Executive Summary

Self-Assessment Report of 'B.Ed. Elementary (2 Year)' Program

Assessment Cycle – I (2017-18)

Directorate of Quality Enhancement (DQE)

Virtual University of Pakistan

The Department of Education of Virtual University of Pakistan (VUP), is designated to initiate and implement Self-Assessment process defined by Quality Assurance Agency (QAA) of HEC to pursue the aim of VUP. The aim of VUP is to provide extremely affordable world class education to students all over the country regardless of their physical location by alleviating the lack of capacity in the existing universities. Additionally, VUP is also tackling the acute shortage of qualified professors in the country using free-to-air satellite television broadcasts and the Internet. The current document summarizes the findings of self-assessment process initiated for critical evaluation of program titled 'B.Ed. Elementary (2-Years)'.

The department is committed to equipping the students with up-to-date knowledge and competencies to become effective and inspirational teachers and leaders at different levels of current education system. The department feels satisfied upon completion of the following list of tasks:

1. Development of ***Self-Assessment Report (SAR)*** by the Program Team (PT) for **B.Ed. Elementary (2 Year)** program
2. Conduct of critical review and submission of ***Assessment Report (AR)*** by Assessment Team (AT) for B.Ed. Elementary (2 Year) program
3. Development of ***Rectification Plan*** by the Head of Department.

The tasks were completed according to the set methodology through PT and AT nominated by the Rector on the recommendation of the Department.

Methodology

The following methodology is adopted to complete the whole SAR cycle:

1. HOD of the department nominated a PT for the current program. The composition of PT is given in Table 1. DQE also arranged orientation and training sessions for all PT members:

Table 1: Program Team

Sr.#	Name	Designation
1.	Ms. Darakhshan Muslim (Coordinator)	Instructor (Department of Education)
2.	Mr. Nauman Ahmad Abdullah	Instructor (Department of Education)

2. All the relevant material such as SAR manual, survey forms, etc. was provided to PT.
3. Continuous support, guidance, and feedback were provided to PT members to prepare the SAR for the current program.

4. After the completion and submission of the final SAR by PT and DQE, the Rector on the recommendation of the HOD approved the formation of an AT for the critical appraisal of the program and SAR. It is also ensured that a Subject Specialist from other institution become part of this team. The composition of AT is given in Table 2:

Table 2: Assessment Team

Sr.#	Name	Designation
1.	Dr. Muhammad Saeed	Associate Professor, IER, Punjab University
2.	Dr. Sadaf Jabeen	Assistant Professor (Department of Education, VU)

5. The SAR developed by PT was forwarded to AT for critical review.
6. After the completion of critical review and assessment of the SAR, AT members visited the department and had a meeting and interaction with PT and HOD.
7. After the visit, AT submitted a report and feedback form (Rubric Form) to DQE.
8. DQE forwarded the observations & findings of AT report to the HOD for developing a rectification plan.
9. DQE will now monitor implementation of Rectification Plan.

Parameters for the SAR:

Following eight (8) criteria prescribed 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 of the SAR:

Following is the summary of the key SAR findings:

Academic Observations:

1. It is suggested that the learning outcomes/objectives of the different courses should be properly written (following the philosophy of SMART and Bloom's Taxonomy) and typographical errors should be removed.
2. Four courses of Teaching Practice (15-credit hours) along with a project in the same semester will increase semester load. Contrary to this, as per HEC, two courses of Teaching Practice are offered; one course of 6-credit hours in each year.

3. The Table 4.5 (Criteria – 2, Standard 2.2) of SAR document indicates that program is more inclined towards 'problem analysis'. However, the critical analysis negates such claim. The courses of 2XX and 3XX levels in addition to "Foundation" courses are tagged as "Problem Analysis" courses. The learning objectives of most of the courses which are defined with the action verbs like "understanding" or "describe" also contradict the fact provided in the Table.
4. The course of 1-Credit Hour in Islamic studies is offered whereas HEC recommends 2-Credit Hours course.
5. The "Teaching Practice" is a mandatory activity of each program, however, the details of its assessment are missing in the SAR. How the validity of different submissions is evaluated to ensure the extent students meet the minimum requirement of the course.
6. Counselors are available for general guidance, but formal career counseling is absent. For career counseling of students, seminars and workshops should be organized at least once in a semester and experts from industries and organizations should be invited.
7. There is no difference between B.Ed. Elementary (2-Year) and B.Ed. Elementary (2.5-Year) except the first semester called as deficiency semester.

General Observations

1. The introduction of "Faculty of Education" is missing on the main website of the department. The Deans' message, the aims/goals of the faculty are also not available.
2. The results of faculty satisfaction survey reflect that faculty is moderately satisfied. The major concerns are:
   i) the least time for scholarly work
   ii) deficient library resources
   iii) the least clarity about goals, and policies
   iv) heavy and inconsistent faculty workload
3. The SAR report is not formatted consistently. The use of font, size, and line spacing is varying.
4. The details about a periodic review of the different process discussed in Criterion-5 like admission, faculty recruitment, program evaluation, course delivery etc. are missing.

Conclusion and Recommendations:

Analysis of Criteria Referenced Self-Assessment reveals that performance of the department is fair enough. It is reflected by overall moderate assessment score (76/100) reported by AT. It has been observed that performance of the department is fair in some of the areas. However, the low score has been observed in Criterion # 3 (Laboratories and Computing Facilities) and Criterion # 8 (Institutional Support) which, if improved, may lead to overall

good performance. The criterion # 3 is about the adequacy of computing infrastructure and facilities whereas the criterion # 8 is about retention of quality faculty members. The former criterion required campus audit reports as an evidence while latter criterion required a list of faculty retention initiatives.

AT has identified some of the areas which need to be focused for improvement. These include an insufficient number of Ph.D. faculty members, relatively high faculty workload as compare to other departments, the absence of career counseling for students, and revision of learning objectives/outcomes of the program and courses offered.

The areas that require corrective actions identified during self-assessment process have been reported to the Head of respective Department for rectification. DQE will follow up the implementation plan periodically to track continuous improvement.

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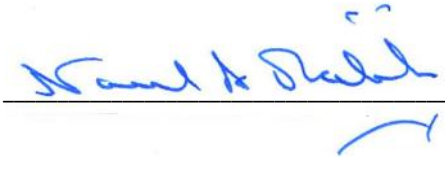
The Rector: