



SHAH ABDUL LATIF
UNIVERSITY KHAIRPUR



SELF-ASSESSMENT REPORT (SAR)
2022
DEPARTMENT OF GENDER STUDIES

Degree Program:

B.S. 4-Years

Re-Submitted to:

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

By

Program Team (PT) Members:

- 1) Miss Moomal Mandhri Channa
- 2) Miss Ghulam Fatima Talpur

TABLE OF CONTENTS

S. NO.	DESCRIPTION	PAGE #
1.	Introduction	01
2.	Criterion 1: Program Mission, Objective and Outcomes.	01
3.	Major Future Improvement Plans	03
4.	Criterion 2:	05
5.	Program Objective	06
6.	Criterion 3: Laboratories and Computing Facilities	08
7.	Criterion 4: Student Support & Advising	08
8.	Criterion 5: Admission Criteria & Policy, registration, recruiting and retaining highly qualified faculty, faculty evaluation & promotion	09
9.	Criterion 6: Faculty	11
10.	Faculty Resume	11
11.	Faculty Development Program	12
12.	Criterion 7: Institutional Facilities	13
13.	Teacher Evaluation Survey	14
14.	Survey of Graduating Students	15
15.	Student Course Evaluation Questionnaire Survey	16
16.	Criterion 8: Institutional Support	18

Introduction

The Institute of Gender Studies was established in 2013 with the vision of becoming world class institute in the field of gender and promoting the subject as a learning discipline in the remote area of upper Sindh. The main objectives of the institute are to train the students and workers of this region in Gender Studies, to promote co-operation in inter-disciplinary relationship with others teaching/research departments and NGO establishment, and to arrange seminars and workshops in order to raise the awareness about gender and its implications. The institute offers multidisciplinary courses that explore the making and meaning of gender - femininity and masculinity across cultures and social formations.

Aims

Gender influences human options, conditions, and experiences. The legal, political, economic, and cultural systems are all profoundly gendered. Gender awareness benefits individuals, communities, and organizations. Therefore, research and academic activities at the institute aim to:

- Enhance understanding of gender and how it is socially constructed.
- Create an awareness about gender in the context of South Asia in general and in Pakistan in particular.
- Critically analyse the status of women in Pakistani society.
- Evaluate development approaches worldwide and their effects on women.
- Explore political and theoretical dimensions of feminist pedagogy.

Criterion 1: Program Mission, Objective and Outcomes.

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

Mission Statement of the University:

- ✓ To provide affordable and accessible quality Under-Graduate, Graduate and PostGraduate degree Programs, national and international in scope.
- ✓ To care and promote quality research environment provide consulting faculties to industrial/Business and services sector with a realization of needs of community and national responsibility towards economic growth and welfare.

- ✓ To build national character and put focus on production of quality graduates to contribute in the economic, Industrial and social development of the country.
- ✓ To promote a campus environment that welcomes and honor women and men and an atmosphere that values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity.

Mission Statement of the Department:

The mission of the institute is to train human resource in order to promote gender equality because gender influences human options, conditions, and experiences. The legal, political, economic, and cultural systems are all profoundly gendered. Gender awareness benefits individuals, communities, and organizations.

Program Objectives:

Table -1: Shows how Objectives are measured and Improvements have been identified		
PROGRAM OBJECTIVES ASSESSMENT		
OBJECTIVES	HOW MEASURED	WHEN MEASURED
To train students in the field of Gender	Transfer knowledge, skills and motivational factors through curriculum and practical exercises	Normally mid and end of the program
Develop the discipline in the society	Conduced extra sessions and Social Activities by faculty members	throughout the course
Carry out research-based activities to analyze Gender related problems	Field visits are organized and final year students are given research projects to complete.	Each semester

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

Standard 1-2: The program must have documented outcomes for graduating students. It must

Be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.

Table: 2. The following Table shows how program outcomes support the Program Outcomes.

