation in Education and psychology*. New York: Holt Rinehart and Winston.
6. Thorndike, R.L. and E. Hagen. 1977. *Measurement and Evaluation in psychology and education* New York: Willey.
7. Tuckman, BW. 1975 *Measurement Educational Outcomes: Fundamentals of Testing*. New York. Harcour Brace Inc.
8. Wiersma, W. and S.G. Jurs 1990. *educational Measurement and Testing*. Boston: Inc.
9. Shahid, S.M. 2002. *Educational Measurement and Evaluation*, Majeed Book Depot.

EDU-705

ADVANCED METHODS OF TEACHING

4(4-0)

Precedence of Objectives, Criteria for course and Unit Objectives, Organization for Learning, Drill Experience in Learning, Acquisition and Understanding of Ideas, Problem Solving Process, Motivation in Learning, Teaching Procedures, New Trends in Teaching Learning, Modular Approach in Teaching Learning.

BOOKS RECOMMENDED

1. Abercrombie, M.L.J. 1970. *Aims and Techniques of Group Teaching*, London: Society for research into Higher Education
2. Bligh, D.A. 1974, *What's the Use of Lecture?* London: Penguin,
3. Bligh, D.A. et al 1975. *Teaching Students*. London: Exeter University Teaching Series.
4. Clark, L.H. 1968. *Strategies and Tactics in Secondary School Teaching*, New York: Macmillan
5. Farooq, R.A. 1996. *Orientations of Educationists*, London: Minerva Press Publishers.
6. Farooq, R.A. 1997. *Handbook on Module Writing Vol-I-III*. Islamabad: ADB Teacher Training Project.
7. Johnson, D.W. and R.T. Johnson 1975, *Learning Together and Alone*. Englewood cliffs, N.J. : Prentice Hall.
8. Watkins, R.. 1985. *Techniques of Secondary School Teaching*. New York: The Ronald Press

EDU-706 TECHNIQUES OF RESEARCH AND STATISTICS**4(4-0)**

Nature, definition, importance and scope of Educational research, Research Procedure, Analysis of Data and report Writing, Type of Research, Designing Planning and Management of Research, Tools Development and Validation, Definition of the terms. Reliability, validity and item analysis, Development and validation of tools for data collection (questionnaires, observation schedule, rating scales, aptitude tests, intelligence test, attitudinal scale), Choice of relevant tools, Use of multiple and cross tools, Classroom research, Evaluation of educational Research.

BOOK RECOMMENDED

1. Best, J. 1970. *Research in education*. Englewood Cliffs, N.J.: Prentice-Hall
2. Burgess, R.G. 1988. *studies in Qualitative Methodological*, London: Jai Press.
3. Burgess R.G. 1993. *Educational Research and Evaluation* London: Formal Press.
4. Choen, L. and L.C. Manion 1989. *Research Methods in Education* (third)
5. Farooq R.A. 1996. *Orientation of Educationists*, London: Minerva Press
6. Fowler, F.J. 1993. *Survey Research methods*. London : Sage.
7. Gilnert, N. 1992. *research Social Life*. London: Sage.
8. Henry, G.T. 1990. *Practical Sampling*. London: sage.
9. Leedy. P. 1992. *Practical Research Planning and Design*, New York: Macmillan.
10. Maruyman. G. and S. Deno 1992. *Research in Educational Settings*, London: Sage.
11. Shipman, M. (ed.) 1985. *Educational research: Principle. Policies and practice*. London: Formal Press.
12. Verma, G.K. and R.M. Beard 1981. *What is Education Research?* Hants: Gower Publishers.

