

RIPHAH INTERNATIONAL UNIVERSITY

Faisalabad



SELF ASSESSMENT REPORT

M. Phil. Education

Department of Education

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Department of Education

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1 Executive Summary

This report is being prepared almost at the end of the assessment cycle for selected programs of Riphah International University, as per requirements of Higher Education Commission (HEC). Quality Enhancement Cell (QEC) was formed in Riphah International University in Oct 2009. Program Team Members of all three faculties, notified by University, worked with QEC to pursue the application of Self-Assessment Manual in their respective departments. From each faculty one program was selected.

In this report, Department of Education, **M. Phil Education program** was selected for self-assessment, evaluation and improvements. A strong commitment of Respected Vice Chancellor to support QEC made the difference and resultantly, a cycle of assessment is about to complete.

1.1 Objectives

Following are the two main objectives of the self-assessment report:-

- a To implement Self-Assessment Manual in selected program with a view to improve quality in higher education.
- b To identify the areas requiring improvements in order to achieve objectives through desired outcomes.

1.2 Execution

A soft copy of self-assessment manual was given to all faculty members. Quality Awareness Lecture and Workshop on preparation of Self-Assessment Report (SAR) were arranged for the Deans/In-charge Programs and Program Team (PT) Members of the selected program. Hard copies of HEC issued 10 proformas, 8 criterion and 31 standards were provided to PT members to evaluate their respected program against defined standards. The PT members with an intimate support and follow up of QEC, completed the SAR and forwarded to QEC in given time frame. After reviewing SAR, QEC arranged visit of Assessment Team to the selected program. AM QEC accompanied the AT Team and participated in discussions with In-charge Program / Program Team members and available faculty members.

The Chairman AT during his visit, indicated salient points of the SAR, account of his discussions with the faculty members, improvements required in the infrastructure, syllabi and training of the faculty and support staff (Annex-J).

The implementation plan indicates the resources required to improve the infrastructure, environment in the classes and E-Learning. The recommended target dates to complete the tasks observed by Assessment Team, presented in exit meeting and approved by Vice Chancellor have been indicated in the implementation plan. The tasks have been completed on fast track by the combined efforts of Head of Department and Administration Faisalabad campus.

At the completion of Self-Assessment cycle, QEC is going to submit the hard and soft copy of SAR to HEC before June 25, 2018.

**Director
Quality Enhancement Cell**

Self-Assessment Report

2 Introduction

Riphah International University (RIU) is a private university, chartered by the Federal Government of Pakistan in 2002. The university was established with a view to produce professionals with Islamic moral and ethical values. The Riphah International University is committed to promote and impart quality education with character building of the new generation in the light of Islamic principles and values. Riphah International University is committed to a value based integrated educational philosophy. It is running 07 Faculties in Faisalabad Campus.

2.1 University Mission Statement

Establishment of state of the art educational institutions with a focus on inculcation of Islamic ethical values.

2.2 Faculty of Social Science and Humanities (FSSH)

Faculty of Social Sciences & Humanities is running following program:

- **M.Phil. Education**

2.3 Program Selected

Riphah International University has selected the **M.Phil. Education** as model program for Self-Assessment Report (SAR) for the year 2017-18 under the directives of HEC.

The selected program is in the process of getting accreditation from National Business Education Accreditation Council (NBEAC). The program has got inbuilt mechanism for the revision of syllabi, has competent faculty and adequate infrastructure. New and modern tools have been introduced in the program to conduct research and quality teaching.

2.4 Program Evaluation

The program is being evaluated based on 8 criterion and 31 standards as given in the Self-Assessment Manual provided by Higher Education Commission (HEC).

3 Criterion 1: Program Mission, Objectives and Outcomes

3.1 Standard 1-1

The program must have documented measurable objectives that support institution mission statements.

3.1.1 Program Mission Statement

M.Phil. Education program aims to prepare educational leaders for educational institution of public and Private Sector.

3.1.2 Program Objectives

The M.Phil. Education program aims to accomplish following objectives:

1. To prepare the students to pursue higher education.
2. To improve the Knowledge in educational Plans and Policies.
3. To enable the students to be familiar with modern trends in educational process.
4. To groom students to implement optimum market research techniques.
5. To groom the students to follow the ethical values of the society.
6. To develop research and assessment skills to promote research culture in the field of education.

3.1.3 Alignment of Program Objectives with Program & University

Mission Statements

M.Phil. Education program objectives are defined in the light of program and university mission statements that require the output to be inclusive of ethical values and industrial skills. This is done by imparting business related skills and sense of ethics in students through defined set of courses and training.

3.1.4 Main Elements of Strategic Plan

Curriculum Design

Strategic plan for M.Phil. Education defines the overall layout of the areas/elements that are included in the program to educate students to Master's level. These elements prepare students through theory and practical work. These elements are Program Contents, Program Delivery Methodology and Program Output Evaluation.

3.1.4.1 Program Contents

M.Phil. Education program consist of 4 semesters offered in the fall and spring of each year. M.Phil. Education program is comprised of 30 credit hours.24 credit hours are for class work and 6 are for research work/thesis.

3.1.4.2 Practical Work

Program delivery methodology includes lectures, practical work, tutorials, assignments, industrial visits and internship. So students are given assignments which are relevant to the application of theory in practically in industry.

3.1.4.3 Research

Students are also given the research work /thesis in their field of specialization in different courses. so it is the opportunity for the students where they can apply whatever they learnt from theory. This research work is consisting of 6 credit hours

3.1.5 Program Objectives Assessment

Objective	How Measured	When Measured	Improvement Identified	Improvement Made
1	Alumni Survey	March 2017	Need to have more case studies	Under Review in Board of Studies
2	Employer Survey	April 2017	Tutorials and report writing skills	Under Review in Board of Studies
3	Alumni Survey, Employer Survey	March 2017 April 2017	Emphasis on Internship program	Under Review in Board of Studies
4	Alumni Survey, Employer Survey	March 2017 April 2017	Need More emphasis on teaching components	Under Review in Board of Studies
5	Alumni Survey,	March 2017	Research aptitude building	Under Review in Board of Studies
6	Employer Survey	April 2017	Not Applicable	Not Applicable

Table 1: Program Objectives Assessment

3.2 Standard 1-2

The program must have documented outcomes for Master students. It must be demonstrated that the outcome support the program objectives and that Master students are capable of performing these outcomes.

3.2.1 Program Outcomes

1. Groom the personality of the students.
2. Students get eligibility for higher education (Ph.D.).
3. Motivational Skills of the students must be improved.
4. Students shall be able to negotiate and communicate effectively.
5. Students will be able to perform jobs in related field.
6. Students shall be able to view and solve organizational problems and issues from a multi-disciplinary perspective.
7. Students shall be able to perform research in related field.
8. Students shall be able to perform tasks individually as well as in teams.
9. Students shall be able to execute tasks in positive and constructive manner.
10. Student shall be able to prepare the presentation for the organization.

3.2.2 Program Objectives and Outcomes Matching

Program Objectives	Program Outcomes									
	1	2	3	4	5	6	7	8	9	10
1	x								X	
2		X	X		X		X			X
3			X			X			X	
4	X			X	X		X			
5		X		X		X			x	

Table 2: Outcomes versus Objectives

3.3 Standard 1-3

The results of Program’s assessment and the extent to which they are used to improve the program must be documented.

The result of the program assessment is shown below in graphical charts for courses evaluation and teachers’ evaluations.

3.3.1 Course Evaluation

Courses evaluation is shown in the following graphical chart:

