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**RAWALPINDI**

**Self Assessment Report**  
**DEPARTMENT OF PLANT PATHOLOGY**  
**October, 2014 - October, 2016**  
**Ph.D**



**Prepared by:**

- |    |                        |                    |
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## **Introduction**

Plant pathology is an important department of agriculture keeping in view the importance of plant pathology the department started working with the establishment of the Barani Agricultural College in 1979. Courses for M.Sc. (Hons) in horticulture commenced in 1997 when college was upgraded to University of Arid Agriculture in 1994; and Ph.D. Program was initiated in 1999. The Department gained striking response from here onward. The eminent plant pathologist produced by this department has been contributing the nation in different capacities. The department is obligated to high standard teaching and advance research in the area of plant pathology. To develop necessary skills in understanding of problems in pathological sector the program of plant pathology is established. Its curriculum highlights the coming forth issues of economically important plant protection aspects in Pakistan. Moreover, integrated disease management has been given substantial importance in the curriculum. Additionally, new and modern techniques have been introduced to conduct superior research. Regarding the latest development in the plant pathology sector, the department improves its curriculum on regular basis and has incorporated the emerging tools of molecular approaches. The department is committed to provide a variety of study programs such as Post-harvest pathology, Crop protection and Biotechnology, to enhance student's professional training skill and career opportunities. It holds national and international conferences, seminars and training program to exchange knowledge and views. The faculty is actively involved in a number of research projects; some of which are internationally collaborated and funded. This Self Assessment Report (SAR) presents the progress of Department at post graduate level, for the academic years 2014-16. Surveys were conducted at the end of each semester i.e. fall semester (2014 - 2016), spring (2015), fall semester (2015 - 2016) and spring (2016). This Self Assessment

Report (SAR) is based on eight criteria. Program mission and objectives are outlined in the first criterion. Criterion 2 provides information about the curriculum development. Criterion 3 catalogues the laboratories and other relevant information. The fourth criterion consists of the information about students support and advising. Information about process control, faculty characteristics and institutional facilities and support is depicted in the last four criteria.

## **Criterion 1: Program Mission, Objectives and Outcomes**

To meet the above mentioned criterion of the self assessment, some standards must be satisfied. This section describes how the standards of the Criterion 1 are met.

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

### **Mission Statement**

The goal of the Department of plant pathology is to bestow quality education and research-oriented training, extension of agricultural knowledge for self-sufficiency in quality food and development of sustainable system for profitable production which can be environment friendly to make the future of Pakistan Prosperous.

Strategic objectives of the programme of Plant Pathology are:

1. Development of plant pathology structure on advance and innovative lines for teaching and research activities for the graduate and post-graduate students.
2. To contribute basic and applied high quality knowledge and skills in the field of plant pathology applying highly advanced analytical techniques for crop management and improvement.
3. To lead students and conduct research on advanced scientific lines in the field of plant pathology.
4. To strengthen the discipline with integration of knowledge and approach of related fields such as virology, Biotechnology, mycology, seed pathology, post harvest pathology, bacteriology and nematology.
5. To counter new problems in plant pathology.

6. Training of the teaching faculty and students on the basis of technological lines.

**Main elements of strategic plan to achieve mission and objectives**

1. Developing of a teaching structure based on the experience and vision assembled from latest knowledge, proceedings, symposia etc to uplift the capabilities of the students.
2. Formatting and constantly updating the curricula involving core subjects, elective subjects, specialized areas, internship programs and study tours.
3. Setting up of well-equipped specialized research laboratories to facilitate the students.
4. Research oriented postgraduate thesis.
5. Publication of scientific papers, guide books/booklets, fact sheets and manuals etc.
6. Coordination with other research organizations, universities, agriculture ministry and foundations for research matters.
7. Coherent linkages with national and international research organizations and universities to improve the research level.

The assessment of program objectives through different criteria is presented in Table 1

<b>S. #</b>	<b>Objective</b>	<b>How Measured</b>	<b>When Measured</b>	<b>Improvement Identified</b>	<b>Improvement made</b>
1	Development of plant pathology structure on advance and innovative lines for teaching and research activities for the PhD students.	On the basis of recognition of integrated disease management in the area and determining their impact	It is a continuous & dynamic process	Facilities provided for teaching are not sufficient	Some steps have been taken to improve the teaching method
2	To contribute basic and applied high quality knowledge and skills in the field of plant pathology	Back ground information and status of knowledge of students through entry tests and	At the time of admission or semester	Some courses are to added and the existing required to be revised in the	Curriculum changes have been made on required basis

	applying highly advanced analytical techniques for crop management and improvement.	student feed back		curriculum	
3	To lead students and conduct research on advanced scientific lines in the field of	Evaluating the students demands and taking their feedback for the betterment	Before start up projects	Students to participate in the class, assignments and report preparation	Improvement is still going on
4	To strengthen the discipline with integration of knowledge and approach of related fields	Through entry tests, interviews research interests	Subject/ courses attachment before start	The relevant subjects are emphasize and recommended in the study programs	Enhancement of knowledge and vision
5	To counter new problems in plant pathology.	Through discussion, consultation and practical implementation with the farmers for better interaction	Regular activity	New courses to be included in curriculum, research on new problems	Recommendation of new curriculum is suggested
6	Training of the teaching faculty and students on the basis of technological lines.	Through training courses in and outside the country	Regular activity	Finding the problem-oriented and solution oriented research along with new teaching	Improved better then before and continued

**Table1. Program Objectives and their Assessment**

**Standard1-2: The program must have documented outcomes for graduating students. It must be documented that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.**

**Expected Outcomes of the Programme**

All the students in Plant Pathology should possess the ability of:

1. It will improve the basic structure of the department standardizing at part with advanced developed countries of modern world.
2. The students' vision and in depth approach will be more extensive.
3. The students will get the quality education.

4. The incorporated knowledge of allied fields will help to develop the confidence of students, consequently crop productions will increase.
5. The smooth, dynamic and problem; free progress will continue in the area of plant pathology.
6. The quality, confident and well equipped human resource development will be achieved in the field of plant pathology.

Table 2 shows that outcomes of the programme are aligned with each objective

**Table 2: Programme outcomes and their relationship with objectives**

		<b>Objectives</b>					
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Outcomes</b>	<b>1</b>	++	+++	++	+	++	+
	<b>2</b>	++	+	+++	++	+	+
	<b>3</b>	+++	++	++	++	+	++
	<b>4</b>	+++	++	+	+++	++	+
	<b>5</b>	+++	++	+++	++	++	++
	<b>6</b>	++	++	++	+++	+++	++

+ = satisfactory, ++ = moderately satisfactory, +++ = highly satisfactory

### **Programme Outcome Measurement**

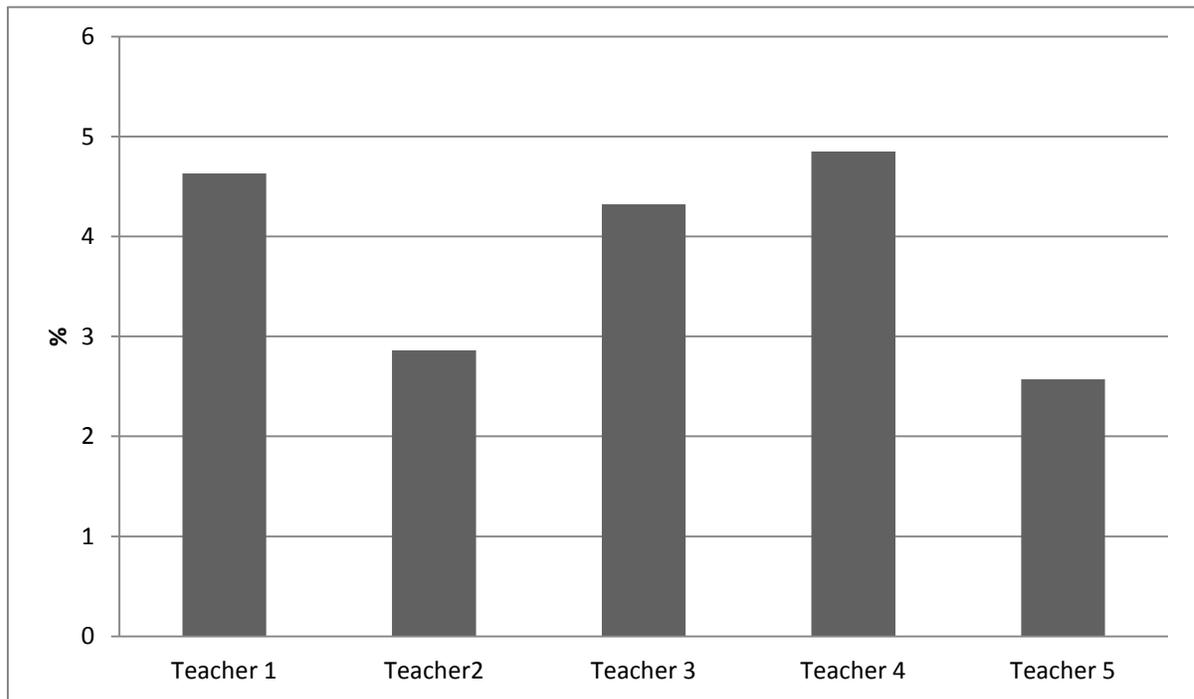
Evaluation of the performance of the most concerned with regard to achievement of the determined objectives; information was gathered from the target groups through proforma provided by the Quality Enhancement Cell of Pir Mehr Ali Shah, Arid Agriculture University, and Rawalpindi. The proformas were filled in by the respective class students, faculty members, department alumni, and the graduates (previously passed out from the university) working in different organizations, research institutes, and agriculture departments in different positions at national level.

### **Program Assessment Results**

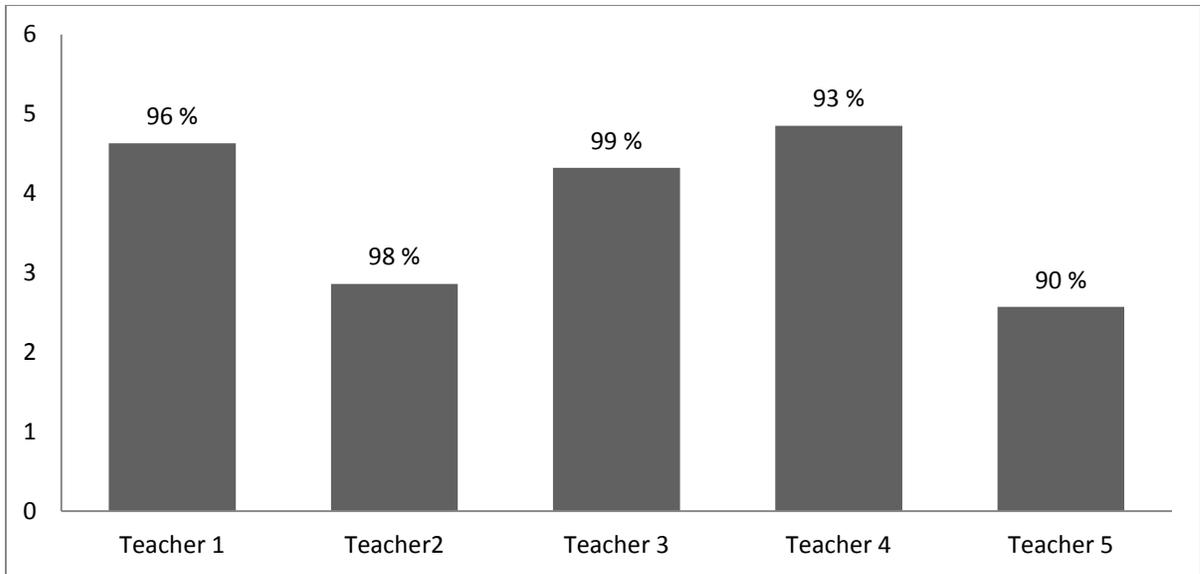
#### **Teachers' Evaluation**

The overall compiled results showed that the performance of teachers was satisfactory. It is obvious from the graph that Teacher 3 is on the top scoring 98 % followed by teacher 2, 1, 4

and 5 respectively (Fig. 1). Where as in spring semesters, the overall performance of all the teachers was graded as very good and rated more than 90 %. Teacher 3, however, was on top with 99 and 98% scoring followed by teacher 2, 1, 4 and 5 (Fig. 2). This was during the Assessment which was conducted twice during each academic year 2014 – 16 at the end of each semester: Fall.Semesters 2014- 2015 and 2015- 2016 and spring semesters 2015 and 2016. Five teachers, Dr.Tariq, Dr.Ashfaq, Dr.M. Inam-ul-Hq, Dr.Abid Riaz and Dr. Farah Naz as 1-5 were evaluated by the students in accordance with Proforma-10. The cumulative result of fall semesters 2014-15& 2015-16 is presented graphically in Fig. 1 and of spring 2015& 2015 in Fig. 2



**Fig.1 Teacher Evaluation for Ph.D Courses (Fall 2014-15 & 2015-16)**



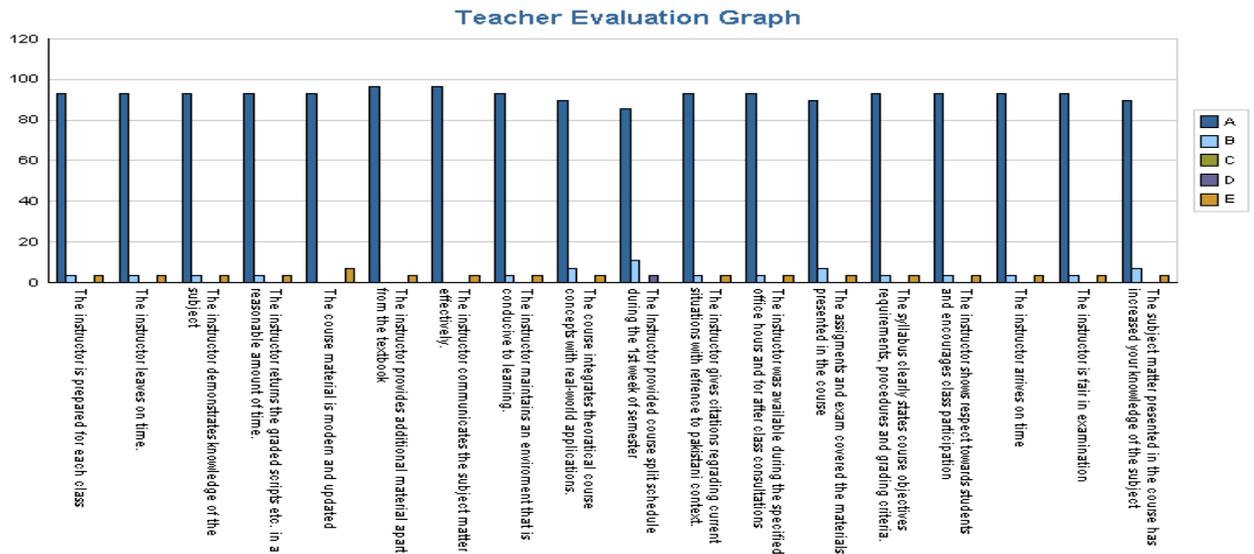
**Fig.2 Teacher Evaluation for Ph.D Courses (spring, 2015 & 16)**

Detail of individual performance of each teacher is obvious from the graphs & Pie-charts given ahead.

### Graphes & Pie chart Showing Evaluation of Teachers in Detail

#### Teacher: 1(PP- 718)

Results showed that all the students were found agreed and teacher's performance remained very good in the course regarding all parameters.



## General Comments of the Students about this Teacher

### Teachers Evaluation (Proforma 10)

#### Weaknesses:

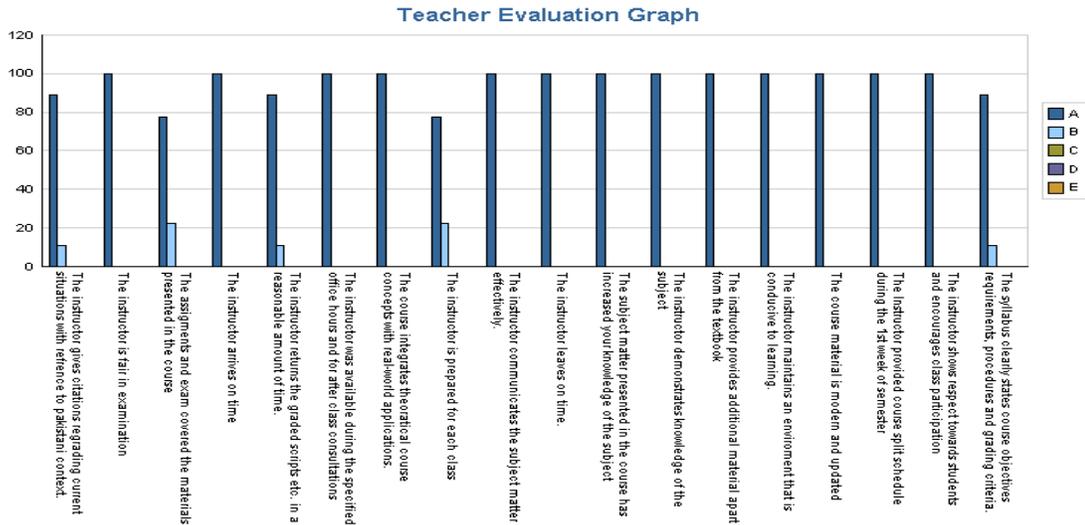
- Teacher should teach electronically for better understanding

#### Strengths:

- Teacher was cooperative

#### Teacher 2 (PP-720)

Every student agreed that course objectives were clear, course load was manageable and the course was well organized, yet students have to be present all the time. Similarly, the ideas and concepts were presented in an ideal environment and the method of assessment was impartial.

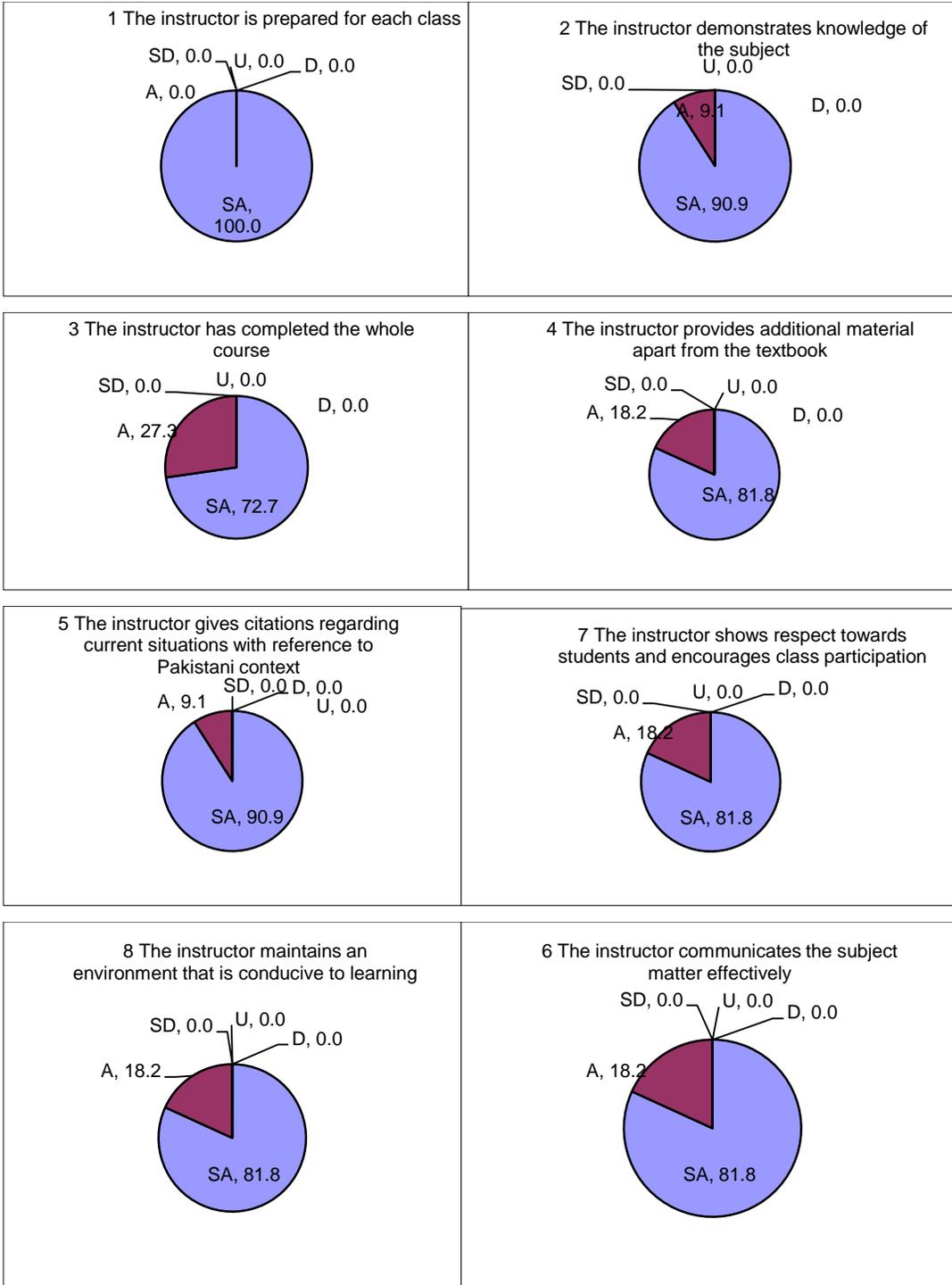


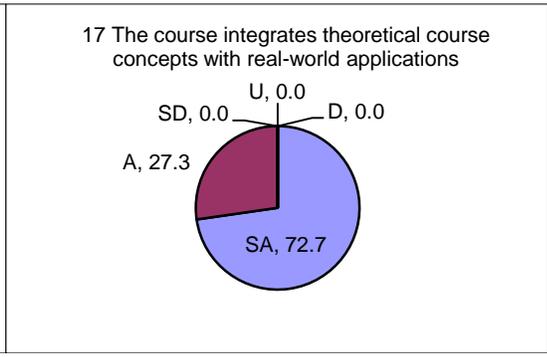
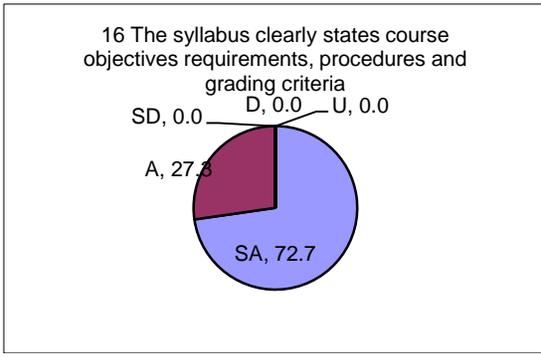
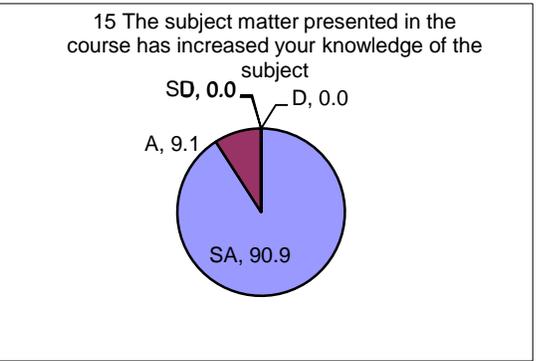
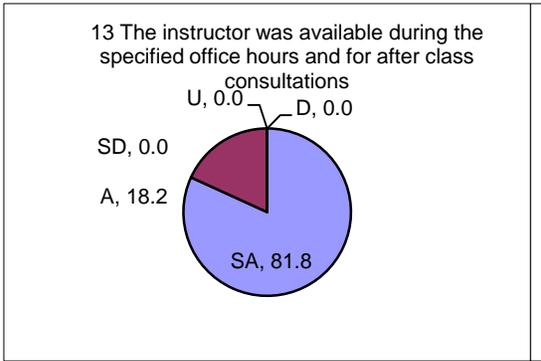
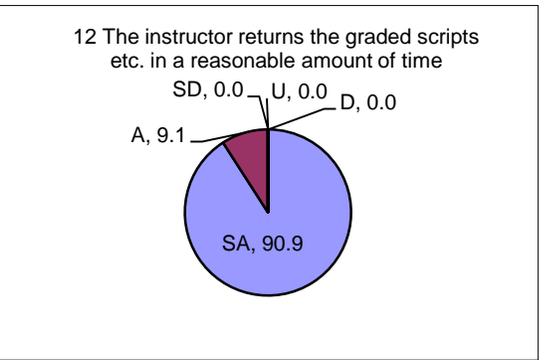
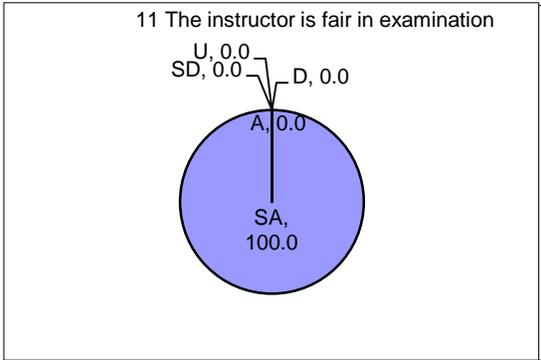
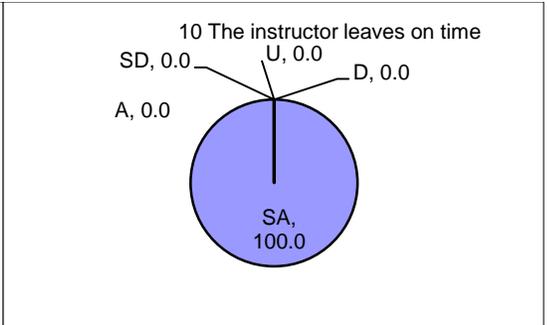
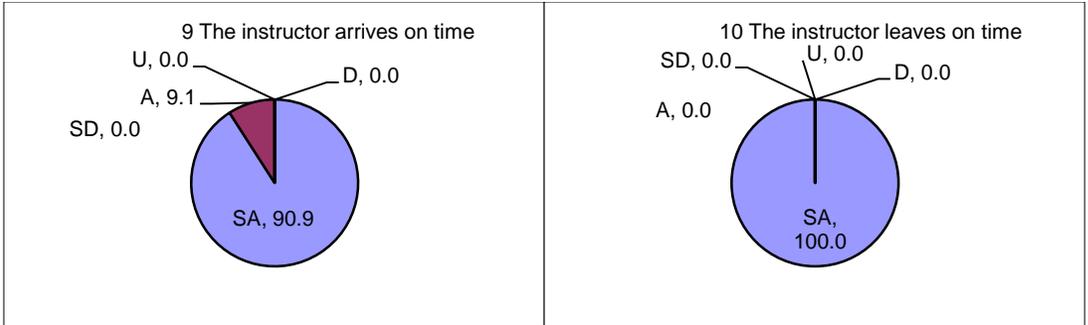
#### Strengths:

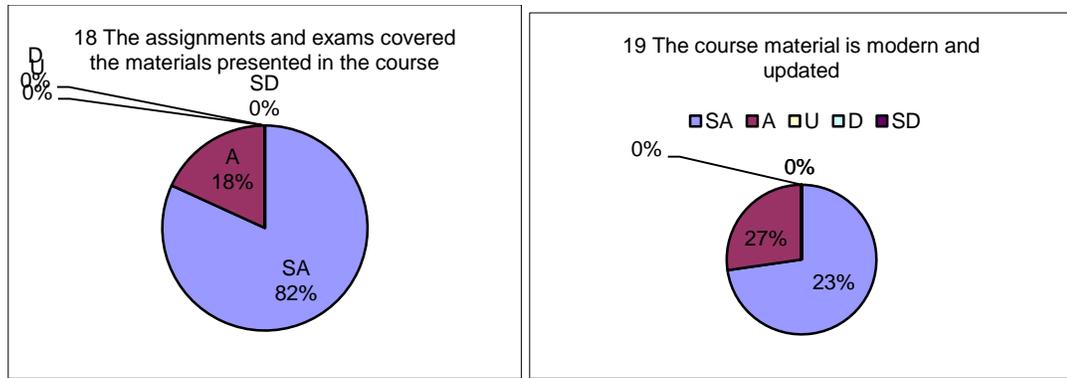
- Teacher was friendly.

