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**Division of Continuing Education, Home Economics and
Women Development**
Self Assessment Report for M.Sc Program (2010-12)

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INTRODUCTION

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

The Division focused on teacher education programs. M.Sc program was started in 2010. In this program both male and female participated. The key objective of the programs are orientation of innovative and advanced teaching methods to strengthen communication, research and planning skills, curriculum and evaluation methods at tertiary levels. A well-structured scheme of studies (education and professional development, academic planning and management, curriculum and assessment, learning psychology, communications skills and research methods) along with a special component of lab oratory work of micro teaching was also conducted to provide practical experience of affective teaching. The program has become more demanding, as a result of the closure of Division of Continuing Education, associated with this University for some time.

Regarding first cycle, the Division has furnished Self Assessment Reports 2007-08 and 2008-2010 to Quality Enhancement Cell. For 2nd cycle of Assessment, separate reports of each program are being submitted. This is an exclusive report of M.Sc program as per desire of QEC.

This Self Assessment Report (SAR) of M.Sc. program consists of eight criteria. The first criterion describes program mission and objectives. Second criterion provides for information about the curriculum development and design. Criterion 3

enlists the laboratories and other relevant information. The fourth criterion covers information about student support and advisory services. The remaining four criteria reflect information about process control, faculty characteristics and institutional facilities and supporting services.

CRITERION-1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

CRITERION-1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

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

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

Mission statement

Our mission is to contribute to society, specifically to Education sector, by producing innovative and creative individuals through quality education and research regarding social sciences particularly in Education. The mission of the M.Sc program conducted by the Division is to deliver quality education, prepare better teachers and to create interest in youth as prospective teachers, educators, managers of education to conduct action research. The Division also formulates programs for leadership initiatives, research and extends knowledge of the trainee teachers to promote education in terms of subject knowledge, behavioural change and skill development, integrated with student characteristics and local educational conditions for promoting quality education.

Documented measurable objectives

The Strategic objectives of the department are as under:

1. To develop basic understanding with educational studies.
2. To develop understanding of issues relating education and teaching.
3. To develop strong communication skills which are required to enter the workplace well prepared.
4. To provide the students action research experience and its implication for teaching learning situations.

Main elements of strategic plan to achieve mission and objectives

- We achieve differentiation by hiring visiting faculty from field having strong theoretical background, practical expertise and repute and also by development of permanent faculty.
- We introduce modern educational technology not to be competent but to differentiate from others.
- Developing a sound and dynamic teaching system based on the experience and vision gathered from world reviews, literature, innovations and teaching institutions.
- Designing and constantly updating the curricula involving core subjects, elective subjects, specialized areas, internship programs and teaching practice through micro teaching.

Table 1: Program Objectives Assessment

Objectives	How Measured	When Measured	Improvement Needs Identified	Improvement Made
1- To develop basic understanding with educational studies.	Through exams ,quizzes, and assignments	During and at the end of each semester	Difficulty in communicating in English.	Emphasis on presentations and language learning.
2- To develop understanding of issues relating education and teaching.	Through formative assessments	During the semester	Real exposure to education environment.	Introduction of different dimensions of educational and teaching techniques
3- To develop strong communication skills which are required to enter the workplace well prepared.	Through presentations and group work	During the semester	Lack of confidence and language problems	Practicing language and presentations in class
4- To provide the students action research experience and its implication for teaching learning situations.	Through course evaluation and alumni feed back	Continuous activity during the semester	Identification of contemporary issues	Reinforcement

Program Learning Outcomes

All the students in M.Sc program should be able to:

1. Develop understanding of issues relating education and teaching.
2. Communicate well through presentations, oral discussions, review articles etc
3. Use enhanced knowledge and vision
4. Apply basic knowledge of the subjects in the field of education
5. Use analytical skills for understanding broader issues
6. Pursue higher studies

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

Table 2: Program outcomes and their relationship with objectives

	Objectives				
		1	2	3	4
Outcomes	1	+++	++	+++	++
	2	+	+++	++	+
	3	++	++	++	++
	4	++	++	+	+++
	5	++	+	+++	++
	6	++	+++	+++	+

Standard 1-3: The Results of program's assessment

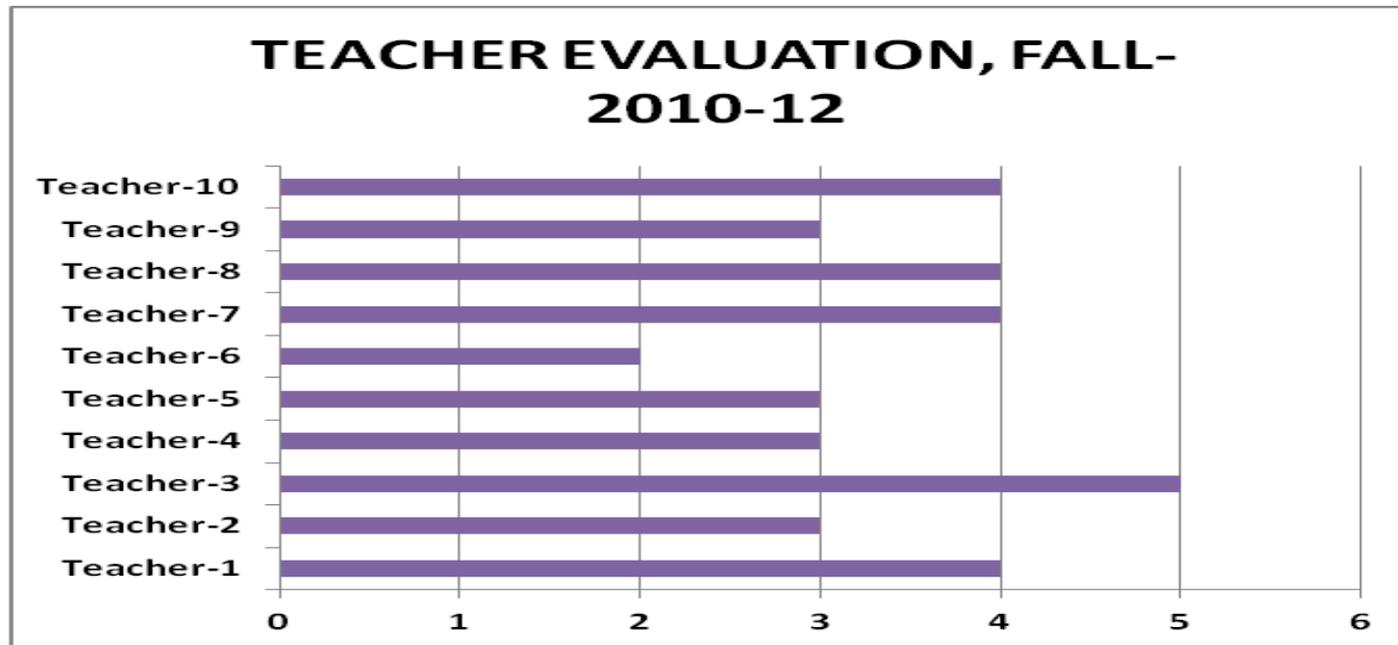
TEACHER EVALUATION

Different courses are taught in a year, by permanent and visiting faculty members. All of these teachers were evaluated by the students at the end of the semesters (**Fall-2010 to Spring-2012**) in accordance with Proforma 10. The results are graphically presented on the following pages.

Detail of individual performance of each teacher is illustrated with the help of a bar chart. There is a bar for each quality dimension / parameter of a teacher's performance. Each bar extends to a maximum value of 5 that shows highly satisfactory evaluation by students and to a minimum value of 1 that shows highly dissatisfied feedback.

An overall comparative evaluation (out of 5) and a detailed analysis of all teachers (Permanent and Visiting both) is shown below.

TEACHER EVALUATION, FALL 2010-SPRING-2012

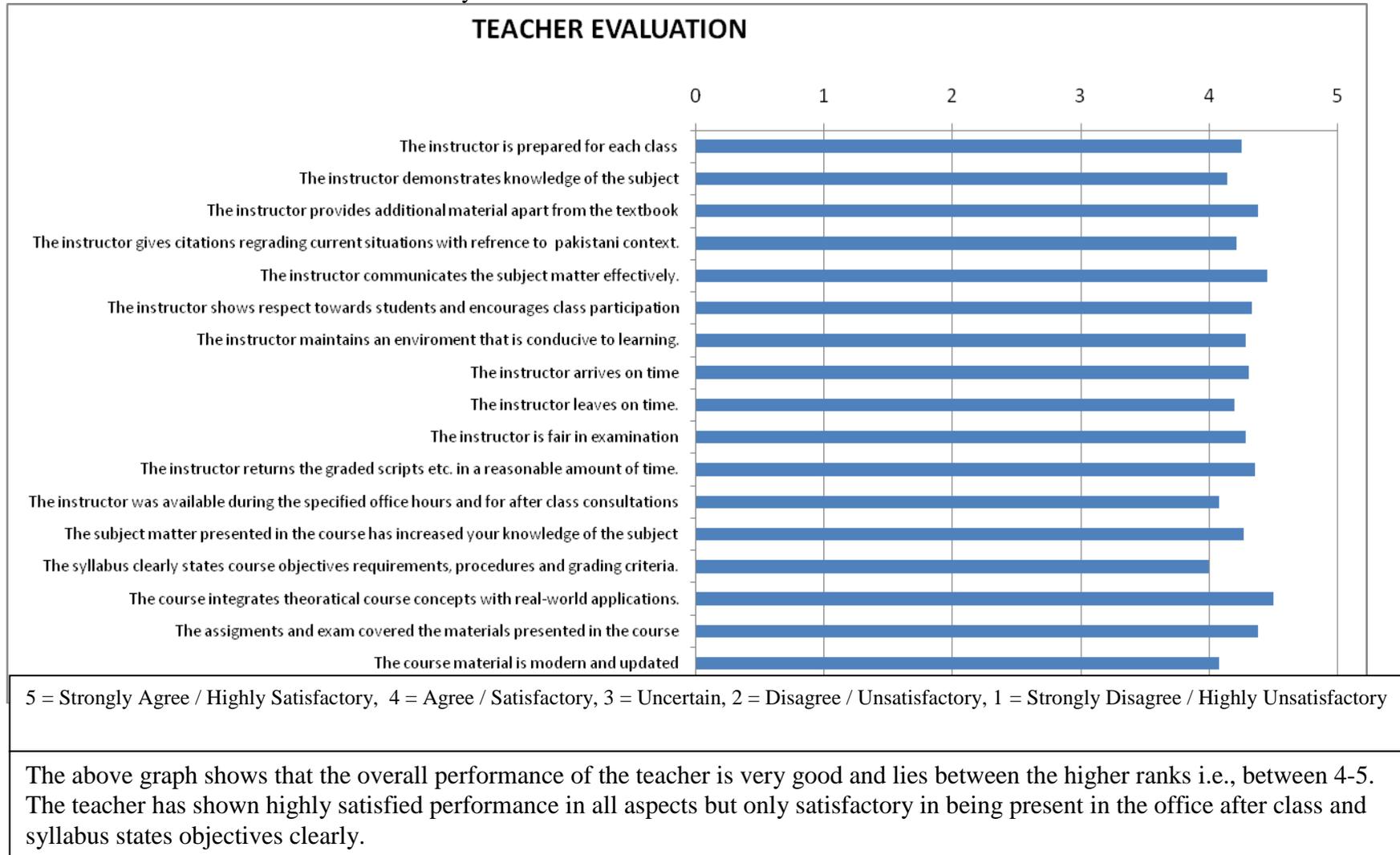


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The above picture shows overall evaluation of teachers who taught in the session 2010-2012. The results were calculated on five points on average. It depicts that teacher 3 was on highest rank i.e, he shows highly satisfactory performance during the session; teacher 1, 7 and 8 were slightly below than that level i.e., at level 4; teacher-2, 4, 5 and 9 ranked as 3 i.e, there performance was uncertain while teacher 6 lies at level 2 i.e., his performance was not satisfactory during the session.

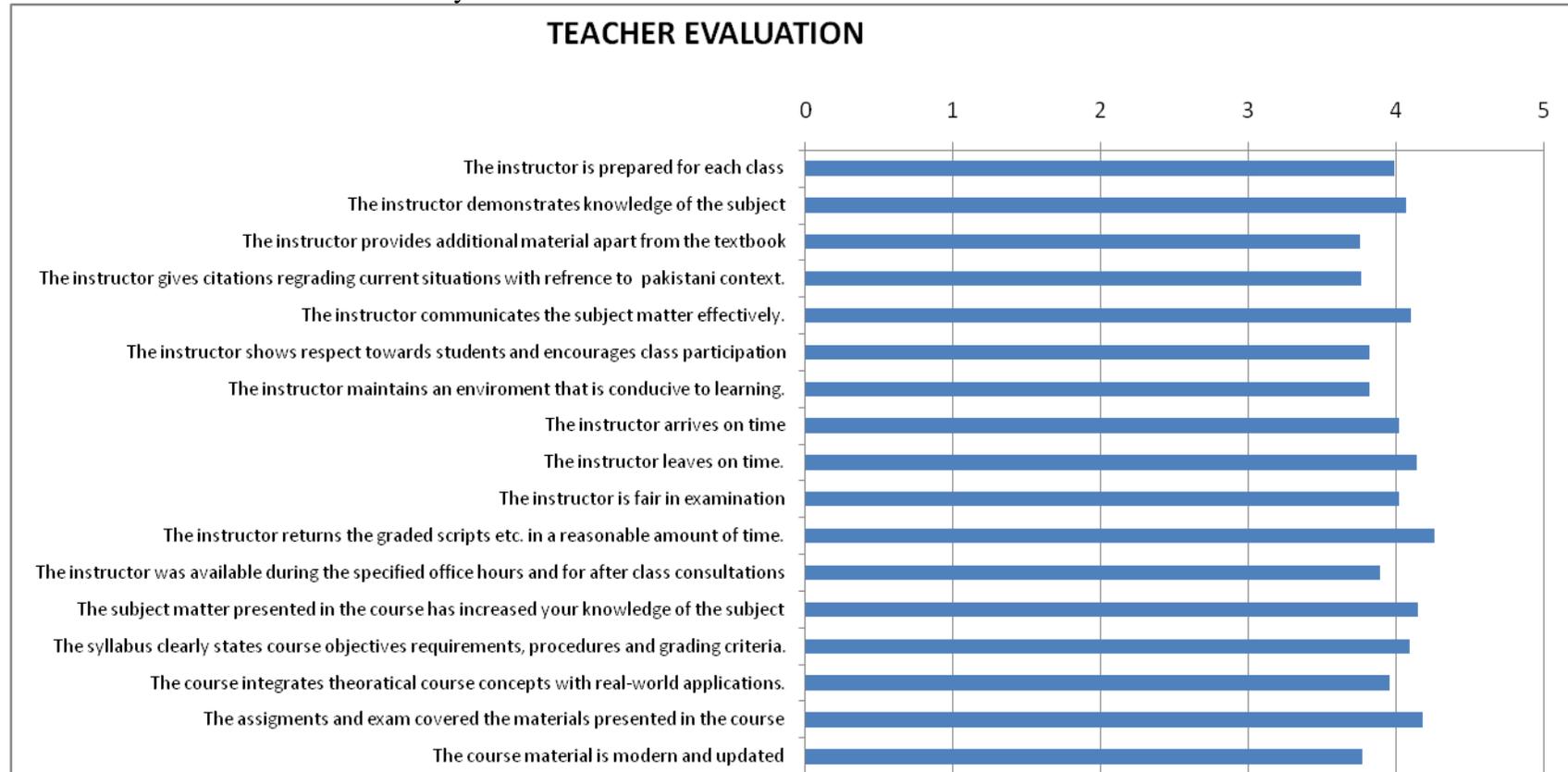
Teacher-1 (EDU-701, Curriculum Development)

Overall Evaluation: 4 out of 5 i-e Satisfactory



Teacher-2 (EDU-718, Functional English)

Overall Evaluation: 3 out of 5 i-e Satisfactory

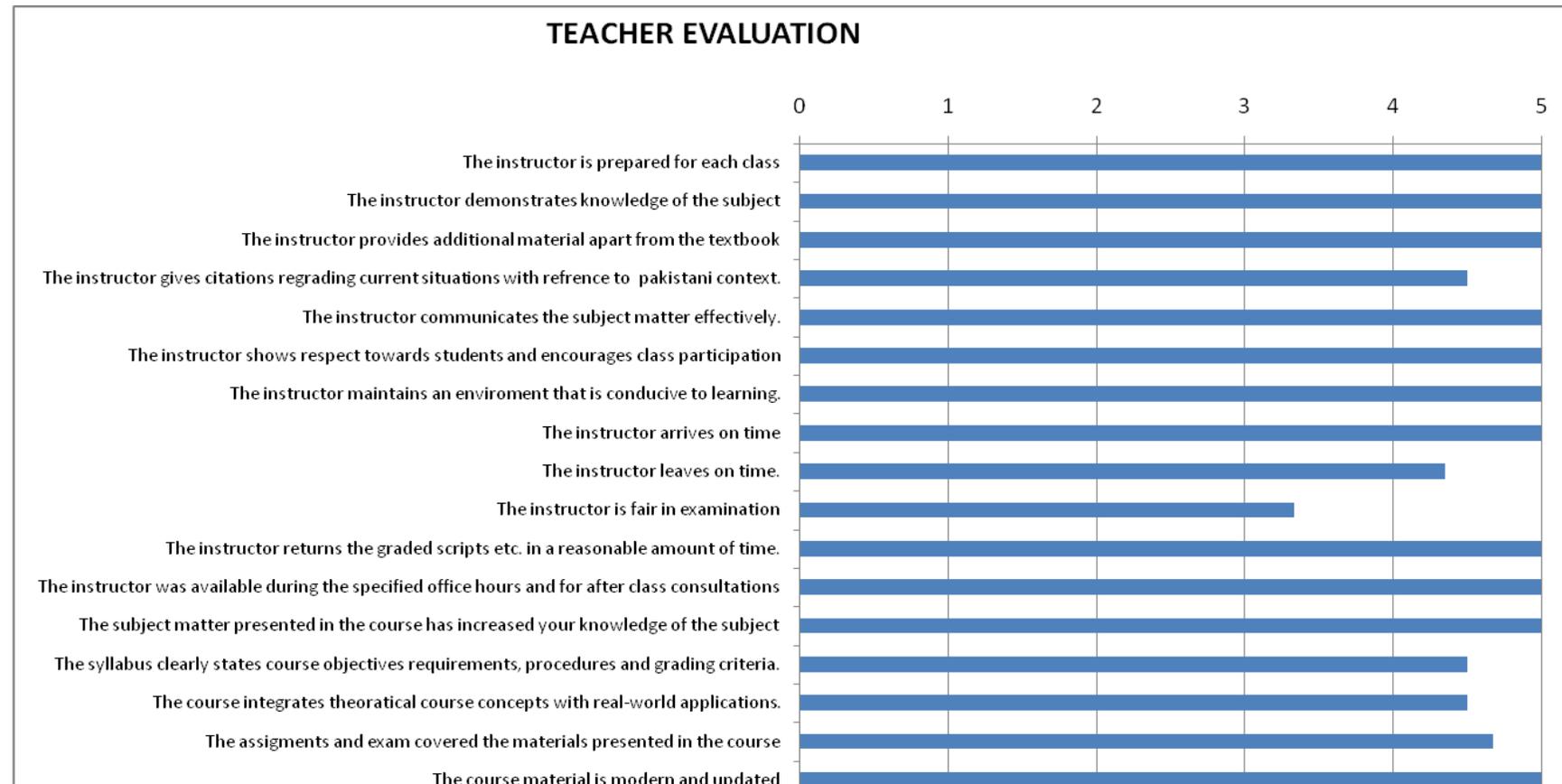


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The above picture shows that the teacher is very strong at some components i.e., preparation for the class, knowledge about the subject, communication of the subject matter, arrival and departure of the class in time, fair in examination, returning grades scripts within reasonable time, increasing the knowledge of students, syllabus clearly states course objectives and grading criteria and the assignments and exams covers materials of the course. While a little weaker in other components like provides additional

Teacher-3 (EDU-703, Educational Psychology and Guidance)

Overall Evaluation: 5 out of 5 i-e Highly Satisfactory

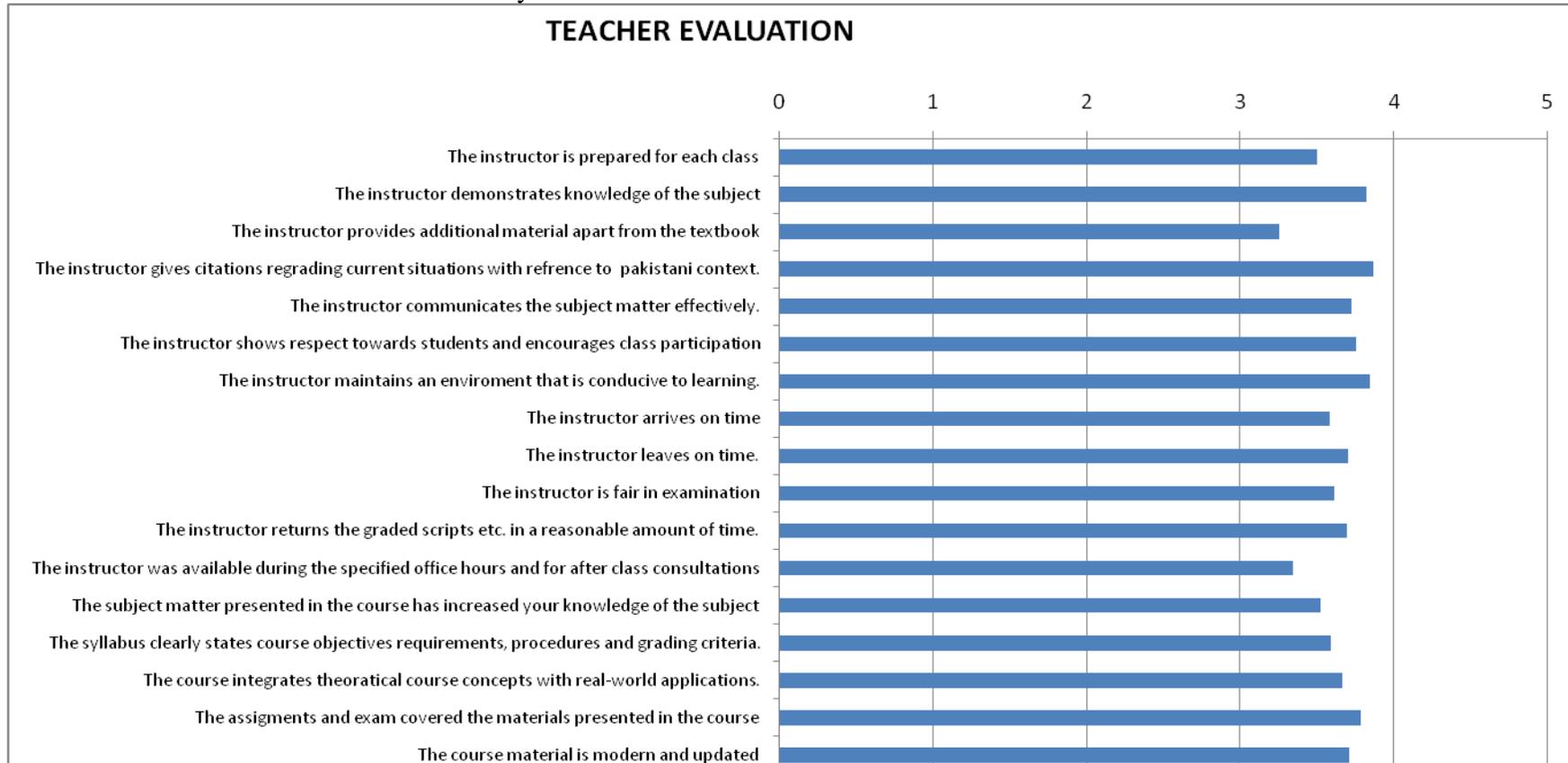


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The above picture describes that the teacher's performance was marvelous in all aspects except fairness in examination which is only average. The aspects like instructor gives citations, instructor leaves on time syllabus states the objectives, course integrates theoretical course concepts are below highest level.

Teaher-4 (EDU-702, Educational Planning and Management)

Overall Evaluation: 3 out of 5 i-e Satisfactory

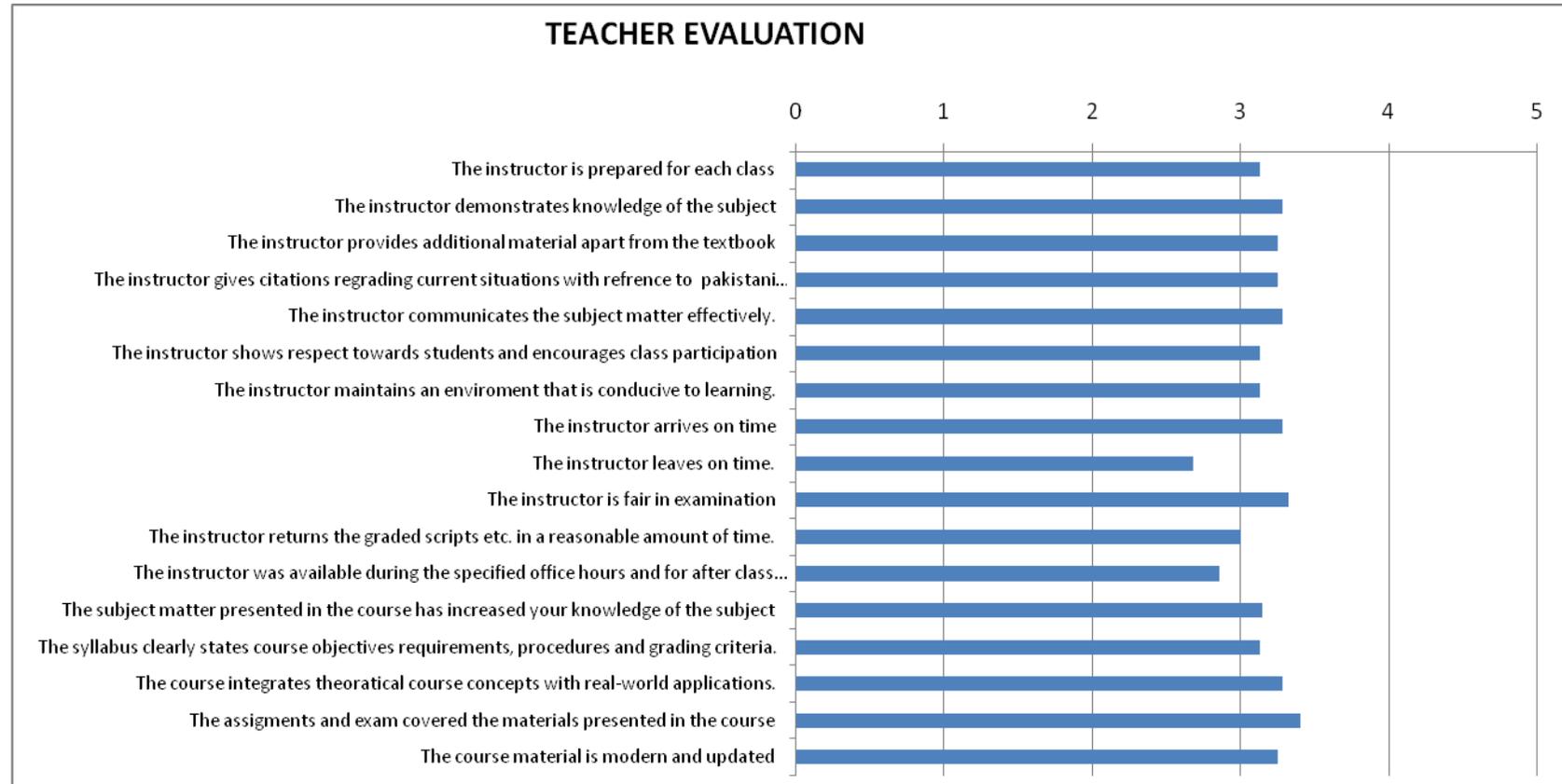


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The above graph delineates that the performance of the teacher lies between uncertainty and agreement. All other components lie at the same level except providing additional material by the instructor and his availability in the office during the office hours after the class.

Teacher-5 (EDU-705, Advanced Methods of Teaching)

Overall Evaluation: 3 out of 5 i-e Uncertain

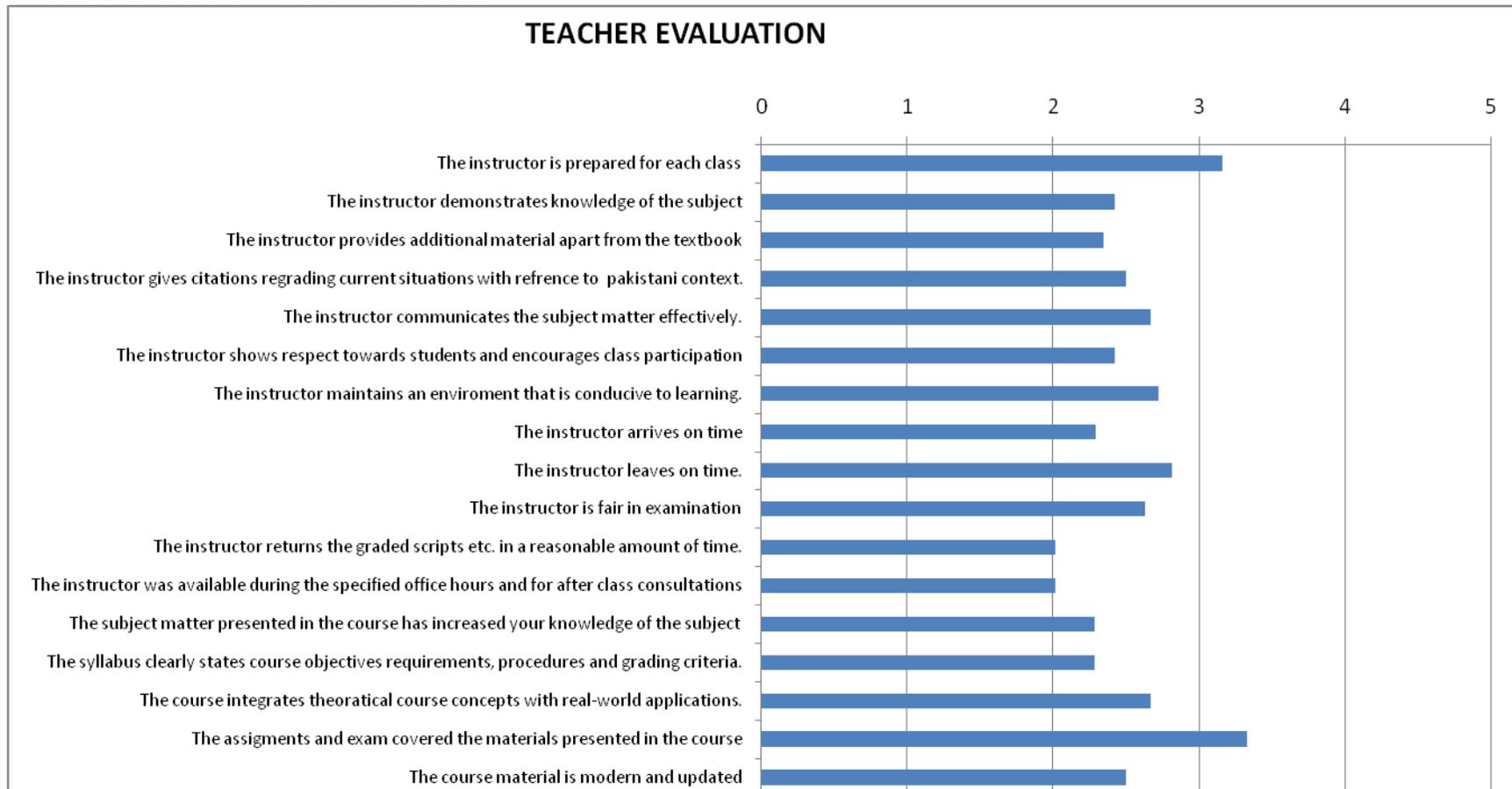


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The above graph shows that the performance of the teacher-5 was overall not good. Even the teacher was weak in the area of departure of the class and availability during the office hours after the class.all other points lie around uncertainty.

Teacher-6 (EDU-706, Techniques of Research and Statistics)

Overall Evaluation: 2 out of 5 i-e Uncertain

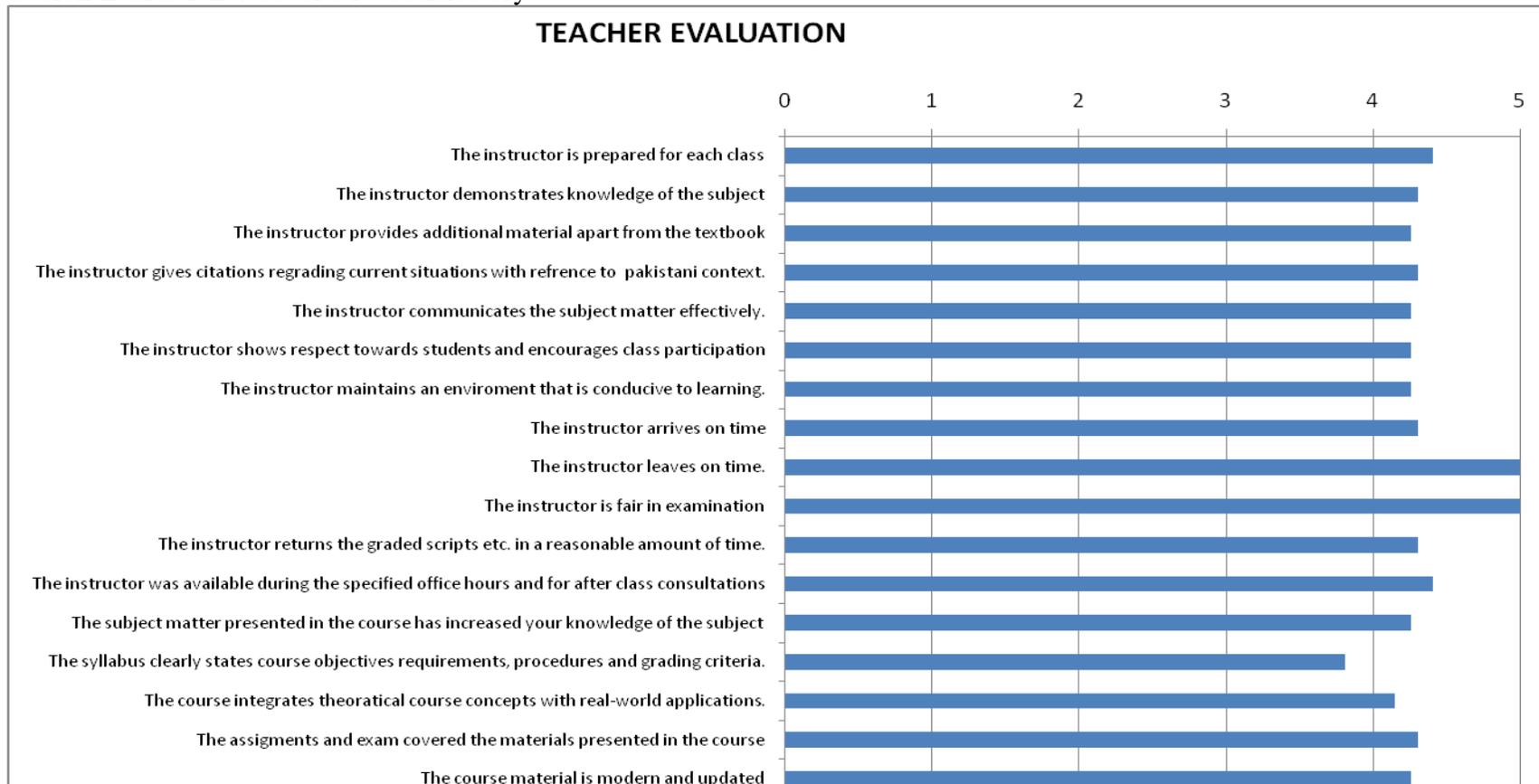


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The graph depicts that the performance of the teacher on all components was not satisfactory except assignments and exams cover the material presented in the course and preparation of instructor for the course. Teacher showed poor performance many areas like instructor returns the grades scripts in reasonable amount of time and he was available during the office hours.

Teacher-7 (EDU-711, Research Planning and Report Writing)

Overall Evaluation: 4 out of 5 i-e Satisfactory

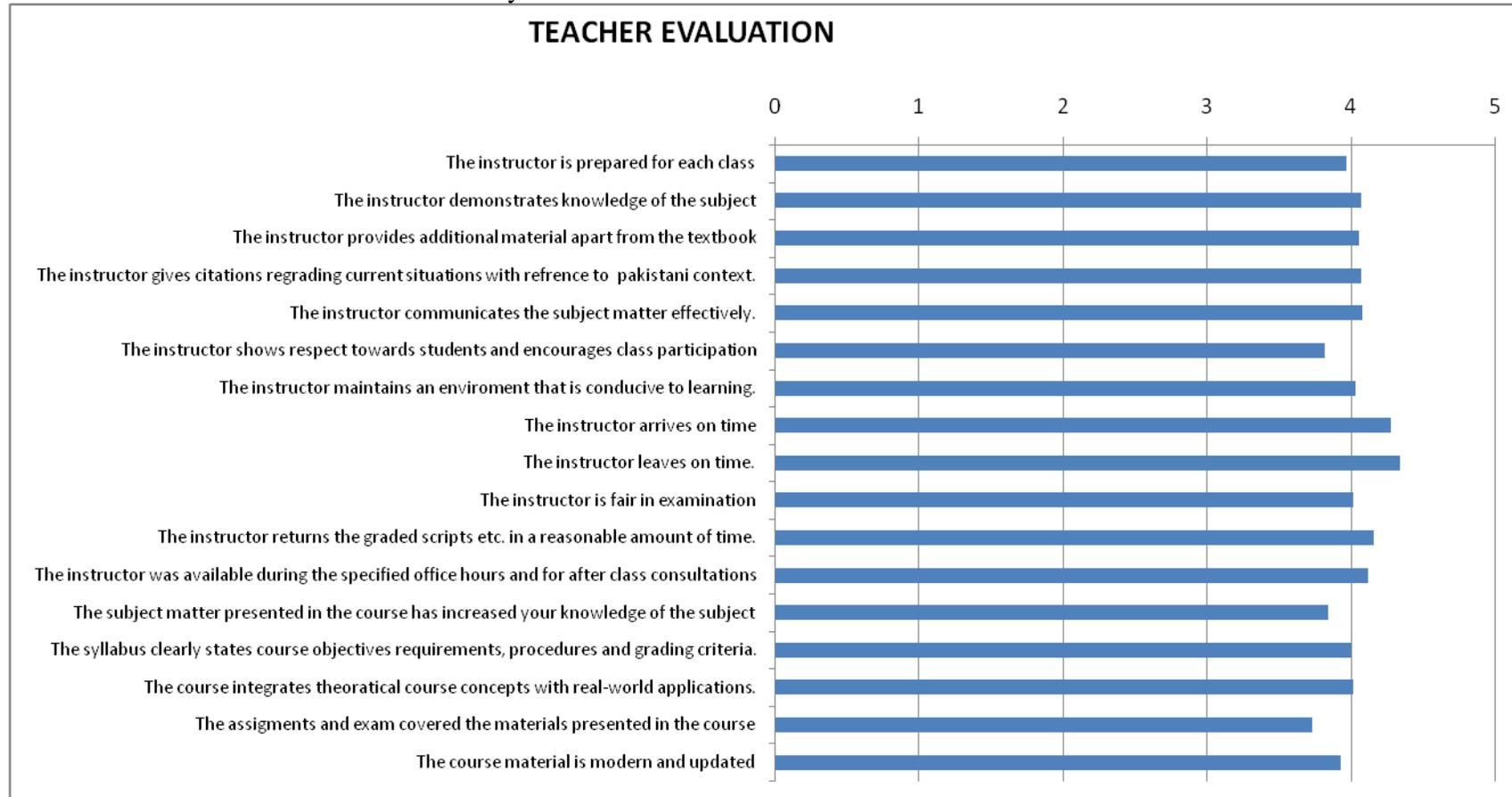


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The above picture describes that the performance of the teacher was highly satisfactory. But it is marvelous in instructor's departure of the class and fairness in examination.

Teacher-8 (EDU-730, Teaching Practice)

Overall Evaluation: 4 out of 5 i-e Satisfactory

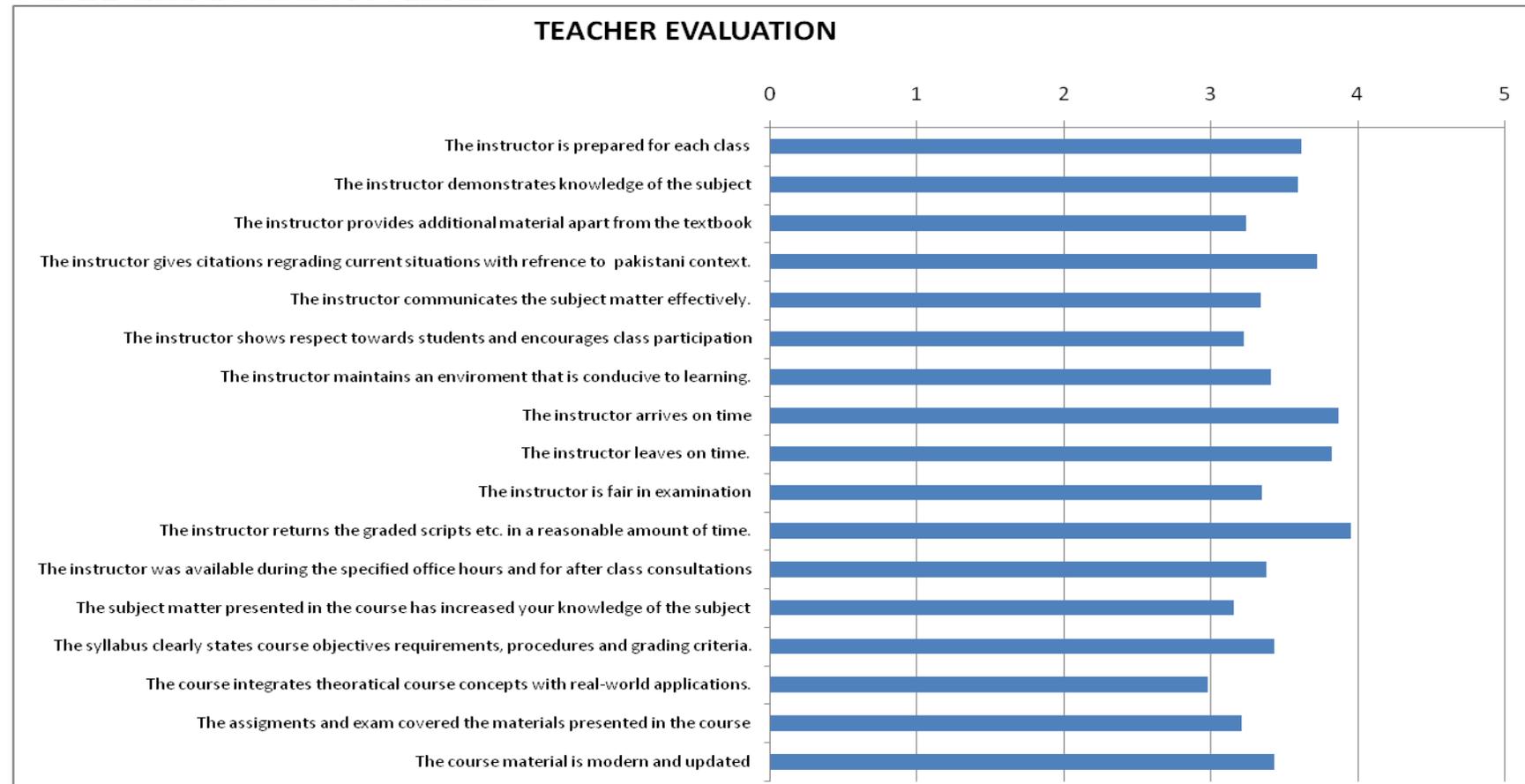


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The graph shows that the overall performance of the teacher was satisfactory because all components lie at the level 4 which is a level to be considered good performance by the teacher.

Teacher-9 (EDU-708, Computer in Education)

Overall Evaluation: 3 out of 5 i-e Uncertain

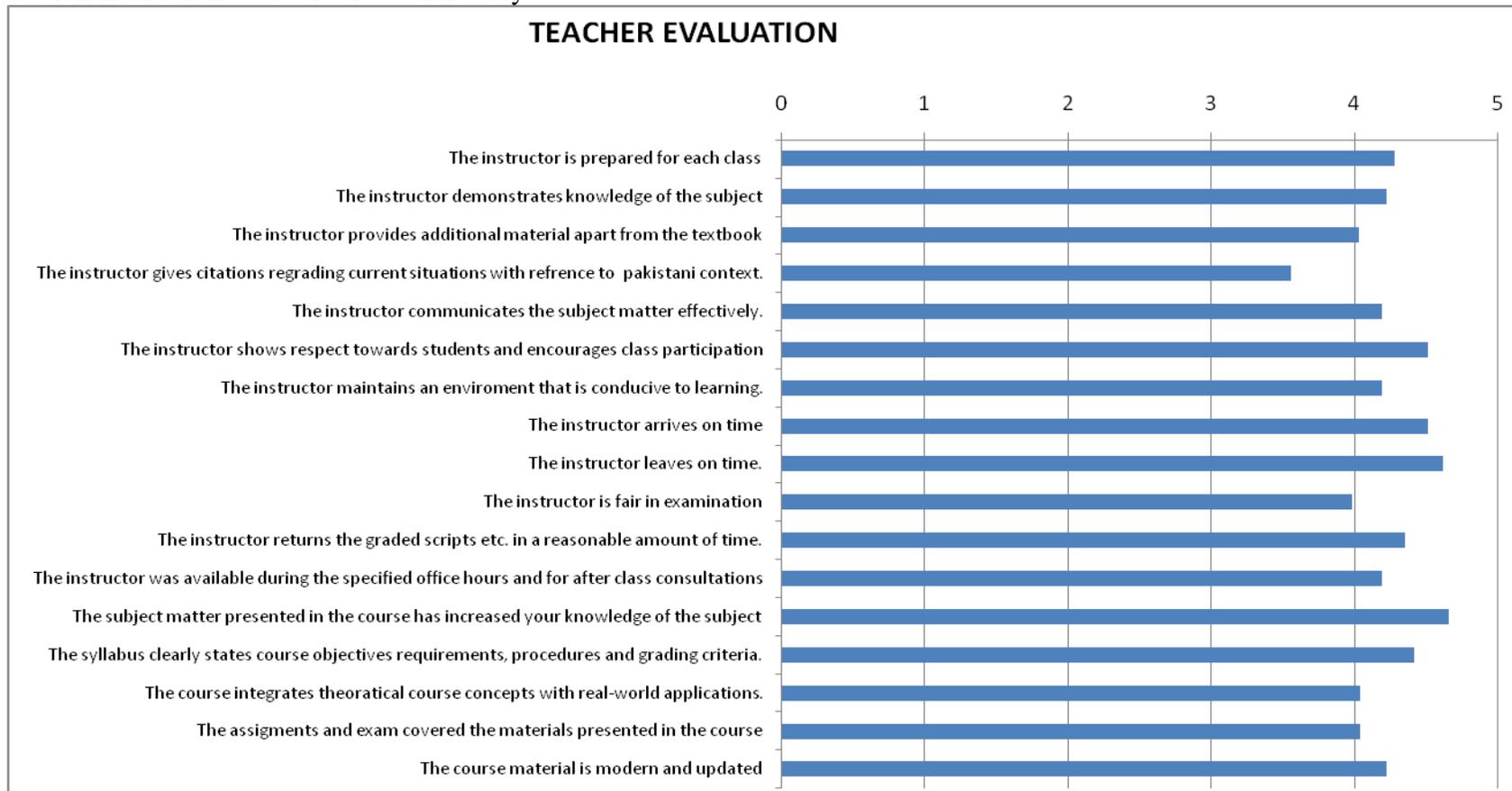


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The graph shows that the overall performance of the teacher is overall good but the teacher is weak at some components like instructor shows respect towards students, and course integrates theoratical course concepts.

Teacher-10 (EDU-732, Contemporary Issues and Trends in Education)

Overall Evaluation: 4 out of 5 i-e Satisfactory



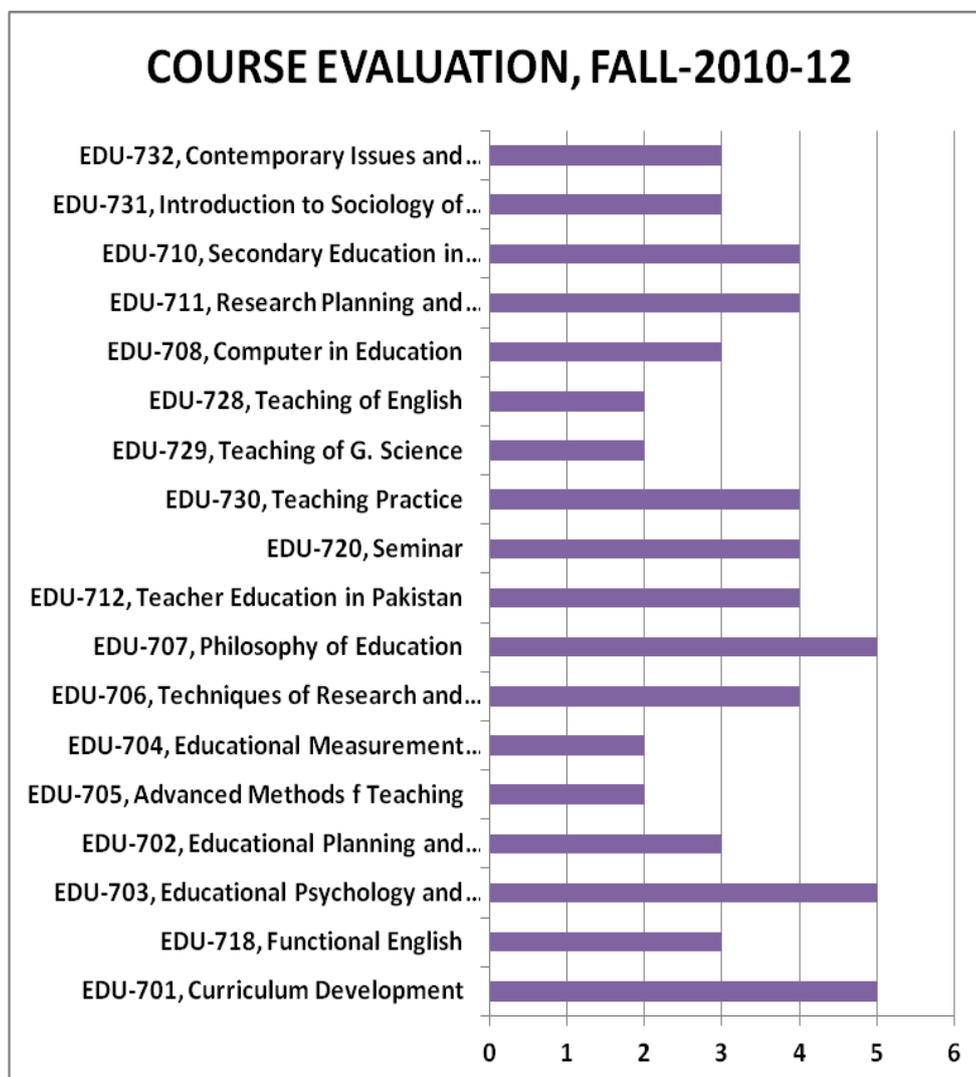
5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The above picture shows that the performance of the teacher-10 lies between satisfactory to highly satisfactory. The teacher is only weak at providing citations regarding current situations with reference to Pakistani context.

STUDENT COURSE EVALUATION SESSION 2010-12

The courses studied during the session were evaluated as per Proforma 1. Overall Comparative evaluation and detailed evaluation for each course is given below. Detailed course evaluation is illustrated with the help of a bar chart. There is a bar for each quality dimension / parameter of a course. Each bar extends to a maximum value of 5 that shows highly satisfactory evaluation by students and to a minimum value of 1 that shows Highly Unsatisfactory feedback.

The overall evaluation is given below.



5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

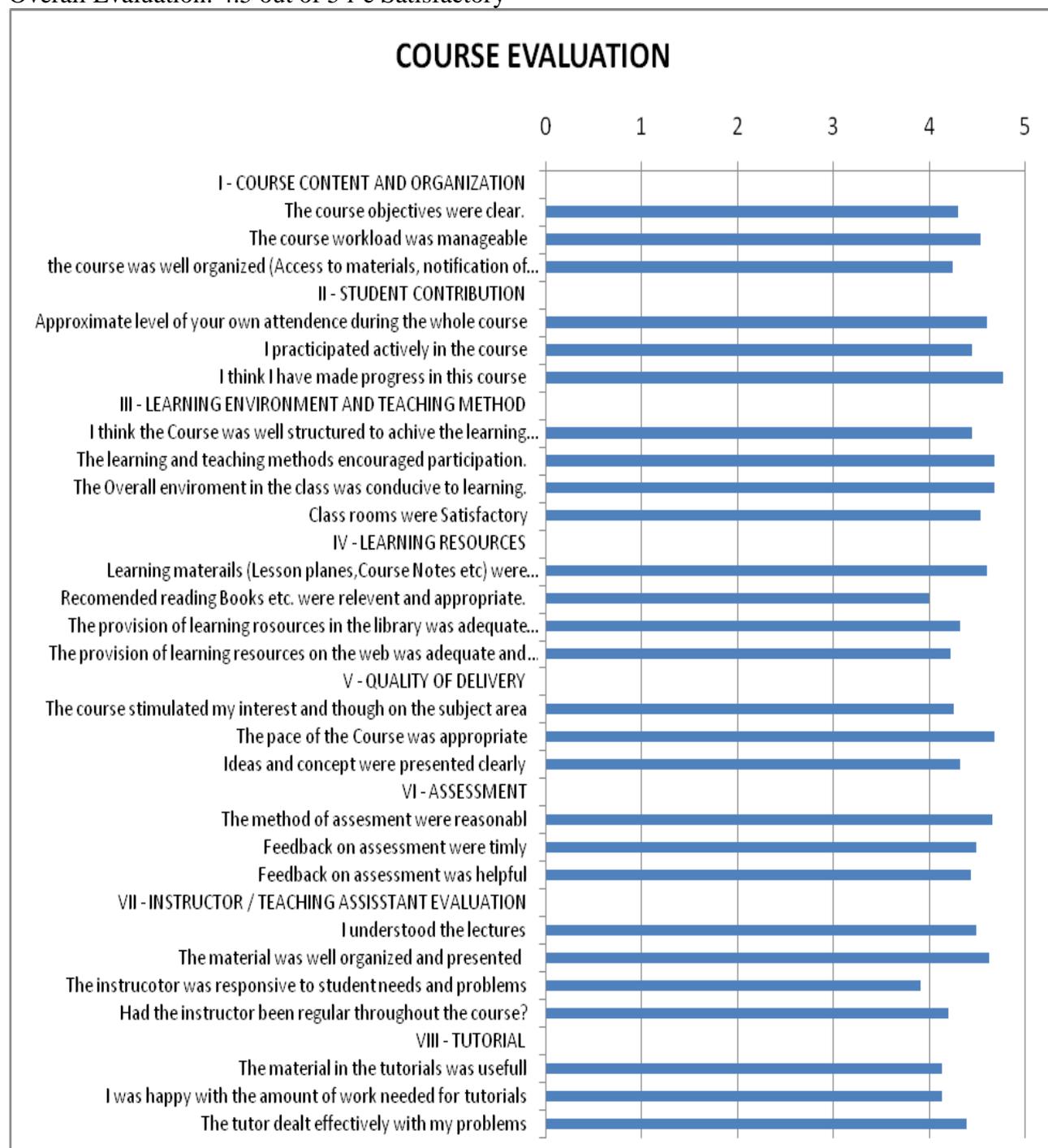
The above graph shows the overall evaluation of courses. It describes that the courses 701, 703 and 707 lie at the highest rank; 731, 732, 730, 720, 712 and 706 are at agrees response of the respondents while 728, 729, 704 and 705 are lying under uncertainty.

Detailed evaluation of individual courses is given below.

FALL-2010

Curriculum Development (EDU-701)

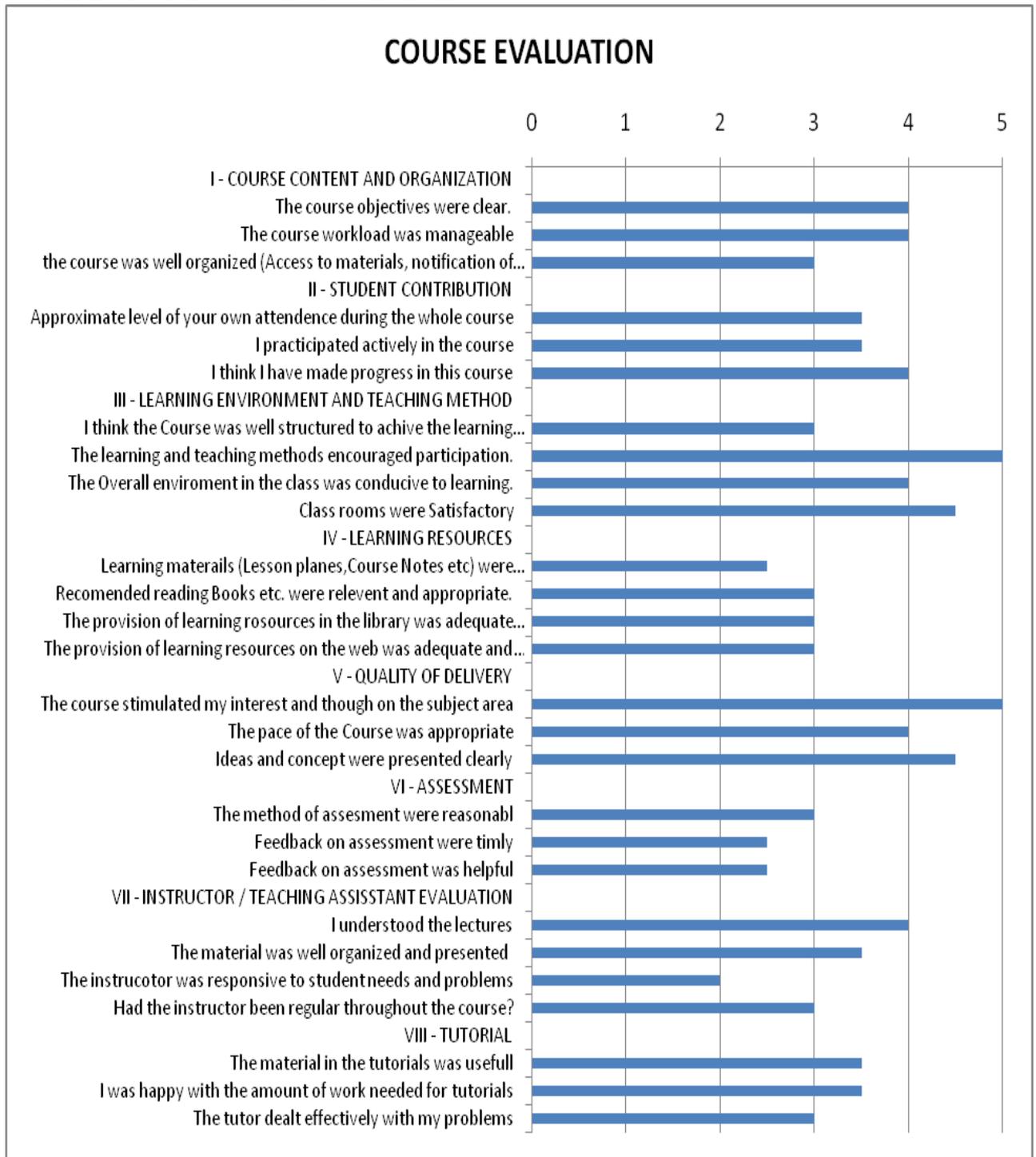
Overall Evaluation: 4.5 out of 5 i-e Satisfactory



5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The above graph shows that the students were overall satisfied with the course but there were some drawbacks like instructor was not responsive to the students' problems and needs

Functional English (EDU-718)
 Overall Evaluation: 3 out of 5 i-e Uncertain

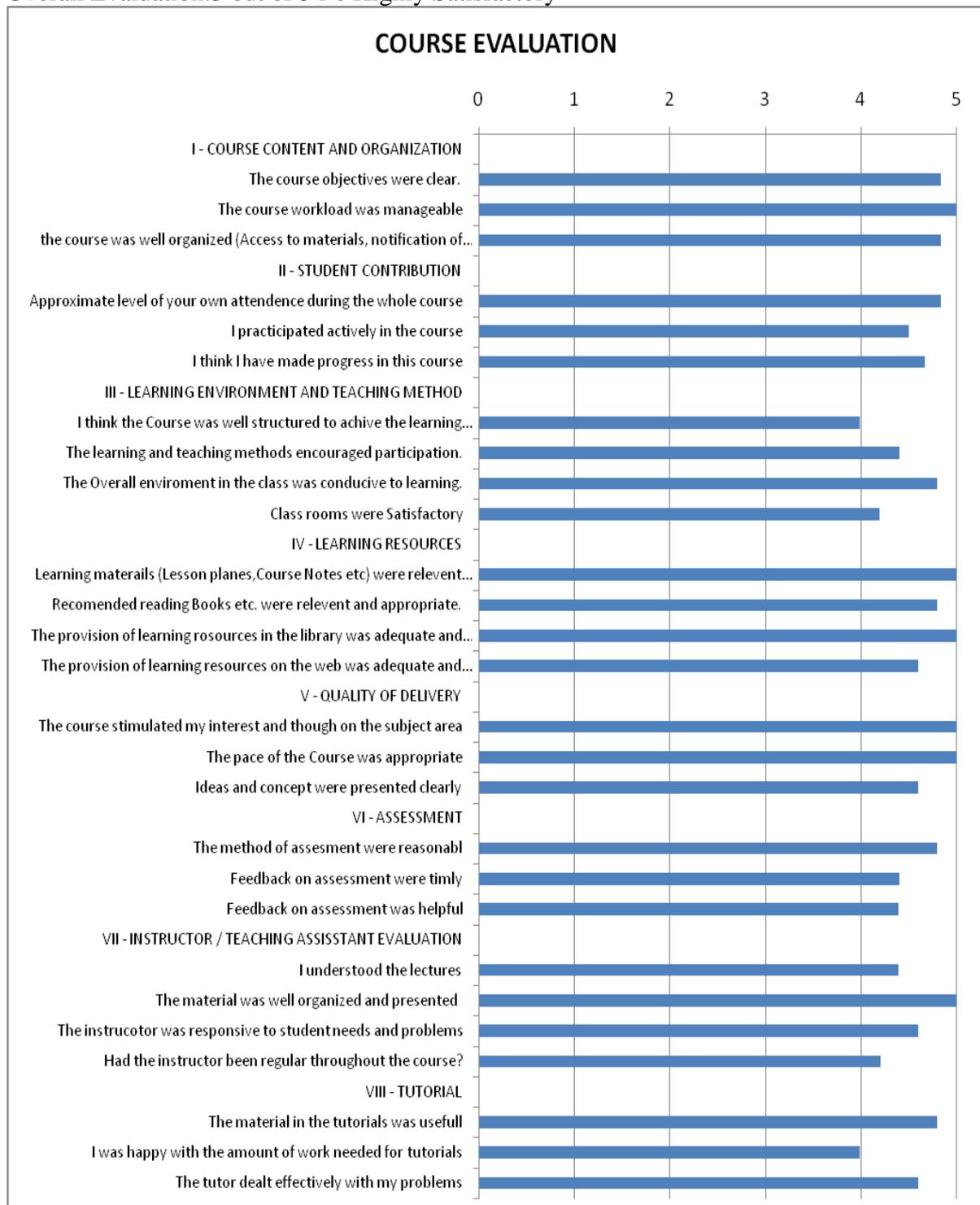


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The above picture depicts that the students agreed upon some aspects like learning and teachings methods encourage participation, course stimulated interest in the subject area, ideas and concepts were presented clearly and most of the others. While some of the components were weak like course was well organized, was well structured, instructor was regular, recommended books were relevant. The weakest of all was tutor was responsive to students' needs and problems.

