Department of Physics & Electronics
Shah Abdul Latif University Khairpur

Self-Assessment Report (SAR)

Submitted to Quality Enhancement Cell (QEC)
Shah Abdul Latif University Khairpur

Program: BS-IV.

By Program Team (PT) Members:

1. Miss. Zubeda Bhatti
2. Mr. Gulzar Ahmed Khoso

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Introduction:

The Department of Physics was established in the year 1988 at Shah Abdul Latif University Khairpur. The Department provides unique opportunity to the students, who want to acquire deep understanding in the field of effective configuration of resources with modern teaching methodologies. It holds major position in the faculty of physical sciences. The Department offers BS IV Year Programme and M.Sc. degree courses. The department also offers physics as minor subject to the students of various departments of Science Faculty.

Criterion 1: Program Mission, Objective and Outcomes.

Standards 1.1: The program must have documented measurable Objectives that support Faculty / Institution Mission Statements.

Vision Statement of the University:

➢ To develop human resources and capabilities to meet national development needs through quality teaching, learning and research. (Youth empowerment) is one of the main objectives of the university.

Mission Statement of the University:

➢ Build national character and put focus on production of quality graduates to contribute in the economic, industrial and social development of the country.

Mission statement of Department:

• Achieving excellence by producing multi-dimensional professionally competent and highly qualified individuals there by importing to them a powerful blend of knowledge based on the theoretical and experimental research.

✓ Program Objectives:

1. To provide the theoretical and practical knowledge of Physics this is required for professional development in the field.

2. To produce Skilled and competent man power capable of independent thinking and creativity.

3. To achieve and maintain the highest academic standard in current competitive environment and promote research based teaching and learning methods.

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

Table: 2. The following Table shows how program outcomes support the Program Outcomes.

Program Objectives	Program Outcomes		
	1.	**2.**	**3.**
Providing quality education through formal and informal teaching methods	Qualified and skilled graduates are to be produced	Employment in educational research and technical organizations.	Student develops ability to apply knowledge of the subject.
To promote and help the students to develop sense of responsibility and hard work through informal crier counseling	Working knowledge about the job sector	Confidence building approach towards challenges in the field	Graduates develop motivation to contribute their skills in the field
Training and grooming of students through continuous students teacher relationship	Commitment to import knowledge and skills when joining factuality position at universities , collages , research centers and educational institutions	Self-confidence based on the knowledge about effective communication and interpersonal skills.	The graduates are implied in public and private sector, educational and research organization in regional , provincial federal level

Survey of Graduating Students:

Program Objectives	Program Outcomes		
	1	**2**	**3**
To produce graduates who can execute enthusiastically in education and research.	XXXX	XXX	XXX
To build up the graduates with a sense of dedication, motivation and hard work so that they can play their role to maintain and uplift the quality culture of life sciences in the country.	XXX	XXX	XXX
To Guide students for independent and self-motivated in the field of research.	XXXX	XXX	XXX

X	Relevant & satisfactory to some extent
XX	Relevant & satisfactory
XXX	Very relevant & satisfactory
XXXX	Highly relevant & highly satisfactory

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

Major Future Improvement Plans:
☞ To enhance the lab: facilities with the modern and sophisticated equipments
☞ To impart quality education in the department using audio visual aids and modern tools along with provision of latest literature, journals, books, reviews and access to internet.
☞ Overall enhancement of knowledge and skills of faculty members in relation to the latest global advancements in various discipline through exchange programs, short trainings and collaborative research projects within and outside country.

Standard 1.4: The department must assess its overall performance periodically using quantifiable measures.