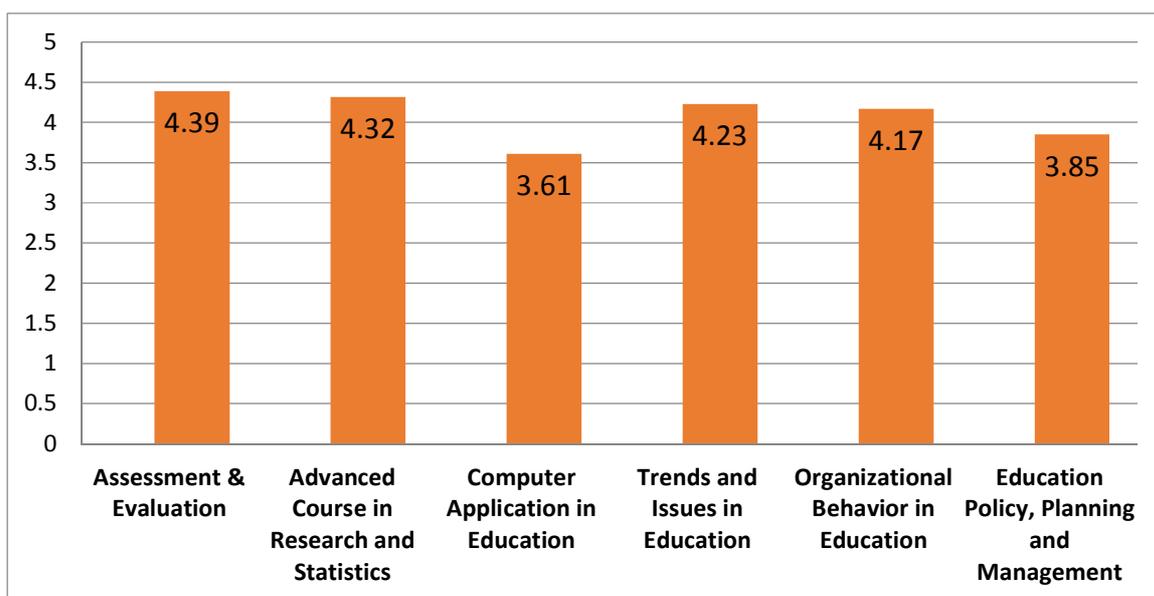


Figure 1: Course Evaluation Bar Chart

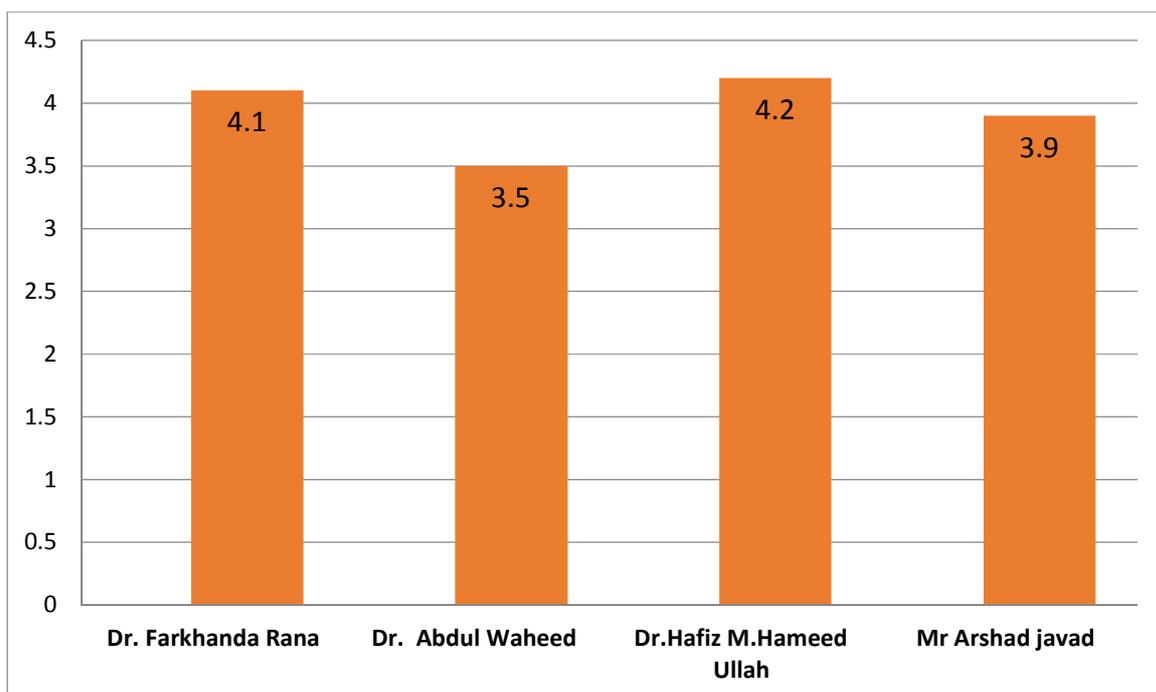
Students have graded the courses against the course structure, teaching methodology, learning objectives and outcomes and practical implementation of theory. The total graded marks are 5.

Following is the list of courses that are being evaluated by the students along with their course code and graded scores.

Sr. no	Name	Score
1	Assessment & Evaluation	4.39
2	Advanced Course in Research and Statistics	4.32
3	Computer Application in Education	3.61
4	Trends and Issues in Education	4.23
5	Organizational Behavior in Education	4.17
6	Education Policy, Planning and Management	3.85

3.3.2 Teachers Evaluation

Teacher's evaluation is shown in the following graphical chart:



Students have graded the teachers against their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded marks are 5.

Following is the list of teachers that are being evaluated by the students along with the serial number and graded scores.

Sr. no	Name	Score
1	Dr. Farkhanda Rana	4.1
2	Dr. Abdul Waheed	3.5
3	Dr. Hafiz M. Hameed Ullah	4.2
4	Mr Arshad javad	3.9

QEC staff carried out course and teacher evaluation survey in order to ensure the unbiased feedback from students. The gathered data was analyzed by QEC and results were provided to department officials for further actions.

Dean of the Faculty of Social Science and Humanities reviewed the output and decided to put up the results in Board of Studies and Board of Faculty for further discussion and actions. Initially the results will be put up in Board of Studies, who may decide to move results to further level for discussion and decisions if required.

This meeting is planned to be held during the summer vacations.

3.4 M.Phil. Education Program

M.Phil. Education program is designed to educate students to meet the challenges of the modern world and present market needs. During the execution of the program several observations were made that can be categorized as strong and weak points of the program. These points are listed below:

3.4.1 Strong Points:

- Market based courses
- HEC Recognized Degree
- Strong Link with industry to support students learning
- Experienced Teachers
- Support from other university departments
- Character building of the students
- Personality Development and grooming of the students

3.4.2 Weak Points:

- Needs to have a separate canteen for female students.
- Needs to add more library books and provide internet facility.
- Needs to have separate washrooms for males and females.

3.5 Significant Future Development Plans

Significant future development plan for the program includes rectification of weaknesses and improvement in overall performance of the program. As per agreed views, lack of learning resources will be rectified by the induction of computer lab in the department. On the Basis of self-assessment, faculty Social Science and Humanities (FSSH) has decided to look into the improvement areas for course syllabi in the light of observations.

3.6 Standard 1-4

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

3.6.1 Graduates/Undergraduates enrolled in last three years

70 students were enrolled in M.Phil. Education program during the sessions 2014-

2017 three years.

3.6.2 Student Faculty Ratio:

FMS has 14-1 ratio.

3.6.3 Average GPA per semester:

The average GPA is 3.2

3.6.4 Average Completion time

The M.Phil. Education program has average completion time of 2 years.

3.6.5 Students Course Evaluation Rate

Student's course evaluation rate for all courses is 6.

3.6.6 Students Faculty Evaluation

QEC staff conducted the teacher's evaluation to ensure unbiased feedback. The feedback was taken manually.

3.6.7 Research

The program faculty published 8 research papers in different journals. List is attached in Annexure E.

3.6.8 Community Service

The Faculty of Social Science & Humanities launched a campaign to provide scholarship to needy students. Faculty members and students were assigned different tasks regarding this campaign. Students were responsible to advertise and market the campaign in the city.

3.6.9 Students/Teachers Satisfaction

As per HEC defined standard, a ratio of 4:1 for the academic and administrative non-technical staff, is maintained by the Faculty of Social Science & Humanities.

Students and teachers satisfaction is judged in different ways. For students this is done by faculty as well as QEC staff by conducting in- class discussions to know students views and through feedback provided by them on HEC Performa number 1 & 10. While, teachers satisfaction is judged using the HEC defined Performa number 5 and their views during in-person discussion with QEC staff.

The compiled response of the Faculty of Social Science & Humanities who is also

teaching M.Phil. Program is attached.

4 Criterion 2: Curriculum Design and Organization

4.1 Title of Degree Program

Master of Philosophy in Education (M.Phil.)

4.2 Definition of credit hour:

1 credit hour is equal to 1 hour of theory lecture in a week.

4.3 Degree plan

Following is the list of courses taught in the selected program. Section 4.5 show the details about these courses

Semester 1			Semester 2		
Code. #	Course Title	Cr. Hr.	Code. #	Course Title	Cr. Hr.
EDU-801	History and Philosophy of Education	3.00	EDU-805	Professional Ethics & Morality	3.00
EDU-802	Advanced Course in Research and Statistics	3.00	EDU-807	Curriculum Process – Issues and Problems	3.00
EDU-803	Computer application in Education	3.00	EDU-808	Teacher education in Comparative	3.00
EDU-804	Synopsis Development & Report Writing	3.00	EDU-810	Trends and Issue in Pakistan	3.00

Semester 3 & 4		
Code. #	Course Title	Cr. Hr.
EDU- 814	Thesis / Two Courses	6.00

4.4 Curriculum Breakdown

Elective Courses		
Code. #	Course Title	Cr. Hr.
EDU- 806	Education Policy Planning and Management	3.00
EDU- 809	Higher Education in Comparative Perspective	3.00
EDU- 811	Human Diversity & Development	3.00
EDU- 812	Islamization of Education	3.00
EDU- 813	Assessment & Evaluation	3.00
EDU- 814	Instructional Technology and Teaching Techniques	3.00

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Semester	Course Number	Core Courses	Research Work
1	EDU-801, EDU-802, EDU-803, EDU-804	4(12)	
2	EDU-805, EDU-807, EDU-808, EDU-810	4(12)	
3	EDU- 814		1(06)

Table 3: Curriculum Course Requirements (table 4.3)

4.5 Courses Information

4.5.1 History and Philosophy of Education

4.5.1.1 Objectives

- After completion of the course, the students will be able to
- Analysis the history of education in the world context.
- Relate the past educational thoughts and practices with those of present policies.
- Utilize variety of options in building education and search for future survival and success.
- Discover the alternate educational views throughout history and in the contemporary period.
- Correlate the philosophy and education
- Apply philosophical thoughts in the field of education
- Develop a cosmic vision to critique the process of education

4.5.1.2 Books

History of Muslim Education. Karachi: Indus Publications.