EDU-707 PHILOSOPHY OF EDUCATION**4(4-0)**

Philosophy of Education, Foundation of Education, Main Philosophical thoughts Psychological foundation of education, Learning and maturation, Individual differences and learning, Instructional strategies and psychology, Socio-economic foundation of education, Qura'nic philosophy of education, Recent issues in education with special reference to Pakistan, Model of education

BOOKS RECOMMENDED

1. *Education: An introduction of Educational philosophy and History* by Mrs. Taniveer Khalid.1998
2. *An Introduction to Problems in the Philosophy of Social Sciences* by Web. Keith 1995.
3. *An Introduction into the philosophy of Education* by Connor D.J.O. 1986
4. *Iqbal's philosophy of Religion* by Dr. Muhammad Marouf.1977

5. *Philosophy of Biological Sciences* by Hull David L. 1974
6. *Philosophy of Islamic Law and Orientalists* by Dr. Muhammad Musllehuddin. 1994
7. *The philosophy of Social Research* by Hughes, Jhon A. 1990
8. *Rhctoric Pedagogy its History, Philosophy and Practice* by Horner, Winifred, Bryan. 1995.
9. *Shahid, S.M. (2003) History and Philosophy of Education, Majeed Book Depot.*
10. *Shahid, S.M. (2003) Foundations of Education, Majeed Book Depot.*

EDU-708

COMPUTER IN EDUCATION

3(2-2)

Theory:

Introduction to Computer: How Computer Works?, Computer Software Computer Assisted Instruction (CAI): Tools and packages Used for CAI: Computer Managed learning (CUML): Computer Application in Content Areas: Role of Computer in Education: Problems of Using Computer for Education: Economics Factors. Lack of Infrastructure of Educational software, Attitudes towards Computer. Installation and Maintenance. Planning for Implementation. Professional Development, Trouble-Shooting in Computer.

Practical:

Practical work related to theory contents

EDU-709

ELEMENTARY EDUCATION IN PAKISTAN

3(3-0)

Elementary education in Historical Perspective, Elementary Education in Pakistan, National education Policy 1979, National education Policy 1992, Comparative Analysis of Education Policies, Comparison of Elementary Education in Pakistan with South Asian Countries, Financial and Manpower Planning for Elementary education in Pakistan, Challenges of the Elementary Education in Pakistan

BOOKS RECOMMENDED

1. Farooq, R.A. 1996, *Education system in Pakistan, Issues and problems*, London: Minerva Press Publishers.
2. King, Edmond 1972. *Other Schools and ours*, London: Routldge and Kegan Paul
3. Government of Pakistan, 1960. *report of the Commission on National Education* 1959, Karachi: Ministry of education.
4. Government of Pakistan, 1972. *The Education Policy 1972-80* Islamabad: Ministry of education.
5. Pakistan Government of . 1979. *National educational Policy 1979*. Islamabad: Ministry of education.
6. Government of Pakistan, 1992. *National educational Policy 1992*. Islamabad Ministry of education.
7. Zaki, W.M. 1992. *Pakistan's Educational Quagmire*, Islamabad: Allama Iqbal Open University

EDU-710 SECONDARY EDUCATION IN PAKISTAN**3(3-0)**

Secondary Education in Historical Perspective, Secondary Education in Pakistan, National education Policy 1977, National Education Policy 1992, Comparative Analysis of Education Policies, Comparison of Elementary education in Pakistan with South Asian Countries Development Countries, Financial and Manpower Planning for Elementary education in Pakistan, Challenges of the Elementary Education in Pakistan

BOOK RECOMMENDED

1. Farooq, R.A. 1996. *education system in Pakistan: Issues and problems*, London: Minerva Press Publishers
2. King, Edmond 1972. *Other Schools and ours*, London: Routledge and Kegan Paul
3. Government of Pakistan. 1960. *Report of the Commission on National Education 1959*. Karachi: Ministry of Education.
4. Government of Pakistan, 1972. *The Education policy 1972-80*. Islamabad : Ministry of education
5. Government of Pakistan, 1979. *National educational policy 1979*. Islamabad: Ministry of Education.
6. Government of Pakistan. 1992. *National Educational Policy 1992* Islamabad: Ministry of Education
7. Zaki, W.M. 1992 *Pakistan's Educational Quagmire*, Islamabad: Allama Iqbal open University