Table: 5. Number of student enrolment during last three years and student faculty ratio:

Program	Year **2022**	Students/ Faculty Ratio	Year **2021**	Students/ Faculty Ratio	Year **2022**	Students/ Faculty Ratio
BS 4Yr	213	42.6: 1	251	50.2:1	295	59:1
M.Sc.	30	6:1	33	6.6:1	46	9.2:1

Table: 7. Number of publications, awards, workshops & seminars organized by the faculty:

Publications (HEC recognized only)		Research Projects		Monograph	Awards	Scholars produced		Organized National & International Conferences
National	**International**	**Completed**	**Ongoing**			**M.Phil**	**Ph.D.**	
16	**7**	-	-	-	-	**3**	-	

Criterion 2: The curriculum must be designed and organized to achieve the program's objectives and outcomes. Also course objectives must be in line with the program outcomes.

Program:
BS Degree: (4 Years; 8 Semesters)

Semester	Course Number Physics Theory/ Practical	Category (Credit Hours) 1 Credit hr= 1 Class hour & 2-3 Laboratory Hours per week =1 Cr H **Ratio 2:1 (Theory: Practical) Total CrHs 18*8=144**				
		Math & Basic Science		Core Course	Humanities and Social Sciences	Technical
		Math	Basic Science.			
1st		Pure Math		Mechanics	English	
		App: Math			Pakistan Studies	
	Phy: 310		Chemistry			
2nd				Thermodynamics	English	
					Islamic Studies	
		Pure Math				
	Phy:312	App: Math				
			Chemistry			
3rd	410	Pure Math		Electricity& Magnetism	English	
	--	Computer	Chemistry			
4th	Phy: 412	Pure Math		Modern Physics	English	
			Chemistry			
5th	Phy: 500			M.M physics I		
	501			E.M theory I		
	502			Classical Mechanics		
	506			Basic electronics		
	507			Physics Practical		
6th	Phy: 508			M.M physics II		
	509			E.M theory 2		
	510					
	511					
	512			Q. Mechanics I		
				Electronics 2		
				Practical		
7th	Phy: 600			Solid State		
	602			Atomic & Molecular physics		
	604			Communication system		
	606			Nuclear Physics		
	607			Practical		
8th	Phy: 608			Computational Physics		
	610			Q. Mechanics II		
	612			Digital Electronics		
	613			Statistical Mechanics		
	614			Practical		
	816			Comp: Viva voce		
Total:	153					
Minimum Requirement	76					

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

Standard: 2.2. Theoretical background, problems analysis and solution design must be stressed within the program's core material.

Standard: 2.3: The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body. Examples of such requirements are given in Table A.1, Appendix A.

Standard 2-4: The curriculum must satisfy the major requirements for the program as specified by HEC, the respective accreditation body / councils. Examples of such requirements are given in Table A.1, Appendix A.

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. Examples of such requirements are given in Table A.1, Appendix A.

Minimum Requirements for Each Program
(Program Semester Credit Hours)

Program	Math & Basic Science	Engineering Topics	General Education	Others
BS 4-Years	18	18	-	-

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

Has the IT program been included in the course: Yes ✓   No.

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

Is there any oral/written communication skills have been included in the program:
Yes ✓ No.

Criterion 3: LABORATORIES AND COMPUTING FACILITIES

Standards: **3-1**. Laboratories and computing facilities must be adequately available and accessible to faculty members and students to support teaching and research activities.

Laboratory Facilities/Provision:

At present there is only one laboratory established in the department.

Lab 1:

a)   Courses being taught BS, MSc.

b)   Software available **No**

c)   All major apparatus/equipments available **No**

d)   Proper safety regulations **No**

Standard: 3/2 Laboratory manuals/ documentation instruction for experiments must be available and readily accessible to faculty and students.

(1) None   (2) Available for students   (3) Available for Faculty   (4) **Both√**

Standard: 3/3 There must be adequate support personnel for instruction and maintaining the program. √ **YES**
Standard: 3/4 The University computing infrastructure and facilities must be adequate to support program's objectives Computing Facilities.

NO computing facility in the department for the students.
Criterion 4: STUDENT SUPPORT AND ADVISING: Students must have adequate support to complete the program in a timely manner and must have ample opportunity to interact with their instructors and receive timely advice about program requirements and career alternatives.

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

Table: 9. Shows classes/week of Major Courses offered in 4 –Year program.