4.5.2 Advanced Course in Research and Statistics

4.5.2.1 Objectives

- After studying the course, the students will be able to:
- Conduct research in Education and other interdisciplinary disciplines
- Think scientifically towards the solution of research problems

- Respect the ethics of research
- Differentiate qualitative and quantitative research methodologies
- Distinguish the range of the types of research
- Understand and conduct mixed-methods research in Education
- Design different types of sampling
- Develop different kinds of research instruments
- Develop quality research proposals in the areas of their interests
- Write a good research report

4.5.2.2 Books

Understanding Research in Education. Lahore. Majeed Book Depot Field.

4.5.3 Computer application in Education

4.5.3.1 Objectives

- clarify computer system and information technology
- Differentiate among different types of computers
- Demonstrate capabilities of using computer in education
- Prepare draft, synopsis, research proposal and reports by using M.S. Word 2007
- Design classroom presentations and plan their lessons/activities
- Usage of internet, e-mail and intranet for educational purposes
- Train themselves with computer skills according to the market demands
- Develop practical capabilities required in using computers
- Apply computer in analyzing and presenting research data

4.5.3.2 Books

Intel Teach to the Future. Karachi: Intel Corporation

4.5.4 Synopsis Development and Report Writing

4.5.4.1 Objectives

- Describe briefly the main sections of a Synopsis Development and a research report. Describe the major difference between a Synopsis and a research report.

4.5.4.2 Books

How to Design and Evaluate Research in Education by Jack R. Fraenkel.

4.5.5 Professional Ethics & Morality

4.5.5.1 Objective

- Enable teachers to understand and engage with ethical issues, policies and practices related to the teacher as a professional, and to critically analyze their own approach to professionalism
- Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements

- Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching
- Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs
- Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.

4.5.5.2 Books

The ethico-politics of teacher identity. Educational Philosophy & Theory by Campbell, E.

4.5.6 Education Policy Planning and Management

4.5.6.1 Objectives

- After studying the course, the students will be able to:
- Differentiate among policy, planning and strategy
- Understand the process of policy making and implementation
- Describe the outcomes of educational planning
- Describe the different types of plans and the processes of educational planning
- Aware of the different approaches for educational planning
- Understand the key concepts of educational financing
- Aware of the different agencies and process of educational planning, implementation and monitoring in Pakistan
- Evaluate the different education policies and plans of Pakistan
- Describe the concept and process of total quality management

4.5.6.2 Books

Report of the National Commission on Education. Karachi: Ministry of Education.

4.5.7 Curriculum Process- Issues and Problems

4.5.7.1 Objectives

- 1. To understand the concept of curriculum, instruction and their relationship.
- 2. To know the foundations of curriculum development and instruction.
- 3. To evaluate the curriculum and make improvements.
- 4. To understand, analyze, evaluate and apply most effective instructional strategies.
- 5. To understand and apply the procedure of curriculum development.

4.5.7.2 Books

Curriculum Development & Design, 5th Edition by Murray.

4.5.8 Curriculum Process- Issues and Problems

4.5.8.1 Objectives

- Describe the aims and objectives of teacher education

- 2. Discuss about the teacher education in Pakistan
- 3. Discuss the teacher education prospects and future
- 4. After completing the course we will be able to know the competency and role of the teacher
- 5. Discuss the role of education in comparative perspectives

4.5.8.2 Books

Teacher education in a changing society.

4.5.9 Trends and Issues in Education

4.5.9.1 Objectives

- Understand the importance of interdisciplinary approach and its use in finding out Solutions to educational problems.
- b) Understand the concept of non-formal education.
- c) Acquaint him with ways and means of implementing the concept of non-formal Education in Indian situation.
- d) Understand the concept of lifelong education and its various types.
- e) Acquaint him **with** various uses of technology in the exposition and extension of Education.
- f) Interpret the concept of equalization of educational opportunities in its proper spirit.

4.5.9.2 Books

Basic Ideas in Education, Shipra Publication

4.5.10 Introduction to Assessment and Evaluation

4.5.10.1 Objectives

- Understand the basic concepts of assessment, evaluation and measurement;
- Distinguish between classroom, national and international assessment;
- Understand taxonomies of educational objectives
- Use assessment instruments in respect to objectives achievement;
- Develop students' achievement tests at different levels;
- Understand the test administration and assembling procedures;
- Analyze test items by using different software's such as Quest, etc.
- Comment upon the role of national and international testing agencies such as ETS, SAT, NTS etc.

4.5.10.2 Books

Educational assessment of students. 3rd edition.

4.6 Standard 2-1

The curriculum must be consistent and supports the program's documented objectives.

4.6.1 Group 1: Philosophy

History and Philosophy of Education (EDU-801).

4.6.2 Group 2: Research

Advance Course in Research and Statistics (EDU-802), Synopsis Development & Report writing (EDU-804).

4.6.3 Group 3: Ethics

Professional Ethics and Morality (EDU-805)

4.6.4 Group 4: Curriculum

Curriculum Process Issues and Problems (EDU-807).

4.6.5 Group 5: Teacher Education

Teacher Education in Comparative (EDU-808), Trends and Issue in Pakistan (EDU-810).

4.6.6 Group 6: Computer Application

Computer Application in Education (EDU-803).

4.6.7 Course Groups and Program Objectives

Courses Groups	Objectives				
	1	2	3	4	5
1		X		X	
2	X		X		
3		X		X	
4			X		X
5		X		X	
6	X				

Table 4: Courses versus Program Objectives (table 4.4)

4.7 Standard 2-2

Theoretical backgrounds, problem analysis and solution design must be

stressed within the program's core material.

Elements	Courses
Theoretical Background	History and Philosophy of Education (EDU-801), Professional Ethics and Morality (EDU-805)
Problem Analysis	Curriculum Process- Issues and Problems (EDU-807), Teacher Education in Comparative Perspective (EDU-808)
Solution Design	Advance Course in Research and Statistics (EDU-802), Computer Application (EDU-803)

Table 5: Standard 2-2 Requirement (table 4.5)

4.8 Standard 2-3

The Curriculum must satisfy the core requirements for the program as specified by the respective accreditation body.

M.Phil. Education program is under accreditation by the National Accreditation Council for teacher education (NACTE). Minimum Requirements for each program (Program Semester Credit Hours)

Program	Course Work	Research Problem	Research Seminar	Research Projects (Thesis)	Electives
Masters of Philosophy in Education	24	01	01	6	

Table 6: Program Credit Hours (appendix A table)

4.9 Standard 2-4

The curriculum must satisfy the major requirements for the program as specified by the respective accreditation body.

Same as Standard 2-3.

4.10 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.

Same as standard 2-3 and Standard 2-1 (table 4.4) as defined above.

4.11 Standard 2-6

Computer Application component of the curriculum must be integrated throughout the program.

Semester 1 contains the 3 credit hours of Computer Application course which also covers the information technology component. Students are taught to use the information technology tools and techniques during this course to perform efficiently during their professional career. Also students use computer systems and other IT equipment during the program to do Course work and practical.

4.12 Standard 2-7

Oral and written communication skills of the student must be developed and applied in the program.

Students go through course of Advance Course in Research and Statistics which develops the oral and written communication skills of the students. This is a 3 credit hours course which is given due weightage.

5 Criterion 3: Laboratories and Computing Facilities

RIPHAH has established multiple laboratories for students to practice their learning outcomes. Laboratory available to M.Phil. Education students:

1. Computer Lab I

The details about these laboratories are provided as under:

Laboratory Title	Computer Lab I
Location & Area	Zulfiqar Block
Objectives	Provide students with IT facility to practice software applications and programming.
Adequacy for Instruction	All required instructions are displayed in the lab at appropriate places for use by faculty, students and
	Support staff.
Courses Taught	Research Methodology, Advance Statistical Techniques
Software Available	MS Office, SPSS, E-Views, R

Major Apparatus / Equipment	Computers, Scanners, Multimedia,
Safety Regulations	Safety regulations are being strictly followed. See Annexure I for details of Laboratory Precautions.

Table 8: Laboratories Details

5.1 Standard 3-1

Laboratory manuals/documentation/instructions for experiments must be available and easily accessible to faculty and students.