Educational Psychology and Guidance (EDU-703)

Overall Evaluation: 5 out of 5 i-e Highly Satisfactory

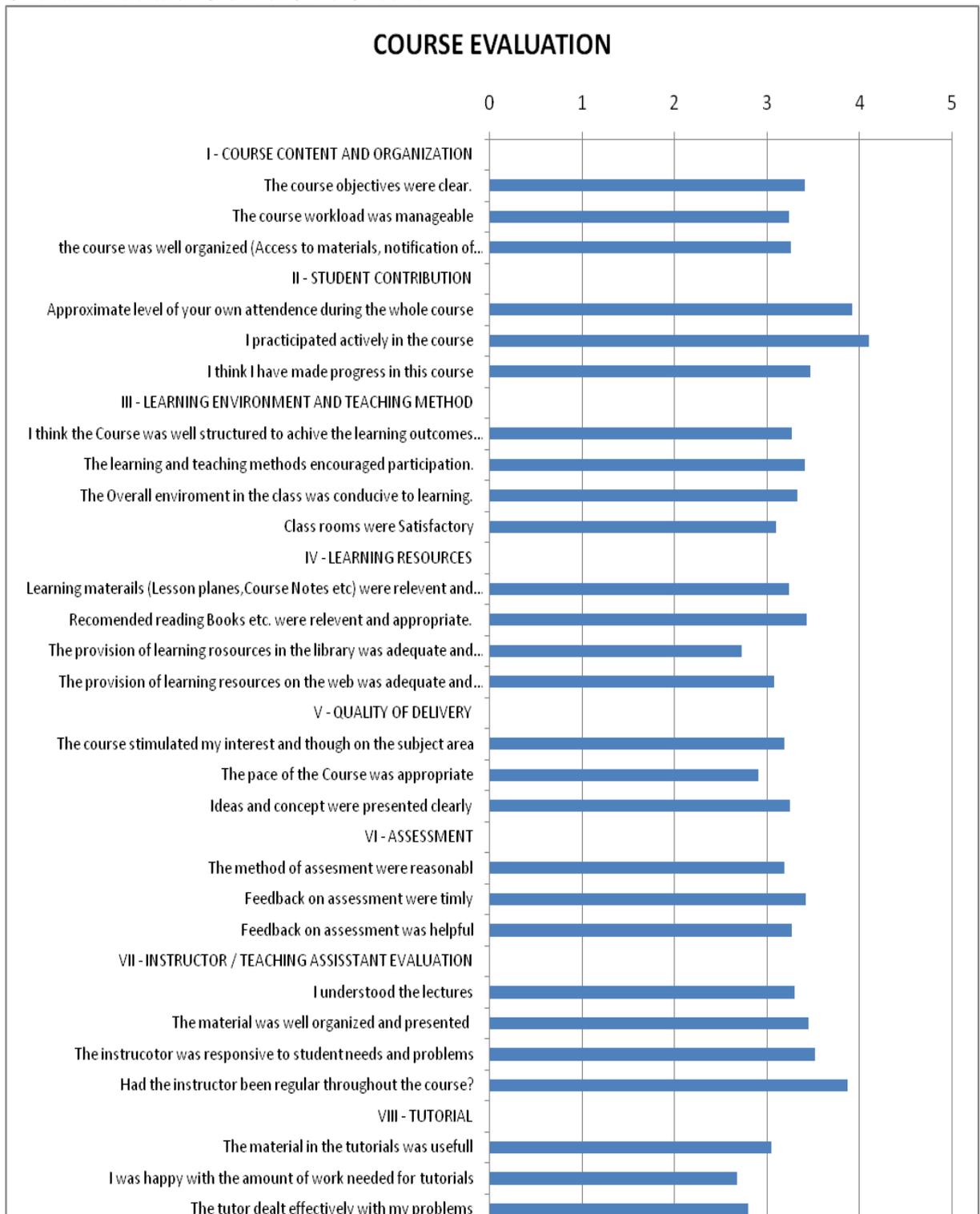


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The above picture describes that the students were highly satisfied with all of the aspects of the course. But it was best on course load was manageable, learning material was relevant, provision of learning resources in the library was adequate, course stimulated interest, the pace of course was appropriate and material was well organized and presented.

Educational Planning and Management (EDU-702)

Overall Evaluation: 3 out of 5 i-e Uncertain



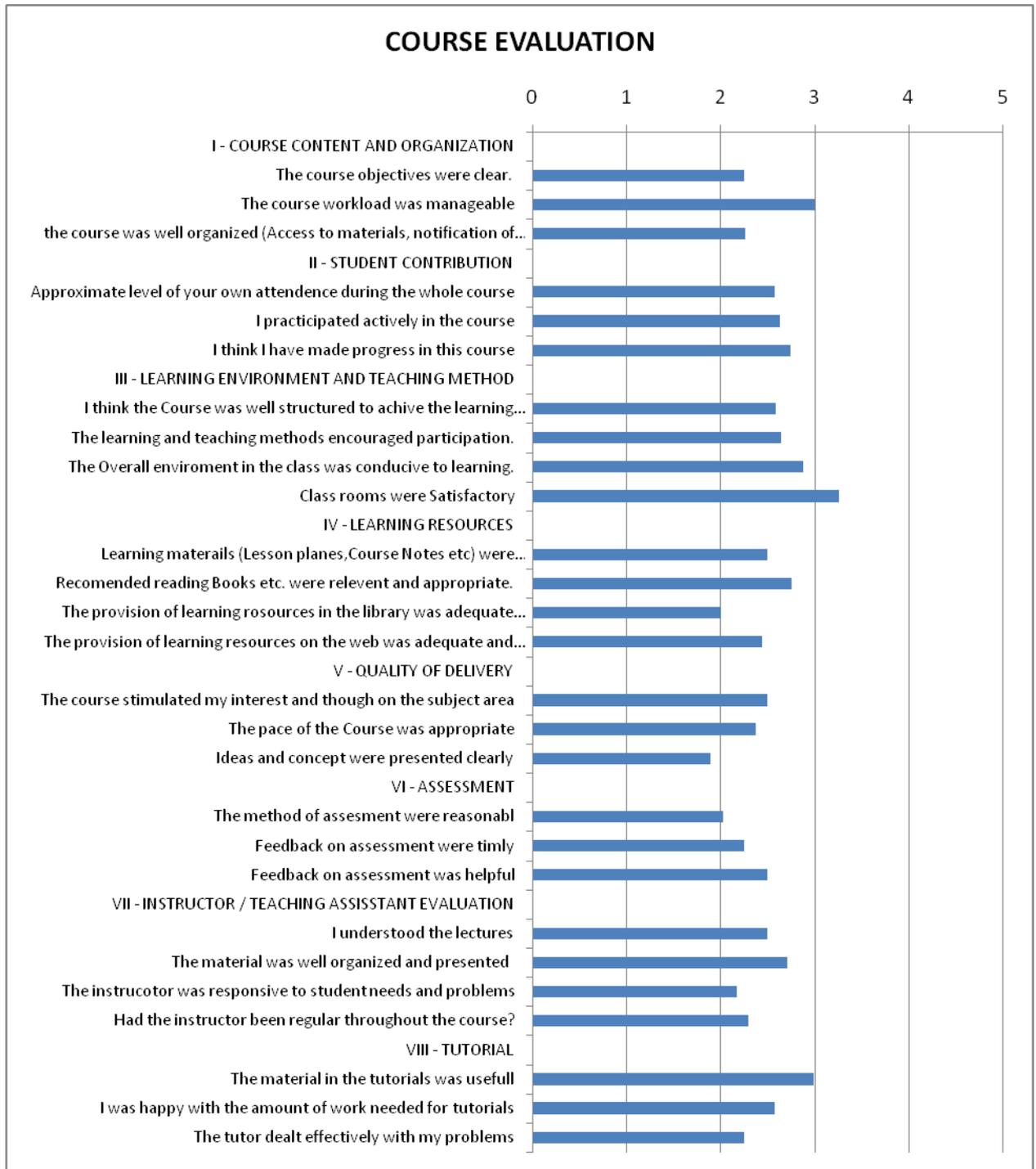
5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The above graph delineates that the students were not completely satisfied with almost all of the components instead of three components like level of attendance, participation in the course and instructor was regular. About other components, students seemed uncertain.

SPRING-2011

Advanced Methods of Teaching (EDU-705)

Overall Evaluation: 2 out of 5 i-e Unsatisfactory

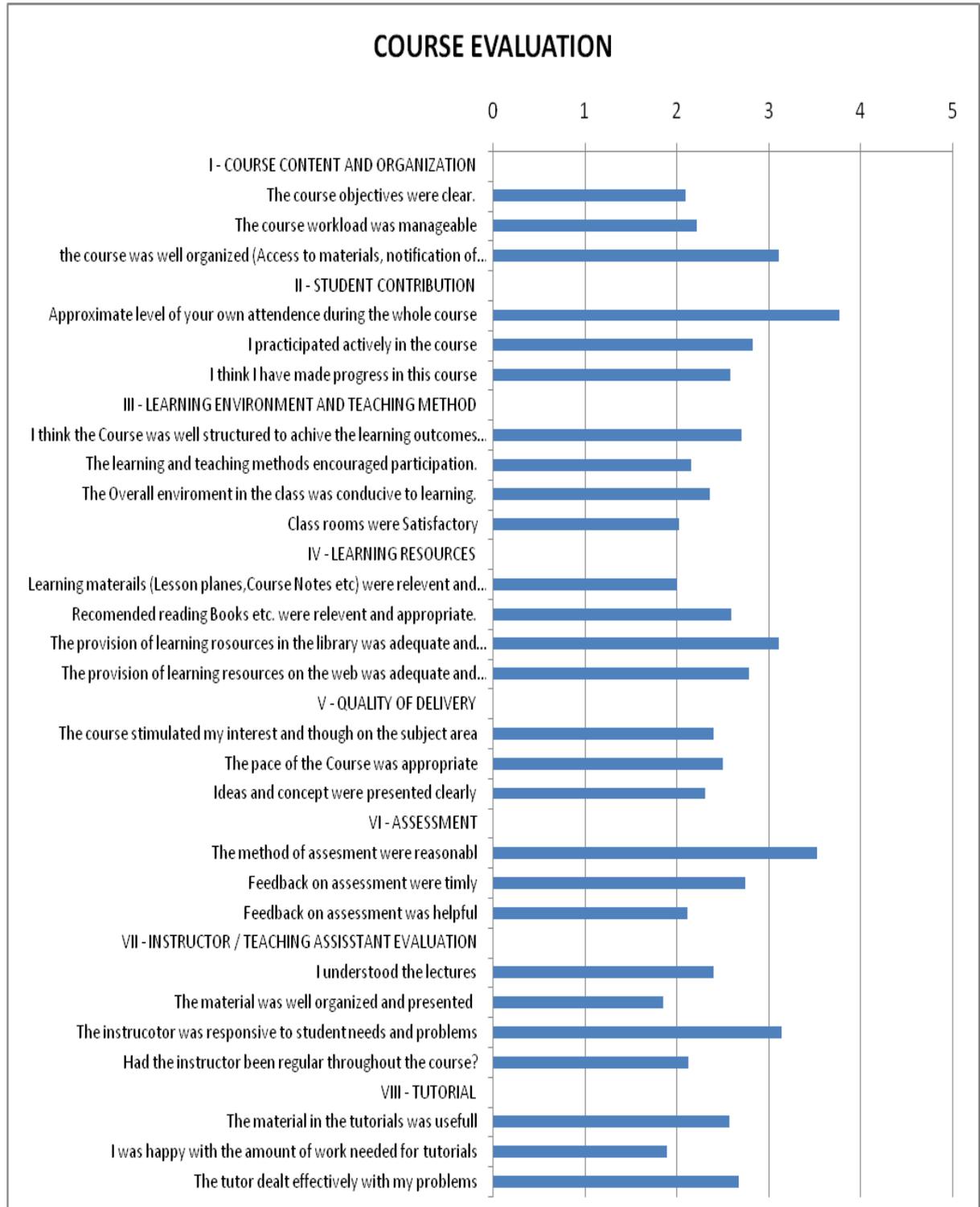


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The above picture describes that the students were dissatisfied with almost all of the components. Students were uncertain about course load and material of the tutorial.

Educational Measurement and Evaluation (EDU-704)

Overall Evaluation: 3 out of 5 i-e uncertain.

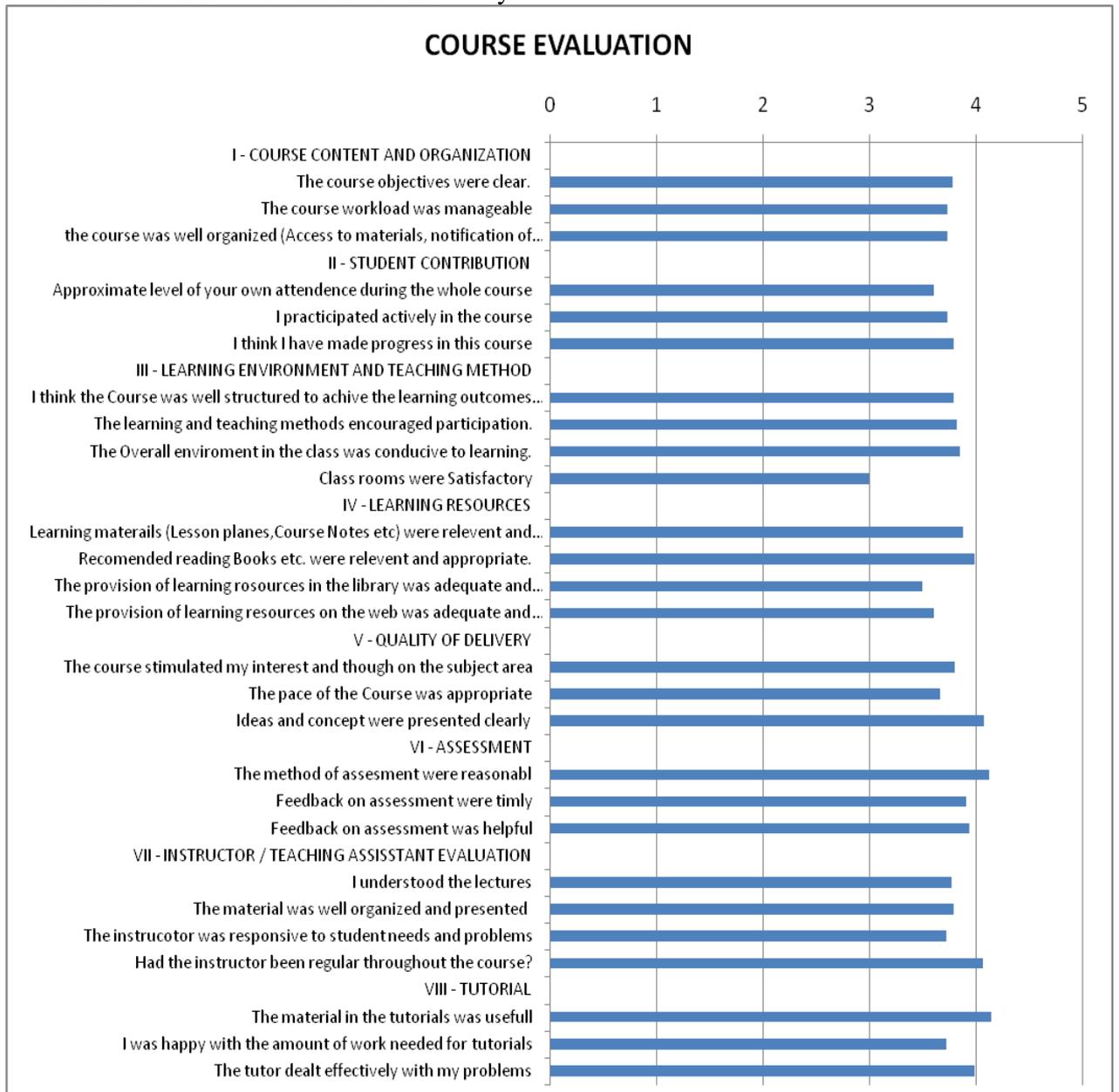


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The above picture depicts that the students were satisfied with only their attendance level and methods of assessment methods used for the course. They were uncertain about most of the aspects and disagreed upon some like classrooms were satisfactory, books were relevant, material was well organized and work needed for tutorial.

Techniques of Research and Statistics (EDU-706)

Overall Evaluation: 4 out of 5 i-e Satisfactory

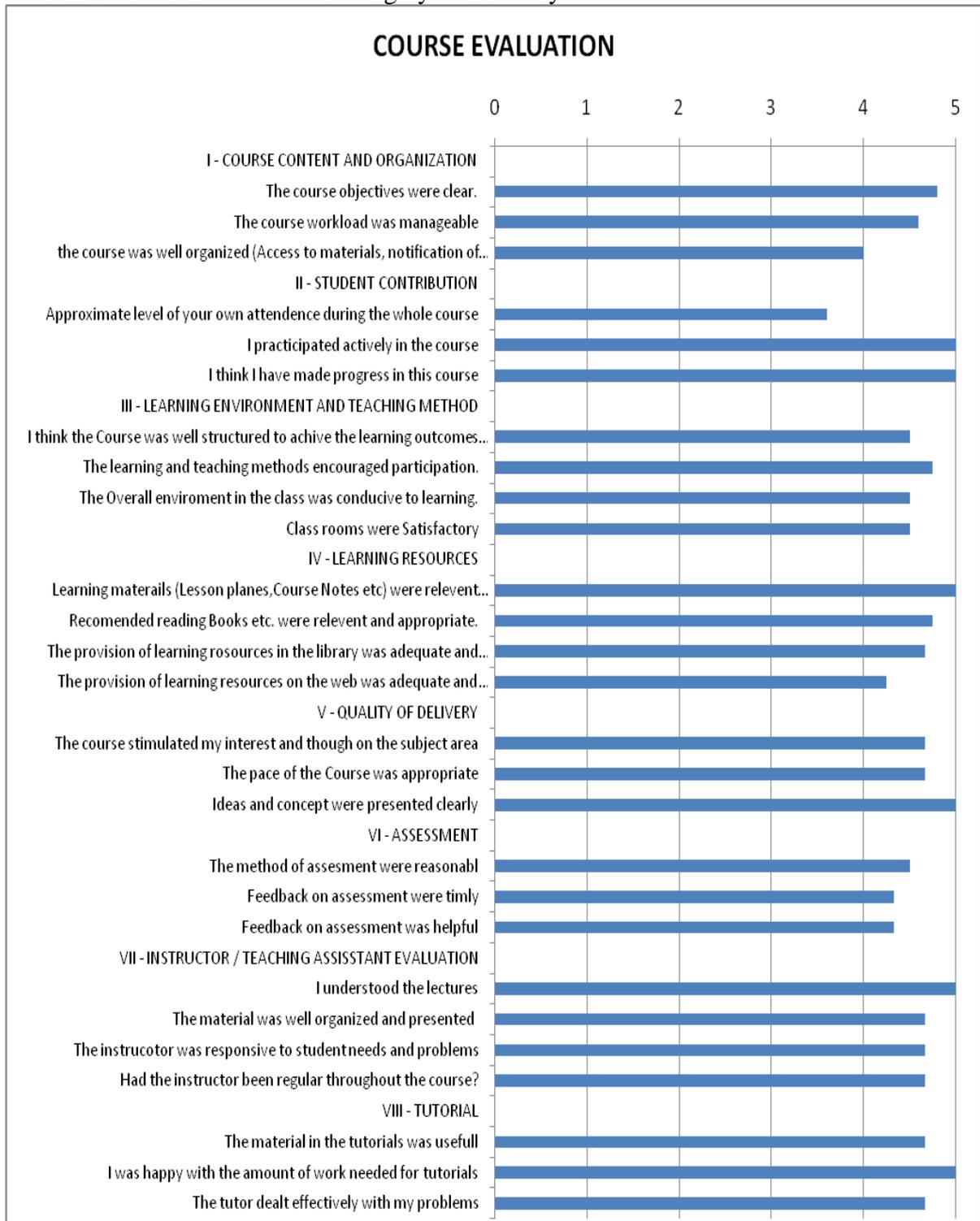


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The above graph shows that the students were agreed to the same extent with all of the aspects of the course except classrooms were not satisfactory.

Philosophy of Education (EDU-707)

Overall Evaluation: 5 out of 5 i-e Highly Satisfactory

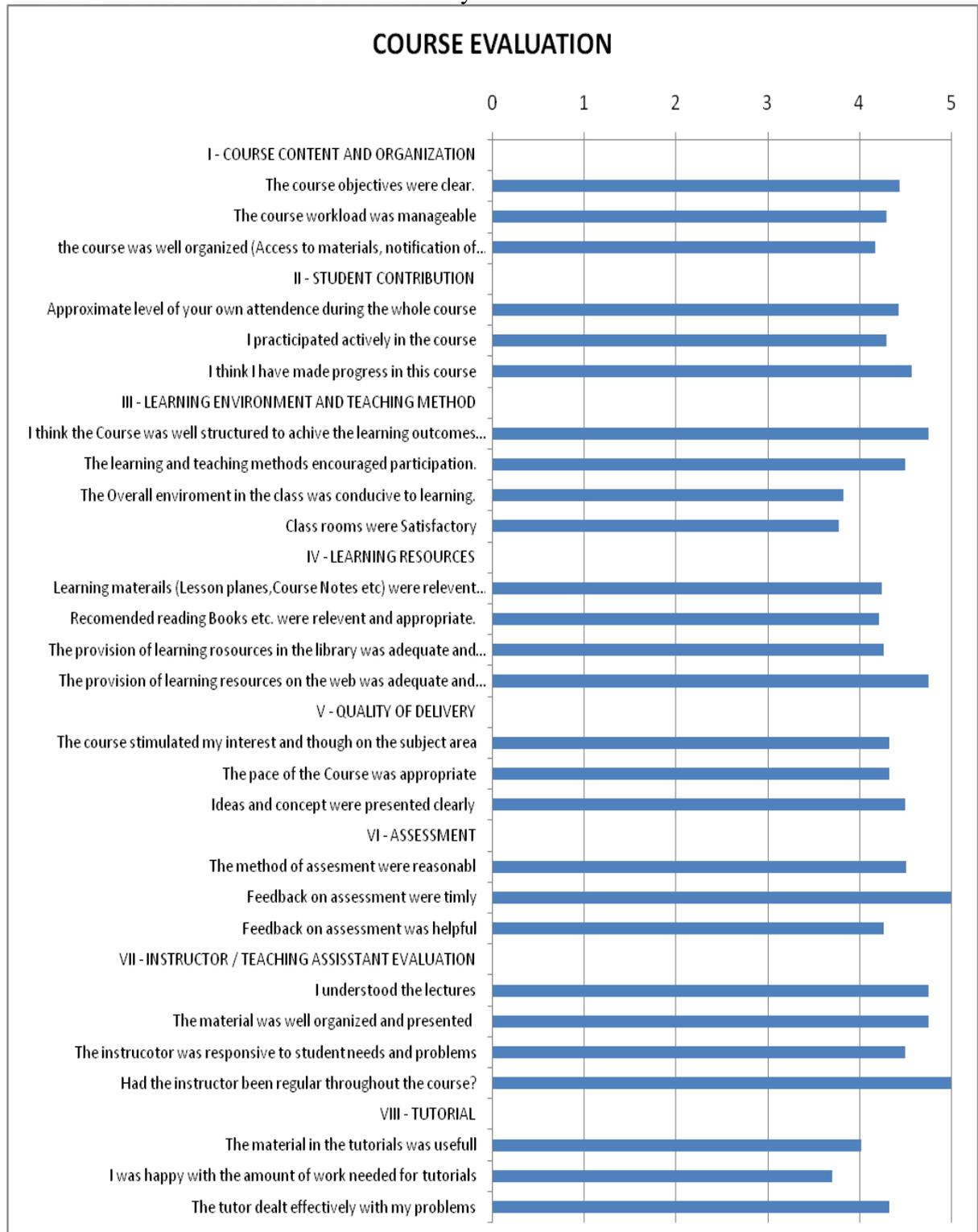


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The ranking of the course as shown by the above graph is 5. It shows that the course was well prepared and was presented with good quality. The students agreed with all of the components of the course.

Teacher Education in Pakistan (EDU-712)

Overall Evaluation: 4 out of 5 i-e Satisfactory



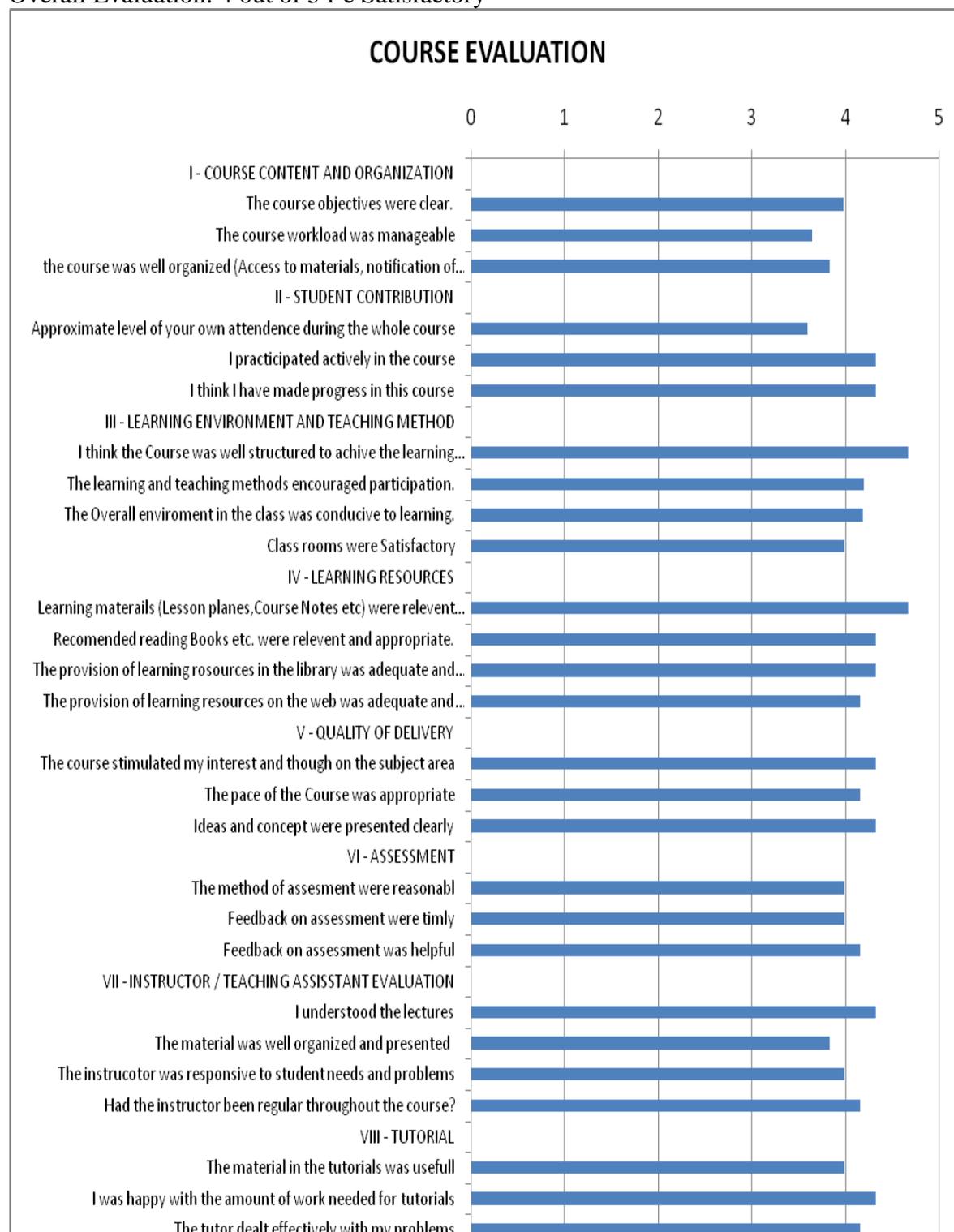
5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The above graph shows that the students were satisfied with almost all of the aspects of the course while they are highly satisfied with provision of learning resources, time assessment and regularity of the instructor.

FALL-2011

Seminar (EDU-720)

Overall Evaluation: 4 out of 5 i-e Satisfactory

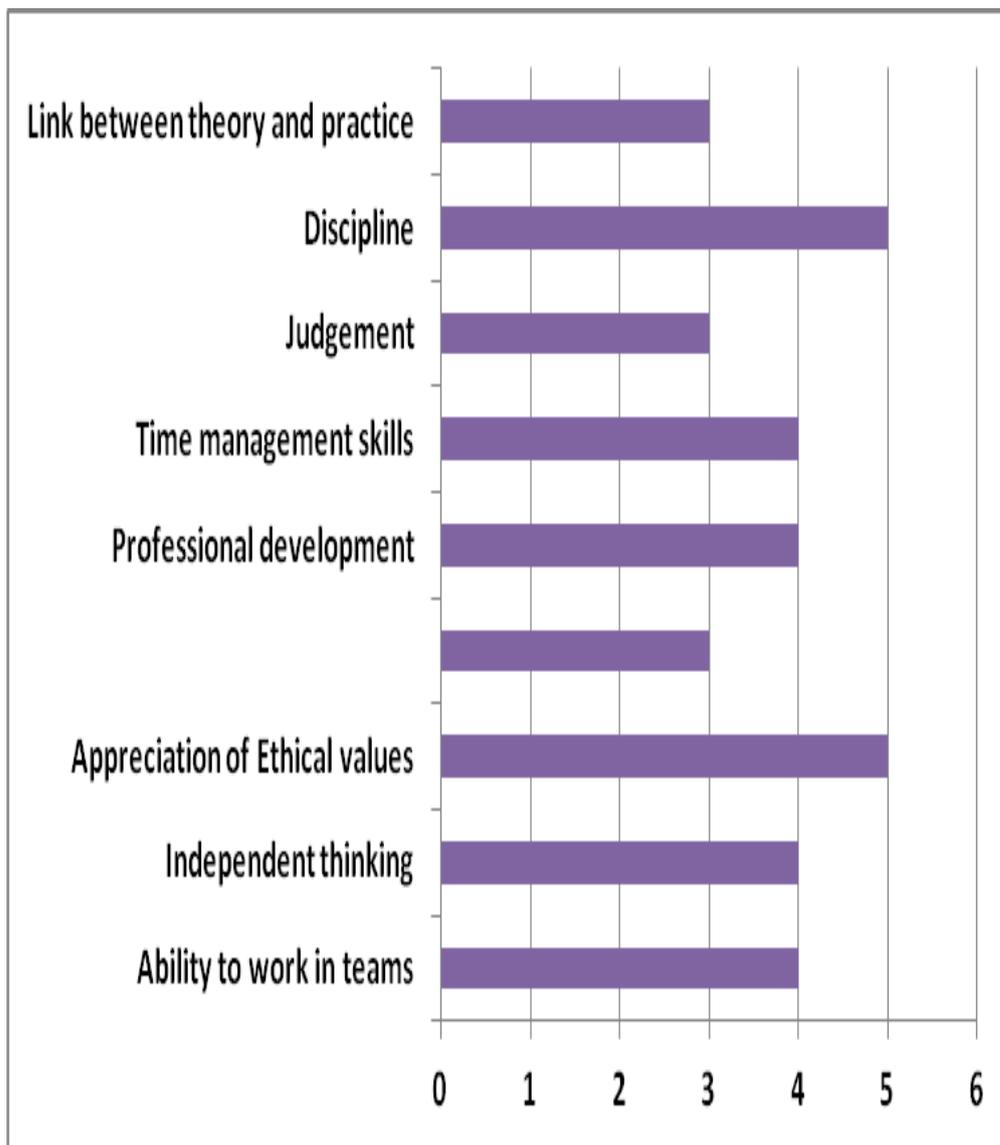


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The above picture shows the overall satisfactory attitude of the students towards this course. They were highly satisfactory with well-structured course, relevancy of the material and understanding of the lectures. They were quite uncertain about course load and organization of the material.

Teaching Practice (EDU-730)

Overall Evaluation: 4 out of 5 i-e Uncertain

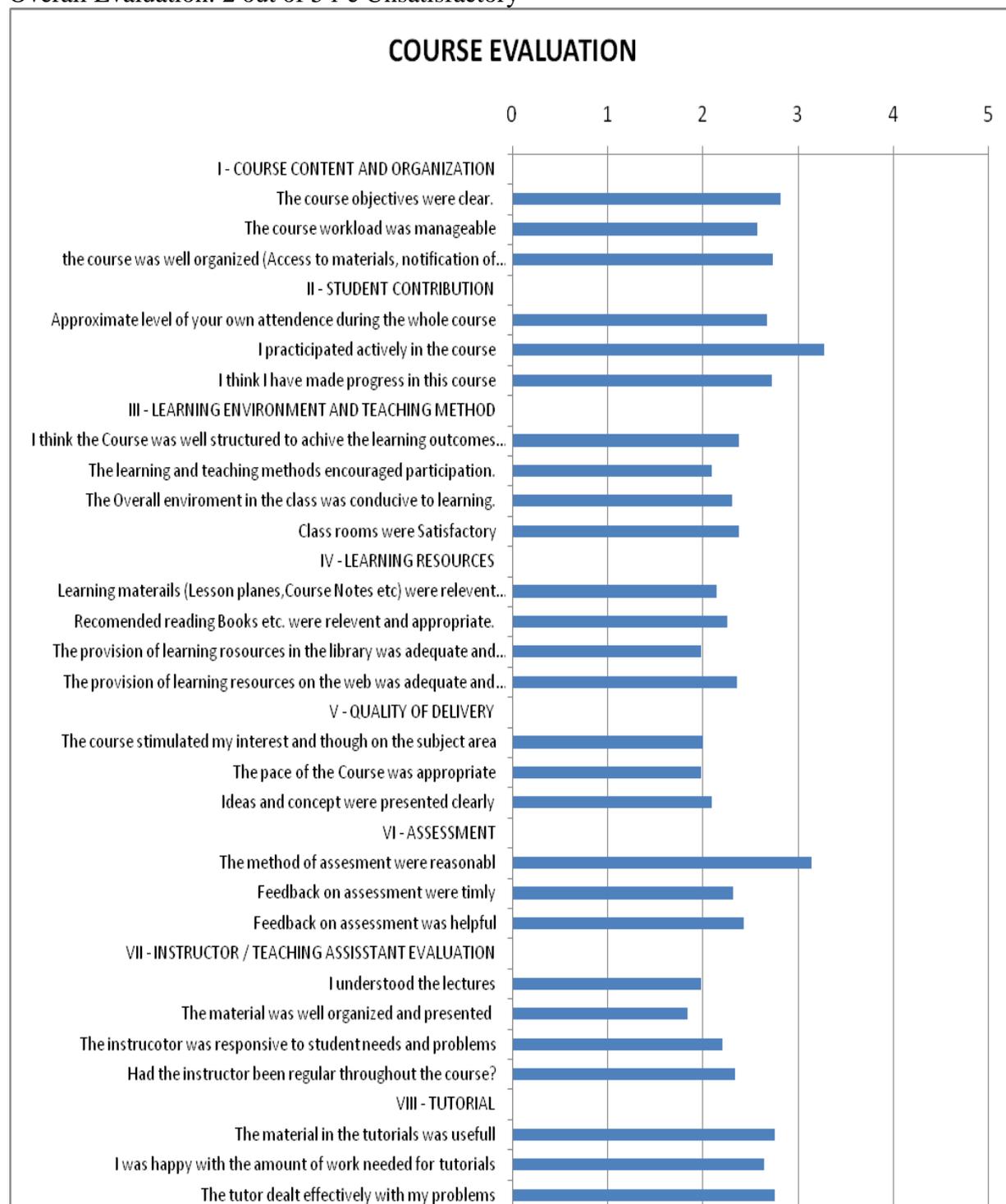


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The overall evaluation of this course on average is 4. This is a practical internship. The students were highly satisfied with discipline during this internship and appreciation of ethical values. They were uncertain about link between theory and practice and judgement, while agreed upon independent thinking, ability to work in teams, time management skills and professional development.

Teaching of G. Science (EDU-729)

Overall Evaluation: 2 out of 5 i-e Unsatisfactory

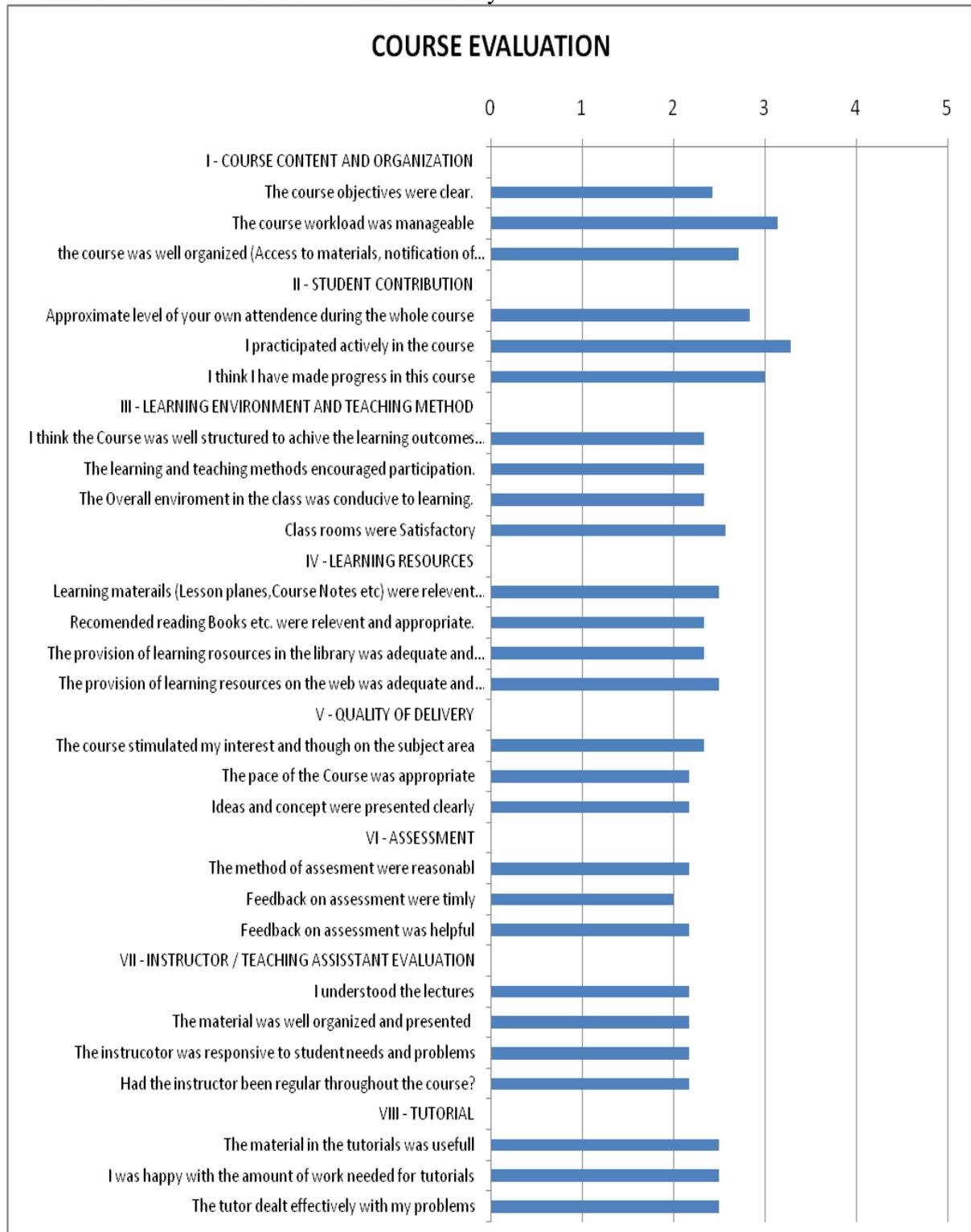


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The overall picture shows that the students were dissatisfied from the course. The only thing upon which they were satisfied was reasonable assessment methods and level of their own attendance. They were not happy with leaning and teaching method encourage participation, relevancy of learning material, provision of learning resources in library, interest in subject area, pace of course clarity of ideas and concepts, understanding the lectures and organization and presentation of the material.

