

**Department of Teacher Education
Shah Abdul Latif University Khairpur**

Self-Assessment Report (SAR) for the Year-2022

Submitted to:

**Quality Enhancement Cell (QEC)
Shah Abdul Latif University Khairpur**

Program Team Member:

- 1) Ms. Firdous Bugti

Introduction:

The Department of Teacher Education was established in the end of year 2014 under the umbrella of Faculty of Education. The Faculty of Education Building was donated by USAID, with state of the art facilities like; multipurpose hall along with multimedia system and sound system connected with internet facility. Department of Teacher Education provides facility of fully air-conditioned seminar library with latest editions of books, research journal and newspapers; and a science laboratory to run teacher education programs smoothly.

Department of Teacher Education aims to provide an alternative paradigm of teacher education considering structural changes in the system of teacher education, while redefining the teachers' role within the framework of the school education system. The Department of Teacher Education (DTE) at main campus offered 4-years B.Ed (Hons) Elementary which can be recognized as a New Teacher Education Program for 21st Century Teachers. The department ran three batches of M.Phil in 2015, 2016 and 2017 successfully. Keeping in view the future needs M.Phil Education with specialization in Educational Technology has also been offered. To fully utilize infrastructure and to produce more professional teachers for Pre-primary, Elementary & Secondary Education, the Postgraduate Diploma in Early Childhood Education, 2.5 year conversion program of B.Ed Elementary and 1.5 year conversion program of Secondary Education have been started in evening. To standardize all academic programs, B.Ed (4 Year) Program has accredited in "Y level" and currently applied for reaccreditation. The Department provides conducive learning and research environment to graduate and undergraduate level students through various curricular and cocurricular activities.

Criterion 1: Program Mission, Objective and Outcomes.

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

Mission Statement of the University:

- ✓ To Achieve and attain quality standards and become a model by providing an outstanding education environment.
- ✓ Taking measures for capacity building of faculty and supporting staff.
- ✓ Establishing a system to enhance research objectively developed, avoid those policies which encourage malicious activities.

Mission Statement of the Department:

“To provide exemplary programs that prepare teachers to make effective decisions in diverse contexts, promoting professional excellence within socio-cultural framework, bringing forth benefits to prospective teacher, community and the country”.

Table 1. Shows how Objectives are measured and Improvements have been identified			
Program Objectives Assessment			
Objectives	How Measured	When Measured	Improvement Identified
Providing quality education through formal and informal teaching methods	After completion of the degree	At the end of semester	Provision of Equipped class rooms, Multi-media & internet facility
Making enrolled students aware and ready to be part of the educational institutions for their professional growth and fulfill educational needs of the country.	During Teaching practices/practicum activities in different practicum schools	at the end of the semester through developmental and professional portfolio	Number of books, course guides and portfolio of students in the seminar library.
Training and grooming of students through continuous student-teacher relationship.	Arranging curricular and co-curricular activities and meetings to mentor the students	During the semester and the midterm tests	Separate seminar/conference room.

Program Objectives:

1. Providing quality education to the students of Teacher Education through formal and informal teaching methods.
2. Making enrolled students aware and ready to be part of the educational institutions for their professional growth and fulfill educational needs of the country.
3. Training and grooming of students through continuous interaction between students and teachers.

☞ **Note: Improvement Made:** This will be informed after AT visits.

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 objectives:

Program Objectives	Program Outcomes		
	1.	2.	3.
Providing quality education through formal and informal teaching methods	Knowledge about teaching methods and strategies in local and global perspectives	Employment in different public and private educational institutes.	Analytical skills related to the field
Making enrolled students aware and ready to be part of the educational institutions for their professional growth and fulfill educational needs of the country.	Working knowledge about the job sector	Positive approach towards educational and social opportunities and challenges	Motivation to contributing for betterment of individuals and society

Training and grooming of students through continuous student-teacher relationship.	Commitment to impart knowledge and skill to other students when joining faculty in colleges, universities and other research as well educational institutes.	Self confidence based on the knowledge about effective communication and inter-personal skills	The graduates are employed in public and private-sector at Provincial & Federal level educational organizations.
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Table: 3

Program Objectives	Program Outcomes		
	1	2	3
Providing quality education through formal and informal teaching methods	XXXX	XXX	XXX
Helping students benefit from the ongoing business and employment opportunities through informal career counseling activities.	XXXX	XXX	XXX
Training and grooming of students through continuous student-teacher relationship.	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 include:

- To Launch Ph.D program for developing research culture in the field of Education.
- To enhance enrollment, quality and diversity of graduate and post graduate students
- To equip faculty with latest trends in technology enhanced pedagogy through different technology enhanced trainings and other professional development activities within and outside the university.