Laboratory In-charge is the custodian of all the manuals and instructions concerning his laboratory. Its copies are also available with the Program Coordinator to be used by the faculty and students. These manuals and instructions are issued to desired entity through a defined process and proper record is maintained. The laboratory in-charge keeps the manuals and instructions in laboratory for immediate access to students and faculty members during the laboratory work. Laboratory equipment and facilities in Faculty of Management Sciences (RIU) are equally good and comparable to any high reputed university of the country.

5.2 Standard 3-2

There must be support personal for instruction and maintaining the laboratories.

Each laboratory is authorized two staff members, Laboratory In-Charge and Laboratory Attendant. Laboratory in-charge is responsible for overall maintenance of laboratory and also maintains the manuals and instructions while Laboratory Attendant is responsible to maintain the laboratory equipment and general duties within the lab.

5.3 Standard 3-3

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

The computer laboratories have the latest computers & equipment. The program objectives are that students shall be equipped with IT skills at the end of the program and facilities (equipment and software) provided in the computer laboratories are

adequate enough to achieve defined goals. Computing facilities in RIU are extremely good and can be compared with any high reputed university of the country.

RIU is running a comprehensive Campus Management System. It facilitates the faculty members in maintaining the attendance record, examination Schedule, time tables and student's data.

6 Criterion 4: Student Support and Advising

Since the launch of RIU in year 2002, all its programs have started and finished on schedule. The culture in RIU is that teachers and students have facility of frequent interaction, even after classes, for any professional and academic advice. This aspect is even highlighted and indicated by the students in the feedback on HEC Performa number 10, taken by the Quality Enhancement Cell (QEC) in the university.

6.1 Standard 4-1

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

The required and elective courses are offered in a logical sequence that grooms the students to obtain the program's defined objectives and outcomes.

6.2 Standard 4-2

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

All courses in the program are taught by the single faculty member. Courses are structured in the board of studies before commencement of each semester. Faculty members interact frequently among themselves and with students. Students are encouraged to participate in providing feedback and their views about course contents during and after the classes.

6.3 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.

Students are informed about the program requirements at the start of the session during orientation week by in-charge program and QEC staff. In- Charge Program

acts as advisor to guide students to choose appropriate courses and also provide guidance on different issues. He also maintains a list of guidance points provided to students during the semester and program, which is being evaluated at the end of the program to take necessary improvement.

In-charge student's affair provides professional counseling to students when needed. Students can get in touch directly with him/her for any advice.

In charge Industrial Liaison arranges industrial tours for students to improve their subject vision and technical know-how. He/ She also invites professionals from different business entities to conduct interactive sessions with students for advice on professional matters/future career planning.

The Head of Department Dr. Abdul Waheed maintains a list of professional societies and technical bodies, that is provided to students on demand and students can get membership of such organizations on individual basis.

7 Criterion 5: Process Control

7.1 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 program has a well defined admission criterion, which include evaluation of student's marks at different levels and admission test results. The admission is done twice an year, in Fall/Spring semesters.

Students who have completed the 16 years of education are eligible to appear in the admission test of the program. Admission is granted strictly on the basis of academic record, admission test and interview.

Students from accredited Universities are eligible to transfer their credits to Riphah. Students have to submit complete course curriculum and internal evaluation certificate of each subject from his/her previous institution duly signed by Dean/Head of Department/Principal. Student's applications in this regard are dealt on case to case basis. Such applications are discussed in Board of Studies to evaluate them and make decision. Dean of the faculty is the final authority to make decision regarding credit transfers.

This admission criterion is evaluated every 2 years by the Board of Faculties and Academic Council in the light of instructions issued by HEC. Minor internal adjustments regarding admission test result weightages or test contents are made.

7.2 Standard 5-2

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

The student's name, after completion of the admission process, is forwarded to the Registrar office for registration in the specific program and the registration number is allocated.

Students are evaluated through assignments, sessional, mid-term tests and final examinations at the end of each semester. Only qualified students in each semester are allowed to join the next semester.

7.3 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.

Vacant and newly created positions are advertised in the national newspapers, applications are received by the Registrar office, scrutinized by the respective Director Academics, 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 in the light of HEC guidelines.

The candidates are interviewed by the University Selection Board. Selection of candidates is approved by the BOD. Induction of new candidates depends upon the number of approved vacancies. HEC also helps Riphah in enrolling the foreign faculty.

Faculty members are retained by giving them good remuneration, favorable teaching environment, research facilities and management support.

On yearly basis faculty performance is evaluated basing on HEC Performa number 10 by the students, Director Academics recommendations and with the counter signature of Chairman. The annual increment is based on the recommendations of the Director Academics and the Chairman.

7.4 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.

Students are the recipient of the delivery of course material, through their teachers. The program is actively evaluated by Director Academics, In-Charge program and QEC. The feedback of the taught is best instrument to measure that the course learning outcomes are met. The students give feedback on Performa number 1 regarding course contents and how it was delivered. Through Performa number 10, students evaluate and comment on teacher's efforts, put in to deliver the course contents, his general conduct in the class, the environment, he, maintains and extra efforts, he makes to satisfy students, thirst for knowledge.

Faculty feedback is also taken on HEC Performa number 2 (Faculty Course Review Report – (Annexure L)) and Performa number 5 (Faculty Survey – (Annexure-G)) which is a very useful activity to evaluate the course contents, learning and teaching environments and overall teachers satisfaction level. Course evaluation by teachers also indicates what percentage of desired outcome has been achieved by the course contents and what needs to be improved or changed.

This exercise is done once a year. The feedback is discussed with Director Academics and In charge program, who focuses on making improvements in the weak areas, identified by the students. Teacher's evaluation performs are fed to the computer and bar charts are made. Each teacher is graded out of 5 marks.

The comparative bar charts indicate level of performance of teachers, as visualized by the students. QEC formally submits these bar charts to Director Academics and the Chairman for their information and taking of necessary corrective actions.

7.5 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 program is run on semester basis and at the end of each semester examinations are held to evaluate the students' progress in that semester. Qualified students are allowed to join next semester and this cycle continues till the end of 4th semester which is the final semester. In 3rd and 4th semester all students are required to submit their respective Research thesis. Student's final results are announced on the basis of thesis results and examination results.

Requirements of this standard are met through 3 Performas issued by HEC. The feedback is documented and its evaluation indicates degree of satisfaction of the graduates. Three forms (Performa 3, Survey of Graduating Students (Annexure-F), Performs 7, Alumni Survey (Annexure-A) and Performa 8, Employer Survey (Annexure-B)) are extremely good instruments to measure the program outcomes.

The feedback is taken on yearly basis. The suggestions given by the graduating students and graduates working in the industry are given due weightage. For example a few graduates through Alumni survey indicated that business communication and proposal writing aspect in program may be increased. The proposal is being evaluated by Board of Faculty of the Education Department and recommendations are being made to Academic Council to grant approval for change in syllabi.

The feedback of employers has been achieved. Generally, they are satisfied; however, they have recommended that Masters be given more practice in proposal writing skills. This is also being processed to make changes in syllabi.

8 Criterion 6: Faculty

8.1 Standard 6-1

There must be enough full time faculties who are committed to the program to provide adequate coverage of the program areas/courses with continuity and

stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D. in the discipline.

Program Area of Specialization	Courses in the area and average number of sections per year	Number of faculty members in each area	Number of faculty with Ph.D Degree
Education	History and Philosophy, Teacher Education in Comparative Perspective	1	1
Education Management	Synopsis development & Report Writing, Professional Ethics	2	2
Total		3	3

Table 11: Faculty Distribution by Program Area

8.2 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

Faculty concurrency in the discipline is determined based on the criterion set by the University in the light of HEC guidelines. All faculty members submit their professional resumes on HEC Performa number 9 (Faculty Resume, Annexure-H) once, a year. This information is compared with the existing criterion set by university for the concurrency of the post.

All full time faculty members are allocated teaching hours as per HEC defined limit which enables the faculty to have enough spare time to perform scholarly activities and improve their knowledge and skills.

Faculty members are provided with adequate resources for research and academic activities. Every faculty members has been provided with computer system and access to internet. Faculty members have also access to library materials for academic and research activities. Professional training is also provided to faculty if required to enhance their capabilities.

University has defined the development programs for faculty members under the arrangement of RARE (Riphah Academy of Research and Education). RARE holds frequent interactive sessions of junior and senior faculty to discuss teaching methodology with a view to train the young faculty members. This practice is done on yearly basis during the summer vacations. After every 2 year the development program is analyzed in Deans Council for its effectiveness and necessary improvements.

The university encourages the faculty to participate in research activities by providing them sufficient financial support within or outside university.

8.3 Standard 6-3

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

Faculty members are motivated through public appreciation and documented appreciation (annual performance evaluation report) by the In- Charge Program and Director Academics on regular basis.

The faculty survey of the program using HEC Performa number 5 indicates the mix reactions of the faculty, which indicates that teaching load be distributed evenly and more relaxed environment be generated. Cumulative results of faculty surveys are attached in Annexure G.

9 Criterion 7: Institutional Facilities

9.1 Standard 7-1

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

The university has provided e-learning facilities to faculty members and students. Each faculty member has a computer system with access to internet and e-learning library section.