Teaching of English (EDU-728)

Overall Evaluation: 2 out of 5 i-e Unsatisfactory



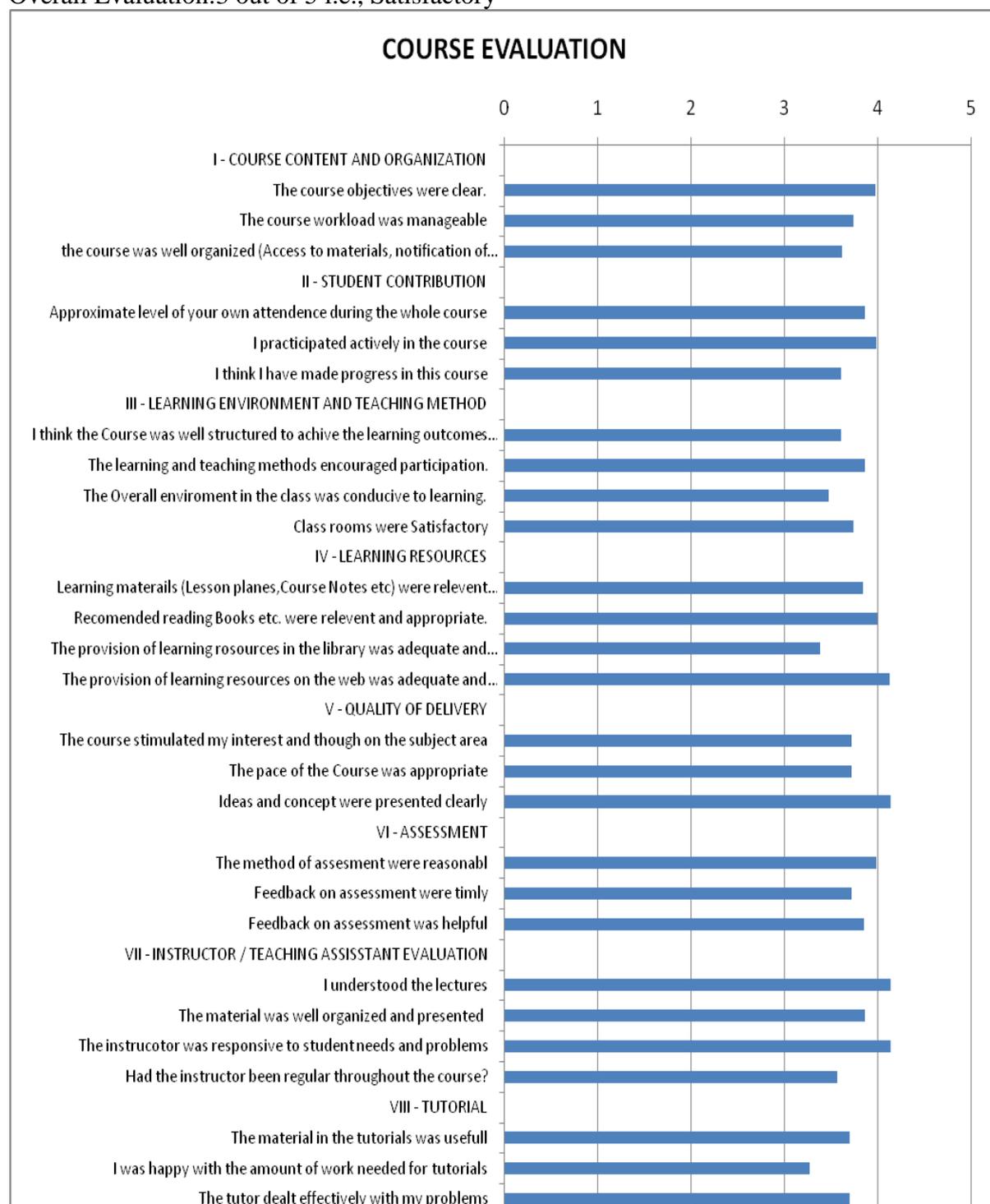
5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The graph shows that students were not satisfied with almost all of the components of the course except course load, participation in the course and level of progress in the course.

SPRING-2012

Computer in Education (EDU-708)

Overall Evaluation: 3 out of 5 i.e., Satisfactory

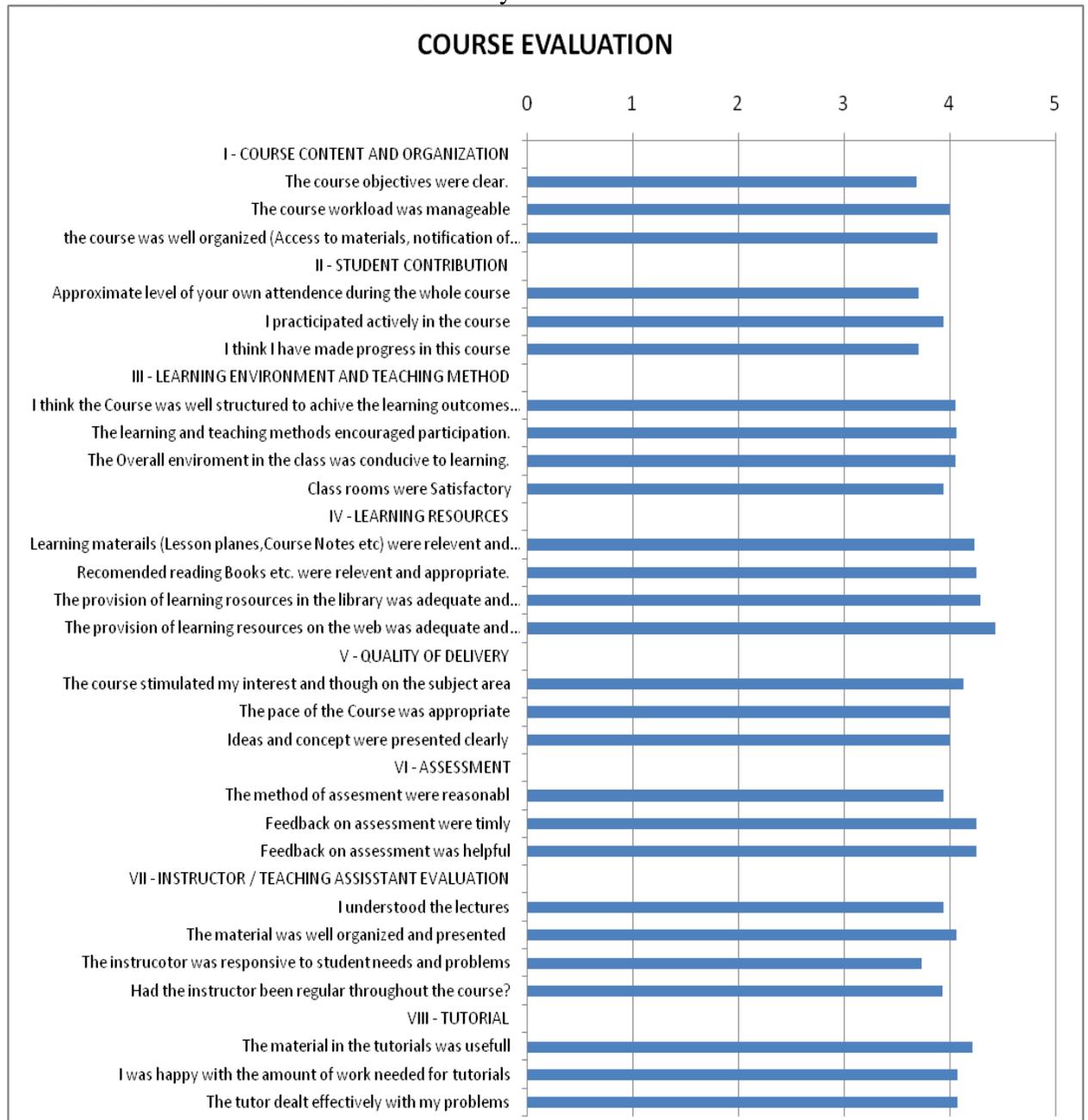


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The above picture depicts that the students were satisfied with some of the aspects like the objectives were clear, participation in the course, recommended books were relevant, ideas and concepts were clear, methods of assessment were appropriate, understanding of the lectures and instructor was responsive to students' needs and problems. They were uncertain about work needed for tutorial and provision of learning resources.

Research Planning and Report Writing (EDU-711)

Overall Evaluation: 4 out of 5 i-e Satisfactory

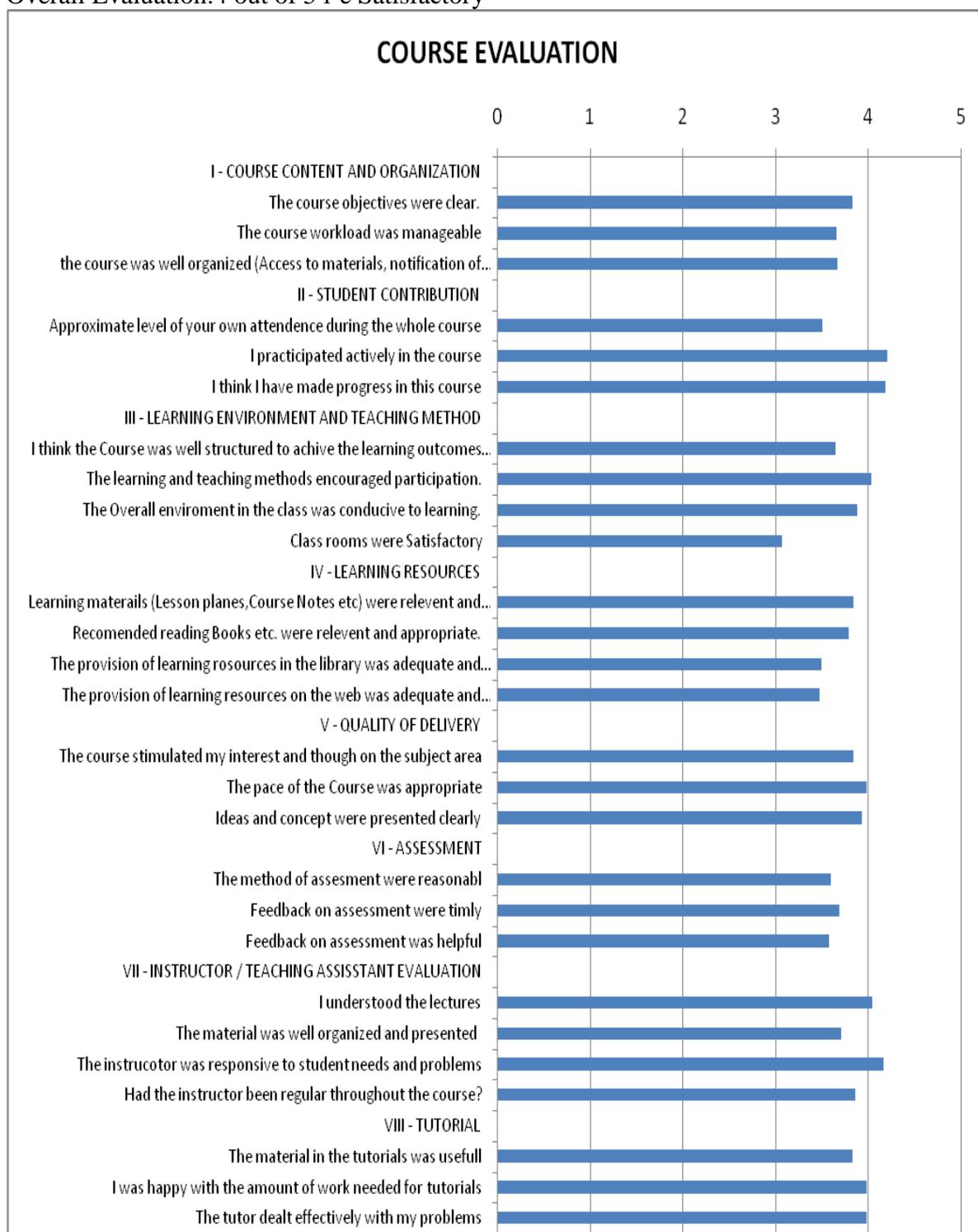


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

Students were satisfied with the above course. Only some aspects were weaker i.e., course objectives were clear, making progress from the course and tutor was responsive towards their problems.

Secondary Education in Pakistan (EDU-710)

Overall Evaluation: 4 out of 5 i-e Satisfactory

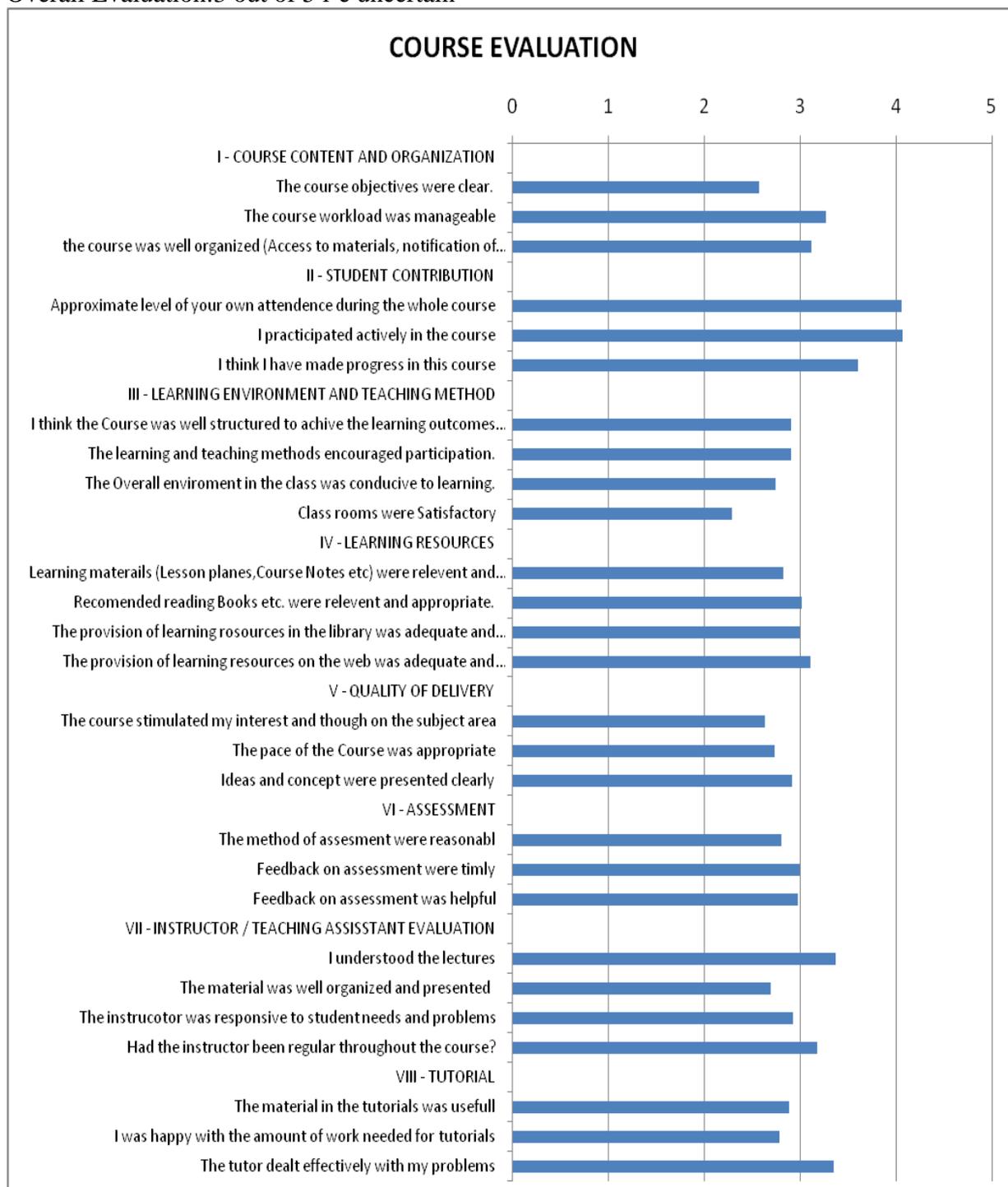


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The overall ranking of the course seems good but some components were weak like course was well-structured and classrooms were satisfactory.

Introduction to Sociology of Education (EDU-731)

Overall Evaluation: 3 out of 5 i-e uncertain

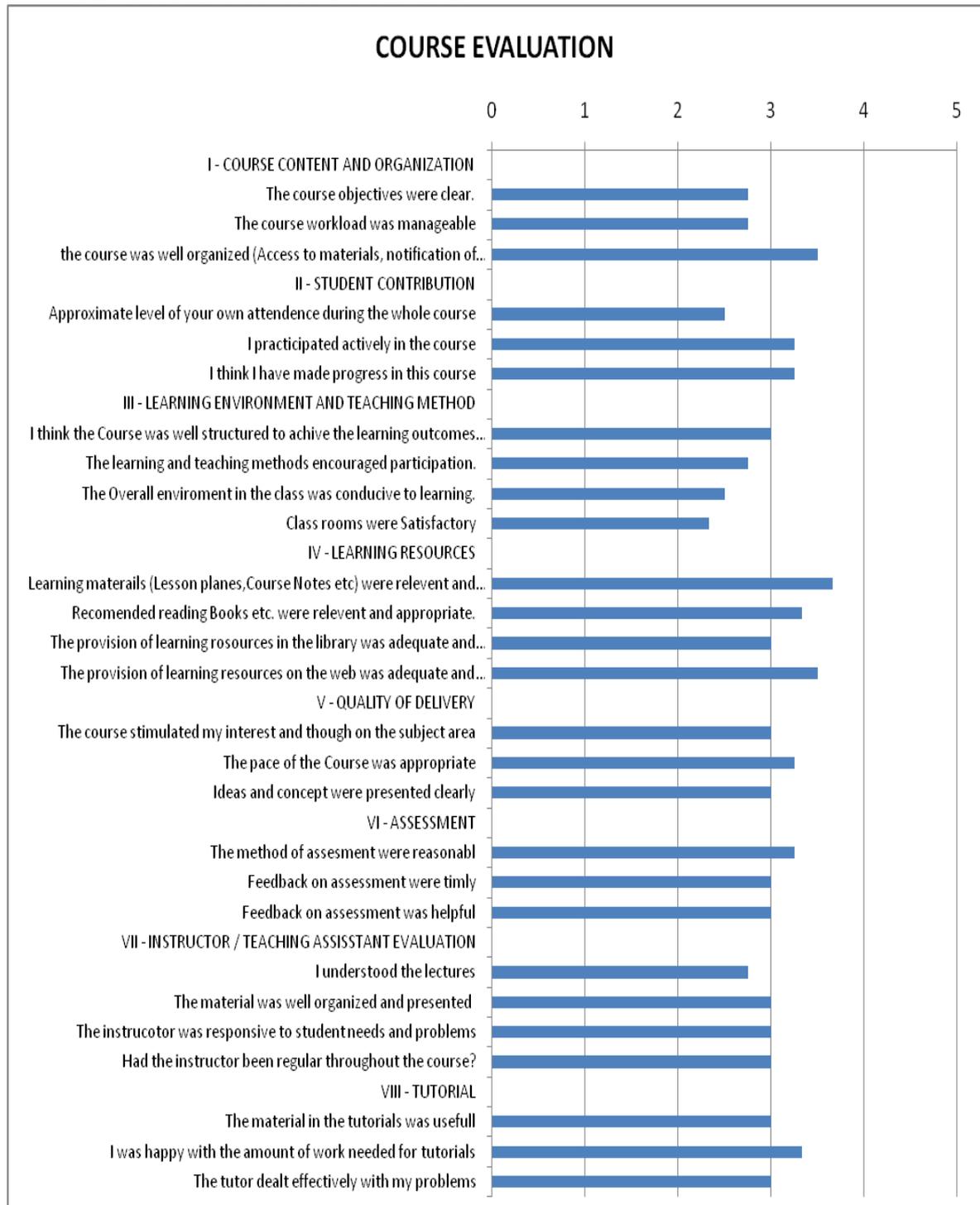


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The picture shows the overall uncertainty of the students about the course. The only components with which they were satisfied were level of their attendance and participation in the course. Students were not satisfied with the classrooms.