#### Teacher: 3 (PP- 718)

According to the assessment, 90% of the students agreed that course objectives were clear whereas the rest remained uncertain. Same was the case with course load. 20% students showed their uncertainty about the pace of this course. Similarly, 50% of the students were uncertain about the understanding of lectures.







**General Comments of the Students about this Teacher**

**Teachers Evaluation (Proforma 10)**

**Weaknesses:**

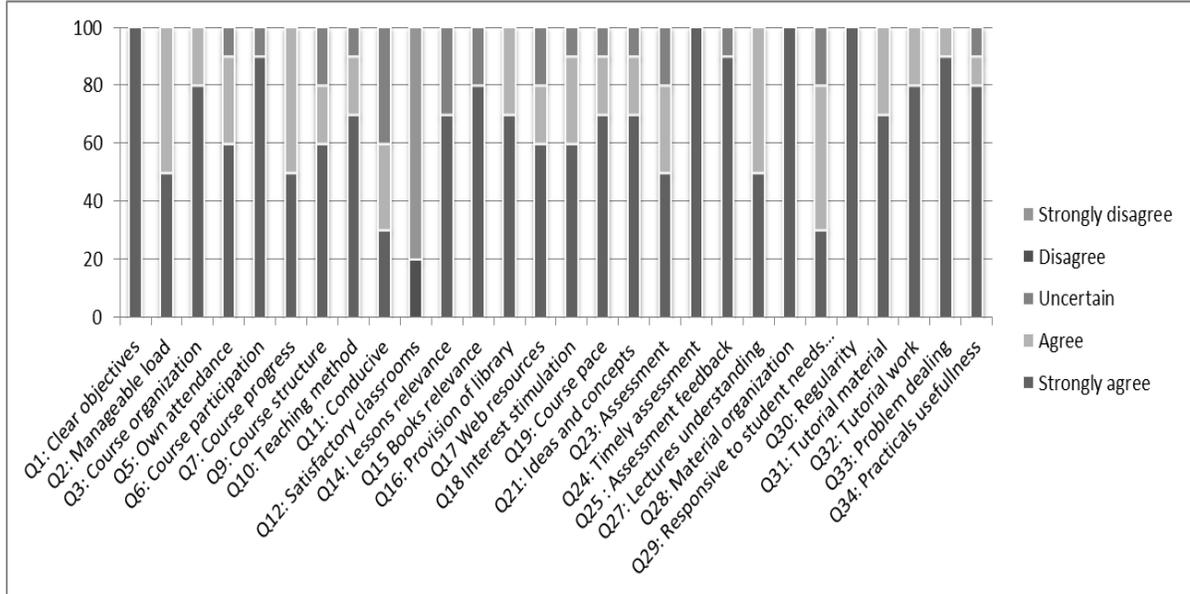
- Teacher should encourage class participation.

**Strengths:**

- Teacher completed the course within time. Teacher was punctual.

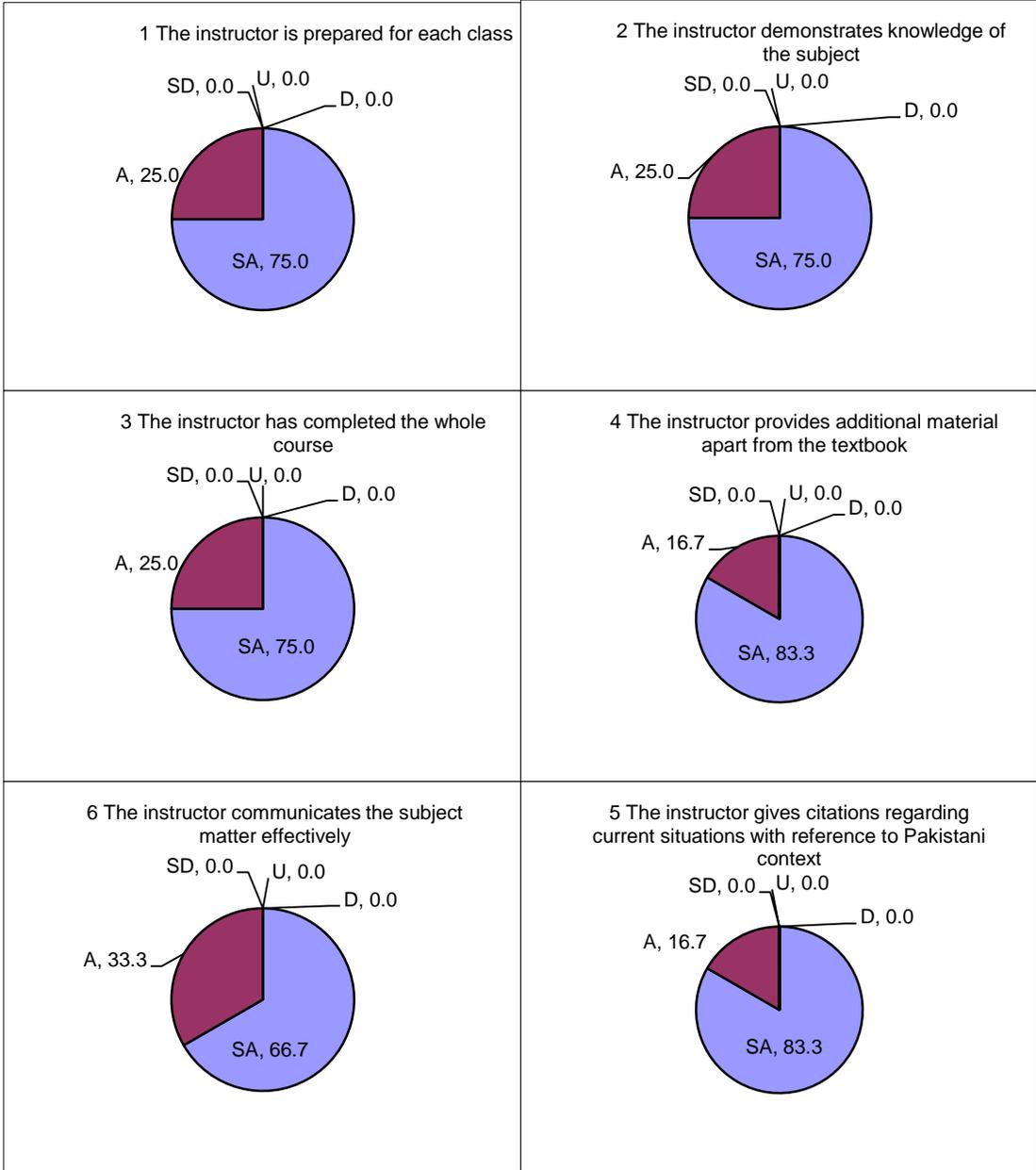
**Teacher: 4 (PP-720)**

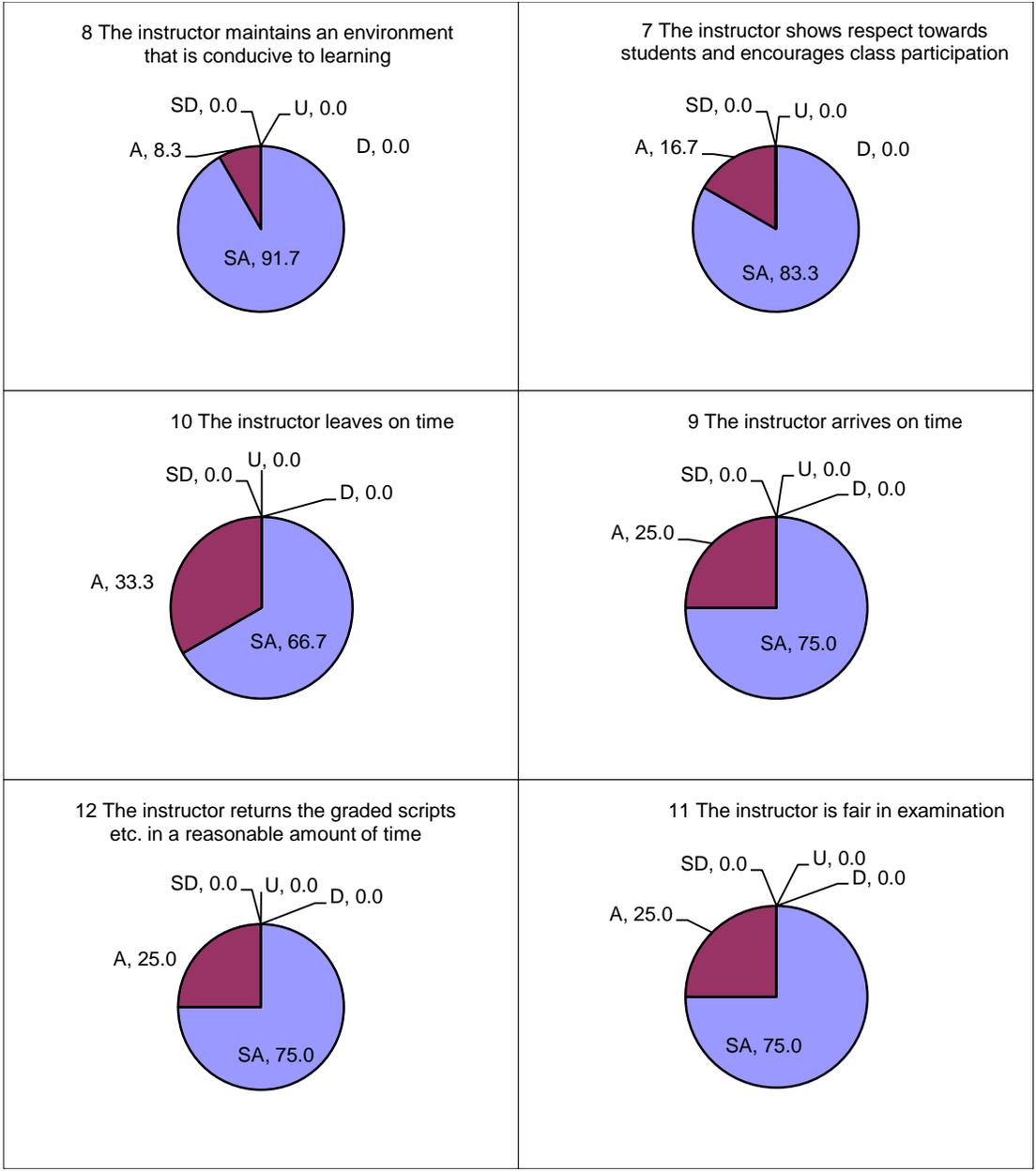
The teacher's performance was excellent by the collected the data. Almost all students were agreed that the teacher demonstrates knowledge of the subject; Teacher completed the whole course, the teacher used to communicate the subject matter effectively etc.



**Teacher: 5 (PP-714)**

The teacher's performance was excellent by the collected the data. Almost all students were agreed that the teacher demonstrates knowledge of the subject; Teacher completed the whole course, the teacher used to communicate the subject matter effectively etc.





<p>15 The subject matter presented in the course has increased your knowledge of the subject</p> <p>SD, 0.0 U, 0.0 D, 0.0 A, 25.0 SA, 75.0</p>	<p>13 The instructor was available during the specified office hours and for after class consultations</p> <p>SD, 0.0 U, 0.0 D, 0.0 A, 25.0 SA, 75.0</p>
<p>17 The course integrates theoretical course concepts with real-world applications</p> <p>SD, 0.0 U, 0.0 D, 0.0 A, 41.7 SA, 58.3</p>	<p>16 The syllabus clearly states course objectives requirements, procedures and grading criteria</p> <p>SD, 0.0 U, 0.0 D, 0.0 A, 25.0 SA, 75.0</p>
<p>19 The course material is modern and updated</p> <p>SD, 0.0 U, 0.0 D, 0.0 A, 33.3 SA, 66.7</p>	<p>18 The assignments and exams covered the materials presented in the course</p> <p>SD, 0.0 U, 0.0 D, 0.0 A, 25.0 SA, 75.0</p>

## General Comments of the Students about this Teacher

### Teachers Evaluation (Proforma 10)

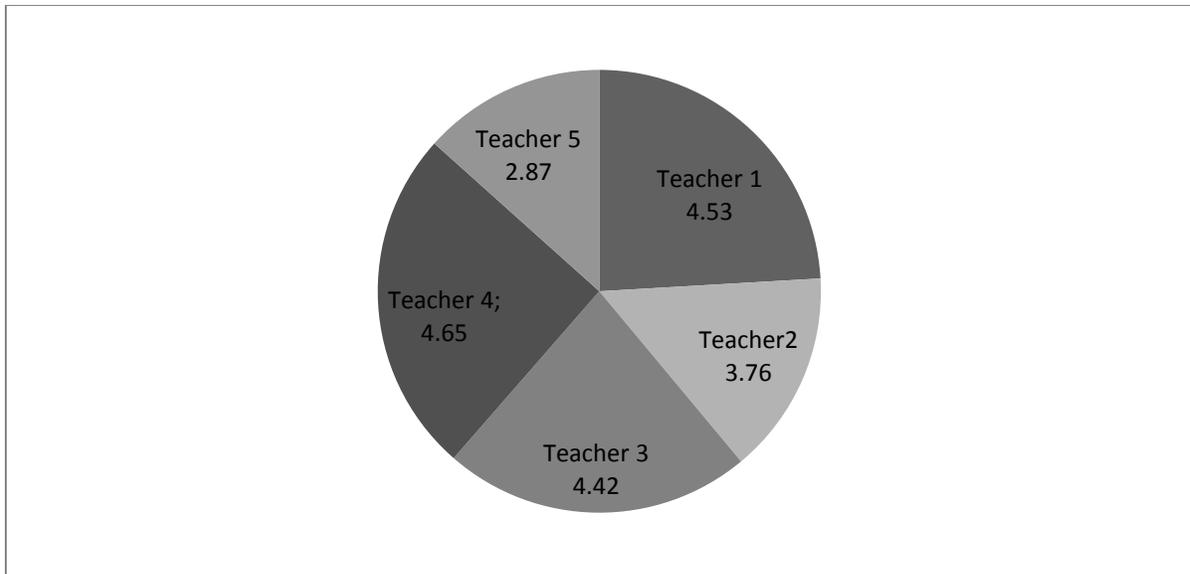
#### Strengths:

- Teacher completed the course within time.
- Teacher was guiding.
- Teacher presented ideas and concepts clearly.

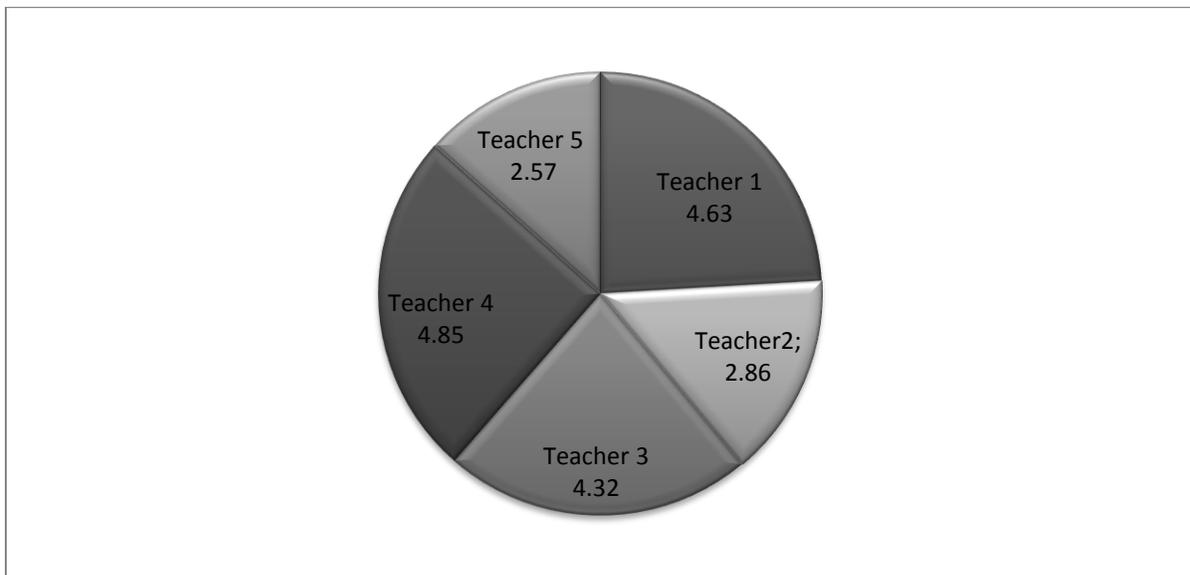
PP 718	PP 717	PP 708		
PP708	PP-720	PP-720	PP-720	PP-718
PP719				

### Student Course Evaluation

The courses of the respective teachers were also evaluated as per Proforma 1 twice during each academic year 2014-16 and 2014-16 at the end of each semester: Fall. semesters(October, 2014- February, 2015) and (October, 2015- February, 2016), Spring semesters (March, 2015- August, 2016) and (March, 2015- August, 2016), The results are shown in Fig-2 a. and 2 b. six courses were taught altogether during the two semesters. In Fall semester PP-708, PP-717, and PP-707 in spring semester PP-718, PP-708 and PP-720 were taught by five teachers (Dr.M Ashfaq, Dr. M. Inam-ul-Haq, Dr. Abid Ria, Dr. Tariq Mukhtar and Dr. Farah NAz) numbered 1-5. It is clear from the figure 3 that during fall semester the course taught by the teacher 4, is on the top securing 4.65 points and the course of Teacher 1 is on second number, securing 4.53 points. The course taught by teacher 5 was ranked at the bottom securing 2.87 points. Similarly, in the spring semester the course taught by the teacher is again on the top securing 4.85 points and the course taught by teacher 3 was ranked at the bottom securing 4.37 points (Fig.4). The overall performance of all the courses was however can be ranked as of high-quality. The scores of other courses of respective teachers can be seen from the graph.



**Figure: 3** Performance level for each course offered in Plant Pathology in Fall Semesters during 2014-15 & 2015-16

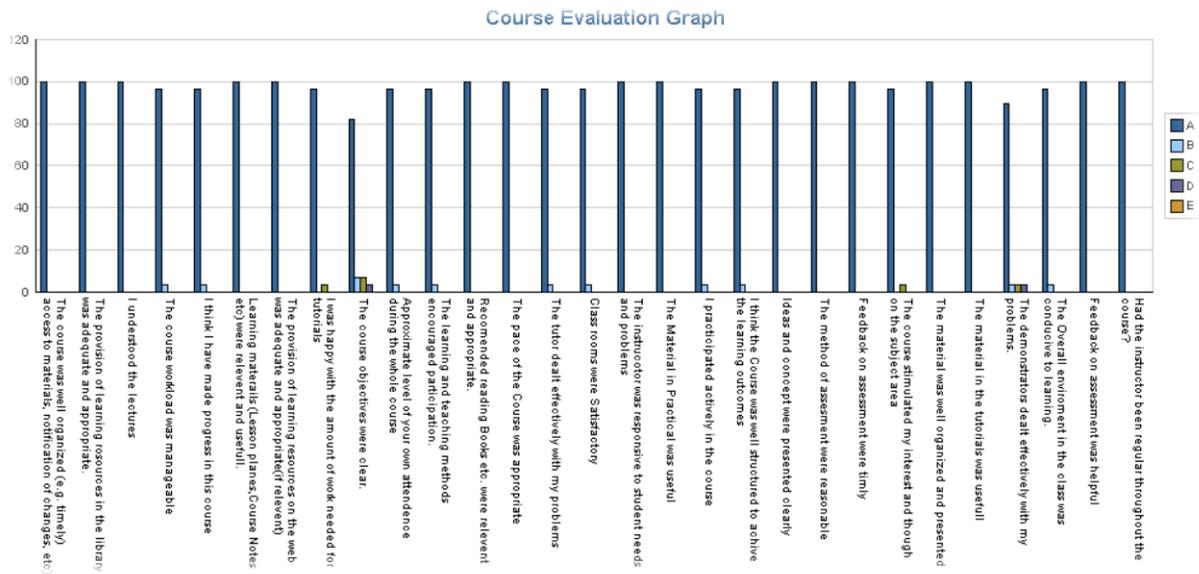


**Figure: 4** the performance level for each Plant Pathology courses offered in Spring Semesters 2015 & 2016

**PP-718: Teacher 1**

Many students were strongly agreed with the statement that course objectives were clear and course work was manageable. Participation of the students was adequate.

Almost 65 % reported that they have made progress in this course. About 25 % disagreed regarding the provision of learning in the library was adequate.