Table: 4. Shows Program Strengths & Weakness.

Program Strengths and weaknesses.				
Program	Strengths	Weaknesses	Things to be developed	Activities taken for improvements

B.Ed (Hons.) 4-years program	Commitment towards active and innovative teaching-learning activities	Lack of computer lab, common rooms for boys and girls students and technology enhanced professional development of faculty	1. Books for seminar libraries 2. Taking initiatives for establishing computer lab 3. Arranging technology enhanced professional development trainings for faculty	
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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 2020	Students/ Faculty Ratio	Year 2021	Students/ Faculty Ratio	Year 2022	Students/ Faculty Ratio
B.Ed (Hons.) 4-yerars	249	41.5	259	43.2	268	38.3

Table: 6. 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.	
6	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.

The Department offers following undergraduate teacher education programs at main campus:

1. B.Ed. (Hons) Elementary (4-Year) (Morning)

Eligibility Criteria: The candidates are eligible for admission who have 12 Years Education i.e., F.A/F.Sc. etc.

SCHEME OF STUDY FOR B.ED (HONS) (4-YEAR PROGRAM)

B.ED-Part-I

Semester-I

Course No#	Course Title	Credit Hours
DTE- B.Ed -101	Functional English-I (Compulsory)	3
DTE-102	Islamic Studies/Ethics (Compulsory)	2
DTE-103	Child Development (Foundation)	3
DTE-104	Regional Languages (Content)	3
DTE-105	General Science (Content)	3
DTE-106	General Methods of Teaching (Foundation)	2
	Total	17

Semester-II

Course No#	Course Title	Credit Hours
DTE-107	English-II (Communication Skills Compulsory)	3
DTE-108	Computer Literacy (Compulsory)	3
DTE-109	Classroom Management (Foundation)	3
DTE-110	General Mathematics (Compulsory)	3
DTE-111	Pakistan Studies (Compulsory)	3
DTE-112	Methods of Teaching Islamic Studies (Professional)	3
	Total	18

B.ED-Part-II
Semester-III

Course No#	Course Title	Credit Hours
DTE-201	Teaching Literacy Skills (Professional)	3
DTE-202	Art, Crafts and Calligraphy (Content)	3
DTE-203	Teaching of Urdu/ Regional Languages (Professional)	3
DTE-204	Teaching of General Science (Professional)	3
DTE-205	Instructional and Comm Tech (ICT) in Education (Professional)	2
DTE-206	Teaching Practice (Short Term)	3
	Total	17

Semester-IV

Course No#	Course Title	Credit Hours
DTE-207	Classroom Assessment (Foundation)	3
DTE-208	Teaching of English (Professional)	3
DTE-209	Teaching of Mathematics (Professional)	3
DTE-210	School, community and Teacher (Foundation)	2+1
DTE-211	Teaching of Social Studies (Professional)	2
DTE-212	Teaching Practice	3
	Total	17

B.ED-Part-III
Semester-V

Course No#	Course Title	Credit Hours
DTE-301	English–III (Technical Writing & Presentation Skills) (Compulsory)	3
DTE-302	Foundations of Education (Foundation)	3
DTE-303	Content Course-I (from selected discipline-I)	3
DTE-304	Content Course-I (from selected discipline-II)	3
DTE-305	Curriculum Development (Foundation)	3
DTE-306	Educational Psychology (Foundation)	3
	Total	18

Semester-VI

Course No#	Course Title	Credit Hours
DTE-307	Contemporary Issues and Trends in Education (Professional)	3
DTE-308	Content Course-II (from selected discipline-I)	2
DTE-309	Content Course-II (from selected discipline-II)	3
DTE-310	Comparative Education (Professional)	3
DTE-311	Introduction to Guidance and Counseling (Professional)	3
	Total	15