Contemporary Issues and Trends in Education (EDU-732)

Overall Evaluation: 3 out of 5 i-e Uncertain

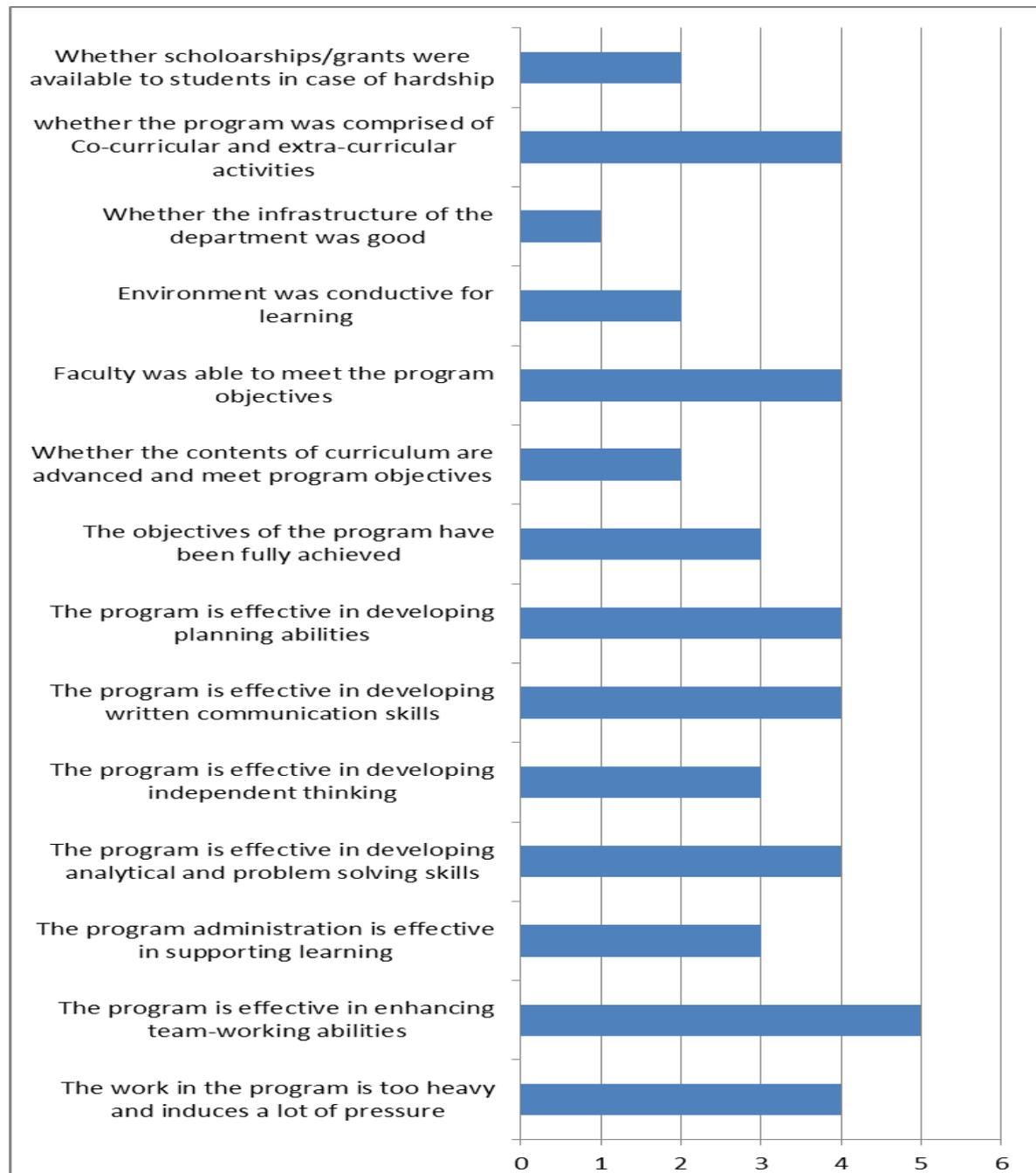


5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

The above picture shows the overall score is 3 out of 5 which reveals the uncertainty of the students about the course. The only components with which they seemed satisfied were course was well-organized, learning material was relevant, learning material on web was adequate and amount of work needed for tutorials was appropriate.

SURVEY OF GRADUATING STUDENTS (Proforma-3)

This proforma is used to conduct survey of graduating students. this is actually undertaken to analyse the abilities that an internship programme is supposed to develop in a student. The detailed evaluation is given below, based on responses from 67 graduating students of the session 2010-2012.



5 = Strongly Agree / Highly Satisfactory, 4 = Agree / Satisfactory, 3 = Uncertain, 2 = Disagree / Unsatisfactory, 1 = Strongly Disagree / Highly Unsatisfactory

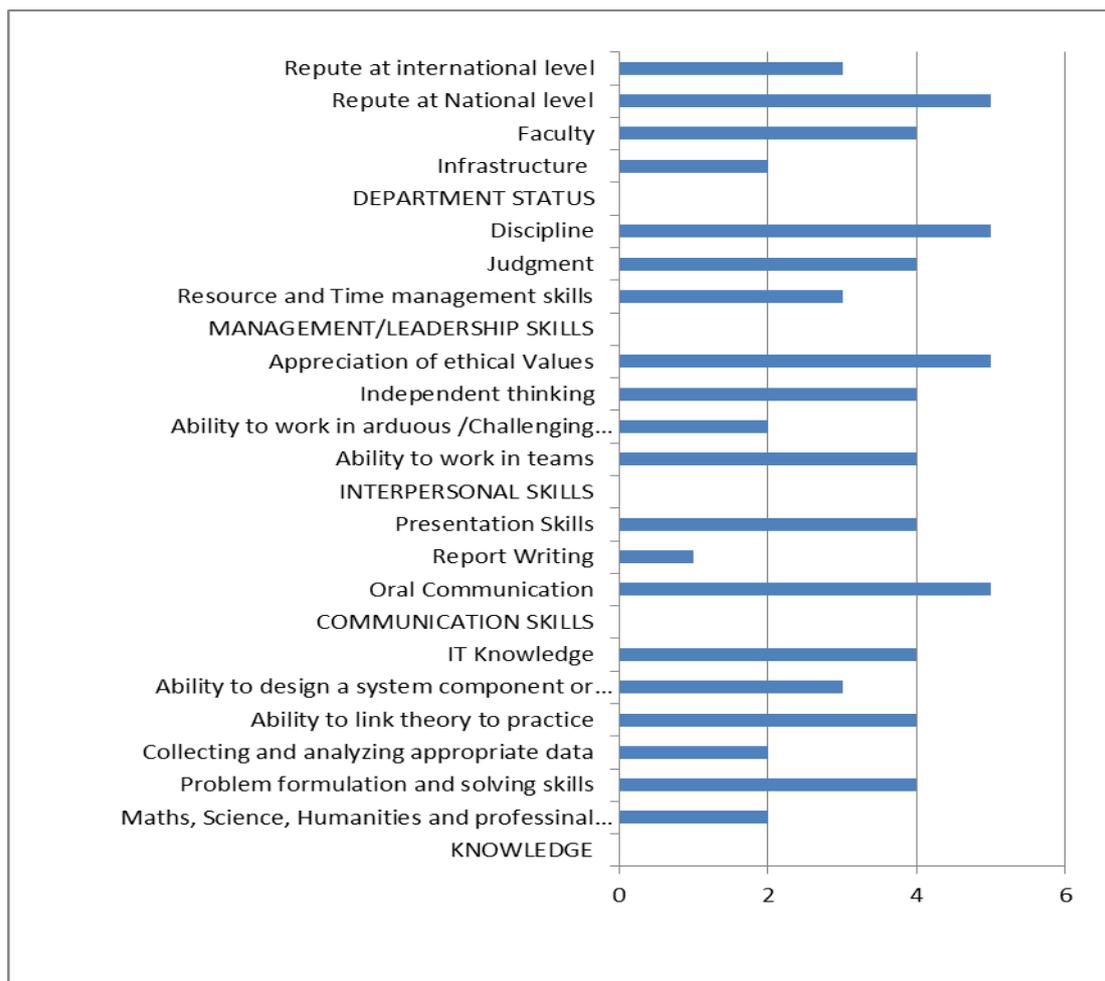
The above picture describes that the students were highly satisfied with team working, satisfied with load and pressure of the program, effectiveness of the program for developing problem solving skills, in developing written communication skills, developing planning skills, ability of faculty and co-curricular activities.

ALUMNI SURVEY (Proforma-7)

Survey was conducted from Alumni graduating in the session 2010-2012. There were twenty 33 respondents. Out of these, few alumni members are continuing their higher studies in other institutions. Other alumni members are working in different schools and colleges.

Their opinions about the institute are evident in the Bar Graph to follow. The analysis is done on a scale of 5 where:

- 5 = Excellent
- 4 = Very Good
- 3 = Good
- 2 = Fair &
- 1 = Poor



The above picture describes that alumni were of the view that the repute of the institution, discipline in that institute, appreciation of ethical values and the students' oral communication lie at the highest level. In the opinion of alumni, the institute well equipped them with Communication, Interpersonal and Leadership skills. They can write good reports, deliver good presentations and work in challenging situations in teams while managing all the available resources efficiently.

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

Faculty members' research activities indicate that there are research publications on the credit of faculty in session (Detail is given in Annexure 1).

We also have research planning and report writing of 3 credit hours compulsory for each student which reflects that research culture is being inculcated among faculty and students at the institute.

Table 3: Present performance measures for research activities

Faculty	Publication	Others	Projects
Dr. Imran Yousuf	22	-	-
Ms. Almas Kiani	17	-	-
Dr. Qaisara Parveen	7	-	-
Dr. Malik Ghulam Behlol	6	-	-
Dr. Arshad Dahar	11	-	-
Ms. Sumaira Kayani	02	-	-
Ms. Tehsin Ehsan	01	-	-
Total	66	-	-

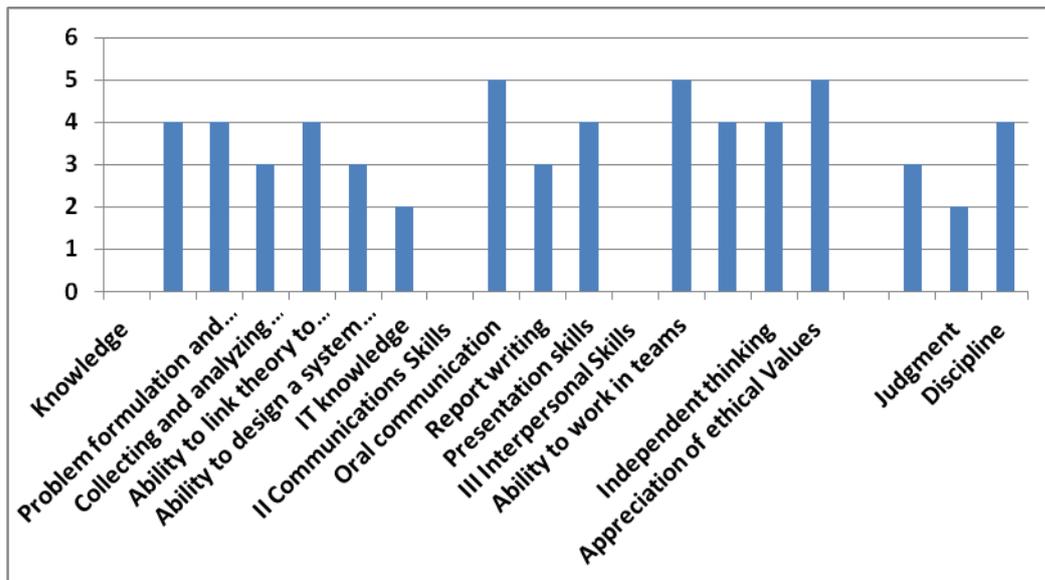
Major Future Improvement Plans

- To impart quality education using audio visual aids along with provision of latest literature, cases, journals, books, reviews and access to digital library.
- To prepare better future teachers.
- To emphasize research on specific educational problems.
- To develop the graduates in a way to meet future challenges.
- 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.

Employer Survey (Proforma-8)

The employer survey was sent to different employers but only a few responded. The feedback is quite effective. The employers found the graduates very reliable, good teachers and excellent in communication skills. Detailed results of the survey are shown below. The analysis is done on a scale of 5 where:

- 5 = Excellent
- 4 = Very Good
- 3 = Good
- 2 = Fair
- 5 = Poor



The illustrations above summarize views of the employers about the Division's graduates employed with them. Purpose of the survey was to know the employers' comments on the quality of education regarding: knowledge, communication skill, work skills and interpersonal skill possessed by our graduates.

Survey reflects that our graduates have scored very satisfactory on all the criteria mentioned which indicates that the graduates are well prepared in various knowledge, skill and attitude areas and show good potential in any given environment. While they were weak at IT knowledge and judgement.

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

Degree Title: Master of Education (M.Sc)

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

Definition of Credit Hour:

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

Degree Plan:

M.Sc program consists of four semesters or two academic years.

M.Sc.

Pre-requisites: minimum academic requirements

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

Degree Requirements:

The requirements to be completed by each student for award of degree of M. Sc (Education) shall be 62 credits for non-thesis students and will comprise 35 credits of core courses, 6 credits of professional courses, 6 for methods of teaching specialization, 6 credits of practical teaching courses and 9 for other courses. The thesis students will have total credits 63 with all courses same as non-thesis group accept 9 credits for other courses which will replace 10 credits for thesis and will not be counted towards calculation of CGPA.

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

TABLE-4: Degree Requirements

Semester	CGPA
First	1.50
Second	2.50

Examination & Weightage:

a) Theory

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

Mid Examination	30%
Assignments	10%
Final Examination	60%

b) Practical

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

Eligibility for Examination:

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

TABLE-5: SCHEME OF STUDIES MASTER OF EDUCATION (M.Sc)**PART-I COURSE CODE**

Existing			Replaced by / Revised		
Course Code	Titles of the Course	Credit Hrs	Course Code	Title of the Course	Credit Hrs
EDU-701	Curriculum Development	4(4-0)	EDU-781	Curriculum and Instruction	3(3-0)
EDU-702	Educational Planning and Management	4(4-0)	To be offered among professional course		
EDU-703	Educational Psychology and Guidance	4(4-0)	EDU-782	Child Development and Learning	3(3-0)
EDU-704	Educational Measurement and Evaluation	4(4-0)	EDU-783	Classroom Assessment	3(3-0)
EDU-705	Advanced Methods of Teaching	4(4-0)	EDU-784	Fundamental Principles of Pedagogy	3(3-0)
EDU-706	Techniques of Research and Statistics	4(4-0)	EDU-785	Educational Research	3(3-0)
			EDU-786	Application of Research in Education	3(3-0)
EDU-707	Philosophy of Education	4(4-0)	EDU-787	Perspectives and Development of Education	3(3-0)
EDU-708	Computer in Education	3(2-2)	EDU-788	Educational Technology and Communication	3(3-0)
EDU-718	Functional English	3(3-0)	EDU-718	Functional English	3(3-0)
			EDU-719	Special Problem	1(1-0)
EDU-720	Seminar	1(1-0)	EDU-720	Seminar	1(1-0)
EDU-735	Critical Thinking and Reflective Practices (already approved as optional courses)	3(3-0)	EDU-735	Critical Thinking and Reflective Practices	3(3-0)
			EDU-789	Classroom Management	3(3-0)
Total		35	35		

Revised Scheme of Studies of Master of Science in Education (M. Sc. Education)**a) Core Courses**

Course Code	Title of the Course	Credit Hrs	Remarks
EDU-718	Functional English	3(3-0)	Approved Course in M.Sc.
EDU-719	Special Problem	1(1-0)	Approved Course in M.Sc.
EDU-720	Seminar	1(1-0)	Approved Course in M.Sc.
EDU-735	Critical Thinking and Reflective Practices	3(3-0)	(Approved Course in M.Sc. as optional course)

EDU-781	Curriculum and Instruction	3(3-0)	New Course
EDU-782	Child Development and Learning	3(3-0)	New Course
EDU-783	Classroom Assessment	3(3-0)	New Course
EDU-784	Fundamental Principles of Pedagogy	3(3-0)	New Course
EDU-785	Educational Research	3(3-0)	New Course
EDU-786	Application of Research in Education	3(3-0)	New Course
EDU-787	Perspectives and Development of Education	3(3-0)	New Course
EDU-788	Educational Technology and Communication	3(3-0)	New Course
EDU-789	Classroom Management	3(3-0)	New Course
35			

b) PROFESSIONAL COURSES

Candidates will select **two courses** from the followings:

Course Code	Titles of the Course	Credit Hrs	Remarks
EDU-709	Elementary Education in Pakistan	3(3-0)	Approved Course in M. Ed
EDU-710	Secondary Education in Pakistan	3(3-0)	Approved Course in M. Ed
EDU-712	Teacher Education in Pakistan	3(3-0)	Approved Course in M. Ed
EDU-713	Women Education in Pakistan	3(3-0)	Approved Course in M. Ed
EDU-714	Adult and Continuing Education	3(3-0)	Approved Course in M. Ed
EDU-715	Special Education	3(3-0)	Approved Course in M. Ed
EDU-717	Higher Education in Pakistan	3(3-0)	Approved Course in M.Ed.
EDU-721	Population Education	3(2-2)	Approved Course in M.Sc.
EDU-737	Environmental Education	3(2-2)	Approved Course in M.Sc.
Total		3+3 = 6	

c) METHODS OF TEACHING SPECIALIZATION

Candidates will take **two courses**. One course will be selected from the followings and other course i.e. **Teaching of English (EDU-728)** is **compulsory**.

Course Code	Titles of the Course	Credit Hrs	Prerequisites
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EDU-722	Teaching of Urdu	3(2-2)	The student must have studied the relevant subject at B.A/B.Sc/B.Com level
EDU-723	Teaching of Pakistan Studies	3(2-2)	
EDU-724	Teaching of Mathematics	3(2-2)	
EDU-725	Teaching of Physics	3(2-2)	
EDU-726	Teaching of Chemistry	3(2-2)	
EDU-727	Teaching of Biology	3(2-2)	
EDU-728	Teaching of English	3(2-2)	
EDU-729	Teaching of General Science	3(2-2)	
Total		3 + 3= 6	

d) TEACHING PRACTICE

Course Code	Titles of the Course	Credit Hrs
EDU-730	Teaching Practice a) Short term practice (8 weeks) with mandatory Micro Teaching component b) Developing low cost teaching aids c) long term practice (4 weeks at laboratory/field schools) d) Portfolio document submission	6(0-12)

e) Thesis / Non Thesis Courses

Candidates will select thesis or Non-thesis courses

Thesis Group

The students who opt thesis will select it as below

EDU-799	Research Thesis	10 (0-20)
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Non- Thesis Group

The students who opt for non-thesis program will take **one compulsory course i.e. EDU-711** and any two courses from the optional ones.

Course Code	Titles of the Course	Credit Hrs	Remarks
EDU-711	Research Planning and Report Writing	3(1-4)	Approved Course in M. Ed.

Optional Courses

Candidates will select **two courses** from the followings:

Course Code	Titles of the Course	Credit Hrs
EDU-731	Introduction to Sociology of Education	3(3-0)
EDU-732	Contemporary Issues and Trends in Education	3(3-0)
EDU-733	Inclusive Education	3(3-0)
EDU-734	Comparative Education	3(3-0)
EDU-736	Islamic System of Education	3(3-0)
Total		3+3+3= 9

Total Credit Hrs:

$a + b + c + d + e$
Thesis Group= $35 + 6 + 6 + 6 + 10 = 63$
Non-Thesis Group= $35 + 6 + 6 + 6 + 9 = 62$

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

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

TABLE-6: COURSES VS OBJECTIVES

COURSES/GROUP OF COURSES				
	1	2	3	4
Core EDU-701, EDU-718, EDU-703, EDU-702, EDU-704, EDU-705, EDU-706, EDU-707, EDU-720, EDU-730, EDU-711	++	+++	+	+++
Elective EDU-712, EDU-729, EDU-728, EDU-717, EDU-721, EDU-710, EDU-731, EDU-732, EDU-708	++	+	++	+

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

FACULTY COURSE REVIEW (Proforma-2)

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

TABLE: 7 2010-2012

S. NO	Course Code	Course Name	Credit Hours	GRADES					Teacher's Name
				A	B	C	D	F	
1	EDU-701	Curriculum Development	4(4-0)	12	19	03	-	-	Ms. Sumaira Kayani
2	EDU-718	Functional English	3(3-0)	14	15	05	-	-	Ms. Sarwat Mubarik
3	EDU-703	Educational Psychology and Guidance	4(4-0)	06	23	05	-	-	M. Hashim Abbasi
4	EDU-702	Educational Planning and Management	4(4-0)	13	20	02	-	-	Tallat Khurshid
5	EDU-705	Advanced Methods of Teaching	4(4-0)	10	20	04	-	-	Ms. Qaisara Parveen
6	EDU-704	Educational Measurement & Evaluation	4(4-0)	11	21	06	-	-	Ms. Naseem Zaidi
7	EDU-706	Techniques of Research and Statistics	4(4-0)	03	17	06	-	-	Tallat Khurshid
8	EDU-707	Philosophy of Education	4(4-0)	4	14	16	-	-	M. Hashim Abbasi
9	EDU-712	Teacher Education in Pakistan	3(3-0)	15	17	02	-	-	Ms. Sumaira Kayani
10	EDU-720	Seminar	1(1-0)	13	21	-	-	-	Malik Ghulam Behlol
11	EDU-717	Higher Education in Pakistan	3(3-0)	20	2	12	-	-	Dr. Muhammad Arshad Dahar
12	EDU-721	Population Education	3(3-0)	05	19	10	-	-	Dr. Qaisara Parveen
13	EDU-708	Computer in Education	3(2-2)	05	14	14	1		Tasawar Hussain
14	EDU-711	Research Planning and Report Writing	3(1-4)	12	13	7	2		Malik Ghulam Behlol
15	EDU-710	Secondary Education in Pakistan	3(3-0)	17	14	2	1		Malik Ghulam Behlol
16	EDU-731	Introduction to Sociology of Education	3(3-0)	7	15	12	-		Ms. Qaisara Parveen
17	EDU-732	Contemporary Issues and Trends in Education	3(3-0)	11	19	3	1		Dr. Muhammad Arshad Dahar

18	EDU-730	Teaching Practice	6(0-12)	12	15	7			Dr. Muhammad Imran Yousuf
19	EDU-729	Teaching of G. Science	3(2-2)	19	15	01			Dr. Qaisara Parveen
20	EDU-728	Teaching of English	3(2-2)	17	15	02	-		Dr. Malik Ghulam Behlol

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

Items 1: About Students Course Evaluation Questionnaires

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

Item 2: About External Examiners or Moderators

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

Item 3: About Student/Staff Consultative Committee

This column was also not applicable to any case.