Program Objectives	Program Outcomes		
	1.	2.	3.
To train students in the field of Gender	Students are able to win internships, jobs and qualify GRE and other exams.	Working in research and academic institutions.	Jobs in various organizations specifically NGOs
Develop the discipline in the society	Progress report from the faculty members I satisfactory		
Carry out research based activities to analyze Gender related problems	Graduates are using social research tools, analysis cultural and social barriers and academic institutions with full confidence and success		
Program Objectives	Program Outcomes		
	1	2	
Be ready for gender related fields and careers	XX	XX	XXX
Develop the discipline in the society	XXX	XXX	XXX
Carry out research based activities to analyze Gender related problems	XXX	XXX	XXX
X	Relevant & satisfactory to some extent		
XX	Relevant & satisfactory		
XXX	Very relevant & satisfactory		
XXXX	Highly relevant & highly satisfactory		

Standard 1-3: The result of program's assessment and the extent to which they are used to improve the program must be documented.

Major Future Improvement Plans:

- To impart quality education in the department using audio visual aids and modern tools along with provision of latest literature, journals, books, reviews and access to internet.
- To upgrade Graduate & Post Graduate Laboratories with the modern & sophisticated equipment's
- To emphasize problem oriented research work on specific areas related to plants.
- Overall enhancement of knowledge and skills of faculty members in relation to the latest global advancements in various discipline through exchange programs, short trainings and collaborative research projects within and outside country.

Table: 4. Shows Program Strengths & Weakness.

Program Strengths and Weaknesses			
Program	Strengths	Weaknesses	Things to be developed
BS	The subject	Low ratio of students/ Permanent appointment of faculty	<ul style="list-style-type: none"> • Well-equipped computer laboratory and library • Appointment of new faculty • Introduction of new degree courses

Standard 1.4: The department must assess its overall performance periodically using quantifiable measures.

Table: 5. Number of student enrollment during last three years and student faculty ratio:

Program	Year 2019	Students/ Faculty Ratio	Year 2020	Students/ Faculty Ratio	Year 2021	Students/ Faculty Ratio
B.S	04		08		02	
Total	04	8:10	08	2:1	02	4:6

Table: 7. Number of publications, awards, workshops & seminars organized by the faculty:

Publications (HEC recognized only)		Research Projects		Monograph	Awards	Scholars produced	
National	International	Completed	Ongoing			M.Phil	Ph.D.
04	07	--	--	Book	--	06	--

Criterion 2: The curriculum must be designed and organized to achieve the program’s objectives and outcomes. Also course objectives must be in line with the program outcomes.

Course No#	Course Title	Credit Hours
GS- 501	Introduction to Gender Studies (F)	3
GS- 502	Sociology (G-1)	3
GS- 503	Introduction to psychology (G-2)	3
GS- 504	English - 1	3
GS- 505	Math -1	3
GS - 506	Pakistan Studies	3
Total Credit Hours		18

Semester-II

Course No#	Course Title	Credit Hours
GS- 506	Social Construction of Gender (F)	3
GS- 507	English-II	3
GS- 508	Mathematics – II	3
GS- 509	Islamic Studies / Ethics	3
GS- 510	Culture Civilization (G-III)	3

GS- 511	Computer Skills (G-VI)	3
Total Credit Hours		18

B.S (2nd year) Semester-III

Course No#	Course Title	Credit Hours
GS- 600	Women and the feminist Movements: A Global perspective.	3
GS- 601	English - III	3
GS- 602	Human Geography	3
GS- 603	Feminist Theories	3
GS-604	Introduction to International Relations	3
GS-605	Sindhi/Urdu Literature	3
Total Credit Hours		18

Semester-IV

Course No#	Course Title	Credit Hours
GS- 604	English IV	3
GS- 605	Rural Development (G-VII)	3
GS-606	Violence Against Women (G-VIII)	3
GS- 607	Women's History in South Asia (F-V)	3
GS- 608	Gender & Religious	3
		3
Total Credit Hours		18

B.S (3rd year) Semester- V

Course No#	Course Title	Credit Hours
GS- 609	Gender and Development	3
GS- 6010	Gender and Environment	3
GS-6011	Gender and Work	3

GS- 6012	Gender and Islam	3
GS- 6013	Feminist Research-I	3
	Total Credit Hours	3
		18

Semester- VI

Course No#	Course Title	Credit Hours
GS- 6014	Gender and Human Rights (F-VIII)	3
GS- 6015	Gender and Health (F-IX)	3
GS-6016	Feminist Research II (M-IV)	3
GS- 6017	Gender and Politics (M-V)	3
GS- 6018	Social Construction of Masculinities and Feminities (IV)	3
	Total Credit Hours	15