Students have been provided a number of computer systems in the library to access e-learning section. Every student has been provided with user ID to access the e-learning resources from within the university library. The university library is linked with foreign universities libraries through internet.

The support staff to look after the e-learning resources is sufficient in number, trained and responsive. The university has provided enough funding to support the e-learning.

9.2 Standard 7-2

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

The university library has enough technical books in hard copies to support the program learning. The internet access to the external universities libraries provides opportunities to the students and faculty to obtain knowledge from their technical resources.

The library is staffed with more than 6 professionals to help students and faculty members to get access to required book or learning material efficiently.

9.3 Standard 7-3

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

Enough class rooms are available to run the program as per desired schedule.

10 Criterion 8: Institutional Support

10.1 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.

University allocates enough financial resources each year to hire competent faculty as required.

As already listed in standard 5-3, Faculty members are retained by giving them good remuneration, favorable teaching environment, research facilities and management support. As listed in standard 6-2, Faculty members are provided with adequate resources for research and academic activities to maintain their competence. Every faculty members has been provided with computer system and access to internet. Faculty members have also access to library materials for academic and research activities. Professional training is also provided to faculty if required to enhance their capabilities.

10.2 Standard 8-2

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

The university follows the guidelines of HEC for admission in this program.

Faculty to graduate student's ratio for the last three years remained in the range of 12:1 to 14:1.

10.3 Standard 8-3

Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.

Library at RIPHAH holds more than 7000 books for all programs. Sufficient number of computers are available to be used by the students. Library is organized to accommodate 50 students (male, female) in the common places. Separate common rooms for male and female students are available with internet facility.

Laboratories at RIPHAH holds adequate equipment to be used by the students to carry out desired experiments and laboratory work. Each year a handful of budget is allocated for laboratories to maintain and upgrade the equipment and other facilities.

Computing facilities at RIPHAH provide excellent platform to students to enhance their learning capabilities. There are 3 computer laboratories in Faculty of computing, which are accessible to all students for their use.

11 Conclusion

The self-assessment report of the M.Phil. Education Program, Faculty of Social Science and Humanities, Riphah International University, Faisalabad Campus is an important document, which gives strengths and weaknesses of the program. The management is striving hard to improve infrastructure for establishment of conducive environments for studies. The faculty is focused on imparting quality education, introduction of new and innovative techniques and conduct of quality research to produce competent business professionals. The report has been prepared after evaluating the program in the light of 8 criterion and 31 standards given in HEC's Self-Assessment Manual. The program mission objectives and outcomes are assessed and strategic plans are presented to achieve the goals, which are again measurable through definite standards. Alumni surveys revealed

variable results with regards to knowledge, interpersonal skills, management and leadership skill. Weaknesses are identified which are related to space, transportation and co-curricular activities. Improvements in curriculum design and infrastructure are suggested which are based upon set, well defined and approved criteria. Examinations are held on schedules, academic schemes are prepared well in advance, transparent admission, registration and recruiting policy, excellent student teacher ratio are some of the strong areas of this program. The number of courses along with titles and credit hours for each semester, course contents for degree program, are thoroughly planned. Their efficacy was measured through different standards and it was found to be satisfactory.

The facilities and shortcomings in the classrooms have been discussed. It was concluded that classrooms facilities need further improvements. The need of refresher courses for the fresh faculty on method of teaching cannot be over emphasized.

Proper steps are taken to guide the students for program requirements, communication, meetings, tutorial system, tours, students-teacher interaction etc. Some improvements have been suggested. As regards the process control covering admission, registration, recruiting policy, courses and delivery of material, academic requirements, performance and grading, university, as Higher Education Institution has set forth proper rules, which are properly followed. At present there are three faculty members who are highly qualified in their fields. However, faculty members need motivation for advanced knowledge, research and external training.

Institutional facilities were measured through Criterion 3; infrastructure, library, class room and faculty offices and in each case, short comings and limitation are highlighted. Institutional facilities need to be strengthened. Accordingly, institutional support will greatly promote and strengthen academic, research, management and leadership capabilities.

In conclusion, the strong and weak areas of the program are as under:-

11.1 Strong Areas

- Market based courses
- HEC Recognized Degree
- Strong Link with industry to support students learning
- Experienced Teachers
- Support from other university departments
- Character building of the students
- Personality Development of the students

11.2 Weaknesses

- Needs to have a separate canteen for female students.
- Needs to add more library books and provide internet facility.
- Needs to have separate washrooms for males and females.

Annexure – A: Alumni Survey

NOT APPLICABLE

Annexure – B: Employer Survey

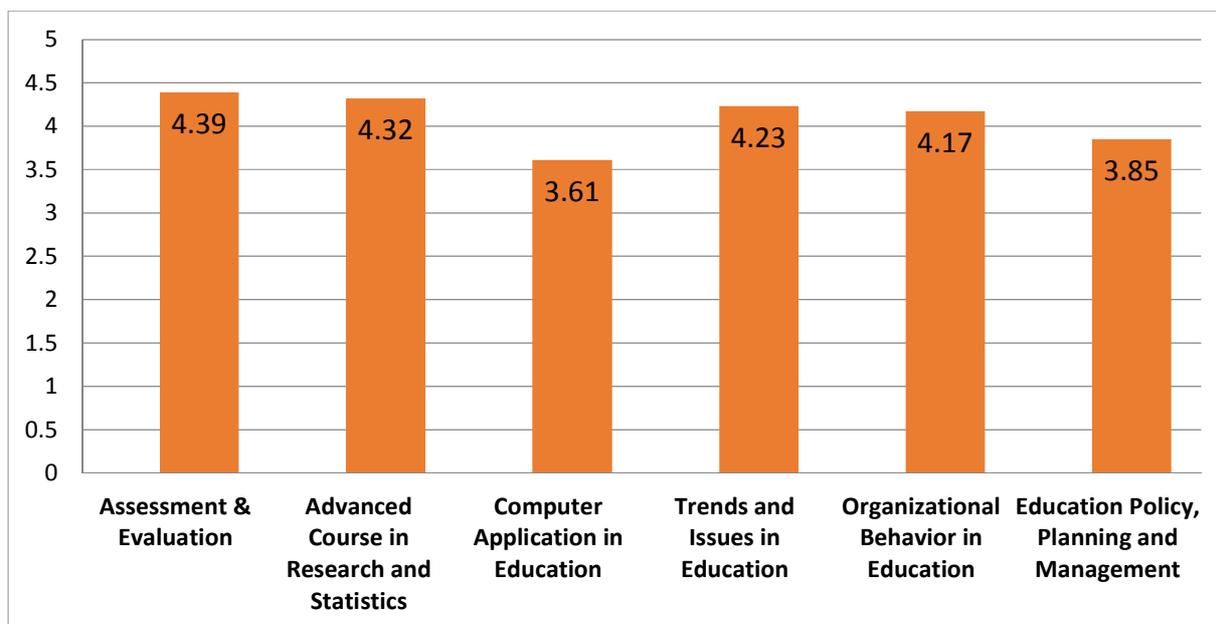
NOT APPLICABLE

Annexure – C: Course Evaluation Survey

Students have graded the teachers for their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded

marks are 5. This is an anonymous activity and students are not required to write their names on the evaluation proforma.

Teacher's evaluation is shown in the following graphical chart/s:



1. The processed results along with the comments of the students, course name, graded scores and number of respondents/enrolled students is shown below.

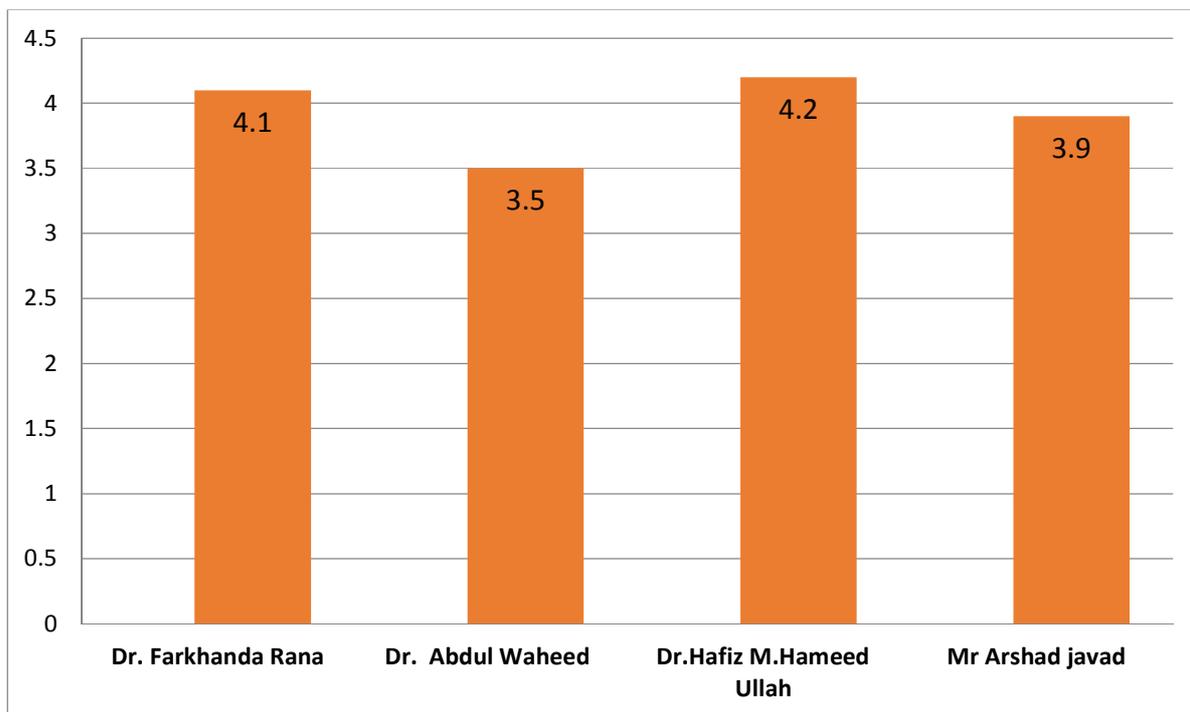
Sr. No	Course Name	Responses / Total Students	Marks
1	Assessment & Evaluation	16	4.39
2	Advanced Course in Research and Statistics	25	4.32
3	Computer Application in Education	10	3.61
4	Trends and Issues in Education	15	4.23