EDU-712 TEACHER EDUCATION IN PAKISTAN**3(3-0)**

Changing Role of the Teacher, Teacher Education Curriculum, Objectives Teacher Education Programme, The Study of Education in Teacher Training Institution, Teacher education Through Non-Formal/ Distance Education, The Structure of Teacher Education, Models of Teacher Education, Role of Private Sector in the Development of Teacher Education

BOOK RECOMMENDED

1. Farooq, R.A. 1990. *A Survey Study on Problems and Prospects of Teacher Education in Pakistan*. Islamabad: Academy of Educational planning and Management
2. Farooq, R.A. (1996) *Education System in Pakistan: Issues and Problems*. London Minerva Press Publishers.
3. Farooq, R.A. (1996) *Orientation of Educationists* London: Minerva Publishers
4. Government of Pakistan. 1975. *The teacher: His Changing Role*. Islamabad: Ministry of Education.
5. Tibble, J.V. 1971. *The future of Teacher Education*. London: Routledge and Kegan Paul.
6. AIU (1998) *Allied Material: Teacher Education in Pakistan*, Allama Iqbal Open University, Islamabad
7. Singh, Y.K. and R. Nath. (2005) *Teacher Education*, A.P.H. Publishing Corp. New Delhi.

EDU-713**Women Education in Pakistan****3(3-0)**

Women an important section of population, Existing attitude about women population, Existing social status of women in Pakistan, Women Education in Historical Perspective, Religious Perspective, Women's Status in Islam, Women and Society, Role of Women in economic Growth, Role of women in Pakistan Movement, Psychology of Women, Special Problems of Women Population, Women's Specialized Fields, Proposals and recommendations.

EDU-714**Adult and Continuing Education****3(3-0)**

Introduction, Adult Education and Historical Background, Learning Pattern of Adults, Designing Programme for Adult Education, Major Areas of Adult Education, Development of Adult Education in Pakistan, Continuing Education, Problems and Issues in Adult and Continuing Education

BOOK RECOMMENDED

1. Farooq, R.A. 1996. *Orientation of Educationists*. London: Minerva Press Publishers.
2. Gardon, G.D. Mariam. 1987. *Adult Education: Foundation of practice*:
3. Gessiner Q.H. 1987. *Handbook on Continuing and Higher Education*. London: Collier Macmillan
4. Homer. K. 1905. *Adult Education*. New York: MacHraw-Hill Co.
5. Kunn, C.I. 1955. *Adult Education*, Kurukshetra Sterling Publishers.
6. Government of Pakistan. 1995. *Non-Formal Education Islamabad: Ministry of Education, primary and Non-Formal Education Wing*.
7. Sharma, I.P. 1995. *Adult Education in India*, New Delhi: NBO publishers.
8. Thakar, D. 1988. *Adult Education and Literacy: New Delhi; Deep and deep publishers*.

EDU-715**Special education****3(3-0)**

Basic knowledge of Special Studies, Definition and characteristics, Speech and hearing impaired children, Blind and Partially sighted children, Mentally retarded children, Physically handicapped children, Gifted children, Emotionally Disturbed children, Social Trends in Special education, Elimination rejection isolation and integration, Curriculum and Instruction in Special Education, Special Teaching Strategies and Methods, Educational Assessment and Evaluation of Special Children.

BOOK RECOMMENDED

1. Allyn and Bacon. 1992 *Introduction to Special education*. Needham Hights: A Simon and Supporter Comp.
2. Chen, A. 1986. *Special education Needs in Ordinary Schools*. London: Paul Chapman Publishers Ltd.
3. Chintamani, K. A.R. 1992. *Exceptional Children*. New Delhi: Sterling Publishing Comp.

4. Dunn, L.M. 1973. *exceptional Children in the School*. New York: Halt Rinechart and Winston.
5. Gearheart, B.R. 1988. *The exceptional Student in the Regular Classroom*. New York: Macmillan Publishing Co.
6. Howard, W.L. 1988. *Exceptional Children*, Columbus: Merrill.
7. Patton, J.R. 1991. *Exceptional Children and Adults*. Boston: Scott Foresman and Company.
8. Wood, J. W. 1989. *Mainstreaming A Practical for Teachers*. Columbus: Merrill.