B.S (4th year) Semester- VII

Course No#	Course Title	Credit Hours
GS- 6019	Gender and Law in Pakistan (V-II)	3
GS- 6020	Psychology of Gender (M-VIII)	3
GS-6021	Research Project Thesis (M-IX)	3
GS- 6022	Gender and Media (E-I)	3
GS- 6023	Gender, Peace, Security and Conflict	3
	Total Credit Hours	15

Semester- VII

Course No#	Course Title	Credit Hours
GS- 6024	Research Project (M-X)	3

GS- 6025	Internship (M-XII)	3
GS-6026	Gender, Technology and Entrepreneurship (M-XII)	3
GS- 6027	Political, Social, Economic Aspect of Women's Lives (E-III)	3
GS- 6028	Gender and Education (E-IV)	3
	Total Credit Hours	15

Standard: 2.1: The curriculum must be consistent and support the program's documented

Objectives

Table: 8 Courses versus program outcomes

Courses/Group of Courses	Objectives			
	1	2	3	
Research Projects based on field study with report writing and presentation in seminar	To enhance understanding of research and carry that in their research degree further	Completion of field study and report		
Program Learning Outcomes	Program Objectives			
	Skills in critical thinking, Program solving and communication	Initiate and manage change	Understand Professional ethics and responsibility	Employ I. S. Technology

Standard: 2.2.: Theoretical background, problems analysis and solution design must be stressed within the program's core material.

Table: 8. Shows Theoretical background, problem analysis and solution of the courses.
--

Elements	Courses
Theoretical background	GS-501, GS-502, GS-503, GS-504, GS-505, GS-506, GS507, GS-508, GS-509, GS-510, GS-601, GS-602, GS-603, GS-604, GS-605, GS-606, GS-607, GS-630,
Problems analysis	
Solution design	

Standard: 2.3: The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body. Examples of such requirements are given in Table A.1, Appendix A.

Standard 2-4: The curriculum must satisfy the major requirements for the program as specified by HEC, the respective accreditation body / councils. Examples of such requirements are given in Table A.1, Appendix A.

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 / council. Examples of such requirements are given in Table A.1, Appendix A.

Minimum Requirements for Each Program

(Program Semester Credit Hours)

Program	Math & Basic Science	Engineering Topics	General Education	Others
B.S. 4-Year			3 per week	

Standard 2-6: Information technology component of the curriculum must be integrated throughout the program.

Has the IT program been included in the course: NO

Standard 2-7: Oral and written communication skills of the student must be developed and applied in the program.

Is there any oral/written communication skills have been included in the program: YES

Criterion 3: Laboratories and Computing Facilities

Standards: 3-1. Laboratories and computing facilities must be adequately available and accessible to faculty members and students to support teaching and research activities.

Criterion 4: Student Support and Advising:

Students must have adequate support to complete the program in a timely manner and must have ample opportunity to interact with their instructors and receive timely advice about program requirements and career alternatives.

Standard: 4:1. Courses must be offered with sufficient frequency and number for students to complete the program in timely manner.

Table: 9. Shows classes/week of Major Courses offered in 4th –Year program.

Major Courses offered: BS. 4 Year Program		
Course offered/Year	Semester	Classes/week /CrHs
B.S (1 st year)	1 st	18
	2 nd	18
B.S (2 nd year)	1 st	18
	2 nd	18
B.S(3 rd year)	1 st	18
	2 nd	18
B.S (4 th year)	1 st	15
	2 nd	15

❖ The above mentioned classes are strictly followed throughout the academic year. The core courses, optional can be easily completed under the favorable environment.

4-Year B.S: Program

4th -Year B.S: Program	Subject:	Managed by:	Theory: Cr Hs/ Class.	Practical: Cr Hs/ Class.
Subject:	Gender Studies	Institute of Gender Studies	B.S(P-1) 1 st semester 18 2 nd Semester 18 2 nd Semester 18	B.S(P-2) 1 st semester 18 2 nd Semester 18 2 nd Semester 18
			B.S (P-3) 18	B.S (P-4) 1 st Semester

			2 nd Semester 18	15 2 nd Semester 15
			18 2 nd Semester 18	

1. **Standard: 4:2.** Courses in the major are must be structured to ensure effective interaction between students and faculty and teaching and teaching assistance?