B.ED-Part-IV**Semester-VII**

Course No#	Course Title	Credit Hours
DTE-401	Content Course-III (from selected discipline-I)	3
DTE-402	Content Course-III (from selected discipline-II)	3
DTE-403	Pedagogy-I (Methods of Teachings related to specialization-I)	3
DTE-404	Pedagogy-II (Methods of teaching related to specialization-II)	3
DTE-405	Research Methods in Education (Professional)	3
DTE-406	Teaching Practice (Short Term)	3
	Total	18

Semester-VIII

Course No#	Course Title	Credit Hours
DTE-407	School Management (Professional)	3
DTE-408	Test Development and Evaluation (Professional)	3
DTE-409	Teaching Practice (Long Term)	6
DTE-410	Research Project (Professional)	3
	Total	15

Criterion 3: LABORATORIES AND COMPUTING FACILITIES

Standards: 3-1. There is no computer laboratory in the department and must be addresses on priority bases as in this technology enriched age, computer labs play a vital role technology integrated pedagogy and learning.

Seminar Library Facilities/Provision:

Fully equipped seminar library is present in the department while collection of new books in the seminar library are required.

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: 7. Shows classes/week of Major Courses offered in B.Ed.(Hons.) Elementary 4-year program.

Major Courses offered: B.Ed. (Hons.) Elementary 4-Year Program		
Course offered/Year	Classes/week /CrHs	Practical/week/CrHs
B.Ed.(Hons.) 4-year program 1 st Semester	17	-
B.Ed.(Hons.) 4-year program 2 nd Semester	17	-
B.Ed.(Hons.) 4-year program 3 rd Semester	18	-
B.Ed.(Hons.) 4-year program 4 th Semester	18	-
B.Ed.(Hons.) 4-year program 5 th Semester	18	-
B.Ed.(Hons.) 4-year program 6 th Semester	15	-
B.Ed.(Hons.) 4-year program 7 th Semester	18	-
B.Ed.(Hons.) 4-year program 8 th Semester	15	-

☞ The above mentioned class schedule is strictly followed throughout the academic year. The core courses as well as the required optional courses can be easily completed under the favorable environment. All above mentioned courses are managed in the departments of Teacher Education.

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

(1) Well-structured ✓

Standard: 4:3. Guidance on how to complete the program must be available to all students and access to academic advising system 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 interaction with practitioners and do they 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 clearly documented.

Program/credit transfer: N/A

Transfer of a student from outside the university: N/A

Admission Criteria: The admission policy is constituted by the “Admission Committee” that consists of all Deans and the senior faculty members of the university. 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 objectives:

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 the 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 of religion, race, faith, caste & creed or gender regarding recruitment policy for faculty and admissions in educational programs.
- The university applies standard operating methodology for evaluation, such as Annual Confidential Report (ACR), required number of research papers, teaching experience in years and all other conditions as directed by the HEC.
- 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 whether the time table is followed by the faculty with punctuality. However, Weaknesses & Strengths have been observed through the students’ feedback for the “Course Evaluation”.

Standard 5:5: The process that ensures that graduates have completed all the requirements of the program must be based on standards and effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

Degree	GPA/Class/GRE	Interview	
B.Ed.(Hons.) Elementary 4-year	Pre-Admission Test (NTS) type	X	

The department ensures that the graduates are punctual in the classes, actively participate in curricular and cocurricular activities and maintaining attendance over 75%.

Criterion: 6. Faculty. Faculty members must be updated 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 members 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 the courses. The majority must hold a Ph.D. degree in the respective discipline.

Table: 08. 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
B.Ed.(Hons.) Elementary 4-years program	Education	4	1
Total		4	1

Faculty Resume:

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

Name:	Position	Qualification	Field of specialization
Ms. Firdous Bugti	Chairperson (Incharge) Assistant Professor	M.Phil.	Education
Dr. Muhammad Tarique Bhatti	Associate Professor	Ph.D.	Education
Mr. Zahid Hussain Shah	Assistant Professor	M.Phil.	Education
Mr. Ghulam Ali Kerio	Assistant Professor	M.Phil.	Education

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.

- Participation in seminars, conferences at National/International levels.
- Taking classes, involved in research and reading new books in the relevant field.
- Publications in HEC recognized journals or journals having impact factors.
- Organize workshops, seminars and conferences.
- Prepare their resume in line with HEC guidelines.

Faculty Development Program: **Yes.**

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

The following are the criteria 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.