Proforma - 1**Student Course Evaluation Questionnaire****(To be filled by each Student at the time of Course Completion)**

Department _____ Course No _____
 Course Title _____ Teacher Name _____
 Year of Study _____ Semester / Term _____

Please give us your views so that Course quality can be improved. You are encouraged to be frank and constructive in your comments

CORE QUESTIONS

Course Content and Organization	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. The course objectives were clear	☐	☐	☐	☐	☐
2. The Course workload was manageable	☐	☐	☐	☐	☐
3. The Course was well organized (e.g. timely access to materials, notification of changes, etc.)	☐	☐	☐	☐	☐
4. Comments					

Student Contribution

	☐ <20%	☐ 21-40%	☐ 41-60%	☐ 61-80%	☐ >81%
	Strongly Agree	Agree	uncertain	Disagree	Strongly Disagree
5. Approximate level of your own attendance during the whole Course	☐	☐	☐	☐	☐
6. I participated actively in the Course	☐	☐	☐	☐	☐
7. I think I have made progress in this Course	☐	☐	☐	☐	☐
8. Comments					

Learning Environment and Teaching Methods

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
9. I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical etc.)	☐	☐	☐	☐	☐
10. The learning and teaching methods encouraged participation.	☐	☐	☐	☐	☐
11. The overall environment in the class was conducive to learning.	☐	☐	☐	☐	☐
12. Classrooms were satisfactory	☐	☐	☐	☐	☐
13. Comments					

Learning Resources	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
14. Learning materials (Lesson Plans, Course Notes etc.) were relevant and useful.	☐	☐	☐	☐	☐
15. Recommended reading Books etc. were relevant and appropriate	☐	☐	☐	☐	☐
16. The provision of learning resources in the library was adequate and appropriate	☐	☐	☐	☐	☐
17. The provision of learning resources on the Web was adequate and appropriate (if relevant)	☐	☐	☐	☐	☐
18 Comments					

Quality of Delivery	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
19. The Course stimulated my interest and thought on the subject area	☐	☐	☐	☐	☐
20. The pace of the Course was appropriate	☐	☐	☐	☐	☐
21. Ideas and concepts were presented clearly	☐	☐	☐	☐	☐
22. Comments					

Assessment	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
23. The method of assessment were reasonable	☐	☐	☐	☐	☐
24. Feedback on assessment was timely	☐	☐	☐	☐	☐
25. Feedback on assessment was helpful	☐	☐	☐	☐	☐
26. Comments					

Additional Core Questions

Instructor / Teaching Assistant Evaluation	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
27. I understood the lectures	☐	☐	☐	☐	☐
28. The material was well organized and presented	☐	☐	☐	☐	☐
29. The instructor was responsive to student needs and problems	☐	☐	☐	☐	☐
30. Had the instructor been regular throughout the course?	☐	☐	☐	☐	☐

Tutorial	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
30. The material in the tutorials was useful	☐	☐	☐	☐	☐
31. I was happy with the amount of work needed for tutorials	☐	☐	☐	☐	☐
32. The tutor dealt effectively with my problems	☐	☐	☐	☐	☐

Practical	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
33. The material in the practicals was useful	☐	☐	☐	☐	☐
34. The demonstrators dealt effectively with my problems.	☐	☐	☐	☐	☐

Overall Evaluation 35. The best features of the Course were: 36. The Course could have been improved by:

Equal Opportunities Monitoring (Optional) 37. The University does not tolerate discrimination on any irrelevant distinction (e.g. race, age, gender) and is committed to work with diversity in a wholly positive way. Please indicate below anything in relation to this Course which may run counter to this objective:

Demographic Information: (Optional)	
38. Full/part time study:	Full Time ☐ Part Time ☐
39. Do you consider yourself to be disabled:	Yes ☐ No ☐
40. Domicile:	
41. Gender:	Male ☐ Female ☐
42. Age Group:	less than 22 ☐ 22-29 ☐ over 29 ☐
43. Campus:	Distance Learning/ Collaborative ☐

