


## Assessment Team Report


**Department:** Education  
**Program Title:** B.Ed. Elementary (2.5-Year)  
**Assessment Cycle:** Cycle-III  
**Assessment Year:** 2023-24

## Criteria Referenced Evaluation

	Excellent Performance in all areas.	Good to Excellent Performance in all areas.	Good Performance for most areas *	Fair Performance in most of the areas.	Poor Performance in most of the areas.	Score
Criterion 1 - Program Mission, Objectives and Outcomes				✓		2.67
Criterion 2 - Curriculum Design and Organization		✓				15.50
Criterion 3 - Laboratories and Computing Facilities			✓			6.00
Criterion 4 - Student Support and Advising		✓				8.00
Criterion 5 - Process Control		✓				11.45
Criterion 6 - Faculty		✓				16.57
Criterion 7 - Institutional Facilities		✓				8.00
Criterion 8 - Institutional Support				✓		5.00

\* No poor performance in any areas.

<b>Signature of AT:</b>
<b>Name &amp; Designation:</b>
Dr. Hina Amin Lecturer Education Department Virtual University of Pakistan 

<b>Signature of DQE Coordinator:</b>
<b>Name &amp; Designation:</b>
Mehboob Ahmed Khatri Manager QA Directorate of Quality Enhancement Virtual University of Pakistan 

Criterion 1 – Program Mission, Objectives and Outcomes					Weight = 0.05	
Factors Score		5	4	3	2	1
1	Does the Program have documented measurable objectives that support faculty / college and institution mission statements?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Does the Program have documented outcomes for graduating students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	Do these outcomes support the Program objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	Are the graduating students capable of performing these outcomes?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Does the department assess its overall performance periodically using quantifiable measures?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Is the result of the Program Assessment documented?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total Encircled Value (TV)</b>		<b>0</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>2</b>
<b>Score 1 (S1) = [TV/(No. of Questions *5)] *100 *Weight =</b>		<b>2.67</b>				

Comments/Observations/Key Findings:		
1	Program outcomes are not available, that is why sr. no 3 n 4 are marked as 1	1 Departmental curriculum committee will work on developing program learning outcomes
2	CLOs were mapped on PLOs. There are two general courses in this degree CS101 and VU001. CS101 has 0% mapping with PLOs while VU001 has 40% mapping with PLOs on average.	2 Rest of the courses are Required courses and all are mapped with PLOs. Also, CLOs shows 6-26% mapping with PLOs.
3		3

4	4	
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Criterion 2 – Curriculum Design and Organization		Weight = 0.20				
Factors Score		5	4	3	2	1
1	Is the curriculum consistent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Does the curriculum support the program's documented objectives?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Are theoretical background, problem analysis and solution design stressed within the program's core material?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Does the curriculum satisfy the core requirements laid down by respective accreditation bodies?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Does the curriculum satisfy the general education, arts and professional and other discipline requirements as laid down by the respective / accreditation bodies / councils?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Is the information technology component integrated throughout the program?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Are oral and written skills of the students developed and applied in the program?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total Encircled Value (TV)</b>		<b>5</b>	<b>24</b>	<b>0</b>	<b>2</b>	<b>0</b>
<b>Score 2 (S2) = [TV/(No. of Questions *5)] *100 *Weight =</b>		<b>15.50</b>				

Comments/Observations/Key Findings:			
1	The program needs to be accredited by the concerned authority (NACTE).	1	The application has already been submitted to NACTE, however, their instruments for online education are still in process.
2		2	
3		3	

4		4	
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Criterion 3 – Laboratories and Computing Facilities		Weight = 0.10				
Factors Score		5	4	3	2	1
1	Are laboratory manuals / documentation / instructions etc. for experiments available and readily accessible to faculty and students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	Are there adequate number of support personnel for instruction and maintaining the laboratories?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Are the university's infrastructure and facilities adequate to support the program objectives?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total Encircled Value (TV)</b>		<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Score 3 (S3) = [TV/(No. of Questions *5)] *100 *Weight =</b>		<b>6.00</b>				