**Weaknesses:**

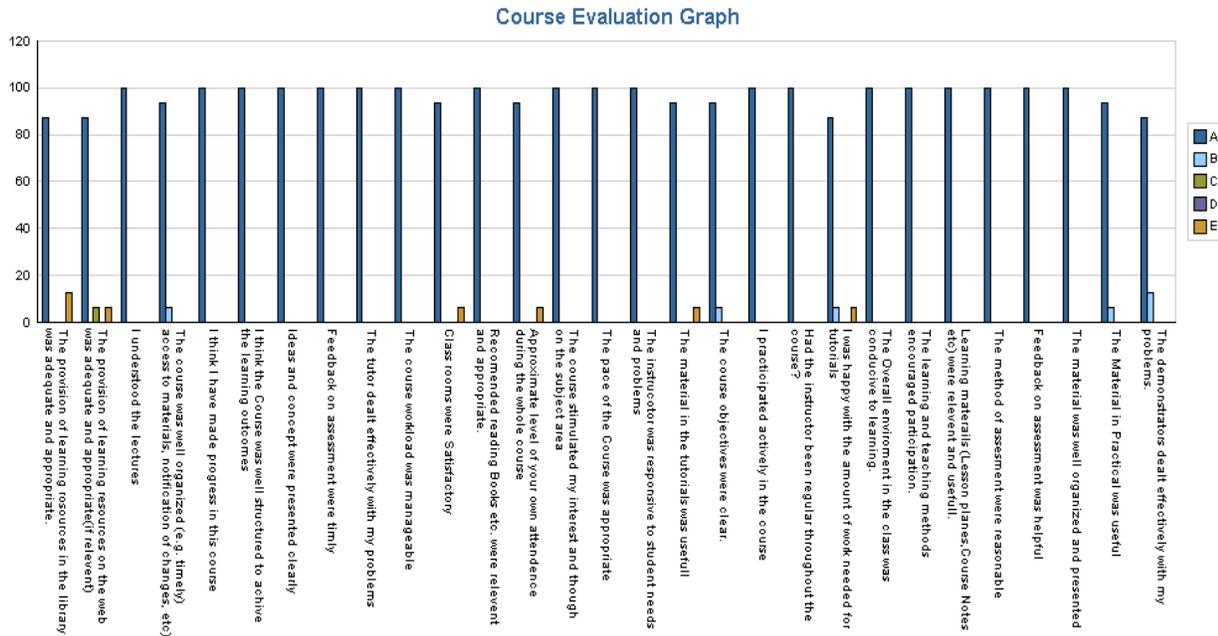
- Teacher should take the lecture by himself.
- Course can be improved by performing the practical.

**Strengths:**

- Course was informative.

## Teacher 2 PP- 720

Many students were strongly agreed with the statement that course objectives were clear and course work was manageable. Participation of the students was adequate. Almost 70- 85 % reported that they have made progress in this course. About 20 % disagreed regarding the provision of learning in the library was adequate.



### Weaknesses:

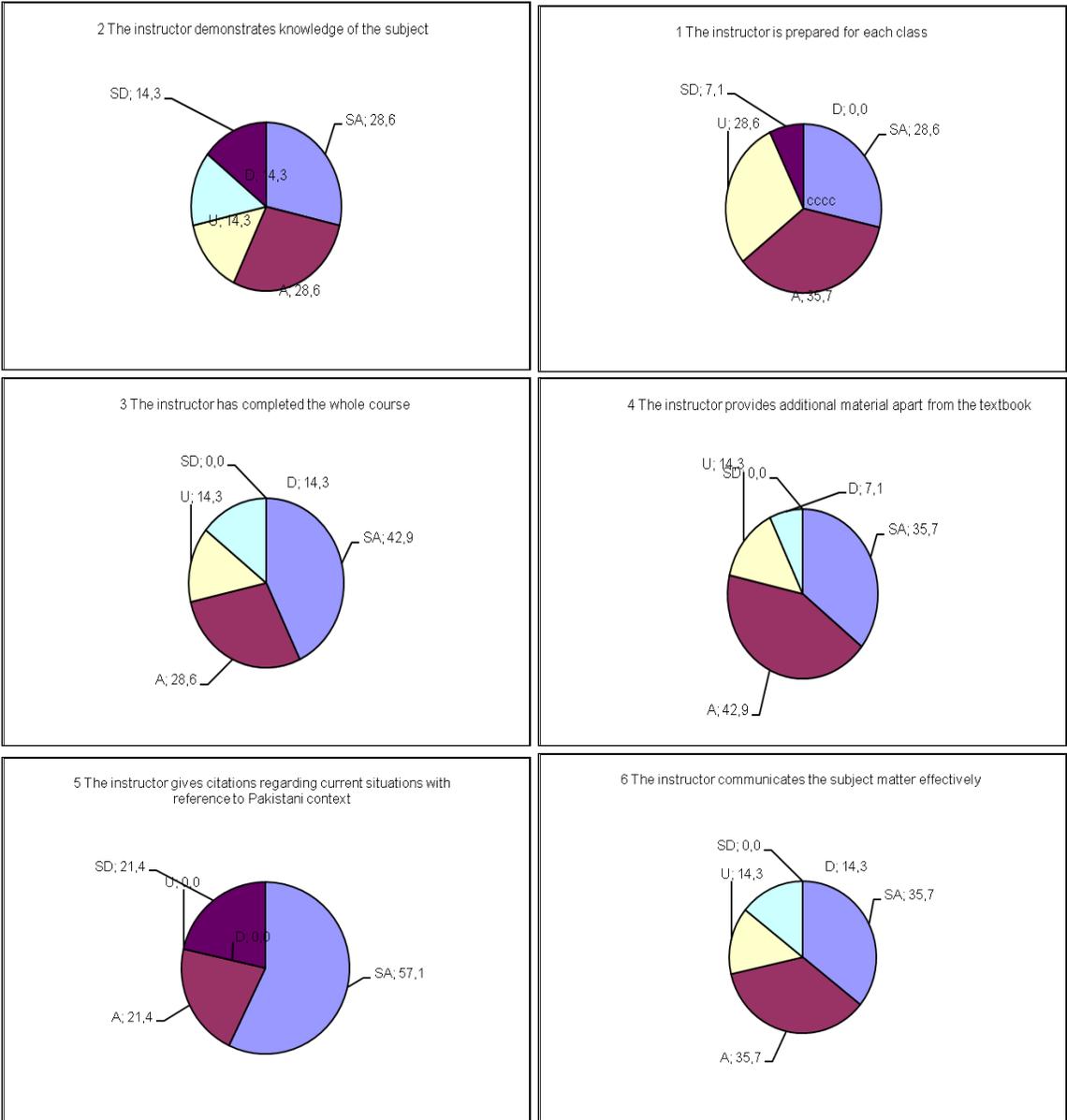
- Teacher should take the lecture by himself.
- Course can be improved by performing the practical.

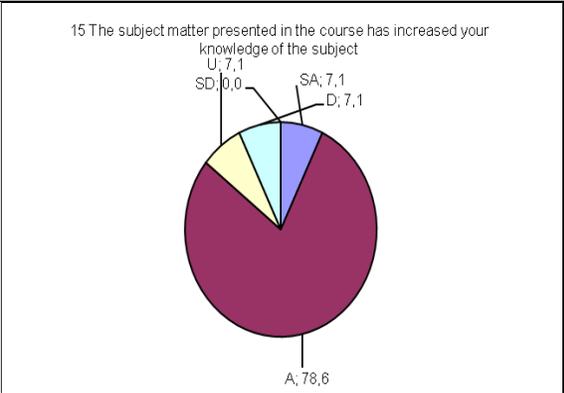
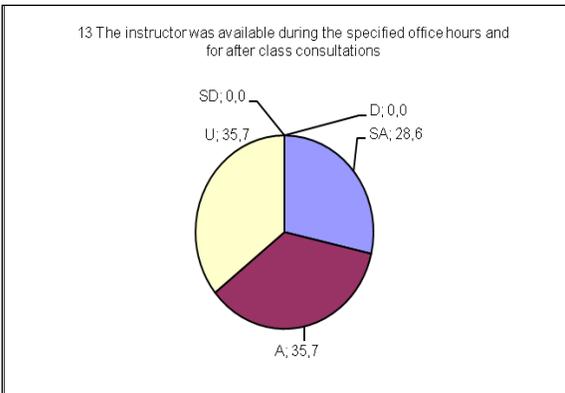
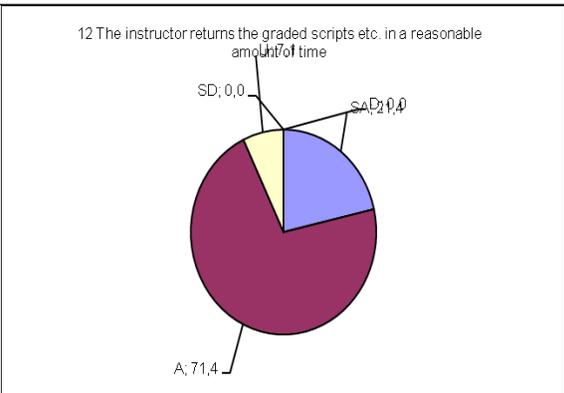
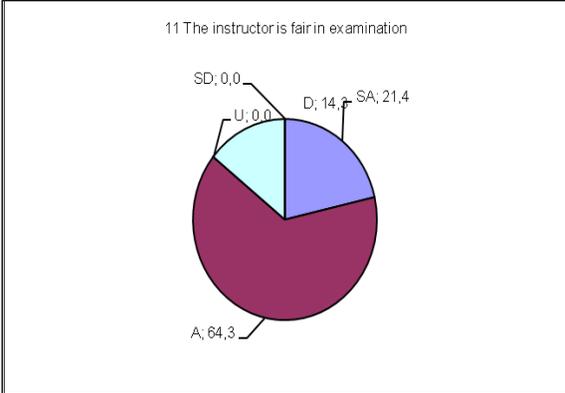
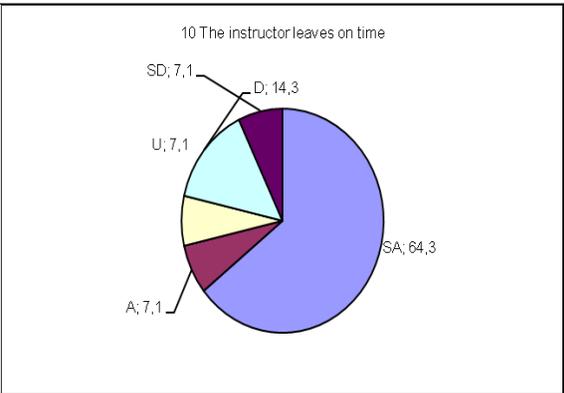
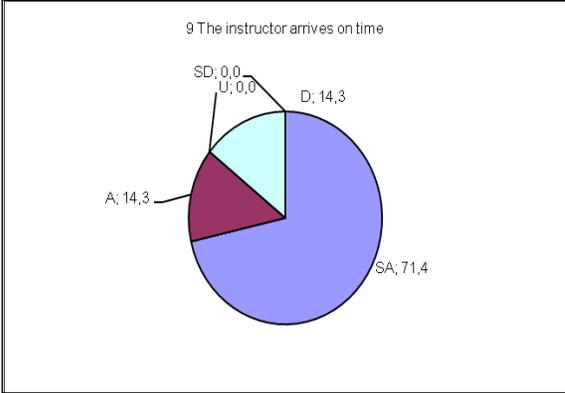
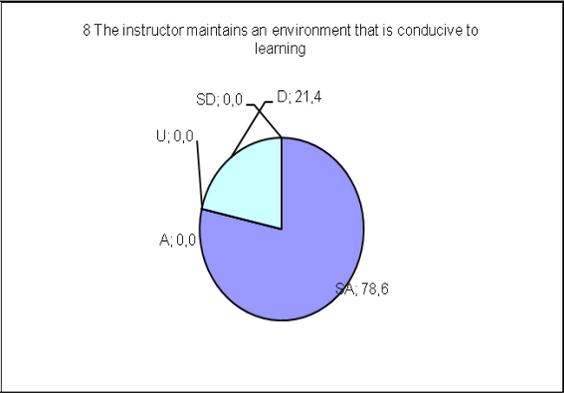
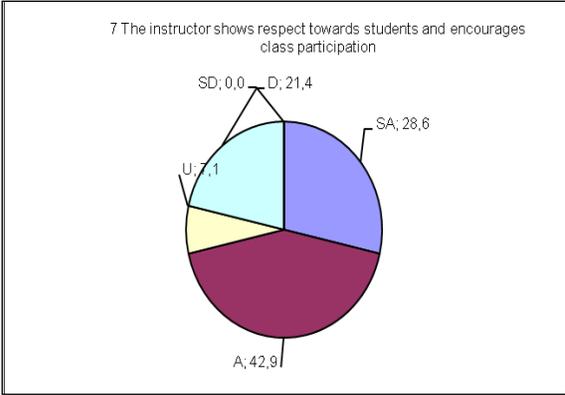
### Strengths:

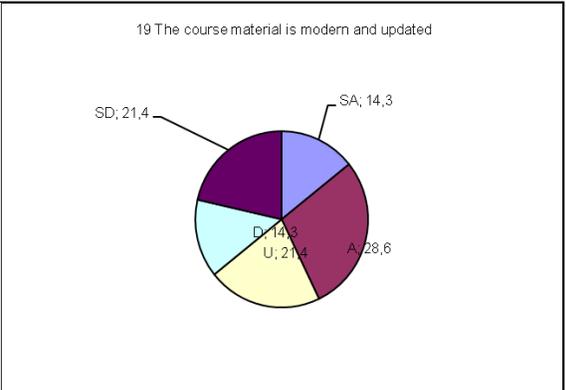
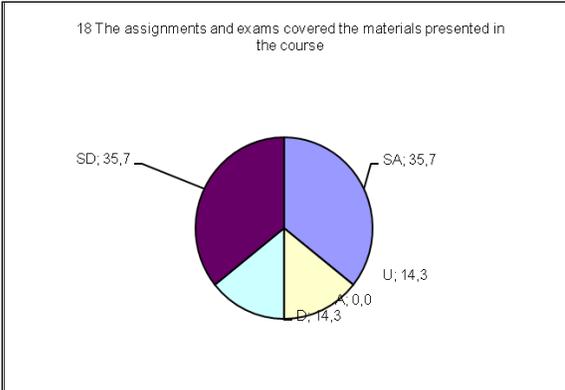
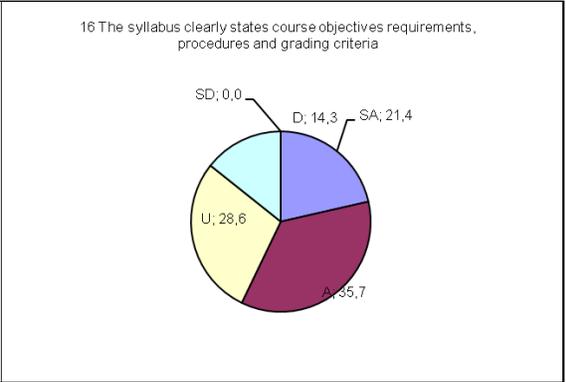
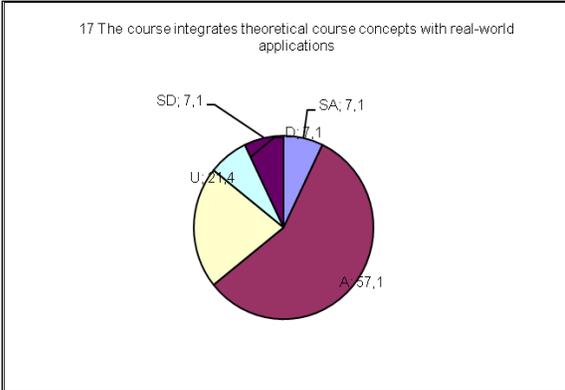
- Course was informative.

## Teacher 3 PP- 718

It is obvious from the graph that overall performance of the teacher was very good. Almost all respondents agreed that instructor was prepared for each class, demonstrates knowledge of the subject in a very good way and returns the graded scripts etc. in a reasonable time.







### Weaknesses:

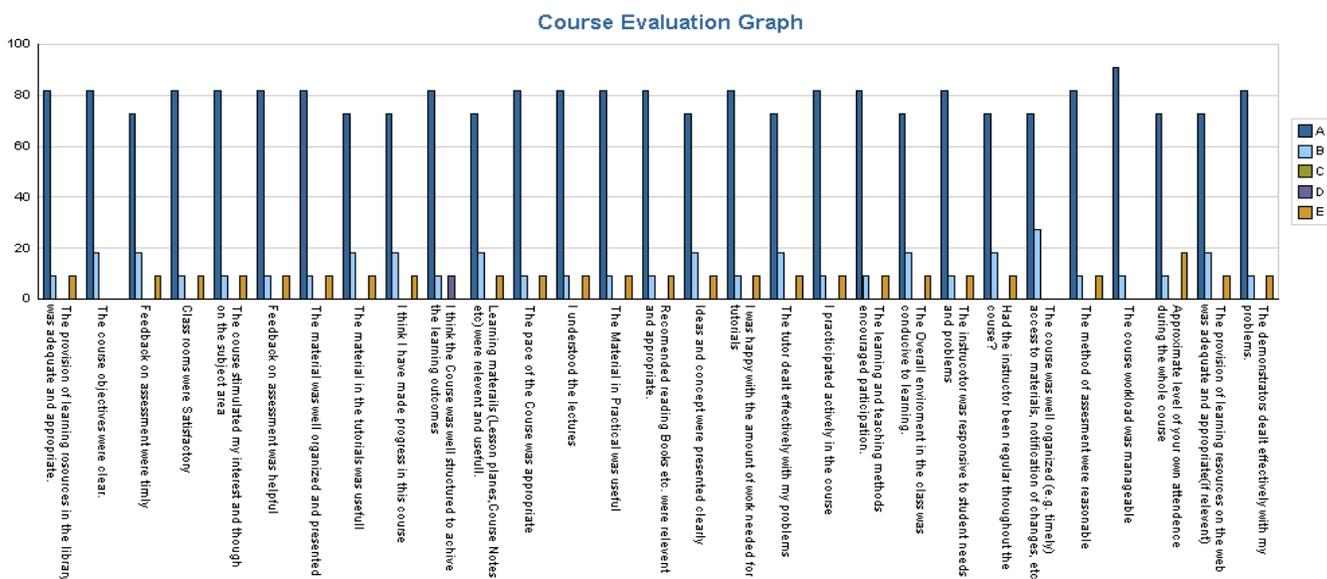
- Teacher should take the lecture by himself.
- Course can be improved by performing the practical.

### Strengths:

Course was informative

## Teacher 5 PP- 714

It can be envisaged from the graph that the overall performance of the instructor was good. Most of the indicators are categorized as strongly agreed and agreed by all the students.



### Weaknesses:

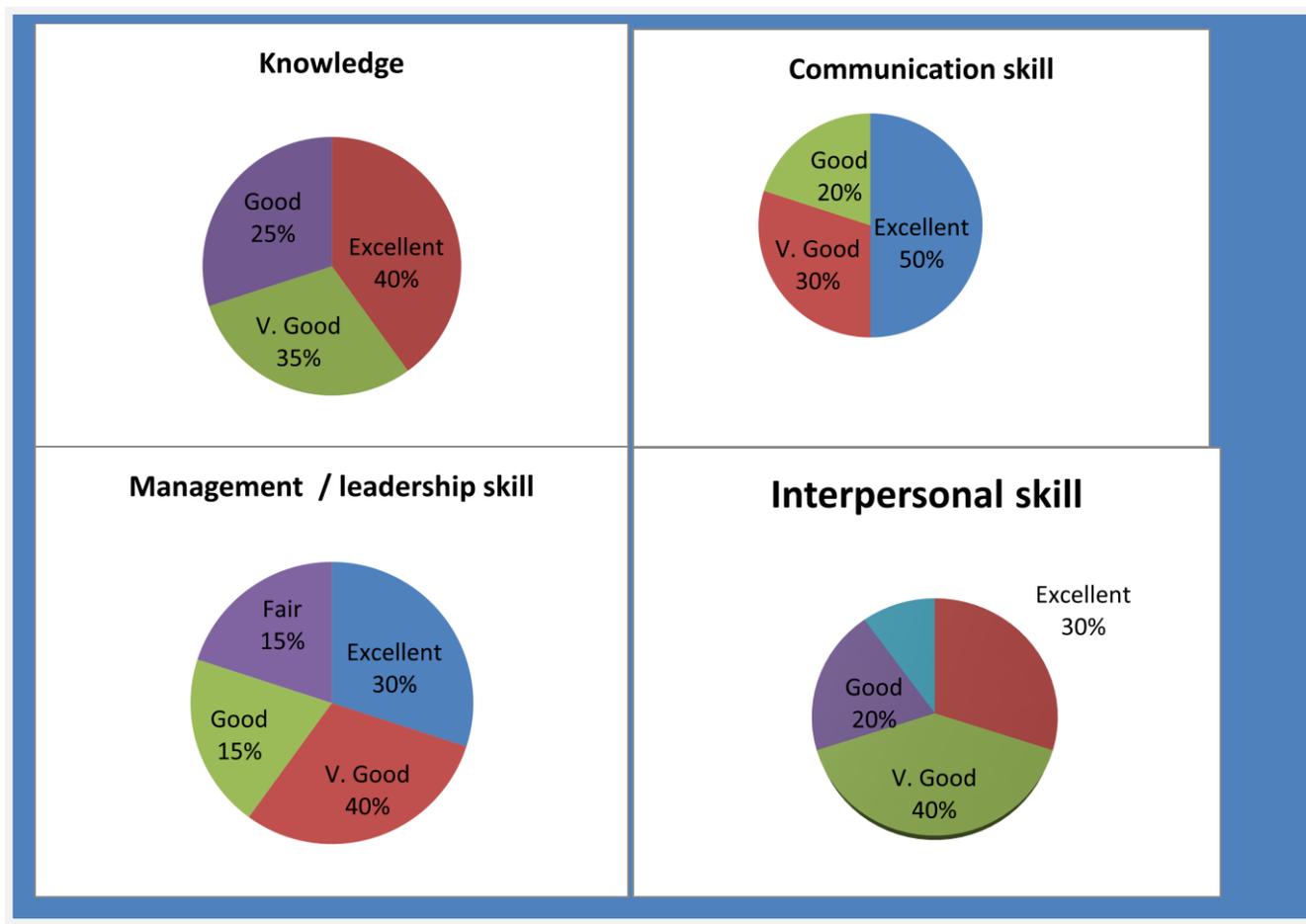
- Teacher should encourage class participation.

### Strengths:

- Teacher completed the course within time.
- Course was informative.

## Alumni Survey Results

After M.Sc Hons Degree most of the students joined research institutes, public or private sector organization. Proforma 7 was sent to the heads organizations for their feedback about our graduates in their organizations. The overall results of program assessment by the Alumni are presented in Fig-5.



**Fig.5 Results of the Alumni Survey Proforma**

S.D = Strongly Disagree      S.A = strongly agreed  
 A = Agreed    D = Disagree      U.C = Uncertain

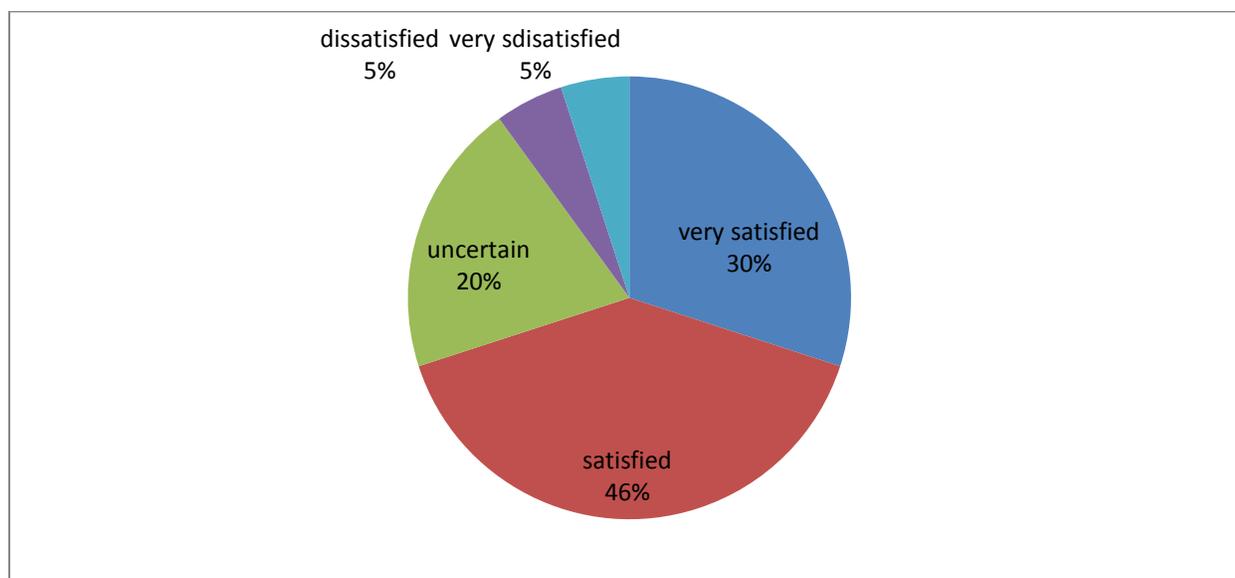
Pie chart shows 35.56 % heads of the organizations strongly agreed whereas 30.89 % were agreed that the knowledge of the students was up to date. While about 26% were uncertain about the knowledge of the students. The chart regarding communications skills showed that 49.5 % of our students were excellent whereas 30 % possessed good communication skill. Excellent interpersonal skill was shown by 31% students and 40.40 % were graded as very good. However, 10 % of our students were graded poor as for as interpersonal skill is concerned. It is evident from the pie chart that 600% of our students possess excellent and very good management/ leadership skills.