5	Organizational Behavior in Education	14	4.17
6	Education Policy, Planning and Management	15	3.85

Annexure – D: Teachers Evaluation Survey

2. Students have graded the teachers for their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded marks are 5. This is an anonymous activity and students are not required to write their names on the evaluation proforma.

3. Teacher's evaluation is shown in the following graphical chart/s:



The processed results along with the comments of the students, course name, graded scores and number of respondents/enrolled students is shown below. Since, some of the faculty members are teaching multiple courses, their feedback appears more than one time.

Sr. No	Teacher Name	Course Name	Responses / Total Students	Marks	Comments
1	Dr. Farkhanda Rana	Assessment and evaluation/trends and issue in education	27/30	4.1	- Very Good Teacher - Very Good Motivate Behavior - Excellent
2	Dr. Abdul Waheed	Computer application in education	17/20	3.5	- Excellent Teacher - Deduct Less Marks - Supportive - Excellent - Hard Working
3	Dr. Hafiz M. Hameed Ullah	Advance course in research and statistics	17/20	4.2	- Good Teacher - Very Good - Gives huge info about any type of disease like practically - Should own the students point of view - Excellent

4	Mr Arshad javad	Advance course in research and statistics	17/20	3.9	<ul style="list-style-type: none"> - Good Teacher - Very Good - Gives huge info about any type of disease like practically - Should own the students point of view - Excellent
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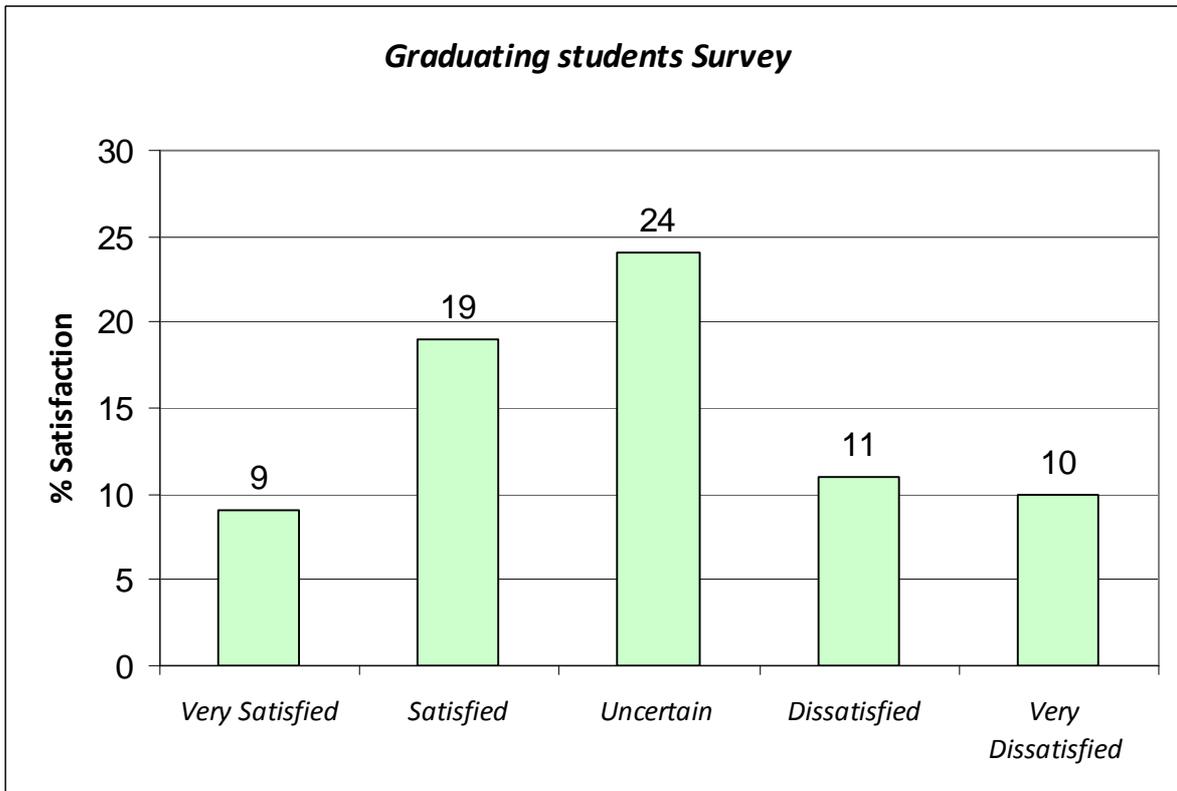
Annexure – E: Research Papers List

Research Publication Detail

Faculty member	no. of publications	year	Title of Publication	Journal	APA reference
Dr. Muhammad Hamid Ullah	6	2015	Image Building for Islamic Schools Through media :An Analytical Perspective	International Journal of Educational Science and Research	Volume 5 Issue 2 Page43-52

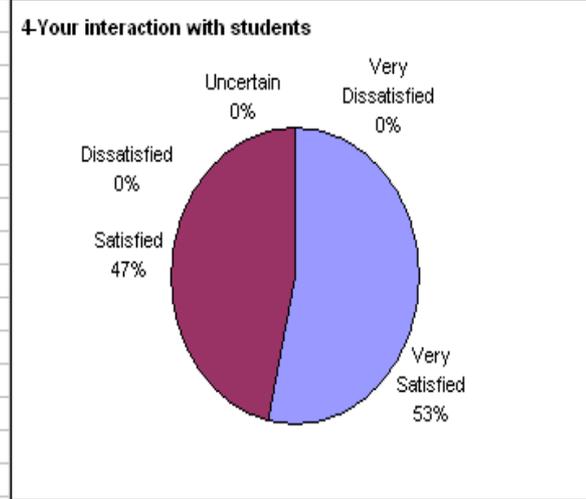
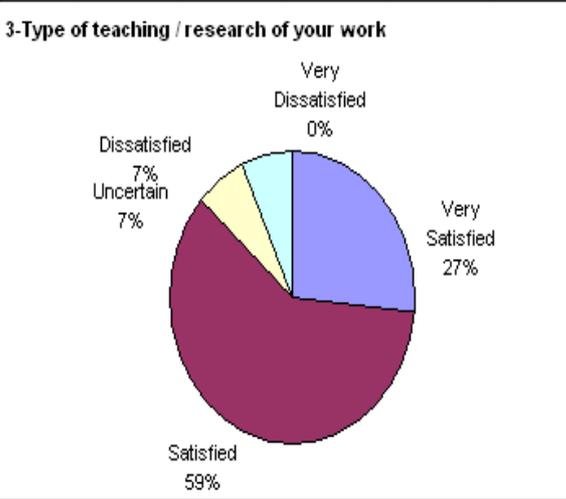
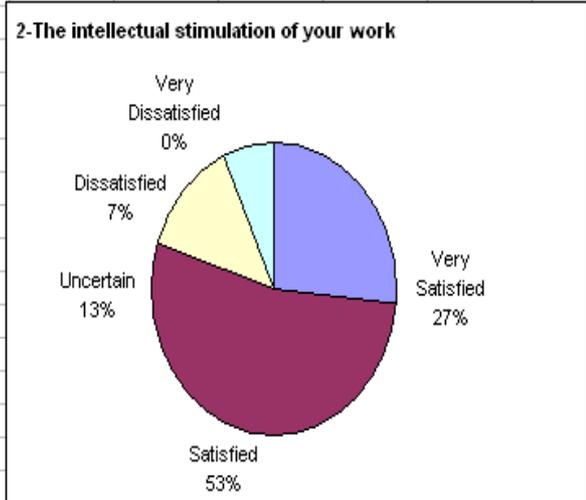
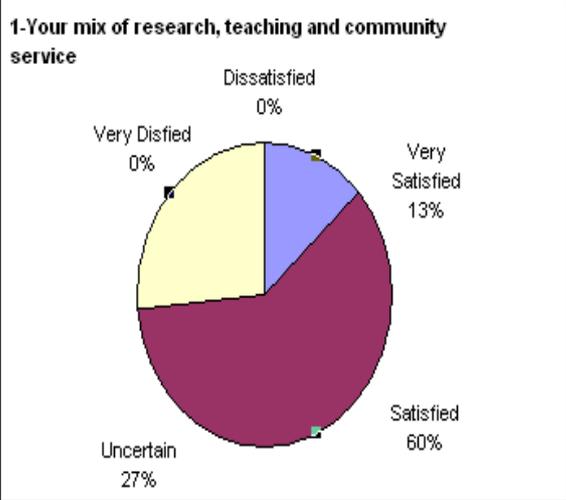
		2011	Staff Development needs in Pakistani Higher Education	College Teaching & learning USA	Voloume8, Number 1
		2011	Situation Analysis of Technical Education and Vocational Training.	Academic Research Azerbaijan	Volume 3 No.1 Part 3
		2011	Course Book Evaluation Through Instructional Design Parameters in the system of Distance Education	Academic Research Azerbaijan	Volume 3 No.1 Part 2
		2011	Assessment of usage of Information & communication technology among graduates of Allama Iqbal University	International Journal of Humanities & Social Statistics	
		2011	Role of Non-Government Organization School in promoting education	International Journal of education and Social Science	Vol 2 No 1
Dr. Abdul Waheed	2	2011		Educational Research, Islamia University of Bahawalpur	Vol.14 No.1
		2015		Educational Research, IUB	