Comments/Observations/Key Findings:		
1	Content of all courses in this degree program does not require any lab work.	1
2		2
3		3
4		4
5		5
6		6

Criterion 4 – Student Support and Advising		Weight = 0.10				
Factors Score		5	4	3	2	1
1	Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Does the university provide academic advising on course decisions and career choices to all students?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total Encircled Value (TV)</b>		<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Score 4 (S4) = [TV/(No. of Questions *5)] *100 *Weight =</b>		<b>8.00</b>				

Comments/Observations/Key Findings:			
1	All courses are Required courses in this degree program as per Existing HEC policy.	1	Study scheme will be revised as per new UG policy 2023.
2		2	
3		3	
4		4	
5		5	
6		6	

Criterion 5 – Process Control		Weight = 0.15				
Factors Score		5	4	3	2	1
1	Is the process to enrol students to a program based on quantitative and qualitative criteria?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Is the process to register students in the program and monitoring their progress documented?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Is the process above periodically evaluated to ensure that it is meeting its objectives?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Is the process to recruit and retain faculty in place and documented?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Are the processes for faculty evaluation & promotion consistent with the institution mission?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Is the process to ensure that graduates have completed the requirements of the program base on standards and documented procedures?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total Encircled Value (TV)</b>		<b>0</b>	<b>36</b>	<b>6</b>	<b>0</b>	<b>0</b>
<b>Score 5 (S5) = [TV/(No. of Questions *5)] *100 *Weight =</b>		<b>11.45</b>				

<b>Comments/Observations/Key Findings:</b>	
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1		1	
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Criterion 6 – Faculty		Weight = 0.20				
Factors Score		5	4	3	2	1
1	Are there enough full-time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Do the majority of faculty members hold a Ph.D. degree in their discipline?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Do faculty members dedicate sufficient time to research to remain current in their disciplines?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Are there mechanisms in place for faculty development?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Are faculty members motivated and satisfied so as to excel in their profession?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total Encircled Value (TV)</b>		<b>5</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Score 6 (S6) = [TV/(No. of Questions *5)] *100 *Weight =</b>		<b>16.57</b>				

Comments/Observations/Key Findings:		
1	As enrolment is increasing over the semesters, more full-time faculty will be required in future.	1
2		2

3		3	
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Criterion 7 – Institutional Facilities		Weight = 0.10				
Factors Score		5	4	3	2	1
1	Does the institution have the infrastructure to support new trends such as e-learning?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Does the library contain technical collection relevant to the program and is it adequately staffed?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Are the classrooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total Encircled Value (TV)</b>		<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Score 7 (S7) = [TV/(No. of Questions *5)] *100 *Weight =</b>		<b>8.00</b>				

Comments/Observations/Key Findings:		
1		1
2		2
3		3
4		4
5		5



6		6	
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Criterion 8 – Institutional Support		Weight = 0.10				
Factors Score		5	4	3	2	1
1	Is there sufficient support and finances to attract and retain high quality faculty?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Are there an adequate number of high-quality graduate students, teaching assistants and Ph.D. students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Total Encircled Value (TV)</b>		<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>
<b>Score 8 (S8) = [TV/(No. of Questions *5)] *100 *Weight =</b>		<b>5.00</b>				
<b>Comments/Observations/Key Findings:</b>						
<b>1</b>		<b>1</b>				

$$\begin{aligned}
 \text{OVERALL ASSESSMENT SCORE} &= S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 \\
 &= 2.67 + 15.5 + 6.00 + 8.00 + 11.4 + 16.5 + 8.00 + 5.00 \\
 &= 73.19 / 100
 \end{aligned}$$

**Overall Comments by Assessment Team:**

Program learning outcomes are missing which needs to be added at priority basis. It is further noticed that B.Ed. 2.5 elementary is not discussed under new HEC policy (2023), therefore new intake may be reconsidered at the time of implementation of new policy. Graduating and Alumni surveys needs to be Bilingual to get true and maximum students' response. It is concluded that qualitative responses targeting the students who are not completing their degree in due time will be collected to triangulate the findings of the surveys and improve the quality of the degree program.

**Comments by DQE Coordinator:**