Major Courses offered: BS. 4 Year Program, M.Sc. (Prev) @ the Ratio of 4:3		
Course offered/Year	Classes/week /CrHs	Practical/week/CrHs
BS.I.1st Semester	18	18
BS.I.2nd Semester	18	18
BS. II. 1st Semester	18	18
BS. II. 2nd Semester	18	18
BS. III.1st Semester	18	18
BS. III. 2nd Semester	18	18
BS. IV. 1st Semester	18	18
BS. IV. 2nd Semester	18	18
M.Sc. (Prev) 1st Semester	18	18
M.Sc. (Prv) 2nd Semester	18	18
M.Sc. Final 1st Semester	18	18
M.Sc. Final 2nd Semester	18	18

☞   The above mentioned classes are strictly followed throughout the academic year. The core courses, optional can be easily completed under the favorable environment.

The compulsory courses managed by the Botany department, however, other compulsory disciplines and optional subjects are managed by the related departments. The details of the compulsory subjects other than the offered by the Botany department are following.

4-Year BS: Program

Subject:	Managed by:	Theory: CrHs/ Class.			Practical: CrHs/ Class.		
English	English Dept	B.S I	1st Semester	3	BS.I	1st Semester	--
			2nd Semester	3		2nd Semester	--
		B.S II	1st Semester	3	BS.II	1st Semester	--
			2nd Semester	3		2nd Semester	
Chemistry	Chemistery Deptt	B.S I	1st Semester	03	BS.I	1st Semester	3
			2nd semester	03		2nd Semester	3
		B.S II	1st Semester	03	BS.II	1st Semester	3
			2nd Semester	03		2nd Semester	3
Math	Mathematics Deptt	B.S I	1st Semester	03	BS.I	1st Semester	3
			2nd Semester	03		2nd Semester	3
		B.S II	1st Semester	03	BS.II	1st Semester	3
			2nd Semester	03		2nd Semester	3
Computer	Computer Deptt	B.S II	1st Semester	03	BS.I	1st Semester	--
			2nd Semester	03		2nd Semester	--
					BS.II	1st Semester	--
						2nd Semester	--
Ist: St:	Islamic Studies Deptt				BS.I	1st Semester	
						2nd Semester	--
		B.S I	2nd Semester	03	BS.II	1st Semester	--
						2nd Semester	--
Pak: Studies	Pak: Studies Deptt	B.S I	1nd Semester	03			

Standard: 4:2. Courses in the major are must be structured to ensure effective interaction between students and faculty and teaching and teaching assistance?

(1) Well structured√

Standard: 4:3. Guidance on how to complete the program must be available to all students and access to academic advising must be available to make course decisions and career choices.

Are students informed about program requirements?

(1) No   (2) √To some extent   (3) Fully

Does there student advising system exist and how effective it is?

(1) No   (2) √To some extent   (3) completely

Have students access to professional counseling?

(1) No   (2) √ To some extent   (3) Full

Do the students have interact with practitioners and to have membership in technical & professional societies?

(1) No √   (2) To some extent   (3) Full

Criterion 5: The processes by which major functions are delivered must be in place, controlled, periodically reviewed, evaluated and continuously improved. To meet this criterion a set of standards must be satisfied.

Standard 5:1. The process by which students are admitted to the program must be based on quantitative and qualitative criteria and Cleary documented.

Program/credit transfer: NA

Transfer of a student from outside the university: NA

Admission Criteria: The admission policy is constituted by the "Admission Committee" consists of Deans, and senior faculty members of the university. The departments have no any role. The departments follow policy made by them which is also mentioned in "**Prospectus of the university**". However, the admission criteria are evaluated but not regularly.

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 objective**s**:

How frequently admission criteria are evaluated?

(1) None   (2) Not regularly   (3) Every Year √

Are the evaluated results used to improve the results?

(1) No   2) To some extent   (3) Yes√

Is there any policy regarding program /credit transfer?