THANK YOU

Proforma 2

Faculty Course Review Report

(To be filled by each teacher at the time of Course Completion)



For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline

Department:			Faculty:		
Course Code:		Title:			
Session:		Semester:	Autumn ☐	Spring ☐	Summer ☐
Credit Value:		Level:		Prerequisites:	
Name of Course Instructor:		No. of Students Contact Hours	Lectures	Other (Please State)	
			Seminars		
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)					

Distribution of Grade/Marks and other Outcomes: (adopt the grading system as required)

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students										
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	No Grade		Withdrawal	Total
No. of Students										

Overview/Evaluation (Course Co-coordinator's Comments)

Feedback: first summarize, then comment on feedback received from:
(These boxes will expand as you type in your answer.)

1) Student (Course Evaluation) Questionnaires

2) External Examiners or Moderators (if any)

3) Student /staff Consultative Committee (SSCC) or equivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved / Revised National Curriculum Guidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course objectives)

6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7) Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt

Name: _____ Date: _____
(Course Instructor)

Name: _____ Date: _____
(Head of Department)

Proforma 3



Survey of Graduating Students

(To be filled out by graduating students in last semester/year before the award of degree)

The survey seeks graduating students' input on the quality of education they received in their program and the level of preparation they had at university. The purpose of this survey is to assess the quality of the academic programs. We seek your help in completing this survey.

A: Very satisfied B: Satisfied C: Uncertain D: Dissatisfied E: Very dissatisfied

1. The work in the program is too heavy and induces a lot of pressure
A B C D E
2. The program is effective in enhancing team-working abilities.
A B C D E
3. The program administration is effective in supporting learning.
A B C D E
4. The program is effective in developing analytical and problem solving skills.
A B C D E
5. The program is effective in developing independent thinking.
A B C D E
6. The program is effective in developing written communication skills.
A B C D E
7. The program is effective in developing planning abilities.
A B C D E
8. The objectives of the program have been fully achieved
A B C D E
9. Whether the contents of curriculum are advanced and meet program objectives
A B C D E
10. Faculty was able to meet the program objectives
A B C D E

11. Environment was conducive for learning
12. A B C D E
Whether the Infrastructure of the department was good.
13. A B C D E
Whether the program was comprised of Co-curricular and extra-curricular activities
14. A B C D E
Whether scholarships/ grants were available to students in case of hardship
- A B C D E

Answer question 9 if applicable.

9. The internship experience is effective in enhancing
- | | | | | | | |
|----|--------------------------------------|-----|-----|-----|-----|-----|
| a. | Ability to work in teams | (A) | (B) | (C) | (D) | (E) |
| b. | Independent thinking | (A) | (B) | (C) | (D) | (E) |
| c. | Appreciation of ethical Values | (A) | (B) | (C) | (D) | (E) |
| d. | Professional development | (A) | (B) | (C) | (D) | (E) |
| e. | Time management skills | (A) | (B) | (C) | (D) | (E) |
| f. | Judgment | (A) | (B) | (C) | (D) | (E) |
| g. | Discipline | (A) | (B) | (C) | (D) | (E) |
| h. | The link between theory and practice | (A) | (B) | (C) | (D) | (E) |
10. What are the best aspects of your program?

11. What aspects of your program could be improved?

You may use additional sheets for questions 10 & 11 if needed.

Proforma 4

RESEARCH STUDENT PROGRESS REVIEW FORM

(To be filled out by Master/ M.Phil / Ph.D Research Students on six monthly basis)



To be submitted by the HoD / Dept. Quality Officer to the QEC

For Research Student to Complete:

1. Date of admission to the department
2. Date of initiation of research
3. Date of completion of Course work
4. Number of credit hours completed
5. Date of Synopsis Defense
6. Cumulative Grade Point Average (CGPA) secured
7. Please outline details of progress in your research since your last review (including any research publications):
8. Do you have any comments on the level of supervision received?
9. What do you plan to achieve over the next 6 months?
10. Do you have any comments on generic or subject-specialist training you may have received or would like to receive internally and / or externally?
11. Do you have easy access to sophisticated scientific equipment?
12. Do you have sufficient research material / commodities available?