Item 4: About Curriculum

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

Item 5: About Assessment

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

Item 6: About Enhancement

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

Item 7: About changes

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

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

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

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

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

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

Elements	Courses
Theoretical backgrounds	EDU-718, EDU-705, EDU-701, EDU-728, EDU-707, EDU-712, EDU-717, EDU-721, EDU-731, EDU-732
Problem analysis	EDU-702, EDU-704, EDU-703, EDU-706, EDU-507, EDU-79, EDU-728
Solution design	EDU-703, EDU-704, EDU-706, EDU-720, EDU-730, EDU-711

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

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

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

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

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

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

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

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

- Course of Statistics based; Educational Measurement & Evaluation (704) is included in core courses.
- Educational Research and Statistics (EDU-706) provides integrated concepts of IT use in Education. Students' presentations also involve this component fully.

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

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

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

Information regarding laboratory would be covered in this section

There is no laboratory in the department. An audio visual language lab is needed along with other women development course related labs.

Standard-3.1: Laboratory manuals/documentation/instructions for experiments

No specific lab manual is available however some manuals for individual computers are available whose record is not properly kept. The laboratories are not spacious and inadequate. The computers and air conditioners are out of order.

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

Currently two lab attendant are available to maintain the computers and to ensure the availability of internet. Both of them do not possess technical education relating to computers. There is a need for at least one person who has some technical know how of networking, database administration and trouble shooting.

Standard-3.3: The University computing infrastructure and facilities must be

Computing facilities support: Available to all faculty members but not to students pursuing their MS programme.

Computing infrastructure: Two computing labs each 24 computers strong. Out these total 48 computers, 50% have Intel core 2 duos processors and rest 50% has Intel core i-3 processors. These computing facilities are sufficient for students admitted in a business education programme.

CRITERION 4: STUDENT SUPPORT AND ADVISING

The support programs for students are organized by the University which provides information about admissions, scholarship schemes, seminars and conferences. The Institute in its own capacity arranges orientation and guided tours of the institute. The Directorate Student Affairs also conducts various cultural activities and takes care of students' problems. The institute provides adequate support to students in order to complete their degrees in timely manner and advises on choice of majors as well as possible employment opportunities.

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

At M.Sc level subjects/courses are in accordance with the approved curriculum while assuring the relevant HEC criteria as well. As the University has only one intake a year, the courses are offered once a year which means if a student fails in a certain course, he/she can take it only after the gap of at least one semester.

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 practical aspects are focused to prepare the students for upcoming challenges. Theoretical problems are explained and assignments are also given to the students whereas, for practical exposures internship program is run, study tours are organized and distinguished guest speakers are invited from the industry to keep them updated on the latest developments in the area. The internships comprises placement at an appropriate school where the students familiarize themselves with the work environment as well as the work requirements of 4 weeks. After the completion of internship, the students write a report which is submitted to the internship coordinator and the students make a presentation of their work/learning.

- In the board of faculty meetings, the courses are structured and decided.
- Students are encouraged to ask questions in class and after the classes. To enhance this culture, faculty members interact frequently among themselves and with students at the beginning of each semester.

- Effective interaction between classes is emphasized and encouraged.

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.

Following steps have been taken to provide guidance to the students in different ways:

- The details are provided to each candidate in print form in the shape of prospectus.
- The program structure and details are provided on the website.
- Admission office helps the students to inform about the program requirements.
- Personal interaction and communication between the teachers and the students.
- Within the University hours, students can also contact and coordinate meetings with the relevant teachers whenever they face any problem.
- The Directorate of Placement Bureau has been established keeping in view the need for exploring job opportunities for the university graduates.

CRITERION 5: PROCESS CONTROL

This section deals with the process of admission, registration, faculty recruitment and other such activities.

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 as per rules and criteria set by the University. For this purpose an advertisement is published in the national news papers by the Registrar office.

- Admissions are done once a year in August - September.
- Admission criterion for M.Sc is intermediate with minimum of second division; however the admissions are awarded on competitive basis.
- Admission criteria are reviewed every year at appropriate forums before the announcement of admissions and any changes or modifications need to be approved by the academic council.

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.

- After the completion of admission process, the student name is forwarded to the Registrar office for proper registration in the specific program. Then the registration number is issued to the student.
- Students' evaluations are made through Mid, Final, quizzes, assignments, term projects, and presentations during the course of study.
- For each degree the process of registration is carried out once, the candidates' enrollment is done each semester, and the evaluation is made on the basis of semester results.

- Promotion of the students to the next semester is based on the fulfillment of the University criteria.

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.

The institute follows the recruitment policy of the University which 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.
- Standard set by HEC are complied with.
- Every possible effort is made to retain the faculty. Although being a public sector university, it is not possible to include incentives in our reward system, but motivational techniques are used effectively.

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.

Keeping in view the new technological changes, innovations, and industry requirements, the institute periodically revises the curriculum to maintain and provide high quality teaching.

- Introduction and inclusion of new courses in the curriculum on the basis of emergence and demand of new fields.

- The institute’s library makes sure the availability of Asian editions for existing as well as updated books for taught courses. The institute’s library also provides facilities of documentation and internet.
- Study material prior to the lectures, multimedia, slides and handouts are provided as supplements for most of the lectures.
- The aim and the efforts remain the same 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 commencement date of examination is announced by the controller of examinations. At the end of each semester, the controller office notifies results of the students. The evaluation procedure consists of quizzes, mid and final examinations, practical, assignments, reports, oral and technical presentations. The minimum pass marks for each course is 40%. The breakup and marks’ distribution of each component of examination is prescribed as below:

Mid Examination	30%
Assignments	20%
Final Examination	50%

Grade points are as follows

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

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

CRITERION 6: FACULTY

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

Currently there are twelve full time faculty members including the director of the institute, one of them is on study leave. This faculty is not sufficient to run such a big institute that is why we have to go for a large number of visiting faculty.

Table 4: Faculty distribution by program areas

Program/Area of specialization	Courses in the area and average number of sections	Number of faculty members in each area	Number of faculty with PhD degree
Finance	11 courses 3 sections (2 Morning and 1 Afternoon)	8	1 PhD
Human Resource Management	8 courses 3 sections (2 Morning and 1 Afternoon)	5	3 PhD
Marketing	8 courses 3 sections (2 Morning and 1 Afternoon)	1	-

Besides the data shown in table-7, the Director of institute also holds PhD degrees in Operations Management. PhD degree of one faculty member and MS degrees of three faculty members are in progress.

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.
- Currently one faculty member is abroad on study leave for doctoral degree as sponsored by the HEC whereas, two members are doing heir Ph.D. degrees from local universiiesy.
- Existing facilities include mainly internet access, which is available through local area network. In addition library facility with latest books is also available.
- Support for attending conferences can lead to enhancement of research initiatives at the university.

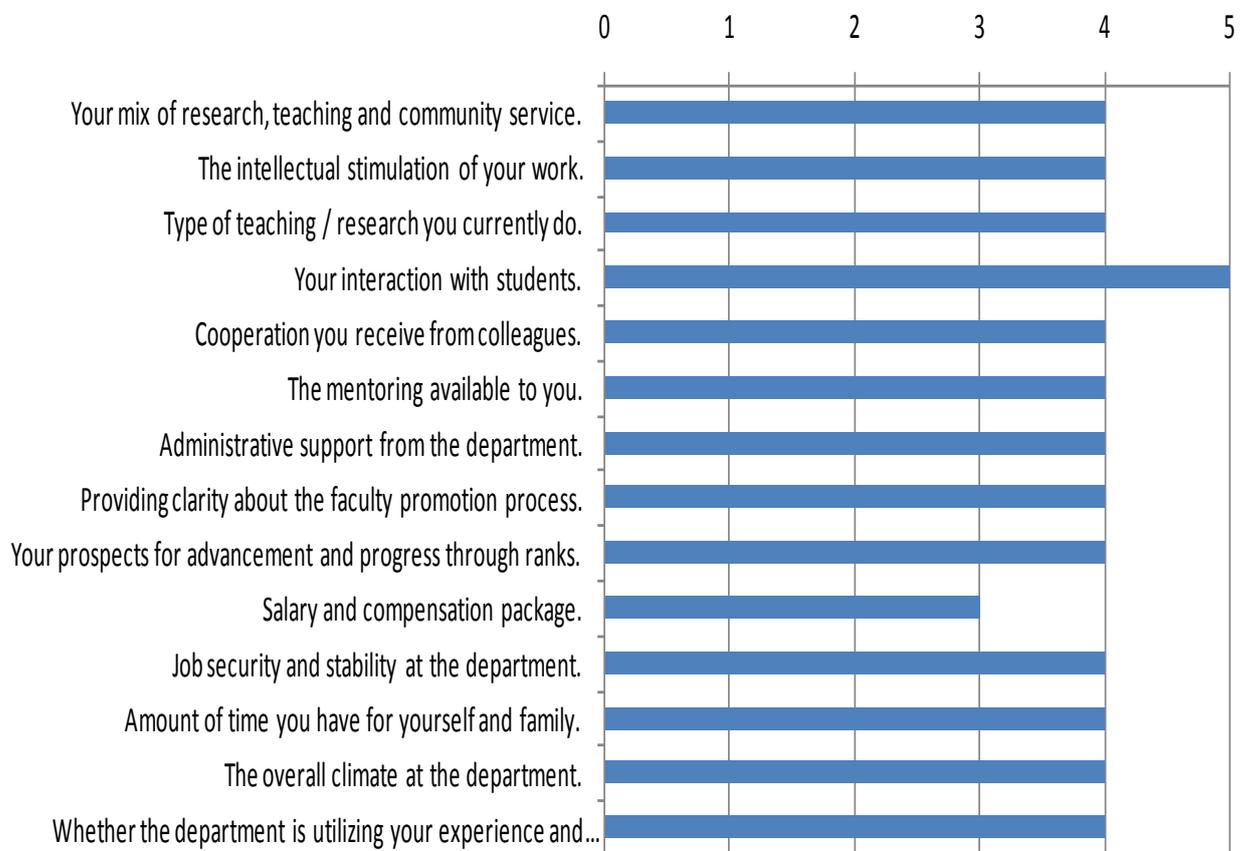
Standard 6-3: All faculty members should be motivated and have job satisfaction to excel in their profession.

FACULTY SURVEY (Proforma 5)

Results of faculty survey employing Proforma 5 were summarized and are given below. The analysis is done on a scale of 5 where:

- 5 = Very Satisfied
- 4 = Satisfied
- 3 = Uncertain
- 2 = Dissatisfied
- 1 = Very Dissatisfied

The above graph shows that the teachers were satisfied with all of the components. They were highly satisfied with their interaction with the students while they were uncertain about salary and compensation package.



CRITERION 7: INSTITUTIONAL FACILITIES

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

The faculty has access to internet and HEC digital library which is very helpful for the high quality education and producing research of international standard. The institute has also developed its own digital library that provides 500-600 on line books.

However the department has the following shortcomings/problems:

- The basic infrastructure for e-learning like computers and multimedia are in insufficient quantity. The lab has only 25 computers which facilitate the whole institute.
- The University policy of not providing computers and printers to faculty, especially lecturers and assistant professors hampers the quality of teaching and other allied tasks.
- Due to low internet speed, the use of web based applications and resources become very difficult and time consuming. The internet services are not up to the mark and often do not work. The intercom is connected with the internet and the services are often breached.
- Computer lab equipments (CPU, Mouse, Keyboard etc.) are either out of order or outdated.
- There is not sufficient trained supporting staff for IT based systems.
- For day to day working the fans, tube lights and air-conditions are out of order and are not properly and timely repaired.

Standard- 7.2: The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.

The Institute's Library is technically equipped however there are limited numbers of books that can only meet basic requirements. It has 3500 books of various disciplines gradually growing but at a slow pace of about 200 to 300 books a year. The library also has a limited number of periodicals that include The Time, Pakistan and Gulf

Economist, Aurora and Spider. It has no collection of scholarly Journals of business and also lacks in Handbooks on any Business Administration topic.

It's a small library in term of space and facilities with no catalogue systems. The library has one attendant and a computer assistant. Both work on alternate hours as attendants. The library staff needs to be enhanced along with catalogue system implementation and more space allocation to the library.

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

Currently the class rooms are not enough and the space is not only limited but also some basic facilities are lacking. Some of the classrooms are equipped with multimedia which helps the learning process. But we need more multimedia to perform efficiently. Moreover, the technical support is not enough to sustainably maintain whatever technical capability is possessed. Computer labs are less in number and with minimal supporting staff, which effect practical training and research activities. Similarly faculty offices are equipped but are in need of up-gradation.

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.

Although the contribution in terms of revenues is considerable on part of the institute yet there are insufficient financial resources to maintain the present needs of the department. Keeping in view the programs run by the department as well as the number of student, there is a need for enhancing the building/area capacity of the institute. This enhancement shall overcome the limitations faced by the faculty for their private spacious rooms (to manage the study materials, students' meetings and research work) as well as library needs (spacious, with silence and faculty zones) and computer labs. To maintain and enhance the competences of the faculty members, opportunities for improvement in qualification and foreign trainings may be provided.

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

To cater for the further educational needs of M.Sc graduates, an M.Phil program has also been started in the same session Fall 2010 with the initiation of M.Sc program and efforts are being made to put in place necessary academic and other resources to initiate PhD program in near future.

SUMMARY AND CONCLUSIONS

The Division of Continuing Education was established in the year 1999 at Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi and is offering undergraduate and postgraduate degrees of B.Ed, M.Ed, M.Sc. and M. Phil in Education. The department has been entrusted a mandate to carry out teaching to the post graduate students and conduct research in Education, suggesting measures to improve the teaching techniques and education set up.

The department has initiated two academic programmes i.e. M.Sc. and M. Phil in Fall 2010. Currently, 67 students in M.Sc. and 20 students in M. Phil are enrolled. There are 8 faculty members working in this department. Three of them have doctoral degrees and one of them is HEC approved supervisors.

Research studies are conducted by the faculty members and students through their theses on various aspects of education. The current research studies focus on educational psychology, technology in education, special education, curriculum development and comparative education.

Through the self-assessment report of the Division of Continuing Education, the program mission objectives and outcomes are assessed and strategic plans are presented to achieve the objectives. This report has specially been formulated for the program of M.Sc Education. Programme outcomes appeared to be satisfactory. Teachers' evaluation by the students' revealed satisfactory standards. Similarly, the course evaluation by the students is also satisfactory.

Proforma-9

Faculty Resume-1

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

Democracy In Pakistan: Secondary School Teachers' Perceptions. *Journal of College Teaching & Learning*, 7(3), 33-37.

8. **Yousuf, M.I.**, M. Sarwar, G. Dard, M. Naseer-ud-Din (2010). Peace Perceptions Of Prospective Teachers For Promoting Peace Activities For School Settings In Pakistan. *Journal of College Teaching & Learning*, 7(3), 53-57.

9. Asma-Tuz-Zahra, M.H. Arif, **M.I. Yousuf** (2010). Relationship of academic, physical and social and self-concepts of students with their academic achievement. *Contemporary Issues in Education Research*, 3(3), 73-78.

10. Hussain S, Sarwar M, **Yousaf I**, Naemullah and Inamullah (2010). An experimental study for effectiveness of Super Learning technique at elementary level in Pakistan. *Educational Research and Reviews*, 5 (1), 86-89.

11. **Yousuf, M.I.**, M. T. Alam, M.L. Sajjad, M. Imran (2010). Amelioration of educational conditions through School Management Committees. *Journal of College Teaching & Learning*, 7(9), 47-51.

12. Naseer-Ud-Din, A.R. Khaleeq, **M.I. Yousaf**, S.H. Akhtar (2010). Role of university education in understanding of social respect in women. *International Journal of Academic Research*, 2(6), 180-187.

13. **Yousuf, M.I.**, M.T. Alam, M. Sarwar, M. Naseer-ud-Din (2010). Non-Governmental Organizations' Service Quality for Development of Basic Education in Pakistan. *African Journal of Business Management*, 4(14), 3201-3206. **(Impact Factor 1.105)**

14. **Yousuf, M.I.**, M.T. Alam, M. Sarwar, A.N. Ranjha. (2010). Issues and problems of NGOs working for literacy in Pakistan. *International Journal of Academic Research*, 2(6), 474-478.

<i>Research Grants and Contracts.</i>	<i>Nil</i>
<i>Other Research or Creative Accomplishments</i>	
<i>Selected Professional Presentations</i>	

Faculty Resume-2

Name	Ms. Almas Kiani									
Personal	Assistant Professor, Division of Continuing Education, PMAS-Arid Agri. Univ. Rawalpindi Phone: 03008549626									
Experience	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Date,</i></th> <th style="text-align: left;"><i>Title,</i></th> <th style="text-align: left;"><i>Institution</i></th> </tr> </thead> <tbody> <tr> <td>.....</td> <td>Assistant Professor</td> <td>PMAS-AAU Rawalpindi</td> </tr> <tr> <td>.....</td> <td>Lecturer</td> <td>PMAS-AAU Rawalpindi</td> </tr> </tbody> </table>	<i>Date,</i>	<i>Title,</i>	<i>Institution</i>	Assistant Professor	PMAS-AAU Rawalpindi	Lecturer	PMAS-AAU Rawalpindi
<i>Date,</i>	<i>Title,</i>	<i>Institution</i>								
.....	Assistant Professor	PMAS-AAU Rawalpindi								
.....	Lecturer	PMAS-AAU Rawalpindi								
Honor and Awards										
Memberships										
Graduate Students Postdocs Undergraduate Students Honour Students	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Years</th> <th style="text-align: left;">Degree</th> <th style="text-align: left;">Name</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Years	Degree	Name						
Years	Degree	Name								
Service Activity	Nil									
Brief Statement of Research Interest	To conduct research work in the fields of Mentoring, Educational Planning and Management, Educational Psychology.									
Publications	Nil									
Research Grants and Contracts.	Nil									
Other Research or Creative Accomplishments	Nil									
Selected Professional Presentations	Nil									

Faculty Resume-3

Name	Miss Sumaira Kayani						
<i>Personal</i>	<i>Lecturer, Division of Continuing Education, PMAS-Arid Agri. Univ. Rawalpindi Phone: 03008549626</i>						
<i>Experience</i>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Date,</i></th> <th style="text-align: left;"><i>Title,</i></th> <th style="text-align: left;"><i>Institution</i></th> </tr> </thead> <tbody> <tr> <td>12-09-2008</td> <td>Lecturer</td> <td>PMAS-AAU Rawalpindi</td> </tr> </tbody> </table>	<i>Date,</i>	<i>Title,</i>	<i>Institution</i>	12-09-2008	Lecturer	PMAS-AAU Rawalpindi
<i>Date,</i>	<i>Title,</i>	<i>Institution</i>					
12-09-2008	Lecturer	PMAS-AAU Rawalpindi					
<i>Honor and Awards</i>	Nil						
<i>Memberships</i>	Nil						
Thesis Supervision Graduate Students Postdocs Undergraduate Students <i>Honour Students</i>	Nil						
Service Activity	Nil						
<i>Brief Statement of Research Interest</i>	<i>To conduct research work in the fields of Educational Psychology.</i>						
<i>Publications</i>	02						
<i>Research Grants and Contracts.</i>	Nil						
<i>Other Research or Creative Accomplishments</i>	Nil						
<i>Selected Professional Presentations</i>	Nil						