**Skills and Capabilities Reflected in Performance as Plant Pathologists**

Students are trained in a way that they develop ability to apply knowledge of plant pathology as professionals. They can exploit their confidence level and communication skills effectively in writing, discussion, use of modern tools, techniques and skills for their profession to formulate and design the experiments/ project and to work effectively in a team, to manage disease problems and exploit their abilities to recognize future needs.

### Survey of Graduating Students

According to the results of Performa 3 which was survey of graduating are given in Fig- 5. The graduating students in last semester were surveyed before the award of degree. More than 46 % students showed their satisfaction regarding all the parameters on average, whereas 24 % of the students surveyed were highly satisfied regarding all information asked. The results of graduating students are summarized and given in Fig. 6.



**Fig. 6 Survey of Graduating Students Best Aspects of the Programme**

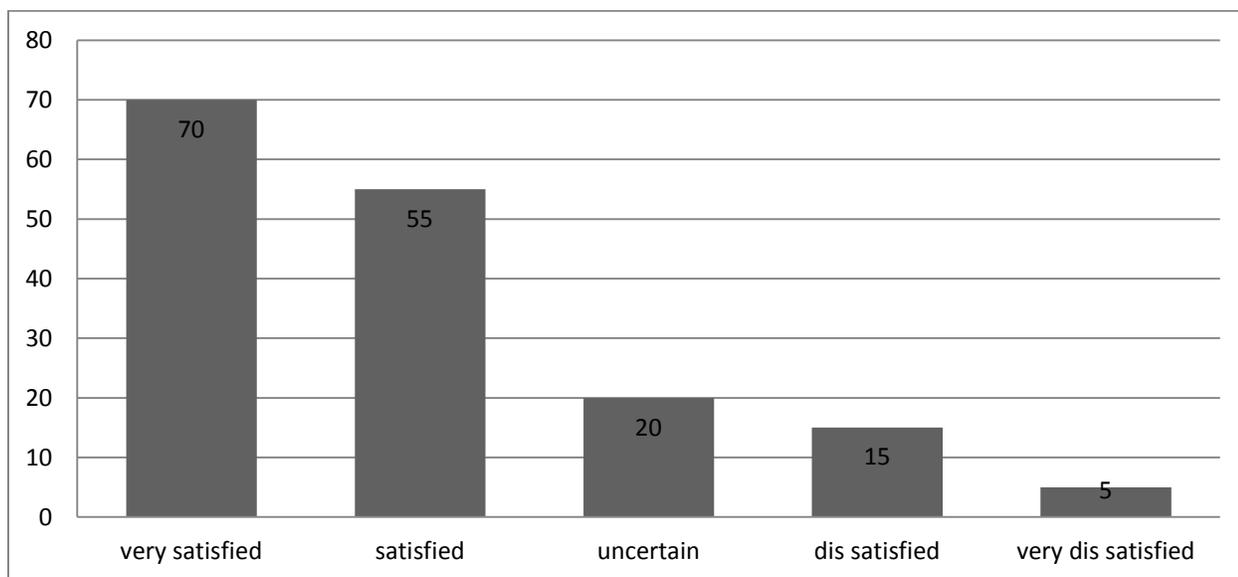
1. Highly qualified faculty
2. Induction of national professors through the higher education commission
3. Helping attitude of the chairperson for all students in research and extra curricular activities
4. Timely advice
5. Phytodoctor forum

### Weaknesses:

1. Laboratories are not well equipped and research facilities such as ELISA, PCR etc are not available
2. Lecture rooms are not enough to take classes and some times teachers have to take classes in the laboratory where research students are working (UV/ autoclave is on)

### Affectivity of Internship Experience

The internship experience was found effective in enhancing, ability to work in team, independent thinking, appreciation of ethical values, professional development, time management skills, judgment and discipline Fig- 7.



**Fig. 7: Affectivity of Internship Experience**

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

### Strength of the Department

The main strength of the department is the availability of all expertise viz. Mycology, Bacteriology, Nematology, Virology, Epidemiology and Disease management, with full acquaintance of their respective subjects, having vast knowledge of local agriculture production systems and disease problems. Two of our faculty members did post doctorate from the world reknowned universities and equipped themselves with latest techniques in their respective fields of specialization. Most of the faculty members have local degrees and are experts in their fields.

Their work has been published in national and international Journals (Annexure 11). They have also implemented national research projects and are highly conscious about the upcoming problems in the field of plant pathology. They are trying to highlight these problems through the surveye of the farmers fields so that the undergraduate students can pick up these problems in their post graduate research. One National Professors namely Dr. S.M. Mughal and one subject specialist Dr. Kishwar Sultana from Higher Education Commission (HEC) specialized in their subjects were also contributing their best in the department (Table 5).

### **Weaknesses Identified in the Program**

Advanced research is still handicapped due to lack of important equipment as ELISA Reader, plate washer, homogenizers, PCR equipment and ultracentrifuge also mentioned in the Latest literature and reviews are hardly available. There is a need for short term foreign training to young faculty members. Green-house and animal-house facilities are also lacking. Lecture rooms, common rooms, post-graduate laboratories, library and survey / field diagnostic aids are also lacking. The students’ work indicates that there is some opportunity for improving communication skills and the focusing on the practical aspects.

This is the first assessment report; the department is looking forward to see the implementation of the measures.

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

Performance of the faculty members pertaining to research activities indicates that there are 252 research papers and 62 other publications and 12 projects in the credit of faculty members of the plant pathology department (Table-3).

**Table 3 Present Performance Measures for Research Activities**

<i>Faculty</i>	<i>Publications</i>	<i>Projects</i>
<b>Dr Inam ul Haq</b>	06	3
<b>Dr. Tariq Mukhtar</b>	26	1
<b>Dr. Abid Riaz</b>	08	1
<b>Mr. Usman Raja</b>	02	0
<b>Ms. Gulshan Irshad</b>	12	1

<b>Dr. Muhammad Ashfaq</b>	14	1
<b>Dr. Farah Naz</b>	08	1
<b>Total</b>	<b>76</b>	<b>08</b>

### **Major Future Improvement Plans**

- To impart quality education in Plant Pathology through audio visual aids and modern tools along with provision of latest literature, journals, books, reviews and access to internet.
- To extend facilities for plant disease diagnosis, herbarium, museum, culture bank and develop extension material.
- To prepare hand-outs, brochures and pamphlets for the farmers and advisory services
- To equip the post-graduate laboratories (Mycology, Nematology, Bacteriology and Virology) with the modern and sophisticated equipments stated above.
- Human Resource development in Plant Pathology to meet future challenges for sustainable agriculture leading to self sufficiency in food
- To emphasize problem oriented research on specific diseases prevalent in the arid ecology.
- Overall enhancement of knowledge and skills of faculty members in relation to the latest global advancements in this discipline through exchange programs, short training and collaborative research projects within and outside Pakistan.

### **Community Services Provided by the Department**

The department is providing following community services:

- Advisory services to the farmers as and when desired.
- Advisory services to protected farming in tunnels.
- Advisory services on disease diagnosis and management to provincial agriculture department (local).
- Guidance and supervision of students of various departments.
- Supervision of students on internship in various organizations in the Punjab.

### **Evaluation of the Administrative Services Offered by the Department**

- The department maintains a ratio of 4:1 for the academic (technical) and administrative non-technical staff which fulfils the standard set by the HEC (Table 6).
- Administrative meetings (departmental, university, academic council, and syndicate) are attended as and when required. Generally two meetings of academic council are held per month. Board of studies of the department meets quarterly.
- Quick office disposal; no complaint pertaining to delay has ever received from authorities.
- Proper record of individual students, their theses etc. are maintained.

Students are reasonably happy about the administrative services provided by the department as shown from the graduating student's survey.

**Table 4 Quantitative Assessment of the Department at undergraduate level (Last two years)**

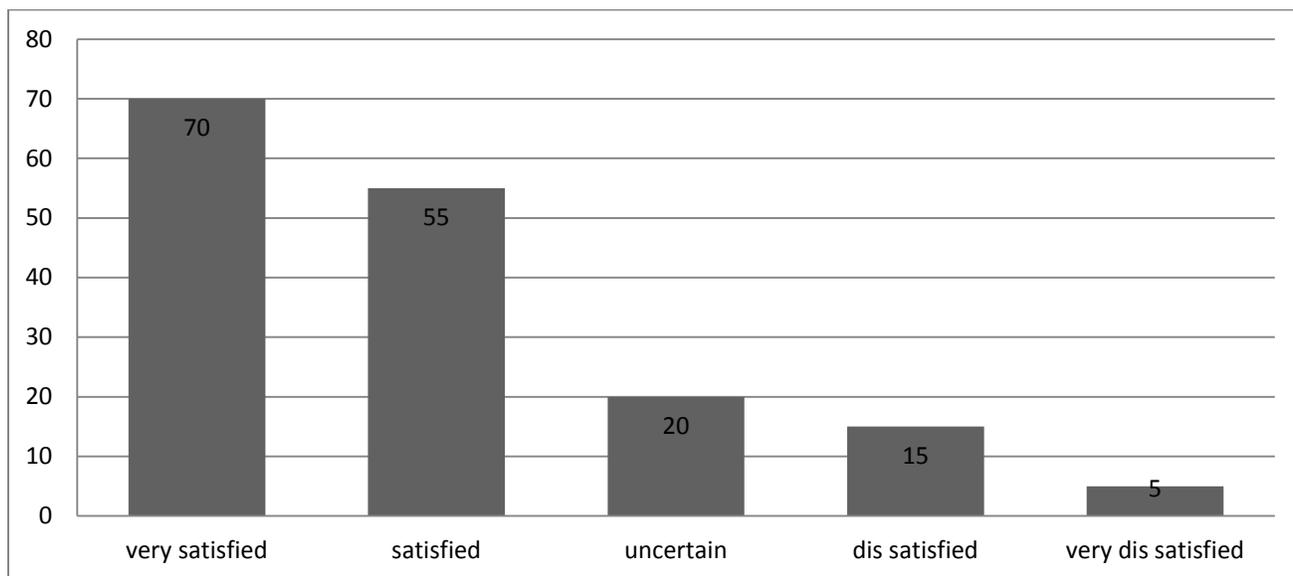
Sr. #	Particular	No.	Remarks
I	Undergraduates (B.Sc. Hons.) produced	34	95% of them joined M.Sc, 5% did not continue their education.
ii	Students: Faculty ratio	12:1	
iii	Technical : Non Technical ratio	4:1	
iV	Average grade point	3	Fulfils HEC criteria

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

#### **Employer Survey**

A survey was conducted to get the employer's point of view about the working of our former students in their organizations (Proforma 8). Feed back about 30 employees was obtained from organizations viz. National Agriculture Research Centre Islamabad (NARC), Pir Mehr Ali Shah Arid Agriculture University Rawalpindi, Federal Seed Certification Department, Islamabad, Bahaud Din Zakria University Multan and Department of Agricultural Extension Punjab. Their views are reflected in the graphically below. The major emphasis was to know the employers comments on the quality of education regarding: knowledge, communication skill, work skill and interpersonal skill these students have. Survey reflects that our graduates fall above average in all areas and their skill levels revealed more than 90% (Fig-8). This indicates that these graduates are adaptable in show their best potential in any given environment. Some employers

gave general comments about some weaknesses in the practical workability. The employers in this survey however, appreciated the practical skills shown by some of our students.



**Fig. 8 Employer survey for the determination of students skill level PROFORMA 2**

The Proforma pertains to the report of course review by the faculty members. These proformae were collected from each of the teachers who took undergraduate course in the assessment year. In the following pages soft copies sent by the teachers are reproduced as such.



### Faculty Course Review Report

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:	Plant Pathology		Faculty:	FC & FS		
Course Code:	PP- 722	Title:	Genetics of plant pathogens			
Session:	2014-216	Semester:	Spring <input checked="" type="checkbox"/>	Autum <input type="checkbox"/>	Summer <input type="checkbox"/>	
Credit Value:	3(2-2)	Level:		Prerequisites:		
Name of Course Instructor:	Dr.M.Inam-ul-Haq	No. of Students: 20 Contact Hours:03	Lectures	Other (Please State)		
			Seminars			

Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)	Midterm	12 marks (only theory)
	Final Theory	24
	Practical	20
	Assignment	04
	Total:	60

**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	20	18.3%	70.4%	15.7%	-		-		-	20

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

Feedback: first summarize, and then comment on feedback received from:

(These boxes will expand as you type in your answer.)

4) Student (Course Evaluation) Questionnaires (Proforma-1) Informative course contains basic things

2) External Examiners or Moderators (if any)  
--nil

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

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

Should be essential before taking pathology as major. Yes complies with HEC.

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

6) Effective method and should be continued

7) Enhancement: comment on the implementation of changes proposed in earlier

Faculty Course Review Reports:  
Not received.

### Faculty Course Review Report



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:	Plant Pathology		Faculty:	FC & FS											
Course Code:	PP- 720	Title:	Seminar II												
Session:	2014-2016	Semester:	Spring <input checked="" type="checkbox"/>	Autum <input type="checkbox"/>	Summer <input type="checkbox"/>										
Credit Value:	1(1-0)	Level:		Prerequisites:											
Name of Course Instructor:	Dr.Abid Riaz	No. of Students:40 Contact Hours:03	Lectures	Other (Please State)											
			Seminars												
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)	<table border="0"> <tr> <td>Midterm</td> <td>12 marks (only theory)</td> </tr> <tr> <td>Final Theory</td> <td>24</td> </tr> <tr> <td>    Practical</td> <td>20</td> </tr> <tr> <td>Assignment</td> <td>04</td> </tr> <tr> <td>Total:</td> <td>60</td> </tr> </table>					Midterm	12 marks (only theory)	Final Theory	24	Practical	20	Assignment	04	Total:	60
Midterm	12 marks (only theory)														
Final Theory	24														
Practical	20														
Assignment	04														
Total:	60														

### 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 Graduate	Withdrawal	Total
No. of Students	15	66.3%	42%	00%	-		-		-	15

### 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(Proforma-1)  
Informative course contains basic things

2) External Examiners or Moderators (if any)  
--Nil

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

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

Should be essential before taking pathology as major. Yes complies with HEC.

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

6) Effective method and should be continued

7) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports:  
Not received.

## Faculty Course Review Report



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:	Plant Pathology		Faculty:	FC & FS	
Course Code:	PP- 718	Title:	Advances in Plant Pathology		
Session:	2014-2016	Semester:	Autumn <input checked="" type="checkbox"/>	Spring	Summer <input type="checkbox"/>
Credit Value:	3(3-0)	Level:		Prerequisites:	
Name of Course Instructor:	Dr.Tariq Mukhtar	No. of Students:10 Contact Hours:03	Lectures	Other (Please State)	
			Seminars		
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)		Midterm	18 marks (only theory)		
		Final Theory	36		
		Practical	00		
		Assignment	04		
		Total:	60		

### 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	12	25	55	20	-		-		-	12

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

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

a. Student (Course Evaluation) Questionnaires(Proforma-1) Informative course contains basic things
b. External Examiners or Moderators (if any) --Nil

## Faculty Course Review Report



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:	Plant Pathology		Faculty:	FC & FS	
Course Code:	PP- 718	Title:	Advances in Plant Pathology		
Session:	2014-2016	Semester:	<b>Autumn</b>	Spring	Summer
Credit Value:	3(2-2)	Level:		Prerequisites:	
Name of Course Instructor:	Dr.Inam-ul-Haq	No. of Students:4 Contact Hours:03	Lectures	Other (Please State)	
			Seminars		
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)		Midterm	12 marks (only theory)		
		Final Theory	24		
		Practical	20		
		Assignment	04		
		Total:	60		

### 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	07	50	25	25	-		-		-	07

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

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

a. Student (Course Evaluation) Questionnaires(Proforma-1) Informative course contains basic things
b. External Examiners or Moderators (if any) --Nil

## Faculty Course Review Report



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:	Plant Pathology		Faculty:	FC & FS	
Course Code:	PP- 720	Title:	Seminar-II		
Session:	2012-2013	Semester:	<b>Autumn</b>	Spring	Summer
Credit Value:	1(1-0)	Level:		Prerequisites:	
Name of Course Instructor:	Dr.Ashfaq	No. of Students:4 Contact Hours:03	Lectures	Other (Please State)	
			Seminars		
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)		Midterm	12 marks (only theory)		
		Final Theory	24		
		Practical	20		
		Assignment	04		
		Total:	60		

### 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	18	70	30	-	-		-		-	18

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

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

a. Student (Course Evaluation) Questionnaires(Proforma-1) Informative course contains basic things
b. External Examiners or Moderators (if any) --Nil

## **Research student progress review**

Thesis program both at master and Ph.D level offered biannually and usually initiation date start in month of September and March. Research is carried out usually in 3<sup>rd</sup> semester after the approval of synopsis. The feedback from research showed that students are mostly satisfied with facilities and supervision however few pointed out that more emphasis must be given on molecular side. Synopsis writ up and defence, comprehensive exam both oral and written is following university statutes and dates religiously. Mostly Ph. D students are on HEC scholarships or their research is funded through different research grants. Ph. D students given chance to demonstrate in bachelor classes which helpful for their grooming as future academicians or researchers. Almost every research student finishing his degree within stipulated time and adequate time and guidance given for manuscript writ up. Similarly, supervisor and their respective supervisory committee members also satisfied with their progress in research and is continuously monitored through lab meetings. Student feedback showed that students are both involved with laboratory and field research. Students are confident that after finishing their masters and Ph. D from department they can work independently and also contribute something positive to discipline of plant pathology.

## **Survey of department offering Ph.D Programms**

Ph.D Program was started in Department of Plant pathology in year 2000 and successfully running since then. Latest issues of subject journals such as Pakistan journal of Botany, Pakistan journal of Phytopathology, Pakistan Journal of Nematology are available in laboratories. All labs have own university WiFi and all the students have laptops as well few desktops are also available in labs/offices. Department has 7 HEC approved supervisor who had ample experience in teaching and research. Eighteen students completed their Ph.Ds from department and currently twenty eight are enrolled. Out of 28, 9 are indigenous scholars while 8 are research associates. Since its inception department has completed research projects worth of 9.2 million rupees while projects of 57.132 Million Rupees are ongoing. Student ratio between applicants and acceptance for Ph.D. program is 90%. Only those candidates are accepted for Ph.D program who had completed 18 years of education with one year research. Ph.D program is based on both taught and research and maximum 5 years given to complete Ph.D. Students

are supposed to clear 5 courses along two seminars. There is entry test for Ph. D enrolment and students also appear for synopsis and thesis defence along Oral and written comprehensive. It is compulsory to publish paper from Ph. D research work. Three internationally renowned examiners evaluate Ph. D thesis and their name approved by department board of studies and later by director advance study and controller examination.

### **Strengths found in the programme**

The department is having the faculty of all specialties regarding main components of plant pathology viz., Fungal plant pathology, Plant Bacteriology, Plant Nematology, Plant Virology, Plant Disease Epidemiology and Disease management, with full acquaintance of their respective subjects, having vast knowledge of local agriculture production systems and disease problems. Most of the faculty members did their post doctorate in recent past from the world renowned universities and equipped themselves with latest techniques in their respective fields of specialization. Most of the faculty members have local degrees and are experts in local field problems. Their work has been published in national and international Journals (Annexure 11). They have also implemented national research projects and are highly conscious about the upcoming problems in the field of plant pathology. They are trying to highlight these problems through the surveys of the farmers fields so that the undergraduate students can pick up these problems in their post graduate research. Induction (Interim placement by Higher Education Commission (HEC), Pakistan) of Assistant professor Dr. Mian Abdur Rehman Arif (Ph.D. from Germany) has further enhanced the performance of the department. Each of the major disciplines has an independent laboratory. Internet access to the faculty and the students has played important role in broadening their vision.

### **Weaknesses Identified in the Program**

Although department is making progress in teaching, research and community services but advanced research is still handicapped due to lack of important equipment as PCR equipment, ELISA Reader, plate washer, homogenizers, and ultracentrifuge. Latest useful literature (full-text papers) and reviews are rarely available. There is a need for short term foreign training to young faculty members.. The students' work indicates that there is some room for improving communication skills and the focusing on the practical aspects. Green-house and animal-house facilities are also lacking. Lecture rooms, common rooms, post-graduate laboratories, library and survey / field diagnostic aids are also lacking.

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

**Major Future Improvement Plans**

- To equip the post-graduate laboratories (Mycology, Nematology, Bacteriology and Virology) with the modern and more sophisticated equipments.
- Human Resource development in Plant Pathology to meet future challenges for sustainable agriculture leading to self sufficiency in food.
- To impart quality education in Plant Pathology through audio visual aids and modern tools along with provision of latest literature, journals, books and reviews
- To extend facilities for plant disease diagnosis, herbarium, museum, culture bank and develop extension material.
- To prepare hand-outs, brochures and pamphlets for the farmers and advisory services
- Overall enhancement of knowledge and skills of faculty members in relation to the latest global advancements in this discipline through exchange programs, short training and collaborative research projects within and outside Pakistan.
- To emphasize problem oriented research on specific diseases prevalent in the arid areas of the country.

**Community Services Provided by the Department**

The department is providing following community services:

- Advisory services to the farmers as and when desired.
- Advisory services to protected farming in tunnels.
- Supervision of students on internship in various organizations in the Punjab.
- Advisory services on disease diagnosis and management to provincial agriculture department (local).
- Guidance and supervision of students of various departments.

**Evaluation of the Administrative Services Offered by the Department**

- The department maintains a ratio of 4:1 for the academic (technical) and administrative non-technical staff which fulfils the standard set by the HEC (Table 5).

- Administrative meetings (departmental, university, academic council, and syndicate) are attended as and when required. Generally two meetings of academic council are held per month. Board of studies of the department meets quarterly.
- Quick office disposal; no complaint pertaining to delay has ever received from authorities.
- Proper record of individual students, their theses etc. are maintained.

Students are happy about the administrative services provided by the department as shown from the graduating student's survey.

**Table 5 Quantitative Assessment of the Department at undergraduate level (Last two years, 2012-2014)**

Sr. #	Particular	No.	Remarks
I	Undergraduates (B.Sc. Hons.) produced	50	85% of them joined M.Sc, 5% did not continue their education.10% got jobs soon after the degree.
ii	Students: Faculty ratio	10:1	
iii	Technical : Non Technical ratio	4:1	
Iv	Average grade point	3	Fulfils HEC criteria

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

## **Criterion 2: CURRICULUM DESIGN AND ORGANIZATION**

### **Degree Title: Ph.D**

All the courses for degree program were developed by a committee constituted by the Higher Education Commission, Pakistan. The committee consisted of experts and learned professors, subject specialists from other universities and research organizations from Pakistan. When and if needed, curriculum for the Department of Plant Pathology is revised/updated through different bodies. At department level, Board of Studies, which comprised of senior faculty members, is responsible for updating the curriculum. This body is authorised to formulate syllabus and course content. The chairperson of the Department is the convener of this body. The courses are then sent to the Board of Faculty for approval. The Dean of the Faculty, who is also the Convener, conducts meeting. As per university rules courses after the approval from the Faculty Board, are placed before the University Academic Council for their approval.

### **Definition of credit hour**

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

### **Degree plan**

Ph.D degree program consists of minimum 3 academic years of 6 semester's duration.

### **Pre-requisites: minimum academic requirements**

A candidates seeking admission to the courses for the degree of Doctor of philosophy in full and partial residence must:

- a. Have passed the MSc (hons) degree or an equivalent examination in 1<sup>st</sup> division or 3.00/4.00 CGPA from a recognized institution in a field of study related to Subject, he desire to take up.
- b. Meet all the requirements mentioned in these regulations.
- c. The application of the candidates must be accompanied with a comprehensive Research proposal that he intends to undertake.
- d. Must have passed GAT (Subject) with 60%.

## Examination and Weightage

### a) Theory

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/she will 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 in 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.

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

Following table depicts that the curriculum of the plant pathology department is consistent with the program objectives.

**Table 6 Courses versus Outcomes**

Courses	Outcomes					
	1	2	3	4	5	6
PP-504, PP-506, PP-508, PP-510, PP-601, PP-603	++	+++	+	+++	+++	++
PP-502, PP-507, PP-509	+++	+++	+++	+	++	++
PP-605, PP-609	+++	+	++	+	++	+++
PP-401, PP-402, PP-501, PP-503, PP-505,	+	+++	+	++	+++	++

- + = Moderately satisfactory
- ++ = Satisfactory
- +++ = Highly satisfactory

### Assessment of the Plant Pathology Curriculum

The assessment of curriculum (the courses) has been done and every course is cross tabulated according to the program outcomes.