(1) No   (2) To some extent   (3) Well defined√

Is there any mechanism of student's registration in the program?

(1) No   (2) To some extent   (3) Well defined√

How frequently process of registration is monitored?

(1) None   2) within 1 year (3) After 1 year (4) When needed√

Are the evaluation results used to improve the results?

(1) No   2) To some extent   (3) Yes√

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.

☞ Shah Abdul Latif University strictly follows the policy of "Equal Opportunity" regardless religion, race, faith, cast & creed, gender regarding recruiting faculty including admissions, educational programs and employment.

☞ The University applies standard operating methodology for evaluation, such as Annual Confidential Report (ACR), required research papers, teaching experience and all other conditions as directed by the HEC. Thus

☞ This process ensures the objectives of the program mission.

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.

☞ It is strictly observed that the time table is followed by the faculty. However, **Weaknesses & Strengths** have been observed through the student feedback for the "Course Evaluation". The department needs to improve in various aspects.

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 process for the degrees of M.Phil/Ph.D. has been well designed by the Board of Advanced Studies & Research (BASR) followed by the HEC directions. Details are as under.

Degree	GPA/Class/GRE	Interview	
BS-4Year/M.Sc.(prev)	Pre-Admission Test (NTS) Type	X	

This process must be periodically evaluated to ensure that it is meeting its objectives.   √ **(Yes)**

The department ensures that the graduates actively participate in laboratory work, punctual in the classes, maintaining attendance over 75%.

Criterion: 6. Faculty. Faculty members must be current and active in their discipline and have the necessary technical depth and breadth to support the program. There must be enough faculty members to provide continuity and stability, to cover the curriculum adequately and effectively. To meet this criterion the following standards must be satisfied.

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 interest of all faculty members must be sufficient to teach all courses, plan, modify and update courses. The majority must hold a Ph.D. degree in the discipline.

Table: 10. Program areas and number of faculty in each area.			
Program Areas of specialization	Courses in the area.	Number of faculty members in each area	Number of faculty with Ph.D. degree
Solid State Physics		02	01
Computational physics		01	
Nuclear Physics		01	
Electronics		01	
E.M Theory		01	
Total		**06**	**01**

* One visiting professor

Faculty Resume:

☞**Note**: Faculty resumes are well documented as per policy/criteria of HEC. Names of the faculty members and field of specialization are as under.

Name:	Position	Qualification	Field of specialization
Dr. Farman Ali Mangi	Prof ⁄ Chairman	Ph.D.	Radio Physics

Dr. Deedar Ali Jamro	Professor	PhD	Radio Physics
Mr. Gulzar Ahmed Khoso	Assist: Professor	M.Sc.: Physics M Phil	Nuclear Physics
Miss Zubeda Bhatti	Assist: Professor	M.Sc.: Physics M.Phil	Computational Physics

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.

☞ **Faculty Survey:**

Are all faculty members current in their disciplines?
(a) Up to 20 % (b) Up to 50% (c) Up to 75% (d) √ **Over 80%**

Is there sufficient time for faculty members for scholarly activities and professional development?
(a)　　No　　　　(b)　　To some extent　　(c)　　**Full**√
  I.Participation in seminars, conferences at National/International levels.
 II.Research proposals for funding and linkage with other Institutions.
III.Taking classes, involved in research and reading new books in the relevant field.
IV.Publications in HEC recognized journals or journals having impact factors.
 V.Organize workshops, seminars and conferences.
VI.The department arranges lectures from eminent scholars on various topics of the subject for its students and faculty at National level.
VII.Prepare their resume in line with HEC guidelines.

Faculty Development Program: NA.

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

The following criteria are under practice in order to satisfy the faculty members in their profession.
I. Fair, timely selection, appointment / promotion as per HEC policy.
II. Providing Tenure Track salary package
III. Excellent working environment.
Faculty Survey:

Criterion: 7. Institutional Facilities. Institutional facilities, including library, clean rooms and offices must be adequate to support the objectives of the program. To satisfy this criterion, the following standards must be met.