Student _____

Date: _____

Supervisory Committee Comments

(Please comment on and benchmark the student's progress against your University's internal and external HEC Quality Criteria for Master/PhD/MPhil Studies)

Principal Supervisor: _____

Date: _____

Co-Supervisor: _____

Date: _____

Co-Supervisor: _____

Date: _____

Head of Department Comments:

Signature: _____

Date: _____

Director, Board of Research Studies (or equivalent) Comments:

Signature: _____

Date: _____

Dean/Director, QEC Action: (including monitoring of Follow-up action) Date: _____



Proforma 5

Faculty Survey

(To be submitted on annual basis by each faculty member)

The Purpose of this survey is to assess faculty members' satisfaction level and the effectiveness of programs in place to help them progress and excel in their profession. We seek your help in completing this survey and the information provided will be kept in confidence. **Indicate how satisfied are you with each of the following aspects of your situation at your department?**

A: Very satisfied B: Satisfied C: Uncertain D: Dissatisfied E: Very dissatisfied.

1. Your mix of research, teaching and community service.
A B C D E
2. The intellectual stimulation of your work.
A B C D E
3. Type of teaching / research you currently do.
A B C D E
4. Your interaction with students.
A B C D E
5. Cooperation you receive from colleagues.
A B C D E
6. The mentoring available to you.
A B C D E
7. Administrative support from the department.
A B C D E
8. Providing clarity about the faculty promotion process.
A B C D E
9. Your prospects for advancement and progress through ranks.
A B C D E
10. Salary and compensation package.
A B C D E

11. Job security and stability at the department.

A B C D E

12. Amount of time you have for yourself and family.

A B C D E

13. The overall climate at the department.

A B C D E

14. Whether the department is utilizing your experience and knowledge

A B C D E

15. What are the best programs / factors currently available in your department that enhance your motivation and job satisfaction:

16. Suggest programs / factors that could improve your motivation and job satisfaction?

Information about faculty member

i. Academic rank:

A: Professor B: Associate Professor C: Assistant Professor D: Lecturer
E: Other

ii. Years of service:

A: 1-5 B: 6-10 C: 11-15 D: 16-20 E: >20

Name: _____ Signature: _____ Date: _____



Alumni Survey

The purpose of this survey is to obtain alumni input on the quality of education they received and the level of preparation they had at University. The purpose of this survey is to assess the quality of the academic program. We seek your help in completing this survey.

A: Excellent B: Very good C: Good D: Fair E: Poor

1. Knowledge

- | | | | | | |
|---|-----|-----|-----|-----|-----|
| 1. Math, Science, Humanities and professional discipline, (if applicable) | (A) | (B) | (C) | (D) | (E) |
| 2. Problem formulation and solving skills | (A) | (B) | (C) | (D) | (E) |
| 3. Collecting and analyzing appropriate data | (A) | (B) | (C) | (D) | (E) |
| 4. Ability to link theory to practice. | (A) | (B) | (C) | (D) | (E) |
| 5. Ability to design a system component or process | (A) | (B) | (C) | (D) | (E) |
| 6. IT knowledge | (A) | (B) | (C) | (D) | (E) |

II Communications Skills

- | | | | | | |
|------------------------|-----|-----|-----|-----|-----|
| 1. Oral communication | (A) | (B) | (C) | (D) | (E) |
| 2. Report writing | (A) | (B) | (C) | (D) | (E) |
| 3. Presentation skills | (A) | (B) | (C) | (D) | (E) |

III Interpersonal Skills

- | | | | | | |
|--|-----|-----|-----|-----|-----|
| 1. Ability to work in teams. | (A) | (B) | (C) | (D) | (E) |
| 2. Ability to work in arduous /Challenging situation | | | | | |
| 3. Independent thinking | (A) | (B) | (C) | (D) | (E) |
| 4. Appreciation of ethical Values | (A) | (B) | (C) | (D) | (E) |