1. General Comments:

- a) Teachers have expressed their views that seminars, symposiums and conferences, in general, have motivated to impart the new techniques and methods of teaching. Suggest programs / factors that could improve your motivation and job satisfaction
- b) More faculty members may be appointed on the regular basis or contract to cover the workload as per HEC policy

Criterion: 7. Institutional Facilities. Institutional facilities, including library, class 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 (books and relevant material) 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 responsibilities.

Details of facilities available in the department:

Item	Position	Remarks
Seminar Library & Books/Journals	1/Yes	Shortage of books and need of updated books.
Computing Laboratory	No	At least 1 Computing lab is needed for students, teachers and research scholars.
Science Laboratory	Yes	Material is required
Class Rooms	4	Need more class rooms & to be equipped with Multimedia facility.
Girls Common Room	No	Spacious, needed one big with complete facility of washroom/dressing room.
Boys Common Room	No	Needed
Faculty offices	No	Needed
Internet & Digital Library Facility	No	1 room needed with complete facility of internet.

Teacher Evaluation (Filled by the student)

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

INSTRUCTOR						
1.	The teacher provides the lecture schedule on the very first lecture.	A	B	C	D	E
		75%	20%	5%	0%	0%
2.	The teacher provides the lecture outlines before delivering the lecture.	A	B	C	D	E
		25%	50%	10%	0%	15%
3.	The teacher prepared for each class.	A	B	C	D	E
		65%	30%	10%	0%	0%
4.	The teacher demonstrate the knowledge of subject.	A	B	C	D	E
		80%	15%	5%	%	%
5.	The teacher has completed _% of course.	A	B	C	D	E
		45%	40%	0%	15%	0%
6.	The teacher provides additional material apart from the textbook.	A	B	C	D	E
		20%	45%	5%	20%	10%
7.	The teacher gives citations regarding current situations with reference to Pakistani context.	A	B	C	D	E
		25%	50%	10%	15%	0%
8.	The teacher communicates the subject matter effectively.	A	B	C	D	E
		70%	20%	10%	0%	0%
9.	The teacher shows respect towards students and encourages class participation.	A	B	C	D	E
		75%	20%	0%	5%	0%
10.	The teacher maintains an environment that is conducive to learning.	A	B	C	D	E
		50%	35%	5%	10%	0%
11.	The teacher arrives on time.	A	B	C	D	E
		65%	30%	5%	0%	0%
12.	The teacher leaves on time.	A	B	C	D	E
		65%	30%	0%	0%	5%
13.	The teacher is fair in examination.	A	B	C	D	E
		50%	45%	5%	0%	0%
14.	The teacher returns the graded scripts etc. in a reasonable	A	B	C	D	E

	amount of time.	25%	45%	25%	5%	0%	
15.	The teacher was available during the specified office hours and for after class consultations.	A	B	C	D	E	
		50%	45%	5%	0%	0%	
COURSE							
16.	The Subject matter presented in the course has increased your knowledge of the subject.	A	B	C	D	E	
		60%	40%	0%	0%	0%	
17.	The syllabus clearly states course objectives requirements, procedures and grading criteria.	A	B	C	D	E	
		55%	45%	0%	0%	0%	
18.	The course integrates theoretical course concepts with real world applications.	A	B	C	D	E	
		55%	35%	5%	5%	0%	
19.	The assignments and exams covered the materials presented in the course.	A	B	C	D	E	
		50%	45%	5%	0%	0%	
20.	The course material is modern and updated.	A	B	C	D	E	
		70%	5%	0%	15%	10%	

Survey of Graduating Students:

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

<u>S. No.</u>	<u>Question</u>	<u>Percentage/Status</u>				
		A	B	C	D	E
1.	The work in the program is too heavy and induces a lot of pressure.	8%	16%	20%	32%	24%
2.	The program is effective in enhancing team-working abilities.	36%	52%	12%	0%	0%
3.	The program is effective in supporting learning.	44%	48%	4%	4%	0%
4.	The program is effective in developing analytical and problem solving skills.	44%	36%	20%	0%	0%
5.	The program is effective in developing independent thinking.	48%	44%	0%	4%	4%
6.	The program is effective in developing written communication skills.	28%	52%	16%	0%	4%
7.	The program is effective in developing planning abilities.	48%	32%	12%	4%	4%
8.	The objectives of the program have been fully achieved	20%	48%	16%	12%	4%
9.	Weather the content of curriculum are advanced and met program objectives.	36%	40%	16%	8%	0%
10.	Faculty was able to meet the program objectives	32%	32%	12%	20%	4%
11.	Environment was conducive for learning.	48%	36%	12%	4%	0%
12.	Whether the Infrastructure of the department was good.	36%	48%	0%	4%	12%
13.	Whether the program was comprised of Co-curricular and extra-curricular activities	8%	68%	16%	8%	0%

14.	Whether scholarships/ grants were available to students in case of hardship	A	B	C	D	E
		28%	44%	8%	0%	20%

Strengths

- The graduate program is very satisfactory.
- Program support effective Learning.
- Generally objectives found satisfactory.