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

Standard 7:3. Class rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibility.

Details of facilities available in the department:

Item	Position	Remarks
Seminar Library & Books/Journals	Yes, good numbers of books are available	Need some more books of M.Sc. level including National and international research journals.
Computing Laboratory	X	One Computing lab is needed for students and research scholars.
Laboratory	One incomplete lab is available	Three more labs are required well equipped with apparatus, multimedia and computers.
Class Rooms	Three class rooms available	Need three more class rooms with multimedia facility.
Girls Common Room	X	Need one room with wash room facility.
Boys Common Room	X	Need one room with wash room facility.
Faculty offices	Limited	More offices with wash room facility required.
Internet & Digital Library Facility	X	Facility required.
Computers	Few computers available only for office work	Facility is required for teaching faculty and research scholars.

Criterion: 8. Institutional Support. The institution's support and the financial resources for the program must be sufficient to provide an environment in which the program can achieve its objectives and retain its strength.

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 teacher and scholars.

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

Table: 11. The number of students in each program:						
Program	Year 20017/18	Students/ Faculty Ratio	Year 2019/20	Students/ Faculty Ratio	Year 2021/22	Students/ Faculty Ratio
BS 4Yr						

Standard 8-3: Financial resources must be provided to acquire and maintain library holding, laboratories and computing facilities.

☞ The University provides resources to maintain library & laboratories.

      (1) No   (2) To some extent   (3) Full√

Teacher Evaluation Form
(To be filled by the student)

DEPARTMENT: Physics & Electronics   Year of Study: 2015

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

Teacher:		A	B	C	D	E
1.	The teacher is prepared for each class	65%	29%	2%	4%	0%
2.	The teacher demonstrates knowledge of the subject properly	54%	38%	4%	1%	4%
3.	The teacher has completed the whole course	53%	41%	4%	0%	2%
4.	The teacher provides additional material apart from the textbook	41%	46%	5%	5%	4%
5.	The teacher gives citations regarding current situations with reference to Pakistani context.	33%	51%	8%	7%	1%
6.	The teacher communicates the subject matter effectively	44%	48%	1%	6%	1%
7.	The teacher shows respect towards students and encourages class participation	59%	41%	0%	0%	0%
8.	The teacher maintains an environment that is conducive to learning	51%	45%	4%	0%	1%
9.	The teacher is punctual & regular.	62%	31%	5%	1%	1%
10.	The teacher is fair in examination	51%	42%	4%	0%	4%
11.	The teacher returns the checked scripts etc. with his suggestions to the students.	34%	46%	7%	9%	4%
12.	The teacher was available for consultations after class hours.	41%	54%	4%	1%	0%
Course:						
13.	The matter presented in the course has increased the knowledge of the subject	41%	52%	5%	2%	0%
14.	The syllabus clearly states course objectives requirements, procedures and grading criteria	40%	55%	1%	2%	1%
15.	The subject integrates theoretical course concepts with real world.	45%	51%	2%	2%	0%
16.	The assignments and exams taken by the teacher were according to course and syllabi.	53%	46%	0%	1%	0%

Survey of Graduating Students

DEPARTMENT: Physics & Electronics   Year of Study: 2015

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

S #	Question	Percentage/Status				
		A	**B**	**C**	**D**	**E**
1.	The work in the program is too heavy and induces a lot of pressure.	28%	52%	14%	7%	0%
2.	The program is effective in enhancing team-working abilities.	34%	52%	10%	3%	0%
3.	The program is effective in developing analytical and problem solving skills.	38%	41%	21%	0%	0%
4.	The program is effective in developing written communication skills.	38%	62%	0%	0%	0%
5.	The program is effective in developing planning abilities.	28%	45%	10%	3%	14%
6.	The objectives of the program have been fully achieved	31%	38%	24%	3%	3%
7.	Faculty was able to meet the program objectives	31%	38%	28%	3%	0%
8.	Environment was conducive for learning	21%	55%	3%	10%	10%
9.	Whether the Infrastructure of the department was good.	21%	45%	10%	17%	7%
10.	Whether the program was comprised of Co-curricular and extra-curricular activities	21%	41%	21%	14%	3%
11.	Whether scholarships/ grants were available to students in case of hardship	28%	21%	24%	21%	7%

Answer question, if applicable.