IV Management /leadership Skills

- | | | | | | |
|--|-----|-----|-----|-----|-----|
| 1. Resource and Time management skills | (A) | (B) | (C) | (D) | (E) |
| 2. Judgment | (A) | (B) | (C) | (D) | (E) |
| 3. Discipline | (A) | (B) | (C) | (D) | (E) |

V General Comments

Please make any additional comments or suggestions, which you think would help strengthen our programs. (New courses that you would recommend and courses that you did not gain much from)

VI. Career Opportunities

VII. Department Status

- | | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| 1. Infrastructure | (A) | (B) | (C) | (D) | (E) |
| 2. Faculty | (A) | (B) | (C) | (D) | (E) |
| 3. Repute at National level | (A) | (B) | (C) | (D) | (E) |
| 4. Repute at international level | (A) | (B) | (C) | (D) | (E) |

VIII Alumni Information

1. Name (Optional)_____
2. Name of organization_____
3. Position in organization_____
4. Year of graduation_____

Proforma 8



Employer Survey

(To be filled in by Employer - after the completion of each academic year)

The purpose of this survey is to obtain employers' input on the quality of education **University of Arid Agriculture, Rawalpindi** is providing and to assess the quality of the academic program. The survey is with regard to University of _____ graduates employed at your organization. We seek your help in completing this survey.

A: Excellent B: Very good C: Good D: Fair E: Poor

I. Knowledge.

- | | | | | | |
|---|-----|-----|-----|-----|-----|
| 1. Math, Science, Humanities and professional discipline, (if applicable) | (A) | (B) | (C) | (D) | (E) |
| 2. Problem formulation and solving skills | (A) | (B) | (C) | (D) | (E) |
| 3. Collecting and analyzing appropriate data | (A) | (B) | (C) | (D) | (E) |
| 4. Ability to link theory to Practice | (A) | (B) | (C) | (D) | (E) |
| 5. Ability to design a system component or process | (A) | (B) | (C) | (D) | (E) |
| 6. Computer knowledge. | (A) | (B) | (C) | (D) | (E) |

II. Communication Skills

- | | | | | | |
|------------------------|-----|-----|-----|-----|-----|
| 1. Oral communication | (A) | (B) | (C) | (D) | (E) |
| 2. Report writing | (A) | (B) | (C) | (D) | (E) |
| 3. Presentation skills | (A) | (B) | (C) | (D) | (E) |

III. Interpersonal Skills

- | | | | | | |
|-----------------------------------|-----|-----|-----|-----|-----|
| 1. Ability to work in teams | (A) | (B) | (C) | (D) | (E) |
| 2. Leadership | (A) | (B) | (C) | (D) | (E) |
| 3. Independent thinking | (A) | (B) | (C) | (D) | (E) |
| 4. Motivation | (A) | (B) | (C) | (D) | (E) |
| 5. Reliability | (A) | (B) | (C) | (D) | (E) |
| 6. Appreciation of ethical values | (A) | (B) | (C) | (D) | (E) |

IV. Work skills

- | | | | | | |
|---------------------------|-----|-----|-----|-----|-----|
| 1. Time management skills | (A) | (B) | (C) | (D) | (E) |
| 2. Judgment | (A) | (B) | (C) | (D) | (E) |
| 3. Discipline | (A) | (B) | (C) | (D) | (E) |

V.

Please make any additional comments or suggestions, which you think would help strengthen our programs for the preparation of graduates who will enter your field. Did you know as to what to expect from graduates?

[illegible]

VI.