Weaknesses

- Infrastructure needs improvement such as common room for students and computer lab is the dire need of the department.

Student Course Evaluation:

Program Assessment Analysis: The Student Course Evaluation Questionnaire is filled by the students at the time of the course completion. The following are overall views of the students. The data for the performance has been collected from more than 20 students selected randomly.

Student Course Evaluation Assessment:

(A: Strongly Agree, B: Agree, C: Uncertain, D: Disagree, E: Strongly Disagree)

CORE QUESTIONS

Course Content and Organization		A	B	C	D	E
No	Question					
1.	The course objectives were clear	40%	60%	0%	0%	0%
2.	The course workload was manageable	20%	70%	0%	10%	0%
3.	The course was well organized (e.g. timely access to materials notification of changes, etc.)	30%	40%	20%	10%	0%

Student Contribution		<20%	40%	60%	80%	>81%
No	Questions					
1.	Approximate level of your own attendance during the whole course	0%	0%	0%	40%	60%
2.	I participated actively in the course	0%	0%	10%	40%	50%
3.	I think I have made progress in this course	0%	0%	40%	40%	20%

Learning Environment and Teaching Methods		A	B	C	D	E
No	Questions					
1.	I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical etc.)	0%	100%	0%	0%	0%

2.	The learning and teaching methods encouraged participation.	20%	60%	0%	20%	0%
3.	The overall environment in the class was conducive to learning	40%	50%	0%	10%	0%
4.	Classrooms were satisfactory	20%	40%	10%	10%	20%

Learning Resources						
No	Questions	A	B	C	D	E
1.	Learning materials (Lesson Plans, Course Notes etc.) were relevant and useful	40%	40%	0%	20%	0%
2.	Recommended reading books etc. were relevant and appropriate	10%	70%	10%	10%	0%
3.	The provision of learning resources in the library was adequate and appropriate	30%	50%	0%	10%	10%
4.	The provision of learning resources on the Web was adequate and appropriate (if relevant)	20%	0%	60%	20%	0%

Quality of Delivery						
No	Questions	A	B	C	D	E
1.	The course stimulated my interest and thought on the subject area	30%	50%	10%	10%	0%
2.	The pace of the course was appropriate	10%	70%	10%	10%	0%
3.	Ideas and concepts were presented clearly	50%	30%	0%	10%	10%

Assessment						
No	Questions	A	B	C	D	E
1.	The method of assessment was reasonable	20%	70%	0%	10%	0%
2.	Feedback on assessment was timely	10%	30%	40%	20%	0%
3.	Feedback on assessment was helpful	10%	60%	30%	0%	0%

Instructor / Teaching Assistant Evaluation						
No	Questions	A	B	C	D	E
1.	I understood the lectures	70%	20%	0%	10%	0%
2.	The material was well organized and presented	20%	50%	20%	10%	0%
3.	The instructor was responsive to student needs and problems	20%	60%	0%	10%	10%
4.	Had the instructor been regular throughout the course?	30%	30%	10%	20%	10%

General comments by the students:

Majority of students showed their satisfaction regarding courses and teaching methods however, considered the lessons more effective that incorporated technology and used multimedia.

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.

Table: 11. The number of students in each program:

Program	Year 2020	Year 2021	Year 2022
B.Ed (Hons.) Elementary 4-yerars program	249	259	268

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.

Does the department provide opportunities to the faculty members to attend international / national conferences?

(1) No (2) To some extent (3) **Full** ✓

PT Members

(1) Mrs. Firdous Bugti

Signature



Chairperson's Comments

At present the overall working environment in department of Teacher Education is conducive however, initiatives are to be taken to promote research culture and encourage technology incorporated pedagogy for effective results.

Name and Signature



Ms. Firdous Bugti