- The curriculum has been adopted from HEC, Pakistan with little modifications duly recommended by academic bodies of the university and fits very well and satisfies the core requirements for the program, as specified by the respective accreditation body.
- The curriculum satisfied the general arts and professional and other disciplines required for the program according to demands and requirements set by the Higher Education Commission of Pakistan.

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

The table-7 indicates courses that play vital role in building theoretical background, problem analysis and solution design.

**Table 7: Detail of courses representing theoretical background, problem analysis and solution design.**

Elements	Courses	Title of the Courses
<b>Theoretical background</b>	PP-401	Introduction to Plant Pathogens
	PP-402	Introduction to Plant Pathology
	PP-501	Introductory Mycology
	PP-503	Introductory Plant Nematology
	PP-505	Introduction to Prokaryotes
	PP-507	Introduction to Plant Viruses
	PP-502	Introduction to Molecular Plant Pathology
	PP-601	Principles and Methods of Plant Disease Management
<b>Problem analysis</b>	PP-504	Diseases of Field Crops
	PP-506	Diseases of Horticultural crops
	PP-603	Range and Forest Pathology
	PP-605	Seed and Post Harvest Pathology
<b>Solution design</b>	PP-508	Clinical Plant Pathology
	PP-509	Beneficial Microorganisms
	PP-510	Plant Resistance to Diseases

	PP-609	Project Planning and Scientific Writing
	PP-602	Internship Including Report writing and Presentation

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

After the recommendation of National curriculum committee and subsequent approval of university academic bodies all aspects of information technology were considered and after a critical analysis, relevant aspects were integrated into the program as:

- Three computer and I.T. courses (6 credit hours) and two courses of statistics (6 credit hours) based on computer practical usage were included in the curriculum to fulfill the I.T. requirements for the students of B.Sc (Hons) Agric. degree.
- Internet facilities have been made available to the students at the campus and in hostels round the clock.

**Standard- 2.7: Oral and written communication skills of the student must be developed and applied in the program.**

- A course of 2 credit hours developing communication skills has been integrated in the curriculum of B.Sc. (Hons) Agriculture level.
- Assignments are essential part of the course and are given to B.Sc. (Hons) Agric. students on specific titles which are presented orally and are submitted as written report, to increase their oral and written communication skills.

### • **Criterion 3: Laboratories and Computing Facilities**

For undergraduate classes there is only one laboratory in the department. The facilities and shortcomings of this laboratory are listed as under.

a. **Laboratory Title:** General Laboratory

- **Location and Area:** Faculty of Agriculture and Food Sciences, B-Block, 2<sup>nd</sup> Floor, Main Campus
- **Objectives:** Used for practical exercise and demonstrations to under-graduate students in their major courses.
- **Facilities:** Almost all the facilities are shared with post graduate laboratories.
- **Shortcoming:** Laboratory (including postgraduate laboratories) is not spacious and provided with inadequate facilities for general classes. Being on the top floor a lot of expensive material goes in vain because of contamination and high temperature as no cooling units are installed in laboratories. The standard requirements in view of equipment, chemicals and other resources are also not enough. Major apparatus *viz.* microscopes, autoclave, incubator, deep freezer, refrigerators, laminar flow cabinet, pH meter, electric balance, slide and overhead projectors, shaker, pipettes are available but when become out of order, there is no in time /quick maintenance system.
- **Safety Regulations:** The department is located on the 2<sup>nd</sup> floor; there are no emergency exits for the labs. No fire extinguishers have been installed in any laboratory. No first aid kits / facilities for minor hazards and accidents/injuries are provided in the laboratories/department.

**Standard-3.1: Laboratory manuals/documentation/instructions for experiments must be available and easily accessible to faculty and students.**

Laboratory manuals for each subject (Mycology, Nematology, Virology, Bacteriology, disease diagnosis and diseases management) are now available.

In nutshell there are no proper safety arrangements and no security plan is available in case of emergency. The laboratories are not spacious and inadequate. Equipments regarding molecular

approaches are lacking e.g. Stereoscope, centrifuge, PAG-Electrophoresis apparatus, H.P.L.C.& relevant software, chemicals and biochemicals P.C.R and Spectrophotometer etc.

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

Currently department is having three laboratory attendants and one laboratory assistant. They do not have the relevant knowledge. Repairing of equipments involves a lot of money. Therefore, there is a dire need of appointing a skilled technician and if one is there at the campus, he should be given training for handling specialized equipments intermittently.

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

- **Computing facilities support:** Available to some faculty members.
- **Shortcoming in computing infrastructure:** Computers with internet facilities should be available to all faculty members.

- **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: Courses 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.
- Elective courses are offered as per policy of HEC and the University.

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

Both theoretical and field/practical aspects are focused to prepare the students for field challenges. Theoretical problems are explained and assignments are also given to the students whereas, practical are carried out in the labs and filed. Field visits and study tours to various research organizations are also organized to keep them updated on the latest developments in the area and to stimulate them for discussion through teacher/student interaction.

- Courses are structured and decided in the board of studies meeting.
- At commencement of each semester, faculty members interact frequently among themselves and with students. Students are welcome to ask questions in class and even after the class.
- Emphasis is always given for an effective interaction between each section of B.Sc. (Hons) classes.

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

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

- Students are informed about the program requirement through the chairman office.
- Through the personal communication of the teachers with the students.
- Intermittent 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.
- In case of some problem, Director Student Affairs appointed by the university helps the students. Tutorial System in all departments has also been introduced. Two periods on Thursday are reserved for extracurricular activities. Due to great significance, students must be motivated to participate in such activities. However, there is no such counseling cell in the department.
- Student can interact with the teachers/scientist in universities or research organization whenever they need and there is an open option for the students to get the membership in the professional societies like Pakistan Phytopathological Society, Mycology and Plant Pathology Society, Pakistan Society of Nematologists, Pakistan Botanical Society and other relevant professional societies.

## • **Criterion 5: Process Control**

It includes students' admission, registration and 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 is followed under the relevant 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.Sc. (Hons) Agri. are F.Sc. pre medical or pre engineering with minimum of second division.
- Admission criteria are revised every year before the announcement of admission.

**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.
- After the 4<sup>th</sup> semester students are allotted different majors (e.g. Plant Pathology, Entomology etc.) by the Dean Faculty of Crop and Food Sciences.
- Students are evaluated through Mid, Final and Practical exams 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, are promoted to the next semester.
- In general, the students are registered on competition bases keeping in view their academic standings.

**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 the same as 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, scrutinized by the scrutiny committee, and 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.
- At present, no procedure exists for retaining highly qualified faculty members. However, the revised pay scales structure is quite attractive.
- HEC also supports appointment of highly qualified members as foreign faculty Professors, National Professors and deputed them in concerned departments of the University.

**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 in views of field 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 of technology books. These are also available in the University library, where documentation, copying and internet facilities are available.

- Notes are also prepared by the teachers and given to the students.
- Most of the lectures are supplemented by overheads, slides and pictures. Department has also one multimedia which remains in use by the faculty for delivery of lectures/ demonstrations.
- 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 date regarding commencement of examination. After each semester, the controller office notifies results of the students. The evaluation procedure consists of quizzes, mid and final examinations, practicals, assignments, reports, oral and technical presentations. The minimum pass marks for each course is 40% for undergraduate 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, Silver and bronze medals are awarded to the students who secure highest marks on overall degree basis i.e., our students has to compete with students of other majors. Degrees are awarded to the students on the convocation that is held every year.

## • Criterion 6: Faculty

**Standard 6-1:** There must be enough full time faculties who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D. in the discipline.

At present there are two professors, two associate professors; four assistant professors (one on ex-Pakistan leave) and one lecturer are working in the programme. Except two all are having Ph.D. degree. Both (one assistant professor and one lecturer) are pursuing for Ph.D. Most of the Faculty having Ph.D. has done post doctorate studies in recent past. Their field of specialization is mycology, plant virology, phyto nematology and plant bacteriology (Table 8).

**Table 8 Faculty Distribution by Program Areas in Plant Pathology**

<b>Program area of specialization</b>	<b>Courses in the area at undergraduate level and average number of sections per year</b>	<b>Number of faculty members in each area</b>	<b>Number of faculty with Ph.D. degree</b>
General Plant Pathology	20	-	-
Mycology	02	04	05
Plant Virology	01	01	03
Phyto nematology	01	03	03
Plant Bacteriology	01	02	03
Others	03	-	-
Total	28	10	14

**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. **Effective Programs for Faculty Development**

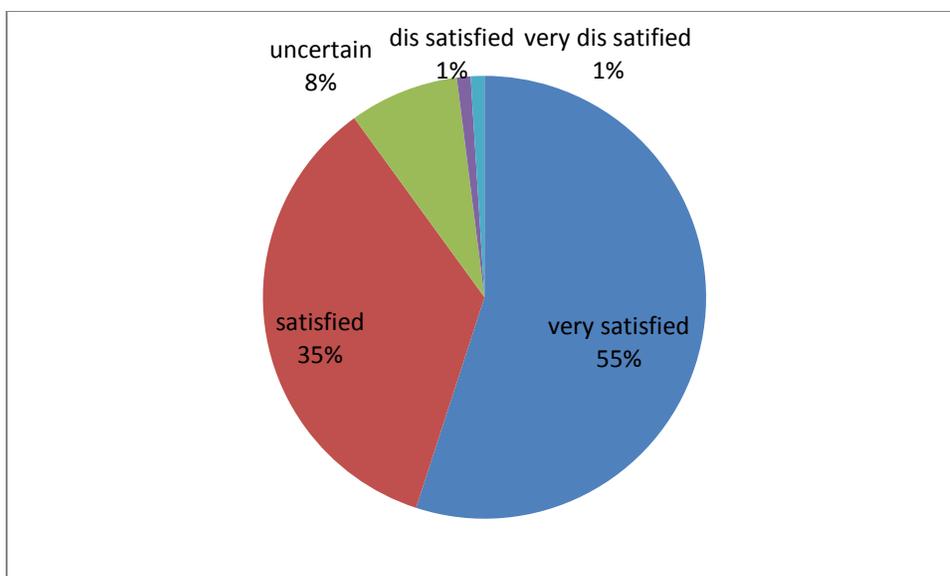
- Professional training and availability of adequate research and academic facilities are provided to the faculty members according to the available resources.

- In recent past, 04 faculty members did post doctoral fellowship sponsored by the HEC where as one member is doing his Ph.D. in UK.
- Incentives in the form of allowances to theses supervisors have been given to promote high standard research.
- Existing facilities include mainly internet access, which is available through local area network. In addition library facility with latest books is also available.
- A university-funded program of research projects is providing financial support to the young faculty members.
- Support for attending conferences can lead to enhancement of research initiatives at the university as presently no financial support for attending inland seminars/ conferences is available.

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

The young faculty is mobilized by timely back up and appreciation by the senior faculty members. Avenues for research funding are provided through university research fund. There should be the programs and processes in place to attract good faculty members e.g. teaching and research awards annually, reasonable teaching load and class size, social activities and better salary package.

Results of faculty survey employing Proforma 5 were summarized and are depicted in Fig.9 and table 8. Their satisfaction level upon the queries pertaining in proforma 5 revealed that all the teachers were found satisfied over most of the parameters. However, they had concern that the laboratory conditions should be improved, level of monitoring, and cooperation with colleagues and of teachers also need to be addressed.



**Fig 9 Faculty Survey as per parameters mentioned in proforma 5, conducted in April, 2014**

**Table 08 Results of Faculty Survey**

S #	Parameter	Dr. Tariq Mukhtar	Dr.M.Inam-ul-Haq	Dr. Abid Riaz	Dr. M. Ashfaq	Dr. Farah Naz	Ms. Gulshan Irshad
1	Your mix of research, teaching and community service	A	A	B	A	B	B
2	The intellectual stimulation of your work	A	A	A	A	A	A
3	Type of teaching/research you currently do.	B	B	A	A	A	B
4	Your interaction with students	B	B	A	A	A	A
5	Cooperation you received from colleagues	A	B	B	B	B	A
6	The mentoring available to you	A	B	B	B	B	B
7	Administrative support from the department	B	B	A	B	A	A
8	Providing clarity about the faculty promotion process	A	B	B	B	B	A
9	Your prospects for advancement and progress through ranks	B	A	C	B	B	B
10	Salary and compensation packages	B	B	A	B	A	A
11	Job security and stability at the department	B	A	A	B	A	A
11	Amount of time you have for	B	A	A	B	C	C

2	yourself and family							
1 3	The overall climate at the department	B	A	B	B	B	A	A
1 4	Whether the department is utilizing your experience and knowledge	B	A	B	A	A	A	A
1 5	what are the best programs/factor currently available in your department that enhance your motivation and job satisfaction.	cooperati on of the colleagu s and the staff	Applied knowledg e	Discipline at the campus	knowledg e friendly environm ent	Worki ng enviro nment	Friendly environm ent	Working, and friendly environm ent
1 6	Suggest programs/factors that could improves your motivation and job satisfaction	High profile research & teaching collabora tion at internatio nal level	--	--	In time advance ment through ranks	--	Budget for the practical of major and general classes should be increased	Provide extra lab facilities for better performa nce.

**A: very satisfied**

**B: Satisfied**

**C: Uncertain**

**D: Dissatisfied**

**E: Very dissatisfied**

## • **Criterion 7: Institutional Facilities**

Among the institutional facilities, the institution must have the amenities to support new trends in learning such as library, 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 personnels. Insufficient library's technical collection of books with increasing number of the students the recommended books and research journals of the programs are not enough for the students.
- These aspects need to be strengthened in number and space.
- Well equipped class rooms and offices must be adequate to enable faculty to carry out their responsibilities.

**Standard wise description of this criterion is given a under**

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

Department is benefitting fully from HEC National Digital Library's e-resources of superior quality peer-reviewed, full text, academic and research material in the shape of e-journals as well as e-books. Our faculty has the access to Springer Link, Project MUSE, Cambridge Uni. Press, Science Online, Wiley, Interscience, IEEE, JSTOR, Ebrary, McGraw Hill Professional, ISI Web of Science, Science Direct and Emerald.

This 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:

- Majority of the faculty members do not have access to the PCs. Ones who have some they have their own computer and are not provided by the university.
- The internet services provided by the university are very poor. The speed of internet is slow and often internet does not work. The intercom is connected with the internet and the services are often breached.
- Breach of power intermittently, due to which research and academic work both are suffered.
- Latest and modern molecular equipments or apparatus are lacking.

- Untrained supporting staff.
- Faculties lack practical knowledge of modern and molecular techniques.
- Minor electronic faults are not properly and timely removed.

**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.**

Recent Extension in its space, increasing no. of books and other facilities, University Central Library has more worth than before. It has limited number of books, international journals and periodicals. It's a medium-sized library in term of space and facilities with no catalogue systems. However, department itself owns few books in its library.

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

Currently, the class rooms are not enough and the space is not only limited but also some facilities are lacking. Multimedia is now available but due to unavailability of the lecture room, it has no fix place and is kept moving from one place to another thus some times become problematic Practical lab. space is also lacking. This affects the quality of teaching. The faculty offices are another serious problem of the department. Some faculty members are sharing small rooms and the other are having their desks in the laboratories.

## • **Criterion 8: Institutional Support**

The university administration has been struggling hard to strengthen all the departments, upgrade them and establish new faculties and Institutes. The university is also trying to attract highly qualified faculty.

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

- At present department is having a very meager financial resource from university main budget to maintain the present needs of the department. Individual research grants for students and faculty are mainly supporting the departmental research activities. Senior faculty members have research projects supporting the needs of the department partially. There is a dire need for increasing the financial resources allocated to the department to establish a departmental library, laboratories and computer facilities. Suggestions and factors that can contribute to the motivation of the faculty are given as follows:
  - Research grants for young faculty members may be allocated.
  - Foreign trainings should be arranged for the faculty members.
  - Department's share from university budget should be increased.

**Standard 8-2: There must be an adequate number of high quality graduate students, research assistants and Ph.D. students.**

The intake of B.Sc. (Hons) students is once in a year. A strict merit policy is applied during admission. Option to take the major subjects in third year (5<sup>th</sup> Semester) is provided to the students. Preference of the subject of choice is taken from every student. Generally around 20 students opt for Plant Pathology major as per decision take by the Dean office based on merit cum choice.

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

Total budget of the department in 2007-08 was just Rs 32,000/- Rs., which was amplified upto 4,20,000/- Rs. in 2009-10. Which has improved the financial condition of the department and the department can now purchase the equipments and chemicals for laboratories which are used for conducting the practical. Some books are also purchased for the department library.

**Conclusion:**

Unfortunately, some aspects of institutional support are very weak such as;

- Unavailability of class rooms, classes are taken in the labs.
- Faculty offices are inadequate and therefore, two teachers ( in some cases) have one office room.
- Space limitation is the major constraint in the development and strengthening of discipline.
- The department at present avails all the human resources assigned with the addition of one interim placement. Moreover, the up gradation of existing teaching cadre also provided and added advantage in retaining the present faculty.
- Insufficient technical staff and office equipment are among major constraints.

## SUMMARY

Plant pathology department initiated functioning during 2000 with in shortest possible time; the department achieved the possible success in the area for teaching, research and training. The degree courses of BSc Hons, MSc Hons and Ph.D in plant pathology are being offered with the ratio of 20,20,5 each year respectively. Different research projects have been completed/ approved or in the pipeline for higher degree programmes. Problem oriented research matters are emphasized for better sharing of plant Pathology discipline in the agriculture section. A number of constrains and their solution have also been reported in the report for efficient improvement of the department which consequently will bring a positive change in the coming years. More than 25 scholars who are currently enrolled ph.D degree which is a huge success for department. Ph.D. supervisors of department of plant pathology are HEC approved with papers in good impact factor and encouraged students to publish paper in good journals during degree. There are certain pitfalls as department doesn't has glass house to perform practical *in vivo* in control conditions which sometime not only effect result but also time as wasted. There must be more emphasis on the incorporation new innovative research.. Ph. D students given chance to demonstrate in bachelor classes which helpful for their grooming as future academicians or researchers. Almost every research student finishing his degree within stipulated time and adequate time and guidance given for manuscript writ up. Similarly, supervisor and their respective supervisory committee members also satisfied with their progress in research and is continuously monitored through lab meetings. Student feedback showed that students are both involved with laboratory and field research. Students are confident that after finishing their masters and Ph. D from department they can work independently and also contribute something positive to discipline of plant pathology.

**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**

<b>Course Content and Organization</b>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. The course objectives were clear	<input type="checkbox"/>				
2. The Course workload was manageable	<input type="checkbox"/>				
3. The Course was well organized (e.g. timely access to materials, notification of changes, etc.)	<input type="checkbox"/>				
4. Comments					

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

<b>Learning Environment and Teaching Methods</b>	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.)	<input type="checkbox"/>				
10. The learning and teaching methods encouraged participation.	<input type="checkbox"/>				
11. The overall environment in the class was conducive to learning.	<input type="checkbox"/>				
12. Classrooms were satisfactory	<input type="checkbox"/>				
13. Comments					

**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**

<b>Course Content and Organization</b>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. The course objectives were clear	<input type="checkbox"/>				
2. The Course workload was manageable	<input type="checkbox"/>				
3. The Course was well organized (e.g. timely access to materials, notification of changes, etc.)	<input type="checkbox"/>				
4. Comments					

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

<b>Learning Environment and Teaching Methods</b>	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.)	<input type="checkbox"/>				
10. The learning and teaching methods encouraged participation.	<input type="checkbox"/>				
11. The overall environment in the class was conducive to learning.	<input type="checkbox"/>				
12. Classrooms were satisfactory	<input type="checkbox"/>				
13. Comments					

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

<b>Quality of Delivery</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
19. The Course stimulated my interest and thought on the subject area	<input type="checkbox"/>				
20. The pace of the Course was appropriate	<input type="checkbox"/>				
21. Ideas and concepts were presented clearly	<input type="checkbox"/>				
22. Comments					

<b>Assessment</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
23. The method of assessment were reasonable	<input type="checkbox"/>				
24. Feedback on assessment was timely	<input type="checkbox"/>				
25. Feedback on assessment was helpful	<input type="checkbox"/>				
26. Comments					

### **Additional Core Questions**

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

<b>Tutorial</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
30. The material in the tutorials was useful	<input type="checkbox"/>				
31. I was happy with the amount of work needed for tutorials	<input type="checkbox"/>				
32. The tutor dealt effectively with my problems	<input type="checkbox"/>				

<b>Practical</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
33. The material in the practicals was useful	<input type="checkbox"/>				
34. The demonstrators dealt effectively with my problems.	<input type="checkbox"/>				

<p><b>Overall Evaluation</b></p> <p>35. The best features of the Course were:</p>    <p>36. The Course could have been improved by:</p>
---

<p><b>Equal Opportunities Monitoring (Optional)</b></p> <p>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:</p>
--

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

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 <input type="checkbox"/>	Spring <input type="checkbox"/>	Summer <input type="checkbox"/>
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
- A                      B                      C                      D                      E
12. Whether the Infrastructure of the department was good.
- A                      B                      C                      D                      E
13. Whether the program was comprised of Co-curricular and extra-curricular activities
- A                      B                      C                      D                      E
14. 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?

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11. What aspects of your program could be improved?

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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 you 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: \_\_\_\_\_



**Proforma 6**

**SURVEY OF DEPARTMENT OFFERING Ph.D. PROGRAMS**

The following information is required for EACH Department in which a Ph.D. program is offered.

<b>1</b>	<b>General Information:</b>	
1.1	Name of Department	
1.2	Name of Faculty	
1.3	Date of initiation of Ph.D. program	
1.4	Total number of academic journals subscribed in area relevant to Ph.D. program.	
1.5	Number of Computers available per Ph.D. student	
1.6	Total Internet Bandwidth available to all the students in the Department.	
<b>2</b>	<b>Faculty Resources:</b>	
2.1	Number of faculty members holding Ph.D. degree in the department.	
2.2	Number of HEC approved Ph.D. Advisors in the department.	
<b>3</b>	<b>Research Output:</b>	
3.1	Total number of articles published last year in International Academic Journals that are authored by faculty members and students in the department.	
3.2	Total number of articles published last year in Asian Academic Journals that are authored by faculty members and students in the department.	
3.3	Total number of ongoing research projects in the department funded by different organizations	
3.4	Number of post-graduate students in the department holding scholarships/fellowships.	
3.5	Total Research Funds available to the Department from all sources.	
3.6	Number of active international linkages involving exchange of researchers/students/faculty etc. (Attach Details).	

4	<b>Student Information:</b>	
4.1	Number of Ph.D. degrees conferred to date to students from the Department during the past three academic years.	
4.2	Number of Ph.D. students currently enrolled in the department.	
4.3	Ratio of number of students accepted to total number of applicants for Ph.D. Program.	
5	<b>Program Information</b>	
5.1	Entrance requirements into Ph.D. Program (M.Sc. / M.Phil.) Indicate subjects or M.Sc. / M.Phil.	
5.2	Is your Ph.D. program based on research only? (Y/N)	
5.3	Maximum number of years in which a Ph.D. degree has to be completed after initial date of enrollment in Ph.D. program.	
5.4	Total number of post M.Sc. (16 year equivalent) courses required for Ph.D.	
5.5	Total number of M.Phil. level courses taught on average in a Term / Semester.	
5.6	Total number of Ph.D. level courses taught on average in a Term / Semester.	
5.7	Do your students have to take/write:	
	a. Ph.D. Qualifying examination (Y/N)	
	b. Comprehensive examination (Y/N)	
	c. Research paper in HEC approved Journal	
	d. Any other examination (Y/N)	
5.8	Total number of International examiners to which the Ph.D. dissertation is sent.	
5.9	How is the selection of an examiner from technologically advanced countries carried out?	
5.10	Is there a minimum residency requirement (on campus) for award of Ph.D. degree?	
6	<b>Additional Information</b>	
6.1	Any other information that you would like to provide.	

