

**Executive Summary**  
**Associate Degree Program in Education (2 years)**  
**Faculty of Education**  
**Self-Assessment Cycle-III (2022-2023)**

Quality of higher education is monitored by Quality Assurance Agency (QAA) of HEC by various means. One of the means is Self-assessment of the programs offered by a University/HEI (Higher Education Institute). The Self-assessment process is conducted according to the guidelines provided by QAA in Self-assessment manual. In this regard, current document summarizes the findings of self-assessment process for the Associate Degree Program in Education (2 years) offered by the Faculty of Education.

The department is committed to produce graduates who can lead organizations towards success and prosperity in the global marketplace. The department offers rigorous programs in different areas of specialization. The department has completed the following tasks with reference to Self-assessment process:

1. Development of **Self-Assessment Report (SAR)** by Program Team for Associate Degree Program in Education (2 years).
2. Assessment of the said program and submission of **Assessment Report (AR)** by Assessment Team for Associate Degree Program in Education (2 years).
3. Development of **Rectification Plan** by Head of Department

The tasks were completed according to the set methodology through Program and Assessment Teams nominated by the Rector upon recommendation of the Department.

**Procedure**

The following procedure has been adopted to complete the self-assessment process:

1. Head of department nominated a program team (PT) for the program under consideration. DQE (Directorate of Quality Enhancement) arranged initial orientation and training session for PT. The composition of PT is given below:

**Table 1: Program Team**

Sr.#	Name	Designation
1.	Ms. Zareen Taj	Instructor, Education

2. All the relevant material such as Self-Assessment manual, survey forms, etc. were provided to PT.
3. Continuous support, guidance, and feedback were provided to PT to develop SAR for the said program.
4. After completion and submission of the final SAR by PT, the Rector, upon recommendation of the HOD, approved constitution of an Assessment Team (AT) for critical appraisal of the program and SAR. The composition of AT is given below:

**Table 2: Assessment Team**

Sr.#	Name	Designation
1.	Dr. Sohail Mazhar	Instructor, Education

5. SAR developed by PT was forwarded to AT for critical review.
6. After completion of critical review and assessment of the SAR, DQE arranged an exit meeting between AT and PT in presence of the Head of Department and DQE team.
7. After the meeting, AT submitted a report and Rubric form to DQE.
8. DQE forwarded the observations & findings of AT report to the Head of Department for developing a rectification plan.
9. DQE will now monitor implementation of corrective actions proposed by AT.

**Criteria in SAR:**

Following eight (8) criteria defined by the HEC are used to develop SAR:

- Criterion 1: Program Mission, Objectives and Outcomes
- Criterion 2: Curriculum Design and Organization
- Criterion 3: Laboratory and Computing Facility
- Criterion 4: Student Support and Advising
- Criterion 5: Process Control
- Criterion 6: Faculty
- Criterion 7: Institutional Facilities
- Criterion 8: Institutional Support

**Key Findings about the Program:**

Following is a summary of the key findings after program's assessment:

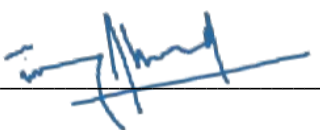
1. Mission, vision, goals and objectives of the department are approved from BOS but are awaited to be approved from other statutory bodies and required to be published at the University website.
2. The program needs to be accredited from the concerned authority (NACTE).
3. The categorization of courses as mentioned on university website as "Required" and "Electives" need to be synchronized with categories given in HEC curriculum and as approved by certain bodies by the department.
4. The mapping of program objectives vs. Program outcomes and further program objectives vs. Courses' learning outcomes reported in SAR is neither appropriate nor logical. It is therefore, needed to provide capacity building opportunities to faculty .
5. The employers' survey has not been conducted. It is essential to conduct employers' survey for determining the kinds of skills required in the candidates to perform well on their jobs.

6. Currently, the available e-journal collection provided by the HEC Digital Library is limited and does not adequately meet the requirements of the faculty. It is crucial for the University to expand its subscriptions to encompass a wider array of journals. This step is necessary to ensure that students and faculty members have abundant access to resources and materials.
7. Students must be given opportunities for internships as a teacher assistant with the teachers to get the experience of online teaching.
8. Virtual University policy regarding “Zero semester” needs to be consistent for associate degree programs also.
9. Seminars and workshops may be organized for the career development and career counseling of the students at least once in the semester. Experts from the industries and organizations can also be invited.
10. In order to provide career counseling for students, it is recommended to schedule seminars and workshops at least once per semester and invite experts from educational institutions and other organizations. Additionally, it is crucial to establish a guidance and counseling cell specifically for students within the university.
11. Teaching practice is a mandatory requirement for all teacher education programs and recently HEC has also suggested the universities to further strengthen it. In view of this, the prospective teachers’ mentoring, and supervised evaluation may be insured.
12. The faculty members' workload is excessively demanding, leaving insufficient time for scholarly activities. It is essential to accurately define and justify faculty workload by quantifying the various tasks they perform. Additionally, it is recommended that the IT department explore opportunities for automating activities such as assignment marking and evaluating subjective questions in exams. This automation would alleviate the burden on faculty members and allow them to allocate more time to other academic responsibilities.
13. As an ICT-based university, it is crucial to furnish the essential software required for effective e-learning. This includes equipping the faculty with necessary tools like MS Office. However, the current provision of a free version of WPS falls short in terms of lacking various fundamental features and compromising the ability to produce high-quality work.
14. With the advent and widespread availability of online AI tools, it is imperative for the learning management system (LMS) to incorporate a diverse range of tools to address plagiarism concerns. Additionally, it is essential for the LMS to incorporate discussion boards that enable teachers to communicate through audio and video capabilities.

15. Faculty motivation is low in terms of institutional support being expected for higher studies which can be raised by offering scholarship and study leave with pay.
16. It is imperative to establish transparent communication channels to effectively convey the goals, policies, and faculty promotion process to all faculty members. Additionally, the university has a responsibility to offer flexible timings for the provision of research facilities, catering to the needs of the faculty members.
17. Adequate support for scholarly work in terms of time, work ambiance, and finance is needed.
18. A comprehensive examination data analysis should be conducted to evaluate students' performance, aiming to identify any weaknesses in the question bank and implement necessary improvements. By tracking students' performance on each question, valuable data can be obtained and utilized to assess and enhance the quality of questions within the question bank.
19. Students' counseling is going to start via LMS messenger from spring 2023 and it needs to be mentioned in SAR. Although it is in process but still it is suggested to make a center to address the issues related to the career development, career counseling and psychological counseling of the students as well as the staff.

### **Conclusion and Recommendations:**

Upon analyzing the Criteria referenced Self-Assessment, it has been determined that the department's performance ranges from 'good' to 'excellent' in the majority of areas. The program has achieved a score of (75.58/100) as reported by AT, indicating an overall commendable performance. The identified areas requiring corrective actions during the self-assessment process have been communicated to the Head of the Department for necessary rectification. DQE will subsequently monitor the implementation plan within the specified time frame to ensure continuous improvement.



Mehboob Ahmed Khatri  
Manager QA

Director Quality Enhancement: \_\_\_\_\_