(1) Well-structured ✓

Standard: 4:3. Guidance on how to complete the program must be available to all students and access to academic advising must be available to make course decisions and career choices.

Are students informed about program requirements?

(1) No (2) To some extent (3) Fully ✓

Does there student advising system exist and how effective it is?

(1) No (2) To some extent ✓ (3) Completely

Have students access to professional counseling?

(1) No ✓ (2) To some extent (3) Full

Do the students have interacted with practitioners and to have membership in technical & professional societies?

(1) No ✓ (2) To some extent (3) Full

Criterion 5: The processes by which major functions are delivered must be in place, controlled, periodically reviewed, evaluated and continuously improved. To meet this criterion a set of standards must be satisfied.

Standard 5.1: The process by which students are admitted to the program must be based on quantitative and qualitative criteria and Cleary documented.

Program/credit transfer: N.A.

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

Admission Criteria: The admission policy is constituted by the “Admission Committee” consists of Deans, and senior faculty members of the university. The departments have no any role. The departments follow policy made by them which is also mentioned in “**Prospectus of the university**”. However, the admission criteria are evaluated but not regularly.

Standard 5:2. The process by which students are registered in the program and monitoring of students progress to ensure timely completion of the program must be documented this process must be periodically evaluated to ensure that it is meeting its objectives:

How frequently admission criteria are evaluated?

(1) None (2) Not regularly (3) **Every Year** ✓

Are the evaluated results used to improve the results?

(1) No (2) **To some extent** (3) Yes

Is there any policy regarding program /credit transfer?

(1) **No** ✓ (2) To some extent (3) Well defined

Is there any mechanism of student's registration in the program?

(1) No (2) To some extent (3) **Well defined** ✓

How frequently process of registration is monitored?

(1) None (2) Within 1 year (3) After 1 year (4) **When needed** ✓

Are the evaluation results used to improve the results?

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

Standard 5:3. The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

- ❖ Shah Abdul Latif University strictly follows the policy of “Equal Opportunity” regardless religion, race, faith, cast & creed, gender regarding recruiting faculty including admissions, educational programs and employment.
- ❖ The University applies standard operating methodology for evaluation, such as Annual Confidential Report (ACR), required research papers, teaching experience and all other conditions as directed by the HEC. Thus
- ❖ This process ensures the objectives of the program mission.

Standard 5:4: The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.

- ❖ It is strictly observed that the time table is followed by the faculty. However, **Weaknesses & Strengths** have been observed through the student feedback for the “Course Evaluation”. The department needs to improve in various aspects.

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 process for the degrees of M.A. 2-Year has been well designed by the Advanced Studies & Research Board (ASRB) followed by the HEC directions. Details are as under.

Degree	GPA/Class/GRE	Interview	
BS-4 Year	Pre-Admission Test (NTS) style	X	

This process must be periodically evaluated to ensure that it is meeting its objectives. **(Yes)**

The department ensures that the graduates actively participate in laboratory work, punctual in the classes, maintaining attendance over **75%**.

Criterion: 6. Faculty. Faculty members must be current and active in their discipline and have the necessary technical depth and breadth to support the program. There must be enough faculty members to provide continuity and stability, to cover the curriculum adequately and effectively. To meet this criterion the following standards must be satisfied.

Standard: 6: 1. There must be enough full time faculties who are committed to the program to provide adequate coverage of the program areas / courses with continuity and stability. The interest of all faculty members must be sufficient to teach all courses, plan, modify and update courses. The majority must hold a Ph.D. degree in the discipline.

Table: 10. Program areas and number of faculty in each area.		
Program Areas of specialization	Courses in the area.	Number of faculty members in each area
B.S	Gender Studies	00 (5 members on contract)
Total:-		7

* One visiting professor

Faculty Resume:

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

Name:	Position	Qualification	Field of specialization
Professor Dr. Agha Nadia	In-charge	Ph. D	Women's Studies
Miss Arifa Pathan	Teaching Assistant	M.A	Gender Studies
Miss G. Fatima	Teaching Assistant	M.A	Gender Studies
Miss Moomal Mendhri Channa	Teaching Assistant	M.A / M.Phil (continue)	Gender Studies
Miss Razia Sultana Channa	Teaching Assistant	M.A / M.Phil (continue)	Gender Studies
Mr. Rahim Dad Rind	Teaching Assistant	M.Phil	Sociology

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.

1. Participation in seminars, conferences at National/International levels.
2. Research proposals for funding and linkage with other Institutions.
3. Taking classes, involved in research and reading new books in the relevant field.
4. Publications in HEC recognized journals or journals having impact factors.
5. Organize workshops, seminars and conferences.
6. The department arranges lectures from eminent scholars on various topics of the subject for its students and faculty at National level.
7. Prepare their resume in line with HEC guidelines.

Faculty Development Program:

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

The following criteria are under practice in order to satisfy the faculty members in their profession.

1. Fair, timely selection, appointment / promotion as per HEC policy.
2. Providing Tenure Track salary package
3. Excellent working environment.

1. General Comments:

- a) Teachers have expressed their views that seminars, symposiums and conferences, in general, have motivated to impart the new techniques and methods of teaching.

Suggest programs / factors that could improve your motivation and job satisfaction?

- b) More faculty members may be appointed on the regular basis or contract to cover the workload as per HEC policy.

Criterion: 7. Institutional Facilities. Institutional facilities, including library, clean rooms and offices must be adequate to support the objectives of the program. To satisfy this criterion, the following standards must be met.

Standard 7:1.

The Institution must have the infrastructure to support new trends in learning such as E-learning.

Standard 7:2.

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

Standard 7:3. Class rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibility.

Details of facilities available in the department:

Item	Position	Remarks
AC	Available	AC is available for the Director's office. Need AC for computer lab.
Library	Available	Relevant and latest books are required along with cupboards.
Classrooms	01 Class room	But needs repair, it can be dangerous.
Computer Lab	01 lab	We need computers because our computers are out of order.

Teacher Evaluation Form

(To be filled by the student)

Institute of Gender Studies

Year: **201**

A: Strongly Agree

B: Agree

C: Uncertain

D: Disagree

E: Strongly Disagree

Teacher:	A	B	C	D
----------	----------	----------	----------	----------

1	The teacher is prepared for each class	100%	0%	0%	0%
2	The teacher demonstrates knowledge of the subject properly	100%	0%	0%	0%
3	The teacher has completed the whole course	0%	100%	0%	0%
4	The teacher provides additional material apart from the text book	75%	0%	25%	0%
5	The teacher gives citations regarding current situations with reference to Pakistani context.	100%	0%	0%	0%
6	The teacher communicates the subject matter effectively	75%	0%	25%	0%
7	The teacher shows respect towards students and encourages class participation	50%	50%	0%	0%
8	The teacher maintains an environment that is conducive to learning	75%	25%	0%	0%
9	The teacher is punctual & regular.	100%	0%	0%	0%
10	The teacher is fair in examination	75%	25%	0%	0%
11	The teacher returns the checked scripts etc. with his suggestions to the students.	25%	50%	0%	25%
12	The teacher was available for consultations after class hours.	50%	25%	25%	0%
Course:		A	B	C	D
13	The matter presented in the course has increased the knowledge of the subject.	50%	50%	0%	0%
14	The syllabus clearly states course objectives requirements, procedures and grading criteria	50%	50%	0%	0%
15	The subject integrates theoretical course concepts with real world.	50%	25%	25%	0%
16	The assignments and exams taken by the teacher were according to course and syllabi.	75%	25%	0%	0%

Survey of Graduating Students

(To be filled out by graduating students in last semester / year before the award of degree)

Institute of Gender Studies

Year: **2022**

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

S. No.	Question	Percentage/Status			
		A	B	C	D
1	The work in the program is too heavy and induces a lot of pressure.	64%	36%	0%	0%
2	The program is effective in enhancing team-working abilities.	55%	45%	0%	0%
3	The program is effective in developing analytical and problem solving skills.	64%	27%	9%	0%
4	The program is effective in developing written communication skills.	64%	27%	0%	9%
5	The program is effective in developing planning abilities.	55%	36%	9%	0%
6	The objectives of the program have been fully achieved	36%	55%	9%	0%
7	Faculty was able to meet the program objectives	45%	45%	9%	0%
8	Environment was conducive for learning	55%	36%	9%	0%
9	Whether the Infrastructure of the department was good.	45%	45%	9%	0%
10	Whether the program was comprised of Co-curricular and extra-curricular activities	55%	45%	0%	0%
11	Whether scholarships/ grants were available to students in case of hardship	55%	27%	18%	0%

Answer question, if applicable.

The internship experience is effective in enhancing.

S. No.	Question	Percentage/Status			
		A	B	C	D
A.	Ability to work in teams.	55%	45%	0%	0%
B.	Independent thinking.	55%	45%	0%	0%
C.	Appreciation of ethical Values.	64%	36%	0%	0%
D.	Professional development.	64%	18%	18%	0%

E.	Time management skills.	55%	36%	9%	0%
F.	Judgment.	64%	27%	9%	0%
G.	Discipline.	55%	27%	18%	0%
H.	The link between theory and practice.	55%	45%	0%	0%

Student Course Evaluation Questionnaire
(To be filled by each student at the time of Course Completion)

Institute of Gender Studies

Year: **2022**

CORE QUESTIONS

Course Content and Organization		Strongly Agree	Agree	Uncertain	Disagree
1	The course objectives were clear.	55%	27%	9%	9%
2	The Course workload was manageable.	55%	36%	0%	9%
3	The Course was well organized (e.g. timely access to materials, notification of changes, etc.)	55%	36%	9%	0%
Student Contribution		>81%	80%	60%	40%
4	Approximate level of your own attendance during the whole Course.	64%	27%	9%	0%
5	I participated actively in the Course.	55%	45%	0%	0%
6	I think I have made progress in this Course.	73%	18%	9%	0%
Learning Environment and Teaching Methods		Strongly Agree	Agree	Uncertain	Disagree
7	I think the Course was well structured to achieve the learning outcomes.	64%	27%	0%	9%
8	The learning and teaching methods encouraged participation.	73%	27%	0%	0%
9	The overall environment in the class was academic & friendly.	73%	9%	0%	9%
10	Classrooms environment were satisfactory.	45%	45%	0%	0%
Learning Resources		Strongly Agree	Agree	Uncertain	Disagree
11	Learn materials provided by teacher were relevant and useful.	73%	18%	0%	9%

1 2	Recommended reading Books etc. were relevant and appropriate	55%	36%	0%	0%
1 3	The provision of learning resources in the library was adequate and appropriate.	55%	36%	0%	9%
1 4	The provision of learning resources on the Web was adequate and appropriate (if relevant)	45%	27%	0%	9%
Quality of Delivery		Strongly Agree	Agree	Uncertain	Disagree
1 5	The Course stimulated my interest and thought on the subject area Teaching techniques of the teacher were interesting and conducive.	36%	45%	9%	0%
1 6	The pace of the Course was appropriate	64%	36%	0%	0%

17	Ideas and concepts were presented by the teacher were clear.	36%	55%	0%	9%	0%
Assessment		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
18	The method of assessment were reasonable.	45%	36%	9%	0%	9%
19	Feedback on assessment was timely.	45%	55%	0%	0%	0%
20	Feedback on assessment was helpful.	45%	55%	0%	0%	0%
Additional Core Questions		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Teaching Assistant Evaluation						
21	I understood the lectures.	64%	27%	0%	9%	0%
22	The material was well organized and presented.	73%	9%	9%	9%	0%
23	The teacher was responsive to student needs and problems.	45%	45%	9%	0%	0%
24	Had the teacher been regular throughout the course?	64%	27%	0%	0%	9%
Practical		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
25	The material in the practical was useful.	64%	27%	0%	9%	0%
26	The demonstrators dealt effectively with my problems.	55%	36%	0%	0%	9%

Criterion: 8. Institutional Support. The institution's support and the financial resources for the program must be sufficient to provide an environment in which the program can achieve its objectives and retain its strength.

Standard 8:1. There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teacher and scholars.

Standard 8:2. There must be an adequate number of high quality graduate students, research assistants and Ph.D. students.

Standard 8-3: Financial resources must be provided to acquire and maintain library holding, laboratories and computing facilities.

❖ The University provides resources to maintain library& laboratories.

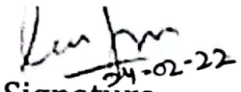
Does the department provide opportunities to the faculty members to attend international / national conferences?

Program Team (PT) Members:

1. Miss Moonal Mandhri Channa
2. Miss Ghulam Fatima Talpur

Chairman

Department of gender Studies


Signature