## Proforma 7



# Alumni Survey

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

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

### 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. 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 (A) (B) (C) (D) (E)
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)

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**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 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>	List supervision of graduate students, postdocs and undergraduate honors theses showing:  <table border="0" style="width: 100%;"> <tr> <td style="width: 25%;"><b>Years</b></td> <td style="width: 40%;"><b>Degree</b></td> <td style="width: 35%;"><b>Name</b></td> </tr> </table> Show other information as appropriate and list membership on graduate degree committees.	<b>Years</b>	<b>Degree</b>	<b>Name</b>
<b>Years</b>	<b>Degree</b>	<b>Name</b>		
<i>Service Activity</i>	<i>List University and public service activities.</i>			

<p><i>Brief Statement of Research Interest</i></p>	<p><i>May be as brief as a sentence or contain additional details up to one page in length.</i></p>						
<p><i>Publications</i></p>	<p><i>List publications in standard bibliographic format with earliest date first.</i></p> <ul style="list-style-type: none"> <li>○ Manuscripts accepted for publication should be included under appropriate category as “in press;”</li> <li>○ Segment the list under the following standard headings: <ul style="list-style-type: none"> <li>▪ Articles published by refereed journals.</li> <li>▪ Books.</li> <li>▪ Scholarly and / or creative activity published through a refereed electronic venue.</li> <li>▪ Contribution to edited volumes.</li> <li>▪ Papers published in refereed conference proceedings.</li> <li>▪ Paper or extended abstracts published in conference proceedings. (refereed on the basis of abstract)</li> <li>▪ Articles published in popular press.</li> <li>▪ Articles appearing in in-house organs.</li> <li>▪ Research reports submitted to sponsors.</li> <li>▪ Articles published in non-refereed journals.</li> <li>▪ Manuscripts submitted for publication. (include where and when submitted).</li> </ul> </li> </ul>						
<p><i>Research Grants and Contracts.</i></p>	<p><i>Entries should include:</i></p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><b>Date</b></td> <td style="text-align: center;"><b>Title</b></td> <td style="text-align: center;"><b>Agency / Organization</b></td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>Total Award Amount</b></td> </tr> </table> <p><i>Segment the list under following headings:</i></p> <ul style="list-style-type: none"> <li>• Completed</li> <li>• Funded and in progress</li> <li>• In review</li> </ul>	<b>Date</b>	<b>Title</b>	<b>Agency / Organization</b>	<b>Total Award Amount</b>		
<b>Date</b>	<b>Title</b>	<b>Agency / Organization</b>					
<b>Total Award Amount</b>							
<p><i>Other Research or Creative Accomplishments</i></p>	<p><i>List patents, software, new products developed, etc.</i></p>						
<p><i>Selected Professional Presentations</i></p>							



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:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
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\_\_\_\_\_

**Course:** \_\_\_\_\_  
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\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Resume of Faculty Members

### Faculty Resume-1

Name	<b>Prof. Dr. Tariq Mukhtar</b>																								
<i>Personal</i>	<p><i>May include address(s) and phone number(s) and other personal information that the candidate feels is pertinent.</i></p> <p><b>Present Position &amp; Address:</b>            Professor &amp; Chairman            Department of Plant Pathology            Faculty of crop &amp; food sciences            PMAS Arid Agriculture University            Rawalpindi-46300  <b>Telephone:</b> Office: 051-9292123            Fax: -            e. mail: <a href="mailto:drtmukhtar@uuar.edu.pk">drtmukhtar@uuar.edu.pk</a></p>																								
<p><i>Experience</i>            List current appointment first, each entry as follows:</p> <p><i>Date, Title, Institution.</i></p>																									
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<p><b>Memberships</b>            List memberships in professional and learned Societies, indicating offices held committees, or other specific assignments.</p> <ol style="list-style-type: none"> <li>Zoological Society of Pakistan (ZSP)</li> <li>Pakistan Society of Nematologists (PSN)</li> <li>Pakistan Phytopathological Society (PPS) (<b>Joint Secretary</b>)</li> <li>Pakistan Botanical Society (PBS)</li> <li>Myco-Phytopathological Society of Pakistan (MYCOPS)</li> <li>Weed Science Society of Pakistan (WSSP)</li> </ol>																									

g) Pakistan Association for the Advancement of Science (PAAS)																																									
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2012	Ph.D.	M. Zameer Kayani	Supervisor																																						
Service Activity	<p>List University and public service activities.</p> <ul style="list-style-type: none"> <li>• Served as technical advisor (Plant Pathology) of selection boards of             <ul style="list-style-type: none"> <li>➤ Institute of Agricultural Sciences, Punjab University, Lahore</li> <li>➤ The Islamia University, Bahawalpur</li> <li>➤ Sargodha University, Sargodha</li> <li>➤ The University of Poonch, Rawalakot, AJK</li> </ul> </li> <li>• Member Academic Council, Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi (PMAS-AAUR).</li> <li>• Member Faculty Board, Faculty of Crop and Food Sciences, PMAS-AAUR.</li> <li>• Member Board of Studies, Department of Plant Pathology, PMAS-AAUR.</li> <li>• Member Self Assessment Team, Department of Plant Pathology, PMAS-AAUR.</li> <li>• Member Gown Committee, PMAS-AAUR.</li> <li>• Member Computer Management System (CMS), Department of Plant Pathology, PMAS-AAUR.</li> <li>• Member Management Team, Hydroponic System, PMAS-AAUR.</li> <li>• Member Board of Studies, Department of Plant Pathology, Bahauddin University, Multan (05-11-2015 to 04-11-2015).</li> </ul>																																								

	<ul style="list-style-type: none"> <li>• Member Board of Studies, Department of Plant Pathology, The University of Poonch, Rawalakot.</li> <li>• Member Board of Studies, National Agriculture Research Council, Islamabad.</li> </ul>
<p><i>Brief Statement of Research Interest</i></p>	<p><i>May be as brief as a sentence or contain additional details up to one page in length.</i></p> <p>My interests are in applied and basic research in Plant Pathology. My basic research efforts are on the identification of plant pathogenic bacteria and nematodes by using conventional, biochemical and molecular approaches. Pathogens of interest include root-knot nematodes, citrus nematode, wheat seed gall nematode, <i>Ralstonia solanacearum</i>, <i>Macrophomina phaseolina</i>, <i>Ceratocystis</i> spp.</p> <p>My applied interests have focused on managing diseases of various crops particularly vegetable crops using Integrated Management Practices. My efforts have focused on the numerous disease management practices including resistance, cultural practices, and chemical and non-chemical methods of disease control. Crops which I have had considerable experience with include numerous vegetables (particularly cucumber, tomato, okra, egg plant, potato, chili and cucurbits), fruit (apple, peach, mango, citrus, plum), and filed crops (wheat, cotton and rice).</p>

### **Publications**

*List publications in standard bibliographic format with earliest date first.*

- 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).

#### **Articles published by refereed journals**

1. Batool, M., T. Mukhtar and H. Butt. 2014. First report of *Diplocarpon mespili* on loquat (*Eriobotrya japonica*) in Pakistan. **Österreichische Zeitschrift für Pilzkunde (Austrian Journal of Mycology)**, 23: 143-147.

2. Mukhtar, T., M. A. Hussain, M. Z. Kayani and M. N. Aslam. 2014. Evaluation of resistance to root-knot nematode (*Meloidogyne incognita*) in okra cultivars. **Crop Protection**, 56: 25-30. [Impact factor = 1.539]
3. Iqbal, U. and T. Mukhtar, 2014. Morphological and pathogenic variability among *Macrophomina phaseolina* isolates associated with mungbean (*Vigna radiata* L.) Wilczek from Pakistan. *The Scientific World Journal*, 2014, Article ID 950175, 9 pages, <http://dx.doi.org/10.1155/2014/950175>. [Impact factor = 1.723].
4. Nasir, M., S. M. Mughal, T. Mukhtar, M. Z. Awan. 2014. Powdery mildew of mango: a review of ecology, biology, epidemiology and management. **Crop Protection**, 64: 19-26. [Impact factor = 1.539].
5. Ashfaq, M., M. A. Khan, T. Mukhtar and S. T. Sahi. 2014. Role of mineral metabolism and some physiological factors in resistance against urdbean leaf crinkle virus in blackgram genotypes. **International Journal of Agriculture and Biology**, 16 (1): 189-194. [Impact factor = 0.902].
6. Mehboob, N., M. J. Asad, M. Asgher, M. Gulfraz, T. Mukhtar and R. T. Mahmood. 2014. Exploring thermophilic cellulolytic enzyme production potential of *Aspergillus fumigatus* by the solid-state fermentation of wheat straw. **Applied Biochemistry and Biotechnology**, 172 (7): 3646-3655. [Impact Factor = 1.893]
7. Iqbal, U., T. Mukhtar and S. M. Iqbal. 2014. *In vitro* and *in vivo* evaluation of antifungal activities of some antagonistic plants against charcoal rot causing fungus, *Macrophomina phaseolina*. **Pakistan Journal of Agricultural Sciences**, 51 (3): 689-694. [Impact Factor = 1.24].
8. Ashfaq, M., S. Iqbal, T. Mukhtar and H. Shah. 2014. Screening for resistance to cucumber mosaic cucumovirus in chilli pepper. **Journal of Animal and Plant Sciences**, 24 (3): 791-795. [Impact Factor = 0.638].
9. Hussain, M. A., T. Mukhtar, M. Z. Kayani. 2014. Characterization of susceptibility and resistance responses to root-knot nematode (*Meloidogyne incognita*) infection in okra germplasm. **Pakistan Journal of Agricultural Sciences**, 51 (2): 319-324. [Impact Factor = 1.24].
10. Mukhtar, T., M. Z. Kayani and M. A. Hussain. 2013. Nematicidal activities of *Cannabis sativa* L. and *Zanthoxylum alatum* Roxb. against *Meloidogyne incognita*. **Industrial Crops and Products**. 42: 447-453. [Impact factor = 3.208].
11. Kayani, M. Z., T. Mukhtar, M. A. Hussain, and M. I. Haque. 2013. Infestation assessment of root-knot nematodes (*Meloidogyne* spp.) associated with cucumber in the Pothohar region of Pakistan. **Crop Protection**, 47: 49-54. [Impact factor = 1.402].
12. Mukhtar, T., M. Z. Kayani and M. A. Hussain. 2013. Response of selected cucumber cultivars to *Meloidogyne incognita*. **Crop Protection** 44: 13-17. [Impact factor = 1.402].
13. Mukhtar, T., M. A. Hussain and M. Z. Kayani. 2013. Biocontrol potential of *Pasteuria penetrans*, *Pochonia chlamydosporia*, *Paecilomyces lilacinus* and *Trichoderma harzianum* against *Meloidogyne incognita* in okra. **Phytopathologia Mediterranea**, 52 (1): 66-76. [Impact factor = 1.398].
14. Mukhtar, T., I. Arshad, M. Z. Kayani, M. A. Hussain, S. B. Kayani, A. M. Rahoo and M. Ashfaq. 2013. [Estimation of damage to okra \(\*Abelmoschus esculentus\*\) by root-knot](#)

- [disease incited by \*Meloidogyne incognita\*](#). **Pakistan Journal of Botany**, **45 (3): 1023-1027**. [Impact factor = 0.907].
15. Mahmood-ul-Hassan, Z. Akram, S. Ajmal, **T. Mukhtar**, S. Nasim, G. Shabbir and Y. Zafar. **2013**. Highly efficient *in vitro* root induction in peanut by mechanical stress method. **Journal of Animal and Plant Sciences**, **23 (2): 425-429**. [Impact factor = 0.585].
  16. Zia-Ul-Hussnain S., C. A. Rauf, M. I. Haque, S. Afghan, **T. Mukhtar**, F. Naz, M. K. N. Shah, and A. Shahzad. **2013**. Comparison of DAC-ELISA and Tissue Blot Immunoassay for the Detection of *Acidovorax avenae* subsp. *avenae*, causal agent of Red Stripe of Sugarcane. **Journal of Plant Pathology & Microbiology**, **4:172** doi: [10.4172/2157-7471.1000172](https://doi.org/10.4172/2157-7471.1000172).
  17. [Parveen, N.](#), [T. Mukhtar](#), M. F. [Abbas and](#) C. A. [Rauf](#). **2013**. Management of root knot nematode with marigold (*Tagetes erecta* L.) and antagonistic fungus (*Paecilomyces lilacinus* (Thom) Samson) in tomato crop. **International Journal of Biology and Biotechnology**, **10 (1): 61-66**.
  18. Kayani, M. Z., **T. Mukhtar** and M. A. Hussain. **2012**. Evaluation of nematicidal effects of *Cannabis sativa* L. and *Zanthoxylum alatum* Roxb. against root-knot nematodes, *Meloidogyne incognita*. **Crop Protection**, **39: 52-56**. [Impact factor = 1.402].
  19. Kayani, M. Z., **T. Mukhtar** and M. A. Hussain. **2012**. Association of root-knot nematodes (*Meloidogyne* spp.) with cucumber in the Pothowar region of the Punjab province of Pakistan. **International Journal of Biology and Biotechnology**, **9 (1-2): 23-29**.
  20. Kayani, M. Z., **T. Mukhtar**, M. A. Hussain, M. I. Haque and R. Perveen. **2012**. Incidence and severity of root-knot nematodes (*Meloidogyne* spp.) in district Rawalpindi. **Pakistan Journal of Phytopathology**. **24 (2): 122-128**.
  21. Begum, N., M. I. Haque, **T. Mukhtar**, S. M. Naqvi, J. F. Wang. **2012**. Status of bacterial wilt caused by *Ralstonia solanacearum* in Pakistan. **Pakistan Journal of Phytopathology**. **24 (1): 11-20**.
  22. Hussain, M. A., **T. Mukhtar**, M. Z. Kayani, M. N. Aslam and M. I. Haque. **2012**. A survey of okra (*Abelmoschus esculentus*) in the Punjab province of Pakistan for the determination of prevalence, incidence and severity of root-knot disease caused by *Meloidogyne* spp. **Pakistan Journal of Botany**, **44 (6): 2071-2075**. [Impact factor = 0.907].
  23. Irshad, U., **T. Mukhtar**, M. Ashfaq, M. Z. Kayani, S. B. Kayani, M. Hanif and S. Aslam. **2012**. Pathogenicity of citrus nematode (*Tylenchulus semipenetrans*) on *Citrus jambhiri*. **Journal of Animal and Plant Sciences**, **22 (4): 1014-1018**. [Impact factor = 0.585].

#### Books

#### Papers published in refereed conference proceedings:

67. Ahmad, R., M. A. Khan, T. Mukhtar and N. Javed. 2007. Infestation of citrus orchards by Citrus nematode (*Tylenchulus semipenetrans*) and screening of some rootstocks for resistance or susceptibility. Proceedings of the International Symposium on Prospects of Horticultural Industry in Pakistan. 28th to 30th March, 2007. Institute of Horticultural Sciences, University of Agriculture, Faisalabad. pp. 165-169.

68. Mukhtar,T., R. Ahmad and M. A. Khan. 2006. Studies on the distribution, ecology and management of Citrus Nematode, *Tylenchulus semipenetrans*. Proceedings of International Symposium on Sustainable Crop Improvement and Integrated Management. September 14-16, 2006. pp. 223-230.
69. Mukhtar,T., R. Ahmad and N. Javed, 2001. Control of *Meloidogyne javanica* by two antagonistic plants and a nematophagous fungus and effects of antagonistic plants on the activity of fungus. Proceedings of 3rd Conference of Plant Pathology, pp. 129-132.
70. Javed, N., S. R. Gowen, T. Mukhtar and M. Ashfaq. 2002. Effect of neem products on hatching, mobility, mortality and development of juveniles of *Meloidogyne javanica*. Proceedings of National Symposium of Nematology, 67-75.
71. Javed, N., R. Ahmad and T. Mukhtar. 2001. Nematode control: biological approach. Proceedings of 3rd Conference of Plant Pathology, pp. 116-121.A
72. Mukhtar, T., R. Ahmad and H. U. Khan. 1999. Effect of leaf extracts of some plants on the growth of nematophagous fungus *Verticillium chlamydosporium*. Proceedings of 2nd Conference of Plant Pathology, 179-182.
73. Mukhtar,T., R. Ahmad and S. R. Gowen. 1999. Effect of a cropping sequence on the management of *Meloidogyne javanica* and *Pasteuria penetrans* build up. Proceedings of 2nd Conference of Plant Pathology, pp. 175-178.

**Research Grants and Contracts.**

*Entries should include:*

**Date Title Agency / Organization**

**Total Award Amount**

Segment the list under following headings:

Completed

Funded and in progress

In review

<b>Sr #</b>	<b>Name of project</b>	<b>Funding Agency</b>	<b>Amount in Rs. M</b>
1	Distribution and Management of Root-knot nematodes	Endowment Fund, UAF	2.222
2	Genetic diversity and phylotyping of <i>Ralstonia solanacearum</i> strains causing bacterial wilt of chilies in major chili growing areas of Pakistan	Higher Education Commission of Pakistan	5.347
3	Nematodes infecting temperate fruits in Pakistan and their management	Pakistan Science Foundation	5.246

*Other Research or Creative Accomplishments*

*List patents, software, new products developed, etc.*

**Selected Professional Presentations**

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## Resume of Faculty Members

## Faculty Resume-2

Name	<b>Prof. Dr. M. Inam-ul-Haq</b>		
Personal	<p>May include address(s) and phone number(s) and other personal information that the candidate feels is pertinent.</p> <p><b>Present Position &amp; Address:</b>  Professor  Department of Plant Pathology  Faculty of crop &amp; food sciences  PMAS Arid Agriculture University  Rawalpindi-46300  <b>Telephone:</b> Office: 051-92  Fax:  e. mail: <a href="mailto:dr.inam@uair.edu.pk">dr.inam@uair.edu.pk</a></p>		
<p><b>Experience</b>  List current appointment first, each entry as follows:</p> <p><i>Date, Title, Institution.</i></p>			
<b>Date</b>		<b>Title</b>	<b>Institution</b>
<b>From</b>	<b>To</b>		
03-03-2008	To-date	Professor	Department of Plant Pathology, Faculty of Food and Crop Sciences, PMAS- Arid Agriculture University, Rawalpindi
28-01-2011	11-12-2013	Director Advanced Studies	Directorate of Advance Studies PMAS- Arid Agriculture University, Rawalpindi
27-12-2013	27-12-2014	Manager, Business Incubation Centre	ORIC, PMAS- Arid Agriculture University, Rawalpindi
23-09-2008	02-03-2015	Associate Professor	Department of Plant Pathology, Faculty of Food and Crop Sciences, PMAS- Arid Agriculture University, Rawalpindi
23-12-2006	22-09-2008	Associate Professor	Department of Plant Pathology, Faculty of Food and Crop Sciences, PMAS- Arid Agriculture University, Rawalpindi
23-10-2000	22-12-2006	Assistant Professor	Department of Plant Pathology, Faculty of Agriculture, University of Agriculture Faisalabad
27-2-1992	22-10-2000	Lecturer	Department of Plant Pathology, Faculty of Agriculture, University of Agriculture Faisalabad
<p><b>Honor and Awards</b>  List honors or awards for scholarship or professional activity.  i)</p>			
<p><b>Memberships</b>  List memberships in professional and learned Societies, indicating offices held, committees, or other specific assignments.</p>			

i) Life member of Pakistan Phytopathological Society ii) Life member of Pakistan Botanical Society iii) Life member of Asian PGPR Society iv) Reviewer: Canadian Journal of Microbiology v) Reviewer: Pakistan Journal of Agricultural Sciences																																									
Graduate Students Postdocs Undergraduate Students  <i>Honour Students</i>	<i>List supervision of graduate students, postdocs and undergraduate honors theses showing:</i> <table border="1"> <thead> <tr> <th>Years</th> <th>Degree</th> <th>Name</th> <th></th> </tr> </thead> <tbody> <tr> <td colspan="4"><b>Show other information as appropriate and list membership on graduate degree committees.</b></td> </tr> <tr> <th>Year</th> <th>Degree</th> <th>Name</th> <th>Contributed as</th> </tr> <tr> <td>2014</td> <td>M.Sc.(Hon)</td> <td>Adeela Altaf</td> <td>Supervisor</td> </tr> <tr> <td>2014</td> <td>M.Sc.(Hon)</td> <td>Muhammad Sufiyan</td> <td>Supervisor</td> </tr> <tr> <td>2013</td> <td>M.Sc.(Hon)</td> <td>Shagufta Bibi</td> <td>Supervisor</td> </tr> <tr> <td>2013</td> <td>M.Sc.(Hon)</td> <td>Sundas Shakoor</td> <td>Supervisor</td> </tr> <tr> <td>2012</td> <td>M.Sc.(Hon)</td> <td>Farooq Azam</td> <td>Supervisor</td> </tr> <tr> <td>2012</td> <td>M.Sc.(Hon)</td> <td>Muhammad Nasir</td> <td>Supervisor</td> </tr> <tr> <td>2012</td> <td>M.Sc.(Hon)</td> <td>Saima Sadiq</td> <td>Supervisor</td> </tr> </tbody> </table>	Years	Degree	Name		<b>Show other information as appropriate and list membership on graduate degree committees.</b>				Year	Degree	Name	Contributed as	2014	M.Sc.(Hon)	Adeela Altaf	Supervisor	2014	M.Sc.(Hon)	Muhammad Sufiyan	Supervisor	2013	M.Sc.(Hon)	Shagufta Bibi	Supervisor	2013	M.Sc.(Hon)	Sundas Shakoor	Supervisor	2012	M.Sc.(Hon)	Farooq Azam	Supervisor	2012	M.Sc.(Hon)	Muhammad Nasir	Supervisor	2012	M.Sc.(Hon)	Saima Sadiq	Supervisor
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2012	M.Sc.(Hon)	Muhammad Nasir	Supervisor																																						
2012	M.Sc.(Hon)	Saima Sadiq	Supervisor																																						
Service Activity	List University and public service activities. <ul style="list-style-type: none"> <li>➤ Teaching courses to M.Sc., M. Phil. and Ph.D. Student</li> <li>➤ Supervision of Research Theses of M.Sc., M. Phil. &amp; Ph.D. students</li> <li>➤ Development and Execution of donor funded Research &amp; Development Projects.</li> <li>➤ Management of the Department of Plant Pathology</li> </ul>																																								
<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> <ul style="list-style-type: none"> <li>• Bacteriology and Biological Control</li> </ul>																																								

<p><b>Publications</b></p> <p><i>List publications in standard bibliographic format with earliest date first.</i></p> <p>- Manuscripts accepted for publication should be included under appropriate category as “in press;”</p> <p>- Segment the list under the following standard headings:</p> <ul style="list-style-type: none"> <li>Articles published by refereed journals.</li> <li>Books.</li> <li>Scholarly and / or creative activity published through a refereed electronic venue.</li> <li>Contribution to edited volumes.</li> <li>Papers published in refereed conference proceedings.</li> <li>Paper or extended abstracts published in conference proceedings. (refereed on the basis of abstract)</li> <li>Articles published in popular press.</li> <li>Articles appearing in in-house organs.</li> <li>Research reports submitted to sponsors.</li> <li>Articles published in non-refereed journals.</li> <li>Manuscripts submitted for publication. (include where and when submitted).</li> </ul> <p><b>Articles published by refereed journals</b></p> <ol style="list-style-type: none"> <li>1. Khan, N.A., M. Ajmal, M. Inam-ul-haq, N. Javed, M. Asif Ali, Rana Binyamin and S.A. Khan. 2012. Impact of sawdust using various woods for effective cultivation of Oyster mushroom. Pak. J. Botany 44(1): 399-402.</li> </ol>	
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2. Naqvi, S.F., M.Inam-ul-Haq, M.I.Tahir and S.M.Mughal. 2012. Screening of sesame germplasm for resistance against the bacterial blight caused by *Xanthomonas campestris* pv. *sesami*. Pak. J. Agri. Sci. 49(2):131-134.
3. Iqbal, S., M. Ashfaq, H. Shah, M. Inam-ul-Haq and Aziz-ud-Din. 2012. Prevalence and distribution of Cucumber Mosaic Virus (CMV) in major chilli growing areas of Pakistan. Pakistan Journal of Botany 44(4):1749-1754.
4. M. Inam-ul-Haq, S. Mehmood, H. M. Rehman, Z. Ali and M.I. Tahir. 2012. Incidence of root rot diseases of soybean in Multan Pakistan and its management by the use of plant growth promoting rhizobacteria. Pak. J. Bot. 44(6):2077-2080.
5. Naqvi, S.F., M. Inam-ul-Haq, M. Ahsan Khan, M. Ibrahim Tahir, Zahid Ali and H.M. Rehman. 2013. Morphological and biochemical characterization of *Xanthomonas campestris* (Pammel) Dawson pv. *sesami* and its management by bacterial antagonists. Pak. J. Agri. Sci., 50(2): 229-235
6. Rashid, A., M. Shahjahan, M. Inam-ul-Haq, M. Shahid, M. Ehetisham-ul-Haq, I. H. Waris, M. Farooq, E. Perveez and M. Ashraf. 2013. Distribution of black chaff disease of wheat caused by *Xanthomonas campestris* pv. *translucens* in different ecological zones of Pakistan and its management through plant extracts and bio-products. European Journal of Experimental Biology, 3(4): 261-266.
7. Tahir, M.I., M. Inam-ul-Haq, M. Ashfaq, N.A. Abbasi. 2014. Surveillance of *Ralstonia solanacearum* infecting potato crop in Punjab. Pak. J. Phytopathol., 26(1): 43-50.