1. Organization Name _____
2. Type of Business _____
3. Number of Graduates (specify the program) in your Organization: _____



Proforma 9

Faculty Resume

Name							
<i>Personal</i>	<i>May include address(s) and phone number(s) and other personal information that the candidate feels is pertinent.</i>						
<i>Experience</i>	List current appointment first, each entry as follows: <i>Date, Title, Institution.</i>						
<i>Honor and Awards</i>	List honors or awards for scholarship or professional activity.						
<i>Memberships</i>	<i>List memberships in professional and learned Societies, indicating offices held, committees, or other specific assignments.</i>						
Graduate Students Postdocs Undergraduate Students <i>Honour Students</i>	<i>List supervision of graduate students, postdocs and undergraduate honors theses showing:</i> <table border="0"> <thead> <tr> <th>Years</th><th>Degree</th><th>Name</th></tr> </thead> <tbody> <tr> <td colspan="3">Show other information as appropriate and list membership on graduate degree committees.</td> </tr> </tbody> </table>	Years	Degree	Name	Show other information as appropriate and list membership on graduate degree committees.		
Years	Degree	Name					
Show other information as appropriate and list membership on graduate degree committees.							
Service Activity	<i>List University and public service activities.</i>						

<i>Brief Statement of Research Interest</i>	<i>May be as brief as a sentence or contain additional details up to one page in length.</i>												
<i>Publications</i>	<i>List publications in standard bibliographic format with earliest date first.</i> ○ Manuscripts accepted for publication should be included under appropriate category as “in press;” ○ Segment the list under the following standard headings: • Articles published by refereed journals. • Books. • Scholarly and / or creative activity published through a refereed electronic venue. • Contribution to edited volumes. • Papers published in refereed conference proceedings. • Paper or extended abstracts published in conference proceedings. (refereed on the basis of abstract) • Articles published in popular press. • Articles appearing in in-house organs. • Research reports submitted to sponsors. • Articles published in non-refereed journals. • Manuscripts submitted for publication. (include where and when submitted).												
<i>Research Grants and Contracts.</i>	<i>Entries should include:</i> <table border="0"> <thead> <tr> <th>Date</th> <th>Title</th> <th>Agency / Organization</th> <th>Total Award Amount</th> </tr> </thead> <tbody> <tr> <td colspan="4">Segment the list under following headings:</td> </tr> <tr> <td colspan="4"> • Completed • Funded and in progress • In review </td> </tr> </tbody> </table>	Date	Title	Agency / Organization	Total Award Amount	Segment the list under following headings:				• Completed • Funded and in progress • In review			
Date	Title	Agency / Organization	Total Award Amount										
Segment the list under following headings:													
• Completed • Funded and in progress • In review													
<i>Other Research or Creative Accomplishments</i>	<i>List patents, software, new products developed, etc.</i>												
<i>Selected Professional Presentations</i>													



Proforma 10

Teacher Evaluation Form

(To be filled by the student)

Course Title and Number: _____

Name of Instructor: _____ Semester _____

Department: _____ Degree _____

Use the scale to answer the following questions below and make comments

A: Strongly Agree B: Agree C: Uncertain D: Disagree E: Strongly Disagree

Instructor:					
1. The Instructor is prepared for each class	A	B	C	D	E
2. The Instructor demonstrates knowledge of the subject	A	B	C	D	E
3. The Instructor has completed the whole course	A	B	C	D	E
4. The Instructor provides additional material apart from the textbook	A	B	C	D	E
5. The Instructor gives citations regarding current situations with reference to Pakistani context.	A	B	C	D	E
6. The Instructor communicates the subject matter effectively	A	B	C	D	E
7. The Instructor shows respect towards students and encourages class participation	A	B	C	D	E
8. The Instructor maintains an environment that is conducive to learning	A	B	C	D	E
9. The Instructor arrives on time	A	B	C	D	E
10. The Instructor leaves on time	A	B	C	D	E
11. The Instructor is fair in examination	A	B	C	D	E
12. The Instructor returns the graded scripts etc. in a reasonable amount of time	A	B	C	D	E
13. The Instructor was available during the specified office hours and for after class consultations	A	B	C	D	E
14. Course:					
15. The Subject matter presented in the course has increased your knowledge of the subject	A	B	C	D	E
16. The syllabus clearly states course objectives requirements, procedures and grading criteria	A	B	C	D	E
17. The course integrates theoretical course concepts with real-world applications	A	B	C	D	E
18. The assignments and exams covered the materials presented in the course	A	B	C	D	E
19. The course material is modern and updated	A	B	C	D	E

Comments:

Instructor: _____

Course: _____