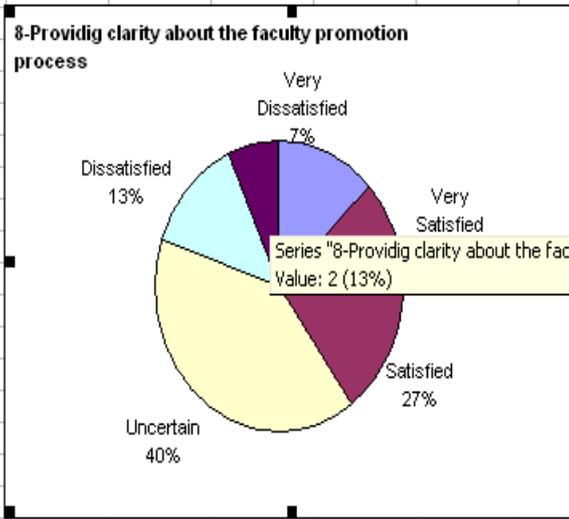
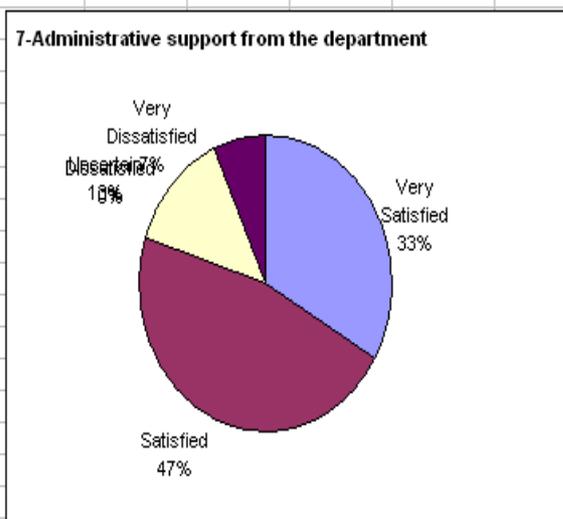
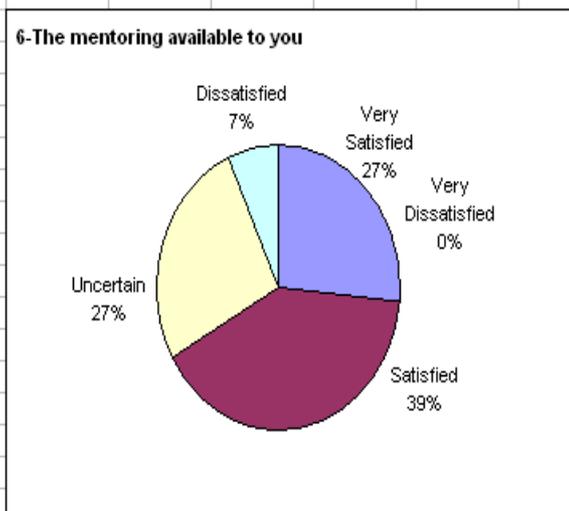
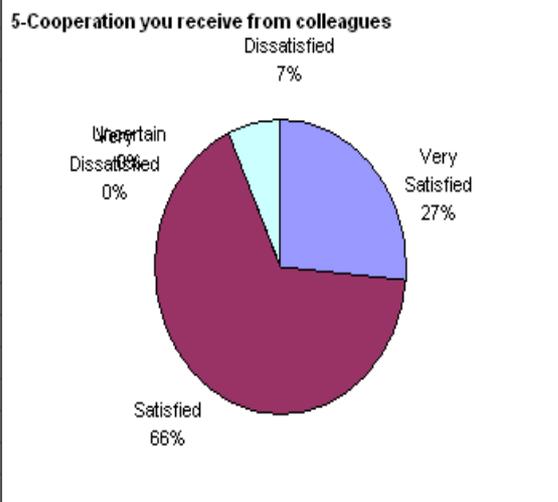
Annexure F: Graduating Students



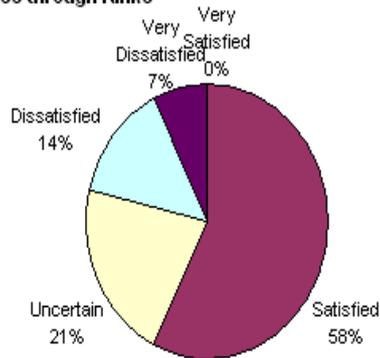
Annexure G:

Faculty Survey

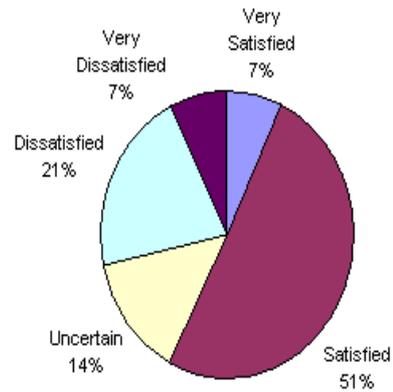




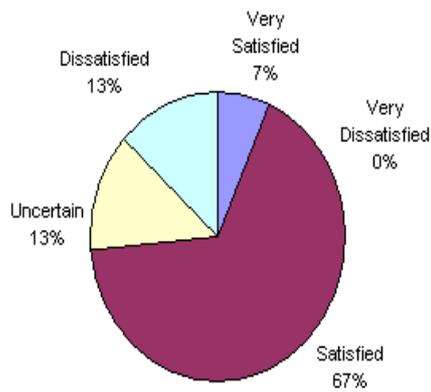
9-Your prospects for the advancement and progress through ranks



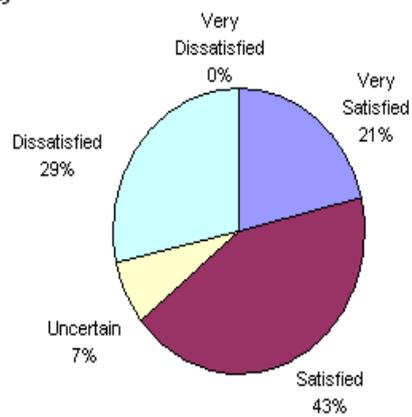
10-Salary and compensation package



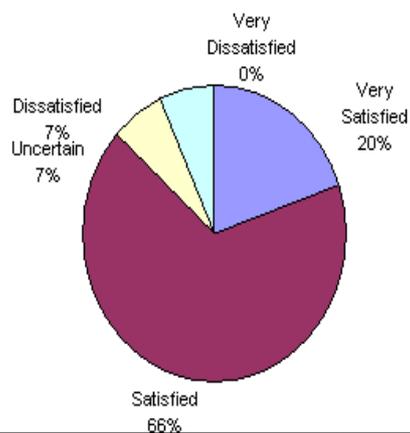
11-Job security and stability at the department



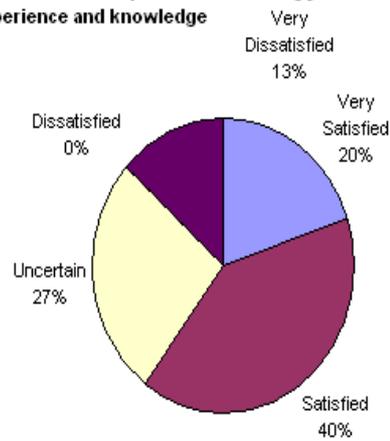
12-Amount of time you have for your self and family



13-The overall climate at the department



14-Whether the department is utilizing your experience and knowledge



Annexure – H: Faculty Resume

Sr. #	Name	Designation	Qualification	Institution
1.	Dr. Muhammad Hamid ullah	Dean /Professor	Ph.D. Education	Arid Agriculture University, Rawalpindi
2.	Dr. Abdul Waheed	HOD	Ph.D. Education	NUML, Islamabad
3.	Dr. Farkhanda Rana	Professor	Ph.D. Education	London University, UK
4.	Mr. Qaisar Abbas	Lecturer	M.Phil. Education	GC University, Faisalabad

Annexure – I: Lab Safety Precautions

Not Applicable

Annexure J:

AT Findings

Panel - Assessment Team

Following Assessment Team Members Visited Faculty of Social Sciences & Humanities FSSH (Faisalabad) on 16 November, 2017

- | | |
|-------------------------------------|-----------------|
| • Dr. Alia Sheeraz | Convener |
| • Dr. Asif Butt | Member |
| • Mr. Muhammad Waleed Ashraf | Member |

Exit Meeting - 18 November, 2017

Following attended the meeting:-

- | | |
|-------------------------------------|----------------------|
| • Prof. Dr. M. Mudassar | Chairman |
| • Dr. Hameed Ullah | Dean |
| • Dr. Abdul Waheed | HOD Education |
| • Dr. Alia Sheeraz | Convener |
| • Dr. Asif Butt | Member |
| • Mr. Muhammad Waleed Ashraf | Member |
| • Mr. Shabeeb Ahmad Gill | AM QEC |

The Chairman AT presented his final recommendations to carry out the improvements in this program. The Respected Chairman approved the proceedings:

- Needs to have a separate canteen for female students.
- Needs to add more library books and provide internet facility.
- Needs to have separate washrooms for males and females.

Note: After the above exit meeting, the Departmental heads prepared the implementation plan with target dates and submitted it to the QEC. The QEC pursued the activities and then mentioned the final status completed/in progress in Annex-K before submitting the SAR to HEC

Annexure K:

Implementation Plan

Implementation Plan (Summary) – FSSH (M.Phil Education) – Faisalabad Campus

AT Finding	Corrective Action	Implementation Date	Responsibility	Present Status
Needs to have a separate canteen for female students.	Canteen in the main block has declared to be only meant for female students.	20 th November, 2017	Procurement officer	Completed
Needs to add more library books and provide internet facility.	Lists for purchase of new relevant books were demanded from the HODs of concerned departments and later on purchased and added.	30 th November, 2017	Librarian	Completed
Needs to have separate washrooms for females.	Washrooms in front of Khadija-tul-Kubra Block are declared as female washrooms.	20 th November, 2017	Procurement officer	Completed
Convener AT Name and Signature	<p><i>The required improvements were made and facilities were provided to the students within specified time period.</i></p> <p><i>Completed.</i></p> <p><i>Prof. Dr. Hafiz Hameed Ullah.</i></p>			
Dean's Comments Name and Signature	<p><i>Prof. Dr. Hafiz Hameed Ullah.</i></p>			
QEC Comments Name and Signature	<p><i>The suggestions of amenet team have been implemented.</i></p> <p><i>Shabeeh Ahmad Gill</i></p> <p><i>Assistant Manager</i> Quality Enhancement Cell Riphah International University Faisalabad</p>			

Annexure – L: Faculty Course Review Report

Faculty of Social Science & Humanities is running 8 courses for the M.Phil. Education program. All courses curriculum is reviewed periodically by the Board of Studies to assess its effectiveness and contribution in achieving program objectives. Course review also contributes towards making any changes in the syllabi.

PT members launched HEC Performa 2 (Faculty of Course Review Report) to all the faculty members, to obtain their feedback about courses.

The summary of the overall feedback of all courses identified the following improvement points:

- a. Syllabi review to improve communication and interpersonal skills of the students.
- b. Improvement in course curriculum to emphasis on Leadership component.
- c. Provision of more technical/financial resources to execute final projects d. Improvement in learning the methodology of Market working, Demand Supply Chain and meeting the targets, skills.

Board of Studies scrutinized these points and presented in the Board of Faculty that will review and suggest the implementation as deemed necessary.

Annexure – M: Rubric Report

Self-Assessment Report					
Criterion 1 – Program Mission, Objectives and Outcomes					Weight = 0.05
Factors	Score				
1. Does the program have document measurable objectives that support faculty/ college and institution mission statements?	5	4	3	2	1
2. Does the program have documented outcomes for graduating students?	5	4	3	2	1
3. Do these outcomes support the Program objectives?	5	4	3	2	1
4. Are the graduating students capable of performing these outcomes?	5	4	3	2	1
5. Does the department assess its overall performance periodically using quantifiable measures?	5	4	3	2	1
6. Is the result of the Program Assessment documented?	5	4	3	2	1
Total Encircled Value (TV)	23				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.05	3.83				

Criterion 2– Curriculum Design and Organization					Weight = 0.20
Factors	Score				
1. Is the curriculum consistent?	5	4	3	2	1
2. Does the curriculum support the program’s documented objectives?	5	4	3	2	1
3. Are the theoretical background, problem analysis and solution design stressed within the program’s core material?	5	4	3	2	1
4. Does the curriculum satisfy the core requirements laid down by HEC?	5	4	3	2	1
5. Does the curriculum satisfy the major requirements laid down by HEC?	5	4	3	2	1
6. Does the curriculum satisfy the professional requirements as laid down by HEC?	5	4	3	2	1
7. Is the information technology component integrated throughout the program?	5	4	3	2	1
8. Are oral and written skills of the students developed and applied in the program?	5	4	3	2	1
Total Encircled Value (TV)	37				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.20	18.5				

Criterion 3– Laboratories and Computing Facilities					Weight = 0.10
Factors	Score				
1. Are the laboratory manuals/ documentation/ instructions etc. for experiments available and readily accessible to faculty and students?	5	4	3	2	1
2. Are there adequate number of support personnel for instruction and maintaining the laboratories?	5	4	3	2	1

3. Are the University's infrastructure and facilities adequate to support the program's objectives?	5	4	3	2	1
Total Encircled Value (TV)	15				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	10				

Criterion 4– Student Support and Advising						Weight = 0.10
Factors	Score					
1. Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	5	4	3	2	1	
2. Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	5	4	3	2	1	
3. Does the university provide academic advising on course decisions and career choices to all students?	5	4	3	2	1	
Total Encircled Value (TV)	14					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	10					

Criterion 5– Process Control						Weight = 0.15
Factors	Score					
1. Is the process to enroll students to a program based on quantitative and qualitative criteria?	5	4	3	2	1	
2. Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
3. Is the process to register students in the program and monitoring their progress documented?	5	4	3	2	1	
4. Is the process above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
5. Is the process to recruit and retain faculty in place and documented?	5	4	3	2	1	
6. Are the process for faculty evaluation & promotion consistent with the institution mission?	5	4	3	2	1	
7. Are the process in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5	4	3	2	1	
8. Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5	4	3	2	1	
9. Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
10. Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	5	4	3	2	1	
11. Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
Total Encircled Value (TV)	51					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	13.90					

Criterion 6– Faculty						Weight =
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0.15

Factors	Score				
1. Are there enough full time faculty members to provide adequate coverage of the program areas/courses with continuity and stability?	5	4	3	2	1
2. Are the qualifications and interest of faculty members sufficient to teach all courses, plan, modifies and updates courses and curricula?	5	4	3	2	1
3. Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	5	4	3	2	1
4. Do the majority of faculty members hold a Ph.D. degree in their discipline?	5	4	3	2	1
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	5	4	3	2	1
6. Are there mechanisms in place for faculty development?	5	4	3	2	1
7. Are faculty members motivated and satisfied so as to excel in their profession?	5	4	3	2	1
Total Encircled Value (TV)	32				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	13.72				

Criterion 7– Institutional Facilities**Weight =****0.15**

Factors	Score				
1. Does the institution have the infrastructure to support new trends such as e-learning?	5	4	3	2	1
2. Does the library contain technical collection relevant to the program and is it adequate staffed?	5	4	3	2	1
3. Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5	4	3	2	1
Total Encircled Value (TV)	13				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	12.99				

Criterion 8– Institutional Support**Weight =****0.10**

Factors	Score				
1. Is there sufficient support and finances to attract and retain high quality faculty?	5	4	3	2	1
2. Are there an adequate number of high quality graduate students, teaching assistants and Ph.D. students?	5	4	3	2	1
Total Encircled Value (TV)	8				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	7				

$$\begin{aligned}
 \text{Overall Assessment Score} &= S1+S2+S3+S4+S5+S6+S7+S8 \\
 &= 3.83+18.5+10+10+13.90+13.72+12.99+7 \\
 &= 89.94
 \end{aligned}$$