The internship experience is effective in enhancing.

S #	Question	Percentage/Status				
		A	**B**	**C**	**D**	**E**
A.	Ability to work in teams.	38%	52%	7%	3%	0%
B.	Independent thinking.	28%	59%	10%	3%	0%
C.	Appreciation of ethical Values.	31%	55%	14%	0%	0%
D.	Professional development.	34%	48%	0%	14%	3%
E.	Time management skills.	17%	62%	10%	3%	7%
F.	Judgment.	31%	48%	7%	3%	10%
G.	Discipline.	41%	41%	7%	7%	3%
H.	The link between theory and practice.	41%	55%	0%	3%	0%

Student Course Evaluation Questionnaire

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

DEPARTMENT: Physics & Electronics   Year of Study: 2015

CORE QUESTIONS

S #	Course Content and Organization	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1.	The course objectives were clear.	48%	48%	0%	4%	0%
2.	The Course workload was manageable.	36%	56%	4%	4%	0%
3.	The Course was well organized (e.g. timely access to materials, notification of changes, etc.)	48%	36%	12%	4%	0%
Student Contribution		**81%<**	**80 %**	**60%**	**40%**	**20%>**
4.	Approximate level of your own attendance during the whole Course.	36%	52%	8%	0%	4%
5.	I participated actively in the Course.	20%	60%	16%	4%	0%
6.	I think I have made progress in this Course.	20%	48%	28%	4%	0%
Learning Environment and Teaching Methods		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
7.	I think the Course was well structured to achieve the learning outcomes.	40%	56%	4%	0%	0%
8.	The learning and teaching methods encouraged participation.	28%	68%	4%	0%	0%
9.	The overall environment in the class was academic & friendly.	40%	60%	0%	0%	0%
10.	Classrooms environment were satisfactory.	32%	52%	4%	12%	0%
Learning Resources		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
11.	Learn materials provided by teacher were relevant and useful.	36%	56%	4%	4%	0%
12.	Recommended reading Books etc. were relevant and appropriate	32%	56%	8%	4%	0%
13.	The provision of learning resources in the library was adequate and appropriate.	24%	32%	16%	20%	8%
14.	The provision of learning resources on the Web was adequate and appropriate (if relevant)	12%	36%	36%	12%	4%
Quality of Delivery		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
15.	The Course stimulated my interest and thought on the subject area Teaching techniques of the teacher were interesting and conducive.	44%	48%	4%	4%	0%
16.	The pace of the Course was appropriate	36%	56%	0%	8%	0%
17.	Ideas and concepts were presented by the teacher were clear.	60%	32%	4%	4%	0%
Assessment		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
18.	The methods of assessment were reasonable.	52%	44%	0%	4%	0%
19.	Feedback on assessment was timely.	40%	52%	4%	4%	0%
20.	Feedback on assessment was helpful.	32%	60%	8%	0%	0%
Additional Core Questions **Instructor / Teaching Assistant Evaluation**		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
21.	I understood the lectures.	52%	40%	4%	4%	0%

#		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
22.	The material was well organized and presented.	40%	40%	8%	12%	0%
23.	The teacher was responsive to student needs and problems.	40%	48%	12%	0%	0%
24.	Had the teacher been regular throughout the course?	44%	52%	4%	0%	0%
Practical		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
25.	The material in the practical's was useful.	40%	28%	12%	16%	4%
26.	The demonstrators dealt effectively with my problems.	36%	52%	4%	8%	0%

PT Members

(1) Miss Zubeda BhattiSignature

(2) Mr. Gulzar Ahmed Khoso   Signature

Chairman Comments

Prof. Dr.Farman Ali Mangi   Signature

Chairman