#### **Books**

#### **Papers published in refereed conference proceedings:**

1. Khan, M.M., M.A. Khan, M. Inam-ul-Haq, R. Ahmad and I. Aziz. 1992. Incidence of citrus canker caused by *Xanthomonas campestris* pv. *citri* in kinnow orchards in Faisalabad. District. Proceedings of the First International Seminar on Citriculture in Pakistan, 2-5. December 1992, Page 311-314.
2. Ahmed, R., M. Z. Kayani, N. Javed and M. Inam-ul-Haq. 1992. Effect of different inoculum levels of citrus nematode *Tylenchulus semipenetrans cobb.* on the growth of seedlings. Proceeding of the First International Seminar on Citriculture in Pak., 2-5. December 1992, Page 319-320.
3. Ahmad. R., M.Z. Kayani, M. Inam-ul-Haq and N. Javed. 1992. Effect of seasonal fluctuation on the population dynamics of citrus nematode (*Tylenchulus semipenetrans cobb.*) Proceedings of the second international Workshop on plant Nematology. November 22-26 1992, Karachi University Pakistan.

4. M.Inam-ul-Haq, R. Ahmad and M.Y. Khan. 1999. Evaluation of various concentrations of *Pseudomonas fluorescens* for the biological control of chickpea wilt. Proceeding of 2<sup>nd</sup> National Conference of Plant Pathology, Sept. 27-29, Univ, Agri. Faisalabad. Pages. 293-295.
5. M.Inam-ul-Haq, and R. Ahmad. 1999. Evaluation of various methods of application of plant growth promoting rhizobacteria for the biological control of chickpea wilt. Proceeding of 2<sup>nd</sup> National Conference of Plant Pathology, Sept. 1999. Univ, Agri. Faisalabad. Pages. 296-300.
6. M. Inam-ul-Haq, M.I. Khawar, M.I. Tahir, S. KR. Yellareddygar and M.S. Reddy. 2011. Induction of systemic resistance by rhizobacteria for the management of root-knot nematodes in tomato. Proceedings of the 2nd Asian PGPR Conference. Plant Growth-Promoting Rhizobacteria (PGPR) For Sustainable Agriculture: August 21-24, 2011, Beijing, P.R. China. pp. 308-321.
7. Shahid, A.A., Yasin, S., Inam-ul-Haq, M., Ali, M. and Saleem Haider, M. 2013. "Use of Rhizobacteria for the Management of Soft Rot Disease of Potato" Athens: ATINER'S Conference Paper Series, No: AGR2013-0770.
8. M. Ibrahim Tahir, M. Inam-ul-Haq, Farooq Azam and M.S. Reddy. 2013. Utilization of *Pseudomonas fluorescens* and *Bacillus subtilis* for the root knot nematode management of chili and their effect on chili growth. In: Recent Advances in Biofertilizers and Biofungicides (PGPR) For Sustainable Agriculture. Proceedings of 3rd Asian Conference on Plant Growth-Promoting Rhizobacteria (PGPR) and other Microbials Manila, Philippines April 21-24, 2013. Chapter 30. pp. 366-377.
9. M. Inam-ul-Haq, M. Ibrahim Tahir, M.S. Reddy. 2013. Disease suppression of fungal root pathogens of chickpea using antagonistic rhizobacteria and neem cake. In: Recent Advances in Biofertilizers and Biofungicides (PGPR) For Sustainable Agriculture. Proceedings of 3rd Asian Conference on Plant Growth-Promoting Rhizobacteria (PGPR) and other Microbials Manila, Philippines April 21-24, 2013. Chapter 31. pp. 378-392.

**ABSTRACTS (Papers Presented in Conferences)**

**RESEARCH/TECHNICAL REPORTS (unpublished)**

**POPULAR ARTICLES/BOOKLETS**

1. Some recommendations to get rid from cotton leaf curl virus 1993. Zari Digest. 27(3): 15-16.
2. Mango diseases and their control 1996. Zari Digest 29/330 (4/1): 48-50.

3. Controlling chickpea diseases. Article published in the daily Newspaper, "The Nation" on May 21, 2000.
4. N.A. Khan, M. Inam-ul-haq and M.A.Khan. 2008. Little Wonders. Nutritional Value of Oyster Mushroom and its cultivation on paddy straw. Nation, July, 20. p.36
5. M. Inam-ul-Haq, Shazia Shahzaman, Ch. Abdul Rauf. 2011. Chanay ki Kasht. A booklet.

### *Research Grants and Contracts.*

*Entries should include:*

**Date Title Agency / Organization**

**Total Award Amount**

Segment the list under following headings:

#### Completed

1. Endowment Fund UAF: Rhizobacterial Formulations Application Technology for the Control of major Pathogenic root infecting fungi in chickpea for sustainable Crop Production".
2. HEC project: "Surveillance and pathogen characterization of bacterial canker of stone fruits using biochemical and molecular methods and its biomanagement".
3. PARB funded Project: "Development of Bio-pesticide for the Control of Soil-borne Diseases of Tomatoes and Chilies caused by *Pythium* and *Phytophthora spp.*"
4. Evaluation of different plant materials for their nematicidal potential against root-knot nematode *Meloidogyne spp.* on tomato and brinjal (1993-94). Funded by UGC, Islamabad.
5. Biological control of chickpea wilt by the use of Plant growth promoting rhizobacteria (PGPR). 1999. Funded by UGC, Islamabad.

Biological control of root knot nematode *Meloidogyne spp.* of vegetables, (1995-96) Funded by UGC, Islamabad.

#### Funded and in progress

6. PSF funded Project entitled "Utilization of Plant Growth Promoting Rhizobacteria for the Induction of Systemic Resistance in Potato Seed against Bacterial Rot and Wilt Diseases".
7. Endowment Fund UAF: Rhizobacterial Formulations Application Technology for the Control of major Pathogenic root infecting fungi in chickpea for sustainable Crop Production".
8. HEC project: "Surveillance and pathogen characterization of bacterial canker of stone fruits using biochemical and molecular methods and its biomanagement".

<p><b>9.</b> PARB funded Project: “Development of Bio-pesticide for the Control of Soil-borne Diseases of Tomatoes and Chilies caused by <i>Pythium</i> and <i>Phytophthora spp.</i>”</p> <p>In review</p> <p>1. One project is in pipeline with the foreign professor from University of Reading. Link is continued here in PMAS-Arid Agriculture University Rawalpindi (Copy of Memorandum of Linkage is enclosed).</p>	
<p><i>Other Research or Creative Accomplishments</i></p>	<p><i>List patents, software, new products developed, etc.</i></p>
<p><b>Selected Professional Presentations</b></p>	

**Annexure -I**

**Resume of Faculty Members**

*Faculty Resume-3*

Name		<b>Dr. Muhammad Ashfaq</b>	
<i>Personal</i>		<p><i>May include address(s) and phone number(s) and other personal information that the candidate feels is pertinent.</i></p> <p><b>Present Position &amp; Address:</b>  Associate Professor  Department of Plant Pathology  Faculty of crop &amp; food sciences  PMAS Arid Agriculture University  Rawalpindi-46300  <b>Telephone:</b> Office: +92 051 9292123  e. mail: <a href="mailto:mashfaq@uaar.edu.pk">mashfaq@uaar.edu.pk</a></p>	
<i>Experience</i>			
List current appointment first, each entry as follows:			
<i>Date, Title, Institution.</i>			
<b>Date</b>		<b>Title</b>	<b>Institution</b>
<b>From</b>	<b>To</b>		
1-7-2004	To-date	<b>Assisstant Professor</b>	Teaching and Research experience
May, 2009 to May, 2010			Visiting Scientist at SCRI/JHI, Dundee, UK, from May
<b>Honor and Awards</b>			
List honors or awards for scholarship or professional activity.			
i) Promotion to Assistant professor, 2010			
ii) <i>Visiting Scientist, Scottish Crop Research Institute/James Hutton research</i>			

<p><i>Institute, Dundee, Scotland, UK, 2009-2010.</i></p> <p>iii) HEC PhD Approved Supervisor</p> <p>iv) Reviewer of National and International Scientific Journals.</p> <p>v) Subject editor in Plant Virology of Pakistan Journal of Phytopathology (Pak. J. Phytopathol.,)</p> <p>vi) Research supervision of PhD, M.Sc. (Hons.) and B.Sc. (Hons.) students.</p> <p>iii) <i>precious services and big contribution to farmer community through IPM-FFS approach”.</i></p>																													
<p><b>Memberships</b></p> <p>List memberships in professional and learned Societies, indicating offices held, committees, or other specific assignments.</p> <p>vi) Member of Editorial Board of Austin Journal of Plant Biology (AJPB).</p> <p>vii) Member of Editorial Board of Asian Journal of Agriculture &amp; Biology (AJAB).</p>																													
<p>Graduate Students</p> <p>Postdocs</p> <p>Undergraduate Students</p> <p><i>Honour Students</i></p>	<p>List supervision of graduate students, postdocs and undergraduate honors theses showing:</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Degree</th> <th>Name</th> <th></th> </tr> </thead> <tbody> <tr> <td colspan="4"><b>Show other information as appropriate and list membership on graduate degree committees.</b></td> </tr> <tr> <th>Year</th> <th>Degree</th> <th>Name</th> <th>Contributed as</th> </tr> <tr> <td>2012</td> <td>M.Sc.(Hons)</td> <td>Anam Saleem</td> <td>Supervisor</td> </tr> <tr> <td>2013</td> <td>M.Sc.(Hons)</td> <td>M.Zeeshan</td> <td>Supervisor</td> </tr> <tr> <td>2013</td> <td>M.Sc.(Hon)</td> <td>Sehrish Saba</td> <td>Supervisor</td> </tr> <tr> <td>2014</td> <td>M.Sc.(Hons)</td> <td>Zargham Abbas</td> <td>Supervisor</td> </tr> </tbody> </table>	Years	Degree	Name		<b>Show other information as appropriate and list membership on graduate degree committees.</b>				Year	Degree	Name	Contributed as	2012	M.Sc.(Hons)	Anam Saleem	Supervisor	2013	M.Sc.(Hons)	M.Zeeshan	Supervisor	2013	M.Sc.(Hon)	Sehrish Saba	Supervisor	2014	M.Sc.(Hons)	Zargham Abbas	Supervisor
Years	Degree	Name																											
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2013	M.Sc.(Hon)	Sehrish Saba	Supervisor																										
2014	M.Sc.(Hons)	Zargham Abbas	Supervisor																										
Service Activity	<p>List University and public service activities.</p> <ul style="list-style-type: none"> <li>➤ Teaching courses to M.Sc (Hons) and Ph.D. Student</li> <li>➤ Supervision of Research Theses of M.Sc., M. Phil. &amp; Ph.D. students</li> </ul>																												
<i>Brief Statement of Research Interest</i>	<p>May be as brief as a sentence or contain additional details up to one page in length.</p> <ul style="list-style-type: none"> <li>• Molecular Plant Virology, Functional study of viral genes, Development of transgenic plants resistant to virus infection, Study of virus-encoded silencing suppressor proteins, Virus- Plant interactions, Biochemistry and Physiology of Viral Diseased Plants, Epidemiology of Plant Viruses, Integrated Disease Management.</li> </ul>																												

### *Faculty Resume-4*

Name	Dr. Gulshan Irhad
<i>Personal</i>	<p>Organization (main): PMAS Arid Agriculture University Rawalpindi Phone: +92 51 92 90 230 Mob: +92 333 593 8344 Email: gulshanirshad@gmail.com Gulsha.irshad@uair.edu.pk</p>

<i>Experience</i>	<b>Date,</b> 2007 2014	<b>Title,</b> Lecturar Assisstant Professor	<b>Institution</b> PMAS AAUR PMAS AAUR
<i>Honor and Awards</i>	Lecturer (Plant Pathology) PMAS-AAUR, Pakistan 2004		
<i>Memberships</i>	Pakistan Phytopathological society (life member) Pakistan Botanical society (life member)		
<i>Brief Statement of Research Interest</i>	Aero mycology, Fungal Taxonomy, Seed Pathology, Wind Borne Diseases, Post Harvest Pathology, Beneficial Microorganisms.		

### **Publications**

#### **Articles published by refereed journals**

- Irshad. G.**, F. Naz. M. I. Haque and A. Rauf. 2013. Population dynamics of aeromycoflora at three sites of Rawalpindi by evaluating two sampling methods. Pak. J. Phytopathology. 25 (01): 31-36.
- Fahim.M.A.,F.Naz and **G.Irshad**. 2013. Important fungal diseases of potato and their management – a brief review. Mycopath 11(1): 45-50.
- Fahim. A, C. A. Rauf and **G. Irshad**. 2014. Nucleotide evidence of capsid protein (CP) gene of potato virus Y (PVY) from a Pakistani isolate. Nucleotide evidence of CP gene. Pakistan Journal of Agricultural Sciences. (Accepted).
- Irshad. G**, Z. Haider, Z. Ikram, A. Iqbal. S. Hadair and M. I. Haq. 2014. Chemical control of fungal diseases of stored *Solanum lycopersicum* fruit by potassium bicarbonate and calcium chloride. Pak. J. Phytopathology. 26(02).281-287.)
- Sultana. K, M. U. Shabaz, M. I. Haque, and **G. Irshad**. 2014. *Trinacrium anchorum*, a new hypomyceteous fungus from Pakistan. Journal of Plant Taxonomy and Geography. 69(1): 75-77.
- Sultana, K. M. U. Shahbaz, **G. Irshad** and M. A. Iqbal. 2014. Addition of hypomyceteous fungi to the hypomycetes of Pakistan. Comunicata Scientiac.
- Sultana, K. N. Raiz. **G., Irshad** and A. N. khan. 2014. Research note: Contribution to Mushroom Flora of Rawalpindi-Islambad, Pakistan. Journal of Bio resources management. 1(1):27-31.

Aurangzeb, W., G. Irshad, N. Mehammod and N. Beghum. 2014. A seed borne mycoflora associated with local and imported paddy seed lots in Pakistan. Journal of Phytopathology. 26(2). 241-246.	
<b>Scholarly and / or creative activity</b>	
1. "Review of the implementation of Biodiversity Action Plan of Pakistan – current status and future steps". A report for Ministry of Environment/ IUCN-P, Islamabad. 2005.	
2. Study report on population of selected mammals and birds of Machiara National Park. PAMP-MNP, AJK Fisheries and Wildlife Department, Muzaffarabad AJK. 2006.	
3. "Review of Protected Areas Management and Performance Effectiveness in Pakistan". A report for the Ministry of Environment/IUCN-P, Islamabad. 2007.	
<i>Research Grants and Contracts.</i>	<ol style="list-style-type: none"> <li>1. Screening of substrate mass production of biological control agent. <b>(PMAS AAUR) 2008-2009</b></li> <li>2. Induction of systemic resistance through Rhizobacteria in tomato. <b>(PMAS AAUR) 2010-2011</b></li> <li>3. Impact of aeromycoflora –dynamics on prevailing plant flora and human allergens. (submitted to <b>Pakistan science foundation</b>)</li> </ol>
<i>Other Research or Creative Accomplishments</i>	Nil
<i>Selected Professional Presentations Nil</i>	

### **Faculty Resume-5**

Name	Dr. Farah NAZ		
<i>Personal</i>	Department of Plant Pathology University of Arid Agriculture, Rawalpindi, Pakistan Ph: +92-51-9062626, Cell +92-300-5075319 Email: <a href="mailto:nazfrh@yahoo.co.uk">nazfrh@yahoo.co.uk</a> <a href="mailto:farahnaz@uaar.edu.pk">farahnaz@uaar.edu.pk</a>		
<i>Experience</i>	<b>Date,</b>	<b>Title,</b>	<b>Institution.</b>
	1-4-2010 to date	Assistant Professor	PMAS AAUR
	7-5-2007 - 31-3-2010	Lecturer	PMAS AAUR
	1-11-2003 - 31-10-2006	Research Associate	PSF/ PMAS UAAR Project No 69
	7-1-2000 - 31-10-2000	Lecturer (Biology)	Rawalpindi
<i>Honor and Awards</i>	-		
<i>Memberships</i>	<ul style="list-style-type: none"> <li>• Member of "American phytopathological Society"</li> <li>• Life Member, "Pakistan Phytopathological Society".</li> </ul>		

	<ul style="list-style-type: none"> <li>• Life Member, “Pakistan Botanical Society”.</li> <li>• Councilor, Pakistan Phyto Pathological Society Pakistan 2010-11</li> <li>• Councilor, Pakistan Phyto Pathological Society Pakistan 2016-17</li> </ul>																		
Graduate Students / Undergraduate Students	<p><b>Supervision of Students</b></p> <table border="1"> <thead> <tr> <th>Years</th> <th>Degree</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>P.h.D.</td> <td>Gulshan Irshad</td> </tr> <tr> <td>2012</td> <td>Msc (Hons)</td> <td>Sania Shoukat</td> </tr> <tr> <td>2013.</td> <td>Msc (Hons)</td> <td>Sidra Hafeez</td> </tr> <tr> <td>2014</td> <td>Msc (Hons)</td> <td>Aliya Tariq</td> </tr> <tr> <td>2014</td> <td>Msc (Hons)</td> <td>Alveena Mumtaz</td> </tr> </tbody> </table>	Years	Degree	Name	2013	P.h.D.	Gulshan Irshad	2012	Msc (Hons)	Sania Shoukat	2013.	Msc (Hons)	Sidra Hafeez	2014	Msc (Hons)	Aliya Tariq	2014	Msc (Hons)	Alveena Mumtaz
Years	Degree	Name																	
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2013.	Msc (Hons)	Sidra Hafeez																	
2014	Msc (Hons)	Aliya Tariq																	
2014	Msc (Hons)	Alveena Mumtaz																	
Service Activity	<ul style="list-style-type: none"> <li>➤ Teaching courses to Msc.(Hons). and Ph.D. Students</li> <li>➤ Supervision of Research Theses of the Msc.(Hons)/ Ph.D. students</li> <li>➤ Conducting Research Projects funded by HEC and PMAS-AAUR.</li> </ul>																		
Brief Statement of Research Interest	<ul style="list-style-type: none"> <li>• Fungal Molecular Biology,</li> <li>• fungal plant pathology,</li> <li>• plant disease diagnosis.</li> <li>• genetic variation in plant pathogenic fungi</li> <li>• on-farm participatory research,</li> <li>• integrated disease management,</li> </ul>																		

### **Publications**

#### **a) Articles published by refereed journals:**

C.A.Rauf , **Farah Naz**, I. Ahmad, I.U.Haque and A. Riaz. (2014). Management of black scurf of potato with effective microbes, biological potassium fertilizer(BPF), and *Trichoderma harzianum*. Int. J. Agric. Biol., 17: 601–606. **[IF=0.902]**

Tayyaba Sultana, Farah Naz, M. IrfanUI-Haque, Shahid Butt and M. Fahim Abbas (2014) Characterization and relative contribution of fungal and bacterial pathogens involved in Sudden Death Syndrome of chillies. Pak. J. Phytopathol., 26 (01):53-61.

Rubab Altaf, Ch.A.Rauf, Farah Naz, Ghulam Shabbir. (2014) Surveillance and characterization of Fusarium isolates associated with lentil wilt. Pak. J. Phytopathol., 26 (01):83-90. **(HEC Recognized Journal)**

Muhammad Fahim Abbas, **Farah Naz**, Gulshan Irshad. (2013). Important fungal diseases of potato and their management-a brief review. *Mycopath* 11 (1), 245-47

Ahmed, R., Riaz, A., Zakria, M. & **Naz, F.** (2013). Incidence of karnal bunt (*Tilletia indica* Mitra) of wheat (*Triticum aestivum* L.) in two districts of Punjab (Pakistan) and identification of resistance source. *Pak. J. Phytopathol.*, 25(1), 01-06.

Gulshan Irshad, **Farah Naz**, Muhammad I. U. Haq, Chaudhary A. Rauf. (2013). Population dynamics of aeromycoflora at three sites of Rawalpindi by evaluating two sampling methods. *Pak. J. Phytopathol.*, 25 (01) 31-36. .

Zia-Ul-Hussnain, S., C. A. Rauf, M. I. Haque, S. Afghan, T. Mukhtar, **F. Naz**, M. K. N. Shah and A. Shahzad. (2013) Comparison of DAC-ELISA and tissue blot immunoassay for the detection of *Acidovorax avenae* subsp. *avenae*, causal agent of red stripe of sugarcane. *J Plant Pathol Microb* 2013, 4:4 <http://dx.doi.org/10.4172/2157-7471.1000172>

Abid Riaz, J. Nicklin, I. Haque, C.A.Rauf, G.Qadir and **Farah Naz**. (2013). Toxicity induced by solanapyrone in chickpea shoots and its metabolism through glutathione/ glutathione-s-transferase system. *Pak.J. Bot.*, 45(1): 135-139.

Khola Rafique, Awais Rasheed, Alvina Gul Kazi, Hadi Bux, **Farah Naz**. Tariq Mahmood and Abdul Mujeeb-Kazi. 2012. Powdery mildew resistance in some new wheat amphiploids (2n = 6x = 42) derived from A- and S-genome diploid progenitors. *Plant Genetic Resources*, 10(1):1-16. [IF=0.27]

Research Grants and Contracts.

a) *Completed Projects*

- 1 **Inhibition of *Rhizoctonia solani* with Isothiocyanates produced by Brassicaceae Species** ” sponsored by PMAS UAAR, (2009 -2010) (Completed)

	<p>2 <b>"Management of black scurf of potato"</b> sponsored <b>By: Pakistan Science Foundation</b> (PSF) (01/12/2003 - 11/30/2006) (Completed)</p> <p>3 "Surveillance and Characterization of Pathogens Infecting Loquat in Pakistan". sponsored <b>By: Pakistan Science Foundation.</b> PSF/NSLP/P-UAAR (501) Rs. 2.27 Million (10/03/2014 - <b>(Ongoing)</b>)</p> <p>4. Optimization of organic mushroom technology at Koont Farm (Chakwal); Income Generation and poverty alleviation through transfer technology. PARC – ALP Rs.3.19 Million</p>
<p><i>members</i></p>	<ul style="list-style-type: none"> <li>• Member of "American phytopathological Society"</li> <li>• Life Member, "Pakistan Phytopathological Society".</li> <li>• Life Member, "Pakistan Botanical Society".</li> <li>• Councilor, Pakistan Phyto Pathological Society Pakistan 2010-11 Councilor, Pakistan Phyto Pathological Society Pakistan 2016-17-</li> </ul>
<p><b><i>Selected Professional Presentations</i></b></p> <ul style="list-style-type: none"> <li>• <b>"Participated IN "14 th National Training Course on "Modern Techniques in Biotechnology" April 18-22, 2016 at NIBGE, Faisalabad</b></li> <li>• Oral Presentation 5th International and 14th National conference of Botany organized by Pakistan Botanical Society at University of Karachi, Karachi on 15-18 January 2016</li> <li>• Oral Presentation <b>in</b> 5th International / 10th National Conference of <b><i>Pakistan Phytopathological Society.</i></b> Institute of Agricultural Sciences, University of the Punjab Lahore November 23-25, 2015</li> <li>• Oral Presentation in <b>12th National and 3rd International Conference of Botany"</b> Quaid-i- Azam University Islamabad (1/9/2012-3/9/2012)</li> <li>• <b>Participated in FSC &amp; RD-NAPHIS "National training course in seed Mycology and Nematology" 16-19 June 2014at Islamabad.</b></li> <li>• Oral Presentation <b>in 3rd International Conference of Pakistan Phytopathological Society. Department of Agriculture and Agribusiness Management, University of Karachi, Pakistan January 23-25, 2014</b></li> <li>• Oral Presentation in <b>12th National and 3rd International Conference of Botany"</b> Quaid-i- Azam University Islamabad (1/9/2012-3/9/2012)</li> </ul>	

- Participated in **International Conference of Plant Scientists** organized by Pakistan Botanical Society held from 21-24<sup>th</sup> April 2007 in Faisalabad Agriculture University
- Poster Presentation in **Third National Conference of Plant Pathology** on “Histopathology of sunflower seedlings infected with *Macrophomina phaseolina*”, NARC, Islamabad, Pakistan, October 1-3, 2001.
- Attended National Training Course on **Seed Virology** Organized by FSC&RD / NAPHS, Ministry of Food and Agriculture, Govt. of Pakistan, held from 22<sup>nd</sup> to 24<sup>th</sup> December 2008.

1.

### Annexure -I

#### Resume of Faculty Members

#### *Faculty Resume-6*

Name	Muhammad Usman Raja		
<i>Personal</i>	Department of Plant Pathology, PMAS-Arid Agriculture University Rawalpindi, Pakistan Faculty of Crop & Food science Off: Tel. +92 051 9292123 Cell: +92 51 345 0538643 Email: <a href="mailto:usman2012@uaar.edu.pk">usman2012@uaar.edu.pk</a>		
<i>Experience</i> List current appointment first, each entry as follows:  <i>Date, Title, Institution.</i>			
<b>Date</b>		<b>Title</b>	<b>Institution</b>
<b>From</b>	<b>To</b>		
06-11-2006	To-date	Assistant Professor	Department of Plant Pathology, PMAS-Arid Agriculture University Rawalpindi, Pakistan
24-11-2001	06-11-2006	Lecturer	. Department of Plant Pathology, PMAS-Arid Agriculture University Rawalpindi, Pakistan
<b>Honor and Awards</b> List honors or awards for scholarship or professional activity.  i) Received outstanding student scholarship for pursuing M.Phil. degree.			
<b>Memberships</b> List memberships in professional and learned Societies, indicating offices held, committees, or other specific assignments.			

i. Life member of Pakistan Society of Plant Pathology ii. Life member of Pakistan Botanical society													
Graduate Students Postdocs Undergraduate Students  <i>Honour Students</i>	<i>List supervision of graduate students, postdocs and undergraduate honors theses showing:</i> <table border="1"> <thead> <tr> <th>Years</th> <th>Degree</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td colspan="3"><b>Show other information as appropriate and list membership on graduate degree committees.</b></td> </tr> <tr> <th>Year</th> <th>Degree</th> <th>Name</th> </tr> <tr> <td>2014</td> <td>M.Sc.(Hon)</td> <td>Komal Zafar</td> </tr> </tbody> </table>	Years	Degree	Name	<b>Show other information as appropriate and list membership on graduate degree committees.</b>			Year	Degree	Name	2014	M.Sc.(Hon)	Komal Zafar
Years	Degree	Name											
<b>Show other information as appropriate and list membership on graduate degree committees.</b>													
Year	Degree	Name											
2014	M.Sc.(Hon)	Komal Zafar											
Service Activity	List University and public service activities. Teaching and Research Major Area of Interest: Phytobacteriology, Plant Disease Resistance, Post Harvest diseases Undergraduate and Post-graduate student advisor Tutorship Member of department team for quality control Provide diagnostic and advisory services to farmers of peripheral area												
<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> <ul style="list-style-type: none"> <li>• Plant disease resistance</li> <li>• Post- harvest disease management</li> <li>• Phyto-bacteriology</li> </ul>												

### **Publications**

#### **Publications with Impact factor**

##### **Publications in peer reviewed journals:**

##### **Abstract**

1. Raja, M.U. and Ali M.W. Screening of commercial PEA (*Pisum sativum* L.) varieties against *Pseudomonas syringae pv pisi* through different pathogenicity assays. 5<sup>th</sup> International conference of Pakistan Phytopathology Society, November 23-25, 2015, Lahore
2. Gul-e-lalah, Raja, M. U., Gardezi, S R,A., Irshad,G., Akram,A.2015. A morel story of Poonch district AJK. 5<sup>th</sup> International conference of Pakistan Phytopathology Society, November 23-25, 2015, Lahore

#### **Research Grants and Contracts.**

Control of post-harvest diseases of fruits and vegetables by unconventional methods (resistance inducers, botanical and antagonist) **Ongoing**

## **Detailed Course Contents of Under Graduate Scheme of Studies Plant**

### **Pathology**

#### **PP-401 INTRODUCTION TO PLANT PATHOGENS 2(1-2)**

##### **Theory:**

Types of Plant Pathogens, General taxonomy, characteristics, morphology, and ecology of Plant Pathogens (Fungi, Bacteria, Virus, Nematode, Phytoplasma, Higher Parasitic Plants).

##### **Practicals**

Preparation of media and isolation techniques for plant pathogens. Demonstration of various plant pathogens through slides, live specimens and their comparative study.

##### **Books Recommended**

##### **Text:**

1. Agrios, G.N. 2005. Plant Pathology, 4<sup>th</sup> edition, Academic Press, New York, USA.

##### **Reference:**

1. Singh, R.S. 1982. Plant Pathogens: The Fungi. Oxford and IBH Publishing Company, New Delhi, India
2. Singh, R.S. 1989. Plant Pathogens: The Prokaryotes. Oxford and IBH Publ. Company, New Delhi, India
3. Alexopoulos, C. J., C.W. Mims and M. Blackwell. 1996. Introductory Mycology. 4<sup>th</sup> edition, John Wiley and Sons, Inc., New York, USA
4. Lucas, J.A. 1999. Plant Pathology and Plant pathogens. Blackwell Scientific Publications, Oxford, U.K.
5. Johnson, R. 1999. Plant Pathology. Blackwell Scientific Publications, Oxford, U.K.

**PP-402            INTRODUCTION TO PLANT PATHOLOGY            3(2-2)**

**Theory:**

Definition of disease in plants; Nature and causes of plant diseases. Effects of disease on host plant; Nature of losses and economic importance of plant diseases. Symptoms, etiology, methods of perpetuation, disease cycle and management of representative parasitic diseases of field and horticultural crops. Principles of plant disease management.

**Practicals:**

Collection and preservation of diseased specimens, plant disease identification. Study of symptoms of plant diseases. Demonstration of equipments and machinery used in plant disease management.

**Books Recommended:**

**Text:**

1. Agrios, G.N. 2005. Plant Pathology, 4<sup>th</sup> edition, Academic Press, New York, USA.

**Reference:**

1. Mehrotra, R.S. 1980. Plant Pathology. Tata McGraw Hill Publishing Company, New Delhi, India.
2. Hafiz, A. 1986. Plant Diseases. Pakistan Agricultural Research Council, Islamabad, Pakistan.
3. Johnson, R. 1999. Plant Pathology. Blackwell Scientific Publications, Oxford, U.K.
4. Lucas, J.A. 1999. Plant Pathology and Plant pathogens. Blackwell Scientific Publications, Oxford, U.K.

**PP-501                            INTRODUCTORY MYCOLOGY                            3(2-2)**

**Theory:**

Introduction and importance of fungi, taxonomy, morphology, nutrition and reproduction of fungi with special reference to families and genera of agricultural and industrial importance.

**Practicals:**

Collection, isolation, preservation and identification of fungi important to agriculture; study of key morphological characters of fungi, the basis of classification of various groups of fungal pathogens.

**Books Recommended:**

**Text:**

1. Alexopoulos, C.J., C.W. Mims and M. Blackwell. 1996. Introductory Mycology. 4<sup>th</sup> edition, John Wiley and Sons, Inc. New York, USA.

**Reference:**

1. Barnett, H. 1976. Fundamentals of Mycology. 2<sup>nd</sup> edition, Edward Arnold, London, UK.
2. Sharma, P.D. 1987. The Fungi, Rastogi and Company., Meerut, India.
3. Talde, U.K. 1994. Advances in Mycology and Aerobiology Vol-20. TTPP Publishers, New Delhi, India.

**PP-503                      INTRODUCTORY PLANT NEMATOLOGY                      3(2-2)**

**Theory:**

Introduction, history and importance of nematodes; taxonomy, morphology and biology of plant parasitic and soil inhabiting nematodes; plant-nematode relationship; distribution and means of spread; management of nematodes.

**Practicals:**

Sampling, extraction, staining and identification of nematodes from soil and infested plant materials; methods of maintenance and culturing of nematodes; use of nematicides and cultural practices for the management of nematode diseases of plants.

**Books Recommended:**

**Text**

1. Perry, R.N. and Moens, M. 2006, Plant Nematology.
2. Dasgupta, M.K. 1998, Phytonematology. TTPP Publishers, India.
3. Jairajpuri, M.S., 2002. Nematodes Structures

4. Dropkin, V.H. 1989. Introduction to Plant Nematology. John Wiley and Sons, Inc., New York, USA

**Reference:**

1. Mai, M.F. and H.H. Lyon. 1975. Pictorial Key to Genera of Plant Parasitic Nematodes, 4th edition. Comstock Publishing Association, Cornell University Press, Ithaca, USA.
2. Whitehead, a.D. 1998. Plant Nematode control. CAB International, Ferry Lane, Kew, Surrey, England.
3. Trivedi, P.C. 1998. Plant Nematode management: A Biological Approach. CAB International, Ferry Lane, Kew, Surrey, England.

**PP-505 INTRODUCTION TO PROKARYOTES**

**3(2-2)**

**Theory:**

Introduction, history, taxonomy, morphology, structure, cultivation, growth, reproduction, metabolism, cultural characteristics, mode of infection and transmission of bacteria and mollecutes (phytoplasmas & spiroplasmas) and their management.

**Practicals:**

Isolation, purification, staining and preservation of plant pathogenic prokaryotes. Morphological, cultural and biochemical characteristics for identification of plant pathogenic prokaryotes.

**Books Recommended:**

**Text:**

1. Singh, R.S. 1989. Plant Pathogens: The Prokaryotes. Oxford and IBH Publishing Company, New Delhi, India. Reference
1. Agrios, G.N. 1996. Plant Pathology. 4<sup>th</sup> edition. Academic Press, New York, USA.
2. Bradbury, J.F. 1986. Guide to Plant Pathogenic Bacteria, CAB International Mycological Instt., Kew, Surrey, UK.

3. Lelliott, R.A. and Stead, D.E. 1987. Methods for the diagnosis of bacterial diseases of plants. BSPP, Blackwell Scientific Publications, London, UK.
4. Schaad, M.W. 1988. Guide for Identification of Plant Pathogenic Bacteria, 2<sup>nd</sup> edition. American Phytopathological Society. Saint Paul, Minnesota, USA.
5. Johnson, R. 1999. Plant Pathology. Blackwell Scientific Publications, Oxford, U.K.

### **PP-507: INTRODUCTION TO PLANT VIRUSES 3(2-2)**

#### **Theory:**

Introduction, virus symptomatology; study of virus composition; morphology and structure; physiology of virus infected plants; virus transmission and movement; serology and serological methods, ecology, and management; study of specific virus diseases in Pakistan.

#### **Practicals:**

Study of symptoms and methods of transmission of important virus diseases. Identification of plant viruses by symptomatology, serology, indicator plants and host range.

#### **Books Recommended:**

#### **Text:**

1. Mathews. R. E. F. 1992. Fundamentals of Plant Virology. Academic Press, New York, USA. Reference
1. Boss, L. 1983. Introduction to Plant Virology. Longman, London, UK.
2. Walky, D.G.A., 1985. Applied Plant Virology. Longman, London, UK
3. Bashir, M. and S. Hassan. 1998. Diagnostic Methods for Plant Viruses. Pakistan Agricultural Research Council, Islamabad, Pakistan.

### **PP-509: BENEFICIAL MICROORGANISMS 3(2-2)**

#### **Theory:**

Morphology, classification and cultivation of edible fungi. Useful microorganisms of industrial importance; role of microorganisms in degradation of industrial

products; production of industrial products; microorganisms as biological agents; mycorrhizae and their role in soil fertility and plant disease management.

**Practicals:**

Spawn production and cultivation of edible mushrooms. Identification of edible and poisonous mushrooms, isolation and identification of microorganisms from different agricultural and industrial wastes. Isolation and identification of mycorrhizal fungi. Demonstration of antagonism, competition and antibiosis.

**Books Recommended:**

**Text**

1. Bahl, N. 1988. Handbook on Mushroom. 2<sup>nd</sup> edition. Oxford and IBH Publishing Company New Delhi, India.
2. Gopi, K., D. David and K. Douds.- Current Advances in Mycorrhizae Research. American Phytopathological Society, St. Paul, Minnesota, USA.

**Reference:**

1. Atkins, P.C. 1972. Mushroom Growing Today. Faher and Faher Ltd. London, UK.
2. Aneja, K.R. 1996. Experiments in Microbiology, Plant Pathology, Tissue Culture and Mushroom. Wiley Publishing Company, U.K.

**PP-502: INTRODUCTION TO MOLECULAR PLANT PATHOLOGY 3(2-2)**

**Theory:**

Introduction to molecular biology; Molecular biology and plant pathology; Macromolecules in Plant pathology, Proteins, Carbohydrates, Lipids, Terpenoids, Nucleotides, Nucleosides and their role; Structure of DNA, RNA; Genes and Gene expression, Protein synthesis, Chromosomes, Mitotic and meiotic behaviour of genes, DNA replication & repair mechanism. Mutagenesis and sequences.

**Practical:**

DNA isolation and amplification. Isolation of Protein; Visits to research labs with related facilities.

### **Books Recommended:**

#### **Text:**

1. Devi, P. 2005. Principles and Methods of Plant Molecular Biology, Biochemistry, Biotechnology and Genetics. Student Edition, India.
2. Pena, L. 2005. Transgenic Plants. Methods and Protocol. HUMANA, JN, USA.
3. Mathew, J. D., 2003. Molecular plant pathology. Bios Scientific Publishers, LTD., UK.
4. De Roberties, E.D.P. and DeRoberties, E.M.T. Jr. 1992. Cell and Molecular Biology. 8th ed. John Willey & Sons, USA.

#### **Reference:**

1. Hafeez, F,Y, Zafar, Y and Khalid, A. M. 2005. Modern techniques in Biotechnology. A theoretical Manual, NIBGE, Faisalabad.
2. Albert, B., Bray. D and Lewis Raff, M. Robert K. and Watson J.D. 994. Molecular biology of cells 3<sup>rd</sup> ed. Garland Publications, N.York
3. Gardner, Simmons, Snusted 1991, Principles of genetics, 5<sup>th</sup> Edition, John Wiley & Sons Inc., Canada.

### **PP-504: DISEASES OF FIELD CROPS**

**3(2-2)**

#### **Theory:**

Detailed study of symptoms, etiology, nature and extent of losses, disease cycle, methods of perpetuation, epidemiology and control of major diseases of field crops particularly those prevalent in Pakistan such as: Wheat (rusts and smuts, bunts, powdery mildew, ear cockle, etc.) Maize (fungal and bacterial blights, stalk rot, smuts, etc.) Rice (blast, bakanae, blight) Cotton (boll rot, root rot, leaf curl, bacterial blights etc.) Sugarcane (red rot, whip smut, ratoon stunt etc.) Sorghum (smuts, blights) Tobacco (black shank, tobacco mosaic etc.) Oil Seed Crops for example Sunflower, Canola (charcoal rot, Alternaria blight, downy mildew)

Chickpea (blight, wilt) Lentil (rust, blight, wilt and mosaic) Peanut (Cercospora, Alternaria leaf spots rust and wilt).

**Practicals:**

Field visits and identification of diseases on the basis of symptoms and isolation of the pathogens. Collection and preservation of diseased specimens; preparation of permanent mounts; crop loss assessment.

**Books Recommended:**

**Text:**

1. Nyal. R.F. 1989. Field Crops Disease Handbook. AVI Publishing Company Inc. Westport, Connecticut, USA.

**Reference:**

1. Hafiz A. 1986. Plant Diseases. Pakistan Agricultural Research Council, Islamabad, Pakistan.
2. Kenaga, C.B., E.B. Williams, and R.J. Green. 1971. Plant Disease Syllabus. Balt Publishers, West Lafayette, Indiana, USA.
3. Singh, R.S. 1988. Plant Diseases. 6<sup>th</sup> edition, Oxford and IHB Publishing Company (Pvt.) Ltd. New Delhi, India.
4. Compendia of wheat, rice, maize, cotton, sorghum, pea, peanut diseases. American Phytopathological Society, St. Paul, Minnesota, USA.
5. Rao, G.P. 1994. Current Trends in Sugarcane Pathology. TTPP Publishers, New Dheldi, India.
6. Thind, T.S. 1998. Diseases of Field Crops and their Management. VBS Publishers, India.
7. Gangopadhyay, S. 1992. Current Concepts on Fungal Diseases of Rice. 1998. TTPP Publishers, New Dhelhi, India.

**PP-506: DISEASES OF HORTICULTURAL CROPS 3(2-2)**

**Theory:**

Nature and extent of losses, disease cycle, methods of perpetuation and control of major diseases of fruits and vegetable crops such as:

**Pome fruits** - scab, root rot, powdery mildew and fire blight

**Stone fruits** - shot hole, brown rot, leaf curl, root rot, die-back and crown gall

**Citrus** - withertip, root rot, Tristeza, citrus greening, canker

**Mango** - malformation, anthracnose, powdery mildew, bacterial leaf spot, fruit rot, dieback and quick decline.

**Banana**- finger tip rot and banana bunchy top.

**Grapes** - downy and powdery mildew, fanleaf.

**Solanaceous** Blights, wilts, scabs, black scurf, orobanche, collar

**Vegetables** rot, powdery mildew, golden cyst, root knot and virus diseases.

**Cucurbits** Downy and powdery mildew, mosaics, fruit rots and wilts

**Crucifers** White rust, head rots and mosaics.

**Legumes** Powdery mildew, mosaics and blights.

**Onion** Downy mildew, purple blotch and root rots.

**Garlic** Rust and charcoal rot.

**Practicals:** Identification of diseases on the basis of symptoms and isolation of pathogens. Field visits, collection and preservation of diseased specimens; preparation of permanent mounts, crop loss assessment.

### **Books Recommended:**

#### **Text:**

1. Pathak, V.N. 1981. Diseases of Fruit Crops. Oxford and IBH Publishing Company, New Delhi, India.
2. Sherf, A.F., and A.A. Macnab. 1986. Vegetable Diseases and Their Control. John Wiley and Sons, Inc., New York, USA.

### **Reference**

1. Dixon, D.R. 1981. Vegetable Crop Diseases. McMillan Press, London, UK.
2. Compendia of cucurbits, onion and garlic, potato, tomato and pea diseases. American Phytopathological Society, St. Paul, Minnesota, USA.

3. Horst, R.K. 1997. Compendium of Chrysanthemum Diseases. APS Press, Saint Paul, MN, USA.

### **PP-508 LINICAL PLANT PATHOLOGY 3(1-4)**

#### **Theory:**

Plant disease clinic; the concept and farmers expectations. Dealing with the clients – how to interact. Collection of specimens, their transport, handling in the laboratory and labeling, formulating and filling in proformas for record keeping and history. Equipment, glassware, chemicals and reagents for an ideal plant disease clinic. Diagnosis protocols. Additional knowledge of allied sciences required for plant pathologists working in plant disease clinic.

#### **Practicals:**

Collection of plant disease specimens and their identification. Developing recommendations and report preparation for the clients.

#### **Books Recommended:**

#### **Text:**

1. Fox, R.T.V. 1994. Principles of Diagnostic Techniques in Plant Pathology. CAB International, UK.

#### **Reference:**

1. Gangopadhyay, S. 1984. Clinical Plant Pathology. Kalyani Publishing Company, New Delhi, India.
2. Ahmad, I., M. Aslam and A. Munir. 1992. Phytopathological Diagnostic Techniques, Pakistan Agricultural Research Council, Islamabad, Pakistan.
3. Schots, A., F.M. Dewey and F. Oliver. 1994. Modern Detection Assays for Plant Pathogenic Fungi. CAB International, UK.
4. Waller, J.M. 1998. Plant Clinic Handbook. CAB International, Ferry Lane, Kew, Surrey, England.

**Theory:**

Importance of disease resistance in plants; resistance vs. susceptibility; Kinds & mechanisms of resistance; transgenic approaches for crop protection. Induced systemic resistance through biocontrol options. Screening of germplasm for resistance by using different rating scales/parameters.

**Practicals:**

Preparation of inocula, inoculation techniques for various plant pathogens; demonstration of hypersensitive reaction, resistance and susceptibility; screening of germplasm in field and green house against major plant pathogens disease assessment parameters.

**Books Recommended:****Text:**

1. Agrios, G. N, 2005. Plant Pathology, 5<sup>th</sup> edition, Academic Press, New York, USA.
2. Sadasivan, S and Thayumanavan, B. 2003. Molecular Host Plant Resistance to Pest. Marcel Dekker, USA.
3. Singh, D. P., 2002. Breeding for Resistance to Biotic Stress, International Books Distribution Co. India.
3. Staples, C. R., and G. H. Toenniessen. 1981. Plant Disease Control
4. Resistances and Susceptibility. John Wiley and Sons, Inc. New York, USA.
- 5.

**Reference:**

1. Moore, D. and Frazer, L. A. N., 2002. Essential Fungal Genetics. Springer Verlag, New York, USA.
2. Boland, G. J., David, L., and Kuykendall 1998. Plant Microbe Interactions and Biological Control. Marcel Dekker, Inc, USA.
3. Stubbs, R.W., J. M. Prescott, E. E. Sarri and H. J. Dubin. 1986. Cereal Disease Methodology Manual. CIMMYT, Mexico.

6. Russel, G. C. 1981. Plant Breeding for Pest and Disease Resistance. Butterworths and Company, Ltd., London, UK.

**PP-601                      PRINCIPLES AND METHODS OF PLANT                      3(2-2)**  
**DISEASE MANAGEMENT**

**Theory:**

Understanding principles of avoidance, exclusion, eradication, protection, and immunization. Management of plant diseases by regulatory (quarantine and inspection), cultural (host eradication, crop rotation, sanitation, tissue culture etc), biological (host resistance, cross protection, interference, hyperparasitism etc), physical (heat treatment, sterilization, refrigeration and radiation etc.) and chemical (soil and seed treatment, foliar spray and post harvest application) methods; integrated disease management.

**Practicals:**

Acquaintance with equipment and machinery used for disease management. Calibration of equipment. Safety measures for disease managing chemicals; handling and application procedures; Invitro management of pathogens through biological, chemical and physical means.

**Books Recommended:**

**Text:**

1. Fry, W. E. 1982. Principles of Plant Disease Management. Academic Press, New York, USA.

**Reference:**

1. Chattopadhyay, S.B. 1989. Principles and Procedures of Plant Protection, 2nd edition, Oxford and IBH Publishing Company, New Delhi, India.

2. Lucas, C.B., C.L. Campbell and L.T. Lucas. 1985. Introduction to Plant Diseases: Identification and Management. The AVI Publishing Company Inc., USA.
3. Stakman, E. C., and J. G. Harrar. 1957. Principles of Plant Pathology. The Ronald Press Co., New York, USA.
4. Trivedi, P.C. 2000. Plant Diseases. CAB International, Ferry Lane, Kew, Surrey, England.

**PP-603**

**RANGE AND FOREST PATHOLOGY**

**2(1-2)**

**Theory:**

General introduction to forest and range ecosystem.damage to forest plants due to abiotic factors. specific fungi causing different diseases such as wood decay, discoloration, cankers and foliage diseases etc. study of bacteria, viruses, nematodes and parasitic higher plants causing diseases of forest plants and their control

**Practicals:**

Visits to different forest and range plantations of the country.study of specific diseases of forest and shade trees based on symptoms and their control.

**Books Recommended:**

**Text:**

1. Agrios, G.N. 2005. Plant Pathology, 4<sup>th</sup> edition, Academic Press, New York, USA.

**Reference:**

- 1 Smith, W.H. 1970. Tree Pathology. Academic Press, London.
- 2 Blanchard, R.O. and T.A. Tattar. 1981. Field and laboratory Guide to Tree Pathology. Academic Press, London.
3. Boyee, J.S. 1961. Forest Pathology. McGraw Hill Book Company, New York.
4. Chase, A.R. 1997. Foliage Plant Diseases: Diagnosis and control. APS Press, Saint Paul ,MN, USA.

2)

**Theory:**

Morphology and anatomy of healthy and infected seed. Seed-borne diseases and their effect on seed germination. Histopathology of infected seed, seed transmission of pathogen, mechanism of infection. Effect of biotic & abiotic stresses and storage/transit conditions on shelf life of seed and perishables. Loss estimation and Seed health testing. Mycotoxins, their hazards. Management of seed and post harvest diseases.

**Practicals:**

Seed health testing, different techniques of isolation and identification of microorganisms associated with seeds and their effect on germination. Collection and identification of biotic and abiotic diseases of perishables. Use of safe chemicals for management of seed and postharvest diseases.

**Books Recommended:****Text:**

1. Bhutta, A.R., Hussain, A. and Rahman, M.R., 2004. Hand book on Seed Processing and Storage. Published by Federal Seed Certification and Registration Department, Islamabad, Pakistan.
2. Agarwal, V.K. and Sinclair, J.B. 1993. Principles of Seed Pathology. Vol. 1 & 11. CBS Publs. New Delhi.
3. Neergaard, P., 1979. Seed Pathology. Rev. ed. Mc Millan Press London.

**Reference:**

1. Chakraverty, A, Mujumdar, A.S.Raghavan, G.S.V and Ramaswamy, H.S, 2003. Hand book of Post harvest Technology, Publ. By Marcel Dekher. INC, New York, USA.
2. Bhutta, A.R. and Ahmad, I, 2001. Seed Pathological Techniques and their Application. Published by National Book Foundation, Islamabad, Pakistan
3. Dasgupta, M.K. and Mandal, N.C., 1986. Postharvest Pathology of perishables.Oxford & IBH Pubs. Co., New Delhi.
4. Dennis, C.1983. Postharvest Pathology of Fruits and Vegetables.Academic Press.New York, USA.

**PP-609                      PROJECT PLANNING & SCIENTIFIC WRITING                      2(1-2)**

A workable project on one of the area of Plant Pathology in consultation of students will be designed. The students will be taught how to design a good research project. It will cover introduction, importance, objectives, materials and methods & results and discussions. The students will also be directed how to consult the various journals to collect and finally complete the literature.